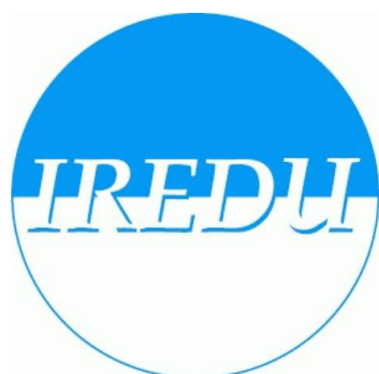


Veille de l'IREDU



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Acquisition de compétences

Arnal, C., Rossini, L., Kolinsky, R., Leys, C., & Klein, O. (2026). **How does education influence adolescents' endorsement of conspiracy theories? examining the roles of critical thinking, literacy, justice perceptions and identification with society.** *Social Psychology of Education*, 29(1), 43. <https://doi.org/10.1007/s11218-026-10212-2>

Educational tracks influence students' cognitive and social outcomes, yet its role in shaping susceptibility to conspiracy beliefs remains underexplored. This study examines the relationship between secondary school tracks (general, technical, and vocational) and belief in conspiracy theories in French-speaking Belgium. We hypothesize that students in general education tracks exhibit lower levels of conspiracy beliefs than those in technical and vocational tracks, and that this relationship is mediated by literacy, critical thinking, perceived justice, and societal identification. A cross-sectional study was conducted with 168 adolescents from the Wallonia-Brussels Federation, measuring conspiracy beliefs, critical thinking, literacy, perceptions of justice, and societal identification. Results showed that students in general education tracks reported significantly lower conspiracy beliefs than their peers in technical and vocational tracks. However, this effect was primarily mediated by societal identification rather than cognitive variables such as literacy or critical thinking. These findings suggest that educational tracking not only shapes academic skills but also influences students' integration into societal structures. The results highlight the importance of fostering social belonging and perceptions of fairness to mitigate susceptibility to conspiracy beliefs. This study contributes to understanding how stratified educational systems perpetuate social inequalities that shape cognitive and political attitudes. Policy implications include integrating curricula that promote inclusive civic education across all educational tracks.

Bart, D., Fluckiger, C., & Komesu, F. (2026). **Littéracies en contexte universitaire : questionnaire d'activités d'écriture étudiantes au Brésil et en France.** *Contextes et didactiques. Revue semestrielle en sciences de l'éducation*, (27). <https://doi.org/10.4000/16fkq>

Cet article explore, sous l'angle des contextes et modalités d'enquête, des écrits d'étudiants de premières années, au Brésil et en France, produits en réponse à des tâches concernant la crédibilité de documents numériques. L'approche développée, inscrite dans le champ des littéracies universitaires, examine la manière dont les différences entre les deux corpus d'écrits, brésiliens et français, peuvent manifester, tant au plan formel qu'au plan de leur contenu, des choix méthodologiques et d'institutionnalisation de l'enquête qui visaient notamment une meilleure contextualisation des écrits recueillis. En outre, l'article montre qu'indépendamment des différences de langue, le recours à un traitement automatique des réponses donne à voir une structuration convergente des deux corpus qui peut être mise en relation avec le poids des activités et des consignes sur les écrits produits par les étudiants. Ces résultats amènent en conclusion à questionner les enjeux d'une approche contextualisée des littéracies universitaires pour la recherche et la formation supérieure.

Beck, J. S., Riddle, D. R., John Morgan, J., Whitesides, H., & Brown, N. (2026). **How Have Teacher Candidates Learned to Use Evidence? A Systematic Review of Research.** *Review of Educational Research*, 96(2), 516-542. <https://doi.org/10.3102/00346543251320930>

The purpose of the current manuscript is to provide a systematic review of the literature regarding how preservice teachers learn to use evidence to evaluate student learning. To that end, we

operationalize the terms data literacy for teachers, data-driven decision-making, and assessment literacy before outlining the methods of our systematic review. Our review produced 36 relevant articles situated within the United States. Based on these articles, we describe how teacher candidates learn to use data including relevant interventions and instructional methods. We also expand on the types of research methods used in these studies. We conclude with implications for research and practice, including an expansion of field experiences and anti-racist and inclusive practices.

Bernardeau-Moreau, D., & Bauvet, S. (2026). **Le bénévolat, un capital de compétences constitutif d'un éthos étudiant.** *Carrefours de l'éducation*, 61(1), 129-150.
<https://doi.org/10.3917/cdle.061.0129>

Les formations de l'enseignement supérieur constituent une porte d'entrée incontournable vers l'insertion professionnelle des jeunes. À côté de cette éducation formelle rythmée par les examens et sanctionnée par des diplômes, réside toutefois tout un ensemble de moyens et dispositifs utiles et très complémentaires qu'on peut ranger dans la catégorie de l'éducation non formelle. L'engagement bénévole en fait partie. Si le monde associatif suscite un intérêt réel chez les étudiant.e.s, c'est aussi, outre sa dimension sociale et humaniste, parce qu'il est pourvoyeur de compétences utiles pour préparer l'entrée dans la vie active. Pour rendre compte de ces compétences acquises durant l'engagement bénévole, nous avons comparé deux groupes d'étudiant.e.s de l'université de Lille, un groupe d'étudiant.e.s ayant ou ayant eu une activité bénévole et un groupe d'étudiant.e.s n'ayant jamais eu d'engagement bénévole. Les résultats montrent un capital de compétences et un ethos préprofessionnel plus développés chez les étudiant.e.s bénévoles confirmant que le monde associatif est un espace de production compétentielle.

Bernigole, V., Cheung Kivan Yeun, L., Kass, V., Mahoux, M., Marin, N., Virieux, P., ... Robaut, M. (2026). **Test de positionnement de seconde 2025 : des résultats en baisse en français dans les deux voies et en mathématiques pour la voie professionnelle.** *Note d'Information*, (26.22), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/test-de-positionnement-de-seconde-2025-des-resultats-en-baisse-en-francais-dans-les-deux-voies-et-en-505001>

En septembre 2025, pour la huitième année consécutive, les élèves entrant en seconde ont passé des tests de positionnement sur support numérique en français et en mathématiques.

Bosch, J., Lüke, T., Steiner, T. M., & Wilbert, J. (2026). **Enhancing Pre-service Teachers' Visual Analysis Skills for Single-Case Graphs: the Role of Trend and Intervention Effect.** *Journal of Behavioral Education*, 35(2), 1242-1259. <https://doi.org/10.1007/s10864-026-09615-0>

This study investigates the effectiveness of a visual analysis training intervention for teachers. It provides new insight into the influence of data trends on visual analysis and judgments of single-case graphs. Participants were trained in visual analysis and then asked to judge the effectiveness of interventions based on single-case graphs with varying trend and intervention effects. Results partially replicated previous findings, showing that trend effects can lead to false positives in judging intervention effectiveness. However, the training did not significantly improve participants' ability to differentiate between trend and intervention effects. While training can raise awareness of trends, it may not fully equip individuals to interpret complex data patterns accurately. These findings have implications for researchers and practitioners using single-case designs, emphasizing the need to consider data trends carefully and combine visual analysis with statistical or heuristic approaches.

Chang, E., MarÃa, P.-R., & Peluffo, C. (2026). **Persistent Effects of Early Academic Rank on Cognitive and Noncognitive Outcomes** (Working paper N° 18683). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18683>

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.

Chitiyo, A., Sciuchetti, M. B., Finch, H. W., & Dzenga, G. C. (2026). **A Meta-analysis of Reading Interventions for Students with Emotional/Behavioral Disorders**. *Journal of Behavioral Education*, 35(2), 927-955. <https://doi.org/10.1007/s10864-025-09597-5>

Students identified with Emotional/Behavioral Disorders (EBD) often exhibit behavioral challenges that negatively affect their academic performance. One of their weaker areas of academic achievement lies in reading. Although numerous research on interventions to improve their reading outcomes has been conducted, some students continue to lag behind. The use of instructional practices not supported by strong empirical evidence may deter students' reading outcomes from improving. To address the reading performance gap, educators are encouraged to use evidence-based practices (EBP) supported by strong empirical research. Meta analyses play an important role in identifying and disseminating EBP. This meta-analysis evaluated reading intervention studies (n = 27) for students with emotional and behavioral disorders (EBD) using the Between Case Hedges' g effect size. A random effects meta-analysis of 27 studies indicated that, overall, reading interventions increased reading outcomes of students with EBD by a large margin [g = 0.747, SE = 0.102, CI (0.547, 0.947), p < 0.05]. A meta-regression analysis consisting of six moderators resulted in statistically significant effects of study design, intervention agent, and type of dependent variable. Implications of study findings and suggestions for future research are discussed.

Ebner, S., Romines Parks, G., & Aspiranti, K. (2026). **Combining the Concrete Representational Abstract Approach and Video Modeling to Increase Basic Addition Skills for First Grade Students**. *Journal of Behavioral Education*, 35(2), 1024-1046. <https://doi.org/10.1007/s10864-026-09623-0>

Many Elementary Students Remain below grade-level in Mathematics and Require Intervention for Foundational Math skills. Educators Need Strategies that Are efficient, feasible, and Deliver Lasting results. This Study Combined the Concrete-Representational-Abstract Intervention with Video Modeling (CRA-VM) Intervention To Improve two-digit by one-digit Addition Without Regrouping among Three first-grade Students Identified as at Risk for Math failure. Using a single-case, multiple-probe across Participants design, Video Modeling Was Used To Implement Sequences of the CRA Intervention. Visual Analysis Indicated Immediate Level Changes with the Onset of CRA-VM, Large Increases in Accuracy during Intervention with Minimal Overlap with baseline, and Maintenance of Gains after Withdrawal for all Three Students. Social Validity

Ratings Reflected High Acceptability and Perceived benefit. The Current Study Demonstrated that CRA-VM Can Deliver rapid, Durable Improvements in Early Addition while Reducing Reliance on Live Teacher Modeling, Making It Practical for Classrooms (across General Education and Resource settings), Small groups, or Home Practice

Egorov, G., & Sonin, K. (2026). **An Informational Rationale for Viewpoint Neutrality in Education** (Working paper N° 35351). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35351>

Consider a society that faces uncertainty about a payoff-relevant state and wants to train students to make correct decisions. In educational institutions, students learn from their teachers, but they also get outside information, and later learn from peers. We show that privately Bayesian actions need not be optimal inputs into social learning: when students' actions reflect teacher-side information that is correlated across peers, observing many such actions can give this information excessive social weight. A social planner may therefore optimally reduce the precision of instruction, inducing students to rely more on outside information before their actions become signals for others, and students can end up better informed despite learning less from their teachers. The case for a precision cap is stronger when peer interaction is homophilous, because same-teacher information is more likely to survive aggregation, and weaker when outside information is itself systematically distorted. This provides an informational rationale for viewpoint neutrality as an institutional policy: it limits the social overrepresentation of correlated teacher-side information when students mostly learn from peers exposed to similar sources.

Egyir, J. (2026). **Literacy, numeracy skills and free basic education in Ghana** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341307>

Literacy and numeracy unarguably are at the heart of human and economic development and, as a result, have received widespread attention in recent decades. Yet, there are still issues related to the effective strategies of creating such basic skills. In this paper, I show how a free compulsory universal basic education (FCUBE) policy in Ghana helped improve skills attainment. I employ a difference-in-differences strategy to assess the long-term causal impact of FCUBE using the Ghana Living Standard Survey 2012-2017. Overall, I find that FCUBE increased literacy and numeracy by 4.6 and 3.0 p.p respectively, but had a larger effect for urban and less disadvantaged students, thereby exacerbating inequality in skills attainment. Additionally, my results show that only the lower secondary education, and not primary education, was sufficient to guarantee skills attainment.

Euzeby, T., Jabri, K., Lacroix, A., Valdenaire, B., Ballereau, M.-A., Hick, M., ... Philippe, C. (2026a). **Évaluations exhaustives de début de sixième, de cinquième et de quatrième 2025 en français et en mathématiques.** Note d'Information, (26.23), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/evaluations-exhaustives-de-debut-de-sixieme-de-cinquieme-et-de-quatrieme-2025-en-francais-et-en-504998>

En septembre 2025, pour la huitième année consécutive, les élèves entrant en seconde ont passé des tests de positionnement sur support numérique en français et en mathématiques.

Euzeby, T., Jabri, K., Lacroix, A., Valdenaire, B., Ballereau, M.-A., Hick, M., ... Philippe, C. (2026b). **Évaluations exhaustives de début de sixième, de cinquième et de quatrième 2025 en français et en mathématiques.** Note d'Information, (26.21), 1-4. Consulté à l'adresse

<https://www.education.gouv.fr/depp/evaluations-exhaustives-de-debut-de-sixieme-de-cinquieme-et-de-quatrieme-2025-en-francais-et-en-504998>

En septembre 2025, les élèves de sixième, cinquième et quatrième ont été évalués en français et en mathématiques.

Garza, B., LaBrot, Z., Rodriguez, L., Harry-Wright, S., McKay, J., & Grubbs, E. (2026). **Let's Play: Evaluation of KerPlunk as a Novel Game-Based Interdependent Group Contingency**. *Journal of Behavioral Education*, 35(2), 773-792. <https://doi.org/10.1007/s10864-026-09620-3>

Young children's display of disruptive behavior in early education settings may interfere with their learning and impact social-emotional and behavioral outcomes. Fortunately, research demonstrates that group contingencies are feasible and effective class-wide interventions to reduce improve children's outcomes. However, there is less research examining the effects of group contingencies in early childhood education. The current study sought to address this literature gap by investigating the effectiveness of a novel interdependent group contingency, KerPlunk, with randomized intervention components for improving young children's classroom behaviors. KerPlunk is a boardgame that includes a tower in which sticks are placed and marbles are balanced, and it was modified so that the fall of marbles signified a "win" and subsequent reward delivery. Utilizing a multiple baseline design with randomized baseline lengths, this study evaluated the effectiveness of KerPlunk for increasing appropriately engaged behavior and decreasing disruptive behavior across three Head Start classrooms. Results indicated immediate improvements in children's classroom behaviors. Additionally, teachers perceived KerPlunk to be an acceptable and effective class-wide intervention. Study results highlight an effective and feasible group contingency that can meet the needs of young children with the use of minimal resources and time. Results, limitations, future directions, and implications are discussed.

Goller, D., Brox, E., & Wolter, S. (2026). **Imperfect Self-knowledge about Skills and Skill Mismatch** (Working paper N° 26166). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26166>

Why do people sort into poorly fitting occupations? This paper shows that imperfect self-knowledge about skills is an important source of skill mismatch at labor market entry. We use unique data from standardized professional aptitude tests linked to administrative records on educational trajectories and early labor market outcomes in Switzerland. The data allow us to observe objective skills and subjective skill beliefs for many productivity-relevant skills in a high-stakes setting. We document large differences among individuals in how well their beliefs align with their skills. Imperfect self-knowledge predicts misaligned occupational aspirations, higher realized skill mismatch, and a higher probability of dropout. Guided by a Roy-style model of occupational choice with imperfect self-knowledge, we interpret these findings as evidence that distorted self-assessments at the school-to-work transition contribute to the misallocation of talent.

Guilmois, C. (2026). **Et si les élèves ne construisaient pas leur savoir par eux-mêmes ?** In (coll. Apprentissage, éducation et socialisation). *Mathématiques et contextes: regards croisés*. Consulté à l'adresse <https://hal.science/hal-05655984>

L'enseignement des mathématiques à l'école primaire en Martinique, comme dans les autres académies de l'Hexagone, répond au programme officiel défini par le ministère de l'éducation nationale. Ce programme vise à assurer une progression pédagogique cohérente et adaptée à l'âge des élèves pour leur permettre d'acquérir un socle commun de connaissances, de compétences et de culture dans ce domaine. Afin d'obtenir des repères sur l'acquisition des

élèves en mathématiques et en français de ce socle au cours de la scolarité, le ministère organise, depuis plusieurs années, des évaluations nationales. Tous les ans, au courant du mois de septembre, les compétences des enfants de CP, de CE1 et de sixième sont évaluées dans les disciplines fondamentales (à la rentrée 2023, ces évaluations sont également complétées par la passation de tests en classe de CM1 et quatrième). En septembre 2022, l'académie de Martinique, comme toutes les autres académies françaises, organise la passation de ces évaluations nationales repères dans toutes les écoles de son territoire. Les résultats en mathématiques obtenus cette année-là par les élèves de CP et de CE1 sont présentés ci-dessous (cf. figure 1 et 2). La courbe rouge représente le niveau de compétence atteint par les élèves issus des écoles classées « hors éducation prioritaire » (HEP) et la courbe bleue, celle des élèves issus des réseaux de l'éducation prioritaire renforcé (REP+), autrement dit, celle dont les enfants sont issus des écoles ayant un indice de position sociale (IPS) le plus faible. Si l'on peut aisément constater que les courbes suivent des tracés similaires (les élèves rencontrent des difficultés dans les mêmes domaines quel que soit la classification des écoles dont ils sont issus), il paraît également évident que, dès le CE1, les écarts se creusent entre les enfants issus des REP+ et ceux issus des écoles HEP. Cet écart de performance, non seulement ne se résorbent pas, mais se creusent tout au long de la scolarité comme le confèrent les évaluations internationales tel que le Programme for International Student Assessment (PISA, 2022) et Trends in Mathematics and Science Study (TIMSS, 2019). L'académie de Martinique n'échappe malheureusement pas à ce déterminisme social ce qui pose, ici comme ailleurs, la question de la capacité de l'école à enrayer ce processus. La littérature scientifique internationale des sciences de l'éducation montre que de nombreux facteurs interviennent dans la réussite des élèves. Citons en guide d'exemples quelques-uns d'entre eux répertoriés par Hattie (2009, 2012) : le feed-back de l'enseignant, la relation de confiance entre ce dernier et l'élève ; l'enseignement dirigé par l'enseignant ; les programmes encourageant la lecture et les stratégies de résolution de problèmes etc. Parmi eux, l'efficacité des méthodes et stratégies pédagogiques est également interrogée. Celle-ci est en effet un sujet complexe et multidimensionnel qui peut être traité sous différents angles. Dans ce chapitre, elle est envisagée comme un levier possible pour rendre l'enseignement des mathématiques plus efficace et ainsi améliorer les performances scolaires des élèves, notamment ceux issus des milieux les plus défavorisés.

Ibourk, A., & Aynaoui, K. E. (2026). **Les écarts de compétences scolaires selon le genre au Maroc : quels facteurs explicatifs ?** *Carrefours de l'éducation*, 61(1), 169-185.
<https://doi.org/10.3917/cdle.061.0169>

L'écart entre les sexes en matière de réussite éducative demeure une préoccupation majeure au Maroc. Cette étude analyse les disparités de genre en lecture et en mathématiques aux niveaux national, urbain et rural, en exploitant des données individuelles issues de l'évaluation PIRLS 2021 (7 017 élèves) et de TIMSS 2019 (13 536 élèves), toutes deux menées auprès d'élèves de 4^e année du primaire. En appliquant la méthode de décomposition de Blinder-Oaxaca, nous décomposons les écarts de performance en une part expliquée (dotations) et une part inexpliquée (facteurs structurels), en intégrant des variables liées aux élèves, aux enseignants et aux établissements scolaires. Les résultats révèlent qu'en lecture, la composante inexpliquée est prédominante, ce qui met en évidence les désavantages structurels et culturels auxquels les filles sont confrontées. La décomposition montre que l'âge a un impact négatif sur la performance en lecture, tout comme les conditions du foyer. En mathématiques, les résultats diffèrent : la composante expliquée est dominante. Cela signifie que les différences de genre dans les facteurs observables, notamment l'âge, expliquent en grande partie l'avantage des garçons.

L'effet de l'âge est significatif, en revanche, la fréquentation de l'éducation préscolaire a un impact négligeable. Les caractéristiques des écoles ne contribuent pas de manière significative aux différences de genre en mathématiques, et les conditions d'apprentissage au foyer, bien qu'influant sur la performance, ne permettent pas de réduire l'écart entre les sexes.

Jaoul-Grammare, M., & Stenger, A. (2026). **Comportements pro-environnementaux : quels leviers éducatifs ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d2v>

Kovács, M. (2026). **An escape game in a museum as an opportunity to enhance visitors' environmental attitudes.** *International Review of Education*, 72(3), 393-406. <https://doi.org/10.1007/s11159-025-10178-x>

Museums are places for informal education. The Observatory and Science Experience Centre in Eger, Hungary, has been using different entertaining methods for this purpose for some time. Recently, however, curators identified the need for a new game to enhance visitors' environmental attitudes and awareness. They decided to address this issue using an escape game. This game type has the advantage of being a popular form of entertainment for both younger and older people, and even for whole families – a good fit for the Observatory's visitor structure. Research has shown that escape games lead to a promising, albeit statistically not significant increase in players' environmental attitude scores. In light of these considerations, the aim of the study presented here was to examine whether the escape game designed for the Observatory's purposes would be effective in improving visitors' environmental attitudes. To answer this question, the author used the environmental emotion sub-scale (EESS) from the "Environmental Attitude" questionnaire developed in 2019 by Naim Uzun, Kenneth L. Gilbertson, Ozgul Keles and Ilkka Ratinen. The 131 participant players in the study sample (83 female, 48 male) voluntarily filled out the survey form both before and after playing the game. Both analyses of the results, one applying the Wilcoxon signed-rank test to the attitude scores and the other using the rating scale model (RSM) with paired sample t-test, showed that the players' environmental attitudes had indeed improved significantly ($p < .001$).

Langbach, V., & Divoux, A. (2026). **Faire expérience du décalage : diversifier les environnements éducatifs pour les publics faiblement scolarisés.** *Biennale internationale de l'éducation, de la formation et des pratiques professionnelles 2026*. Consulté à l'adresse <https://hal.science/hal-05665315>

Chez les publics francophones natifs faiblement scolarisés, les apprentissages se construisent souvent dans des environnements de connivence (Langbach, 2014 ; 2023) : des univers familiers où la communication est implicite, les références partagées, les interactions codées par l'entre-soi (Bentolila, 2010). Si ces formes relationnelles suffisent à interagir au quotidien, elles peuvent limiter l'accès à d'autres registres de langage. Cet univers familier, ces expériences fondent ainsi le prisme principal par lequel le monde est perçu et interprété (Langbach & Divoux, 2024). Nous proposons à ce public, dont la compréhension du monde est susceptible de rester centrée sur la seule expérience vécue, un apprentissage expérientiel visant à créer un décalage référentiel. Ce décalage serait utilisé comme levier de transformation et de développement de compétences interactionnelles complémentaires. Celui-ci vise à bousculer les routines langagières et sociales, et à favoriser ainsi l'émergence de nouvelles compétences permettant de comprendre et d'agir face à des supports de communication variés. À partir de ces constats,

nous souhaitons proposer un élargissement des contenus de formation vers des situations nouvelles, plus formelles et induisant une décentration (Byram, 1997), confrontant les apprenants à d'autres manières d'agir, de dire, de comprendre. Cet élargissement suppose la maîtrise de genres discursifs variés, non seulement sur le plan linguistique (lexique, grammaire, syntaxe), mais aussi sémiotique et discursif (iconographie, lecture en palier, positionnements énonciatifs), ainsi que socio-interactionnel (maîtrise des genres discursifs : places, rôles, enjeux, actes de langage) (Hymes, 1984). En mobilisant un corpus d'écrits du quotidien – des affiches de promotion de la santé – nous souhaitons mettre en place une approche méthodologique permettant de comprendre les situations de communication sous un angle nouveau. Cette démarche invite les apprenants à se décentrer de leur expérience pour faire l'expérience de nouveaux schémas de pensée.

Lee, S., & Lee, Y. (2026). **Effectiveness of a parent-implemented intervention for improving balance in a child with autism spectrum disorder.** *Journal of Behavioral Education*, 35(2), 886-901. <https://doi.org/10.1007/s10864-026-09627-w>

Gross motor skills are important for children's daily activities; however, children with autism spectrum disorder (ASD) often have difficulties in these areas, limiting their participation in everyday life. Therefore, interventions targeting balance skills are crucial for children with ASD. This study examined whether a parent-implemented intervention could improve balance in a boy with ASD, using a multiple-probe design across behaviors. The targeted motor skills included sitting, half-kneeling, standing, and walking, whereas the object-control skills included throwing, catching, and rolling a ball. The target skill was observed for each behavior and the degree of improvement was indicated. Statistical analyses were conducted using the percentage of non-overlapping data (PND) and Tau-U. Additionally, the study used the Pediatric Berg Balance Score. Improvements were observed in gross motor and object control skills and were retained at three weeks post-intervention. These functional gains were reflected in the Pediatric Berg Balance Score. These findings suggest that parent-implemented interventions can improve gross motor and object control skills in children with ASD.

Li, R., Wolfe, K., & Drasgow, E. (2026). **The Effectiveness of Equivalence-Based Instruction on Time-Telling Skills in Children with Autism Spectrum Disorder and Intellectual Disabilities.** *Journal of Behavioral Education*, 35(2), 811-831. <https://doi.org/10.1007/s10864-025-09601-y>

Our purpose in this study was to examine the effectiveness of equivalence-based instruction (Griffith et al., Griffith et al., 2018) to teach time-telling skills to children with autism spectrum disorder (ASD) and intellectual disabilities. Three children with ASD, intellectual disabilities, or both participated in the study, which employed a concurrent multiple baseline design across subjects. Each participant was taught 24 discrimination relations that consisted of matching analog clock faces and printed digital clocks to dictated times. Following training, participants were assessed on their ability to match analog-to-digital and digital-to-analog clocks and to orally name the times without explicit instruction. Generalization was evaluated by using real digital and analog clocks, both with and without a second hand. Results indicated that all three participants showed significant improvement in analog-to-digital and digital-to-analog matching. While oral naming skills also improved, additional teacher support was necessary for optimal learning. When a second hand was not included during the training phase, its presence during generalization tended to decrease correct responding across participants.

Longano, J., Lee, G., & Cahill, C. (2026). **Look, Listen, and Learn: The Effects of Synchronous Reinforcement on Observing Responses for Adult Faces and Peers.** *Journal of Behavioral Education*, 35(2), 832-859. <https://doi.org/10.1007/s10864-025-09612-9>

Verbal behavior developmental theory (VBDT) has identified several pre-verbal developmental cusps related to learning and language acquisition. Adult faces as well as adult voices functioning as conditioned reinforcers are among the critical foundational cusps for early learners. The current study tested the effects of a synchronous reinforcement procedure on the acquisition of observing responses related to attending to adult and peer faces and adult voices for three preschool children with disabilities. We used a concurrent multiple probe design across participants with pre- and post-intervention measures for observing responses for adult and peer faces, observing responses to adult voices, and trials to criterion for instructional objectives. Following the procedure, all three participants showed increased observing and attending to adults and peers. In addition, this procedure led to improved learning outcomes, with a decrease in the number of trials to criterion for acquisition of objectives post-intervention. A notable observation was the increased attention to peers following the intervention, a phenomenon not previously investigated.

Maamria, Y. (2025). **Analyse longitudinale de l'activité d'étudiants se préparant à un concours de recrutement de la fonction publique: le cas du concours d'aptitude au professorat d'éducation physique et sportive** (Theses, Université de Brest). <https://doi.org/10.70675/d7a0555bzaf54z43bfzb138z3d54725b5a47>

This thesis adopts an enactive approach to human action (Theureau, 2006) and aims to analyze the collective activity of a group of students preparing for the CAPEPS exam. It focuses on students' engagement dynamics in non-instituted situations, outside institutionalized training frameworks. To this end, the Course of Action program (Theureau, 2006) was employed to describe the interactions, strategies, and adjustments implemented by the students throughout their preparation. The empirical study, conducted over an extended period in accordance with the principles of an ethnographic approach, identified seven phases in the collective life course, illustrating the group's gradual structuring into a community of practice (Wenger, 1998). Each analyzed phase reveals a predominant concern shaping the organization of collective work and highlighting an intensification of non-instituted activities. Over time, the students appropriated spaces outside the training institute to develop a relatively autonomous collective activity, thus providing group members with social and material conditions conducive to preparing for the exam.

Mahony-Atallah, K. E., McCallum, E., Schmitt, A. J., Chelecki, C. L., & Thomas, J. D. (2026). **A Virtual Implementation of the Performance Feedback Writing Fluency Intervention for Students with Disabilities: A Single-Case Design.** *Journal of Behavioral Education*, 35(2), 980-1002. <https://doi.org/10.1007/s10864-025-09599-3>

Students with disabilities, such as ADHD and autism, often struggle in academic areas, including written expression. Performance feedback (PF) is a simple, time-, and resource-efficient strategy which has been used class-wide in general education settings to increase the writing fluency of elementary school students. Unknown is the extent to which PF can be used to improve the writing performance of students with disabilities. The present study used a single-case, multiple-baseline across-participants design to assess the virtual implementation of PF with three second- and third-grade students with disabilities. Two curriculum-based measurement (CBM)-dependent variables included total words written (TWW), a measure of pure writing output, and correct writing

sequences (CWS), which also considers writing quality indicators such as spelling, grammar, and syntax. Visual and statistical analysis suggested that one participant's TWW and CWS improved; however, these effects were not replicated across the other participants. Discussion focused on limitations including non-standardized CBM assessment procedures and the existence of increasing baseline performance trends for two participants, as well as implications and directions for future research.

Malone, E. J., Tuck, K. N., & Fu, Y. (2026). **Self-Advocacy and Social Problem-Solving Intervention for Preschoolers with Social and Behavioral Support Needs**. *Journal of Behavioral Education*, 35(2), 860-885. <https://doi.org/10.1007/s10864-025-09614-7>

Social problem-solving (SPS) is a complex and critical set of skills for self-advocacy. Prior SPS literature has explored the effects of teaching preschool children to identify problems and find a single solution using visuals in contrived scenarios. This study compared the effects of two environmental conditions (solution visuals alone and solution visuals with precorrections) and a no-intervention baseline on three participants' autonomous SPS during naturally occurring social problems during free play. A single case alternating treatments design was used to compare conditions. Results indicated a clear functional relation between visuals with precorrections intervention condition and improvement in participants' autonomous SPS. Key findings for researchers and practitioners, future directions, and limitations of the study are explored.

Massy, G., Didier, J., & Besançon, M. (2026). **Assessing creativity in early childhood: How future teachers balance conformity and originality**. *Thinking Skills and Creativity*, 59, 102023. <https://doi.org/10.1016/j.tsc.2025.102023>

Creativity is an essential skill in contemporary education systems, particularly in early childhood, where it is stimulated by exploratory activities and the expression of thought through the creation of ideas or the production of new objects. However, its assessment remains a major challenge, particularly for future teachers, who have to reconcile the emergence of creativity with the requirements of training plans. This dual injunction reveals a hesitancy on the part of professionals regarding the definition of creativity and the ways in which its manifestations in students can be assessed. This study explores how future teachers of early childhood integrate evaluation criteria measuring the development of creativity into their evaluation documents. It aims to understand which dimensions of the creative process and theoretical models, such as the 3Ps and the OECD Creative Assessment Grid, are mobilised in an evaluative context. Two hypotheses guided this work: (1) trainee teachers give priority to technical and observable dimensions, often to the detriment of the creative process, and (2) transversal aspects, such as originality and collaboration, are underrepresented. To test these hypotheses, 153 evaluation documents produced by student teachers at the HEP Vaud were analysed using a specific grid. The study combined an analysis of proportions, correlations and a hierarchical classification of evaluation criteria. The results reveal that emphasis is placed on technical and methodological criteria, such as respect for constraints and diversity of materials, while less tangible dimensions, such as originality and collaboration, are marginally taken into account. These trends reflect the systemic challenges involved in assessing creativity that is non-linear and exploratory in nature in early childhood. These initial elements are in line with previous research which emphasises the predominance of observable and measurable aspects of the evaluation of creativity, to the detriment of the creative process, which is more complex to identify. The study also highlights a preference for assessing individual performance to the detriment of more collaborative dynamics. This observation highlights the need to reassess the way in which creativity is

understood and taught in teacher training programmes. In conclusion, this research highlights the importance of equipping future teachers with tools to assess both tangible outcomes and intangible processes, paving the way for a balanced and effective approach to promoting creativity in young learners in a rapidly changing educational landscape.

Mouchaham, R., Emprin, F., & Hage, S. E. (2025). **Mise en fonctionnement de cadres théoriques pour analyser les liens entre développement de l'autonomie des élèves et pratiques d'enseignement utilisant le numérique.** *Mediterranean Journal of Education*, 5(2), 174-182. <https://doi.org/10.26220/mje.5570>

This text allows us to illustrate how we operationalize two theoretical frameworks to the relationship between the use of digital technologies and the development of autonomy. To do this, we focus on the study of the practices of a chemistry teacher at lower secondary school in Lebanon (13-14 years old) using digital technology in her teaching. The frameworks we mobilize are the dual didactic and ergonomic approach and AtA2d analytical framework. The dual didactic and ergonomic framework which allows us to study the practices of this chemistry teacher from two perspectives: a didactic one and an ergonomic one. The AtA2d analysis framework allows us to distinguish two forms of autonomy (transversal autonomy and disciplinary didactic autonomy). The methodological approach outlined here is grounded in a qualitative analysis of a pre-session interview with the teacher (referred to as the « ante-interview »). This qualitative analysis aims to illustrate our methodological approach and to highlight the results it makes possible. Regarding digital technologies, the teacher sees them both as a tool to promote student autonomy and as an additional element that is less of a priority compared to other concerns.

Moumen, Z., & Saidi, A. (2025). **"Monica AI" as a Lever for Improving Learning Skills: A Survey of Written Production Among Secondary School Learners in the Provincial Directorate of Errachidia, Morocco.** *science step journal*. <https://doi.org/10.5281/zenodo.15782298>

This study was conducted among Moroccan students in the qualifying secondary cycle, belonging to the public institution « "Lycée qualifiant Ibn Tahir" », provincial directorate Errachidia, Morocco. The aim is to assess the usefulness of artificial intelligence (AI) tools and applications for education. More specifically, this investigation aims to demonstrate how these tools, offered by AI, can be a lever for improving learning skills: focus on written production, using the « "Monica IA" » writing assistant. While taking stock of the level of integration of these tools into teachers' pedagogical practices, we were able to record that almost all students who used the AI model in question, in their writing, expressed satisfaction despite using it for the first time. This descriptive-analytical research aims to analyze the results of a survey of high school students and teachers. The findings will be used to formulate recommendations applicable not only in Moroccan schools but also in other contexts to prepare future teachers and effectively integrate AI into learning.

Navarini, L. (2026). **Changes in Returns to Multidimensional Skills across Cohorts** (Working paper N° 26170). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26170>

While social skills have become increasingly important in the labour market, other skills may have lost relevance. Estimating these changes is challenging because skills measured before tertiary education affect wages both directly and indirectly through educational sorting. This paper develops a sequential model with cognitive, social, and diligence skills measured at age 17 to

estimate direct and total early-career returns across recent German cohorts, while accounting for unobserved ability. Direct returns to social skills increased by 6 percentage points, whereas total returns to diligence declined. Among individuals with low cognitive skills, returns to diligence fell by 10 percentage points, consistent with high-diligence workers sorting into routine-intensive occupations whose value declined under deroutinisation.

Özdemir, R., Sönmez, N., & Koldas, M. (2026). **Assessing Pre-service Special Education Teachers' Skills in Defining and Recording Target Behaviors.** *Journal of Behavioral Education*, 35(2), 1284-1304. <https://doi.org/10.1007/s10864-026-09626-x>

It is essential for special education teachers to plan and implement effective behavioral interventions as part of the behavior modification process. A critical component of this planning is accurate behavior measurement, which includes clearly defining target behaviors, selecting appropriate measurement methods, and consistently recording behavioral changes. In accordance with this, pre-service special education teachers (pre-SETs) must develop proficiency in these areas. This study aimed to assess pre-SETs' proficiency in defining the target behavior and choosing the appropriate recording technique for the behavior. A video-based survey was administered to 106 pre-SETs in Türkiye. Participants were asked to provide operational definitions of target behaviors and identify the correct recording method across seven commonly used measurement techniques. The findings revealed that pre-SETs showed limited accuracy in writing operational definitions of target behaviors and in selecting appropriate behavior recording techniques. These findings suggest that pre-SETs in Türkiye may not acquire adequate measurement skills through theoretical instruction alone. Practice-based and explicit instructional methods are needed to build competency in defining and recording target behaviors.

Peña-Ayala, A. (2026). **Self-regulated learning: A holistic-cybernetic framework.** *Education and Information Technologies*, 31(10), 3221-3253. <https://doi.org/10.1007/s10639-026-13919-z>

Self-regulated learning (SRL) improves educational labor regardless of academic level and domain knowledge (DK) because it helps guide learners' endeavors. Essentially, SRL relies on both the cognitivism and behaviorism branches to head learners' thinking, conduct, and interaction with academic setting. However, instilling SRL in learners represents a challenge due to the diversity of theories, methods, and strategies to be considered. With this in mind, a Holistic and Cybernetic Framework for SRL (HCF SRL) is proposed, where SRL is seen as a single unit acting as a living system that fosters an agentic role in learners to enable them to consciously drive their learning tasks. This study was developed in a Higher Education (HE) setting, where a Learning Management System (LMS) delivered DK to learners, of in both the experimental and control groups, during their practices in an engineering lab; but only provided SRL counseling for experimental members. In this context, a quantitative-experiment was designed to test a causal hypothesis that reveals the SRL impact on experimental learners by means of parametric analysis to address the collection and analysis of empirical data estimated from both the dependent and independent variables. As 24 learners composed the population, the sample was $n = 22$ based on the Cochran formula using basic parameters, and hence 11 learners were randomly assigned to each group; however, three students from each group dropped out during the lab lectures. As a result, experimental group had a better performance than the control group according to the incoming statistics: (1) gained DK, gross learning, and net learning respectively achieved Σ : 74: 62; 49: 29; 1.84: 1.09; μ : 9.25: 7.75; 6.13: 3.63; 0.23: 0.14; (2) T distribution, gross learning and net learning, given a "H0 hardly holds": $-1.76 < 1.94 < 2.14$ for $0.036 > 0.025$ & $0.072 > 0.05$; and $-1.76 < 1.89 < 2.14$ for $0.025 > 0.025$ & $0.070 > 0.05$; (3) a "stronger correlation" is reached for

gained DK and gross learning, $r: 0.98 : 0.91$ and $0.98 : 0.97$; while R^2 is a "more reliable predictor" for the three measures: $0.94 : 0.83$; $0.96 : 0.94$; $0.96 : 0.91$; (4) linear regression, intercept for gross learning and net learning shows a "higher minimum", $b_0: 1.57 : -1.04$ and $0.06 : 0.03$; while the slope for gained DK and net learning predicts "higher values", $b_1: 1.43 : 0.74$ and $0.0379 : 0.0375$; (5) one-way analysis of variance (ANOVA), the result of the sum of squares between groups and sum of squares within groups for the covariate, former DK, 4 and 65.75, is "not having a key effect" on the different groups' means variability of the response variable, gained DK, 9 and 119; (6) analysis of covariance (ANCOVA), the sums of squares calculate: covariate, former DK, 32.18, exerts 25% of the influence of variation in the response variable, while the factor independent variable, SRL stimuli, 18.24, "biases nearly 14%", and the error, 86.82, represents 68%. The outcomes affirm: "although experimental learners lacked previous training to know SRL council and had to realize, understand, and apply its prompts during lab essays, they reached a modest improvement in learning achievement compared with that of the control group". Thus, one conclusion claims: "when SRL is part of educational praxis, learners become aware of their own learning labor and better results are expected."

Rémeau, M., Léger, A., Vezon Persem, É., & Borst, G. (2026). **Au collège, les écarts de compétences transversales sont plus marqués pour les dimensions cognitives que socio-émotionnelles.** *Note d'Information*, (26.25), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/au-college-les-ecarts-de-competences-transversales-sont-plus-marques-pour-les-dimensions-cognitives-505034>

En 2024, la DEPP a mené une enquête visant à mieux comprendre le développement et le rôle des compétences transversales dans la réussite scolaire.

Rodriguez-Segura, D., & Tierney, S. (2026). **The challenge of efficient instructional targeting in the presence of between-school heterogeneity.** *Education Economics*, 0(0), 1-29. <https://doi.org/10.1080/09645292.2026.2681944>

This paper examines the extent and implications of between-school heterogeneity in foundational learning outcomes across six public education systems in South Asia and West Africa, using harmonized, system-representative data from systems collectively serving more than 900,000 enrolled children. We document substantial and pedagogically meaningful variation that tends to increase with grade level and baseline performance, and is therefore often most pronounced in upper primary grades, while also often exceeding variation explained by common subnational proxies such as administrative region and rural-urban status. In the vast majority of cases, the between-school component exceeds what would be expected from random chance due to sampling variation, often by statistically significant margins. These findings suggest that, in the presence of meaningful between-school heterogeneity, setting a single instructional level for an entire system may remain a consequential policy challenge even when overall curricula are brought closer to the level of the median child. Simulations further suggest that in systems with greater school-level heterogeneity, differentiated instructional targeting can increase the share of students whose proficiency is aligned with the assigned instructional level, relative to a uniform curriculum. Whether these alignment gains translate into realized learning gains depends on the quality of school-level data and the feasibility of implementing differentiated instruction in practice.

Scheman, N., Coddington, R., Briesch, A., & Kuenzli, T. (2026). **Examining the Effectiveness of a Combined Math and Relaxation Intervention for Students with Math Anxiety.** *Journal of Behavioral Education*, 35(2), 1003-1023. <https://doi.org/10.1007/s10864-025-09605-8>

Despite robust evidence for the correlation between math anxiety and math performance, few interventions have addressed how best to intervene with students that display math anxiety and low math performance. The current study addressed critical gaps in the literature. We evaluated a combined relaxation (progressive relaxation and breathing) and math skill intervention (explicit instruction, strategic incremental rehearsal, cover-copy-compare, and a math game) for fifth-grade students with high levels of math anxiety using a multiple-baseline design across participants. Outcomes included multiplication performance (simple and complex) and math anxiety (self-reported and a physiological measure). The intervention package improved math outcomes for three of four students and decreased self-reported math anxiety for two students. No relationship was found between measures of self-reported and physiological math anxiety.

Seoane, R. C., Wang, J., Cao, Y., & Kim, Y.-S. G. (2026). **Unpacking the Relation Between Oral Language and Written Composition: A Meta-Analysis.** *Review of Educational Research*, 96(3), 761-798. <https://doi.org/10.3102/00346543251320359>

Oral language underpins written composition, establishing a relation between the two constructs; however, a comprehensive understanding of the factors moderating this relation remains to be fully explored. This meta-analysis investigates the relation between oral language and written composition, with a particular focus on identifying the factors that influence its relation. Moderators of grade level, language learner status, developmental language disorder status, orthographic depth, linguistic grain sizes (e.g., vocabulary, discourse skills), and measurement features for both constructs were considered. Measurement features for oral language encompassed format (oral vs. written), outcome (quality vs. productivity), modality (expressive, productive, or mixed), and the distinction between normed and research-developed tasks. For written composition, genre (informational vs. narrative), dimensions (e.g., quality, productivity), and the distinction of normed tasks were considered. A total of 104 studies involving 214,734 participants met inclusion criteria and revealed a moderate but significant correlation between oral language and written composition ($r = .34$). Results indicated that the relation between oral language and written composition strengthened as students progressed through grade levels and was more pronounced among foreign language learners compared to native speakers. Furthermore, the relation between oral language and written composition was particularly strong when the latter was assessed through the dimensions of quality, vocabulary, and fluency. This meta-analysis provides a comprehensive quantitative synthesis, underscoring the importance of considering individual factors and measurement features. The findings have practical implications for literacy instruction and future research aimed at closing gaps in our understanding of oral language and written composition.

Shen, Y. (2026). **Moving Beyond Cross-Language Transfer in a Single Modality: The Transfer Integration Hypothesis.** *Review of Educational Research*, 96(3), 675-723. <https://doi.org/10.3102/00346543251318999>

Over the past decades, theories of cross-language transfer have widely focused on the proficiency required to transfer a single linguistic modality in one language to that same linguistic modality in another language (e.g., first-language reading to second/foreign-language reading). To move beyond cross-language transfer in a single modality, a new theory, the transfer integration hypothesis proposes that reading and writing are related across learners' first and

second languages. To test the transfer integration hypothesis, this systematic qualitative review synthesizes the findings of peer-reviewed studies on the reading-writing connections across languages. Evidence of cross-language reading-writing connections to support the transfer integration hypothesis was found with much variability resulting from literacy and linguistic factors. These factors include multilinguals' language experience and grade level, reading and writing measures, language exposure, motivation, language proficiency, and language structure similarities and distance.

Shin, Y., Song, D., Choi, S., & Lee, S. (2026). **Exploring the relationship between computational thinking behaviors and socially shared metacognitive regulation in collaborative coding across task complexity.** *Education and Information Technologies*, 31(10), 3283-3310. <https://doi.org/10.1007/s10639-026-13917-1>

As computational thinking (CT) is increasingly recognized as a fundamental competency across disciplines, there is a growing emphasis on integrating it into educational settings for non-computer science (non-CS) majors, with collaborative block-based coding emerging as a promising approach. However, much of the existing research focuses on coding outcomes rather than the underlying cognitive and regulatory processes that unfold during collaboration, particularly across tasks of varying complexity. This study examines how CT behaviors and socially shared metacognitive regulation (SSMR) patterns differ by task difficulty and performance level in collaborative coding contexts. It employed a mixed-methods design, with 120 undergraduates completing basic and advanced coding tasks using App Inventor. Behavioral data on the use of computational concept (CC) and non-CC blocks were analyzed through machine learning-based clustering, while group discourse was examined using lag sequential analysis. Results revealed that high-performing groups, especially in advanced tasks, demonstrated concise block usage and engaged in coherent cycles of evaluation, adaptation, and monitoring. In contrast, low-performing groups demonstrated fragmented regulation and relied heavily on trial-and-error strategies. The findings suggest that analyzing both behavioral patterns and discourse context facilitates more efficient identification of underlying cognitive structures expressed through actions, whereas discourse analysis offers deeper insights into the reasoning processes and socially regulated strategies involved. The study carries practical implications for the design of scaffolding and adaptive feedback tools and contributes theoretically by deepening our understanding of how SSMR functions in collaborative coding education.

Smith, C. J., Perry, H., Oliveira, J. S. C. D., Klassen, S., McGee, R. E., & Petursdottir, A. I. (2026). **Comparison of Discrete-Trial and Stimulus-Pairing Procedures in Computer-Assisted Language Learning.** *Journal of Behavioral Education*, 35(2), 750-772. <https://doi.org/10.1007/s10864-026-09621-2>

Computer-assisted language learning applications vary in the extent to which they require active student responding. The present study compared acquisition and retention of vocabulary words taught under two instructional conditions. The discrete-trial condition required a typed student response after every instance of stimulus presentation and additionally employed fading of textual prompts. The stimulus pairing condition, by contrast, did not require any student responding except in probe trials (identical in both conditions). Participants were college students, and the instructional program targeted facts in Experiment 1 (N = 9) and native-foreign intraverbals in Experiment 2 (N = 8). Instructional condition did not consistently affect correct responding in probes conducted throughout instruction. On average, however, participants made significantly more correct responses to discrete-trial than stimulus-pairing targets in a

portion of immediate posttests and one-week follow-up tests for instructed and emergent responding. Effects on retention may have been partially obscured by differential retention of sets of instructional targets.

Stormont, M., Frey, A. J., Reinke, W. M., Herman, K. C., & Chen, X. (2026). **Characteristics of Children with Poor Readiness for Kindergarten: An Exploratory Study.** *Journal of Behavioral Education*, 35(2), 956-979. <https://doi.org/10.1007/s10864-025-09590-y>

Universal screening measures have shown promise for identifying young learners who need additional support. Kindergarten marks an important transition and opportunity to identify and support learners who are struggling in their readiness across academic and/or social behavioral domains. This study explores the relationship between children's readiness composites on the Kindergarten Academic and Behavioral Readiness Screener (Stormont et al. in *J Posit Behav Interv* 17:69–82, 2015) at the beginning of kindergarten, and outcome variables include academic abilities, disruptive and aggressive behavior, teacher comfort and contact with parents, parental volunteering and involvement, and teachers' use of praise and reprimands. Nineteen kindergarten teachers and 350 of their students were the participants in this study. Kindergarten teachers completed the screener in the fall of children's kindergarten year, and academic abilities, disruptive and aggressive behavior, teacher comfort with parents, parental involvement, and teachers' use of reprimands were assessed at the beginning and end of the children's kindergarten year. Multilevel modeling was used to control for nested effects in linear regression analyses. The results demonstrate that students who are identified as having combined readiness risk were at greater risk than students who are at risk in the academic or social behavioral domain alone for numerous outcomes. The current study advances the literature on kindergarten readiness. This simple, quick, and free universal screening of kindergarten readiness after the transition to kindergarten could inform which children need support for improving their readiness. Screening for children rated as poor on their academic and social behavior readiness would be an important step in supporting children in their transition. Teachers may also need support for children with readiness risk given their perceptions of their own comfort working with families of children with readiness concerns.

Sul, D., & Tucker Blackmon, A. (2026). **Enacting Culturally Specific Assessment by Constructing a STEM Leadership Assessment Framework.** *Journal of Educational Measurement*, 63(2), e70048. <https://doi.org/10.1111/jedm.70048>

This manuscript introduces a culturally specific assessment framework for STEM leadership, developed through qualitative analysis of leadership narratives from presidents, provosts, deans, department chairs, and professors at Historically Black Colleges and Universities (HBCUs). While grounded in the HBCU context, the framework is designed to guide the future development of a rubric-based assessment tool, with broader implications for leadership assessment in other culturally specific educational environments. A formal instrument development process was used to ensure that a leadership assessment framework reflected the voices and experiences of HBCU leaders. Through collaborative in-depth qualitative analyses, six dimensions of STEM leadership were identified that represent the epistemologies, values, and practices embedded in these institutions. While the resulting framework is tailored to the HBCU context, the development process provides a rigorous and transferable approach to assessment design. The methodology repositions validity not as a post hoc adjustment, but as a foundational commitment to epistemic alignment between what is being measured and who is being measured. In doing so, assessment

development for culturally specific environments is presented as both methodologically rigorous and conceptually sound.

Tang, Y., Liao, L., Wen, C., & Wang, Y. (2026). **One size doesn't fit all: exploring functional expectations and learner typologies for learning analytics in self-regulated learning.** *Education and Information Technologies*, 31(10), 3475-3509. <https://doi.org/10.1007/s10639-026-13936-y>

This study investigates university students' expectations and evaluations of learning analytics (LA) functionalities in supporting self-regulated learning (SRL). While prior research has emphasized institutional perspectives and technical features, the voices of learners, especially those from non-Western contexts, remain under-explored. Adopting a two-stage mixed-methods design, this study first identified 36 LA functionalities through semi-structured interviews, and then applied Q methodology to uncover five distinct learner typologies: Efficiency-oriented, Intelligently-regulated, Resource-integrative, Externally-driven, and Data-collaborative. Results reveal both areas of consensus, such as the high value placed on difficulty highlights, as well as points of divergence across these five learner types. Features like peer evaluation and attention monitoring elicited polarized responses, suggesting the importance of adaptive and user-centered LA design. This study extends the current literature on learner diversity in LA use by empirically offering a learner-centered, typology-based examination of higher education students' expectations toward LA. Rather than proposing novel algorithms, the findings can help provide insights for the development of personalized, culturally sensitive LA systems in supporting SRL.

Toyama, Y., Hiebert, E. H., Irey, R., & Cai, Q. (2026). **Word-Features Influencing Second Graders' Word Recognition in Connected Texts: Secondary Analysis of Oral Reading Fluency Data Using Explanatory Item-Response Models.** *Journal of Educational Measurement*, 63(2), e70040. <https://doi.org/10.1111/jedm.70040>

This study presents a secondary analysis of word recognition patterns of 650 second-grade students on an untimed oral reading fluency assessment, using explanatory item-response models (EIRMs). The analytic sample included 50 passages containing 1,267 word-tokens. Rasch model calibration showed most words clustered around the lower third of student ability distribution, capturing variability among struggling readers. Subsequent EIRM analyses indicated that several factors had significant effects on word recognition difficulty: Lexical features including word frequency, age of acquisition, and first-syllable vowel patterns (especially r-controlled vowels, diphthongs, and long vowels) were key predictors. Content words (nouns and verbs) proved easier than function words, while more concrete words were unexpectedly more difficult. Word position within passages significantly predicted difficulty. When examined simultaneously, first-syllable vowel patterns emerged as the most robust decoding-related predictor, explaining variance previously attributed to broader decoding measures. The final model explained 40% of item variance. By identifying specific item features that challenge developing readers in oral reading, this research provides a foundation for more precise instructional approaches that target particular sources of word recognition difficulty rather than relying on conventional aggregate reading indicators.

Vallée, B., Louvet, E., Bagot-Renault, S., Marie, C., & Hamel, J.-F. (2026). **Perspectives et connaissances des mondes professionnels : un cours de carrière développant les compétences de hasard planifié.** *L'orientation scolaire et professionnelle*, (55/2), 327. <https://doi.org/10.4000/16daq>

Selon la Théorie du Hasard Planifié, les événements imprévus dans les trajectoires professionnelles sont autant d'opportunités de carrières. Les individus gagneraient donc à être réceptifs aux événements imprévus, sinon même à les générer. Dans cette continuité, les conseiller·ères d'insertion et d'orientation pourraient accompagner les individus à développer des compétences de hasard planifié (curiosité, persévérance, flexibilité, optimisme et prise de risque) leur permettant de reconnaître les possibilités offertes par le hasard, d'adopter des comportements propices à en engendrer davantage, et de transformer ces événements imprévus en opportunités de carrières. Nous créons, déployons et évaluons les effets d'un cours de carrière favorisant le développement de ces compétences de hasard planifié auprès de 214 étudiant·es en Licence 2 de psychologie de l'Université de Rouen-Normandie. L'évaluation pré-post (janvier à avril-mai) montre une amélioration des cinq compétences de hasard planifié, et suggère un rapport plus clair et optimiste quant à leurs futures opportunités académiques et professionnelles. Une analyse en cluster montre que les effets de l'intervention sont d'autant plus positifs que le niveau de compétences de hasard planifié pré-intervention est faible.

Xiao, S., & Hu, B. (2026). **Exploring the relationship between ChatGPT use and students' higher-order thinking skills in tertiary education: A case study.** *Education and Information Technologies*, 31(10), 3077-3095. <https://doi.org/10.1007/s10639-026-13909-1>

ChatGPT, as a pedagogically valuable tool, offers a dynamic, interactive, and context-aware conversational experience, closely linked to students' higher-order thinking skills (HOTS). The present study employed a cross-sectional design and used regression analysis to examine the relationship between the frequency of ChatGPT use and students' problem-solving skills, critical thinking, and creativity. Data were collected from a sample of 406 students at Macau University of Science and Technology. The results of the data analysis indicated that the frequency of ChatGPT use significantly improves students' problem-solving skills, critical thinking, and creativity, respectively. Notably, this result revealed a pattern: students who were in the moderate-frequency level scored significantly lower in HOTS than those in the mild or high-frequency groups, emphasizing the crucial role of frequency. These findings offer insights into the relationship between the frequency of ChatGPT use and the development of HOTS, guiding educators to design targeted teaching strategies and facilitate students' effective use of ChatGPT in tertiary education.

Yu, L. (2025). **Arts et culture dans l'enseignement supérieur français : formes, objectifs et effets transformateurs. Le cas du site de Lyon** (Theses, Ecole normale supérieure de Lyon - ENS LYON). <https://doi.org/10.70675/b6e6d624z46c4z4614zab12z99e4b034df81>

This research examines the long-term transformative effects of cultural and arts education initiatives in French higher education (acronym ACES). These initiatives structured around the triptych of reception-creation-mediation, are analyzed as a dynamic ecosystem where the concordant and distinct objectives of stakeholders at micro-meso-macro levels are articulated. The investigation is conducted through documentary research and 50 interviews with various ACES stakeholders (students, artists, designers...). We establish and discuss a typology of transformative effects across six dimensions: processual, intellectual, personal, social, societal, and economic. The detailed analysis of collected narratives reveals a rich palette of feelings and emotions, attesting to the diversity of stages individuals traverse in their transformative aesthetic experience. To capture this dynamic and continuously evolving process, we propose several visualizations that illuminate the interactions between the identified effect dimensions and the feelings expressed at different stages of the ACES's transformative aesthetic experience. Our

findings reveal co-occurrences between certain dimensions, suggesting a comprehensive development of where endogenous dimensions (intellectual and personal) progressively articulate with exogenous dimensions (social and societal) in the transformative aesthetic experience. This research also presents the needs, methods and conflicts for evaluating ACES in the daily practices of stakeholders. The causality between artistic and cultural intervention and transformation remains difficult to establish, both quantitatively and qualitatively. "Deep and slow" influences are even more complex to identify, as the individual is in perpetual transformation. We thus propose exploring individuals' "poignant experiences" to collect traces left around this type of experience. This approach not only enables better "visibility" and justification of the value of arts and culture in higher education but also understanding of their resonance in our daily lives. Beyond the dual challenge of arts and culture democratization and participatory democracy, the value of ACES lies in creating spaces of metastability. These spaces offer students and participants the opportunity to actualize their creative potentialities while appropriating the cultural heritages that surround them.

Aspects économiques de l'éducation

Alon, T., Capelle, D., & Matsuda, K. (2026). **University Research and the Market for Higher Education**. *American Economic Journal: Macroeconomics*, 18(3), 236-264.
<https://doi.org/10.1257/mac.20240057>

This paper develops a framework in which university research depends endogenously on competition for tuition and talented students in the market for higher education. When students are highly stratified across colleges, or when tuition rises sharply with school rank, universities spend on R&D even if the direct contribution of research to teaching is small. The model is consistent with causal evidence and matches new features of the microdata. It explains why universities internally fund research with tuition, despite negligible returns to patenting. Calibrated simulations suggest that existing tuition policies boost university research while research subsidies crowd it out.

Bergman, P., Chohanajin, N., & Bergman, P. L. S. (2026). **Characterizing the File Drawer: Evidence from a Meta-Analysis of Parent-Interventions Around the World** (Working paper N° 12718). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12718>

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.

Bourouaha, S. **Proposition de loi visant à réformer les bourses sur critères sociaux et lutter contre la précarité étudiante.**, Pub. L. No. 2710 (2026).

Cottini, E., Ghinetti, P., & Moriconi, S. (2026). **Keeping up with the Joneses? The rise of modern universities and local economic development in Italy.** *Journal of Economic Growth*, 31(2), 291-347. <https://doi.org/10.1007/s10887-025-09263-5>

This paper uses own built historical register tracing the evolution of Italian higher education from the High Middle Ages to 2010 to analyse the economic effects of the rise of modern universities. The registry data prompts the creation of a panel dataset measuring higher education supply across 110 Italian provinces from 1870 to 2010, which corresponds to the transition from elite to mass higher education in Italy. Our econometric approach combines a fixed effects estimator with Bartik-style instruments that exploit the historical cross-province distribution of higher education institutions in Italy. We find significant economic returns of universities, particularly in synergy with industrialisation, contributing to Italy's transition to sustained growth. Our estimates predict that a province exposed to an average supply (equivalent to 7 universities, approximately) experiences an annual 2% increase in real gross value added per capita compared to a province with a zero supply. We show that about two thirds of these returns arise locally, while the remaining third originates from externalities. We argue that such high local concentration of economic returns contribute to fostering inequalities between small peripheral areas and large university hubs.

Crotty, D., & Murphy, C. (2026). **Socioeconomic status and enrolment in science and maths: a machine-Learning approach.** *Education Economics*, 0(0), 1-28. <https://doi.org/10.1080/09645292.2026.2688823>

Secondary school subject choices play a crucial role in shaping enrolment in science and maths in higher education and are influenced by academic, social, and institutional factors. Using data from the Growing Up in Ireland study, we document substantial socioeconomic gaps in enrolment in science and maths and show that choices made by age 13 strongly predict later participation. Applying SHAP (Shapley Additive exPlanations) based decompositions, we find that these gaps are largely predicted by differences in ability already evident at age nine. Our findings highlight early numeracy and lower-secondary choices as key margins in science-and-maths inequality.

Graff Zivin, J., & Lee, S. (2026). **Where There's Smoke: Stochastic Caregiving Shocks and Mothers' Labor Market Outcomes** (Working paper N° 35264). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35264>

Formal childcare and public schooling are widely understood to be central to mothers' labor market attachment. Yet, a large literature finds that even substantial expansions of formal childcare produce modest or null effects on maternal employment. We study the role of stochastic caregiving demand shocks that cause childcare constraints to bind intermittently even when formal care is available. Using plausibly exogenous variation in wildfire smoke exposure, we show that smoke increases school closures and student absenteeism, generating caregiving demand. Further, by comparing mothers whose youngest child varies in reliance on school-based childcare, we find that these shocks impose substantial contemporaneous costs

and, when accumulated, reduce employment. Employment losses are fully offset among mothers working outside male-dominated industries, consistent with workplace tolerance moderating the consequences of intermittent caregiving demands.

Joachim, M. (2026). **Birthplace Urbanicity and Lifetime Labor-Market Outcomes: Evidence from Forced Migration Due to World War II** (Working paper N° 18725). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18725>

During and after World War II, West Germany absorbed around eight million refugees and displaced persons, including nearly two million children. This provides a natural experiment to examine whether birthplace characteristics exert persistent effects on later labor-market outcomes. Using administrative labor-market biographies for the 1935–1950 birth cohorts combined with geocoded information on birthplaces and workplaces, we find that birthplace urbanicity is strongly associated with later labor-market outcomes not only among both native-born individuals but also among expellees. Individuals originating from urban regions earn systematically higher daily wages than those born in rural areas, even after controlling for workplace region, education, and occupation. Among displaced individuals, the effects are considerably stronger for women than for men and are especially pronounced for expellees from the Czech lands. The findings suggest that urban-origin advantages were transmitted across generations through education, occupational sorting, and family-specific social and cultural capital.

Krieger, B., Kroll, H., Schubert, T., Strecke, L., & Garcia Chavez, C. (2026). **The differential economic effects of private universities in urban and rural regions** (Working paper N° 26-020). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://EconPapers.repec.org/RePEc:zbw:zewdip:341410>

This paper investigates whether the local economic effects of niche university actors depend on regional context. Focusing on private university campuses in Germany, it exploits their staggered foundation between 1990 and 2020 and estimates their effects using a conditional staggered difference-in-differences design at the postal code level. Campus foundations raise local economic activity, but only gradually, with effects becoming statistically significant after about ten years. The effects are strongest in rural and intermediate regions, while urban regions show no significant effects. This pattern supports the argument that niche universities have greater potential to become significant actors in institutionally thinner rural regions.

Li, C., & Liu, X. (2026). **Is exposure to peer violence a precipitating factor for school bullying among students? Evidence from China.** *Asian Economic Journal*, 40(2), 215-248. <https://doi.org/10.1111/asej.70020>

Preventing school bullying is a critical issue in the global educational landscape. This paper focuses on the influence of peer violent behavior on the likelihood of junior high school students becoming school bullies. Utilizing data from the 2014 to 2015 China Education Panel Survey, we employ Ordinary Least Squares estimation to examine the relationship between peer violence and individual bullying behavior and find that the probability of students bullying classmates significantly rises by 9.0% when their close friends are involved in violent acts. This baseline conclusion remains robust even after addressing endogeneity concerns using the Oster test and propensity score matching (PSM) method. This relationship appears to be mediated by several mechanisms, including behavioral imitation, emotional contagion, and erosion of moral inhibitions. In addition, the heterogeneity analysis reveals that the positive correlation between

peer violence and bullying is particularly pronounced among male class teachers. Finally, the study also uncovers that peer violence can lead to a range of negative consequences, including increased incidences of student truancy, academic dishonesty, negative academic achievement, and strained familial relationships. Our findings carry significant implications for developing strategies to mitigate and prevent school bullying.

Navarini, L. (2026). **Changes in Returns to Multidimensional Skills across Cohorts** (Working paper N° 26170). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26170>

While social skills have become increasingly important in the labour market, other skills may have lost relevance. Estimating these changes is challenging because skills measured before tertiary education affect wages both directly and indirectly through educational sorting. This paper develops a sequential model with cognitive, social, and diligence skills measured at age 17 to estimate direct and total early-career returns across recent German cohorts, while accounting for unobserved ability. Direct returns to social skills increased by 6 percentage points, whereas total returns to diligence declined. Among individuals with low cognitive skills, returns to diligence fell by 10 percentage points, consistent with high-diligence workers sorting into routine-intensive occupations whose value declined under deroutinisation.

Osikominu, A., Pfeifer, G., & Ruberg, T. (2026). **Characterizing the Returns to STEM: Marginal and Policy-Relevant Treatment Effects** (Working paper N° 26160). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26160>

We estimate heterogeneous returns to STEM education by leveraging relative distances to technical versus general universities in Switzerland. While individuals who choose a STEM education gain on average, a declining marginal treatment effect curve indicates positive selection on gains, suggesting that low-resistance individuals benefit the most. Through policy simulations aimed at increasing STEM enrollment and estimating corresponding policy-relevant treatment effects, we demonstrate that these policies' effectiveness critically depends on both observable and unobservable characteristics of affected individuals. Furthermore, we highlight how policies should be designed to both increase STEM enrollment and generate positive returns for targeted groups, particularly women.

Pontes, J. P. (2026). **Public policy and the spatial asymmetries in (higher) education growth** (Working paper N° 2026/0418). Consulté à l'adresse ISEG - Lisbon School of Economics and Management, REM, Universidade de Lisboa website: <https://EconPapers.repec.org/RePEc:ise:remwps:wp04182026>

This paper seeks to provide a reasonable explanation for why private colleges display a much higher elasticity of schooling rates with respect to population density than public universities. It also accounts for the fact that, although private universities played an important role in the early stages of the expansion of higher education in Portugal, their relative weight declined considerably in more recent times. While the higher level of subsidisation of fixed costs in public universities is undoubtedly an important factor behind this pattern, but it is far from the only one. Public universities also tend to internalise spatial knowledge externalities, a behaviour that private institutions do not typically replicate. Consequently, schooling rates in private universities are consistently lower than those in public institutions and this gap narrows as regional accessibility and demographic density increase. Moreover, the evolution of higher education exhibits rising spatial inequalities at earlier stages and diminishing inequalities at later stages.

Schep, R. M., van Leest, A., & Hornstra, L. (2026). **Disentangling socioeconomic status effects: how student- and school-level socioeconomic status interact in track recommendations and track transitioning.** *Social Psychology of Education*, 29(1), 49. <https://doi.org/10.1007/s11218-026-10218-w>

In tracked educational systems, students are sorted into hierarchical secondary education tracks, based on track recommendations at the end of primary education. While socioeconomic status (SES) has been consistently linked to higher track recommendations, less is known about its role in track transitioning during secondary education. Furthermore, the influence of school-level SES (average SES composition of a school) on these outcomes has been underexplored. Therefore, the aim of this study was to examine SES-related disparities in both track recommendations at the end of primary education and track transitioning during secondary education, while disentangling the effects of both student-level (L1) and school-level (L2) SES. Utilizing longitudinal data from 673 primary schools (n=17,918 students) and 190 secondary schools (n=3,271 students), multilevel analyses were conducted to disentangle these effects. Results indicate that SES-related disparities are primarily situated at the student-level (L1); students from higher-SES backgrounds were more likely to receive higher track recommendations and experience upward track transitioning in comparison to their lower-SES peers, even when controlled for achievement. However, the effects of student-level SES on both track recommendations and track transitioning varied significantly between schools, with some schools granting lower-SES students the benefit of the doubt while others adopt a more cautious approach. Particularly in higher-SES schools, lower-SES students were more likely to receive lower track recommendations and to transition downward compared to their higher-SES peers. School-level (L2) SES did not independently influence track recommendations or track transitioning. The findings of this study underscore the importance of considering both student-level factors and between-school variability when addressing SES-related disparities in track recommendations and track transitioning.

Soliz, A., & Flanagan, C. (2026). **Do State Financial Aid Policies Increase College Enrollment and Completion for Adult Learners?** *The Journal of Higher Education*, 97(5), 853-880. <https://doi.org/10.1080/00221546.2025.2497187>

While efforts to increase college access and completion have historically focused on recent high school graduates, state policymakers have begun to realize that, in order to expand their competitive workforce, they also need to increase postsecondary attainment among adults. In this study, we use data from the Integrated Postsecondary Education Data System and a differences-in-differences approach to estimate the impact of adult-targeted state grant aid on enrollment and completion outcomes across 10 different states. We find that effects vary across states, with positive effects on enrollment and completion primarily concentrated at eligible two-year institutions. We also find some statistically significant negative effects which suggest that the grant aid programs may have induced individuals to trade-off between institution types, or competing policies may have drawn away adults who otherwise would have enrolled into the workforce. Our results have implications for future policy efforts aimed at increasing the postsecondary attainment of adults.

Zvaigzne, A. (2026). **Success Begets Success: The Dynamic Treatment Effects of Financial Aid Tournaments** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129153>

Financial aid programs in higher education vary widely in design, including how aid is structured and the timing of provision. This paper studies the impact of financial aid provided as a repeated tournament and its dynamic treatment effects. Pooling administrative data that captures 32% of all tertiary students in a single European country, I exploit a relative GPA-based eligibility rule in a regression discontinuity design to estimate the causal impacts of two types of aid: tuition waivers and stipends. Both forms of aid yield large returns; waiver (stipend) eligibility increases graduation rates by 12.4 (6.6) percentage points, and increases student next-semester GPA by 0.38 (0.21) standard deviations. I find a powerful crowding-in effect, where receiving aid in one semester significantly increases the probability of receiving it in the future, driving a substantial portion of the total long-term benefit. Exploring tournament heterogeneity reveals a distinct life-cycle of aid: early-semester awards appear to be most effective, with the effectiveness diminishing in later semesters. Finally, I show that while short-term tournament incentives exhibit dynamic complementarity by maximizing the effort of high-achieving students, the long-term impact on degree attainment is deeply compensatory for lower-achieving students. These findings reveal a dual-margin response: while competitive aid incentivizes academic effort from top performers, its long-term impact operates by retaining and graduating marginal students.

Aspects psychologiques de l'éducation

Alam, A. N., Oreopoulos, P., & Petronijevic, U. (2026). **The (Lack of) Efficacy of Social Belonging and Growth Mindset Interventions Among College Students** (Working paper N° 35230). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35230>

Using four large-scale experiments across two major Canadian universities, we experimentally evaluate the effects of growth mindset and social belonging interventions on student outcomes. In a sample of nearly 12,000 students, we find no immediate or dynamic effects on student grades and no effect on persistence through university. We further combine survey and administrative data with machine learning methods to explore treatment effect heterogeneity, finding no evidence of meaningful variation in treatment effects across student subgroups. Despite the recent promise of these light-touch interventions, our findings indicate further research is required to identify the contexts in which their benefits generalize.

Boutelaa, F., Macedo-Rouet, M., & Clément, É. (s. d.). **Les liens entre motivation autonome et contrôlée dans le jugement de fiabilité des documents en recherche d'information par des élèves ingénieurs.** Revue COSSI. Consulté à l'adresse <https://revue-cossi.numerev.com/articles/revue-15/3493-les-liens-entre-motivation-autonome-et-controlee-dans-le-jugement-de-fiabilite-des-documents-en-recherche-dinformation-par-des-eleves-ingenieurs>

Cette étude analyse les liens entre les formes de motivation issues de la théorie de l'autodétermination et la capacité d'étudiants ingénieurs à évaluer la fiabilité de documents multiples dans une tâche de recherche d'information. Elle s'inscrit dans un dialogue entre sciences de l'information et de la communication (SIC) et sciences cognitives, en articulant l'analyse des pratiques informationnelles avec les modèles cognitifs MD-TRACE et CAEM. Les résultats montrent que les étudiants distinguent globalement les documents fiables des documents peu fiables. Toutefois, la motivation autonome est associée, de manière inattendue, à une évaluation moins critique dans certains cas et à des justifications de moindre qualité, tandis

que la motivation contrôlée est liée à une plus grande crédibilité accordée aux documents peu fiables. L'amotivation n'est pas corrélée aux performances et la lecture latérale reste peu mobilisée. Ces résultats soulignent que l'évaluation critique de l'information ne dépend pas uniquement de facteurs motivationnels individuels mais aussi de compétences informationnelles construites dans des contextes académiques et sociaux.

Brunsting, N. C., Morin, L. E., Gómez, L. R., Jones, B., Bettini, E., Cumming, M. M., ... Ruble, L. A. (2026). **Burnout and Occupational Wellbeing of Special Education Teachers: Recent Research Synthesized.** *Review of Educational Research*, 96(3), 1049-1095. <https://doi.org/10.3102/00346543251332919>

Teacher burnout and wellbeing are crucial to address as chronic teacher shortages persist, especially for special education teachers (SETs). Extending Brunsting et al.'s prior review on special educator burnout published in 2014, we synthesize 29 studies from 2013 to 2023 assessing factors associated with SETs' work wellbeing or burnout. Most studies were quantitative, used cross-sectional analyses of convenience samples of SETs, and explored a range of factors, including working conditions (i.e., structure of work responsibilities and supports to meet those responsibilities) or affective responses to stress. Some recent studies provided initial responses to prior calls for longitudinal analyses, mixed methods studies, and intervention development. Our synthesis identifies strengths of the literature base and areas for future research, as well as implications for teacher educators, practitioners, and policy makers.

Carroll, A., Chen, H., Bower, J. M., & Sherwell, C. (2026). **Effects of mindfulness practice on the emotional states of students in the classroom.** *Social Psychology of Education*, 29(1), 69. <https://doi.org/10.1007/s11218-026-10238-6>

Traditional methods of exploring classroom emotions usually rely on self-reported data gathered retrospectively. Using a single exploratory case study design with multimodal methods, namely, momentary self-report (S*3 app), physiological (Empatica 4 skin conductance wristbands), and observational measures, we explored the effects of mindfulness practice on the emotional states of students in a secondary school classroom. Specifically, we measured how emotional states varied pre- and post-mindfulness practice and whether students' social and emotional learning (SEL) competencies were related to their reported emotions while completing the mindfulness exercises. Findings indicated no large changes in emotional valence from pre- to post-mindfulness in a single direction, suggesting the mindfulness exercises had a modest influence on the emotional valence of the classroom. Sympathetic arousal, as indexed via skin conductance, generally decreased from pre- to post-mindfulness. Students reporting feeling less calm post-mindfulness displayed the least reduction in sympathetic arousal. Two SEL competencies (self-awareness and social awareness) were negatively correlated with classroom emotional state, signifying that higher numbers of observed positive SEL behaviours in these domains were associated with lower overall classroom emotional valence post-mindfulness. Advances in real-time measurement of salient emotions and physiological data provide insights into unobservable states of the learner to reinforce observable behaviour. Integrating multimodal methodologies such as self-reporting, physiology and observations provide a holistic and nuanced approach that aids in the interpretation of data in the applied classroom setting.

Castro, C., Barata, M. C., Alexandre, J., & Santos, R. (2026). **Placing Social and Emotional Support at the Center of School Climate: A Scoping Review of Measures for Middle and Secondary Schools.** *Educational Psychology Review*, 38(1), 90. <https://doi.org/10.1007/s10648-026-10192-x>

School climate can be defined as the perceptions of students, teachers/staff, and families, and the patterns of experiences that guide their daily life at school. There are a multitude of largely consensual theoretical approaches that seek to define school climate, but similar constructs are often operationalized and measured with different designations. Additionally, there has been an increase in research, practice, and public policy on the social and emotional learning (SEL) of students, but the support for this domain is rarely explicitly reflected in school climate instruments. This scoping review aims to conduct an exhaustive search for existing school climate measures, and to (1) identify the ones most frequently used, and (2) critically assess the integration of support for social and emotional learning in their composition. Results reveal a proliferation of school climate measures, with 965 studies using 404 different instruments. An analysis of those used more than five times in the literature ($n = 43$) shows that approximately 5% of measures (less than 1% of all subscales) explicitly address SEL; two thirds include items operationalizing social and emotional skills in students (6% of all items); and 91% include subscales shown to be directly related to SEL in the literature (55.04% of all subscales). This study adds clarity to the conceptualization of school climate and its relationship with the support for students' social and emotional learning, and its results contribute to increased monitoring of quality in school practices, placing students' social and emotional development at the center.

Cheng, H., Zhang, X., Deng, S., Chen, X., Zhang, C., Tian, W., & Li, B. (2026). **The reciprocal relationships between perceptions of teacher justice, grade motivation, and self-efficacy among Chinese middle school students: a three-wave cross-lagged study.** *Social Psychology of Education*, 29(1), 41. <https://doi.org/10.1007/s11218-026-10214-0>

While perceptions of teacher justice are known predictors of student's motivation, the reciprocal nature of this relationship and the underlying mechanisms remain under-explored. Specifically, it is unclear how students' grade motivation might influence their perceptions of teacher justice over time, and what role self-efficacy plays in this dynamic. This study employed a three-wave longitudinal design. A sample of 725 Chinese middle school students ($M = 13.5$ years, $SD = 0.6$; 62.5% female) completed questionnaires assessing their perceptions of teacher justice, grade motivation, and self-efficacy at three time points, each separated by a one-month interval. Cross-lagged panel modeling was used to analyze the longitudinal associations among these variables. The results revealed significant, reciprocal relationships between perceptions of teacher justice and grade motivation. However, these bidirectional effects were only present from Time 1 to Time 2, not from Time 2 to Time 3. Furthermore, the analysis uncovered a key mediating pathway: perceptions of teacher justice at Time 1 were prospectively associated with higher self-efficacy at Time 2, which in turn was associated with higher grade motivation at Time 3. The reverse mediational pathway from grade motivation to self-efficacy and then to perceptions of teacher justice was not significant. These findings extend motivation theory by incorporating both perceptions of teacher justice and temporal dynamics into the understanding of student motivation. Practically, fostering fair teacher-student interactions can enhance students' self-efficacy and grade motivation, providing crucial insights for classroom practice and educational equity in high-stakes academic contexts.

Chitiyo, A., Sciuchetti, M. B., Finch, H. W., & Dzenga, G. C. (2026). **A Meta-analysis of Reading Interventions for Students with Emotional/Behavioral Disorders.** *Journal of Behavioral Education*, 35(2), 927-955. <https://doi.org/10.1007/s10864-025-09597-5>

Students identified with Emotional/Behavioral Disorders (EBD) often exhibit behavioral challenges that negatively affect their academic performance. One of their weaker areas of academic

achievement lies in reading. Although numerous research on interventions to improve their reading outcomes has been conducted, some students continue to lag behind. The use of instructional practices not supported by strong empirical evidence may deter students' reading outcomes from improving. To address the reading performance gap, educators are encouraged to use evidence-based practices (EBP) supported by strong empirical research. Meta analyses play an important role in identifying and disseminating EBP. This meta-analysis evaluated reading intervention studies ($n = 27$) for students with emotional and behavioral disorders (EBD) using the Between Case Hedges' g effect size. A random effects meta-analysis of 27 studies indicated that, overall, reading interventions increased reading outcomes of students with EBD by a large margin [$g = 0.747$, $SE = 0.102$, $CI (0.547, 0.947)$, $p < 0.05$]. A meta-regression analysis consisting of six moderators resulted in statistically significant effects of study design, intervention agent, and type of dependent variable. Implications of study findings and suggestions for future research are discussed.

Cicirelli, P. G., Sportelli, C., Paciello, M., Wachs, S., & D'Errico, F. (2026). **Counter-speech elaboration matters: using conversational technology to challenge ethnic stereotypes and moral disengagement in adolescents.** *Social Psychology of Education*, 29(1), 58. <https://doi.org/10.1007/s11218-026-10220-2>

Counter-speech strategies are responses that oppose hate content and can effectively counteract ethnic stereotyping and moral disengagement. However, less is known about the potential effects when adolescents actively engage in generating counter-speech messages. To this end, a specifically designed conversational tool was developed and implemented to enhance the active elaboration of counter-speech, conceived as a prosocial process based on moral arguments elicited through self-persuasion exercise. Grounded in theoretical models of prosocial behavior, the counter-speech training session utilized a chat-based web app that guided users in understanding and applying five structured counter-speech strategies, based on the moral disengagement theory, in response to simulated ethnic hate speech. A sample of 170 adolescents ($M = 14.46$, $SD = 0.70$) participated in two sessions, during which their ability to generate elaborated counter-speech and pre- and post-training measures of ethnic stereotyping and moral disengagement were collected. Results showed that higher levels of counter-speech elaboration significantly predicted lower levels of ethnic stereotyping and moral disengagement at the post-training session, even after controlling for baseline levels. While overall stereotyping decreased significantly, no significant change was observed in moral disengagement. These findings suggest that digital, dialogue-based training can help reduce discriminatory tendencies in adolescents by challenging distorted beliefs and promoting moral reflection. This approach may complement existing psycho-educational strategies to foster early inclusivity and empowerment.

Donat, M., Reinhaus, D., Zandi, H., & Wolgast, A. (2026). **The role of belief in a just world for cognitive emotion regulation and well-being of university students: a cross-cultural second-order study.** *Social Psychology of Education*, 29(1), 48. <https://doi.org/10.1007/s11218-026-10222-0>

The belief in a just world has been shown to serve adaptive psychological functions and has been linked to better subjective well-being. Cognitive emotion regulation strategies, such as positive reappraisal and putting adverse events into perspective, can likewise support subjective well-being by helping individuals reframe emotionally challenging experiences. The present study examined the concurrent relationships between belief in a just world, cognitive emotion regulation strategies, and subjective well-being for the first time in higher education within

individualistic versus collectivist cultures. A total of $N = 1,051$ university students participated in an online survey conducted in two countries. Structural equation modeling indicated a different understanding of the psychological constructs for this educational context within different cultures. However, in both samples, consistent positive relationships emerged between belief in a just world, adaptive emotion regulation strategies, and subjective well-being. In contrast, three maladaptive strategies demonstrated either negative or no relationships with belief in a just world and well-being. These findings suggest that belief in a just world and adaptive regulation strategies may jointly support psychological adjustment across cultural contexts. The observed empirical patterns align with theoretical expectations and offer initial cross-cultural insights into the interplay of justice beliefs, emotion regulation, and well-being. These results may inform culturally sensitive interventions aimed at enhancing well-being in university settings.

Flagner, S., Eichholtz, P., Kok, N., Kramer, R., Steffen, K., van Marken Lichtenbelt, W., ... Sun, X. (2026). **Indoor Environment, Student Satisfaction and Performance in Higher Education** (Working paper N° 18697). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18697>

This study examines how improvements in indoor environmental quality affect student satisfaction and academic performance in higher education. We conducted a randomized field experiment involving 1,258 first-year undergraduate students at Maastricht University, who were randomly assigned to tutorial groups located either in a recently renovated building with improved indoor environmental quality or in a conventional control building. We find that students in the treatment building report significantly higher satisfaction with indoor environmental quality and the overall learning environment. However, these improvements do not translate into measurable effects on academic performance, study effort, or tutor evaluations.

Geng, X., Zeng, Y., Jin, L., Zhao, Y., Fan, L., Liu, D., & Zhang, F. (2026). **Group-based guilt makes university students more short-sighted depending on making choices for self or others.** *Asian Journal of Social Psychology*, 29(2), e70093. <https://doi.org/10.1111/ajsp.70093>

People do not only feel guilty for transgressions that they are causally responsible for (i.e., personal guilt); they also feel guilty for transgressions committed by those they identify as ingroup members (i.e., group-based guilt). It is not clear how group-based guilt influences people's intertemporal choices. To explore the effects of group-based guilt on individuals' intertemporal choices and the moderating role of making intertemporal choices for oneself and others, three studies were conducted. Study 1a first examined the effect of group-based guilt on individuals' intertemporal choices; Study 1b further examined this effect under compensated conditions. Study 2 examined the effect of group-based guilt on intertemporal choices for oneself and others. Results showed that group-based guilt increased delay discounting compared to control condition. When making choices for themselves, group-based guilt increased delay discounting; in contrast, when making choices for others, this effect was attenuated. In conclusion, group-based guilt leads to short-sighted choices especially when people making choices for themselves than others.

Goller, D., Brox, E., & Wolter, S. (2026). **Imperfect Self-knowledge about Skills and Skill Mismatch** (Working paper N° 26166). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26166>

Why do people sort into poorly fitting occupations? This paper shows that imperfect self-knowledge about skills is an important source of skill mismatch at labor market entry. We use unique data from standardized professional aptitude tests linked to administrative records on

educational trajectories and early labor market outcomes in Switzerland. The data allow us to observe objective skills and subjective skill beliefs for many productivity-relevant skills in a high-stakes setting. We document large differences among individuals in how well their beliefs align with their skills. Imperfect self-knowledge predicts misaligned occupational aspirations, higher realized skill mismatch, and a higher probability of dropout. Guided by a Roy-style model of occupational choice with imperfect self-knowledge, we interpret these findings as evidence that distorted self-assessments at the school-to-work transition contribute to the misallocation of talent.

Hammer Ashkenazi, N., Eilat, E., & Kogut, T. (2026). **Recalibrating the 'average': gender differences in adolescents' normative social comparisons in schools of excellence.** *Social Psychology of Education*, 29(1), 67. <https://doi.org/10.1007/s11218-026-10233-x>

Adolescents in high-achieving academic settings frequently compare themselves with exceptional peers, yet little is known about how such environments influence normative social comparisons (i.e., comparisons with an average peer). Across four complementary studies conducted in a school of excellence, we examined how students evaluate themselves relative to peers from their former "regular" schools and from their current high-achieving cohort, and how these comparisons relate to subjective well-being. Study 1 (N = 234) revealed a robust better-than-average (BTA) effect toward previous peers among both girls and boys. In contrast, when evaluating peers within the excellence environment, boys rated themselves as similar to their peers, whereas girls exhibited a worse-than-average (WTA) pattern, particularly in 10th grade. Study 2 (N = 155) compared 10th graders at the school of excellence with students at a standard school and showed that only in the excellence environment did girls perceive their peers as more capable than themselves. A longitudinal follow-up within the same cohort (Study 3) showed that girls' WTA tendency attenuated over the course of the school year. Finally, Study 4 (N = 179), conducted with an independent cohort and including self-reported academic achievement, replicated the gender differences and showed that they were not explained by reported academic achievement. Across studies, comparative self-evaluations relative to current peers were associated with well-being. These findings highlight how selective academic environments shape adolescents' comparative self-perceptions and suggest that early adjustment to such contexts may be particularly challenging for girls.

He, Y., Long, P., Chen, R., Zhi, D., Chen, Y., Ma, L., ... Sui, J. (2026). **Multilevel Predictors of Reading and Mathematics Achievement: A Systematic Review with a Multimodal Neuroimaging Illustration.** *Educational Psychology Review*, 38(1), 91. <https://doi.org/10.1007/s10648-026-10189-6>

Reading and mathematics are core components of children's academic development and are linked to later educational, occupational, and psychosocial outcomes. Yet evidence on their predictors remains dispersed across biological, cognitive, behavioral, contextual, and neuroimaging traditions, and few syntheses have examined these literatures within a common developmental framework. In this systematic review, we synthesize 165 eligible studies to examine multilevel predictors of reading and mathematics achievement in children and adolescents and to distinguish shared from domain-specific patterns of prediction. We organize the evidence within a multilevel framework spanning perinatal and early-life conditions, cognitive skills, behavioral, emotional, and motivational processes, family and school contexts, and neuroimaging indicators. Across levels, the literature supports a developmental account in which early biological and contextual conditions are best understood as distal starting conditions, cognitive skills as the most proximal capacities for academic learning, and behavioral-emotional processes as regulatory pathways through which those capacities are expressed. Reading is

more consistently associated with language-related and sound-symbol skills, whereas mathematics is more consistently associated with numerical concepts, symbolic processing, spatial resources, and math anxiety; executive function and general cognitive ability appear to provide a shared scaffold across both domains. We also include a worked multimodal neuroimaging illustration, explicitly framed as an illustrative application rather than an evidential extension, to show how the neural layer may be incorporated as a source of child-proximal markers. Overall, the review advances an evidence-calibrated multilevel framework for organizing shared and domain-specific predictors of reading and mathematics achievement and clarifies the interpretive limits of translating predictive evidence into intervention claims.

Hung, M.-T., Yu, Z., Hung, L.-C., & Smith, C. S. (2026). **Growth mindset and learning engagement: A sequential-parallel mediation model of academic self-efficacy and grit's dual dimensions.** *Social Psychology of Education*, 29(1), 60. <https://doi.org/10.1007/s11218-026-10207-z>

This study examined how growth mindset is associated with learning engagement among Chinese secondary school students using a four-wave, time-lagged survey design. A total of 516 students from lower secondary schools (Grades 7–9) and upper secondary schools (Grades 10–12) in multiple regions of China completed validated measures of growth mindset (Wave 1), academic self-efficacy (Wave 2), grit—operationalized as perseverance of effort and consistency of interests— (Wave 3), and learning engagement (Wave 4). Results showed a positive association between growth mindset and learning engagement, with three significant indirect pathways: academic self-efficacy as an independent mediator, perseverance of effort as an independent mediator, and a sequential pathway through academic self-efficacy then perseverance of effort. Consistency of interests did not yield a significant mediating effect, suggesting that effort-based persistence, rather than interest stability, drives the translation of growth-oriented beliefs into engagement. These findings highlight the differentiated roles of grit's two dimensions and position perseverance of effort as the more active motivational conduit in this educational context.

L'accès au bac stagne, les inégalités entre catégories sociales persistent. (s. d.). Consulté 1 juillet 2026, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/acces-bac-inegalites-sociales>

Après plusieurs décennies d'augmentation, le taux d'accès au bac ne progresse plus. Alors que près de 90 % des enfants de cadres ou de professions intermédiaires obtiennent le bac, ce n'est le cas que de 70 % des enfants d'ouvriers ou d'employés. Extrait du Centre d'observation de la société.

Lin, Y.-R., & Hung, C.-Y. (2026). **GAI-assisted self-regulation in science learning: the impact of interaction interfaces and content abstraction on flow and mental model construction.** *Education and Information Technologies*, 31(10), 3369-3398. <https://doi.org/10.1007/s10639-026-13921-5>

This study examined how GAI-assisted self-regulation shapes seventh-grade students' cognitive performance and flow experience in a gamified science learning environment. Using a quasi-experimental 2×2 design, we manipulated interaction interface (gesture-based touch vs. keyboard–mouse) and type of self-regulation (GAI-assisted vs. individually initiated) across seven optics topics with increasing levels of abstraction. A total of 241 students were assigned to four experimental groups, with an additional control group receiving traditional teacher-centered instruction. Students' learning processes were analyzed through a discourse-based mental model framework, focusing on four types of utterances: description, explanation, critique, and question

posing. The results revealed significant interaction effects between topic abstraction and self-regulation type. GAI-assisted self-regulation enhanced performance in explanation and questioning, particularly for abstract concepts, but was associated with weaker outcomes in observation-based description and critical discourse. These patterns suggest that while GAI supports cognitive and emotional engagement, it may also shift learning away from direct empirical grounding and limit epistemic development in critique. Overall, the findings clarify the conditions under which GAI-supported self-regulation benefits science learning and highlight the need to balance technological support with opportunities for observation-based and critical inquiry.

Linnenbrink-Garcia, L., Wigfield, A., Cabrera, L., Mouzaour, S., McKinney, D., Liu, P. P., ... Guthrie, J. (2026). **The Case for Multifaceted, Integrative Motivation Interventions Embedded in Classrooms.** *Educational Psychology Review*, 38(1), 89. <https://doi.org/10.1007/s10648-026-10177-w>

Motivation scholars have grown increasingly interested in the application of motivation theory to educational practice. We provide an overview of various approaches to supporting students' motivation and then focus specifically on the potential benefits of multifaceted interventions that integrate across theoretical perspectives and are embedded in classrooms to support students' motivation. We also discuss how multifaceted interventions can be guided by an understanding of complex dynamic systems (CDS) and present a brief overview of how CDS can be applied to understanding motivation and education. We then discuss in detail two multifaceted, theoretically integrated motivation intervention programs embedded in classrooms that have been successfully implemented. The first focused on reading motivation and engagement and was implemented at both the elementary and middle school levels. The second focused on science motivation and engagement at the middle school level. We close with a discussion of the challenges and promises of implementing embedded motivation interventions that integrate across theories and use a CDS framework.

Liu, J., Huang, X., Wang, L., & Min, L. (2026). **Quantifying determinants of students' active engagement in experiments: A structural equation modeling approach grounded in SE and TAM.** *Education and Information Technologies*, 31(10), 3191-3220. <https://doi.org/10.1007/s10639-026-13957-7>

This study sought to uncover the key determinants of students' active engagement in Software Architecture experiments integrating interdisciplinary knowledge. Grounded in the Self-Efficacy (SE) and Technology Acceptance Model (TAM), a conceptual framework was constructed to explore the interplay among individual, technological, and motivational factors. Empirical data was collected through a survey questionnaire and analyzed using Structural Equation Modeling (SEM) techniques. The findings reveal that Perceived Ease of Use emerged as the preeminent driver of students' active engagement. Interestingly, while Individual Capabilities was the second most influential factor, the majority of its impact on active engagement was found to be indirectly channeled through the mediating role of Perceived Ease of Use. Furthermore, Perceived Usefulness was observed to exert a stronger direct positive influence on active engagement compared to the direct effect of Individual Capabilities. Informed by these insights, the study puts forth targeted reform suggestions: prioritizing Ease of Use in experiment design, aligning content with students' capability, and selecting cases students perceive as useful. These findings offer empirical evidence to guide universities in enhancing Software Architecture experiment teaching and cultivating high-caliber engineering talent.

Liu, R.-D., Yang, D., Lin, J., Deng, A., Zhang, X., & Liu, J. (2026). **Giving academic help to others increases help-seeking behaviors through perceived help-seeking justification.** *Social Psychology of Education*, 29(1), 53. <https://doi.org/10.1007/s11218-026-10230-0>

Academic help-seeking is an important self-regulated learning strategy, yet many middle school students are reluctant to seek help from peers. This study examines whether and how academic help-giving causally influences help-seeking behavior. Across three studies, help-giving consistently predicted help-seeking. Study 1 (n = 710) used a self-report survey and found that both perceived help-seeking justification and perceived help-seeking threat mediated the relationship between help-giving and help-seeking. An experimental-causal-chain design in Study 2 (n = 418) established the causal links for each pathway: help-giving increased perceived justification and decreased perceived threat, while perceived justification promoted help-seeking and perceived threat inhibited it. Study 3 (n = 159) used a behavioral experiment in which participants first helped others and then had the opportunity to seek help. Perceived help-seeking justification mediated the effect of help-giving on help-seeking in Study 3, but the indirect effect through perceived help-seeking threat was not significant. These findings suggest that perceived help-seeking justification is an important psychological mechanism through which help-giving promotes help-seeking, particularly in help-exchange situations. The mediating role of perceived help-seeking threat in such situations appears relatively limited.

Madhav Ram, A., Saravi, S., Yang, Y., Batmaz, F., Derakhshan, P., Nevisi, H., & Storey, G. (2026). **The AI scaffold and engagement spectrum as a novel UDL-aligned system for supporting students with dyslexia.** *Education and Information Technologies*, 31(10), 3035-3075. <https://doi.org/10.1007/s10639-026-13934-0>

Artificial Intelligence (AI) is rapidly changing higher education, offering new opportunities to support diverse learners, including students with dyslexia, while raising important questions about ethics and assessment. Existing work on Universal Design for Learning (UDL) and assistive technologies highlights persistent barriers in reading, writing and planning, but there is limited guidance on how generative AI (GenAI) can be integrated into academic work safely and accessibly. This study addresses that gap through a convergent parallel mixed-methods design with qualitative priority (QUAL + quan). Semi-structured interviews with specialist Student Support and Wellbeing Services (SSWS) were conducted alongside an online student survey to identify recurring challenges, current tool use and attitudes towards AI. The analysis reveals difficulties with academic writing, critical reading and time management, patchy and sometimes unsustainable adoption of assistive tools and AI, and uncertainty about acceptable AI use and its implications for academic integrity. In response, the paper proposes a dual-component, UDL-aligned system for responsible AI-supported assessment. The instructor-facing AI Engagement Spectrum helps academics set clear, assignment-specific rules for permissible AI use, grounded in constructive alignment. The student-facing AI Scaffold translates these rules into a structured workflow that guides students with dyslexia through reading, planning, drafting and revising with AI support while preserving authorship and critical engagement. The primary contribution is a transferable framework that links institutional policy, pedagogical intent and students' study practices. It offers SSWSs, lecturers and educational designers a practical starting point for implementing AI in ways that are accessible, transparent and focused on supporting students with dyslexia.

Madigan, D. J., & Glandorf, H. L. (2026). **Student Burnout and Educational Dropout: A Systematic Review and Meta-Analysis of Dropout Behavior and Intentions**. *Educational Psychology Review*, 38(1), 92. <https://doi.org/10.1007/s10648-026-10191-y>

Some students drop out of education. Recent work suggests that mental health issues – such as burnout – may be prominent reasons why they do so. To explore this idea further, the aim of the present study was to provide the first systematic review and meta-analysis of the relationship between student burnout and educational dropout. In doing so, we focused on both direct (dropout behavior) and indirect measures (dropout intentions) of dropout. Following pre-registration, we conducted a search of PsycINFO, PsycArticles, MEDLINE, Education Abstracts, Educational Administration Abstracts, and ProQuest Dissertations and Theses up to January 2026. We followed PRISMA guidelines and provided a narrative synthesis and multilevel meta-analysis. Our search found 31 studies (with 34 samples; $N = 39,454$) with most studies focusing on dropout intentions. In the three studies that had examined direct measures, burnout was shown to be a significant predictor of dropout behavior (including in one study examining enrollment status). In the remaining studies, burnout was consistently associated with dropout intentions both cross-sectionally, and, in several studies, over time. This was supported by the findings of the multilevel meta-analysis where burnout was positively associated with dropout intentions ($r^+ = .46$, 95% CI = .44 to .55). These findings were moderated by level of study (higher for postgraduate students) and burnout dimension (highest for cynicism). It appears that student burnout may be linked to educational dropout, and that this may be especially the case for dropout intentions. More studies on dropout behavior are needed before concrete conclusions can be made and further work is necessary to integrate and test theory, including examining possible mechanisms underpinning these relationships.

Malone, E. J., Tuck, K. N., & Fu, Y. (2026). **Self-Advocacy and Social Problem-Solving Intervention for Preschoolers with Social and Behavioral Support Needs**. *Journal of Behavioral Education*, 35(2), 860-885. <https://doi.org/10.1007/s10864-025-09614-7>

Social problem-solving (SPS) is a complex and critical set of skills for self-advocacy. Prior SPS literature has explored the effects of teaching preschool children to identify problems and find a single solution using visuals in contrived scenarios. This study compared the effects of two environmental conditions (solution visuals alone and solution visuals with precorrections) and a no-intervention baseline on three participants' autonomous SPS during naturally occurring social problems during free play. A single case alternating treatments design was used to compare conditions. Results indicated a clear functional relation between visuals with precorrections intervention condition and improvement in participants' autonomous SPS. Key findings for researchers and practitioners, future directions, and limitations of the study are explored.

Mayrhofer, J., Baldinger, S., & Weinhandl, R. (2026). **How game elements are connected to motivational design in gamified geogebra learning environments: identifying design principles using ARCS theory**. *Education and Information Technologies*, 31(10), 3431-3474. <https://doi.org/10.1007/s10639-026-13930-4>

The overall positive effects of gamification (i.e., the integration of game elements in learning environments) on student motivation are backed by various meta-studies on the matter. However, most gamification studies fail to take the design of the gamification environment into consideration. Not considering the specific gamification design results in a lack of understanding of how specific gamification design strategies should be employed and how these affect the environment's motivational design in particular. We aim to facilitate a better understanding of

how game elements are connected to the motivational design of digital mathematics learning environments and how these game elements should be implemented. To this end, five different gamification variations of a digital learning environment for mathematics were created using the dynamic mathematics software GeoGebra. Afterwards, interviews focusing on the motivational design of these variations were conducted with experts in the field of educational material development ($n = 7$) and gameful learning research ($n = 6$). Thematic analysis was conducted using deductive and inductive coding. The deductive coding process was grounded in the framework for design and research of gamified systems, as well as the attention, relevance, confidence, and satisfaction (ARCS) theory of motivational design. Our findings show how different game elements are connected to the motivational design (ARCS) in a gamified mathematics learning environment. Additionally, we present design principles of gamification in digital mathematics learning environments. These insights facilitate a better understanding of the motivational effects of gamification in education and provide expert-derived design recommendations for designing gamified mathematics learning environments using GeoGebra.

Mihaescu, D., Biclea, D., & Bologa, L. (2025). **Math anxiety and self-efficacy in young learners: measurement and intervention** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129236>

Math anxiety and self-efficacy are critical interdependent factors that influence not only academic performance, but also the development of long-term attitudes toward mathematics, through complex mechanisms that include cognitive and emotional interference, as well as the impact of the educational environment and social interactions. The present research examines the interdependence between math anxiety and math self-efficacy, two essential constructs that influence school performance and math attitudes among elementary school students. It emphasizes the importance of correct and simultaneous assessment of both dimensions, using innovative methods adapted to the children's age. The pilot program was implemented with the participation of two teachers and 48 students of 3rd grade, using visual self-report tools (reflective journals, emoticon scales) to assess the confidence and anxiety levels of the schoolchildren, worksheets observation to identify avoidance and engagement behaviours in math activities and structured interview guides for teachers and parents designed to provide a multidimensional perspective on students' reactions. The interventions included practical activities to provide students with experiences of success in simple tasks, such as math games or tasks involving educational robots, alongside relaxation exercises and techniques to encourage positive thinking integrated into math lessons. Teachers attended specific training in recognizing and managing math anxiety, as well as promoting self-efficacy using constructive feedback. The results indicated significant improvements in students; mathematical self-efficacy and a considerable reduction in anxiety, which led to better engagement of children in mathematical activities. The feedback provided by teachers and parents confirmed the progress, revealing the success of the interventions. This study highlights the need for an early intervention based on accurate assessments to prevent the long-term effects of math anxiety on school performance and academic development. The future research directions proposed include longitudinal studies to analyze the impact of these strategies on elementary school students; achievement and the development of a positive attitude toward mathematics. The results of the study underline the relevance of educational approaches that promote emotional resilience and self-efficacy, contributing to the creation of an educational environment favorable to mathematical learning in primary school.

Mihaescu, D., Bologa, L., & Biclea, D. (2025). **Breaking the cycle of math anxiety: empowering pre-service teachers with evidence-based strategies** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129235>

Math anxiety affects students' performance. It has a long-term negative impact on their relationship with math. Research indicates that math anxiety, which often stems from early negative experiences and social stereotyping, affects not only performance but emotional well-being, causing students to avoid math-related activities and domains. Another highlighted aspect shows that teachers with high math anxiety are more likely to transmit this fear to students, thus limiting their learning potential. Pre-service teachers, attending specialized workshops, will learn to manage their emotions and implement educational methods that reduce mathematics-related stress. Recognizing the critical role that teachers play in alleviating or, conversely, intensifying this anxiety, our study investigates the effectiveness of a structured training program designed to provide future educators with evidence-based skills and strategies to reduce mathematics anxiety in primary school students. The proposed and implemented program employs cognitive-behavioral techniques in the workshops, focusing on self-awareness, adapting robot-based teaching methods and developing resilience, combating mathematical myths, and promoting self-efficacy identified as a key factor in tackling mathematics anxiety, to create a classroom environment conducive to positive engagement in mathematics learning. Evaluations show that 80 pre-service teachers experience a reduction in their level of math anxiety and show increased confidence in managing student anxiety. These results suggest that targeted educator training can be a powerful tool in breaking the negative loop between math anxiety and performance, promoting a culture of resilience and enthusiasm towards mathematics in the early stages of education. Frequently, this anxiety stems from early educational experiences and negative influences from teachers, parents and society.

Miranda, C. (2026). **Child Engagement and School Engagement in education: A Systematic Literature Review from a Measurement Approach**. *Journal of Educational Measurement*, 63(2), e70043. <https://doi.org/10.1111/jedm.70043>

Engagement has been debated for years across various perspectives and educational contexts. However, few studies clearly define or distinguish School Engagement and Child Engagement, often conflating them with related constructs. This literature review aims to address three central questions: How are these constructs defined? What are their properties? What kind of information do they provide? To explore these questions, 356 articles were analyzed, 287 focused on School Engagement and 69 on Child Engagement. For each study, the objective, main variables, and research findings were examined. The articles were further categorized based on the engagement model or dimensions used to operationalize Child or School Engagement. The review reveals both differences and commonalities between the constructs. While the operationalization and research topics differ between Child Engagement and School Engagement, the studies generally acknowledge the dynamic nature of engagement. This review emphasizes that measurement is not a neutral act but a designed and intentional process. How engagement is defined and operationalized shapes the type of information produced, reflecting both theoretical choices and educational priorities.

Morell, L., Xue, M., Nielsen, K., Jeske, S., Harris, R., Phillips, M., & Wilson, M. (2026). **Sense of Belonging in Science: A Focus on the Construct**. *Journal of Educational Measurement*, 63(2), e70038. <https://doi.org/10.1111/jedm.70038>

The importance of the construct to the fields of measurement and cognitive science cannot be overstated. Without an understanding of the construct, including clarity and scope of the substantive and structural aspects, one cannot ensure valid use and interpretation of a constructed measure. In this sense, measurement and cognitive science are fundamentally connected through the construct. One important construct that lacks clarification in definition and structure is a sense of belonging in science. This is especially true for adolescent age students. Unfortunately, this attribute is often vaguely conceptualized and largely missing from the literature for school-age students, and therefore, in need of a rigorous theoretical foundation supported by empirical evidence to ensure meaningful use of any assessment or interpretation of results. Using the BEAR Assessment System's approach to constructing measures, which includes using Rasch family modeling, data were collected from high school students through eight exploratory interviews, 12 think-aloud interviews, focus groups comprised of 9-12 participants per group (45 students in total), and 537 surveys; and from five experts to develop and validate a 12-item self-report survey of high school students' sense of belonging in science. Sources of evidence for reliability, validity (content, internal structures, response processes, and relation to other variables), and fairness were collected and analyzed to produce a construct-centered survey. Overall, findings produced strong evidence for the valid, reliable, and fair interpretation and use of the Sense of Belonging in Science Survey (BiSS). This research highlights the importance of the construct as the driver of the design and quality assurance of a measure.

Mudrák, J., Záborská, K., Kollerová, L., Jakerlová, J., Sedláček, M., & Šedová, K. (2026). **Psychological capital in an integrative JD–R model of teacher burnout: evidence from a nationwide sample of Czech lower-secondary teachers.** *Social Psychology of Education*, 29(1), 72. <https://doi.org/10.1007/s11218-026-10245-7>

Teaching is a demanding profession with an elevated risk of burnout. Building on Job Demands–Resources (JD–R) theory, we tested an integrative model in which psychological capital (PsyCap) was conceptualized as a central personal resource alongside selected job demands and job resources in predicting teacher burnout. Data came from a nationwide stratified sample of Czech lower-secondary school teachers (Grades 6–9; N = 1,768) from 134 schools. Structural equation modeling (SEM) showed that higher PsyCap was associated with lower overall burnout and its three exhaustion facets (physical fatigue, cognitive weariness, and emotional exhaustion) both directly and indirectly through lower perceived job demands and higher perceived job resources. Demand-related pathways were most pronounced for physical fatigue, whereas PsyCap and job resources were more closely linked to emotional exhaustion, indicating differentiated psychosocial pathways across exhaustion facets. These findings extend JD–R research on teacher burnout by highlighting PsyCap as a developable personal resource with potential to buffer exhaustion and by clarifying how specific job demands and resources relate to distinct exhaustion dimensions. Practical implications point to multilevel prevention combining PsyCap-focused interventions and resource-supportive school practices with efforts to reduce workload and work–family conflict. Models accounted for teachers' nesting within schools; future longitudinal research is needed to strengthen inferences about directionality.

Özdemir, O., Avci, S., Avcu, A., & Özgenel, M. (2026). **The longitudinal relationship between teacher and parental autonomy support, homework effort, and academic achievement in Turkish lessons.** *Social Psychology of Education*, 29(1), 59. <https://doi.org/10.1007/s11218-026-10231-z>

This study examines the longitudinal relationships between parental and teacher autonomy support, homework effort and completion, and academic achievement within the framework of

self-determination theory. Data were collected from 1,092 seventh grade students in a metropolitan area in northwestern Turkey at two measurement times. The data were analyzed using cross-lagged panel modeling. The findings indicated that parental and teacher autonomy support significantly predicted students' homework effort over time. While homework effort and completion positively predicted academic achievement, the effect of autonomy support on achievement was indirect. Additionally, students' homework behaviors partially shaped their perceptions of parental and teacher autonomy support over time. These results suggest that autonomy-supportive practices in the homework context are critical for process-oriented learning outcomes.

Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., & Sherod, R. L. (2026). **Mapping the Research Base for Universal Behavior Screeners.** *Review of Educational Research*, 96(2), 584-618. <https://doi.org/10.3102/00346543251315168>

Universal behavior screening is used in schools worldwide to detect students with and at risk for behavioral challenges. A plethora of instruments is available for this purpose, though little metascience has been conducted to review and synthesize methods used to study these instruments in educational settings, nor is there a comprehensive list of instruments to support educators in selecting an appropriate tool. We conducted this review to provide a rigorous—and accessible—overview of the research base for universal behavior screening instruments to facilitate educators' decision-making process when selecting a systematic screening tool for the students they serve and identify areas of further refinement for the research community. This scoping review includes an extensive list of behavior screening instruments, an examination of how these tools have been studied, and areas for future research. We identified 56 behavior screening instruments. The most common psychometric analyses included coefficient alpha for internal consistency, correlations between theoretically related variables, and confirmatory factor analysis. We discuss other methods currently employed as well as methods and complexities for consideration in future research.

Pfost, M., & Hübner, V. (2026). **Perceived social support, attachment representations, and academic risk-taking in higher education.** *Social Psychology of Education*, 29(1), 61. <https://doi.org/10.1007/s11218-026-10229-7>

Academic risk-taking (ART) refers to the students' tendency to engage in challenging learning tasks for which there is uncertainty about the correctness of the outcome, and which carry the risk of making an error visible. Since coping with such an outcome can be considered a stressful event, we ask whether students' perception of the availability of social support is related to their ART. The analyses are based on a sample of 341 German university students. Structural equation models revealed positive associations between perceived social support from fellow students and ART in peer situations, as well as between perceived social support from university teachers and ART in seminar courses. Furthermore, positive associations between ART and secure attachment representations were observed. The findings are discussed with respect to the role of the perception of social support in learning in higher education settings.

Poupard, M., Larrue, F., Bertrand, M., Liguoro, D., Sauzéon, H., & Tricot, A. (2026). **Extraneous Cognitive Load as a Gateway to Curiosity: An Integrative Model of Cognitive Load and Motivation in Extended Reality Learning.** *Educational Psychology Review*, 38(1), 88. <https://doi.org/10.1007/s10648-026-10170-3>

Extended Reality (XR) is increasingly used in education, yet the cognitive and motivational mechanisms underlying these effects remain insufficiently understood. Moreover, most existing frameworks treat cognitive load and motivation as parallel mediators rather than as interdependent processes. This study introduces the Integrative Model of Cognitive Load and Motivation in XR learning (IMCLM-XR), a theoretical framework combining Cognitive Load Theory with the Learning Progress Hypothesis to explain how XR environments shape intrinsic motivation and learning outcomes by modulating cognitive demands. We tested this model using Bayesian Structural Equation Modeling (BSEM) with 282 undergraduate medical students randomly assigned to one of three neuroanatomy learning conditions: traditional video-based instruction, Augmented Reality (AR), or Virtual Reality (VR). Results revealed that extraneous cognitive load was a strong negative predictor of both perceived learning progress and autonomy, two motivational mediators that positively predicted intrinsic motivation. Both XR conditions significantly reduced extraneous load, while VR additionally reduced intrinsic load and directly enhanced perceived learning progress. These findings position extraneous cognitive load as the primary cognitive lever through which instructional design shapes curiosity-driven motivation in XR contexts and suggest that the motivational benefits of immersive technologies arise less from novelty or presence than from their capacity to liberate cognitive resources for self-directed learning. Theoretical implications for the integration of Cognitive Load Theory and process-oriented motivation models, as well as practical guidelines for XR instructional design, are discussed.

Prévost, V., Savard, R., & Goyer, L. (2026). **Les émotions pour éclairer la prise de décision de carrière.** *L'orientation scolaire et professionnelle*, (55/2), 205-233. <https://doi.org/10.4000/16da6>
La prise de décision de carrière représente un défi pour les jeunes en fin de parcours scolaire qui doivent déterminer la suite de leur cheminement scolaire ou professionnel. Plusieurs émotions accompagnent cette prise de décision, particulièrement à l'adolescence, période durant laquelle elles sont accentuées. Ces émotions peuvent représenter un levier important à considérer pour soutenir la prise de décision de carrière. Cet article vise à analyser l'expérience émotionnelle des élèves en dernière année du secondaire au cours de leur processus décisionnel de carrière. Il s'appuie sur des résultats empiriques issus d'une étude mixte menée au Canada. À partir d'entrevues semi-dirigées réalisées auprès de 12 élèves québécois âgés de 16 et 17 ans, une analyse par catégories conceptualisantes met en lumière la contribution des émotions positives et négatives au processus décisionnel de carrière des élèves. Cette analyse de l'expérience émotionnelle permet l'émergence du concept d'émotivaction, qui articule les liens entre émotions et actions mobilisées pour clarifier le choix de carrière. L'étude dégage également des pistes d'intervention pour le counseling de carrière.

Scheman, N., Coddling, R., Briesch, A., & Kuenzli, T. (2026). **Examining the Effectiveness of a Combined Math and Relaxation Intervention for Students with Math Anxiety.** *Journal of Behavioral Education*, 35(2), 1003-1023. <https://doi.org/10.1007/s10864-025-09605-8>
Despite robust evidence for the correlation between math anxiety and math performance, few interventions have addressed how best to intervene with students that display math anxiety and low math performance. The current study addressed critical gaps in the literature. We evaluated a combined relaxation (progressive relaxation and breathing) and math skill intervention (explicit instruction, strategic incremental rehearsal, cover-copy-compare, and a math game) for fifth-grade students with high levels of math anxiety using a multiple-baseline design across participants. Outcomes included multiplication performance (simple and complex) and math

anxiety (self-reported and a physiological measure). The intervention package improved math outcomes for three of four students and decreased self-reported math anxiety for two students. No relationship was found between measures of self-reported and physiological math anxiety.

Shin, Y., Song, D., Choi, S., & Lee, S. (2026). **Exploring the relationship between computational thinking behaviors and socially shared metacognitive regulation in collaborative coding across task complexity.** *Education and Information Technologies*, 31(10), 3283-3310. <https://doi.org/10.1007/s10639-026-13917-1>

As computational thinking (CT) is increasingly recognized as a fundamental competency across disciplines, there is a growing emphasis on integrating it into educational settings for non-computer science (non-CS) majors, with collaborative block-based coding emerging as a promising approach. However, much of the existing research focuses on coding outcomes rather than the underlying cognitive and regulatory processes that unfold during collaboration, particularly across tasks of varying complexity. This study examines how CT behaviors and socially shared metacognitive regulation (SSMR) patterns differ by task difficulty and performance level in collaborative coding contexts. It employed a mixed-methods design, with 120 undergraduates completing basic and advanced coding tasks using App Inventor. Behavioral data on the use of computational concept (CC) and non-CC blocks were analyzed through machine learning-based clustering, while group discourse was examined using lag sequential analysis. Results revealed that high-performing groups, especially in advanced tasks, demonstrated concise block usage and engaged in coherent cycles of evaluation, adaptation, and monitoring. In contrast, low-performing groups demonstrated fragmented regulation and relied heavily on trial-and-error strategies. The findings suggest that analyzing both behavioral patterns and discourse context facilitates more efficient identification of underlying cognitive structures expressed through actions, whereas discourse analysis offers deeper insights into the reasoning processes and socially regulated strategies involved. The study carries practical implications for the design of scaffolding and adaptive feedback tools and contributes theoretically by deepening our understanding of how SSMR functions in collaborative coding education.

Stupnisky, R. H., Pekrun, R., Hall, N. C., Larivière, V., & Salahuddin, M. (2026). **Examining the Origins and Outcomes of Research-Related Emotions in Faculty: Developing the Research Emotions Questionnaire (REQ).** *The Journal of Higher Education*, 97(5), 881-908. <https://doi.org/10.1080/00221546.2025.2497222>

University faculty experience many emotions that have implications for their research success; however, previous studies on research-related emotions in faculty have consistently employed self-report measures with limited validity, reliability, and scope. The current study aimed to validate the Research Emotions Questionnaire (REQ) among STEM faculty, examine potential differences in emotions by demographic and job-related factors, and test a hypothesized model of emotions as predictors of faculty research success based on Pekrun's control-value theory (CVT). An online survey was completed by 611 STEM faculty from 10 research-intensive US universities, with the data showing the REQ to be valid and reliable. Women reported more anxiety and disappointment, underrepresented minorities reported more anxiety, and full professors reported more enjoyment and pride, as well as less anxiety and disappointment, compared to junior colleagues. Structural equation modeling results showed perceived control and value appraisals significantly predicted research emotions and, in turn, self-reported research success. Negative binomial regressions revealed enjoyment, boredom, disappointment, and frustration as significant predictors of bibliometric counts of publications and citations. The

REQ is an improved tool for understanding faculty research emotions, with implications for developing targeted emotional regulation programs to enhance faculty well-being, success, and job satisfaction, particularly for underrepresented groups.

Vasiou, A., Altan, S., Vasilaki, E., Mavrogianni, A., Vleioras, G., & Gkontelos, A. (2026). **Ecologically negotiated student motivation: a multi-perspective qualitative study through self-determination theory and ecological systems theory**. *Social Psychology of Education*, 29(1), 37. <https://doi.org/10.1007/s11218-026-10204-2>

This qualitative study examined how student motivation is described, supported, and understood by students, teachers, and parents in the Greek school located in Gökçeada (Imvros), Turkey. Drawing on Self-Determination Theory (SDT) and Bronfenbrenner's Ecological Systems Theory (EST), the study addressed three questions: (a) how students interpret their motivation in daily school life, (b) how teachers and parents observe and foster motivation, and (c) how relational, institutional, and cultural factors shape motivational experiences across ecological levels. Data were collected through four focus group interviews with lower secondary school students (N = 6), upper secondary school students (N = 6), teachers (N = 4), and parents (N = 5), and analyzed thematically using a combined inductive–deductive approach. Participants described motivational experiences that could be situated along the SDT continuum (from disengagement to interest/enjoyment), while inductive themes across stakeholder accounts also highlighted teacher influence, perceived competence, and parental scaffolding. Teachers tended to emphasize structure, discipline, and observable engagement, whereas parents highlighted cultural identity, routines, and long-term aspirations. Viewed through an ecological lens, motivation was described as co-constructed across systems: microsystem relationships, mesosystem home–school alignment, exosystem institutional constraints, macrosystem cultural hybridity, and chronosystem disruptions such as the COVID-19 pandemic. By integrating SDT with EST analytically, the study demonstrates how the quality of motivational regulation is co-constructed across systems rather than residing solely within individual students. The findings offer context-sensitive insights into motivational processes in minority and bilingual school environments and highlight the importance of examining stakeholder perspectives comparatively to understand convergences and misalignments in motivational support.

Wang, M.-T. (2026). **Developing Digital Self-Regulation in Adolescence: A Developmental Self-Determination Model of Digital Self-Regulation**. *Educational Psychology Review*, 38(1), 86. <https://doi.org/10.1007/s10648-026-10183-y>

Digital technologies, such as social media, messaging, gaming, and emerging AI platforms, are deeply embedded in adolescents' daily lives and shape their learning, social relationships, recreation, and identity development across contexts. In response to concerns about distraction, mental health, and academic engagement, schools and policymakers have increasingly emphasized restrictive approaches to digital use, including smartphone bans and access limitations. Although such policies may reduce short-term exposure, they often overlook adolescents' developing self-regulatory capacities and basic psychological needs for autonomy, competence, and relatedness. Drawing on Self-Determination Theory and developmental science, this article introduces the Developmental Self-Determination Model of Digital Self-Regulation (DSMDS), a conceptual framework that reconceptualizes digital regulation as a developmental, capacity-building process rather than a problem of exposure control. Within DSMDS, digital literacy competence is defined as the knowledge and meaning-making foundation of digital self-regulation, whereas regulatory strategies are the behavioral and

contextual tactics through which that understanding is enacted across devices, platforms, and activities. The model further theorizes how autonomy-supportive practices across peer, family, school, and policy contexts may scaffold regulation during periods of ongoing executive function development and how these supports may, under favorable conditions, be internalized over time. Importantly, DSMDS treats such progression as contingent rather than inevitable, emphasizing uneven literacy development, problematic engagement, and contextual pressures as important boundary conditions. The framework provides a developmentally grounded roadmap for research, policy, and educational practice aimed at fostering adolescents' more intentional, context-sensitive, and self-directed engagement with digital technologies.

Wolff, F., Schumacher, J., Etzel, J. M., Junge, F., Hörsch, H., & Möller, J. (2026). **Examining students' implicit academic self-concepts and intrinsic values in a comprehensive framework integrating key elements of expectancy-value theory, dimensional comparison theory, and theory on vocational interests.** *Social Psychology of Education*, 29(1), 47. <https://doi.org/10.1007/s11218-026-10209-x>

Implicit academic self-concepts and intrinsic values describe students' automatically activated perceived abilities and attitudes towards school subjects. In the present research, we examined these implicit constructs within the context of a framework that integrates key elements of three prominent theories from the field of educational psychology: expectancy-value theory, dimensional comparison theory, and theory on vocational interests. To this end, we developed four go/no-go association tasks (GNATs) to measure implicit math and German self-concepts and values. Furthermore, we examined the formation and impact of these implicit constructs using cross-sectional data from a sample of 946 ninth- and tenth-graders from German high schools. Guided by three central research questions, we found (1) evidence for the validity of the GNATs to measure students' implicit self-concepts and values in math, (2) that implicit math self-concepts and values appear to be influenced by dimensional comparisons (where students compare their achievements in different subjects), but not by social comparisons (where students compare their achievements with those of other students), and (3) that implicit math self-concepts predict students' vocational interests over and above their achievements, explicit self-concepts, and explicit values in math and German. Our research also demonstrated the benefit of combining key elements from different theories of educational psychology to gain a deeper understanding of the relationships between students' achievements, self-concepts, values, and vocational interests. Moreover, it is of great practical relevance as it highlights the importance of implicit self-concepts and values for students.

Xu, M., & Xu, A. (2026). **Perceived educational background discrimination and psychological distress among Chinese higher vocational college students: the roles of relative deprivation and dormitory interpersonal relationship.** *Social Psychology of Education*, 29(1), 50. <https://doi.org/10.1007/s11218-026-10221-1>

To examine the association between perceived educational background discrimination and psychological distress among higher vocational college students and to test the mediating role of relative deprivation and the moderating role of dormitory interpersonal relationships, 2962 students completed measures of perceived educational background discrimination, relative deprivation, dormitory interpersonal relationship quality, and psychological distress (SCL-90). Results indicated that (1) perceived educational background discrimination was significantly and positively correlated with psychological distress; (2) relative deprivation partially mediated the association between perceived educational background discrimination and psychological

distress; and (3) dormitory interpersonal relationship quality moderated both the direct association between perceived educational background discrimination and psychological distress and the second stage of the indirect effect (i.e., the path from relative deprivation to psychological distress), such that these associations were stronger when dormitory interpersonal relationships were poorer. These findings have implications for reducing psychological distress among higher vocational college students and mitigating the negative impact of educational background discrimination.

Yang, M., Xing, X., & Zhou, B. (2026). **"Love me, love my dog": can teacher credibility reduce academic cheating in competitive academic contexts?** *Social Psychology of Education*, 29(1), 73. <https://doi.org/10.1007/s11218-026-10242-w>

Academic cheating among high school students remains a pressing concern, particularly in highly competitive academic settings. Teacher credibility, defined as students' perceptions of a teacher's competence, caring, and trustworthiness, has been proposed as a key deterrent to dishonest behavior; however, its role across different levels of academic competition remains insufficiently understood. The present research examined whether and how perceived teacher credibility influences students' propensity to cheat in competitive academic contexts and whether these effects differ when credibility is based on real versus imagined teacher credibility. A 4 (academic competition: High competition, Medium competition, Low competition, Without competition) × 3 (teacher credibility: High credibility, Low credibility, Control) between-subjects design was implemented. Study 1 elicited teacher credibility through real experiences by prompting participants to recall actual teacher interactions. In Study 2, teacher credibility was manipulated using written materials that described imaginary teachers. Two independent samples of Chinese high school students (N = 244 for Study 1; N = 246 for Study 2) participated. In Study 1, a significant interaction between academic competition and teacher credibility was observed, such that competition showed an inverted U-shaped association with cheating under conditions of high teacher credibility. By contrast, Study 2 yielded a different pattern of results. Higher imagined teacher credibility was associated with higher test scores, although this effect was not consistently observed across all cheating indicators. These findings highlight the importance of developing authentic teacher credibility through genuine teacher-student relationships. Merely presenting credible authority figures in the absence of genuine rapport may have unintended adverse effects, particularly in increasingly competitive academic environments.

Yang, T.-R., Chen, Y.-K., & Fwu, B.-J. (2026). **Friends or not? Befriending a high-achiever: conflicting effects from the perspective of social comparison in a confucian heritage culture.** *Social Psychology of Education*, 29(1), 40. <https://doi.org/10.1007/s11218-026-10206-0>

Adolescents in Confucian heritage cultures (CHCs) experience intense academic competition, driven by a strong societal emphasis on academic excellence and the homeroom system that makes performance highly visible. This competitive environment may foster unique psychological mechanisms, leading CHC adolescents to consider peers' academic achievement when forming friendships, potentially in ways that differ from their Western counterparts. This article investigates how peers' achievements influence befriending intentions among CHC adolescents from a social comparison perspective, drawing on three studies (N = 941). Study 1 (Sample 1: N = 185, Mage = 16.05, SD = 0.23; 48.6% male; Sample 2: N = 202, Mage = 16.04, SD = 0.23; 55.0% male) showed that although academic domains (e.g., math) were perceived as more relevant than non-academic (e.g., art), peers' achievements in either domain did not directly affect

befriending intentions. Study 2 (N = 255, Mage = 16.56, SD = 0.65; 68.6% male) proposed an opposing-process model, revealing that the null effect in academic domains resulted from both positive and negative mediations through social comparison. Study 3 (N = 299; Mage = 16.31, SD = 0.47; 49.5% male), targeting academic domains, demonstrated that adolescents' own achievements amplified the negative effects of social comparisons. Findings highlight that although CHC adolescents show no direct effect of peers' academic achievement on befriending intentions, the underlying mechanisms are shaped by culturally specific social comparison processes. Future research should further explore the formation of friendships among CHC adolescents, considering the interaction between achievement and social comparison.

Yoshida, K. (2026). **Instructor Attire and Voluntary Student Participation in Higher Education: Evidence from a Randomized Class-Section Experiment** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129095>

Students' engagement with a course is often measured through grades and attendance, yet much of what happens in a classroom is voluntary. This article studies one visible feature of teaching practice--instructor attire--and asks whether it changes that voluntary margin. The evidence comes from six first-year "Information (Data Science)" sections at Chiba University of Commerce. The same instructor taught all sections, using a common syllabus, schedule, and grading scheme; three sections were randomly assigned to formal attire and three to casual attire. The course is not an economics course, but the design speaks to a question familiar in economics education: whether observable teaching practices affect forms of student engagement that standard outcome measures miss. Formal attire is not associated with higher attendance or final exam scores. The participation margin looks different. Students in formal-attire sections submitted fewer ungraded reaction papers and wrote fewer words per submitted reaction paper. Exact randomization inference and wild-cluster bootstrap checks point in the same direction, while also showing how much uncertainty remains with only six randomized sections. A supplementary sentiment measure, coded from the original Japanese reactions, is too imprecise to support a separate conclusion. The main lesson is therefore about measurement as much as attire: voluntary-effort outcomes can reveal classroom responses that are not visible in grades or attendance alone.

Zeng, D., & Liao, H. (2026). **Antecedents of students' feedback engagement: A longitudinal investigation of learner motivation and generative AI-enabled teacher feedback literacy.** *Education and Information Technologies*, 31(10), 3561-3585. <https://doi.org/10.1007/s10639-025-13879-w>

Students' engagement with feedback is critical for learning outcomes, yet the emerging factors that shape such engagement in generative artificial intelligence (GenAI)-integrated instructional settings remain understudied. This study explores the effects of GenAI-enabled teacher feedback literacy and students' defensive image motivation on feedback engagement. By tracking 142 Chinese university students over a 15-week period, intensive longitudinal data regarding their feedback engagement were collected. A two-level model and a multilevel regression analysis were employed to examine the independent and combined effects of contextual factors (e.g., GenAI-enabled teacher feedback literacy) and individual factors (e.g., defensive image motivation) on student feedback engagement. The findings are as follows: (1) GenAI-enabled feedback design has significant positive effects on students' behavioral, cognitive, and emotional engagement, serving as a crucial contextual factor. Feedback relationality has

significant positive effects on students' behavioral and emotional engagement but not on cognitive engagement. (2) Defensive image motivation has significant inhibitory effects on students' behavioral and emotional engagement even in the context of AI-automated feedback. (3) Defensive image motivation positively moderates the effect of GenAI-enabled teacher feedback literacy on students' behavioral and emotional engagement. Specifically, GenAI-enabled teacher feedback literacy has a stronger facilitating effect on engagement among students with high defensive image motivation. Implications for feedback practices are also discussed.

Zhao, S., Wu, Q., Sit, C. P., Lao, C. H., King, R. B., Chen, A., ... Chi, P. (2026). **Parent-adolescent discrepancies in mindset of intelligence and their associations with grit and mental health among adolescents**. *Social Psychology of Education*, 29(1), 57. <https://doi.org/10.1007/s11218-026-10211-3>

Extensive research has underscored the significance of a growth mindset of intelligence in adolescents' pursuit of challenges and perseverance after academic setbacks. Nevertheless, its association with adolescents' grit and multidimensional mental health have received comparatively less attention. More importantly, the extent to which these associations are influenced by the family mindset context is less clear. The present study examined the interplay of parental and adolescent mindsets of intelligence and their associations with grit and mental health (i.e., life satisfaction and depressive symptoms) among Chinese adolescents. A total of 588 parent-adolescent dyads (57.7% mothers and 48.1% girls) from two middle schools in Guangzhou, China, participated in this study. Polynomial regression analyses and response surface analyses revealed that adolescents with a stronger growth mindset of intelligence showed higher levels of grit and life satisfaction, as well as fewer depressive symptoms. Further, parents' growth mindset was positively linked to adolescents' life satisfaction when adolescents maintained a stronger growth mindset, but it was negatively correlated with adolescents' life satisfaction when adolescents hold a weaker growth mindset. Moreover, the association between parents' growth mindset and their children's grit or depressive symptoms is only significant among adolescents who hold a stronger growth mindset. Collectively, these findings highlight the significance of considering both adolescents' mindsets and the family mindset context when investigating the impact of mindset of intelligence.

Aspects sociaux de l'éducation

Ali Saadi, M. (2026). **L'entrée au collège : consécration ou redistribution des cartes ? La construction des bouquets éducatifs comme matrice d'inégalités**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3u>

Cet article analyse la construction des parcours scolaires à l'entrée au collège en s'appuyant sur une enquête longitudinale conduite dans quatre établissements français aux recrutements socio-économiques contrastés. Le suivi de 571 élèves de la sixième à la cinquième, via l'exploitation systématique des dossiers scolaires sur Pronote, combinée à des entretiens et des observations de terrain, permet d'articuler trois résultats. Pour commencer, les hiérarchies scolaires se stabilisent très tôt et l'appartenance à un établissement constitue le facteur prédictif dominant des trajectoires défavorables, devant la catégorie socioprofessionnelle et le genre.

Ensuite, le concept de valeur scolaire construite – agrégat composite de résultats, de dispositions sociales perçues et d'attitudes en classe – fonctionne comme principe opératoire de distribution des ressources éducatives. Et enfin, la distribution des bouquets éducatifs suit et renforce les hiérarchies préalablement construites selon une logique de renforcement cumulatif, dont les formes varient selon les logiques institutionnelles propres à chaque établissement. Ces résultats invitent à reconsidérer les politiques de dispositifs : pensés comme réponses aux inégalités, les bouquets éducatifs fonctionnent souvent comme des matrices qui les reconduisent.

Aragoneses de la Rubia, M., Fernández-Blázquez, M. L. M., & Barrios, Á. (2026). **Sense of belonging in culturally and ethnically diverse educational contexts: a systematic review.** *Social Psychology of Education*, 29(1), 42. <https://doi.org/10.1007/s11218-026-10205-1>

Amid increasing cultural diversity in classrooms, migrant students still report a lower sense of school belonging. This study aimed to review the scientific literature on school belonging in culturally and ethnically diverse contexts, considering the four components of belonging described in Allen et al.'s (Aust J Psychol 73(1):87–102, 2021) model: opportunities, competencies, motivations, and perceptions. Specifically, it sought to explore which student populations are analyzed, which methodologies are employed, which components of belonging are addressed, and the main findings reported. The review was conducted following the PRISMA 2020 protocol. Searches in the PsycInfo, ERIC, and Dialnet databases for literature published between 2014 and 2024 yielded 29 relevant articles. Of the 29 articles reviewed, 23 addressed the opportunities component, seven analyzed competencies, seven explored perceptions, and only one focused on motivations. Regarding opportunities, discussions centered on the influence of school climate, specific grouping practices, and teacher and peer behavior. Additional demographic variables related to belonging, though not directly linked to the model's components, were also identified. Quantitative studies predominated. The findings support the applicability of Allen et al.'s model in educational settings, while also highlighting the need to consider demographic factors—such as gender, age, and cultural/ethnic background—to enhance its comprehensiveness and foster more inclusive environments. The potential negative effects of focusing exclusively on students from minoritized cultural groups are also acknowledged, and the importance of adopting more qualitative and collaborative methodologies is emphasized. Further research directions and practical implications are discussed.

Avcu, A., Avcı, S., & Özgenel, M. (2026). **Actor–partner effects in homework involvement: how children's requests shape parental support.** *Social Psychology of Education*, 29(1), 45. <https://doi.org/10.1007/s11218-026-10208-y>

This study examined the factors associated with parental involvement in homework using a dyadic approach from both parent and student perspectives. Participants were 390 middle school students and their parents from three schools in a metropolitan area of northwestern Türkiye. Findings indicated that parents generally perceived their involvement in homework as higher than their children reported. A key factor influencing parental involvement was the child's explicit request for help, underscoring the role of direct communication. Parents who reported high academic expectations for their children also tended to be more engaged in homework-related activities. Additionally, students who demonstrated greater interest in and effort toward homework were more likely to perceive supportive parental involvement. These results highlight the actor–partner dynamics of parent–child communication in shaping effective homework support.

Bayart, C., Bourgain, M., Perrin, T., Lucas, M., & Vilette, M.-A. (2026). **Déterminants de la (non)formation professionnelle : effets de genre et d'âge dans les entreprises de moins de 300 salariés**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d46>

Notre approche consiste à améliorer la caractérisation des déterminants de la formation professionnelle sans mettre de côté les entreprises n'ayant effectué aucune formation pendant l'année de référence, puisque les facteurs économiques, organisationnels et stratégiques intervenant dans la décision de formation ne sont pas nécessairement les mêmes que ceux influençant l'intensité de la formation parmi les entreprises formatrices (en cours et stage). À l'aide d'un modèle économétrique de décision en deux étapes (modèles Hurdle), nous nous concentrons sur les facteurs influençant, premièrement, la décision de proposer de la formation professionnelle, et deuxièmement, l'intensité de cette formation une fois la décision prise. Nous considérons le pourcentage de salariés ayant bénéficié d'une formation et le nombre d'heures de formation déclarés par les entreprises de moins de 300 salariés dans l'Enquête Formation Employeur (EFE) de 2021. L'objectif est d'améliorer la connaissance des déterminants de l'absence de formation, tout en estimant la fonction reliant le niveau de formation aux caractéristiques économiques et organisationnelles des entreprises, étant donné que, pour une proportion significative d'entre-elles (63 %), aucune formation n'a été déclarée.

Berest, C. (2026, juillet 1). **Mixité ou égalité ? Un défi pour l'école**. Consulté 1 juillet 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/07/01/mixite-ou-egalite-un-defi-pour-lecole/>

L'école a mis beaucoup de temps à comprendre que la mixité n'était pas qu'« un modèle pratique pour assumer la croissance démographique », et qu'il lui fallait aussi penser la coéducation en

Bergman, P., & Chowanjain, N. (2026). **Characterizing the File Drawer: Evidence from a Meta-Analysis of Parent-Interventions Around the World** (Working paper N° 18701). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18701>

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 textit{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 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. Future research is most valuable if it can explain heterogeneity across settings.

Bergman, P., Chowanjain, N., & Bergman, P. L. S. (2026). **Characterizing the File Drawer: Evidence from a Meta-Analysis of Parent-Interventions Around the World** (Working paper N° 12718). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12718>

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.

Blanchette, F., Carter, S., Green, S., Garr-Schultz, A., & Chaney, K. E. (2026). **Effects of Inclusion and Exclusion From U.S. Psychology Department Diversity Statements Among Undergraduate Students of Color and Fat Students.** *Journal of Social Issues*, 82(2), e70057. <https://doi.org/10.1111/josi.70057>

Although many organizations, including university psychology departments, have expanded diversity, equity, and inclusion (DEI) efforts, these initiatives often center a limited set of marginalized identities, leaving others underrepresented and potentially undermining identity safety. We analyzed diversity statements from 100 U.S. psychology departments (Study 1) and found that race/ethnicity, gender/sex, and sexual orientation were most frequently represented. Across two follow-up experimental studies (N = 639), omissions of commonly represented identities (race/ethnicity) were more noticeable and reduced anticipated departmental equity, whereas omissions of less-represented identities (body size) were less noticed and had no such effect (Study 2). Participants evaluated diversity statements less positively and attributed greater external motivation when body size was included, suggesting backlash against size inclusion. However, fat participants reported greater departmental interest and anticipated less fat stigma when body size was explicitly included (Study 3); diversity in faculty body size did not influence participants' evaluations of departments or equity perceptions.

Bourouaha, S. **Proposition de loi visant à réformer les bourses sur critères sociaux et lutter contre la précarité étudiante.**, Pub. L. No. 2710 (2026).

Butzbach, M. (2026, juin 23). **Partir ou rester, le dilemme des lycéens en milieu rural au moment de Parcoursup.** Consulté 24 juin 2026, à l'adresse Alternatives Économiques website: <https://www.alternatives-economiques.fr/partir-ou-rester-le-dilemme-des-lyceens-en-milieu-rural-au-moment-de-parcoursup>

A la campagne, certains élèves rêvent de partir étudier «à la ville», d'autres ne se voient pas quitter leur territoire. Des projets de vie qui influencent les choix d'orientation.

Café pédagogique. (2026, juin 22). **Nicolas Kaczmarek: «C'est l'école qui transforme des inégalités sociales pré-existantes en inégalités scolaires».** Consulté 22 juin 2026, à l'adresse Le

Café pédagogique website: <https://www.cafepedagogique.net/2026/06/22/nicolas-kaczmarek-cest-lecole-qui-transforme-des-inegalites-sociales-pre-existantes-en-inegalites-scolaires/>

« L'école est une institution pleine de normes, de règles, souvent peu explicitées » analyse le professeur Nicolas Kaczmarek. « C'est à l'école de donner aux élèves tous les outils nécessaires pour réussir

Caminade, M. J. (2026, juin 27). **Chercheuse, mère et précaire : une équation impossible.** <https://doi.org/10.64628/AAK.5dyu4q65n>

Accéder à un poste de titulaire dans l'enseignement supérieur et la recherche, c'est un parcours d'obstacles. Pour les femmes qui deviennent mères, la route se complique d'autant plus.

Cho, K. S., & Johnson, A. M. (2026). **Well-Written: The Socialization and Transfer of Academic Writing.** *The Journal of Higher Education*, 97(5), 803-827. <https://doi.org/10.1080/00221546.2025.2521199>

Writing transfer is a social process and developing as a writer and reviewer are learned behaviors. Yet, writing transfer is not a benign process, and instead reflects systems of oppression. Through a duoethnography, this study interrogated the graduate writing transfer between a faculty and doctoral student, illuminating the resistance and reframing of writing transfer through an anti-racist, anti-colonial praxis. Grounded in Critical Race Theory, this study examines harmful writing practices (both in authoring and reviewing/editing); the challenges to "perform;" and how imposter phenomenon (re)manifests to silence, shut out, and minimize People of Color. Using individual journal reflections, responsive comments, and dialogs, we as research participants, unpack our trajectories and identities as writers, and in doing so, offer insight into the epistemic injustice within academia and strategies of what it means to rehumanize writing and the writer. Findings illuminated a need for an outcome and process that centers a dignity of schooling and the care and love for us to be able to be our whole selves.

Cicirelli, P. G., Sportelli, C., Paciello, M., Wachs, S., & D'Errico, F. (2026). **Counter-speech elaboration matters: using conversational technology to challenge ethnic stereotypes and moral disengagement in adolescents.** *Social Psychology of Education*, 29(1), 58. <https://doi.org/10.1007/s11218-026-10220-2>

Counter-speech strategies are responses that oppose hate content and can effectively counteract ethnic stereotyping and moral disengagement. However, less is known about the potential effects when adolescents actively engage in generating counter-speech messages. To this end, a specifically designed conversational tool was developed and implemented to enhance the active elaboration of counter-speech, conceived as a prosocial process based on moral arguments elicited through self-persuasion exercise. Grounded in theoretical models of prosocial behavior, the counter-speech training session utilized a chat-based web app that guided users in understanding and applying five structured counter-speech strategies, based on the moral disengagement theory, in response to simulated ethnic hate speech. A sample of 170 adolescents ($M = 14.46$, $SD = 0.70$) participated in two sessions, during which their ability to generate elaborated counter-speech and pre- and post-training measures of ethnic stereotyping and moral disengagement were collected. Results showed that higher levels of counter-speech elaboration significantly predicted lower levels of ethnic stereotyping and moral disengagement at the post-training session, even after controlling for baseline levels. While overall stereotyping decreased significantly, no significant change was observed in moral

disengagement. These findings suggest that digital, dialogue-based training can help reduce discriminatory tendencies in adolescents by challenging distorted beliefs and promoting moral reflection. This approach may complement existing psycho-educational strategies to foster early inclusivity and empowerment.

Cournoyer, L., Lachance, L., & Martinez, É. (2026). **Parcours et processus de prise de décision de carrière de jeunes femmes inscrites dans des programmes en sciences, technologies, ingénierie et mathématiques (STIM).** *L'orientation scolaire et professionnelle*, (55/2), 291-325. <https://doi.org/10.4000/16da9>

Les carrières en STIM sont essentielles pour le développement économique et social, et la sous-représentation des filles dans ces disciplines est préoccupante. Malgré de nombreuses recherches sur les facteurs liés à leur intérêt pour les STIM, peu d'études qualitatives s'intéressent à la dynamique interactive et évolutive des facteurs intrapersonnels, interpersonnels et extrapersonnels qui façonnent leurs choix de carrière. Cette étude qualitative explore le parcours de 21 étudiantes universitaires québécoises en STIM, en analysant les expériences marquantes de leur enfance, adolescence et entrée dans l'âge adulte, et leur incidence directe ou indirecte sur leur orientation. Les résultats révèlent que l'enfance est marquée par des intérêts personnels et des modèles familiaux, l'adolescence par l'école, les relations de soutien et l'amorce de projections professionnelles, et l'âge adulte par des ajustements identitaires, des engagements scolaires et des expériences de terrain. Les résultats illustrent comment les stéréotypes, l'autoefficacité, le soutien relationnel et les environnements éducatifs façonnent l'engagement des femmes en STIM. L'étude inspire des pistes concrètes pour les personnes enseignantes et conseillères d'orientation, les institutions éducatives et les décisions politiques, en faveur d'actions soutenant l'inclusion, la persévérance et l'épanouissement des femmes dans ces domaines encore marqués par des inégalités de genre.

Crotty, D., & Murphy, C. (2026). **Socioeconomic status and enrolment in science and maths: a machine-Learning approach.** *Education Economics*, 0(0), 1-28. <https://doi.org/10.1080/09645292.2026.2688823>

Secondary school subject choices play a crucial role in shaping enrolment in science and maths in higher education and are influenced by academic, social, and institutional factors. Using data from the Growing Up in Ireland study, we document substantial socioeconomic gaps in enrolment in science and maths and show that choices made by age 13 strongly predict later participation. Applying SHAP (Shapley Additive exPlanations) based decompositions, we find that these gaps are largely predicted by differences in ability already evident at age nine. Our findings highlight early numeracy and lower-secondary choices as key margins in science-and-maths inequality.

Cruz Neri, N., & Aşçı, A. (2026). **Beyond the numbers: gender representation in German mathematics textbooks.** *Social Psychology of Education*, 29(1), 51. <https://doi.org/10.1007/s11218-026-10216-y>

Textbooks are central instruments for imparting subject-related knowledge, but also convey social norms and might, thus, affect students' identity formation, for instance, regarding gender roles. Studies consistently indicate an underrepresentation of female characters and the reinforcement of gender stereotypes across various subjects. This study addresses a current research gap by assessing whether contemporary mathematics textbooks align with the 2016 resolution of the Conference of Ministers of Education and Cultural Affairs, which called for the

elimination of gender-stereotypical content in German mathematics textbooks. We conducted a quantitative and qualitative content analysis of 19 mathematics textbooks designed for secondary schools, i.e. Grades 5 to 9, where students usually are between ten/eleven and 15/16 years old. The quantitative results revealed an underrepresentation of female characters, particularly among adults and characters within descriptive texts. While the use of generic masculine forms further amplified these differences, it was not solely the underlying cause. The qualitative analysis identified a stereotypical distribution of roles in contexts of occupation and parental roles for adult characters and sports for child characters. However, the portrayal of mathematical activity and competence was presented in a gender-balanced manner. Overall, we found that women and men tended to reinforce traditional gender roles, while girls and boys increasingly appeared as equal peers. These findings are discussed in the context of previous research, leading to the derivation of implications for teaching practice and textbook development.

Dassi, Z. (2026). **Quand les filles réussissent à l'école tunisienne : politique éducative et dynamiques sociales.** *Administration & Éducation*, 190(2), 103-111.
<https://doi.org/10.3917/admed.190.0103>

De Gioannis, E. (2026). **Gender and academic intentions: the role of high school, self-concept and gender stereotypes.** *Social Psychology of Education*, 29(1), 46.
<https://doi.org/10.1007/s11218-026-10210-4>

Despite women being frequently overrepresented in higher education, their presence across various disciplines is not balanced. They are particularly overrepresented in the humanities and underrepresented in scientific courses. The aim of this study is to examine the contribution of several factors in explaining the gender gap in major intentions in these two domains, including gender-science stereotypes, self-concept, and agentic and communal goals. The study was conducted on a sample of 400 high school students in Italy, a particularly relevant context given the specialization of high schools into either a scientific or humanistic curriculum. The results suggest that, for both STEM (Science, Technology, Engineering and Math) and the humanities, self-concept and high school track are significantly associated with students' intentions and largely explain the existing gender differences. Implicit stereotypes are also associated with intentions, but only for young women in science-oriented schools. The implications of these findings, as well as the heterogeneity of these patterns within STEM and humanities disciplines, are discussed.

Decorte, É. (2025). **La réduction des inégalités sociales de santé par l'usage des activités physiques et sportives chez les enfants en contexte scolaire défavorisé : analyse pluridisciplinaire, interventions ascendantes et mesures d'effets multi-niveaux** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3068>

Cette thèse interroge les conditions de réduction des inégalités sociales de santé (ISS) par la promotion de l'activité physique et sportive (APS) en milieu scolaire prioritaire, à travers un protocole de recherche interventionnelle articulant analyse fine des déterminants de l'engagement en APS chez des enfants scolarisés en REP+ en quartiers prioritaires et conception de dispositifs adaptés aux réalités locales. Les écoles ont été sélectionnées selon des critères territoriaux et sociodémographiques : concentration de vulnérabilités, faibles taux de pratique physique et ouverture des équipes à la recherche. Cette démarche, assumant l'absence de

randomisation stricte mais un ciblage raisonné, vise à maximiser la pertinence écologique de l'intervention tout en répondant aux besoins des territoires les plus exposés aux ISS dès l'enfance. Le cadre conceptuel mobilise de façon intégrée le modèle socioécologique, qui permet d'articuler influences individuelles, interpersonnelles, institutionnelles et environnementales, et le modèle COM-B, structurant l'intervention. COM-B postule que le changement de comportement dépend de l'interaction dynamique entre Capacité (compétences motrices, sentiment d'efficacité personnelle), Opportunité (disponibilité des ressources matérielles, accessibilité des espaces de pratique, soutien social) et Motivation (dimension affective, plaisir, valeurs, attentes). Ce modèle a permis d'opérationnaliser des techniques de changement de comportement ciblées : fixation d'objectifs individualisés, autoévaluation, feedback immédiat, graduation des tâches et valorisation des réussites. L'analyse croisée des résultats s'appuie sur ces modèles pour dépasser les approches linéaires et documenter les boucles de renforcement entre sentiment de compétence, plaisir et engagement dans la durée. La méthodologie s'est structurée en plusieurs temps. Une phase exploratoire a mobilisé questionnaires, observations et entretiens pour diagnostiquer les besoins locaux et sélectionner deux écoles présentant des profils contrastés mais comparables. Puis, une phase interventionnelle a comparé deux formats : un protocole centré sur l'EPS structurée (GEU), optimisant les ressources scolaires disponibles, et un protocole multi-leviers (GEM), intégrant EPS, pauses actives, défis extrascolaires et outils comportementaux pour agir également hors temps scolaire. Ce design multiphase, combinant logique séquentielle explicative et convergence concomitante des données, permet une triangulation rigoureuse entre indicateurs quantitatifs et retours qualitatifs des acteurs. Les résultats indiquent que les effets des interventions varient selon le contexte, le genre et le mode d'appropriation par les équipes éducatives. Le dispositif GEM, qui offre davantage d'opportunités de pratique génère une progression notable du sentiment de compétence sportive et du niveau d'activité physique en dehors de l'école, notamment chez les filles. À l'inverse, la progression des habiletés motrices est plus marquée chez les garçons du GEU, bénéficiant d'un accès direct aux équipements scolaires. Ces différences soulignent la pertinence d'une approche intégrée, combinant adaptation de l'environnement, soutien motivationnel et techniques de changement de comportement. Enfin, la pérennité des effets dépend de l'implication des équipes et de l'articulation avec les familles. Ce travail invite à dépasser l'illusion d'un modèle d'intervention universel, au profit d'une ingénierie contextualisée, adossée à une évaluation continue et à une capacité d'ajustement en fonction des contraintes institutionnelles et des ressources disponibles. La thèse conclut à la nécessité d'une articulation étroite entre dispositif pédagogique, environnement matériel et dynamique collective, pour garantir l'équité d'accès à l'APS et agir concrètement sur la réduction des ISS dès l'école primaire

de Hoyos, R., Munteanu, A., & Pop-Eleches, C. (2026). ***The Impact of School Grants on Disadvantaged Students: Experimental Evidence from Romania*** (Working paper N° 11408). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11408>

This study analyzes the impact of the Romania Secondary Education Project, which was designed to improve student retention, graduation rates and pass rates on a national end-of-high-school exam for low-achievement high schools in Romania. The program was implemented in three waves, September 2017, September 2018, and September 2020, with eligible high schools randomly assigned to each. The study exploits this staggered implementation to measure the project's causal impacts on students. The estimates indicate that the Romania Secondary

Education Project had no significant impact on (i) student preferences for attending a program high school, (ii) student retention rates, (iii) high school graduation rates, (iv) enrollment in the post-high school baccalaureate exam, (v) baccalaureate exam pass rates, or (vi) baccalaureate exam scores. There was a small increase in girls' passing rates (3 percentage points). However, there was little heterogeneity in the null effects by grant size, urban-rural status, student achievement levels, town income levels, and type of curriculum taught.

Dumas, A., & Lignon, V. (2026). **Quatre générations, quatre destins ? Analyse des trajectoires professionnelles et familiales au sortir de l'éducation initiale (1998, 2004, 2010, 2017)**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d48>

Duru-Bellat, M. (2026). **Variations autour de l'égalité entre filles et garçons à l'école**. *Administration & Éducation*, 190(2), 123-129. <https://doi.org/10.3917/admed.190.0123>

Fernández, D., Begeny, C., Lizzio-Wilson, M., & Ryan, M. (2026). **The potentially insidious consequences of belonging for inequality: associations between university students' sense of belonging and perceived permeability**. *Social Psychology of Education*, 29(1), 65. <https://doi.org/10.1007/s11218-026-10232-y>

A sense of belonging has long been regarded as an important component for thriving in higher education institutions (HEIs). However, belonging may also have certain insidious consequences. HEIs often espouse permeability beliefs—a set of beliefs about whether advancement and higher status are attainable for individuals like themselves. These beliefs have shown to undermine perceptions of group-based inequality. Hence, it is vital to understand whether a heightened sense of belonging may be associated with individuals' tendency to endorse these beliefs. We examined these effects in STEM higher education, a context in which women's belonging is challenged, and perceived permeability is particularly salient. A meta-analysis of five experiments (N = 1485) demonstrated that higher (vs. lower) levels of belonging were positively associated with permeability beliefs. We could not demonstrate indirect effects of belonging on expectations to succeed, collective action intentions for gender equality in society, or support for gender equality initiatives. Together, these indicate that belonging interventions should not only consider belonging as an individual psychological need but also as a contributor to intergroup relations that can inadvertently reify the status quo.

Fernández, D., Trawalter, S., & Hurd, N. M. (2026). **On Why White College Students Confront Online Racism and Why They Do Not: Insights From a Multi-site Intervention**. *Journal of Social Issues*, 82(2), e70056. <https://doi.org/10.1111/josi.70056>

In the current study, we examined White students' responses to open-ended questions about why they chose to confront or not confront online racism after they were randomly assigned to receive the intervention condition (i.e., a video-based interactive intervention about confronting online racism) or the control condition (i.e., an attention control condition designed to be similar to the format of the intervention condition but focused on raising awareness of and mitigating one's own implicit bias). We coded responses from 720 White students attending one of four predominantly White institutions and compared the distribution of codes between the intervention and control conditions. Among participants who confronted, those in the intervention group were more likely than those in the control group to report feeling confident in

how to confront. Among participants who did not confront, participants in the control condition were more likely to report that they believed confrontations are ineffective. The findings underscore the importance of attitudes (believing that confrontations can be effective) and self-efficacy (knowing what to say) in facilitating confrontations.

Fruehwirth, B., & Stoeger, H. (2026). **Horizontal and vertical occupational gender segregation in German occupational orientation textbooks.** *Social Psychology of Education*, 29(1), 56. <https://doi.org/10.1007/s11218-026-10219-9>

Women continue to predominate in healthcare, early education, domestic work (HEED), and service occupations, whereas men dominate in science, technology, engineering, and mathematics (STEM) and skilled trades occupations globally. Educational materials can influence adolescents' career aspirations and play a crucial role in reinforcing or challenging occupational segregation. Although previous studies have documented gender representation in textbooks broadly, analyses of occupational orientation materials that examine both horizontal and vertical segregation in a differentiated manner are lacking. We analyzed 19 German secondary school textbooks from subjects focused on occupational orientation (Economics and Careers and Economics and Communication), assessing the gender distribution across different occupational domains and hierarchical levels in 1,195-character portrayals (959 textual, 236 visual). Results revealed that women were depicted significantly less frequently than men overall, primarily due to textual representations. Regarding horizontal segregation, women were overrepresented in HEED/service occupational roles (64.0%), while men dominated STEM/skilled trades occupational roles (77.9%). Vertical occupational segregation was only found in textual representations. Within female-dominated occupational domains, women were disproportionately represented in low-status roles, comprising 78.7% of characters at that level. Within male-dominated occupational domains, men were significantly overrepresented across all hierarchy levels, with the disparity being most pronounced at the lowest hierarchy level, where no women were depicted. These results suggest the need to revise educational materials, offering a constructive perspective for creating more equitable gender representations in occupational fields that can genuinely expand adolescents' career horizons.

Garr-Schultz, A., & Carter, S. R. (2026). **When Policies Remove Identity Safety: Anti-DEI Laws, Prospective Students' Perceptions, and University Messaging.** *Journal of Social Issues*, 82(2), e70060. <https://doi.org/10.1111/josi.70060>

In a world of educational inequality, diversity, equity, and inclusion (DEI) initiatives aim to boost the participation and success of marginalized students and act as identity safety cues on campus. A recent torrent of anti-DEI legislative initiatives threatens this safety. Across three experimental studies, the current work examines the consequences of threat introduced via anti-DEI policies in higher education and potential university responses. In Study 1 (N = 639), participants anticipate compromised identity safety, worse performance, and report decreased interest in attending a university with an anti-DEI (vs. control, pro-DEI) policy. Study 2 (N = 229) replicates results and demonstrates that both fewer expected resources and weaker multiculturalism mediate the policy's impact on outcomes; qualitative data corroborates findings. Study 3's (N = 302) university messaging strategy shows public disapproval of anti-DEI policies reinstates some identity safety. Findings highlight psychological and institutional costs of anti-DEI laws, while advancing safety cue theory by illuminating impacts of cue removal.

Gautier-Touzo, L. (2026). **Un même diplôme, des parcours en silo ? Les inégalités face aux changements de spécialité à l'entrée en STS.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d30>

Glasman, D. (2025). **Ce que les parents disent à l'institution pour expliquer leur choix d'instruire en famille.** In *L'instruction en famille en France* (p. 539-572). <https://doi.org/10.4000/14trn>

Graff Zivin, J., & Lee, S. (2026). **Where There's Smoke: Stochastic Caregiving Shocks and Mothers' Labor Market Outcomes** (Working paper N° 35264). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35264>

Formal childcare and public schooling are widely understood to be central to mothers' labor market attachment. Yet, a large literature finds that even substantial expansions of formal childcare produce modest or null effects on maternal employment. We study the role of stochastic caregiving demand shocks that cause childcare constraints to bind intermittently even when formal care is available. Using plausibly exogenous variation in wildfire smoke exposure, we show that smoke increases school closures and student absenteeism, generating caregiving demand. Further, by comparing mothers whose youngest child varies in reliance on school-based childcare, we find that these shocks impose substantial contemporaneous costs and, when accumulated, reduce employment. Employment losses are fully offset among mothers working outside male-dominated industries, consistent with workplace tolerance moderating the consequences of intermittent caregiving demands.

Grütter, J., Weber, A., Farah, S., Barth, C., & Srivastava, M. (2026). **Teachers as facilitators of positive intergroup dynamics and inclusion.** *Social Psychology of Education*, 29(1), 64. <https://doi.org/10.1007/s11218-026-10225-x>

Schools with diverse student bodies provide important opportunities for intergroup contact, but diversity alone is not enough to promote positive intergroup dynamics and inclusion. While many interventions target student biases, the role of teachers is often not included. This review of theories and evidence synthesizes educational and developmental approaches and recent evidence to understand the specific role of teachers in positive intergroup interactions at school. We discuss how teachers' relationships with students, educational practices, or their beliefs shape children's and adolescents' intergroup interactions, and ultimately their attitudes and reasoning about group situations. We primarily focus on potential avenues for teachers to promote positive intergroup relations within their everyday interactions and practices, since this focus allows for sustainable changes and targeted approaches. In addition, we provide examples of teacher-led intervention programs to promote specific competencies among students to increase the likelihood of positive intergroup relations, decrease group biases and promote more equitable learning opportunities. While we emphasize that within school structures, teachers play a significant role, we acknowledge that the respective context that teachers work in enables or restricts their possibilities to serve as agents of change. Therefore, we not only provide recommendations for future research, but also for educational policies and teacher education.

Hammer Ashkenazi, N., Eilat, E., & Kogut, T. (2026). **Recalibrating the 'average': gender differences in adolescents' normative social comparisons in schools of excellence.** *Social Psychology of Education*, 29(1), 67. <https://doi.org/10.1007/s11218-026-10233-x>

Adolescents in high-achieving academic settings frequently compare themselves with exceptional peers, yet little is known about how such environments influence normative social comparisons (i.e., comparisons with an average peer). Across four complementary studies conducted in a school of excellence, we examined how students evaluate themselves relative to peers from their former "regular" schools and from their current high-achieving cohort, and how these comparisons relate to subjective well-being. Study 1 (N = 234) revealed a robust better-than-average (BTA) effect toward previous peers among both girls and boys. In contrast, when evaluating peers within the excellence environment, boys rated themselves as similar to their peers, whereas girls exhibited a worse-than-average (WTA) pattern, particularly in 10th grade. Study 2 (N = 155) compared 10th graders at the school of excellence with students at a standard school and showed that only in the excellence environment did girls perceive their peers as more capable than themselves. A longitudinal follow-up within the same cohort (Study 3) showed that girls' WTA tendency attenuated over the course of the school year. Finally, Study 4 (N = 179), conducted with an independent cohort and including self-reported academic achievement, replicated the gender differences and showed that they were not explained by reported academic achievement. Across studies, comparative self-evaluations relative to current peers were associated with well-being. These findings highlight how selective academic environments shape adolescents' comparative self-perceptions and suggest that early adjustment to such contexts may be particularly challenging for girls.

Hubert, A., & Hoskyns, B. (2026). **Genre, éducation civique et participation politique : résultats d'un projet de recherche européen.** *Administration & Éducation*, 190(2), 113-120.
<https://doi.org/10.3917/admed.190.0113>

Ibourk, A., & Aynaoui, K. E. (2026). **Les écarts de compétences scolaires selon le genre au Maroc : quels facteurs explicatifs ?** *Carrefours de l'éducation*, 61(1), 169-185.
<https://doi.org/10.3917/cdle.061.0169>

L'écart entre les sexes en matière de réussite éducative demeure une préoccupation majeure au Maroc. Cette étude analyse les disparités de genre en lecture et en mathématiques aux niveaux national, urbain et rural, en exploitant des données individuelles issues de l'évaluation PIRLS 2021 (7 017 élèves) et de TIMSS 2019 (13 536 élèves), toutes deux menées auprès d'élèves de 4^e année du primaire. En appliquant la méthode de décomposition de Blinder-Oaxaca, nous décomposons les écarts de performance en une part expliquée (dotations) et une part inexpliquée (facteurs structurels), en intégrant des variables liées aux élèves, aux enseignants et aux établissements scolaires. Les résultats révèlent qu'en lecture, la composante inexpliquée est prédominante, ce qui met en évidence les désavantages structurels et culturels auxquels les filles sont confrontées. La décomposition montre que l'âge a un impact négatif sur la performance en lecture, tout comme les conditions du foyer. En mathématiques, les résultats diffèrent : la composante expliquée est dominante. Cela signifie que les différences de genre dans les facteurs observables, notamment l'âge, expliquent en grande partie l'avantage des garçons. L'effet de l'âge est significatif, en revanche, la fréquentation de l'éducation préscolaire a un impact négligeable. Les caractéristiques des écoles ne contribuent pas de manière significative aux différences de genre en mathématiques, et les conditions d'apprentissage au foyer, bien qu'influant sur la performance, ne permettent pas de réduire l'écart entre les sexes.

Ichou, M. (2026, juin 29). **Petits-enfants d'immigrés : du diplôme à l'emploi, le modèle républicain tient-il ses promesses ?** <https://doi.org/10.64628/AAK.mtcmkqxne>

Si, dans les familles immigrées, l'ascension scolaire est réelle, la génération des petits-enfants se heurte sur le terrain de l'emploi à des inégalités persistantes.

Jones, T. M., Kim, B.-K. E., Fleming, C. B., Deng, J., Duane, A., Gavin, A. R., & Shapiro, V. B. (2026). **To Whom Do These Results Apply? Assessing Evidence for the Generalizability of Social and Emotional Learning Programs Among Specific Racial and Ethnic Groups.** *Review of Educational Research*, 96(2), 543-583. <https://doi.org/10.3102/00346543241310184>

Social and emotional learning (SEL) programs are widely used, yet concerns have arisen about whether the evidence for these programs extends to students of color (SOC). The data in this study include published articles (n = 158) of trials (n = 97) of SEL interventions (n = 32) from the CASEL SElect list of evidence-based SEL programs. Using racial frames common in intervention research, we examined the extent of SOC representation in SEL intervention trials, how authors attend to race/ethnicity in their analyses, and whether and how these analyses show evidence that these programs benefit specific racial/ethnic groups. While doing so, we discuss the complex nature of race and racism in SEL research. Eight interventions provided some evidence that they benefit Black students and four showed some evidence that they benefit Hispanic/Latiné students. No trials provided evidence of benefit to any other groups of SOC. Findings suggest that while representation of SOC in SEL trials has improved, additional research is needed to understand to whom the evidence for SEL program effectiveness applies.

Kuate, L., Lafrance, A., & Watt, J. (2026). **The educational pathways of first-generation postsecondary students** [Working paper]. <https://doi.org/10.25318/36280001202600200004-eng>

This study examines the educational pathways and outcomes of first-generation postsecondary students—students whose parents did not complete postsecondary education (PSE)—relative to non-first-generation students. Using descriptive statistics, this article leverages a unique integrated dataset formed by 2006 Census data and the Postsecondary Student Information System to examine (1) enrolment rates, (2) the graduation and persistence rates per enrolled cohorts from 2010/2011 to 2015/2016, and (3) the students' time to graduation. The findings suggest a higher enrolment rate (75.08%) for potential non-first-generation individuals, compared with first-generation ones (58.91%). Results also suggest that among those enrolled students, the graduation rate was also higher for non-first-generation postsecondary students (73.66%) compared with first-generation students (68.60%). Furthermore, the persistence rate—the proportion of students in the entry cohort who are still enrolled in the program at the designated graduation threshold time—is 4.30% for non-first-generation postsecondary students, compared with 5.44% for first-generation students. Breaking down the results by selected characteristics, larger differences are observed by education qualifications, sex, student entry age and racialized population group.

Langbach, V., & Divoux, A. (2026). **Faire expérience du décalage : diversifier les environnements éducatifs pour les publics faiblement scolarisés.** *Biennale internationale de l'éducation, de la formation et des pratiques professionnelles 2026*. Consulté à l'adresse <https://hal.science/hal-05665315>

Chez les publics francophones natifs faiblement scolarisés, les apprentissages se construisent souvent dans des environnements de connivence (Langbach, 2014 ; 2023) : des univers familiers où la communication est implicite, les références partagées, les interactions codées par l'entre-soi (Bentolila, 2010). Si ces formes relationnelles suffisent à interagir au quotidien, elles peuvent limiter l'accès à d'autres registres de langage. Cet univers familial, ces expériences fondent ainsi

le prisme principal par lequel le monde est perçu et interprété (Langbach & Divoux, 2024). Nous proposons à ce public, dont la compréhension du monde est susceptible de rester centrée sur la seule expérience vécue, un apprentissage expérientiel visant à créer un décalage référentiel. Ce décalage serait utilisé comme levier de transformation et de développement de compétences interactionnelles complémentaires. Celui-ci vise à bousculer les routines langagières et sociales, et à favoriser ainsi l'émergence de nouvelles compétences permettant de comprendre et d'agir face à des supports de communication variés. À partir de ces constats, nous souhaitons proposer un élargissement des contenus de formation vers des situations nouvelles, plus formelles et induisant une décentration (Byram, 1997), confrontant les apprenants à d'autres manières d'agir, de dire, de comprendre. Cet élargissement suppose la maîtrise de genres discursifs variés, non seulement sur le plan linguistique (lexique, grammaire, syntaxe), mais aussi sémiotique et discursif (iconographie, lecture en palier, positionnements énonciatifs), ainsi que socio-interactionnel (maîtrise des genres discursifs : places, rôles, enjeux, actes de langage) (Hymes, 1984). En mobilisant un corpus d'écrits du quotidien – des affiches de promotion de la santé – nous souhaitons mettre en place une approche méthodologique permettant de comprendre les situations de communication sous un angle nouveau. Cette démarche invite les apprenants à se décentrer de leur expérience pour faire l'expérience de nouveaux schémas de pensée.

Maes, J., Wood, J., & Neels, K. (2026). **Getting In and Staying In? The Relative Contributions of Entering and Exiting Employment to Early Labour Market Trajectories of Migrants' Daughters Versus Native Women.** *European Journal of Population*, 42(1), 16. <https://doi.org/10.1007/s10680-026-09771-z>

In most European countries, women's labour force participation differs strongly by migration background. As employment trajectories unfold as a result of the interplay of employment entries and exits, employment gaps might be rooted in differential risks of entering and/or exiting employment. However, available research mainly addresses differences by migration background in employment rates or the initial school-to-work transition, thereby obscuring the underlying dynamic process through which repeated employment entries and exits accumulate and shape diverging employment trajectories. Therefore, this study uses longitudinal microdata on women's employment trajectories in tandem with innovative multistate hazard and microsimulation models to quantify the relative importance of differential risks of entering and exiting employment as dynamics shaping differences in early employment by women's migration background in Belgium. Our results indicate that differences in early employment between migrants' daughters and women without a migration background are mainly driven by lower probabilities of entering employment. Except for second generation Southern European women (for whom the employment difference with native women is also limited), the barriers for employment entry clearly outweigh the barriers for employment stability. This is particularly true for 1.5 generation women who migrated after the age of 12, as a sizeable share never enters employment during the first four years after graduation. Hence, our results indicate that particularly policies aimed at reducing barriers to employment entry could substantially enhance the early employment of migrants' daughters in Belgium.

Magne, N. (2026). **Les inégalités d'accès à la formation dans les associations. Ce que nous apprend l'enquête EFE.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manoeuvre sur un marché du travail segmenté ?* : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d20>

Cet article propose une comparaison des politiques de formation des associations et des entreprises à but lucratif. On cherche à répondre à trois questions : les associations forment-elles davantage leurs salariés que les entreprises ? Leur politique de formation est-elle moins formalisée que celle des entreprises ? Et les inégalités d'accès à la formation entre les différentes catégories de salariés sont-elles atténuées dans les associations ? Afin de répondre à ces questions, nous utilisons les éditions 2020-2021 de la base de données EFE. L'estimation de trois équations en contrôlant la taille de l'organisation, le secteur d'activité et la composition de la force de travail permet de répondre aux trois questions. L'accès à la formation dans les associations est plus important, mais le nombre d'heures de formation ne l'est pas. La politique de formation est plus formalisée dans les associations et enfin, on n'observe pas de différence significative concernant les inégalités d'accès à la formation.

Mayeko, T., Allain, C., & Couëdon, I. (2026). **Promouvoir l'égalité à l'école : ce que révèle l'expérience d'un observatoire et d'un groupe académique.** *Administration & Éducation*, 190(2), 51-57. <https://doi.org/10.3917/admed.190.0051>

Medvedev, A. (2026). **Between superdiversity and doing diversity: School-based parent cafés as places of parent education.** *International Review of Education*, 72(3), 427-449. <https://doi.org/10.1007/s11159-025-10188-9>

Critics often point out that parental education programmes primarily reach (formally) educated middle-class parents. Even in superdiverse urban neighbourhoods in Germany, schools struggle to cater to parents on the lower end of the socioeconomic spectrum. This qualitative study showcases school-based parent cafés in Hamburg, aiming to find out how their agenda and implementation correspond regarding the anticipated superdiversity of the target groups and the perceived diversity of the participants. The author draws on a concept triad of "superdiversity", "diversity" and "doing diversity" to illustrate how socio-spatial developments and the resulting superdiversity among parents (macro level) are taken up in schools (meso level) and realised at the micro level in the sense of doing diversity. The study's main finding is that while the composition of café participants is diverse, it is not yet representative enough to reflect the superdiversity of parents in schools' catchment areas. Implementing diversity programmes often goes hand in hand with biased and inaccurate assumptions about the target groups' living circumstances. At the micro level, dynamic grouping processes take place, including reciprocal "othering" as a side-effect. If the threat of exclusion is kept in mind, school-based parent cafés can potentially become a tool for establishing more superdiversity-responsive spaces in and for school-parent cooperation.

Özdemir, O., Avci, S., Avcu, A., & Özgenel, M. (2026). **The longitudinal relationship between teacher and parental autonomy support, homework effort, and academic achievement in Turkish lessons.** *Social Psychology of Education*, 29(1), 59. <https://doi.org/10.1007/s11218-026-10231-z>

This study examines the longitudinal relationships between parental and teacher autonomy support, homework effort and completion, and academic achievement within the framework of self-determination theory. Data were collected from 1,092 seventh grade students in a metropolitan area in northwestern Turkey at two measurement times. The data were analyzed using cross-lagged panel modeling. The findings indicated that parental and teacher autonomy support significantly predicted students' homework effort over time. While homework effort and completion positively predicted academic achievement, the effect of autonomy support on achievement was indirect. Additionally, students' homework behaviors partially shaped their

perceptions of parental and teacher autonomy support over time. These results suggest that autonomy-supportive practices in the homework context are critical for process-oriented learning outcomes.

Gani, Djéhanne (2026, juin 16). **Maths : « Dès le CE1, les écarts se creusent en faveur des garçons »**. Consulté 17 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/16/maths-des-le-ce1-les-ecarts-se-creusent-en-faveur-des-garcons/>

Écarts genrés, difficultés dans la résolution de problèmes... Que retenir de la énième note d'information à propos des évaluations nationales ? Avec ces évaluations normées du CP au CM2, les

Peng, A., Xiao, S. X., Martin, C. L., Hanish, L. D., & DeLay, D. (2026). **Exploring the role of gender similarity in school connection among pre-adolescents: feeling similar to at least one gender collective matters**. *Social Psychology of Education*, 29(1), 70. <https://doi.org/10.1007/s11218-026-10243-9>

Social connections within school play a critical role in multiple aspects of child and adolescent development. The goal of the current study was to explore why some students form strong connections with teachers and peers, whereas others do not. A person-centered approach assessed how gender variations related to classroom supportiveness and teacher-student relationships in 1,642 U.S. pre-adolescents (Mage = 9.05, SD = 0.91; 47.30% girls, 52.40% boys, 0.30% missing). The results demonstrated benefits of feeling similar to at least one gender collective in students' school connection. Students who did not feel similar to any gender collective had a greater risk of social disconnection. In addition, feeling similar to girls, in particular, may further benefit the development of connection within school. Overall, these findings highlight that exploring gender variations in school connection beyond the gender binary offers a deeper understanding of the role of gender in school connection and identifies students who may need additional support to foster positive development.

Peterson, M. E., Miller, H. A., Hernandez, P. R., Woodcock, A., & Schultz, P. W. (2026). **Culturally responsive teaching can protect STEM identity among underrepresented students**. *Social Psychology of Education*, 29(1), 54. <https://doi.org/10.1007/s11218-026-10224-y>

While the disparity is narrowing, Hispanic/Latinx students remain underrepresented in science, technology, engineering, and mathematics (STEM) majors. Prior research has shown that STEM identity is an important predictor of a sense of belonging and persistence for underrepresented minorities in STEM. Guided by social identity theory, the present study examined how culturally responsive teaching practices (CRTP) interact with negative ingroup stereotype endorsement and ethnic identification to predict STEM identification among a sample of 349 Hispanic/Latinx undergraduates across 12 Hispanic-Serving Institutions on the West Coast of the United States. Results indicated significant positive main effects of CRTP and ethnic identity on STEM identity. Additionally, CRTP moderated the relationship between students' ethnic and STEM identities; ethnic identity was positively related to STEM identity among students reporting average or high perceived CRTP in their undergraduate courses, but not among those reporting low CRTP. Negative ingroup stereotype endorsement was negatively related to STEM identity at the bivariate level, but the association was no longer significant in the interaction model including CRTP and ethnic identity. Overall, these findings suggest that CRTP could be an identity-relevant

contextual factor in which underrepresented students' ethnic and STEM identities are more strongly aligned.

Pezeu, G. (2026). **Silence ou indifférence : la mixité n'est pas un sujet pour l'égalité.** *Administration & Éducation*, 190(2), 15-21. <https://doi.org/10.3917/admed.190.0015>

Posey-Maddox, L., Powell, S. N., Roda, A., Lenhoff, S. W., & Miller, E. O. (2026). **Advantaged Families' Opportunity Hoarding in U.S. K-12 Education: A Systematic Review of the Literature.** *Review of Educational Research*, 96(2), 476-515. <https://doi.org/10.3102/00346543241304766>

A growing body of educational research uses opportunity hoarding as a construct to understand advantaged families' engagement in K-12 U.S. schooling. Our systematic review of the literature reveals that advantaged parents hoard educational resources and opportunities in three key areas: (1) the creation and maintenance of white space; (2) school choice/selection; and (3) organizational routines. While much can be learned from the extant research, we detail conceptual, empirical, and methodological gaps in the literature as well as outline a future research agenda that can inform equity-oriented educational policy, practice, and scholarship. We argue that the concept of opportunity hoarding serves as a useful analytic tool for understanding how actors advantaged by race and/or class create and maintain educational inequities and can guide efforts to ameliorate it; therefore, it is important to understand how educational researchers might extend its use.

Racana, D. (2026). **Une socialisation genrée à l'école maternelle ?** *Administration & Éducation*, 190(2), 67-73. <https://doi.org/10.3917/admed.190.0067>

Roiron, C. (2026). **Prendre au sérieux les inégalités de genre dans l'institution scolaire.** *Administration & Éducation*, 190(2), 23-30. <https://doi.org/10.3917/admed.190.0023>

Sagueton, S. (2026). **La formation comme élément clé d'une professionnalité critique en faveur de l'égalité des sexes : Recherche sur et avec des enseignant.es Freinet** (Theses, Université Lumière - Lyon II; Université de Genève (Genève, Suisse)). Consulté à l'adresse <https://theses.hal.science/tel-05661035>

This doctoral thesis focuses on the concept of critical professionalism in gender equality, with a specific focus on the role of teacher training in its development. Considering that only a limited number of teachers actively engage in practices promoting gender equality, the research concentrates on a specific population who is deeply committed to equality and the struggle against domination: the Cooperative Institute of the Modern School, following the Freinet pedagogy. The first empirical phase, consists in a survey distributed to all teachers members of the federation, it demonstrates that training through the sense of competence has a positive and significant influence on their commitment to integrating gender equality into their professional practice. In order to analyse these mechanisms in depth, a co-training action research project was conducted over a five-month period with three Freinet teachers volunteers. The research began with an on-site observations revealing a predominance of boys' participation during cooperative councils, we therefore implemented measures to promote greater equality. Beyond the co-produced results concerning equal management of speech, the analysis showed that the three teachers, through the adoption of scientific and problem-solving approaches, developed critical habits of reflection and action directly on their practices. The findings of this doctoral research underscore the strenghtening of teachers' critical professionalism through the

action research model, highlighting the transformative potential of training processes in advancing gender equality in education.

Sayac, N. (2026). **L'égalité en mathématiques: une question de genre?** *Administration & Éducation*, 190(2), 75-81. <https://doi.org/10.3917/admed.190.0075>

Schep, R. M., van Leest, A., & Hornstra, L. (2026). **Disentangling socioeconomic status effects: how student- and school-level socioeconomic status interact in track recommendations and track transitioning.** *Social Psychology of Education*, 29(1), 49. <https://doi.org/10.1007/s11218-026-10218-w>

In tracked educational systems, students are sorted into hierarchical secondary education tracks, based on track recommendations at the end of primary education. While socioeconomic status (SES) has been consistently linked to higher track recommendations, less is known about its role in track transitioning during secondary education. Furthermore, the influence of school-level SES (average SES composition of a school) on these outcomes has been underexplored. Therefore, the aim of this study was to examine SES-related disparities in both track recommendations at the end of primary education and track transitioning during secondary education, while disentangling the effects of both student-level (L1) and school-level (L2) SES. Utilizing longitudinal data from 673 primary schools (n=17,918 students) and 190 secondary schools (n=3,271 students), multilevel analyses were conducted to disentangle these effects. Results indicate that SES-related disparities are primarily situated at the student-level (L1); students from higher-SES backgrounds were more likely to receive higher track recommendations and experience upward track transitioning in comparison to their lower-SES peers, even when controlled for achievement. However, the effects of student-level SES on both track recommendations and track transitioning varied significantly between schools, with some schools granting lower-SES students the benefit of the doubt while others adopt a more cautious approach. Particularly in higher-SES schools, lower-SES students were more likely to receive lower track recommendations and to transition downward compared to their higher-SES peers. School-level (L2) SES did not independently influence track recommendations or track transitioning. The findings of this study underscore the importance of considering both student-level factors and between-school variability when addressing SES-related disparities in track recommendations and track transitioning.

Sécher, B. (2026). **Inspectrices et cheffes d'établissement: une féminisation entre accompagnement symbolique et évolution des pratiques du pouvoir?** *Administration & Éducation*, 190(2), 31-39. <https://doi.org/10.3917/admed.190.0031>

Segura-Nebot, R., Montañés, P., de Lemus, S., & Ibáñez, M. S. (2026). **More than a toy: how play preferences influence attitudes and attributions towards professional and domestic roles in childhood.** *Social Psychology of Education*, 29(1), 39. <https://doi.org/10.1007/s11218-026-10203-3>

Gender socialization begins in early childhood. Consequently, gender stereotypes form between the ages of two and six, peaking in rigidity around five or six. Children acquire these stereotypes through imitation and environmental modeling, which influences their attitudes and preferences regarding toys, careers, and playmates. This study examined the link between gender attributions and attitudes toward toys, professions, and household tasks during two stages of childhood. Two correlational studies were conducted to assess primary school children's attitudes toward toys, professions, and household tasks, as well as their gender attributions. Study 1 (N = 258; ages 5–6) was conducted in small groups of four using a game-like assessment format. Study 2 (N = 321;

ages 7–10) was administered individually. The results of both studies indicated a preference for gender-congruent items. However, individual attitudes toward gender-typed toys rather than participants' gender predicted attitudes toward gender-typed professions and household roles. Younger children displayed stronger stereotypes regarding masculine professions, while older children showed less stereotypical rigidity. Additionally, children who made egalitarian gender attributions about toys were more likely to have counter-stereotypical attitudes and be open to non-traditional toys, professions, and household task choices. These results underscore the importance of promoting counter-stereotypical play as an educational tool for fostering gender equality. Encouraging egalitarian gender attributions may help children develop more positive attitudes toward non-traditional roles, thereby reducing gender stereotyping in professional and household contexts.

Séjourné, A. (2026). **Les parents et l'éducation de leurs enfants au numérique : quelle parentalité numérique pour accompagner les enfants dès l'école primaire ?** *Carrefours de l'éducation*, 61(1), 151-167. <https://doi.org/10.3917/cdle.061.0151>

L'expression de « parentalité numérique » reste conceptuellement assez floue tout en semblant mettre en tension les responsabilités respectives des parents et des enfants. Son introduction dans la sphère publique peut être comprise comme « le signe d'un processus de construction d'un problème public nouveau » (Martin, 2003). Dans une visée de compréhension et de soutien à la parentalité numérique, nous nous questionnons sur les représentations que les parents ont de leurs responsabilités en termes d'éducation au numérique. Pour cela, nous avons enquêté auprès de parents d'enfants de 3 à 14 ans. Nos résultats mettent évidence d'une part, le rôle d'un capital informatique parental « socle » dans la construction du rapport au numérique des enfants. D'autre part, ils soulignent que l'éducation au numérique constitue un levier potentiel de co-éducation, susceptible de renforcer le partenariat école famille sur un objet commun ambivalent : le numérique.

Soncini, A., Visintin, E. P., Matteucci, M. C., & Van Petegem, S. (2026). **“Sometimes relationships with parents wear you out”. A qualitative study on teachers' perceptions of the parent-teacher relationship in current times.** *Social Psychology of Education*, 29(1), 71. <https://doi.org/10.1007/s11218-026-10240-y>

Although parents and teachers interact frequently at school, only a few studies have investigated which aspects of their relationship are perceived as supportive or challenging by teachers and whether teachers experience possible consequences of this relationship for their well-being at work. To fill this gap, the present study aimed to explore how teachers perceive the parent-teacher relationship in contemporary times and to investigate whether they experience potential consequences on their well-being. To do so, we conducted an interview-based study with 23 Italian primary, middle, and secondary school teachers. Data was analysed through reflexive thematic analysis. Results showed that although teachers often establish cooperative relationships with parents based on trust and mutual respect, such cooperation is not always achieved. In these cases, parents are perceived as either uninvolved or overinvolved, and teachers acknowledge that managing challenging relationships may have implications for their well-being and behaviours. Additionally, teachers identified broader societal factors that contribute to the transformation of the parent-teacher relationship in current times. Overall, our results contribute to the literature by providing a complex and wide overview of teachers' perceptions of parents and parent-teacher relationships, including a focus on teachers' well-being.

Stormont, M., Frey, A. J., Reinke, W. M., Herman, K. C., & Chen, X. (2026). **Characteristics of Children with Poor Readiness for Kindergarten: An Exploratory Study.** *Journal of Behavioral Education*, 35(2), 956-979. <https://doi.org/10.1007/s10864-025-09590-y>

Universal screening measures have shown promise for identifying young learners who need additional support. Kindergarten marks an important transition and opportunity to identify and support learners who are struggling in their readiness across academic and/or social behavioral domains. This study explores the relationship between children's readiness composites on the Kindergarten Academic and Behavioral Readiness Screener (Stormont et al. in *J Posit Behav Interv* 17:69–82, 2015) at the beginning of kindergarten, and outcome variables include academic abilities, disruptive and aggressive behavior, teacher comfort and contact with parents, parental volunteering and involvement, and teachers' use of praise and reprimands. Nineteen kindergarten teachers and 350 of their students were the participants in this study. Kindergarten teachers completed the screener in the fall of children's kindergarten year, and academic abilities, disruptive and aggressive behavior, teacher comfort with parents, parental involvement, and teachers' use of reprimands were assessed at the beginning and end of the children's kindergarten year. Multilevel modeling was used to control for nested effects in linear regression analyses. The results demonstrate that students who are identified as having combined readiness risk were at greater risk than students who are at risk in the academic or social behavioral domain alone for numerous outcomes. The current study advances the literature on kindergarten readiness. This simple, quick, and free universal screening of kindergarten readiness after the transition to kindergarten could inform which children need support for improving their readiness. Screening for children rated as poor on their academic and social behavior readiness would be an important step in supporting children in their transition. Teachers may also need support for children with readiness risk given their perceptions of their own comfort working with families of children with readiness concerns.

Taous, T. (2026). **Féminin, masculin, neutre dans la langue française : contribution à l'histoire du genre grammatical.** *Administration & Éducation*, 190(2), 59-66. <https://doi.org/10.3917/admed.190.0059>

Thomson, E. F. (2026). **School type and educational concerns during the COVID-19 pandemic in Alberta.** *Social Psychology of Education*, 29(1), 55. <https://doi.org/10.1007/s11218-026-10228-8>

Utilizing the data from a survey (n = 26,799) distributed in fall 2020 by an Albertan non-profit, this study explores parental concern levels as they relate to students' engagement and motivation in school and curricular gaps that may have resulted from the unique challenges brought on by the pandemic. Understanding these concerns helps educational bodies and stakeholders look to prepare for future educational disruptions and highlights how parents react to large-scale changes. Focusing on parents of Albertan K-12 students, this study employs multiple ordinal logistic regressions to explore how parental concern differs depending on the school type a student attends, whether public, francophone, private/independent, charter, or separate. I find decreased levels of concern for parents and caregivers with students enrolled in private/independent schools. In contrast, I find increased concern levels for parents of students with large class sizes, higher grade levels, and varying socio-demographic variables.

van Dijk, A., de Haan, M., & de Winter, M. (2026). **Educational Responses Toward Community Violence: A Critical Analysis of Perspectives on Causes and Solutions.** *Review of Educational Research*, 96(3), 829-869. <https://doi.org/10.3102/00346543251324491>

Alarming rates of community violence and the detrimental impact on youth and communities stress the need for a well-founded response. This paper presents an integrative review of theory and research on the broad range of educational interventions to counter community violence. Based on critical analysis of distinctions in perspectives, objectives, and strategies, we established a multidisciplinary taxonomy of distinguishable approaches. The results show most interventions focus on either individual behavior or group interaction, while strategies for transformation of social systems are underrepresented. Based on related imbalances in theoretical orientations, the paper suggests a conceptual reorientation of community violence that includes structural mechanisms and enables a targeted approach of the many levels through which youth and communities are affected. By presenting a coherent overview of current educational responses, this paper assists policymakers and practitioners in integrating multiple strategies in a context-based and community-involved approach to reverse violence and promote peace.

Verdun, D. (2026). **Entre deux langues, entre deux mondes : l'école, la famille et les jeunes dans la diglossie réunionnaise.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/entre-deux-langues-entre-deux-mondes/82110>

Issu d'un travail doctoral en sciences de l'éducation, cet ouvrage analyse les liens entre langue, culture et éducation à La Réunion, dans un contexte marqué par la diglossie entre français et créole. À partir d'analyses historiques, de données de terrain et de paroles de jeunes, l'auteure montre comment les hiérarchies linguistiques influencent les trajectoires scolaires, les identités et le rapport au savoir. L'ouvrage propose une réflexion accessible sur les enjeux d'une éducation plus consciente, interculturelle et inclusive, attentive aux réalités linguistiques et culturelles des élèves

Warren, C. A., Coles, J. A., & Jenkins, D. A. (2026). **Playing in the Dark? Blackness, Humanity, and Studies of Black Life in Education 2012–2022.** *Review of Educational Research*, 96(2), 343-390. <https://doi.org/10.3102/00346543241302344>

The series of high-profile Black deaths in the United States between 2012–2022 (e.g., Trayvon Martin, Michael Brown, Breonna Taylor) mark an important turning point in studies of Black life in education. The increasing use of anti-Blackness theorizing coupled with the introduction of Black critical theory (BlackCrit) to the field of education has inspired new research investigations aiming to understand anti-Black racial harm more precisely. Growing interest in such study leads us to wonder how education researchers envision Black life in their work, and more specifically, the subject of Blackness and its relationship to notions of humanity. As scholars whose research demonstrates a disciplined intellectual commitment to Black humanity, we observe that a uniform scholarly conception of humanity + Blackness remains elusive. In this systematic review of 226 peer-reviewed articles, we seek to better understand (a) how education researchers conceptualize Black humanity in articles published during a period of intense social change and political upheaval in the United States (i.e., 2012–2022); (b) what specific claims they make about Black life as a result; and (c) what long-term implications emerge as a result of this knowledge production. Ultimately, this paper offers insight for sharpening the theoretical and interpretive heft of education research that probes the substance of Black people's lived education realities, the knowledge from which is desperately needed to imagine, design, and steward education futures that all America's children need to thrive.

Wiley, K. E., & Middleton, J. D. (2026). **"Uses of History" in Research on Racialized Exclusionary School Discipline.** *Review of Educational Research*, 96(3), 913-941. <https://doi.org/10.3102/00346543251326594>

Responding to calls to more deeply engage history in research concerning educational inequalities, the purpose of this study was to understand if and how research on racialized exclusionary school discipline makes use of the past. Drawing on a "uses of history" framework, we analyzed research studies on racialized exclusionary school discipline published between 2000 and 2022. Findings indicated that approximately 60% of articles used history and did so primarily reflective of an "informing" function utilizing select historical periods and events to frame studies of contemporary racialized school discipline. Commonly referenced periods included the 1990s specific to zero tolerance policies, mass incarceration, and the criminalization of Black youth. Articles tended to overlook relevant aspects of earlier 19th and 20th century histories. In addition to using history to inform, we also found that articles used history to build "explanatory bridges" that often made tacit, causal arguments connecting historical racial discrimination to that of the present. In contrast, 40% of articles were ahistorical, treating today's trends as a contemporary issue. Overall, findings indicated that research increasingly recognizes the history of racialized exclusionary school discipline, though the typical timelines omit certain historical periods of relevance, and the uses of history themselves are often limited, with opportunities for more complex analytic use. The "uses of history" within these studies as well as examples of erroneous use, raise further questions as to how non-historians can and ought to engage the history of education in education research. We conclude by discussing contributions to research and suggestions for future applications.

Wilton, L. S., Salman, H., & Adams, N. (2026). **Student Perceptions of US College Institutional Diversity Efforts and Identity Safety.** *Journal of Social Issues*, 82(2), e70054. <https://doi.org/10.1111/josi.70054>

Institutional diversity efforts are one way that colleges and institutions can support historically underrepresented students. What do different types of organizational diversity cues actually signal to students, and how do they influence broader diversity goals such as students' feelings of identity safety? Using both qualitative and quantitative measures, we assessed how women of color, men of color, White women, and White men US undergraduate students perceived their institution's real, on-the-ground efforts to increase diversity, equity, and inclusion (DEI). We assessed the specific diversity initiatives undergraduates recalled and how effective they perceived those efforts to be. We also linked these perceptions to students' feelings of identity safety (i.e., belonging, authenticity, and fit) and their beliefs about their institution's genuine commitment to diversity. Our data suggest that institutional diversity efforts can be effective and make a positive difference in the lives of all students (not only those who are targeted).

Yang, T.-R., Chen, Y.-K., & Fwu, B.-J. (2026). **Friends or not? Befriending a high-achiever: conflicting effects from the perspective of social comparison in a confucian heritage culture.** *Social Psychology of Education*, 29(1), 40. <https://doi.org/10.1007/s11218-026-10206-0>

Adolescents in Confucian heritage cultures (CHCs) experience intense academic competition, driven by a strong societal emphasis on academic excellence and the homeroom system that makes performance highly visible. This competitive environment may foster unique psychological mechanisms, leading CHC adolescents to consider peers' academic achievement when forming friendships, potentially in ways that differ from their Western counterparts. This article

investigates how peers' achievements influence befriending intentions among CHC adolescents from a social comparison perspective, drawing on three studies (N = 941). Study 1 (Sample 1: N = 185, Mage = 16.05, SD = 0.23; 48.6% male; Sample 2: N = 202, Mage = 16.04, SD = 0.23; 55.0% male) showed that although academic domains (e.g., math) were perceived as more relevant than non-academic (e.g., art), peers' achievements in either domain did not directly affect befriending intentions. Study 2 (N = 255, Mage = 16.56, SD = 0.65; 68.6% male) proposed an opposing-process model, revealing that the null effect in academic domains resulted from both positive and negative mediations through social comparison. Study 3 (N = 299; Mage = 16.31, SD = 0.47; 49.5% male), targeting academic domains, demonstrated that adolescents' own achievements amplified the negative effects of social comparisons. Findings highlight that although CHC adolescents show no direct effect of peers' academic achievement on befriending intentions, the underlying mechanisms are shaped by culturally specific social comparison processes. Future research should further explore the formation of friendships among CHC adolescents, considering the interaction between achievement and social comparison.

Climat de l'école

Blanchette, F., Carter, S., Green, S., Garr-Schultz, A., & Chaney, K. E. (2026). **Effects of Inclusion and Exclusion From U.S. Psychology Department Diversity Statements Among Undergraduate Students of Color and Fat Students.** *Journal of Social Issues*, 82(2), e70057. <https://doi.org/10.1111/josi.70057>

Although many organizations, including university psychology departments, have expanded diversity, equity, and inclusion (DEI) efforts, these initiatives often center a limited set of marginalized identities, leaving others underrepresented and potentially undermining identity safety. We analyzed diversity statements from 100 U.S. psychology departments (Study 1) and found that race/ethnicity, gender/sex, and sexual orientation were most frequently represented. Across two follow-up experimental studies (N = 639), omissions of commonly represented identities (race/ethnicity) were more noticeable and reduced anticipated departmental equity, whereas omissions of less-represented identities (body size) were less noticed and had no such effect (Study 2). Participants evaluated diversity statements less positively and attributed greater external motivation when body size was included, suggesting backlash against size inclusion. However, fat participants reported greater departmental interest and anticipated less fat stigma when body size was explicitly included (Study 3); diversity in faculty body size did not influence participants' evaluations of departments or equity perceptions.

Boratav, S. (2026). **Les violences sexistes et sexuelle dans l'Enseignement supérieur et la Recherche : avancées, freins et enjeu pour une politique globale.** *Administration & Éducation*, 190(2), 93-100. <https://doi.org/10.3917/admed.190.0093>

Castro, C., Barata, M. C., Alexandre, J., & Santos, R. (2026). **Placing Social and Emotional Support at the Center of School Climate: A Scoping Review of Measures for Middle and Secondary Schools.** *Educational Psychology Review*, 38(1), 90. <https://doi.org/10.1007/s10648-026-10192-x>

School climate can be defined as the perceptions of students, teachers/staff, and families, and the patterns of experiences that guide their daily life at school. There are a multitude of largely consensual theoretical approaches that seek to define school climate, but similar constructs are often operationalized and measured with different designations. Additionally, there has been an

increase in research, practice, and public policy on the social and emotional learning (SEL) of students, but the support for this domain is rarely explicitly reflected in school climate instruments. This scoping review aims to conduct an exhaustive search for existing school climate measures, and to (1) identify the ones most frequently used, and (2) critically assess the integration of support for social and emotional learning in their composition. Results reveal a proliferation of school climate measures, with 965 studies using 404 different instruments. An analysis of those used more than five times in the literature ($n = 43$) shows that approximately 5% of measures (less than 1% of all subscales) explicitly address SEL; two thirds include items operationalizing social and emotional skills in students (6% of all items); and 91% include subscales shown to be directly related to SEL in the literature (55.04% of all subscales). This study adds clarity to the conceptualization of school climate and its relationship with the support for students' social and emotional learning, and its results contribute to increased monitoring of quality in school practices, placing students' social and emotional development at the center.

Fernández, D., Trawalter, S., & Hurd, N. M. (2026). **On Why White College Students Confront Online Racism and Why They Do Not: Insights From a Multi-site Intervention.** *Journal of Social Issues*, 82(2), e70056. <https://doi.org/10.1111/josi.70056>

In the current study, we examined White students' responses to open-ended questions about why they chose to confront or not confront online racism after they were randomly assigned to receive the intervention condition (i.e., a video-based interactive intervention about confronting online racism) or the control condition (i.e., an attention control condition designed to be similar to the format of the intervention condition but focused on raising awareness of and mitigating one's own implicit bias). We coded responses from 720 White students attending one of four predominantly White institutions and compared the distribution of codes between the intervention and control conditions. Among participants who confronted, those in the intervention group were more likely than those in the control group to report feeling confident in how to confront. Among participants who did not confront, participants in the control condition were more likely to report that they believed confrontations are ineffective. The findings underscore the importance of attitudes (believing that confrontations can be effective) and self-efficacy (knowing what to say) in facilitating confrontations.

Flagner, S., Eichholtz, P., Kok, N., Kramer, R., Steffen, K., van Marken Lichtenbelt, W., ... Sun, X. (2026). **Indoor Environment, Student Satisfaction and Performance in Higher Education** (Working paper N° 18697). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18697>

This study examines how improvements in indoor environmental quality affect student satisfaction and academic performance in higher education. We conducted a randomized field experiment involving 1,258 first-year undergraduate students at Maastricht University, who were randomly assigned to tutorial groups located either in a recently renovated building with improved indoor environmental quality or in a conventional control building. We find that students in the treatment building report significantly higher satisfaction with indoor environmental quality and the overall learning environment. However, these improvements do not translate into measurable effects on academic performance, study effort, or tutor evaluations.

Garr-Schultz, A., & Carter, S. R. (2026). **When Policies Remove Identity Safety: Anti-DEI Laws, Prospective Students' Perceptions, and University Messaging.** *Journal of Social Issues*, 82(2), e70060. <https://doi.org/10.1111/josi.70060>

In a world of educational inequality, diversity, equity, and inclusion (DEI) initiatives aim to boost the participation and success of marginalized students and act as identity safety cues on campus. A recent torrent of anti-DEI legislative initiatives threatens this safety. Across three experimental studies, the current work examines the consequences of threat introduced via anti-DEI policies in higher education and potential university responses. In Study 1 (N = 639), participants anticipate compromised identity safety, worse performance, and report decreased interest in attending a university with an anti-DEI (vs. control, pro-DEI) policy. Study 2 (N = 229) replicates results and demonstrates that both fewer expected resources and weaker multiculturalism mediate the policy's impact on outcomes; qualitative data corroborates findings. Study 3's (N = 302) university messaging strategy shows public disapproval of anti-DEI policies reinstates some identity safety. Findings highlight psychological and institutional costs of anti-DEI laws, while advancing safety cue theory by illuminating impacts of cue removal.

Hosio, M. (2026). **Finnish student experiences of teachers' caring**. *Social Psychology of Education*, 29(1), 44. <https://doi.org/10.1007/s11218-026-10217-x>

This study examined Finnish upper secondary school students' experiences of teachers' caring. Caring is seen in personal interactions between students and teachers both in informal encounters or communications and in student-centred, well-constructed learning situations which increase student well-being and school engagement. The data were collected in semi-structured interviews. The analysis was conducted following two dimensions, namely personal caring and caring teaching, which were further divided into categories and subgroups. The process was data-driven for the first dimension, whilst in the second dimension, the grouping followed elements found in previous studies. In the interviews, students provided various descriptions of teachers' caring actions and provided a complete picture of teacher caring behaviour and situations that were experienced as caring. The results include various themes, e.g. fairness and equality, trust between students and teachers, a good learning atmosphere in the classroom, as well as practices in planning and conducting teaching. As caring is pictured in students' own words, this article also contributes to current discussions about students' well-being in schools and may generate ideas for teachers and teacher educators on how to have caring conversations with students and build caring relationships.

Larsen, E., Caldarella, P., Wills, H. P., & Graham, M. A. (2026). **Improving Behavior in a Middle School Art Classroom using CW-FIT**. *Journal of Behavioral Education*, 35(2), 902-926. <https://doi.org/10.1007/s10864-026-09628-9>

Middle school teachers often encounter more significant challenges in behavior management compared to their elementary counterparts. This is particularly true for middle school art teachers, who may lack the necessary skills for effective behavior management. To address these challenges, Class-Wide FIT (CW-FIT) offers a positive behavioral intervention designed to teach and reinforce on-task behavior in classroom settings. With CW-FIT, teachers instruct students on specific behavioral expectations and provide feedback and rewards for meeting those standards. We investigated the effectiveness of CW-FIT in a middle school art class, involving one teacher and 36 students, using a single-subject ABAB withdrawal design. Data were collected on student on-task behavior, teacher praise, reprimands, implementation fidelity, and social validity. Results indicated that the teacher's fidelity to CW-FIT components was adequate, but at times below targeted levels—particularly regarding behavior-specific praise and praise-to-reprimand ratios. Nonetheless, observational data showed increases in student on-task behavior during intervention phases, and the teacher and students generally rated CW-FIT as socially valid. The

findings suggest that, although implementation fidelity was not uniform, CW-FIT has the potential to positively influence classroom behavior in middle school art settings, but further research is needed to clarify the relationship between fidelity levels and behavioral outcomes given the variability observed.

Li, C., & Liu, X. (2026). **Is exposure to peer violence a precipitating factor for school bullying among students? Evidence from China.** *Asian Economic Journal*, 40(2), 215-248.
<https://doi.org/10.1111/asej.70020>

Preventing school bullying is a critical issue in the global educational landscape. This paper focuses on the influence of peer violent behavior on the likelihood of junior high school students becoming school bullies. Utilizing data from the 2014 to 2015 China Education Panel Survey, we employ Ordinary Least Squares estimation to examine the relationship between peer violence and individual bullying behavior and find that the probability of students bullying classmates significantly rises by 9.0% when their close friends are involved in violent acts. This baseline conclusion remains robust even after addressing endogeneity concerns using the Oster test and propensity score matching (PSM) method. This relationship appears to be mediated by several mechanisms, including behavioral imitation, emotional contagion, and erosion of moral inhibitions. In addition, the heterogeneity analysis reveals that the positive correlation between peer violence and bullying is particularly pronounced among male class teachers. Finally, the study also uncovers that peer violence can lead to a range of negative consequences, including increased incidences of student truancy, academic dishonesty, negative academic achievement, and strained familial relationships. Our findings carry significant implications for developing strategies to mitigate and prevent school bullying.

van Dijk, A., de Haan, M., & de Winter, M. (2026). **Educational Responses Toward Community Violence: A Critical Analysis of Perspectives on Causes and Solutions.** *Review of Educational Research*, 96(3), 829-869. <https://doi.org/10.3102/00346543251324491>

Alarming rates of community violence and the detrimental impact on youth and communities stress the need for a well-founded response. This paper presents an integrative review of theory and research on the broad range of educational interventions to counter community violence. Based on critical analysis of distinctions in perspectives, objectives, and strategies, we established a multidisciplinary taxonomy of distinguishable approaches. The results show most interventions focus on either individual behavior or group interaction, while strategies for transformation of social systems are underrepresented. Based on related imbalances in theoretical orientations, the paper suggests a conceptual reorientation of community violence that includes structural mechanisms and enables a targeted approach of the many levels through which youth and communities are affected. By presenting a coherent overview of current educational responses, this paper assists policymakers and practitioners in integrating multiple strategies in a context-based and community-involved approach to reverse violence and promote peace.

Wilton, L. S., Salman, H., & Adams, N. (2026). **Student Perceptions of US College Institutional Diversity Efforts and Identity Safety.** *Journal of Social Issues*, 82(2), e70054.
<https://doi.org/10.1111/josi.70054>

Institutional diversity efforts are one way that colleges and institutions can support historically underrepresented students. What do different types of organizational diversity cues actually signal to students, and how do they influence broader diversity goals such as students' feelings of identity safety? Using both qualitative and quantitative measures, we assessed how women of

color, men of color, White women, and White men US undergraduate students perceived their institution's real, on-the-ground efforts to increase diversity, equity, and inclusion (DEI). We assessed the specific diversity initiatives undergraduates recalled and how effective they perceived those efforts to be. We also linked these perceptions to students' feelings of identity safety (i.e., belonging, authenticity, and fit) and their beliefs about their institution's genuine commitment to diversity. Our data suggest that institutional diversity efforts can be effective and make a positive difference in the lives of all students (not only those who are targeted).

Évaluation des dispositifs d'éducation-formation

Bortolotti, R. M., & Bock, C. (2026). **Les contrats bleus de 1987 à 2025 : émergence, recomposition et « déclin » d'un dispositif périscolaire.** *Carrefours de l'éducation*, 61(1), 93-111. <https://doi.org/10.3917/cdle.061.0093>

Cet article analyse la mise en œuvre de la politique éducative des « ateliers bleus » en France et, plus particulièrement, à Paris. Bien que leur impact demeure limité à l'échelle nationale, ces ateliers, fondés sur des activités artistiques, culturelles, scientifiques et sportives organisées durant l'« heure bleue » dans les écoles élémentaires publiques, constituent en France l'une des premières politiques socioéducatives visant à structurer l'offre d'activités périscolaires en fin de journée via un marché articulant associations d'éducation populaire, État et municipalité. L'article propose d'examiner les conditions d'émergence de cette politique et les raisons de son inscription durable dans l'action éducative territoriale parisienne.

Chitiyo, A., Sciuchetti, M. B., Finch, H. W., & Dzenga, G. C. (2026). **A Meta-analysis of Reading Interventions for Students with Emotional/Behavioral Disorders.** *Journal of Behavioral Education*, 35(2), 927-955. <https://doi.org/10.1007/s10864-025-09597-5>

Students identified with Emotional/Behavioral Disorders (EBD) often exhibit behavioral challenges that negatively affect their academic performance. One of their weaker areas of academic achievement lies in reading. Although numerous research on interventions to improve their reading outcomes has been conducted, some students continue to lag behind. The use of instructional practices not supported by strong empirical evidence may deter students' reading outcomes from improving. To address the reading performance gap, educators are encouraged to use evidence-based practices (EBP) supported by strong empirical research. Meta analyses play an important role in identifying and disseminating EBP. This meta-analysis evaluated reading intervention studies (n = 27) for students with emotional and behavioral disorders (EBD) using the Between Case Hedges' g effect size. A random effects meta-analysis of 27 studies indicated that, overall, reading interventions increased reading outcomes of students with EBD by a large margin [g = 0.747, SE = 0.102, CI (0.547, 0.947), p < 0.05]. A meta-regression analysis consisting of six moderators resulted in statistically significant effects of study design, intervention agent, and type of dependent variable. Implications of study findings and suggestions for future research are discussed.

Egyir, J. (2026). **Literacy, numeracy skills and free basic education in Ghana** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341307>

Literacy and numeracy unarguably are at the heart of human and economic development and, as a result, have received widespread attention in recent decades. Yet, there are still issues

related to the effective strategies of creating such basic skills. In this paper, I show how a free compulsory universal basic education (FCUBE) policy in Ghana helped improve skills attainment. I employ a difference-in-differences strategy to assess the long-term causal impact of FCUBE using the Ghana Living Standard Survey 2012-2017. Overall, I find that FCUBE increased literacy and numeracy by 4.6 and 3.0 p.p respectively, but had a larger effect for urban and less disadvantaged students, thereby exacerbating inequality in skills attainment. Additionally, my results show that only the lower secondary education, and not primary education, was sufficient to guarantee skills attainment.

European Commission. Directorate-General for Education, Youth, Sport and Culture & PPMI Group. (2026). **Assessment of the Erasmus+ Teacher Academies**. <https://doi.org/10.2766/1116385>

The purpose of this assignment, entrusted to PPMI Group in 2025, was to provide assessment of the Erasmus+ Teacher Academies supported by Erasmus+ from 2021 to 2022. PPMI Group has been contracted by DG EAC to undertake this assessment. During the inception phase (early February – early March 2025), the assignment team conducted several activities as outlined in Task 1 Project Inception (Annex 1). On the 6th of February 2025, the assignment team participated in the kick-off meeting with the Directorate-General for Education, Youth, Sport and Culture (DG EAC) and the European Education and Culture Executive Agency (EACEA), and in the bi-weekly online progress meeting on 20th February 2025. Based on the key agreements made, the assignment team refined the methodological approach and the work plan. This included the systematic identification of stakeholders essential to the project's success, the collection of relevant literature and monitoring data, the refinement of the assessment questions and development of the research tools. Such efforts were also facilitated by close collaboration with DG EAC, the assignment team's participation in the TAP-TS Erasmus+ Teacher Academies Forum in Dublin on the 18th of February 2025 and several inception interviews conducted with the Academies leaders. On the 5th of March 2015, the Inception Report (D1) was further discussed with DG EAC during an in-person meeting in Brussels, where several inception interviews were also conduct with European Commission (EC) officials. Progress achieved during the interim period (Early March 2025-end April 2025) primarily focused on the implementation of Task 2 (Data Collection) and Task 3 (Data Analysis). Specifically, this included finalising the methodology and refining the assessment questions, conducting desk review, with relevant data on participation metrics being collected; the completion of the majority of stakeholder interviews; the organisation and implementation of focus group discussions; and the review, testing and subsequent launch of the survey. The overall progress achieved during this period was outlined in the Progress Report (D2), approved on April 29th, 2025.

Guitton, C. (2026). **Le projet « Réussir Ensemble » porté par ATD Quart Monde : une « troisième chance » pour les recalés de l'école et des politiques jeunes**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manoeuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d2i>

La sélectivité du système scolaire et des politiques jeunes aboutit à une segmentation en cascade des voies d'accès au diplôme et à l'emploi : la voie royale : enseignement général et supérieur, classes préparatoires, grandes écoles ; la voie de délestage : enseignement professionnel, apprentissage, écoles de production ; la voie de raccrochage : dispositifs de remédiation scolaire et professionnelle dits de seconde chance parce que contre-sélectifs, en réalité de deuxième chance parce que sélectifs ; la voie de rattrapage : expérimentations de

troisième chance destinées aux recalés de l'école et des politiques jeunes, à l'exemple du projet « Réussir Ensemble » initié par le mouvement ATD Quart Monde en région lyonnaise. La nécessité d'une voie de rattrapage (« troisième chance ») s'impose dès lors que les dispositifs de « seconde chance » de la voie de raccrochage s'avèrent être des dispositifs de « deuxième chance » qui reproduisent les logiques de sélection, de normalisation et d'injonction à l'œuvre au sein du système éducatif. La situation est d'autant plus paradoxale qu'il s'agit de dispositifs contre-sélectifs visant à corriger les inégalités scolaires mais dont la mise en œuvre aboutit à réintroduire des formes de sélectivité qui les rendent hors d'atteinte des jeunes les plus vulnérables. Pour tenter de contrarier les logiques de sélection, de normalisation et d'injonction qui traversent le système scolaire et les politiques jeunes, l'expérimentation « Réussir Ensemble » propose à des jeunes en situation de rupture scolaire et sociale et/ou de non-recours aux politiques jeunes (non-accès ou échec), une démarche d'accueil et d'accompagnement individuel et collectif vers l'emploi et la qualification fondée sur les principes d'inconditionnalité, d'inclusion et de participation. À partir d'une lecture institutionnelle, le texte est centré sur l'explicitation des raisons pour lesquelles le projet « Réussir Ensemble » peut s'analyser comme une expérimentation de « troisième chance ».

Larsen, E., Caldarella, P., Wills, H. P., & Graham, M. A. (2026). **Improving Behavior in a Middle School Art Classroom using CW-FIT**. *Journal of Behavioral Education*, 35(2), 902-926. <https://doi.org/10.1007/s10864-026-09628-9>

Middle school teachers often encounter more significant challenges in behavior management compared to their elementary counterparts. This is particularly true for middle school art teachers, who may lack the necessary skills for effective behavior management. To address these challenges, Class-Wide FIT (CW-FIT) offers a positive behavioral intervention designed to teach and reinforce on-task behavior in classroom settings. With CW-FIT, teachers instruct students on specific behavioral expectations and provide feedback and rewards for meeting those standards. We investigated the effectiveness of CW-FIT in a middle school art class, involving one teacher and 36 students, using a single-subject ABAB withdrawal design. Data were collected on student on-task behavior, teacher praise, reprimands, implementation fidelity, and social validity. Results indicated that the teacher's fidelity to CW-FIT components was adequate, but at times below targeted levels—particularly regarding behavior-specific praise and praise-to-reprimand ratios. Nonetheless, observational data showed increases in student on-task behavior during intervention phases, and the teacher and students generally rated CW-FIT as socially valid. The findings suggest that, although implementation fidelity was not uniform, CW-FIT has the potential to positively influence classroom behavior in middle school art settings, but further research is needed to clarify the relationship between fidelity levels and behavioral outcomes given the variability observed.

Lee, S., & Lee, Y. (2026). **Effectiveness of a parent-implemented intervention for improving balance in a child with autism spectrum disorder**. *Journal of Behavioral Education*, 35(2), 886-901. <https://doi.org/10.1007/s10864-026-09627-w>

Gross motor skills are important for children's daily activities; however, children with autism spectrum disorder (ASD) often have difficulties in these areas, limiting their participation in everyday life. Therefore, interventions targeting balance skills are crucial for children with ASD. This study examined whether a parent-implemented intervention could improve balance in a boy with ASD, using a multiple-probe design across behaviors. The targeted motor skills included sitting, half-kneeling, standing, and walking, whereas the object-control skills included throwing,

catching, and rolling a ball. The target skill was observed for each behavior and the degree of improvement was indicated. Statistical analyses were conducted using the percentage of non-overlapping data (PND) and Tau-U. Additionally, the study used the Pediatric Berg Balance Score. Improvements were observed in gross motor and object control skills and were retained at three weeks post-intervention. These functional gains were reflected in the Pediatric Berg Balance Score. These findings suggest that parent-implemented interventions can improve gross motor and object control skills in children with ASD.

Longano, J., Lee, G., & Cahill, C. (2026). **Look, Listen, and Learn: The Effects of Synchronous Reinforcement on Observing Responses for Adult Faces and Peers.** *Journal of Behavioral Education*, 35(2), 832-859. <https://doi.org/10.1007/s10864-025-09612-9>

Verbal behavior developmental theory (VBDT) has identified several pre-verbal developmental cusps related to learning and language acquisition. Adult faces as well as adult voices functioning as conditioned reinforcers are among the critical foundational cusps for early learners. The current study tested the effects of a synchronous reinforcement procedure on the acquisition of observing responses related to attending to adult and peer faces and adult voices for three preschool children with disabilities. We used a concurrent multiple probe design across participants with pre- and post-intervention measures for observing responses for adult and peer faces, observing responses to adult voices, and trials to criterion for instructional objectives. Following the procedure, all three participants showed increased observing and attending to adults and peers. In addition, this procedure led to improved learning outcomes, with a decrease in the number of trials to criterion for acquisition of objectives post-intervention. A notable observation was the increased attention to peers following the intervention, a phenomenon not previously investigated.

Mayeko, T., Allain, C., & Couëdon, I. (2026). **Promouvoir l'égalité à l'école : ce que révèle l'expérience d'un observatoire et d'un groupe académique.** *Administration & Éducation*, 190(2), 51-57. <https://doi.org/10.3917/admed.190.0051>

Sabuco, P. (2026). **L'École de la deuxième chance : un moyen de traverser les segmentations du marché du travail ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3e>

Dans cette communication, nous nous intéressons à un dispositif de remédiation scolaire pour les jeunes sans diplôme : l'École de la deuxième chance (E2C). Visant à accompagner vers l'emploi stable et la qualification, elle porte d'une certaine manière l'ambition de permettre à des jeunes victimes de la ségrégation scolaire de ne pas souffrir de la segmentation du marché du travail. Nous questionnerons alors comment cet objectif a pu traverser l'histoire du dispositif et les trajectoires des jeunes. Nous souhaitons également apporter un questionnement sur la segmentation du marché du travail par l'angle du rapport au travail.

Formation continue

Bayart, C., Bourgain, M., Perrin, T., Lucas, M., & Vilette, M.-A. (2026). **Déterminants de la (non)formation professionnelle : effets de genre et d'âge dans les entreprises de moins de 300 salariés.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles*

marges de manœuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d46>

Notre approche consiste à améliorer la caractérisation des déterminants de la formation professionnelle sans mettre de côté les entreprises n'ayant effectué aucune formation pendant l'année de référence, puisque les facteurs économiques, organisationnels et stratégiques intervenant dans la décision de formation ne sont pas nécessairement les mêmes que ceux influençant l'intensité de la formation parmi les entreprises formatrices (en cours et stage). À l'aide d'un modèle économétrique de décision en deux étapes (modèles Hurdle), nous nous concentrons sur les facteurs influençant, premièrement, la décision de proposer de la formation professionnelle, et deuxièmement, l'intensité de cette formation une fois la décision prise. Nous considérons le pourcentage de salariés ayant bénéficié d'une formation et le nombre d'heures de formation déclarés par les entreprises de moins de 300 salariés dans l'Enquête Formation Employeur (EFE) de 2021. L'objectif est d'améliorer la connaissance des déterminants de l'absence de formation, tout en estimant la fonction reliant le niveau de formation aux caractéristiques économiques et organisationnelles des entreprises, étant donné que, pour une proportion significative d'entre-elles (63 %), aucune formation n'a été déclarée.

Belhaddioui, M. (2026). **Le stage des adultes peu qualifiés : entre pouvoir d'agir et segmentation des parcours.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal, 11-12 juin 2026, Montpellier.* <https://doi.org/10.4000/16d43>

Dans un marché du travail marqué par une forte segmentation, les adultes peu qualifiés sont souvent assignés à des trajectoires précaires au sein du segment secondaire, caractérisé par une faible reconnaissance des compétences et des perspectives d'évolution limitées (Doeringer & Piore, 1971 ; Vero & Cadet, 2025). Cette communication interroge le stage en entreprise non comme une simple étape technique, mais comme un espace de négociation des trajectoires professionnelles. Dans cette perspective, le stage est analysé comme un espace où s'exerce concrètement le pouvoir de segmentation des entreprises à travers l'accès différencié aux situations d'apprentissage, aux tâches confiées et aux formes de reconnaissance professionnelle. En nous appuyant sur une enquête qualitative longitudinale (entretiens menés avant, pendant et après le stage) auprès de 12 adultes engagés dans le dispositif régional rhônalpin « Les Compétences premières », élaboré depuis 2012, et plus particulièrement dans l'action de formation en alternance intitulée « Élaboration du projet professionnel – connaissances générales » qui a duré six mois, nous analysons comment l'expérience vécue en entreprise peut transformer le rapport au travail et à soi. Inscrit dans les politiques territoriales d'accès aux compétences de base, ce dispositif constitue un observatoire privilégié des conditions concrètes d'accès à des expériences professionnelles susceptibles d'infléchir des trajectoires fragilisées. Si la segmentation du marché du travail tend à stabiliser les parcours des publics faiblement diplômés dans les segments les plus précaires, nos résultats montrent que le stage, lorsqu'il est pensé comme une « situation-problème » (Meirieu) et comme un espace de reconnaissance, peut ouvrir des marges de manœuvre réelles. L'analyse met en évidence une tension constante entre le risque d'assignation à des tâches dévalorisées caractéristiques du marché secondaire et la possibilité d'une reconstruction identitaire soutenue par des médiations tutorales effectives. Notre analyse montre également que les stages assignent majoritairement les adultes peu qualifiés à des tâches périphériques, confirmant leur inscription dans le segment secondaire du marché du travail. Toutefois, la médiation tutorale constitue un facteur décisif d'accès aux situations d'apprentissage qualifiantes et peut, dans certaines configurations

organisationnelles, favoriser des bifurcations des trajectoires ouvrant de nouvelles perspectives d'insertion. En effet, l'accès aux tâches qualifiantes dépend fortement des conditions d'encadrement et du positionnement des entreprises dans la distribution des opportunités d'apprentissage, ce qui peut renforcer ou réorienter les logiques de segmentation des parcours. Les analyses récentes du Céreq (Couppié & Gasquet, 2022) viennent confirmer que les entreprises participent activement à la distribution différenciée des opportunités d'apprentissage en situation de travail, contribuant ainsi à structurer les trajectoires d'insertion. Dans cette perspective, le stage se révèle comme un espace intermédiaire où se croisent socialisation professionnelle, reconnaissance et développement du pouvoir d'agir. Le stage peut ainsi fonctionner soit comme un sas d'accès progressif à l'emploi et à la reconnaissance professionnelle, soit comme un mécanisme discret de tri contribuant au maintien dans le segment secondaire du marché du travail. Il peut également transformer une trajectoire jusque-là contrainte en une dynamique de projet.

Checcaglini, A., & Seiller, P. (2026). **Les politiques de formation continue des entreprises en direction des ouvrier·es : déterminants de l'accès à la formation et effets sur les carrières ouvrières.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3g>

Costa, J., & Kühn, C. (2026). **Sustainability-related learning in adulthood: Exploring the topics and characteristics of adults involved in sustainability-related learning activities.** *International Review of Education*, 72(3), 451-473. <https://doi.org/10.1007/s11159-025-10197-8>

This article focuses on adults' informal learning related to sustainability, addressing a central gap in adult education research through a combination of quantitative and qualitative methods. Drawing on data from the German National Educational Panel Study (NEPS), the authors investigate which sustainability-related learning topics adults mention in open-ended responses and in which learning contexts these topics emerge. They analyse open-ended responses of adults aged 35–75 (N = 6,793) across four survey waves (2017–2022), covering informal learning in different contexts (trade fairs and conferences, specialist lectures, digital learning programmes and internet-based learning opportunities). Based on these responses, they developed a deductive–inductive category system that served as the basis for coding a total of 17,395 statements. Building on this, they explore the characteristics, such as sociodemographics, personality traits and generalised values, of individuals who engage intensively with ecological sustainability topics across different contexts and over time. Combining qualitative content analysis with a large-scale national survey and rich contextual data, this study provides new insights into the content and patterns of adults' sustainability-related informal learning and discusses the practical implications for adult education.

European Commission. Directorate-General for Education, Youth, Sport and Culture & PPMI Group. (2026). **Assessment of the Erasmus+ Teacher Academies.** <https://doi.org/10.2766/1116385>

The purpose of this assignment, entrusted to PPMI Group in 2025, was to provide assessment of the Erasmus+ Teacher Academies supported by Erasmus+ from 2021 to 2022. PPMI Group has been contracted by DG EAC to undertake this assessment. During the inception phase (early February – early March 2025), the assignment team conducted several activities as outlined in Task 1 Project Inception (Annex 1). On the 6th of February 2025, the assignment team participated in the kick-off meeting with the Directorate-General for Education, Youth, Sport and

Culture (DG EAC) and the European Education and Culture Executive Agency (EACEA), and in the bi-weekly online progress meeting on 20th February 2025. Based on the key agreements made, the assignment team refined the methodological approach and the work plan. This included the systematic identification of stakeholders essential to the project's success, the collection of relevant literature and monitoring data, the refinement of the assessment questions and development of the research tools. Such efforts were also facilitated by close collaboration with DG EAC, the assignment team's participation in the TAP-TS Erasmus+ Teacher Academies Forum in Dublin on the 18th of February 2025 and several inception interviews conducted with the Academies leaders. On the 5th of March 2015, the Inception Report (D1) was further discussed with DG EAC during an in-person meeting in Brussels, where several inception interviews were also conducted with European Commission (EC) officials. Progress achieved during the interim period (Early March 2025-end April 2025) primarily focused on the implementation of Task 2 (Data Collection) and Task 3 (Data Analysis). Specifically, this included finalising the methodology and refining the assessment questions, conducting desk review, with relevant data on participation metrics being collected; the completion of the majority of stakeholder interviews; the organisation and implementation of focus group discussions; and the review, testing and subsequent launch of the survey. The overall progress achieved during this period was outlined in the Progress Report (D2), approved on April 29th, 2025.

Hosseini, N., Leijgraaf, M., Gaikhorst, L., & Volman, M. (2026). **Navigating Challenges and Tensions in Social Justice–Oriented Teacher Education: A Review of the Literature.** *Review of Educational Research*, 96(3), 870-912. <https://doi.org/10.3102/00346543251325572>

Based on an analysis of 60 empirical articles, this review examines the experiences of student teachers and teacher educators engaged in social justice–oriented teacher education practices. We explore how student teachers respond to these practices, highlighting the development of their understanding alongside their embodied and emotional experiences. Findings illustrate that new understandings of structural inequity can evoke strong emotional responses and clash with existing beliefs. From these responses, several challenges and tensions arise for teacher educators: (1) navigating tensions between reproducing and transforming inequity in interactions; (2) decentering whiteness in predominantly white contexts; (3) addressing the vulnerability inherent in social justice education; and (4) challenges in putting social justice education into practice. These tensions underscore the complexity of social justice teacher education and highlight the delicate balance and judgment required of teacher educators in navigating discussions of inequity in the classroom.

Karami Ghale Jogh, H., Karami, M., & Rezvanian, M. S. (2026). **From school tasks to task-centred learning to facilitate learning transfer: Lived experiences of industrial training practitioners.** *International Review of Education*, 72(3), 475-492. <https://doi.org/10.1007/s11159-025-10200-2>

One of the goals of organisational training is to prepare employees for the workplace, improving their knowledge, attitudes and skills to enable them to apply in practice what they have learned in the training programme. The present study investigated the lived experience of training coordinators and trainers in designing learning tasks. The authors employed a qualitative approach, analysing a single case study. The research setting was one of the major companies affiliated with the metropolitan Ministry of Energy in Mashhad, the Islamic Republic of Iran's second-largest city. The participants were trainers and training coordinators selected through purposive sampling. The findings indicate that trainers mainly relied on the deductive teaching method, working from theoretical information to tasks, and assigned tasks as homework exercises

to reinforce learning. They mainly used authentic (real-world) tasks in their teachings, paying attention to their motivational aspects. Trainers tended to teach the theoretical and practical aspects of subjects separately rather than holistically. From their perspective, the challenges of a task-centred approach, working from tasks to theoretical information, included a teacher-centred culture; intensive training programmes; lack of required amenities, equipment and space; and lack of teacher competence in applying the holistic approach. The authors conclude that, given the current state of learning assignment design, trainers focus mainly on deductive approaches, which have made it difficult for trainees to transfer their learning. This seems to suggest that a more task-centred approach in a holistic learning environment might be more conducive to learning transfer.

Magne, N. (2026). **Les inégalités d'accès à la formation dans les associations. Ce que nous apprend l'enquête EFE.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d2o>

Cet article propose une comparaison des politiques de formation des associations et des entreprises à but lucratif. On cherche à répondre à trois questions : les associations forment-elles davantage leurs salariés que les entreprises ? Leur politique de formation est-elle moins formalisée que celle des entreprises ? Et les inégalités d'accès à la formation entre les différentes catégories de salariés sont-elles atténuées dans les associations ? Afin de répondre à ces questions, nous utilisons les éditions 2020-2021 de la base de données EFE. L'estimation de trois équations en contrôlant la taille de l'organisation, le secteur d'activité et la composition de la force de travail permet de répondre aux trois questions. L'accès à la formation dans les associations est plus important, mais le nombre d'heures de formation ne l'est pas. La politique de formation est plus formalisée dans les associations et enfin, on n'observe pas de différence significative concernant les inégalités d'accès à la formation.

Onegina, V., & Bourgain, M. (2026). **Former à la transition écologique : un engagement encore marginal des petites entreprises françaises.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d40>

Lancé en 2019, le Pacte vert européen (Green Deal) vise la neutralité climatique d'ici 2050 par la transformation de l'économie, ce qui oblige les entreprises à adapter leurs activités et à former leurs salariés aux enjeux écologiques. Notre étude analyse l'implication des entreprises françaises dans la formation à la transition écologique et repère si la taille et l'appartenance à un groupe ou réseau influencent cette implication. Nous mobilisons l'enquête EFE2021 (enquête Formation Employeur) portant sur les entreprises françaises de plus de 1 salarié du secteur privé. Nos résultats montrent que moins de 10 % des entreprises ont proposé des formations liées à la transition écologique en 2021 dans les domaines de sensibilisation, de réglementation et d'adaptation technique. La taille joue un rôle déterminant avec un moindre engagement des petites et moyennes entreprises. Et malgré les exigences de la transition verte, en 2021 ces compétences étaient rarement considérées comme prioritaires.

Perez, C., & Signoretto, C. (2026). **Mobiliser la formation professionnelle pour répondre aux enjeux de la transition écologique : une analyse sur données d'entreprise.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du*

travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier.
<https://doi.org/10.4000/16d3x>

Ramirez, A. K. M., Brunsting, N., Burns, M. K., & Sadler, K. M. (2026). **Effect of Behavioral Skills Training on Middle School General Educator Implementation of Visual Schedules.** *Journal of Behavioral Education*, 35(2), 1178-1195. <https://doi.org/10.1007/s10864-026-09631-0>

The current study examined the effect of targeted professional development (PD) using Behavioral Skills Training (BST) on teacher fidelity in implementing a visual schedule for students with disabilities in general education classrooms. A single-case non-concurrent multiple-baseline design across participants was used to evaluate changes in implementation fidelity following a structured PD intervention. Participants included three general education teachers from the same public middle school, each supporting a student with an existing BIP. Results demonstrated functional relationships between the intervention and improvements in BIP implementation fidelity across participants. Participants showed increased accuracy in applying behavior strategies during the intervention phase that was also linked to improved student outcomes. The participants found the training beneficial and feasible for the general education setting. These findings further support the use of PD with performance feedback to enhance BIP implementation in general education classrooms. Implications include the potential for improved student behavioral outcomes and the need for systemic supports to sustain high-fidelity practices.

Rupieper, L. K. K., & Thomsen, S. (2026). **Adult Education and Political Participation: Evidence from East German Volkshochschulen** (Working paper N° 18729). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18729>

This paper examines the effects of voluntary, non-formal adult education on political attitudes, participation, and partisanship, exploiting the expansion of courses at East German Volkshochschulen (VHS) after reunification. Combining administrative VHS data with individual survey data and federal election results, we use quasi-random variation in local course availability to identify causal effects in two-way fixed effects models. We find no significant impact on political attitudes and partisanship, suggesting that political socialization and ideologization play limited roles in adult education. Yet, courses significantly affect some forms of political participation, as they increase volunteering and reduce turnout. These effects are not driven by civic education courses. Further participatory behaviors remain unaffected. This variation in effects across participatory behaviors hints to a more complex relationship than commonly assumed: One may only understand the effect of adult education on political participation when understanding its effects on other areas of life as well, given the interplay of the productive and political roles of human capital.

Rutten, L., Wolkenhauer, R., Tekavec, K., West Burns, R., & Allen, L. M. (2026). **Understanding Professional Development Schools as P–20 Partnerships: A Systematic Review of PDS Descriptions, 2008–2022.** *Review of Educational Research*, 96(2), 435-475.
<https://doi.org/10.3102/00346543251363558>

In literature about P–20 partnerships, Professional Development Schools (PDSs) are a focal point. PDSs play a role in initiatives pertaining to clinically based teacher education and equity in P–12 education. Claims about PDSs' impacts are widespread. PDS research, however, has been hampered by a conspicuous absence of common frameworks for contextualizing or evaluating evidence regarding PDSs' effectiveness. In response, the authors of this review synthesized a descriptive framework through a document analysis of PDS descriptions from 223 journal articles

published from 2008 to 2022. The framework established three domains of PDS characteristics: startup components, organizational components, and partnership core components. Within-domain analysis suggested that while localized approaches are a hallmark of PDSs, PDSs' patterned aspects are transferable and can be systematically described. Concluding with implications for PDSs and other partnerships, this article's key contribution is an intellectual foundation for more systematic future research surrounding PDSs and similar P-20 partnerships.

Soliz, A., & Flanagan, C. (2026). **Do State Financial Aid Policies Increase College Enrollment and Completion for Adult Learners?** *The Journal of Higher Education*, 97(5), 853-880. <https://doi.org/10.1080/00221546.2025.2497187>

While efforts to increase college access and completion have historically focused on recent high school graduates, state policymakers have begun to realize that, in order to expand their competitive workforce, they also need to increase postsecondary attainment among adults. In this study, we use data from the Integrated Postsecondary Education Data System and a differences-in-differences approach to estimate the impact of adult-targeted state grant aid on enrollment and completion outcomes across 10 different states. We find that effects vary across states, with positive effects on enrollment and completion primarily concentrated at eligible two-year institutions. We also find some statistically significant negative effects which suggest that the grant aid programs may have induced individuals to trade-off between institution types, or competing policies may have drawn away adults who otherwise would have enrolled into the workforce. Our results have implications for future policy efforts aimed at increasing the postsecondary attainment of adults.

Stanistreet, P. (2026). **Rewilding education: Lifelong learning and the post-2030 agenda.** *International Review of Education*, 72(3), 381-391. <https://doi.org/10.1007/s11159-026-10258-6>

Insertion professionnelle

Bernardeau-Moreau, D., & Bauvet, S. (2026). **Le bénévolat, un capital de compétences constitutif d'un éthos étudiant.** *Carrefours de l'éducation*, 61(1), 129-150. <https://doi.org/10.3917/cdle.061.0129>

Les formations de l'enseignement supérieur constituent une porte d'entrée incontournable vers l'insertion professionnelle des jeunes. À côté de cette éducation formelle rythmée par les examens et sanctionnée par des diplômes, réside toutefois tout un ensemble de moyens et dispositifs utiles et très complémentaires qu'on peut ranger dans la catégorie de l'éducation non formelle. L'engagement bénévole en fait partie. Si le monde associatif suscite un intérêt réel chez les étudiant.e.s, c'est aussi, outre sa dimension sociale et humaniste, parce qu'il est pourvoyeur de compétences utiles pour préparer l'entrée dans la vie active. Pour rendre compte de ces compétences acquises durant l'engagement bénévole, nous avons comparé deux groupes d'étudiant.e.s de l'université de Lille, un groupe d'étudiant.e.s ayant ou ayant eu une activité bénévole et un groupe d'étudiant.e.s n'ayant jamais eu d'engagement bénévole. Les résultats montrent un capital de compétences et un éthos préprofessionnel plus développés chez les étudiant.e.s bénévoles confirmant que le monde associatif est un espace de production compétentielle.

Bunel, M. (2026). **L'insertion professionnelle des diplômés du secteur privé et public de l'enseignement supérieur.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d44>

En France, l'enseignement privé accueille désormais près d'un quart des étudiants du supérieur. Si, de nombreux travaux documentent les disparités de composition sociale, de concentration spatiale et de réussite aux examens pour les élèves du secondaire, le devenir professionnel des diplômés du supérieur selon leur secteur reste peu exploré. Cette étude vise à mobiliser les données de l'enquête Génération 2017 du Céreq enrichies par le secteur d'appartenance de l'établissement de formation de sortie afin de comparer les caractéristiques des formations et des élèves diplômés d'un niveau licence et master ou d'une grande école et d'étudier les écarts pour différents indicateurs d'insertion professionnelle.

Chabot, J., Supeno, E., Dionne, P., & Sow, M. (2026). **Séquences d'insertion professionnelle de personnes dites éloignées du marché du travail : entre segmentation et remodelage de leurs parcours de vie.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d45>

Dans un contexte de délinéarisation des trajectoires professionnelles, de transformation des rapports au travail des personnes et un environnement économique devenu incertain, l'étude de la segmentation du marché du travail gagnerait à se diversifier pour prendre davantage en considération, entre autres, les stratégies des personnes dans le cadre de leur insertion professionnelle. Ici, les trajectoires professionnelles émaillées d'adversité de personnes en situation de vulnérabilité sociale constituent une perspective intéressante car ces personnes sont généralement faiblement dotées en ressources éducatives et professionnelles, ce qui les rend particulièrement exposées à la segmentation du marché du travail. Cet article s'appuie sur deux vagues annuelles d'entrevues individuelles menées auprès d'un échantillon de personnes identifiées comme éloignées du marché du travail au Québec (N=42). L'analyse de leurs démarches de recherche d'emploi, des obstacles perçus à leur insertion professionnelle et de leurs trajectoires d'emploi, résidentielle et de santé, permettent de documenter une séquence de leur insertion professionnelle. Pour ces personnes en situation de désaffiliation sociale, cette séquence montre un travail de réappropriation du lien social avec le marché du travail en général et les entreprises en particulier et un ajustement de leurs stratégies de recherche d'emploi (recherche de contacts en direct avec les employeurs, reconfiguration de leurs objectifs d'emploi et de formation, appui sur les dispositifs d'aide à l'emploi comme interfaces de resocialisation au marché du travail).

Conter, B., & Dujardin, C. (2026). **De la relégation à l'insertion ? Le devenir des sortants de l'enseignement en alternance en Wallonie.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d20>

L'enseignement en alternance en Wallonie est souvent perçu comme une voie de relégation mais aussi un levier d'employabilité. À partir du cadastre des parcours post-éducatifs, nous suivons une cohorte de sortants pendant 5,5 ans afin d'évaluer leur insertion dans l'emploi. Les résultats montrent que les jeunes en alternance s'insèrent plus rapidement sur le marché du travail que ceux du plein exercice. Une part non négligeable (environ un quart) est directement embauchée par l'entreprise de stage. De plus, ces jeunes connaissent une insertion légèrement

plus durable. Cependant, les emplois occupés sont souvent précaires, marqués par le temps partiel et des salaires inférieurs au revenu médian, surtout en début de carrière. Par ailleurs, les inégalités de genre persistent fortement : les femmes accèdent moins rapidement à l'emploi, connaissent plus de chômage et restent souvent cantonnées à des emplois de moindre qualité.

Dumas, A., & Lignon, V. (2026). **Quatre générations, quatre destins ? Analyse des trajectoires professionnelles et familiales au sortir de l'éducation initiale (1998, 2004, 2010, 2017)**. In Z. Khelifaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d48>

Gayraud, L., & Gosseume, V. (2026). **Recruter sans sélectionner ? La mise à l'épreuve du principe de non-sélection dans les entreprises à but d'emploi (dans les expérimentations Territoires zéro chômeur de longue durée – TZCLD)**. In Z. Khelifaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3f>

L'un des principes fondateurs de l'expérimentation Territoires zéro chômeur de longue durée (TZCLD) est la non-sélection à l'embauche des personnes privées durablement d'emploi (PPDE) volontaires. Les entreprises à but d'emploi (EBE) subventionnées s'engagent à les recruter, en contrat à durée indéterminée (CDI) et à temps et activité choisis, sans sélection préalable. Ce principe constitue une remise en cause explicite des pratiques de recrutement ordinaires du marché du travail. Après une présentation des principes de l'expérimentation (partie 1), l'analyse met en évidence une différenciation temporelle des pratiques de recrutement entre la phase de création des EBE et la recherche d'un équilibre économique. Du repérage des volontaires pendant la phase d'incubation (partie 2) aux recrutements dans l'EBE, la pratique des recrutements évolue. À la création de l'EBE les embauches s'opèrent de manière collective, par vagues ; lorsque l'EBE atteint une phase de stabilisation ou de développement plus modéré, le choix des activités se resserre autour de celles jugées viables économiquement et compatibles avec les capacités d'encadrement et la taille des locaux. Les embauches deviennent plus espacées et plus individualisées. La non-sélection ne disparaît pas, mais elle s'exerce dans un cadre plus contraint, où les conditions de travail, l'organisation productive et les exigences de viabilité économique jouent un rôle croissant (partie 3). La part importante des ruptures de contrat pendant la période d'essai souligne les limites de la non-sélection lors du recrutement (partie 4). In fine, l'analyse montre que la non-sélection ne constitue pas un état figé mais un principe mis à l'épreuve du temps, dont l'effectivité dépend des phases de développement des EBE.

Goller, D., Brox, E., & Wolter, S. (2026). **Imperfect Self-knowledge about Skills and Skill Mismatch** (Working paper N° 26166). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26166>

Why do people sort into poorly fitting occupations? This paper shows that imperfect self-knowledge about skills is an important source of skill mismatch at labor market entry. We use unique data from standardized professional aptitude tests linked to administrative records on educational trajectories and early labor market outcomes in Switzerland. The data allow us to observe objective skills and subjective skill beliefs for many productivity-relevant skills in a high-stakes setting. We document large differences among individuals in how well their beliefs align with their skills. Imperfect self-knowledge predicts misaligned occupational aspirations, higher

realized skill mismatch, and a higher probability of dropout. Guided by a Roy-style model of occupational choice with imperfect self-knowledge, we interpret these findings as evidence that distorted self-assessments at the school-to-work transition contribute to the misallocation of talent.

Ichou, M. (2026, juin 29). **Petits-enfants d'immigrés : du diplôme à l'emploi, le modèle républicain tient-il ses promesses ?** <https://doi.org/10.64628/AAK.mtcmkqxe>

Si, dans les familles immigrées, l'ascension scolaire est réelle, la génération des petits-enfants se heurte sur le terrain de l'emploi à des inégalités persistantes.

Ilardi, V. (2026). **L'insertion professionnelle des jeunes dans les métiers de la transition écologique.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ?* : XXXIes journées du longitudinal, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3j>

Lemaire, É., & Perrin, T. (2026a). **Insertion des lycéens professionnels et étudiants de niveau CAP à BTS deux ans après leur sortie d'études en 2023.** *Note d'Information*, (26.26), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/depp/insertion-des-lyceens-professionnels-et-etudiants-de-niveau-cap-bts-deux-ans-apres-leur-sortie-d-505061>

En juillet 2025, soit deux ans après leur sortie d'études en 2023, 59 % des lycéens professionnels et étudiants de niveau CAP à BTS sont en emploi salarié : 51 % dans le secteur privé et 8 % dans le secteur public.

Lemaire, É., & Perrin, T. (2026b). **Insertion professionnelle des apprentis de niveau CAP à BTS deux ans après leur sortie d'études en 2023.** *Note d'Information*, (26.27), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/depp/insertion-professionnelle-des-apprentis-de-niveau-cap-bts-deux-ans-apres-leur-sortie-d-etudes-en-505058>

Parmi les apprentis de niveau CAP à BTS sortant d'études en 2023, 73 % occupent un emploi salarié deux ans plus tard, en juillet 2025, dont 5 % dans le secteur public.

Maes, J., Wood, J., & Neels, K. (2026). **Getting In and Staying In? The Relative Contributions of Entering and Exiting Employment to Early Labour Market Trajectories of Migrants' Daughters Versus Native Women.** *European Journal of Population*, 42(1), 16. <https://doi.org/10.1007/s10680-026-09771-z>

In most European countries, women's labour force participation differs strongly by migration background. As employment trajectories unfold as a result of the interplay of employment entries and exits, employment gaps might be rooted in differential risks of entering and/or exiting employment. However, available research mainly addresses differences by migration background in employment rates or the initial school-to-work transition, thereby obscuring the underlying dynamic process through which repeated employment entries and exits accumulate and shape diverging employment trajectories. Therefore, this study uses longitudinal microdata on women's employment trajectories in tandem with innovative multistate hazard and microsimulation models to quantify the relative importance of differential risks of entering and exiting employment as dynamics shaping differences in early employment by women's migration background in Belgium. Our results indicate that differences in early employment between migrants' daughters and women without a migration background are mainly driven by lower probabilities of entering employment. Except for second generation Southern European women (for whom the employment difference with native women is also limited), the barriers for

employment entry clearly outweigh the barriers for employment stability. This is particularly true for 1.5 generation women who migrated after the age of 12, as a sizeable share never enters employment during the first four years after graduation. Hence, our results indicate that particularly policies aimed at reducing barriers to employment entry could substantially enhance the early employment of migrants' daughters in Belgium.

Merlin, F., & Robert, A. (2026). **Achever ses études dans l'enseignement privé : évolutions des trajectoires et conséquences à l'insertion.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3p>

Sabuco, P. (2026). **L'École de la deuxième chance : un moyen de traverser les segmentations du marché du travail ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3e>

Dans cette communication, nous nous intéressons à un dispositif de remédiation scolaire pour les jeunes sans diplôme : l'École de la deuxième chance (E2C). Visant à accompagner vers l'emploi stable et la qualification, elle porte d'une certaine manière l'ambition de permettre à des jeunes victimes de la ségrégation scolaire de ne pas souffrir de la segmentation du marché du travail. Nous questionnerons alors comment cet objectif a pu traverser l'histoire du dispositif et les trajectoires des jeunes. Nous souhaitons également apporter un questionnement sur la segmentation du marché du travail par l'angle du rapport au travail.

Vallée, B., Louvet, E., Bagot-Renault, S., Marie, C., & Hamel, J.-F. (2026). **Perspectives et connaissances des mondes professionnels : un cours de carrière développant les compétences de hasard planifié.** *L'orientation scolaire et professionnelle*, (55/2), 327. <https://doi.org/10.4000/16daa>

Selon la Théorie du Hasard Planifié, les événements imprévus dans les trajectoires professionnelles sont autant d'opportunités de carrières. Les individus gagneraient donc à être réceptifs aux événements imprévus, sinon même à les générer. Dans cette continuité, les conseiller·ères d'insertion et d'orientation pourraient accompagner les individus à développer des compétences de hasard planifié (curiosité, persévérance, flexibilité, optimisme et prise de risque) leur permettant de reconnaître les possibilités offertes par le hasard, d'adopter des comportements propices à en engendrer davantage, et de transformer ces événements imprévus en opportunités de carrières. Nous créons, déployons et évaluons les effets d'un cours de carrière favorisant le développement de ces compétences de hasard planifié auprès de 214 étudiant·es en Licence 2 de psychologie de l'Université de Rouen-Normandie. L'évaluation pré-post (janvier à avril-mai) montre une amélioration des cinq compétences de hasard planifié, et suggère un rapport plus clair et optimiste quant à leurs futures opportunités académiques et professionnelles. Une analyse en cluster montre que les effets de l'intervention sont d'autant plus positifs que le niveau de compétences de hasard planifié pré-intervention est faible.

Marché du travail

Bindler, A., Boelmann, B., & Wolf, L. J. and L. H. S. (2026). **A Missed Opportunity? Labor Demand and Workforce Diversity** (Working paper N° 2169). Consulté à l'adresse DIW Berlin, German

Institute for Economic Research website:
<https://EconPapers.repec.org/RePEc:diw:diwwpp:dp2169>

How do labor demand shocks affect workforce diversity in the absence of targeted diversity policies? A conceptual framework illustrates the potential trade-off between the demographic and quality composition of a workforce when there is a positive labor demand shock. Exploiting the German reunification as a natural experiment, we analyze the academic labor market where nearly all social sciences professors in East Germany were replaced while STEM faculty remained largely unchanged. Using administrative data and a regional difference-in-differences design, we find increased dispersion in the institutional quality of hires, indicating that the new hires came from less select departments. At the same time, female representation did not increase despite qualified women in the pipeline. Instead, East German hiring patterns converged to those in West Germany in terms of gender composition. In simulations, we investigate implied losses: Under conservative assumptions, we show that, considering the pipeline of qualified applicants, the marginal female hire's quality is approximately half a standard deviation higher than the marginal male hire's quality.

Facius, D., & Iacono, R. (2026). **Labor Market Consequences of Generative AI: Early Evidence from Norway** (Working paper N° 12752). Consulté à l'adresse CESifo website:
https://EconPapers.repec.org/RePEc:ces:ceswps:_12752

Does Generative AI displace early-career workers? We provide population-wide evidence from Norwegian administrative registers, 2015 through March 2025, exploiting the November 2022 release of ChatGPT as an availability shock. Using the within-firm composition difference-in-differences employed in recent work, supplemented with a synthetic difference-in-differences at the occupation level and a firm-level shift-share design, we find no robust evidence of employment displacement among young workers in highly AI-exposed occupations, nor any robust response across other age cohorts or on incumbent labor-market outcomes. While estimated coefficients for young workers are negative, in line with the existing literature, they are small and statistically insignificant. A backdating exercise on the synthetic difference-in-differences yields larger absolute estimates than the actual treatment date across most age bands. This suggests the apparent post-2022 decline reflects, at least in part, pre-existing secular trends rather than a clean AI-period break.

Gayraud, L., & Gosseume, V. (2026). **Recruter sans sélectionner ? La mise à l'épreuve du principe de non-sélection dans les entreprises à but d'emploi (dans les expérimentations Territoires zéro chômeur de longue durée – TZCLD)**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d3f>

L'un des principes fondateurs de l'expérimentation Territoires zéro chômeur de longue durée (TZCLD) est la non-sélection à l'embauche des personnes privées durablement d'emploi (PPDE) volontaires. Les entreprises à but d'emploi (EBE) subventionnées s'engagent à les recruter, en contrat à durée indéterminée (CDI) et à temps et activité choisis, sans sélection préalable. Ce principe constitue une remise en cause explicite des pratiques de recrutement ordinaires du marché du travail. Après une présentation des principes de l'expérimentation (partie 1), l'analyse met en évidence une différenciation temporelle des pratiques de recrutement entre la phase de création des EBE et la recherche d'un équilibre économique. Du repérage des volontaires pendant la phase d'incubation (partie 2) aux recrutements dans l'EBE, la pratique des recrutements évolue. À la création de l'EBE les embauches s'opèrent de manière collective, par

vagues ; lorsque l'EBE atteint une phase de stabilisation ou de développement plus modéré, le choix des activités se resserre autour de celles jugées viables économiquement et compatibles avec les capacités d'encadrement et la taille des locaux. Les embauches deviennent plus espacées et plus individualisées. La non-sélection ne disparaît pas, mais elle s'exerce dans un cadre plus contraint, où les conditions de travail, l'organisation productive et les exigences de viabilité économique jouent un rôle croissant (partie 3). La part importante des ruptures de contrat pendant la période d'essai souligne les limites de la non-sélection lors du recrutement (partie 4). In fine, l'analyse montre que la non-sélection ne constitue pas un état figé mais un principe mis à l'épreuve du temps, dont l'effectivité dépend des phases de développement des EBE.

Graff Zivin, J., & Lee, S. (2026). **Where There's Smoke: Stochastic Caregiving Shocks and Mothers' Labor Market Outcomes** (Working paper N° 35264). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35264>

Formal childcare and public schooling are widely understood to be central to mothers' labor market attachment. Yet, a large literature finds that even substantial expansions of formal childcare produce modest or null effects on maternal employment. We study the role of stochastic caregiving demand shocks that cause childcare constraints to bind intermittently even when formal care is available. Using plausibly exogenous variation in wildfire smoke exposure, we show that smoke increases school closures and student absenteeism, generating caregiving demand. Further, by comparing mothers whose youngest child varies in reliance on school-based childcare, we find that these shocks impose substantial contemporaneous costs and, when accumulated, reduce employment. Employment losses are fully offset among mothers working outside male-dominated industries, consistent with workplace tolerance moderating the consequences of intermittent caregiving demands.

Joachim, M. (2026). **Birthplace Urbanicity and Lifetime Labor-Market Outcomes: Evidence from Forced Migration Due to World War II** (Working paper N° 18725). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18725>

During and after World War II, West Germany absorbed around eight million refugees and displaced persons, including nearly two million children. This provides a natural experiment to examine whether birthplace characteristics exert persistent effects on later labor-market outcomes. Using administrative labor-market biographies for the 1935-1950 birth cohorts combined with geocoded information on birthplaces and workplaces, we find that birthplace urbanicity is strongly associated with later labor-market outcomes not only among both native-born individuals but also among expellees. Individuals originating from urban regions earn systematically higher daily wages than those born in rural areas, even after controlling for workplace region, education, and occupation. Among displaced individuals, the effects are considerably stronger for women than for men and are especially pronounced for expellees from the Czech lands. The findings suggest that urban-origin advantages were transmitted across generations through education, occupational sorting, and family-specific social and cultural capital.

Krill, M. (2026). **Des développeurs tous bac+5 ? À la recherche des segmentations parmi les diplômés de l'enseignement supérieur long**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ?* : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3h>

Le métier de développeur·se informatique est souvent présenté comme un espace professionnel où le diplôme importe peu, valorisant l'autodidaxie et la compétence technique au détriment de la certification scolaire. Cette communication interroge cette représentation à partir de données issues de l'enquête Emploi (INSEE) et d'une série d'entretiens qualitatifs conduits auprès de développeurs et développeuses. Dans un premier temps, nous montrons que le diplôme constitue un facteur explicatif du salaire, avec l'âge, le lieu de résidence et le sexe. Néanmoins, puisqu'il s'agit d'une population très diplômée, nous avons pour hypothèse que la segmentation de l'enseignement supérieur entraîne des effets différents selon le parcours scolaire. Or, avec les données dont nous disposons, cette hypothèse n'est pas vérifiable statistiquement. Dans un second temps, nous mobilisons des données qualitatives pour proposer d'autres effets du diplôme sur la trajectoire professionnelle. En partant du postulat d'une segmentation croissante de l'enseignement supérieur, nous cherchons à rendre compte des distinctions entre formations. Nous montrons qu'il s'agit d'un espace avec des formations privées délivrant des titres du répertoire national des certifications professionnelles (RNCP) confondus avec des diplômes reconnus par le ministère de l'Enseignement supérieur et de la Recherche (MESR). Nous mettons en lumière des rapports différenciés à la compétence et à l'emploi selon le parcours de formation.

Lechaume, A., Coulombe, S., Campuzano, J. C., Atkin, S., Cange, J., Vokey, F., & Gaudreault, L. (2026). **Précarisation des trajectoires de travailleurs migrants temporaires au Québec : une normalisation de l'incertitude qui renforce la segmentation du marché du travail ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d3a>

L'augmentation marquée du recours aux personnes travailleuses migrantes temporaires (TMT) au Québec transforme en profondeur la structure du marché du travail et contribue au renforcement de sa segmentation. Orientés de manière disproportionnée vers des segments périphériques caractérisés par des emplois peu protégés, faiblement rémunérés et exposés à des risques psychosociaux, ces travailleurs se trouvent au croisement d'une précarité d'emploi et de statut migratoire. Si la littérature met en évidence leur concentration dans les segments les plus instables, les mécanismes par lesquels cette situation se reproduit et est normalisée au fil des trajectoires demeurent encore partiellement documentés. Cet article propose un cadre analytique visant à comprendre comment la double précarité à laquelle font face les TMT participe à la consolidation de la segmentation du marché du travail en façonnant les trajectoires professionnelles, la santé et la qualité de vie. L'analyse s'appuie sur une démarche qualitative issue d'un projet de recherche en plusieurs phases, et mobilise vingt-six entrevues menées auprès de TMT aux profils et parcours diversifiés. Les résultats mettent en évidence plusieurs mécanismes interdépendants, notamment la déqualification, les contraintes institutionnelles liées aux politiques publiques, l'exposition aux risques psychosociaux et, surtout, la normalisation de l'incertitude et des conditions précaires de travail et d'emploi. Cette normalisation apparaît comme un mécanisme central par lequel les contraintes structurelles se transforment en attentes et aspirations ajustées, contribuant à verrouiller les trajectoires et à renforcer la segmentation du marché du travail.

Maes, J., Wood, J., & Neels, K. (2026). **Getting In and Staying In? The Relative Contributions of Entering and Exiting Employment to Early Labour Market Trajectories of Migrants' Daughters Versus**

Native Women. *European Journal of Population*, 42(1), 16. <https://doi.org/10.1007/s10680-026-09771-z>

In most European countries, women's labour force participation differs strongly by migration background. As employment trajectories unfold as a result of the interplay of employment entries and exits, employment gaps might be rooted in differential risks of entering and/or exiting employment. However, available research mainly addresses differences by migration background in employment rates or the initial school-to-work transition, thereby obscuring the underlying dynamic process through which repeated employment entries and exits accumulate and shape diverging employment trajectories. Therefore, this study uses longitudinal microdata on women's employment trajectories in tandem with innovative multistate hazard and microsimulation models to quantify the relative importance of differential risks of entering and exiting employment as dynamics shaping differences in early employment by women's migration background in Belgium. Our results indicate that differences in early employment between migrants' daughters and women without a migration background are mainly driven by lower probabilities of entering employment. Except for second generation Southern European women (for whom the employment difference with native women is also limited), the barriers for employment entry clearly outweigh the barriers for employment stability. This is particularly true for 1.5 generation women who migrated after the age of 12, as a sizeable share never enters employment during the first four years after graduation. Hence, our results indicate that particularly policies aimed at reducing barriers to employment entry could substantially enhance the early employment of migrants' daughters in Belgium.

Marty, D., Sauze, D., & Zemmour, M. (2026). **Segmentation du marché du travail et fins de carrières.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3w>

Merlin, F. (2026). **Rompre son CDI en début de carrière : une tendance à la hausse et des opportunités variables selon les secteurs.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d42>

À partir du dispositif d'enquêtes Génération, cette communication montre que les jeunes actifs ont eu tendance, entre 2020 et 2023, à quitter l'emploi stable de façon nettement plus fréquente que ne le faisaient des individus comparables quelques années plus tôt. Le secteur d'activité joue un rôle clé : certains offrent des parcours de stabilisation malgré des interruptions de CDI, quand d'autres exposent davantage à des ruptures subies et des sorties durables du marché du travail. Entre stabilité et précarité, se dessine une carte sectorielle des débuts de carrière. Quand elles sont choisies, effectuées depuis un secteur fortement pourvu en CDI, elles sont plus souvent suivies d'un maintien dans l'emploi stable. Quand elles sont subies, et cela a été souvent le cas dans les secteurs ayant été particulièrement exposés aux conséquences de la crise sanitaire, elles sont plus souvent suivies d'un parcours de sortie de l'emploi salarié stable voire de sortie d'emploi. En écho à la notion de « port d'entrée » désignant le rôle de tremplin joué par les CDD pour intégrer le marché primaire du travail, ces sorties de CDI rappellent alors les « ports de sortie » développés par Amossé, Perraudin & Petit (2011) : des mobilités problématiques, souvent subies, conduisant à une sortie du marché primaire voire du marché du travail et aux conséquences potentiellement très lourdes pour les parcours individuels.

Pineda-Hernandez, K., FranÃ

ois, R., Senterre, T., & Volral, M. (2026). **Immigrant-Native Wage Gaps over Two Generations: Does the Field of Study Matter?** (Working paper N° 18728). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18728>

Although educational attainment is known to moderate immigrant-native wage gaps, the role of the field of study remains largely unexplored. Drawing on detailed data for master's graduates in Belgium (1999-2016), we show that the immigrant-native wage gap narrows over two generations but persists in higher-paying fields (STEM, LEM), while disappearing in lower-paying ones. Wage decompositions reveal a small positive quantity effect (immigrants favour higher-paying fields), outweighed by a negative price effect (as returns to fields are lower for immigrants). This price effect halves across generations. Together, both effects explain 28-37% of the overall pay gap. Sensitivity tests refine these findings.

Toutin-Trelcat, M.-H. (2026). **Le pouvoir de sélection de l'entreprise à l'épreuve des transformations de l'écosystème de l'apprentissage.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d2u>

Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal, 11-12 juin 2026, Montpellier. (2026). In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal*, 11-12 juin 2026, Montpellier. Consulté à l'adresse <https://books.openedition.org/cereq/7302>

Chaque année depuis 1994, les journées du longitudinal (JDL) constituent un temps fort de la vie scientifique du Céreq et de son réseau de centres associés. Pour cette XXXle édition, c'est le centre associé Céreq de Montpellier, le laboratoire ART-Dev (acteurs, ressources et territoires dans le développement), qui accueille l'événement à l'Université de Montpellier Paul-Valéry, autour d'une problématique centrale : « Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? ». En amont du marché du travail, le système éducatif français demeure l'un des plus inégalitaires parmi les pays de l'OCDE. Une segmentation scolaire est à l'œuvre qui tend à reproduire les inégalités liées à l'origine sociale et, en tout cas, ne les réduit pas sensiblement malgré la massification de l'enseignement supérieur. À cette segmentation scolaire semble répondre une segmentation voire une balkanisation du marché du travail. Cela n'empêche pas certains individus de dégager des marges de manœuvre, de faire preuve d'initiative et de résilience. L'approche longitudinale offre ici un cadre d'analyse privilégié pour décrypter les formes modernes de tension entre les déterminismes structurels et l'agentivité des individus.

Wacogne-Triplet, L. (2026). **Les mobilités ascendantes des aides-soignantes : le secteur d'exercice comme révélateur de cheminements différenciés ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d2r>

Les mobilités externes des aides-soignant·es suscitent des inquiétudes institutionnelles croissantes. Leurs possibilités de carrières demeurent un axe de réflexion longuement cité (Cour des comptes, 2021) afin d'améliorer l'attractivité du métier et faire face aux besoins en main-d'œuvre. Leurs

trajectoires professionnelles restent néanmoins insuffisamment documentées, souvent en marge de recherches plus générales et/ou uniquement en milieu hospitalier (Lert et al., 1997 ; Arborio, 2012). Nous proposons donc d'étudier les mobilités ascendantes des aides-soignant·es, ce « métier de femmes » (Perrot, 1987), à travers la notion d'espace des possibles professionnels, c'est-à-dire l'ensemble des positions professionnelles jugées possibles, accessibles, voire souhaitables, par les individus. Nous faisons l'hypothèse que le secteur d'exercice constitue un prisme analytique particulièrement fécond pour en rendre compte. Pour opérationnaliser cette notion d'espace des possibles, nous proposons de l'appréhender ici sous l'angle des mobility pathways (Mouw, Kalleberg & Schultz, 2024). Adoptant une méthode mixte, nous articulons ici des données quantitatives longitudinales provenant d'une base administrative, le panel Tous salariés et un matériau qualitatif. Cette communication présentera le profil des travailleur·ses selon leur secteur d'entrée, puis les mobilités ascendantes associées aux secteurs considérés (sanitaire, vieillissement, handicap, domicile), enfin nous nous focaliserons sur un cheminement possible au sein de ces mobility pathways : la mobilité ascendante vers le métier d'infirmier·ère.

Métiers de l'éducation

Ait Mansour, H. (2025). **Enquête internationale sur l'enseignement et l'apprentissage TALIS 2024 Maroc**. Consulté à l'adresse <https://www.csefrs.ma/wp-content/uploads/2026/03/Rapport-TALIS-Fr-23-03.pdf>

L'enquête offre aux enseignants, éducateurs et directeurs d'établissement un espace pour partager leurs perceptions sur les enjeux clés de l'enseignement et de l'apprentissage, notamment les pratiques professionnelles, les conditions de travail ainsi que les pratiques pédagogiques et le développement professionnel. Elle met également en lumière plusieurs défis contemporains, tels que la promotion de la diversité et de l'équité, le développement des compétences sociales et émotionnelles des élèves, ainsi que l'intégration des technologies dans les processus d'enseignement et d'apprentissage. L'étude vise à appréhender, dans une perspective comparative, les réalités du métier d'enseignant et ses défis. Elle contribue ainsi à l'amélioration des politiques publiques, notamment en ce qui concerne la formation initiale et continue des enseignants et la qualité des apprentissages. Résumé.

Ajzenman, N., Elacqua, G., Marotta, L., & Olsen, A. S. (2026). **Order Effects and Teacher Labor Supply: A Nationwide RCT in Ecuador**. *American Economic Journal: Applied Economics*, 18(3), 83-114. <https://doi.org/10.1257/app.20230525>

Order Effects and Teacher Labor Supply: A Nationwide RCT in Ecuador by Nicolás Ajzenman, Gregory Elacqua, Luana Marotta and Anne Sofie Olsen. Published in volume 18, issue 3, pages 83-114 of *American Economic Journal: Applied Economics*, July 2026, Abstract: We evaluate a nationwide zero-cost interv...

Alix, S.-A. (2026). **Parcours d'éducatrices et de militantes de l'éducation nouvelle au 20e siècle**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/parcours-d-educatrices-et-de-militantes-de-l-education-nouvelle-au-20e-siecle/80807>

Ce livre met en lumière les parcours d'éducatrices et de militantes de l'éducation nouvelle au 20e siècle, dont la vie et les Suvres sont peu connues ou ont longtemps été éclipsées au profit de figures masculines. À partir du dépouillement d'archives et de sources publiées, les chercheuses et les chercheurs dont les contributions sont réunies dans cet ouvrage restituent, contre « les

silences de l'histoire », la voix de ces femmes, éclairent leurs engagements éducatifs et interrogent les mécanismes sociaux et institutionnels qui ont contribué à leur invisibilisation. En retraçant ces parcours, ce volume s'inscrit dans la lignée des recherches sur l'histoire des femmes, du genre et de l'éducation et participe au renouvellement des questionnements sur l'histoire de la pédagogie, encore trop largement écrite au masculin

Bosch, J., Lüke, T., Steiner, T. M., & Wilbert, J. (2026). **Enhancing Pre-service Teachers' Visual Analysis Skills for Single-Case Graphs: the Role of Trend and Intervention Effect.** *Journal of Behavioral Education*, 35(2), 1242-1259. <https://doi.org/10.1007/s10864-026-09615-0>

This study investigates the effectiveness of a visual analysis training intervention for teachers. It provides new insight into the influence of data trends on visual analysis and judgments of single-case graphs. Participants were trained in visual analysis and then asked to judge the effectiveness of interventions based on single-case graphs with varying trend and intervention effects. Results partially replicated previous findings, showing that trend effects can lead to false positives in judging intervention effectiveness. However, the training did not significantly improve participants' ability to differentiate between trend and intervention effects. While training can raise awareness of trends, it may not fully equip individuals to interpret complex data patterns accurately. These findings have implications for researchers and practitioners using single-case designs, emphasizing the need to consider data trends carefully and combine visual analysis with statistical or heuristic approaches.

Brunsting, N. C., Morin, L. E., Gómez, L. R., Jones, B., Bettini, E., Cumming, M. M., ... Ruble, L. A. (2026). **Burnout and Occupational Wellbeing of Special Education Teachers: Recent Research Synthesized.** *Review of Educational Research*, 96(3), 1049-1095. <https://doi.org/10.3102/00346543251332919>

Teacher burnout and wellbeing are crucial to address as chronic teacher shortages persist, especially for special education teachers (SETs). Extending Brunsting et al.'s prior review on special educator burnout published in 2014, we synthesize 29 studies from 2013 to 2023 assessing factors associated with SETs' work wellbeing or burnout. Most studies were quantitative, used cross-sectional analyses of convenience samples of SETs, and explored a range of factors, including working conditions (i.e., structure of work responsibilities and supports to meet those responsibilities) or affective responses to stress. Some recent studies provided initial responses to prior calls for longitudinal analyses, mixed methods studies, and intervention development. Our synthesis identifies strengths of the literature base and areas for future research, as well as implications for teacher educators, practitioners, and policy makers.

Burdin, C. (2026). **Usage des traces des interactions verbales pour la formation des personnels éducatifs et réflexion sur leur didactisation.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et2>

Cet article traite de l'utilisation, en formation, des traces de l'activité langagière des conseillers principaux d'éducation (CPE) lors d'entretiens avec les parents d'élèves. Ces traces, constituées d'enregistrements audio transcrits, sont issues d'une recherche qui a mobilisé le cadre de la didactique professionnelle croisé avec la théorie linguistique interactionniste de Catherine Kerbrat-Orecchioni. En formation initiale des CPE, objet de la présente contribution, elles sont aussi utilisées pour donner accès à des situations de travail réelles et favoriser un entraînement à leur analyse. Les CPE sont amenés à analyser les traces en trois étapes : détermination de la relation entre les protagonistes, identification de leurs intentions et des enjeux de la situation, et

analyse de l'intrigue pour comprendre les relations École-familles. L'article revient sur le rôle de la trace en didactique professionnelle, interroge la nature de ces traces, leur lien avec l'activité langagière réelle et questionne les conditions de leur didactisation dans l'objectif de favoriser l'apprentissage et le développement professionnel des futurs CPE.

Caminade, M. J. (2026, juin 27). **Chercheuse, mère et précaire : une équation impossible.** <https://doi.org/10.64628/AAK.5dyu4q65n>

Accéder à un poste de titulaire dans l'enseignement supérieur et la recherche, c'est un parcours d'obstacles. Pour les femmes qui deviennent mères, la route se complique d'autant plus.

CEDEFOP: European centre for the development of vocational training. (2026). **Policy approaches to improve VET learner and teacher wellbeing Insights from national policy monitoring and analysis.** Consulté à l'adresse <http://data.europa.eu/doi/10.2801/6062129>

Çolakoğlu, J., Steegh, A., Holmegaard, H. T., & Parchmann, I. (2026). **Educators as Equity Designers: Toward a STEM Identity Literacy Framework in Informal STEM Education.** *Social Psychology of Education*, 29(1), 68. <https://doi.org/10.1007/s11218-026-10234-w>

Informal STEM education (ISE) holds transformative potential to foster inclusion, belonging, and opportunity for underserved students, with educators playing a pivotal role in realizing this potential. As key agents of change, educators can create learning environments that affirm diverse identities and challenge exclusionary norms. However, this requires developing identity-conscious practices that go beyond content delivery to actively confront systemic inequities. While many educators bring care and commitment to their roles, implicit stereotypes and unexamined biases can unintentionally reinforce exclusion. To address this, our study explores how educators develop and enact STEM identity literacy—defined as the awareness, reflection, and pedagogical strategies needed to support equity and identity development in STEM. We conducted qualitative interviews with N = 8 student educators participating in a year-long ISE program in Germany. Using reflexive thematic analysis, we examined the relationship between educators' identities, their equity awareness, and their self-reported practices. Findings reveal variation in both equity awareness, ranging from blindness to transformation, and identity-related practices, spanning instinctive, responsive, reflective, and transformative approaches. Generally, higher equity awareness was closely linked to identity-informed practices, showing a more reflected STEM identity literacy. The STEM Identity Literacy Framework developed through this research highlights the need for sustained, reflective professional development that addresses educator identity, systemic inequality, and pedagogical choices. It offers a practical tool for designing professional training aimed at transforming ISE into inclusive spaces where all students can be recognized and empowered as STEM learners.

Combaz, G. (2026). **L'encadrement intermédiaire au sein du système éducatif français : un « havre de paix et d'égalité ? » : Le cas des chefs d'établissement scolaire dans l'enseignement du second degré.** *Administration & Éducation*, 190(2), 41-47. <https://doi.org/10.3917/admed.190.0041>

European Commission. Directorate general for education, youth, GAMBI, L., & European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026). **The teaching profession in the EU: a comparative analysis building upon the TALIS 2024 results.**

Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/ca93da0e-6085-11f1-9b18-01aa75ed71a1>

Ce rapport se penche sur la situation de la profession enseignante au sein de l'Union européenne à partir des données de l'enquête TALIS 2024 de l'OCDE. Il examine les motivations, la satisfaction, le bien-être et les intentions de carrière des enseignants, ainsi que les facteurs favorisant l'attractivité du métier. Les résultats montrent un fort engagement des enseignants, majoritairement satisfaits de leur profession et de leur environnement de travail, tandis que la formation continue est largement répandue. Toutefois, une charge administrative importante, les difficultés liées à la discipline et au comportement des élèves sont associées à un moindre bien-être et à une plus forte intention de quitter le métier. À l'inverse, le mentorat, le soutien de la direction, la collaboration entre collègues et l'autonomie professionnelle favorisent la satisfaction et le maintien dans la profession. Les jeunes enseignants apparaissent plus exposés au stress et au risque de départ, tandis que le vieillissement du corps enseignant soulève des inquiétudes quant au renouvellement des effectifs.

European Commission. Directorate-General for Education, Youth, Sport and Culture & PPMI Group. (2026). **Assessment of the Erasmus+ Teacher Academies**. <https://doi.org/10.2766/1116385>

The purpose of this assignment, entrusted to PPMI Group in 2025, was to provide assessment of the Erasmus+ Teacher Academies supported by Erasmus+ from 2021 to 2022. PPMI Group has been contracted by DG EAC to undertake this assessment. During the inception phase (early February – early March 2025), the assignment team conducted several activities as outlined in Task 1 Project Inception (Annex 1). On the 6th of February 2025, the assignment team participated in the kick-off meeting with the Directorate-General for Education, Youth, Sport and Culture (DG EAC) and the European Education and Culture Executive Agency (EACEA), and in the bi-weekly online progress meeting on 20th February 2025. Based on the key agreements made, the assignment team refined the methodological approach and the work plan. This included the systematic identification of stakeholders essential to the project's success, the collection of relevant literature and monitoring data, the refinement of the assessment questions and development of the research tools. Such efforts were also facilitated by close collaboration with DG EAC, the assignment team's participation in the TAP-TS Erasmus+ Teacher Academies Forum in Dublin on the 18th of February 2025 and several inception interviews conducted with the Academies leaders. On the 5th of March 2025, the Inception Report (D1) was further discussed with DG EAC during an in-person meeting in Brussels, where several inception interviews were also conducted with European Commission (EC) officials. Progress achieved during the interim period (Early March 2025-end April 2025) primarily focused on the implementation of Task 2 (Data Collection) and Task 3 (Data Analysis). Specifically, this included finalising the methodology and refining the assessment questions, conducting desk review, with relevant data on participation metrics being collected; the completion of the majority of stakeholder interviews; the organisation and implementation of focus group discussions; and the review, testing and subsequent launch of the survey. The overall progress achieved during this period was outlined in the Progress Report (D2), approved on April 29th, 2025.

Françoise, C., & Perez-Roux, T. (2026). **Développement professionnel et persévérance des enseignants débutants : une expérience à construire entre moments forts et difficultés du métier ?** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et5>

Un grand nombre de recherches rendent compte des difficultés, des épreuves ou encore des préoccupations que les enseignants débutants ont à surmonter ou à dépasser lors de leur entrée

dans le métier. Si le nombre de démissions parmi ces enseignants augmente, il n'en reste pas moins que la grande majorité d'entre eux persévère et exprime, si ce n'est un équilibre, une relative satisfaction à enseigner. Alors que le métier en France est de moins en moins attractif, quelles sont les caractéristiques de ces nouveaux enseignants ? Entre vocation et désenchantement, qu'est-ce qui les incite, les encourage à résister, à s'obstiner, à persévérer malgré tout ? À partir d'une enquête par questionnaire (N = 497), ces derniers ont été interrogés, notamment sur leur rapport au métier, leur motivation à devenir enseignant, les moments difficiles rencontrés durant leurs débuts mais aussi sur les moments de réussite dans l'exercice de leur métier. L'analyse des questions ouvertes portant sur ces moments clés, où l'élève occupe en général une place prépondérante, donne des éléments de compréhension de la persévérance dont ils font preuve.

Griffiths, C. M., Pearman, F. A., O'Sullivan, K. E., Knight-Williams, L., Pagnani, M., Martin, S. E., & Brady, S. T. (2026). **Attending to Race in Teacher Well-Being Interventions: A Systematic Review and Recommendations.** *Review of Educational Research*, 96(1), 53-97. <https://doi.org/10.3102/00346543241289568>

Many teachers are dissatisfied with their jobs, struggle with feeling effective at work, experience high levels of stress and burnout, and report higher levels of depressive symptoms than the average adult. Moreover, growing evidence shows that teachers' professional experiences are racialized, resulting in well-being disparities between White teachers and Teachers of Color (TOC). In this article, we use a novel AI-assisted tool to review existing research on interventions (N=89) geared to improve teacher well-being, with a specific focus on whether and to what extent researchers acknowledge or discuss the racialized nature of teachers' professional experiences. Grounded in a theory of schools as racialized organizations, we (a) review the most common intervention strategies for improving teacher well-being and (b) document the extent to which teacher well-being interventions address race or racism in their designs and analyses. Consistent with past work, we find that the vast majority of interventions to improve teacher well-being aim to equip teachers with psychological tools (mindfulness, coping strategies, compassion training) to navigate their professional experiences. However, only half of the studies reviewed here report the racial demographics of their samples, and only four consider how their interventions might differentially impact TOC versus White teachers. We discuss the reasons for and implications of this omission from the teacher well-being literature and provide recommendations for researchers to contend with the racialized nature of teacher well-being in research.

Harper, J. (2026). **Staff Labor Organizing in Higher Education: How Imperfect Unions and Organizational Subjugation Shape Resistance and Change Efforts.** *The Journal of Higher Education*, 97(5), 828-852. <https://doi.org/10.1080/00221546.2025.2521203>

This study examines how administrative assistants in higher education perceive their unions and the extent to which they organize to address perceived union limitations in pursuit of organizational change. It is grounded in literature on staff, unionization, resistance, and organizational change. Drawing from interviews within a broader qualitative portraiture study on administrative staff labor issues in contemporary higher education, findings indicate that while they view unions as beneficial, their effectiveness is often limited. Resultingly, the study highlights the significance of, and challenges associated with, both individual and collective resistance strategies in fostering change at micro, meso, and macro levels. This research critiques the prevalent heroization of unions during this contemporary wave of unionization in higher

education, advocating for a critical examination of their liberatory potential and responsiveness to rank-and-file needs. It calls on higher education workers across the terrain to respond proactively to these challenges. Additionally, the study explores research implications and suggests avenues for further theoretical and empirical exploration.

Hosseini, N., Leijgraaf, M., Gaikhorst, L., & Volman, M. (2026). **Navigating Challenges and Tensions in Social Justice–Oriented Teacher Education: A Review of the Literature.** *Review of Educational Research*, 96(3), 870-912. <https://doi.org/10.3102/00346543251325572>

Based on an analysis of 60 empirical articles, this review examines the experiences of student teachers and teacher educators engaged in social justice–oriented teacher education practices. We explore how student teachers respond to these practices, highlighting the development of their understanding alongside their embodied and emotional experiences. Findings illustrate that new understandings of structural inequity can evoke strong emotional responses and clash with existing beliefs. From these responses, several challenges and tensions arise for teacher educators: (1) navigating tensions between reproducing and transforming inequity in interactions; (2) decentering whiteness in predominantly white contexts; (3) addressing the vulnerability inherent in social justice education; and (4) challenges in putting social justice education into practice. These tensions underscore the complexity of social justice teacher education and highlight the delicate balance and judgment required of teacher educators in navigating discussions of inequity in the classroom.

Johnston, K., Meer, J., & Serra, D. (2026). **Shaping Major Choice: The Role of High School Counselors** (Working paper N° 35365). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35365>

Existing studies show that high school counselors can significantly influence students' graduation rates and college enrollment; less is known about their ability to direct students toward particular fields of study. We evaluate an information intervention aimed at increasing counselors' awareness of economics, a major often associated with misconceptions about its content and career opportunities, and characterized by substantial under-representation of women and racial and ethnic minorities. Counselors from randomly selected Texas high schools were invited to participate in a one-day information workshop on the economics major. We evaluate the impact of the intervention on students' major preferences and outcomes using application and admissions data from a large public university attended by many graduates from the treatment schools, as well as enrollment and course-taking records from the Texas Education Research Center. The intervention led to substantial increases in interest in economics at the college application stage, particularly among high-achieving women, but did not lead to significant changes in college major outcomes. We conclude that high school counselors can play an important role in shaping students' field-of-study preferences, but translating preferences into enrollment requires additional exposure and reinforcement.

Lebreton Reinhard, M. (2026). **De la matérialité plurisémiotique des traces à la (re)signification de l'expérience : analyse multimodale de l'activité en formation.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et0>

Dans une perspective pragmatique, l'activité sémiotique du sujet n'est accessible qu'à travers ses actions observables. L'étude des activités humaines ne peut donc s'effectuer qu'a posteriori, dans des espaces de médiation où les traces laissées par l'activité deviennent des objets d'enquête. Dans ce processus, la trace opère un passage du statut d'empreinte de la sémiose,

comprise comme un processus dynamique de signification associant le signe, son objet et son interprétant, à celui de signe à réinterpréter par le chercheur-formateur en fonction de son propre contexte d'appropriation. Reconnaisant le verbocentrisme qui caractérise la culture occidentale et ses limites dans la restitution de l'expérience, l'analyse de l'activité peut s'enrichir de ressources sémiotiques autres que verbales pour explorer la multimodalité des relations entre la fabrication du sens située et sa restitution. En s'appuyant sur la prégnance du visuel dans la communication humaine et sa puissance indexicale, cette contribution examine des traces coconstruites par les modalités sémiotiques visuelle et verbale en contexte de formation des futurs enseignants généralistes. L'analyse multimodale permet d'éclairer les choix faits par les sujets apprenants, en mettant en évidence les effets de sens produits par l'articulation dynamique des deux modalités. La prise en considération de la dimension diachronique de la production par le sujet et de l'interprétation par le chercheur-formateur fait de la trace de l'activité d'apprentissage une ressource sémiotique dans le développement de la conscience réflexive et donc de la réflexivité des futurs enseignants grâce à son potentiel de (re)signification de l'expérience.

Li, X., & Chen, J. (2026). **Survive and Thrive in the Time of Changes: A Bibliometric Review of Teacher Resilience, 1998–2023.** *Review of Educational Research*, 96(1), 176-214. <https://doi.org/10.3102/00346543241293786>

Teacher resilience literature has expanded rapidly with a large number of publications and an evolving knowledge base. To capture a synthetic account systematically and effectively, this review provides a bibliometric approach to quantitatively examine the metadata of 692 relevant publications during the 26 years from 1998 to 2023. The finding traces the field's progression from an initial concern for at-risk children to early conceptual discussions of resilience and, ultimately, more in-depth theoretical, empirical, and experimental investigations of teacher resilience, particularly within specific contexts like language teaching. However, the future trajectory of this domain remains an open question. The bibliometric review also enabled the researchers to anchor future research directions and contemplate the key challenges, such as the need for more international collaborations, concerted efforts to study teacher resilience across varied contexts, and the need to carefully balance productivity and influence when conducting new studies. Overall, this review aims to spark thoughtful discussions among researchers, practitioners, and policymakers regarding teacher resilience, in order to establish a more sustainable and global knowledge base.

Lu, X., Xiong, Y., & Zhang, L. (2026). **Becoming Academics Through Scholarly Publication in the Neoliberal Era: The (Re)Construction of Researcher Identity of Cross-Border Chinese Doctoral Students Under Supervision.** *The Journal of Higher Education*, 97(5), 909-940. <https://doi.org/10.1080/00221546.2025.2521204>

This study adopts a collaborative autoethnographic approach to explore how three Chinese doctoral students (re)constructed their researcher identities through scholarly publications during the pre-dissertation stage. Data collection primarily relies on prompt-based self-narrative journals, supplemented by visual artifacts (journey plots, social media posts, and e-mails). Drawing on the theory of doctoral student socialization, we reflect on our publishing as a socialization practice and the impact of supervision on researcher identity construction in global neoliberalism. Our findings reveal that, despite varied academic trajectories, our researcher identities have been positively shaped as independent scholars by the time we reach candidacy. We propose a researcher identity model to highlight that supervision in distinct academic cultures (United States

vs. East Asia) and individual agency interact in shaping the development of researcher identities regarding publishing in neoliberal contexts. While supervision for publishing shapes our perceptions of being a researcher, agency plays a key role in socializing us into academic communities, where we undergo an identity transition from novice to professional researchers. This study offers pedagogical insights into doctoral publishing and supervision in cross-border education.

Maamria, Y. (2025). **Analyse longitudinale de l'activité d'étudiants se préparant à un concours de recrutement de la fonction publique: le cas du concours d'aptitude au professorat d'éducation physique et sportive** (Theses, Université de Brest). <https://doi.org/10.70675/d7a0555bzaf54z43bfzb138z3d54725b5a47>

This thesis adopts an enactive approach to human action (Theureau, 2006) and aims to analyze the collective activity of a group of students preparing for the CAPEPS exam. It focuses on students' engagement dynamics in non-instituted situations, outside institutionalized training frameworks. To this end, the Course of Action program (Theureau, 2006) was employed to describe the interactions, strategies, and adjustments implemented by the students throughout their preparation. The empirical study, conducted over an extended period in accordance with the principles of an ethnographic approach, identified seven phases in the collective life course, illustrating the group's gradual structuring into a community of practice (Wenger, 1998). Each analyzed phase reveals a predominant concern shaping the organization of collective work and highlighting an intensification of non-instituted activities. Over time, the students appropriated spaces outside the training institute to develop a relatively autonomous collective activity, thus providing group members with social and material conditions conducive to preparing for the exam.

Mudrák, J., Záborská, K., Kollerová, L., Jakerlová, J., Sedláček, M., & Šedová, K. (2026). **Psychological capital in an integrative JD–R model of teacher burnout: evidence from a nationwide sample of Czech lower-secondary teachers**. *Social Psychology of Education*, 29(1), 72. <https://doi.org/10.1007/s11218-026-10245-7>

Teaching is a demanding profession with an elevated risk of burnout. Building on Job Demands–Resources (JD–R) theory, we tested an integrative model in which psychological capital (PsyCap) was conceptualized as a central personal resource alongside selected job demands and job resources in predicting teacher burnout. Data came from a nationwide stratified sample of Czech lower-secondary school teachers (Grades 6–9; N = 1,768) from 134 schools. Structural equation modeling (SEM) showed that higher PsyCap was associated with lower overall burnout and its three exhaustion facets (physical fatigue, cognitive weariness, and emotional exhaustion) both directly and indirectly through lower perceived job demands and higher perceived job resources. Demand-related pathways were most pronounced for physical fatigue, whereas PsyCap and job resources were more closely linked to emotional exhaustion, indicating differentiated psychosocial pathways across exhaustion facets. These findings extend JD–R research on teacher burnout by highlighting PsyCap as a developable personal resource with potential to buffer exhaustion and by clarifying how specific job demands and resources relate to distinct exhaustion dimensions. Practical implications point to multilevel prevention combining PsyCap-focused interventions and resource-supportive school practices with efforts to reduce workload and work–family conflict. Models accounted for teachers' nesting within schools; future longitudinal research is needed to strengthen inferences about directionality.

Ramirez, A. K. M., Brunsting, N., Burns, M. K., & Sadler, K. M. (2026). **Effect of Behavioral Skills Training on Middle School General Educator Implementation of Visual Schedules.** *Journal of Behavioral Education*, 35(2), 1178-1195. <https://doi.org/10.1007/s10864-026-09631-0>

The current study examined the effect of targeted professional development (PD) using Behavioral Skills Training (BST) on teacher fidelity in implementing a visual schedule for students with disabilities in general education classrooms. A single-case non-concurrent multiple-baseline design across participants was used to evaluate changes in implementation fidelity following a structured PD intervention. Participants included three general education teachers from the same public middle school, each supporting a student with an existing BIP. Results demonstrated functional relationships between the intervention and improvements in BIP implementation fidelity across participants. Participants showed increased accuracy in applying behavior strategies during the intervention phase that was also linked to improved student outcomes. The participants found the training beneficial and feasible for the general education setting. These findings further support the use of PD with performance feedback to enhance BIP implementation in general education classrooms. Implications include the potential for improved student behavioral outcomes and the need for systemic supports to sustain high-fidelity practices.

Rastier, F. (2026, juin 15). **Comment les IA génératives grand public influencent le langage des publications académiques.** <https://doi.org/10.64628/AAK.m6dmnmc4y>

La présence croissante d'un langage standardisé, moins précis et à la tonalité euphorique, dans les publications académiques ou les vidéos publiées par des chercheurs montre un usage de plus en plus banal des IA génératives.

Rutten, L., Wolkenhauer, R., Tekavec, K., West Burns, R., & Allen, L. M. (2026). **Understanding Professional Development Schools as P–20 Partnerships: A Systematic Review of PDS Descriptions, 2008–2022.** *Review of Educational Research*, 96(2), 435-475. <https://doi.org/10.3102/00346543251363558>

In literature about P–20 partnerships, Professional Development Schools (PDSs) are a focal point. PDSs play a role in initiatives pertaining to clinically based teacher education and equity in P–12 education. Claims about PDSs' impacts are widespread. PDS research, however, has been hampered by a conspicuous absence of common frameworks for contextualizing or evaluating evidence regarding PDSs' effectiveness. In response, the authors of this review synthesized a descriptive framework through a document analysis of PDS descriptions from 223 journal articles published from 2008 to 2022. The framework established three domains of PDS characteristics: startup components, organizational components, and partnership core components. Within-domain analysis suggested that while localized approaches are a hallmark of PDSs, PDSs' patterned aspects are transferable and can be systematically described. Concluding with implications for PDSs and other partnerships, this article's key contribution is an intellectual foundation for more systematic future research surrounding PDSs and similar P–20 partnerships.

Sagueton, S. (2026). **La formation comme élément clé d'une professionnalité critique en faveur de l'égalité des sexes : Recherche sur et avec des enseignant.es Freinet** (Theses, Université Lumière - Lyon II; Université de Genève (Genève, Suisse)). Consulté à l'adresse <https://theses.hal.science/tel-05661035>

This doctoral thesis focuses on the concept of critical professionalism in gender equality, with a specific focus on the role of teacher training in its development. Considering that only a limited number of teachers actively engage in practices promoting gender equality, the research

concentrates on a specific population who is deeply committed to equality and the struggle against domination: the Cooperative Institute of the Modern School, following the Freinet pedagogy. The first empirical phase, consists in a survey distributed to all teachers members of the federation, it demonstrates that training through the sense of competence has a positive and significant influence on their commitment to integrating gender equality into their professional practice. In order to analyse these mechanisms in depth, a co-training action research project was conducted over a five-month period with three Freinet teachers volunteers. The research began with an on-site observations revealing a predominance of boys' participation during cooperative councils, we therefore implemented measures to promote greater equality. Beyond the co-produced results concerning equal management of speech, the analysis showed that the three teachers, through the adoption of scientific and problem-solving approaches, developed critical habits of reflection and action directly on their practices. The findings of this doctoral research underscore the strenghtening of teachers' critical professionalism through the action research model, highlighting the transformative potential of training processes in advancing gender equality in education.

Sécher, B. (2026). **Inspectrices et cheffes d'établissement: une féminisation entre accompagnement symbolique et évolution des pratiques du pouvoir?** *Administration & Éducation*, 190(2), 31-39. <https://doi.org/10.3917/admed.190.0031>

Stupnisky, R. H., Pekrun, R., Hall, N. C., Larivière, V., & Salahuddin, M. (2026). **Examining the Origins and Outcomes of Research-Related Emotions in Faculty: Developing the Research Emotions Questionnaire (REQ).** *The Journal of Higher Education*, 97(5), 881-908. <https://doi.org/10.1080/00221546.2025.2497222>

University faculty experience many emotions that have implications for their research success; however, previous studies on research-related emotions in faculty have consistently employed self-report measures with limited validity, reliability, and scope. The current study aimed to validate the Research Emotions Questionnaire (REQ) among STEM faculty, examine potential differences in emotions by demographic and job-related factors, and test a hypothesized model of emotions as predictors of faculty research success based on Pekrun's control-value theory (CVT). An online survey was completed by 611 STEM faculty from 10 research-intensive US universities, with the data showing the REQ to be valid and reliable. Women reported more anxiety and disappointment, underrepresented minorities reported more anxiety, and full professors reported more enjoyment and pride, as well as less anxiety and disappointment, compared to junior colleagues. Structural equation modeling results showed perceived control and value appraisals significantly predicted research emotions and, in turn, self-reported research success. Negative binomial regressions revealed enjoyment, boredom, disappointment, and frustration as significant predictors of bibliometric counts of publications and citations. The REQ is an improved tool for understanding faculty research emotions, with implications for developing targeted emotional regulation programs to enhance faculty well-being, success, and job satisfaction, particularly for underrepresented groups.

Sul, D., & Tucker Blackmon, A. (2026). **Enacting Culturally Specific Assessment by Constructing a STEM Leadership Assessment Framework.** *Journal of Educational Measurement*, 63(2), e70048. <https://doi.org/10.1111/jedem.70048>

This manuscript introduces a culturally specific assessment framework for STEM leadership, developed through qualitative analysis of leadership narratives from presidents, provosts, deans,

department chairs, and professors at Historically Black Colleges and Universities (HBCUs). While grounded in the HBCU context, the framework is designed to guide the future development of a rubric-based assessment tool, with broader implications for leadership assessment in other culturally specific educational environments. A formal instrument development process was used to ensure that a leadership assessment framework reflected the voices and experiences of HBCU leaders. Through collaborative in-depth qualitative analyses, six dimensions of STEM leadership were identified that represent the epistemologies, values, and practices embedded in these institutions. While the resulting framework is tailored to the HBCU context, the development process provides a rigorous and transferable approach to assessment design. The methodology repositions validity not as a post hoc adjustment, but as a foundational commitment to epistemic alignment between what is being measured and who is being measured. In doing so, assessment development for culturally specific environments is presented as both methodologically rigorous and conceptually sound.

Numérique et éducation

Ailincăi, R., & Tésan, F. (2024). **Vers une communauté d'apprentissage professionnel.** In D. Groux, M. Cantisano, M.-F. Fafard, A. Y. M. Neko, C. Gillon, M.-U. Mabilia, & P. Fenoglio (Éd.), *L'Éducation en contexte de crise : une question prioritaire pour l'éducation comparée* (p. Pages 437-449). Consulté à l'adresse <https://hal.science/hal-05667572>

influence d'un artefact numérique sur les méthodes d'enseignement et d'apprentissage au sein d'une école isolée des Tuamotu-Gambiers Fabrice Tésan, Rodica Ailincăi Le présent article explore la problématique de l'intégration d'un dispositif numérique dans l'école primaire Manava Tavahiroa située sur l'atoll d'Anaa en Polynésie française et les transformations induites au sein de sa communauté éducative. Deux hypothèses sont formulées : (H1) l'introduction de la MoodleBox crée les conditions d'une communauté d'apprentissage professionnel : augmentation du sentiment d'efficacité personnelle, cohésion des enseignantes, changement des cadres d'interprétation initiaux et des modèles mentaux et, (H2) elle modifie les relations au savoir : pédagogie des enseignantes et approches d'apprentissage des élèves. La population de l'étude sont les quatre enseignantes et les trois classes multiniveaux composées des 58 élèves âgés de 5 à 11 ans de l'école, caractérisée par son manque de connexion Internet et l'absence de culture numérique chez enseignantes et élèves. La méthodologie repose sur des données recueillies via des focus groups des enseignantes et des élèves, des vidéos de cours, des entretiens de débriefing et des notes de terrain. L'ensemble du corpus, constitué des interactions verbales des focus groups et des analyses par les enseignantes des cours faits par les formateurs, a été transcrit verbatim (Evers, 2010). L'analyse des données s'appuie sur la théorisation ancrée (Paillé, 1994) pour les entretiens et sur la théorie de l'activité (Engeström, 1987) pour examiner les changements systémiques induits par l'introduction de l'artefact numérique. 1. Cadre théorique Trois référents interprétatifs initiaux (Paillé et Mucchielli, 2016) sont explorés : la communauté d'apprentissage professionnelle (CAP), la MoodleBox en tant qu'artefact, dispositif et situation, et la théorie de l'activité. L'évolution des CAP est retracée par Stoll et al. (2006) et Leclerc (2012). Si différents principes de fonctionnement sont cités par la littérature (Labelle et al. 2020, Bouchamma et al., 2017), Hord (1997) décrit elle cinq dimensions essentielles de la CAP en éducation pour favoriser la réussite des élèves : un leadership solidaire et partagé, une créativité collective, des valeurs et une vision communes, des conditions favorables et une pratique personnelle partagée. La MoodleBox (MB), un dispositif éducatif portatif conçu par Nicolas Martignoni, combine un Raspberry Pi et le LMS Moodle pour offrir une solution d'apprentissage en ligne autonome, capable de connecter 20 à 30 élèves sans dépendre d'Internet ou des infrastructures réseau. La MB est un artefact (Garçon, 2022) ayant la capacité d'élargir les perspectives d'action humaine, influençant non seulement l'activité pédagogique, mais aussi la vision du monde des

Barcelos Nomicos, L., Alarifi, H. S., Alzamil, M., Jan, B., Daleel, M., Alabdulaziz, R., ... Hayes, L. (2026). **Virtual reality intervention for pedestrian safety in autistic children.** *Journal of Behavioral Education*, 35(2), 793-810. <https://doi.org/10.1007/s10864-025-09594-8>

Interventions aimed at increasing individuals' independence can potentially improve quality of life (Brennan Ramirez, 2008). However, teaching the related skills in the natural environment, particularly in communities, can be challenging. This study investigated the use of immersive virtual reality to teach autistic children to cross the street using a nonconcurrent multiple baseline design. Three participants were recruited; however, only two completed all phases. Data were collected on the number of steps completed correctly in a task analysis. Baseline data were collected in the natural environment and in the virtual environment modeled after the natural environment. Training occurred in the virtual environment. Follow-up maintenance and generalization checks were conducted. Both participants who completed the study showed increases in the number of steps in the task analysis completed correctly in the virtual and natural environment when compared to baseline. Suggestions for improving efficiency through prompting and intervention components are also discussed.

Baudrit, A. (2026). **Interagir à distance à des fins éducatives : des processus de co-régulation diversement mis en œuvre par les jeunes ?** *Carrefours de l'éducation*, 61(1), 13-31. <https://doi.org/10.3917/cdle.061.0013>

Les technologies de l'information et de la communication (TIC) autorisent des liens, des contacts et des échanges qui, dans le domaine de l'éducation, sont susceptibles de favoriser les apprentissages ou l'acquisition de connaissances. Différentes formes d'apprentissage collaboratif à distance sont ainsi identifiables avec, dans la condition multimodale, plusieurs outils ou dispositifs numériques utilisés simultanément et, dans la condition unimodale, la seule utilisation de l'un d'entre eux (en l'occurrence un forum de discussion) par les étudiants. Reste à savoir comment ils en font usage ? Comment les interactions en ligne se déroulent-elles dans les deux cas ? Quelles difficultés rencontrent les interlocuteurs à ces moments-là ? Une approche exploratoire des processus de co-régulation mobilisés par les partenaires de travail est de nature à apporter quelques éléments de réponse à ces questions.

Bida, H. (2026). **Influence des variables individuelles et de terrain sur l'intégration numérique par les enseignant-es débutant-es.** *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 102-116. Consulté à l'adresse <https://hal.science/hal-05642000>

Cette étude vise à examiner l'influence de variables individuelles (sentiment de compétence en gestion d'activités numériques et sentiment de compétence en éducation numérique) et de terrain (culture d'établissement numérique perçue, nombre de soutiens et nombre d'équipements) sur l'intégration numérique d'enseignant-es débutant-es (évaluée à partir de la variété d'usages numériques pédagogiques et professionnels). Les réponses complètes de 118 enseignant-es de l'enseignement obligatoire (élèves âgés de 4 à 15 ans) de Suisse romande, recueillies au moyen d'un questionnaire, ont été retenues. Dans la continuité d'une publication antérieure présentant les résultats descriptifs et corrélationnels, des analyses de régression multiple et une analyse de médiation ont été menées afin de tester l'effet conjoint des variables individuelles et contextuelles. Les résultats montrent que le sentiment de compétence en éducation numérique constitue un prédicteur significatif de la variété des usages numériques pédagogiques. L'analyse de médiation révèle par ailleurs que la perception de la politique d'établissement prédit la variété des usages numériques, et que le sentiment de compétence en gestion d'activités numériques joue un rôle médiateur dans cette relation. Ces résultats soulignent, d'une part, l'importance de favoriser le développement du sentiment de compétence en éducation numérique chez les enseignant-es débutant-es afin de soutenir une intégration numérique pédagogique effective. D'autre part, ils mettent en évidence le rôle central des établissements dans le soutien au développement du sentiment de compétence en gestion d'activités numériques, ce sentiment de compétence contribuant de manière indirecte, en tant que variable médiatrice, à l'intégration du numérique dans les pratiques enseignantes.

Billar, S., Groß-Mlynek, L., Bastian, J., & Händel, M. (2026). **Digital communication and collaboration among teachers – a comparative analysis of instant messaging and videoconferencing.** *Education and Information Technologies*, 31(10), 3125-3148. <https://doi.org/10.1007/s10639-026-13918-0>

Digital communication has played an increasingly important role in schools around the world, especially since the COVID-19 pandemic. For professional communication and collaboration in particular, digital tools have provided teachers with the opportunity to collaborate location-independently and to easily exchange information and teaching materials. Hence, this study aimed to explore how teachers communicate and collaborate digitally by examining differences in the use of instant messaging and videoconferencing and the attitudes of teachers towards these technologies. Therefore, an online survey was conducted with primary and secondary school teachers from Germany (N = 250, 72.0% female). The analysis showed that messengers were used significantly more than videoconferences and that they differed in their usefulness for occasions of communication and collaboration. Structural equation modeling indicated that the self-assessed digital communication competence of teachers is both a significant predictor for the behavioral intention to use messengers as well as videoconferences, although the behavioral intention to use messengers in the future was significantly higher than for videoconferences. While a higher threshold to use videoconferences might be a reason for the differences that were identified in this study, further research into the communication and collaboration among teachers is still needed to understand the reasons for the differences in use.

Bueno-Baquero, A., González-Calero, J. A., Del Olmo-Muñoz, J., & Sánchez Pérez, M. del C. (2026). **Bridging digital transitions: Teacher digital competence across primary and secondary education.** *Education and Information Technologies*, 31(10), 3097-3124. <https://doi.org/10.1007/s10639-026-13944-y>

As education evolves alongside technologies such as artificial intelligence, a solid foundation in teachers' digital competence becomes essential, especially during transitions between educational levels. This study investigates the self-perceived Teacher Digital Competence (TDC) of Spanish educators in the last year of primary education and the first year of secondary education, focusing on differences by teaching level and gender. Using a validated TDC assessment tool adapted from the DigCompEdu framework, responses from 3828 teachers were statistically analyzed. Results showed a significant interaction between teaching level and gender: male primary school teachers outperformed females, while gender differences were smaller in secondary education. Female secondary educators reported higher TDC than their primary counterparts, with no significant differences among men. Gender differences favoring males appeared across all six areas of digital competence (DC). These findings highlight the need for targeted professional development, particularly for female primary teachers, to support smooth student transitions between educational stages.

Cai, Q. (2026). **A bibliometric analysis of interaction in digital learning over sixteen years.** *International Review of Education*, 72(3), 493-523. <https://doi.org/10.1007/s11159-025-10198-7>

This study used bibliometric analysis to examine the factors influencing interaction within the broad field of digital learning, given its crucial role in effective learning. The author employed a mixed-methods research design, incorporating both quantitative and qualitative methods. Relevant computations were undertaken in bibliometric mapping software VOSviewer to identify the ten most frequently cited sources, countries, organisations and authors in the existing literature. The clustering function in CitNetExplorer was also used to formulate the citation network and identify the longest path for network analysis. The study further combined the community of inquiry framework (which includes teaching, cognitive and social presence) with the interaction model, which emphasises the role of online collaboration through course and instructional design in interactive educational experiences. Four types of interaction were examined: learner–teacher, learner–content, learner–learner and learner–interface interactions. There were inconclusive findings regarding the relationship between course and instructional design and

learner-content interaction. Social presence was closely related to learner-learner and learner-teacher interactions. Cognitive presence was associated with learner-content interaction, and teaching presence was linked with learner-interface and learner-teacher interactions. Artificial intelligence (AI) was related to both learner-teacher and learner-learner interactions. The findings suggest that future research should further examine human-AI collaboration, community of inquiry (Col) processes in different learning environments, and the mechanisms underlying learner-content interaction. In practice, educators and system developers should strengthen instructional scaffolding, learner communication, teacher-AI collaboration and AI-supported assessment to improve interaction in digital learning environments.

Campos, C., & Singleton, J. (2026). **AI Diffusion Gaps: Unequal Integration of AI Across K-12 Schools** (Working paper N° 35347). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35347>

Although use of generative AI tools has quickly become widespread in education settings, emerging evidence suggests that effects on learning will depend on how that use is supported and guided. This paper reports findings from an original national survey of K-12 school principals designed to measure institutional integration of AI in schools through policies, teacher training, guidance for student use, leadership engagement, and the availability of AI-enabled tools. We find that AI use has spread rapidly across schools, largely as a productivity aid. Students mainly use AI for homework help and writing, while educators primarily use it for lesson planning and administrative tasks. The development of teacher training, guidance, and school policies has lagged adoption. We next document two diffusion gaps across schools: First, lower AI integration is associated with a higher share of disadvantaged students (a one standard deviation increase in disadvantage is associated with a 0.07-0.11 SD lower score on an index of AI integration); Second, private and charter schools score 0.23-0.44 SD lower on the AI integration index than traditional public schools. Although several surveyed school-level factors strongly predict AI integration, they do little to explain these gaps. Differences in district size account for roughly one-third of the disadvantage gap between public schools. These findings suggest that the factors associated with greater AI integration differ from those needed to narrow disparities in how schools support and guide AI use.

Céci, J.-F. (2026). **L'individu scolarisé, au prisme d'une nouvelle sociabilité numérique**. *Kounouz Journal*, 2. Consulté à l'adresse <https://hal.science/hal-05665125>

This article aims to characterize a new generation of young people educated in the digital age, drawing primarily on a broad-spectrum, two-pronged sociological survey. Today's youth (Generation Z, post-2000) largely experience the world through digital interactions, devoting a quarter of their lives to screens (Céci, 2022, p. 2). These technology-mediated interactions also generate learning outside the school setting, where young people spend twice as much time on screens as in formal schooling each year; this asymmetry has significant implications for socialization and identity formation. What will become of the acquisition of the fundamental norms and values of our society, traditionally transmitted by family and school? Our findings allow us to outline the emergence of a « new way of being in the world » among the educated individual, shaped by multiple factors that we will analyze through the lens of digital technology. The latter thus appears as the primary terrain and vector of a new sociability, leading us to formulate the following hypothesis: « digital technology reconfigures the social. » The school setting allows us to illustrate and characterize this « digital sociability, » enriched by a forward-looking reflection on the integration of agentic AI as a vector of digital sociability.

Chatonsky, G. (2026, juin 25). **Le troisième espace latent de l'enseignement supérieur**. Consulté 29 juin 2026, à l'adresse AOC media - Analyse Opinion Critique website: <https://aoc.media/analyse/2026/06/25/le-troisieme-espace-latent-de-lenseignement-superieur/>
Les chartes d'usage de l'IA se multiplient dans l'enseignement supérieur. Mais comment dépasser leur statut incantatoire ? En comprenant, à travers la notion d'espace latent, que l'assimilation de connaissances par les humains ressemble parfois à l'apprentissage machine. Et

en déployant un espace latent où la distinction entre les productions humaine et machinique devient secondaire, non parce qu'elle aurait été abolie, mais parce que ce qui compte est la qualité de l'espace qui a émergé de leur rencontre.

Cheng, Y.-C. (2026). **Steering schools into the digital future: A serial mediation model of principal digital leadership, school digital culture, school organizational digital agility, and school digital transformation in Taiwanese secondary schools.** *Education and Information Technologies*, 31(10), 3335-3367. <https://doi.org/10.1007/s10639-025-13890-1>

Guided by Adaptive Structuration Theory for Individuals (ASTI), this study examines how principal digital leadership spurs school digital transformation through the sequential mediating effects of school digital culture and organizational digital agility. The study clarifies the pathways through which principal digital leadership shapes school digital transformation and addresses key gaps in the existing literature. Data were collected through an online questionnaire administered to 528 secondary-school teachers (322 men and 206 women; $M = 46.73$ years) from 45 Taiwanese secondary schools, using stratified random sampling. Descriptive statistics and correlation analyses were conducted in JASP 0.18.3, and PLS-SEM was conducted in SmartPLS 4.0. Results show that principal digital leadership significantly advances school digital transformation through the consecutive mediators of digital culture and organizational digital agility. The model explained 69.4% of the variance in school digital transformation, with R^2 values of 0.579 for School Organizational Digital Agility and 0.255 for school digital culture; all major path coefficients were statistically significant. Teachers' perceptions did not differ across demographic variables, indicating a broad consensus on the schools' digitalization process. Theoretically, this study extends Adaptive Structuration Theory by highlighting the dynamic interplay among leadership, culture, agility, and transformation. Practically, it offers strategic guidance for strengthening these dimensions to achieve sustainable school digital transformation. Future research should adopt longitudinal and cross-cultural designs to improve generalizability.

Cicirelli, P. G., Sportelli, C., Paciello, M., Wachs, S., & D'Errico, F. (2026). **Counter-speech elaboration matters: using conversational technology to challenge ethnic stereotypes and moral disengagement in adolescents.** *Social Psychology of Education*, 29(1), 58. <https://doi.org/10.1007/s11218-026-10220-2>

Counter-speech strategies are responses that oppose hate content and can effectively counteract ethnic stereotyping and moral disengagement. However, less is known about the potential effects when adolescents actively engage in generating counter-speech messages. To this end, a specifically designed conversational tool was developed and implemented to enhance the active elaboration of counter-speech, conceived as a prosocial process based on moral arguments elicited through self-persuasion exercise. Grounded in theoretical models of prosocial behavior, the counter-speech training session utilized a chat-based web app that guided users in understanding and applying five structured counter-speech strategies, based on the moral disengagement theory, in response to simulated ethnic hate speech. A sample of 170 adolescents ($M = 14.46$, $SD = 0.70$) participated in two sessions, during which their ability to generate elaborated counter-speech and pre- and post-training measures of ethnic stereotyping and moral disengagement were collected. Results showed that higher levels of counter-speech elaboration significantly predicted lower levels of ethnic stereotyping and moral disengagement at the post-training session, even after controlling for baseline levels. While overall stereotyping decreased significantly, no significant change was observed in moral disengagement. These findings suggest that digital, dialogue-based training can help reduce discriminatory tendencies in adolescents by challenging distorted beliefs and promoting moral reflection. This approach may complement existing psycho-educational strategies to foster early inclusivity and empowerment.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026a). **Faire des choix éclairés sur les contenus éducatifs numériques: lignes directrices**

de l'UE à l'intention des enseignants et des éducateurs.

<https://data.europa.eu/doi/10.2766/4955686>

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026b). **Lignes directrices pour l'enseignement de l'informatique : stratégies pratiques pour les classes européennes.** Consulté à l'adresse

<https://data.europa.eu/doi/10.2766/7629191>

Ces lignes directrices visent à soutenir les enseignants européens dans l'enseignement de l'informatique en présentant des stratégies pédagogiques concrètes et adaptées aux divers contextes scolaires d'Europe. Il part du constat que l'informatique est actuellement enseignée de manière très variable à travers les États membres de l'Union européenne. L'objectif est de clarifier comment introduire et organiser l'enseignement de concepts fondamentaux en informatique, tout en veillant à ce que cet enseignement soit équitable, engageant et significatif pour tous les élèves. Des approches pratiques sont proposées pour rendre l'apprentissage de l'informatique accessible, en abordant des questions telles que le moment le plus approprié pour introduire certains concepts ou méthodes didactiques, et en soulignant l'importance de favoriser la participation de tous les élèves dans un monde de plus en plus numérique. Le document reconnaît les progrès accomplis en Europe, mais met également en avant des défis persistants, comme la définition d'une vision commune de l'enseignement de l'informatique et l'engagement de chaque élève dans ce domaine.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026c). **Lignes directrices sur l'utilisation éthique de l'intelligence artificielle et des données dans l'enseignement et l'apprentissage à l'intention des éducateurs: mise à jour.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/4376939>

Curran, F. C., Carlo, S., & Harris-Walls, K. (2026). **Making the Data Visible: A Systematic Review of Systems-Level Data Dashboards for Leadership and Policy in Education.** *Review of Educational Research*, 96(1), 3-52. <https://doi.org/10.3102/00346543241288249>

Systems-level data dashboards, those that provide education data aggregated to or used by leaders from school to state to federal levels, have become increasingly prevalent in the field of education both in the United States and in many education systems worldwide. This study provides a systematic review of the literature on systems-level data dashboards in K–12 schooling. The review demonstrates that research on systems-level dashboards lags that of student and teacher-focused learning analytics dashboards; that academic achievement remains the primary focus of dashboards, but contextual and non-test-score outcomes are now included in many dashboards and that use of dashboards by educators and the public is lower than desired but may be improved through alternative dissemination methods. It also demonstrates that research on the impacts of dashboards is particularly limited, a concern given the potential for unintended negative consequences. The article discusses the need to further incorporate systems-level dashboards into the organizational structures of education systems in order to enhance their utility for improving outcomes. The findings provide insights for stakeholders designing and using dashboards and hold the potential to improve dashboard use and student outcomes.

David, S., Lei, V., & Wu, Y. (2026). **The Generative AI Learning Penalty: Evidence from Chinese Secondary Education** (Working paper N° 21577). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21577>

Using 30 months of panel data on 26,811 Chinese students in grades 7--12, we study how generative AI affects homework productivity and learning. The data combine monthly closed-book exams, high-school and college entrance exams, and homework scores and completion time across nine subjects. We exploit staggered AI adoption in a difference-in-differences design. AI adoption raises homework scores by 18% and reduces completion time by 30%, but lowers monthly exam scores by 20% within six months. High-stakes entrance-exam scores fall by 18 and 24%, with the full penalty emerging only after about two years. The losses are largest in social science subjects, followed by STEM and languages, and are especially large for junior students, high-achieving students, and boys. The learning losses are concentrated among roughly 80% of AI users whose behavior is consistent with homework outsourcing, as indicated by exceptionally short homework completion time coupled with high homework scores. AI users who maintain similar homework completion time as non-AI users experience small learning losses.

Dhakal, S. P. (2026). **MOOCs and universities for sustainable development: A fading nexus?** *International Review of Education*, 72(3), 407-426. <https://doi.org/10.1007/s11159-025-10176-z>

The quality of, and access to, education for sustainable development (ESD) are at the forefront of e-learning. Assuming that there are opportunities to judiciously examine the potential of massive open online courses (MOOCs) to foster ESD, this article carries out a multi-method scoping review to identify emerging research themes and analyse gaps in the literature, based on: (1) an environmental scan of sustainable development-related MOOCs; (2) a rapid bibliometric analysis (RBA) of literature on the nexus between MOOCs, universities and sustainable development; and (3) a case study of a MOOC entitled "Globalisation and Sustainable Development". The main contribution of this article to the field is to demonstrate the scale of sustainable development-related MOOCs, the marginal impact of universities in fostering the 2030 Agenda through MOOCs, and the challenges faced by university administrations in utilising MOOCs as a vehicle to advance ESD during a period of financial uncertainty. Based on these findings, the article discusses the potential and pitfalls of MOOCs in fostering ESD in the post-pandemic world.

Di, X., & Zheng, X. (2026). **How field independence/dependence and immersion tendency affect spatial ability training in VR environments: An empirical study.** *Education and Information Technologies*, 31(10), 3537-3560. <https://doi.org/10.1007/s10639-026-13935-z>

While virtual reality (VR) holds considerable promise for spatial ability training, its effectiveness is highly variable across individuals. Guided by the Cognitive Affective Model of Immersive Learning (CAMIL), this study examines how two key individual traits, cognitive style (field-independent vs. field-dependent) and immersion tendency, jointly shape spatial learning outcomes in a desktop VR environment. In a 2×2 between-subjects experiment, 101 university students completed spatial tasks in a desktop virtual reality environment, with eye-tracking and self-report measures. Results revealed that field-independent students demonstrated superior spatial ability, greater flow and presence, and more efficient eye movements (shorter fixations), indicative of more efficient visual information processing and lower cognitive load. While higher immersion tendency enhanced presence, it simultaneously triggered greater spatial anxiety and cognitive load, revealing an "immersion paradox". Path analysis further showed that

cognitive load mediated the relationship between immersion tendency and spatial anxiety, aligning with CAMIL's cognitive-affective linkage. Critically, no interaction between these factors was found, indicating their effects are additive rather than synergistic. The study advances theory by demonstrating how distinct personal traits and pathways, and by offering evidence-based principles for adaptive VR design, such as simplifying environments for field-dependent students while integrating anxiety-regulation supports for high-immersion users.

Dyer, K., Rhoades, K., Glick, C., & Weiss, M. J. (2026). **Evaluating Criterion-Based Grading with Behavioral Interventions in Online Behavior Analysis Education.** *Journal of Behavioral Education*, 35(2), 1047-1069. <https://doi.org/10.1007/s10864-025-09589-5>

Recognizing the need for assessment methods that enhance student learning, this research examines the impact of a criterion-based grading system compared to traditional grading in a graduate-level, online asynchronous applied behavior analysis (ABA) course. Using a mixed-factorial design, the study evaluated student performance based on clearly defined competencies for each assignment. Students who did not meet the mastery criterion participated in one-on-one, synchronous corrective meetings, during which professors used structured instructional strategies to address unmastered competencies. Findings indicated that students in the criterion-based grading group demonstrated higher assignment scores and improved performance over time, whereas scores declined in the traditional grading group. Additionally, a satisfaction survey revealed that students assigned high ratings to the structured feedback process, and professors reported increased grading reliability. These results suggest that criterion-based grading and structured corrective feedback enhance student learning and satisfaction in online ABA education. Future research should further investigate the long-term impact of criterion-based grading on student achievement and engagement across diverse learning contexts.

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026). **Lignes directrices actualisées pour les enseignants et les éducateurs en matière de lutte contre la désinformation et de promotion de l'habileté numérique par l'éducation et la formation: mise à jour.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/9358888>

Ces lignes directrices, mises à jour en 2026, s'adressent aux enseignants de tous les niveaux d'enseignement souhaitant aider leurs élèves à renforcer leurs compétences en culture numérique et à les utiliser pour faire face au défi croissant de la désinformation. Elles proposent des conseils pratiques applicables en classe, ainsi que des analyses approfondies sur la désinformation, le rôle de l'IA générative, des plateformes de médias sociaux et des influenceurs, et des stratégies pour lutter contre la désinformation, notamment la démystification préventive (« prebunking »). Elles comprennent également des plans de cours et des recommandations destinées aux chefs d'établissement et aux décideurs politiques afin de renforcer la littératie numérique à l'école.

Gharbaoui, H. (2025). **Système informatique intelligent en apprentissage collaboratif en ligne : ludification adaptative et IA générative** (Theses, Université de Bretagne Sud ; Université Hassan II (Casablanca, Maroc)). <https://doi.org/10.70675/1bf250f3zb260z405bza64aza5cfe184571f>

The rapid development of educational technologies has profoundly transformed teaching and learning methods, particularly in higher education. The rise of digital

environments has created new pedagogical opportunities, especially for online and hybrid learning, by addressing the needs for flexibility, accessibility, and personalization. However, despite these advances, numerous challenges remain—especially in terms of student engagement, motivation, and performance—often strained by isolation, a lack of social interaction, and progressive disengagement in distance learning settings. This thesis focused on improving online collaborative learning through the integration of adaptive gamification and the use of generative artificial intelligence, in particular through educational chatbots. First, an in-depth literature review was conducted to analyze the benefits, limitations, and implementation conditions of digital collaborative learning environments. Based on this analysis, we developed the SLSF (Social Learning Success Factors) model, aimed at identifying the key factors that support social learning in online contexts. This theoretical framework then served as the foundation for a series of experiments conducted in higher education, across several computer science disciplines, and involving students at various academic levels. The first study confirmed the positive impact of collaborative tools on student performance and engagement. The second study showed that when properly integrated, social gamification (an approach that combines adaptation and collaboration) enhances motivation and academic success. The third study demonstrated that the personalization of games through adaptive gamification can improve performance, particularly for struggling students. Lastly, the fourth study highlighted the role of an intelligent chatbot, not as a tutor, but as a mediator of peer interactions, promoting reflection and knowledge co-construction. The results show that the effectiveness of online collaborative learning relies on a synergy between technology, pedagogy, and social dynamics. This thesis thus proposes a coherent framework and concrete tools for designing digital learning environments that are more engaging, equitable, and aligned with learners' real needs.

Helme-Guizon, A., Cases, A.-S., Hassouni, C. A., Toti, J.-F., & Guichard, N. (2026, juin 30). **Intelligence artificielle générative et recherche académique : comment préserver éthique et intégrité scientifique.** <https://doi.org/10.64628/AAK.qsgguhreu>
Pour les scientifiques, l'intelligence artificielle générative peut apparaître comme une option pour gagner du temps et augmenter leur productivité, mais ce n'est pas sans risques.

Koumenda, J. (2026). **Éthique de l'intelligence artificielle en contexte éducatif et territorial : Regards croisés d'acteurs martiniquais.** Consulté à l'adresse <https://hal.science/hal-05641972>

Cette contribution rend compte d'une table ronde organisée dans le cadre de la journée d'étude des jeunes chercheurs en éducation de l'INSPÉ de Martinique (JCE2026), réunissant des acteurs institutionnels, académiques et territoriaux autour des enjeux éthiques de l'intelligence artificielle (IA) en contexte éducatif caribéen. Les échanges, animés par Josiane Koumenda, ont réuni Sébastien Birbant, Drane, conseiller numérique de la rectrice de l'Académie de Martinique, Cédric Ramassamy, maître de conférences en informatique et didactique du numérique à l'Université des Antilles, et Jean-Gabriel Maizeroi, responsable de la transition numérique à la Collectivité Territoriale de Martinique (CTM). La discussion a exploré cinq dimensions : l'émergence de l'IA générative dans les pratiques éducatives, les chartes d'usage en cours de déploiement, la question de la souveraineté numérique des données, les risques cognitifs et éthiques pour les apprenants, ainsi que les perspectives de collaboration interinstitutionnelle. La synthèse met en évidence des tensions productives entre réactivité institutionnelle,

rigueur académique et volontarisme territorial, et formule des recommandations concrètes pour une IA éthique en Martinique.

Lichand, G., Moreno-Louzada, L., Costa, T. da, & Gentzkow, M. (2026). **The Educational Impacts of School Phone Bans: Evidence from Brazil** (Working paper N° 35233). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35233>

Concerns about negative impacts of student phone use have led to calls around the world for tighter restrictions on phones in schools. This paper evaluates the impact of a 2023 policy that banned non-pedagogical uses of phones within schools in Rio de Janeiro, Brazil. To isolate the causal effects of the policy, we contrast middle schools that already had strict rules on phone use prior to the policy ("control schools") to similar schools that did not have strict rules ("treatment schools"), before and after the ban. While restrictions were imperfectly implemented both before and after the ban, we show that in-school phone use fell substantially in treatment schools relative to control. We then show that test scores, which were trending similarly in the two groups prior to the ban, improved by 0.06 s.d. in treatment schools relative to control.

Lin, Y.-R., & Hung, C.-Y. (2026). **GAI-assisted self-regulation in science learning: the impact of interaction interfaces and content abstraction on flow and mental model construction.** *Education and Information Technologies*, 31(10), 3369-3398. <https://doi.org/10.1007/s10639-026-13921-5>

This study examined how GAI-assisted self-regulation shapes seventh-grade students' cognitive performance and flow experience in a gamified science learning environment. Using a quasi-experimental 2 × 2 design, we manipulated interaction interface (gesture-based touch vs. keyboard-mouse) and type of self-regulation (GAI-assisted vs. individually initiated) across seven optics topics with increasing levels of abstraction. A total of 241 students were assigned to four experimental groups, with an additional control group receiving traditional teacher-centered instruction. Students' learning processes were analyzed through a discourse-based mental model framework, focusing on four types of utterances: description, explanation, critique, and question posing. The results revealed significant interaction effects between topic abstraction and self-regulation type. GAI-assisted self-regulation enhanced performance in explanation and questioning, particularly for abstract concepts, but was associated with weaker outcomes in observation-based description and critical discourse. These patterns suggest that while GAI supports cognitive and emotional engagement, it may also shift learning away from direct empirical grounding and limit epistemic development in critique. Overall, the findings clarify the conditions under which GAI-supported self-regulation benefits science learning and highlight the need to balance technological support with opportunities for observation-based and critical inquiry.

Liu, J., Huang, X., Wang, L., & Min, L. (2026). **Quantifying determinants of students' active engagement in experiments: A structural equation modeling approach grounded in SE and TAM.** *Education and Information Technologies*, 31(10), 3191-3220. <https://doi.org/10.1007/s10639-026-13957-7>

This study sought to uncover the key determinants of students' active engagement in Software Architecture experiments integrating interdisciplinary knowledge. Grounded in the Self-Efficacy (SE) and Technology Acceptance Model (TAM), a conceptual framework was constructed to explore the interplay among individual, technological,

and motivational factors. Empirical data was collected through a survey questionnaire and analyzed using Structural Equation Modeling (SEM) techniques. The findings reveal that Perceived Ease of Use emerged as the preeminent driver of students' active engagement. Interestingly, while Individual Capabilities was the second most influential factor, the majority of its impact on active engagement was found to be indirectly channeled through the mediating role of Perceived Ease of Use. Furthermore, Perceived Usefulness was observed to exert a stronger direct positive influence on active engagement compared to the direct effect of Individual Capabilities. Informed by these insights, the study puts forth targeted reform suggestions: prioritizing Ease of Use in experiment design, aligning content with students' capability, and selecting cases students perceive as useful. These findings offer empirical evidence to guide universities in enhancing Software Architecture experiment teaching and cultivating high-caliber engineering talent.

Luo, Y., & Day, M. J. (2026). **Determinants of lecturer readiness to adopt generative AI in higher education: survey evidence from UTAUT and self-determination theory.** *Education and Information Technologies*, 31(10), 3399-3430. <https://doi.org/10.1007/s10639-026-13931-3>

Generative artificial intelligence (GAI) is reshaping higher education, yet lecturers' readiness remains under-examined. This study integrates the Unified Theory of Acceptance and Use of Technology (UTAUT) with Self-Determination Theory (SDT) and individual attributes (AI literacy, teaching values, personal innovativeness) to explain lecturers' behavioural intention and GAI use. A cross-sectional survey of 651 university lecturers in mainland China measured UTAUT constructs (performance expectancy, effort expectancy, social influence, facilitating conditions), SDT needs (autonomy, competence, relatedness), and individual attributes. Confirmatory factor analysis and covariance-based structural equation modelling assessed measurement quality and structural paths; bootstrapped mediation tested indirect effects via intention, and latent-interaction moderation examined whether SDT strengthened antecedent–intention links. SDT was the strongest predictor of intention; UTAUT constructs were also significant. Teaching values and personal innovativeness showed positive effects, and AI literacy was positively associated with use/intention, which strongly predicted use, with facilitating conditions and SDT also showing direct effects. Findings conclude the value of professional development in Technology Enhanced Learning (TEL) that builds faculty AI literacy and competence, which supports autonomy and collegial relatedness, and must be underpinned by reliable institutional infrastructures to accelerate responsible GAI integration.

Madhav Ram, A., Saravi, S., Yang, Y., Batmaz, F., Derakhshan, P., Nevisi, H., & Storey, G. (2026). **The AI scaffold and engagement spectrum as a novel UDL-aligned system for supporting students with dyslexia.** *Education and Information Technologies*, 31(10), 3035-3075. <https://doi.org/10.1007/s10639-026-13934-0>

Artificial Intelligence (AI) is rapidly changing higher education, offering new opportunities to support diverse learners, including students with dyslexia, while raising important questions about ethics and assessment. Existing work on Universal Design for Learning (UDL) and assistive technologies highlights persistent barriers in reading, writing and planning, but there is limited guidance on how generative AI (GenAI) can be integrated into academic work safely and accessibly. This study addresses that gap through a convergent parallel mixed-methods design with qualitative priority (QUAL + quan). Semi-

structured interviews with specialist Student Support and Wellbeing Services (SSWS) were conducted alongside an online student survey to identify recurring challenges, current tool use and attitudes towards AI. The analysis reveals difficulties with academic writing, critical reading and time management, patchy and sometimes unsustainable adoption of assistive tools and AI, and uncertainty about acceptable AI use and its implications for academic integrity. In response, the paper proposes a dual-component, UDL-aligned system for responsible AI-supported assessment. The instructor-facing AI Engagement Spectrum helps academics set clear, assignment-specific rules for permissible AI use, grounded in constructive alignment. The student-facing AI Scaffold translates these rules into a structured workflow that guides students with dyslexia through reading, planning, drafting and revising with AI support while preserving authorship and critical engagement. The primary contribution is a transferable framework that links institutional policy, pedagogical intent and students' study practices. It offers SSWSs, lecturers and educational designers a practical starting point for implementing AI in ways that are accessible, transparent and focused on supporting students with dyslexia.

Mayrhofer, J., Baldinger, S., & Weinhandl, R. (2026). **How game elements are connected to motivational design in gamified geogebra learning environments: identifying design principles using ARCS theory.** *Education and Information Technologies*, 31 (10), 3431-3474. <https://doi.org/10.1007/s10639-026-13930-4>

The overall positive effects of gamification (i.e., the integration of game elements in learning environments) on student motivation are backed by various meta-studies on the matter. However, most gamification studies fail to take the design of the gamification environment into consideration. Not considering the specific gamification design results in a lack of understanding of how specific gamification design strategies should be employed and how these affect the environment's motivational design in particular. We aim to facilitate a better understanding of how game elements are connected to the motivational design of digital mathematics learning environments and how these game elements should be implemented. To this end, five different gamification variations of a digital learning environment for mathematics were created using the dynamic mathematics software GeoGebra. Afterwards, interviews focusing on the motivational design of these variations were conducted with experts in the field of educational material development (n = 7) and gameful learning research (n = 6). Thematic analysis was conducted using deductive and inductive coding. The deductive coding process was grounded in the framework for design and research of gamified systems, as well as the attention, relevance, confidence, and satisfaction (ARCS) theory of motivational design. Our findings show how different game elements are connected to the motivational design (ARCS) in a gamified mathematics learning environment. Additionally, we present design principles of gamification in digital mathematics learning environments. These insights facilitate a better understanding of the motivational effects of gamification in education and provide expert-derived design recommendations for designing gamified mathematics learning environments using GeoGebra.

Mouchaham, R., Emprin, F., & Hage, S. E. (2025). **Mise en fonctionnement de cadres théoriques pour analyser les liens entre développement de l'autonomie des élèves et pratiques d'enseignement utilisant le numérique.** *Mediterranean Journal of Education*, 5(2), 174-182. <https://doi.org/10.26220/mje.5570>

This text allows us to illustrate how we operationalize two theoretical frameworks to the relationship between the use of digital technologies and the development of autonomy.

To do this, we focus on the study of the practices of a chemistry teacher at lower secondary school in Lebanon (13-14 years old) using digital technology in her teaching. The frameworks we mobilize are the dual didactic and ergonomic approach and AtA2d analytical framework. The dual didactic and ergonomic framework which allows us to study the practices of this chemistry teacher from two perspectives: a didactic one and an ergonomic one. The AtA2d analysis framework allows us to distinguish two forms of autonomy (transversal autonomy and disciplinary didactic autonomy). The methodological approach outlined here is grounded in a qualitative analysis of a pre-session interview with the teacher (referred to as the « ante-interview »). This qualitative analysis aims to illustrate our methodological approach and to highlight the results it makes possible. Regarding digital technologies, the teacher sees them both as a tool to promote student autonomy and as an additional element that is less of a priority compared to other concerns.

Moumen, Z., & Saidi, A. (2025). **"Monica AI" as a Lever for Improving Learning Skills: A Survey of Written Production Among Secondary School Learners in the Provincial Directorate of Errachidia, Morocco.** *science step journal*.
<https://doi.org/10.5281/zenodo.15782298>

This study was conducted among Moroccan students in the qualifying secondary cycle, belonging to the public institution « "Lycée qualifiant Ibn Tahir" », provincial directorate Errachidia, Morocco. The aim is to assess the usefulness of artificial intelligence (AI) tools and applications for education. More specifically, this investigation aims to demonstrate how these tools, offered by AI, can be a lever for improving learning skills: focus on written production, using the « "Monica IA" » writing assistant. While taking stock of the level of integration of these tools into teachers' pedagogical practices, we were able to record that almost all students who used the AI model in question, in their writing, expressed satisfaction despite using it for the first time. This descriptive-analytical research aims to analyze the results of a survey of high school students and teachers. The findings will be used to formulate recommendations applicable not only in Moroccan schools but also in other contexts to prepare future teachers and effectively integrate AI into learning.

Nguyen-Tran, L. A., & Omezzine, M. A. (2026). **At the Pedagogical Frontier: Reconfiguring Teacher-Student Boundaries in the Age of Generative AI.** *31e Conférence de l'Association Information et Management*. Consulté à l'adresse <https://hal.science/hal-05654853>

The rapid diffusion of generative artificial intelligence (GenAI) in higher education challenges long-standing assumptions about the teacher-student relationship. Beyond familiar concerns related to academic integrity or learning efficiency, GenAI introduces a new mediating presence into pedagogical interactions, reshaping established boundaries of authority, responsibility, and relational engagement. Drawing on a boundary perspective in Information Systems (IS), this work-in-progress paper conceptualizes GenAI as a pedagogically boundary-relevant technology that reconfigures epistemic, pedagogical, and relational boundaries in higher education. The paper develops a theoretical framework and outlines a qualitative research design to examine how these boundaries are negotiated in practice. By shifting attention from technology adoption to boundary reconfiguration, the study contributes to IS research on digital transformation in education and informs ongoing debates on socio-technical change and human-AI collaboration. The expected findings will clarify how GenAI

affects teacher authority, learner autonomy, and the distribution of pedagogical responsibilities.

OECD. (2025). **Analysing Ireland's PISA 2022 mathematics profile using AI-enhanced assessment modelling**. <https://doi.org/10.1787/ef218dc4-en>

Using the AI-enhanced Collective Intelligence Model for Education (CIME), this study converts Ireland's students' PISA 2022 mathematics item-level responses into multidimensional diagnostic profiles that complement cross-national comparisons with granular learning progressions. The result is fine-grained, policy-relevant diagnostics that go beyond headline scores to guide curriculum planning and system-level improvement.

OECD. (2026). **Co-ordinating the use of digital tools at the school level**. <https://doi.org/10.1787/adacc4d1-en>

This working paper aims to provide an overview of the literature on how the use of digital tools can be co-ordinated in schools. It focusses on different forms of Information and Communication Technology (ICT) co-ordination roles and their growing importance in the face of evolving technological potential and risks. The working paper has been developed from a synthesis of existing and ongoing OECD work on the resourcing of school education for the digital age. In particular, it draws upon some of the initial work reviewing the literature on ICT co-ordination as part of a project that is funded by the European Union via a Technical Support Instrument, and implemented by the OECD, in co-operation with the European Commission, to support Bulgaria and Slovakia in developing more team-based approaches to ICT co-ordination. The working paper highlights the increasing complexity of co-ordination of ICT in schools and the subsequent need to carefully attend to how formal co-ordination roles are conceptualised and implemented. Alongside this, the working paper draws attention to the structural supports that can help increase the effectiveness of ICT co-ordinators in a fast-paced digital world. The working paper illustrates how these considerations are operationalised in different systems to respond to meet specific needs.

OECD & European Commission. (2026). **Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education**. <https://doi.org/10.1787/65cd27d4-en>

Önal, N., İlhan, A. G., & Önal, N. T. (2026). **How ready are gifted education teachers for AI integration? Evidence from BILSEM in Türkiye**. *Education and Information Technologies*, 31(10), 3007-3033. <https://doi.org/10.1007/s10639-026-13932-2>

Grounded in Self-Efficacy Theory, the Technological Pedagogical Content Knowledge (TPACK) framework, the Technology Acceptance Model (TAM), and AI literacy principles, this mixed methods study examines the self-efficacy perceptions of teachers working in gifted education institutions (BILSEMs) in Türkiye regarding the integration of artificial intelligence (AI). Despite the growing global interest in artificial intelligence integration in education, empirical research specifically examining AI self-efficacy among teachers working in gifted education institutions remains limited. An explanatory sequential mixed methods design was employed. Quantitative data were collected from 191 teachers using a 5-point Likert-type Artificial Intelligence Self-Efficacy Scale, followed by semi-structured interviews with five teachers to further elaborate the quantitative findings. Quantitative data were analyzed using multivariate analysis of variance (MANOVA), while qualitative data were analyzed through content analysis. The findings

indicate that BILSEM teachers' AI self-efficacy perceptions were generally at a relatively high level, with higher scores observed in the assistance and technological skills dimensions. Educational level and self-reported AI knowledge were found to be significantly associated with variations in self-efficacy perceptions, whereas gender and age did not yield statistically significant differences. Qualitative findings revealed that teachers primarily viewed AI as a supportive tool for material development and time efficiency, while expressing cautious attitudes toward anthropomorphic interaction and ethical considerations. Overall, the results highlight the importance of targeted professional development for teachers working in gifted education contexts (BILSEMs). The study adopts a descriptive and comparative perspective rather than testing causal relationships, providing context-specific insights into AI self-efficacy in gifted education settings.

Papi, C., Beaudoin, A., da Silva, N., Gérin-Lajoie, S., & Hébert, M.-H. (2026). **Repenser l'évaluation des apprentissages à l'ère de l'IA : une revue de la littérature anglophone.** *Distances et Médiations des Savoirs*, 54. <https://doi.org/10.4000/16gfr>

As part of a systematic-narrative literature review (Turnbull et al., 2023), we analyzed 111 articles published in peer-reviewed journals between January 2020 and December 2024 to understand how artificial intelligence (AI) is influencing assessment in higher education. Through this process, we observed that generative AI (GenAI) can successfully replicate a human performance during certain assessment types and that GenAI misuse is sometimes challenging to detect. Thus, institutions and faculty members resort to AI-resistant examination designs and automated proctoring systems. Furthermore, GenAI is perceived as an opportunity for pedagogical support: for professors and instructors, it can assist with creating exams and grading; for students, it can provide immediate feedback and aid practice. While AI has several potential uses in assessments, many authors underscore the importance of developing training and policies.

Park, J., Gremp, M., & Shin, M. (2026). **Effects of interactive and hands-on learning experience of assistive technology on college students' perspectives and knowledge.** *Education and Information Technologies*, 31(10), 3311-3333. <https://doi.org/10.1007/s10639-026-13942-0>

Technological advancements have significantly expanded the educational opportunities available to students with disabilities. Integrating technological aids is essential to ensure educational equity for this demographic. However, despite increased efforts to enhance accessibility and positive outcomes through technology integration, limited research exists on the effective practices to improve perspectives and knowledge of college students toward assistive technology. In this study, we conducted a quasi-experimental study utilizing a pretest and posttest control group model, assessing knowledge and perspectives toward assistive technology among 114 undergraduate students enrolled in an Introduction to Special Education course at a public university in the Southeastern region of the United States. The experimental group engaged in interactive and hands-on learning experiences using assistive technology, while the control group received traditional lecture-based instruction. Results indicated that both groups had improved in perceived and demonstrated knowledge by the end of the semester, with the experimental group showing significantly greater gains. Moreover, the experimental group demonstrated more positive perspectives toward assistive technology, while the control group did not exhibit significant changes in their

perspectives. These results suggest that hands-on experiences may foster greater acceptance of and more positive perspectives toward assistive technology, potentially leading to improved access, participation, and outcomes.

Pélessier, C. (2026). **Représentations de l'Intelligence Artificielle générative chez les étudiants en BUT MMI : tensions et opportunités pour une trajectoire professionnelle.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier.* <https://doi.org/10.4000/16d3t>

Cette recherche examine les représentations sociales de l'intelligence artificielle générative (IAg) chez des étudiants se destinant aux métiers du numérique. Depuis l'ouverture au public de ChatGPT en 2022 et l'essor rapide de nombreux robots conversationnels, ces technologies transforment les pratiques professionnelles et interrogent les pratiques enseignantes et professionnelles nécessaires à l'insertion sur le marché du travail. Dans ce contexte, l'étude vise à identifier les tensions et les opportunités associées à l'IAg dans les trajectoires professionnelles envisagées par les futurs professionnels du numérique. L'enquête repose sur un questionnaire administré à 43 étudiants de première année de bachelor universitaire de technologie (BUT) Métiers du Multimédia et de l'Internet (MMI) de l'IUT de Béziers. Les résultats montrent que les étudiants développent une représentation ambivalente de l'IAg. D'un côté, ils soulignent ses apports en matière d'efficacité, d'accès à l'information, de créativité et d'assistance dans diverses activités académiques, personnelles ou professionnelles. L'IA apparaît ainsi comme un outil d'aide susceptible d'accompagner les pratiques et d'optimiser certaines tâches. De l'autre, plusieurs inquiétudes émergent, notamment concernant la fiabilité des réponses générées, les risques de perte de compétences humaines ou encore les transformations du marché de l'emploi. Ces résultats soulignent l'importance, à l'université, de développer des innovations techniques pour une sensibilisation aux changements de pratiques professionnelles et d'en comprendre les implications techniques, sociales et éthiques.

Peña-Ayala, A. (2026). **Self-regulated learning: A holistic-cybernetic framework.** *Education and Information Technologies*, 31(10), 3221-3253. <https://doi.org/10.1007/s10639-026-13919-z>

Self-regulated learning (SRL) improves educational labor regardless of academic level and domain knowledge (DK) because it helps guide learners' endeavors. Essentially, SRL relies on both the cognitivism and behaviorism branches to head learners' thinking, conduct, and interaction with academic setting. However, instilling SRL in learners represents a challenge due to the diversity of theories, methods, and strategies to be considered. With this in mind, a Holistic and Cybernetic Framework for SRL (HCFSRL) is proposed, where SRL is seen as a single unit acting as a living system that fosters an agentic role in learners to enable them to consciously drive their learning tasks. This study was developed in a Higher Education (HE) setting, where a Learning Management System (LMS) delivered DK to learners, of in both the experimental and control groups, during their practices in an engineering lab; but only provided SRL counseling for experimental members. In this context, a quantitative-experiment was designed to test a causal hypothesis that reveals the SRL impact on experimental learners by means of parametric analysis to address the collection and analysis of empirical data estimated from both the dependent and independent variables. As 24 learners composed the population, the sample was $n=22$ based on the Cochran formula using basic

parameters, and hence 11 learners were randomly assigned to each group; however, three students from each group dropped out during the lab lectures. As a result, experimental group had a better performance than the control group according to the incoming statistics: (1) gained DK, gross learning, and net learning respectively achieved Σ : 74 : 62; 49 : 29; 1.84 : 1.09; μ : 9.25 : 7.75; 6.13 : 3.63; 0.23 : 0.14; (2) T distribution, gross learning and net learning, given a "H0 hardly holds": $-1.76 < 1.94 < 2.14$ for $0.036 > 0.025$ & $0.072 > 0.05$; and $-1.76 < 1.89 < 2.14$ for $0.025 > 0.025$ & $0.070 > 0.05$; (3) a "stronger correlation" is reached for gained DK and gross learning, r : 0.98 : 0.91 and 0.98 : 0.97; while R^2 is a "more reliable predictor" for the three measures: 0.94 : 0.83; 0.96 : 0.94; 0.96 : 0.91; (4) linear regression, intercept for gross learning and net learning shows a "higher minimum", b_0 : 1.57 : -1.04 and 0.06 : 0.03; while the slope for gained DK and net learning predicts "higher values", b_1 : 1.43 : 0.74 and 0.0379 : 0.0375; (5) one-way analysis of variance (ANOVA), the result of the sum of squares between groups and sum of squares within groups for the covariate, former DK, 4 and 65.75, is "not having a key effect" on the different groups' means variability of the response variable, gained DK, 9 and 119; (6) analysis of covariance (ANCOVA), the sums of squares calculate: covariate, former DK, 32.18, exerts 25% of the influence of variation in the response variable, while the factor independent variable, SRL stimuli, 18.24, "biases nearly 14%", and the error, 86.82, represents 68%. The outcomes affirm: "although experimental learners lacked previous training to know SRL council and had to realize, understand, and apply its prompts during lab essays, they reached a modest improvement in learning achievement compared with that of the control group". Thus, one conclusion claims: "when SRL is part of educational praxis, learners become aware of their own learning labor and better results are expected."

Pfeffer-Meyer, V. (2026). **Penser les savoirs, les savoir-faire, les pratiques pour éduquer à l'information-documentation et aux outils d'intelligence artificielle générative.** *Communication, Technologies et Développement*, 20. <https://doi.org/10.4000/16b2l>

The integration of artificial intelligence into the educational field requires reflection on different levels, including educational, ethical, professional, and political issues. Similar to the massive democratization of research practices through search engines, it is now imperative to regulate practices involving public-access AI. These tools, mostly developed by major technology companies, rely on opaque algorithmic mechanisms that are constantly evolving. This article presents an Action-Research-Training framework involving librarians' teachers, focused on the practices of artificial intelligence (AI) in information and documentation within education. The approach is based on the conceptual model of "counter-didactic transposition": professionals analyze and share their practices to identify knowledge, skills, and reflective postures of didactic analysis. This collective dynamic aims to foster the emergence of new forms of professional development and to promote a deeper reflection on the transformation of learning processes related to AI in the field of information documentation.

Prasad, K., Singh, S., Srinivas, V., Kothari, H., & Pathak, A. (2026). **Factors influencing the adoption and use of generative artificial intelligence tools among business school students in higher education.** *Education and Information Technologies*, 31 (10), 3255-3281. <https://doi.org/10.1007/s10639-026-13943-z>

The present study investigated the factors that influence the adoption and actual use of Generative Artificial Intelligence (GenAI) tools among Business School (B-School) students in Hyderabad, an Indian Metro. The research assessed the SOR, extended UTAUT2 and

TTF models by integrating the three models to make them usable in higher educational institutes in general and B-school students in particular. This empirical study adopted a quantitative method, and the data were gathered from 500 management students from different B-schools in Hyderabad. Thirty-six items were used to assess 10 reflective constructs: Exploratory and confirmatory factor analyses were carried out to examine the structural relationships among the constructs, and hypotheses were tested using SEM. A 12% variance in B-school students' adoption intention of GenAI tools, explained by optimism, innovativeness, trust, performance expectancy, effort expectancy, hedonic motivation, learning value, and task technology fit, and a 5% variance in actual use of GenAI tools, explained by adoption intentions of GenAI tools, were observed. The construct of trust partially mediates the relationship between adoption intention to use GenAI tools and actual use of GenAI tools. Hedonic motivation has positive but insignificant impact on adoption of GenAI tools. The adoption intentions to use GenAI tools influence the actual use of GenAI tools. Academicians should support the adoption and implementation of GenAI tools for quick learning and saving time. Academic institutes should enable smooth use of GenAI tools by B-school students to provide the necessary resources to increase knowledge, provide GenAI tools that are compatible with the technologies that students possess, and provide appropriate technical help.

Rastier, F. (2026, juin 15). **Comment les IA génératives grand public influencent le langage des publications académiques.** <https://doi.org/10.64628/AAK.m6dmnmc4y>

La présence croissante d'un langage standardisé, moins précis et à la tonalité euphorique, dans les publications académiques ou les vidéos publiées par des chercheurs montre un usage de plus en plus banal des IA génératives.

Schneider, B. (2026). **Observing Joint Visual Attention with Sensors: A Review of Research and Recommendations for Studying and Supporting Collaborative Learning.** *Review of Educational Research*, 96(3), 942-984. <https://doi.org/10.3102/00346543251327172>

What are the potential benefits and drawbacks of quantifying learners' collaborative behaviors with high-frequency data? To provide preliminary answers to this question, I conduct a literature review on joint visual attention (JVA) in collaborative learning settings, analyzed through the lens of sensing technologies. JVA is a fundamental mechanism for establishing a common ground between individuals; without it, it would be extremely challenging for humans to synchronize their actions, understand each other's perspectives, strive toward shared objectives, collaboratively resolve challenges, and learn together. I collected 69 papers that have studied joint attention with sensing technology (e.g., eye-trackers) and synthesized the state of the field. The main contribution of this paper is to review six measures of joint attention extracted from high-frequency gaze data, their connection to seven educational constructs, six benefits of using sensors, and seven research gaps to inform future work. I conclude with implications for using high-frequency data in educational settings.

Séjourné, A. (2026). **Les parents et l'éducation de leurs enfants au numérique : quelle parentalité numérique pour accompagner les enfants dès l'école primaire ?** *Carrefours de l'éducation*, 61(1), 151-167. <https://doi.org/10.3917/cdle.061.0151>

L'expression de «parentalité numérique» reste conceptuellement assez floue tout en semblant mettre en tension les responsabilités respectives des parents et des enfants. Son introduction dans la sphère publique peut être comprise comme «le signe d'un processus de construction d'un problème public nouveau» (Martin, 2003). Dans une

visée de compréhension et de soutien à la parentalité numérique, nous nous questionnons sur les représentations que les parents ont de leurs responsabilités en termes d'éducation au numérique. Pour cela, nous avons enquêté auprès de parents d'enfants de 3 à 14 ans. Nos résultats mettent évidence d'une part, le rôle d'un capital informatique parental « socle » dans la construction du rapport au numérique des enfants. D'autre part, ils soulignent que l'éducation au numérique constitue un levier potentiel de co-éducation, susceptible de renforcer le partenariat école famille sur un objet commun ambivalent : le numérique.

Shin, N., Qian, X., Miller, C. S., Li, H., Chu, Y., Krajcik, J., ... Xing, Y. (2026). **An Artificial Intelligence-Enhanced Assessment Framework for Analyzing Middle School Science Students' Written Responses.** *Journal of Educational Measurement*, 63(2), e70044. <https://doi.org/10.1111/jedm.70044>

This study develops and tests a Large Language Model-based assessment framework that uses a multi-agent system to analyze students' written responses, generate scoring rationales, identify uncertainty levels, and assign final scores to support learning. The framework was tested using chemistry responses from 834 middle school students scored with a dichotomous analytic rubric. Through prompt engineering and aggregation methods, the multi-agent system—enhanced by rubric revisions and human scoring insights informed by Artificial Intelligence (AI)-generated rationales—achieved 94% scoring accuracy, representing a 16% improvement over the 78% accuracy of a single-agent model using the original rubric. The system's uncertainty detection closely aligned with areas where human raters also indicated uncertainty. Results indicate a strong relationship between AI confidence and scoring accuracy: when the AI was confident, its scores were largely correct, and low-confidence cases were often inaccurate. These findings demonstrate the value of a multi-agent system with human-AI collaboration, in which the AI identifies unclear cases and teachers review and refine uncertain scores. This collaboration approach shows the framework's potential to enhance classroom assessment by providing timely, reliable scores and feedback to inform teaching and learning. The future work may improve accuracy further through retrieval-augmented generation, human-in-the-loop, and fine-tuning with synthetic data.

Shin, Y., Song, D., Choi, S., & Lee, S. (2026). **Exploring the relationship between computational thinking behaviors and socially shared metacognitive regulation in collaborative coding across task complexity.** *Education and Information Technologies*, 31(10), 3283-3310. <https://doi.org/10.1007/s10639-026-13917-1>

As computational thinking (CT) is increasingly recognized as a fundamental competency across disciplines, there is a growing emphasis on integrating it into educational settings for non-computer science (non-CS) majors, with collaborative block-based coding emerging as a promising approach. However, much of the existing research focuses on coding outcomes rather than the underlying cognitive and regulatory processes that unfold during collaboration, particularly across tasks of varying complexity. This study examines how CT behaviors and socially shared metacognitive regulation (SSMR) patterns differ by task difficulty and performance level in collaborative coding contexts. It employed a mixed-methods design, with 120 undergraduates completing basic and advanced coding tasks using App Inventor. Behavioral data on the use of computational concept (CC) and non-CC blocks were analyzed through machine learning-based clustering, while group discourse was examined using lag sequential analysis. Results revealed that high-performing groups, especially in advanced tasks, demonstrated

concise block usage and engaged in coherent cycles of evaluation, adaptation, and monitoring. In contrast, low-performing groups demonstrated fragmented regulation and relied heavily on trial-and-error strategies. The findings suggest that analyzing both behavioral patterns and discourse context facilitates more efficient identification of underlying cognitive structures expressed through actions, whereas discourse analysis offers deeper insights into the reasoning processes and socially regulated strategies involved. The study carries practical implications for the design of scaffolding and adaptive feedback tools and contributes theoretically by deepening our understanding of how SSMR functions in collaborative coding education.

Smith, C. J., Perry, H., Oliveira, J. S. C. D., Klassen, S., McGee, R. E., & Petursdottir, A. I. (2026). **Comparison of Discrete-Trial and Stimulus-Pairing Procedures in Computer-Assisted Language Learning.** *Journal of Behavioral Education*, 35(2), 750-772. <https://doi.org/10.1007/s10864-026-09621-2>

Computer-assisted language learning applications vary in the extent to which they require active student responding. The present study compared acquisition and retention of vocabulary words taught under two instructional conditions. The discrete-trial condition required a typed student response after every instance of stimulus presentation and additionally employed fading of textual prompts. The stimulus pairing condition, by contrast, did not require any student responding except in probe trials (identical in both conditions). Participants were college students, and the instructional program targeted facts in Experiment 1 (N=9) and native-foreign intraverbals in Experiment 2 (N=8). Instructional condition did not consistently affect correct responding in probes conducted throughout instruction. On average, however, participants made significantly more correct responses to discrete-trial than stimulus-pairing targets in a portion of immediate posttests and one-week follow-up tests for instructed and emergent responding. Effects on retention may have been partially obscured by differential retention of sets of instructional targets.

Su, H., Li, X., & Zhao, J. (2026). **Learning style-specific discourse patterns in K-12 mathematics classrooms: an-AI based multimodal analysis of 1,136 instructional videos.** *Education and Information Technologies*, 31(10), 3149-3190. <https://doi.org/10.1007/s10639-026-13897-2>

Artificial intelligence can dynamically capture multi-level interactional features in classroom teaching, thereby enabling precise adaptation to students' individual learning needs. Grounded in differentiated instruction theory and informed by the Honey-Mumford learning-styles model, the present study develops a multidimensional analytical framework of "learning style-classroom discourse" and examines the discourse interactional profiles of four learner types—Realistic, Agentic, Reflective, and Philosophical—across three analytical strata: the micro (discourse) level, the meso (behavioral) level, and the macro (lesson-type) level. The empirical dataset derives from multimodal analyses performed by the Classroom Structure-based Multimodel-supported Scoring System (CSMS) on 1,136 routine mathematics lesson videos collected from 83 primary and secondary schools in Guangdong Province. Findings indicate the following patterns. At the micro (discourse) level, the frequency of IRE Basic type, IRE Reflection-Response type, and IRE Follow-up type interaction significantly decreases with increasing grade levels, constrained by factors such as cognitive development, exam-oriented approaches, and curriculum pacing. Agentic learning style positively correlated with IRE Follow-up type interaction, while Philosophical learning style positively correlated

with IRE Basic and IRE Reflection-Response type interactions. At the meso (behavioral) level, Realistic type learners are resistant to extended teacher lecturing and show a preference for spontaneous self-expression; Agentic prefer flexible, dynamic interaction formats; Reflective type require teacher scaffolding to achieve multidimensional dialogue; Philosophical type learners tend to reject non-structured, spontaneous talk. At the macro (lesson-type) level, Realistic and Philosophical learners exhibit differentiated patterns in hybrid and practice-oriented lessons that reflect their cognitive preferences, whereas Agentic learners adapt more readily to the four identified classroom types. This study advances an AI-enabled approach to characterizing the interplay between learning styles and classroom discourse, clarifies how different learner types are adaptively engaged across multidimensional interactional contexts, and offers empirical guidance and practical pathways for deploying intelligent technologies to implement precisely targeted differentiated instruction.

Tang, Y., Liao, L., Wen, C., & Wang, Y. (2026). **One size doesn't fit all: exploring functional expectations and learner typologies for learning analytics in self-regulated learning.** *Education and Information Technologies*, 31(10), 3475-3509.
<https://doi.org/10.1007/s10639-026-13936-y>

This study investigates university students' expectations and evaluations of learning analytics (LA) functionalities in supporting self-regulated learning (SRL). While prior research has emphasized institutional perspectives and technical features, the voices of learners, especially those from non-Western contexts, remain under-explored. Adopting a two-stage mixed-methods design, this study first identified 36 LA functionalities through semi-structured interviews, and then applied Q methodology to uncover five distinct learner typologies: Efficiency-oriented, Intelligently-regulated, Resource-integrative, Externally-driven, and Data-collaborative. Results reveal both areas of consensus, such as the high value placed on difficulty highlights, as well as points of divergence across these five learner types. Features like peer evaluation and attention monitoring elicited polarized responses, suggesting the importance of adaptive and user-centered LA design. This study extends the current literature on learner diversity in LA use by empirically offering a learner-centered, typology-based examination of higher education students' expectations toward LA. Rather than proposing novel algorithms, the findings can help provide insights for the development of personalized, culturally sensitive LA systems in supporting SRL.

Viano, S., & Darling-Aduana, J. (2026). **Culturally Relevant Pedagogy in K-12 Online Learning: A Systematic Review.** *Review of Educational Research*, 96(3), 724-760.
<https://doi.org/10.3102/00346543251320355>

A growing literature examines how online learning can incorporate culturally relevant pedagogy (CRP) to provide high-quality, equitable education to all students with a particular focus on validating and integrating the unique needs and experiences of students from minoritized backgrounds and identities. This systematic review qualitatively analyzes how 42 studies suggest the CRP tenets of academic excellence, cultural competence, and critical consciousness can be incorporated into asynchronous, synchronous, or blended learning overall, by grade level, and online learning modality as well as differences between studies conducted before and during COVID-19. This analysis highlights specific strategies for integrating CRP tenets into online learning with innovative examples from research on how to do so. This synthesis emphasizes the need

for further research on how online learning can integrate critical consciousness, particularly involving students in social justice work and power sharing with students.

Wang, M.-T. (2026). **Developing Digital Self-Regulation in Adolescence: A Developmental Self-Determination Model of Digital Self-Regulation.** *Educational Psychology Review*, 38(1), 86. <https://doi.org/10.1007/s10648-026-10183-y>

Digital technologies, such as social media, messaging, gaming, and emerging AI platforms, are deeply embedded in adolescents' daily lives and shape their learning, social relationships, recreation, and identity development across contexts. In response to concerns about distraction, mental health, and academic engagement, schools and policymakers have increasingly emphasized restrictive approaches to digital use, including smartphone bans and access limitations. Although such policies may reduce short-term exposure, they often overlook adolescents' developing self-regulatory capacities and basic psychological needs for autonomy, competence, and relatedness. Drawing on Self-Determination Theory and developmental science, this article introduces the Developmental Self-Determination Model of Digital Self-Regulation (DSMDS), a conceptual framework that reconceptualizes digital regulation as a developmental, capacity-building process rather than a problem of exposure control. Within DSMDS, digital literacy competence is defined as the knowledge and meaning-making foundation of digital self-regulation, whereas regulatory strategies are the behavioral and contextual tactics through which that understanding is enacted across devices, platforms, and activities. The model further theorizes how autonomy-supportive practices across peer, family, school, and policy contexts may scaffold regulation during periods of ongoing executive function development and how these supports may, under favorable conditions, be internalized over time. Importantly, DSMDS treats such progression as contingent rather than inevitable, emphasizing uneven literacy development, problematic engagement, and contextual pressures as important boundary conditions. The framework provides a developmentally grounded roadmap for research, policy, and educational practice aimed at fostering adolescents' more intentional, context-sensitive, and self-directed engagement with digital technologies.

Xiao, S., & Hu, B. (2026). **Exploring the relationship between ChatGPT use and students' higher-order thinking skills in tertiary education: A case study.** *Education and Information Technologies*, 31(10), 3077-3095. <https://doi.org/10.1007/s10639-026-13909-1>

ChatGPT, as a pedagogically valuable tool, offers a dynamic, interactive, and context-aware conversational experience, closely linked to students' higher-order thinking skills (HOTS). The present study employed a cross-sectional design and used regression analysis to examine the relationship between the frequency of ChatGPT use and students' problem-solving skills, critical thinking, and creativity. Data were collected from a sample of 406 students at Macau University of Science and Technology. The results of the data analysis indicated that the frequency of ChatGPT use significantly improves students' problem-solving skills, critical thinking, and creativity, respectively. Notably, this result revealed a pattern: students who were in the moderate-frequency level scored significantly lower in HOTS than those in the mild or high-frequency groups, emphasizing the crucial role of frequency. These findings offer insights into the relationship between the frequency of ChatGPT use and the development of HOTS, guiding educators to design targeted teaching strategies and facilitate students' effective use of ChatGPT in tertiary education.

Zeng, D., & Liao, H. (2026). **Antecedents of students' feedback engagement: A longitudinal investigation of learner motivation and generative AI-enabled teacher feedback literacy.** *Education and Information Technologies*, 31(10), 3561-3585. <https://doi.org/10.1007/s10639-025-13879-w>

Students' engagement with feedback is critical for learning outcomes, yet the emerging factors that shape such engagement in generative artificial intelligence (GenAI)-integrated instructional settings remain understudied. This study explores the effects of GenAI-enabled teacher feedback literacy and students' defensive image motivation on feedback engagement. By tracking 142 Chinese university students over a 15-week period, intensive longitudinal data regarding their feedback engagement were collected. A two-level model and a multilevel regression analysis were employed to examine the independent and combined effects of contextual factors (e.g., GenAI-enabled teacher feedback literacy) and individual factors (e.g., defensive image motivation) on student feedback engagement. The findings are as follows: (1) GenAI-enabled feedback design has significant positive effects on students' behavioral, cognitive, and emotional engagement, serving as a crucial contextual factor. Feedback relationality has significant positive effects on students' behavioral and emotional engagement but not on cognitive engagement. (2) Defensive image motivation has significant inhibitory effects on students' behavioral and emotional engagement even in the context of AI-automated feedback. (3) Defensive image motivation positively moderates the effect of GenAI-enabled teacher feedback literacy on students' behavioral and emotional engagement. Specifically, GenAI-enabled teacher feedback literacy has a stronger facilitating effect on engagement among students with high defensive image motivation. Implications for feedback practices are also discussed.

Zeyringer, M. (2026). **Les usages et non-usages des IA chez les professeurs des écoles** (Theses, Strasbourg University). Consulté à l'adresse <https://hal.science/tel-05659993>

This thesis examines the uses and non-uses of artificial intelligence (AI) technologies by primary school teachers in France, based on perceived ethical issues. While institutional discourse promotes an « ethical and inclusive » AI, teachers' positions and choices reveal a more nuanced reality, marked by resistance or forms of critical appropriation. Using the UTAUT acceptance model, the sociotechnical framework, and the theoretical framework of problematization, we develop a theoretical model to engage in a situated and dynamic analysis of AI uses in education. A mixed-methods survey was conducted with a sample of French primary school teachers, combining questionnaires with quantitative analysis and in-depth interviews. The results show that ethical considerations—particularly those related to Perceived Risk—significantly influence the intention to use AI. Analysis based on the constructed theoretical model allows us to identify dynamics of problematization of these uses. This work opens up perspectives for training, the « ethical » design of tools, and the development of a reference framework for the uses of AI in education.

Zhang, L., Carter Jr., R. A., Liu, Y., & Peng, P. (2026). **Let's CHAT About Artificial Intelligence for Students With Disabilities: A Systematic Literature Review and Meta-Analysis.** *Review of Educational Research*, 96(1), 215-257. <https://doi.org/10.3102/00346543241293424>

Researchers have explored artificial intelligence (AI) applications across educational contexts; however, there is a lack of meta-analysis focused on students with disabilities (SWDs). This study examined the overall effect of AI-based interventions on SWDs' learning outcomes in 29 (quasi-)experimental studies conducted globally. We used cultural

historical activity theory (CHAT) to explore how the effect was moderated by factors, including participant-, AI-, AI-SWD interaction-, intervention-, and methodology-related characteristics. Results indicated a medium effect (Hedge's $g = 0.588$) of interventions operating through robots, computer software, and intelligent VR systems. There were no statistically significant moderators. Regardless, this study contributes to a holistic understanding of historical dimensions of AI applications for SWDs and offers critical theoretical implications for future investigations. We call for more rigorous research to explore AI that not only ensures accessibility but also promotes opportunities for SWDs to take an agentic role in participating in and contributing to AI-mediated learning activities.

Orientation scolaire et professionnelle

Ali Saadi, M. (2026). **L'entrée au collège : consécration ou redistribution des cartes ? La construction des bouquets éducatifs comme matrice d'inégalités.** In Z. Khelifaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d3u>

Cet article analyse la construction des parcours scolaires à l'entrée au collège en s'appuyant sur une enquête longitudinale conduite dans quatre établissements français aux recrutements socio-économiques contrastés. Le suivi de 571 élèves de la sixième à la cinquième, via l'exploitation systématique des dossiers scolaires sur Pronote, combinée à des entretiens et des observations de terrain, permet d'articuler trois résultats. Pour commencer, les hiérarchies scolaires se stabilisent très tôt et l'appartenance à un établissement constitue le facteur prédictif dominant des trajectoires défavorables, devant la catégorie socioprofessionnelle et le genre. Ensuite, le concept de valeur scolaire construite – agrégat composite de résultats, de dispositions sociales perçues et d'attitudes en classe – fonctionne comme principe opératoire de distribution des ressources éducatives. Et enfin, la distribution des bouquets éducatifs suit et renforce les hiérarchies préalablement construites selon une logique de renforcement cumulatif, dont les formes varient selon les logiques institutionnelles propres à chaque établissement. Ces résultats invitent à reconsidérer les politiques de dispositifs : pensés comme réponses aux inégalités, les bouquets éducatifs fonctionnent souvent comme des matrices qui les reconduisent.

Arnal, C., Rossini, L., Kolinsky, R., Leys, C., & Klein, O. (2026). **How does education influence adolescents' endorsement of conspiracy theories? examining the roles of critical thinking, literacy, justice perceptions and identification with society.** *Social Psychology of Education*, 29(1), 43. <https://doi.org/10.1007/s11218-026-10212-2>

Educational tracks influence students' cognitive and social outcomes, yet its role in shaping susceptibility to conspiracy beliefs remains underexplored. This study examines the relationship between secondary school tracks (general, technical, and vocational) and belief in conspiracy theories in French-speaking Belgium. We hypothesize that students in general education tracks exhibit lower levels of conspiracy beliefs than those in technical and vocational tracks, and that this relationship is mediated by literacy, critical thinking, perceived justice, and societal identification. A cross-sectional study was conducted with 168 adolescents from the Wallonia-Brussels Federation, measuring conspiracy beliefs, critical thinking, literacy, perceptions of justice, and societal identification. Results showed that students in general education tracks reported

significantly lower conspiracy beliefs than their peers in technical and vocational tracks. However, this effect was primarily mediated by societal identification rather than cognitive variables such as literacy or critical thinking. These findings suggest that educational tracking not only shapes academic skills but also influences students' integration into societal structures. The results highlight the importance of fostering social belonging and perceptions of fairness to mitigate susceptibility to conspiracy beliefs. This study contributes to understanding how stratified educational systems perpetuate social inequalities that shape cognitive and political attitudes. Policy implications include integrating curricula that promote inclusive civic education across all educational tracks.

Atitsogbe, K. A., Mbang, R., & Prévost, V. (2026). **Introduction - Décision et indécision de carrières de la population étudiante.** *L'orientation scolaire et professionnelle*, 55(2), 197-203. <https://doi.org/10.4000/16da5>

Les projets scolaires, universitaires et professionnels contemporains s'élaborent et se mettent en œuvre dans des contextes marqués par l'incertitude, la diversification des trajectoires, la multiplication des transitions, mais aussi l'allongement des parcours et des transformations aux niveaux économique, social et technologique (Cohen-Scali et al., 2018 ; Savickas et al., 2009 ; Schwab, 2017). La prise de décision et l'indécision de carrière occupent une place centrale dans le développement...

Benghali Daeppen, K. (2026). **Recomposition de la segmentation scolaire dans un système à orientation précoce : analyse longitudinale des trajectoires d'élèves après dix ans d'une réforme structurelle dans le canton de Vaud.** In Z. Khelifaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier.* <https://doi.org/10.4000/16d3c>

La segmentation scolaire constitue un processus central de production et de recomposition des inégalités éducatives, en particulier dans les systèmes à orientation précoce. En Suisse, la Loi sur l'enseignement obligatoire (LEO), entrée en vigueur dans le canton de Vaud à partir de 2013, visait à renforcer l'équité du système tout en améliorant son efficacité, en modifiant les modalités de sélection et d'orientation à la fin de l'école primaire, ainsi que la structure du secondaire I, notamment par une réduction du nombre de filières (passage de trois filières hiérarchisées à deux filières avec niveaux dans trois disciplines principales) et un renforcement de leur perméabilité. Notre étude analyse la manière dont cette réforme a reconfiguré les segments scolaires et les trajectoires qui leur sont associées, à partir d'un suivi longitudinal des élèves entre le début de la scolarité obligatoire et la certification en fin de secondaire II. Elle s'appuie sur les données du recensement scolaire vaudois, permettant de comparer plusieurs cohortes avant et après la mise en œuvre de la réforme et d'observer les parcours effectifs sur plusieurs années, en particulier lors des moments clés d'orientation et de transition. Les résultats montrent que la recomposition institutionnelle des filières s'accompagne d'une élévation globale du niveau d'exigence des parcours, traduite par une augmentation significative de la part d'élèves orientés vers les niveaux les plus exigeants et une baisse corrélative des parcours élémentaires. Toutefois, cette amélioration moyenne s'accompagne d'un creusement des inégalités relatives selon le genre, la nationalité et la langue d'enseignement, révélant la persistance de mécanismes de sélection différenciée au sein d'un système formellement plus perméable. L'analyse longitudinale met également en évidence une transformation des formes de segmentation : les réorientations à la baisse d'une filière ou d'un niveau à l'autre se substituent partiellement

au redoublement, produisant des trajectoires plus mobiles mais toujours socialement marquées. Si, à l'inverse, certains élèves parviennent à infléchir leur parcours à la hausse, notamment après une entrée fragile dans le secondaire I, les effets cumulatifs des premières orientations demeurent structurants. Les dispositifs de transition entre l'école obligatoire et la formation postobligatoire (raccordements vers une filière plus élevée, 12^e année certificative, école de la transition) apparaissent comme un segment intermédiaire à part entière, concentrant une part importante des élèves (un tiers) et des inégalités de trajectoires. Leur étude révèle des parcours contrastés selon les profils des élèves et les dispositifs et, oscillant entre fonctions de tremplin vers la certification et logiques de mise à l'écart durable du système de formation. Enfin, l'analyse longitudinale des parcours au secondaire II confirme la persistance de segments fortement différenciés en termes de certification et de stabilité des trajectoires, tant dans les filières générales que professionnelles. Les effets de la réforme sur la réussite existent, mais demeurent socialement et scolairement différenciés. En mettant en évidence les dynamiques de segmentation dans le temps, cette communication montre que les réformes structurelles peuvent simultanément accroître la fluidité des parcours et maintenir, voire déplacer, les lignes de segmentation. Elle invite ainsi à interroger les marges de manœuvre réelles du système scolaire face aux inégalités de trajectoires, en particulier lors des moments charnières d'orientation et de transition.

Boutin, B. (2026). **Le bachelor universitaire de technologie : porte d'entrée vers la poursuite d'études longues pour les étudiants de l'ex-Picardie ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3s>

En 2021, les diplômes universitaires de technologie (DUT) évoluent en bachelor universitaire de technologie (BUT) dont la principale conséquence est le passage de deux à trois années d'études post-baccalauréat. Si la poursuite de droit en master reste exclusive aux titulaires d'une licence, cette évolution intègre un nouveau diplôme universitaire éligible à l'entrée en master. Cette évolution constitue un enjeu important pour l'Université de Picardie Jules Verne (UPJV), qui doit composer avec une population étudiante souvent davantage attirée par des formations courtes de type bac+2, comme les BTS. Le passage à une formation en trois ans représente ainsi un levier pour capter ces étudiants et les inciter à prolonger leur parcours scolaire. L'analyse des données Apogée montre que cet objectif d'ouverture sociale est à nuancer. Bien que la répartition sociale des effectifs des formations généralistes et celle des formations professionnalisantes - BUT et LP - soient apparemment semblables, des différences importantes apparaissent notamment concernant le taux de boursier et le genre. De même, la poursuite en master à l'université est encore peu répandue pour les étudiant·es des filières professionnalisantes. Cette communication s'inscrit dans un travail de thèse commencé en 2025, portant sur les trajectoires des étudiants de filières universitaires professionnalisantes.

Butzbach, M. (2026, juin 23). **Partir ou rester, le dilemme des lycéens en milieu rural au moment de Parcoursup**. Consulté 24 juin 2026, à l'adresse Alternatives Économiques website: <https://www.alternatives-economiques.fr/partir-ou-rester-le-dilemme-des-lyceens-en-milieu-rural-au-moment-de-parcoursup>

A la campagne, certains élèves rêvent de partir étudier « à la ville », d'autres ne se voient pas quitter leur territoire. Des projets de vie qui influencent les choix d'orientation.

Cournoyer, L., Lachance, L., & Martinez, É. (2026). **Parcours et processus de prise de décision de carrière de jeunes femmes inscrites dans des programmes en sciences, technologies, ingénierie et mathématiques (STIM).** *L'orientation scolaire et professionnelle*, (55/2), 291-325. <https://doi.org/10.4000/16da9>

Les carrières en STIM sont essentielles pour le développement économique et social, et la sous-représentation des filles dans ces disciplines est préoccupante. Malgré de nombreuses recherches sur les facteurs liés à leur intérêt pour les STIM, peu d'études qualitatives s'intéressent à la dynamique interactive et évolutive des facteurs intrapersonnels, interpersonnels et extrapersonnels qui façonnent leurs choix de carrière. Cette étude qualitative explore le parcours de 21 étudiantes universitaires québécoises en STIM, en analysant les expériences marquantes de leur enfance, adolescence et entrée dans l'âge adulte, et leur incidence directe ou indirecte sur leur orientation. Les résultats révèlent que l'enfance est marquée par des intérêts personnels et des modèles familiaux, l'adolescence par l'école, les relations de soutien et l'amorce de projections professionnelles, et l'âge adulte par des ajustements identitaires, des engagements scolaires et des expériences de terrain. Les résultats illustrent comment les stéréotypes, l'auto-efficacité, le soutien relationnel et les environnements éducatifs façonnent l'engagement des femmes en STIM. L'étude inspire des pistes concrètes pour les personnes enseignantes et conseillères d'orientation, les institutions éducatives et les décisions politiques, en faveur d'actions soutenant l'inclusion, la persévérance et l'épanouissement des femmes dans ces domaines encore marqués par des inégalités de genre.

De Gioannis, E. (2026). **Gender and academic intentions: the role of high school, self-concept and gender stereotypes.** *Social Psychology of Education*, 29(1), 46. <https://doi.org/10.1007/s11218-026-10210-4>

Despite women being frequently overrepresented in higher education, their presence across various disciplines is not balanced. They are particularly overrepresented in the humanities and underrepresented in scientific courses. The aim of this study is to examine the contribution of several factors in explaining the gender gap in major intentions in these two domains, including gender-science stereotypes, self-concept, and agentic and communal goals. The study was conducted on a sample of 400 high school students in Italy, a particularly relevant context given the specialization of high schools into either a scientific or humanistic curriculum. The results suggest that, for both STEM (Science, Technology, Engineering and Math) and the humanities, self-concept and high school track are significantly associated with students' intentions and largely explain the existing gender differences. Implicit stereotypes are also associated with intentions, but only for young women in science-oriented schools. The implications of these findings, as well as the heterogeneity of these patterns within STEM and humanities disciplines, are discussed.

Fruehwirth, B., & Stoeger, H. (2026). **Horizontal and vertical occupational gender segregation in German occupational orientation textbooks.** *Social Psychology of Education*, 29(1), 56. <https://doi.org/10.1007/s11218-026-10219-9>

Women continue to predominate in healthcare, early education, domestic work (HEED), and service occupations, whereas men dominate in science, technology, engineering, and mathematics (STEM) and skilled trades occupations globally. Educational materials can influence adolescents' career aspirations and play a crucial role in reinforcing or challenging occupational segregation. Although previous studies have documented

gender representation in textbooks broadly, analyses of occupational orientation materials that examine both horizontal and vertical segregation in a differentiated manner are lacking. We analyzed 19 German secondary school textbooks from subjects focused on occupational orientation (Economics and Careers and Economics and Communication), assessing the gender distribution across different occupational domains and hierarchical levels in 1,195-character portrayals (959 textual, 236 visual). Results revealed that women were depicted significantly less frequently than men overall, primarily due to textual representations. Regarding horizontal segregation, women were overrepresented in HEED/service occupational roles (64.0%), while men dominated STEM/skilled trades occupational roles (77.9%). Vertical occupational segregation was only found in textual representations. Within female-dominated occupational domains, women were disproportionately represented in low-status roles, comprising 78.7% of characters at that level. Within male-dominated occupational domains, men were significantly overrepresented across all hierarchy levels, with the disparity being most pronounced at the lowest hierarchy level, where no women were depicted. These results suggest the need to revise educational materials, offering a constructive perspective for creating more equitable gender representations in occupational fields that can genuinely expand adolescents' career horizons.

Gautier-Touzo, L. (2026). **Un même diplôme, des parcours en silo ? Les inégalités face aux changements de spécialité à l'entrée en STS.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3o>

Granato, M., Bör, N., & Beckmann, J. (2026). **Trajectoires vers une formation en alternance : la segmentation des métiers de formation en alternance – quel choix professionnel ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3v>

Guichard-Ménard, A. (2026). **Le projet professionnel à l'épreuve de la sélection-orientation à l'université : Usages différenciés de l'orientation « par projet » au fil des parcours d'études.** *Éducation & formations*, 109(1), 93-115. <https://doi.org/10.48464/ef-109-05>

Cet article analyse la place et les usages du projet professionnel dans les parcours d'orientation et de réorientation des étudiants, en l'inscrivant au cœur des mécanismes contemporains de sélection-orientation à l'université. Il s'appuie sur une méthode mixte combinant l'exploitation de l'enquête Conditions de vie des étudiants de l'Observatoire de la vie étudiante (2020) et des entretiens biographiques menés auprès d'étudiants en licence ayant connu ou envisagé des réorientations. Les résultats montrent une présence diffuse mais structurante du projet professionnel dans les motifs d'orientation et de réorientation, particulièrement marquée dans les filières universitaires. Ils mettent également en évidence que le projet professionnel intervient le plus souvent a posteriori des réorientations et fonctionne comme un opérateur de mise en sens des parcours d'études, notamment lorsqu'ils sont contraints par la sélection en cours d'études. L'article souligne enfin que la capacité à se projeter professionnellement se construit progressivement au fil des expériences de formation, produisant des effets subjectifs différenciés selon les ressources sociales et scolaires des étudiants.

Jaegers, D., Baisi, A., Passarello, M., & Benyekhle, H. (2026). **Poursuivre ou non les mathématiques dans l'enseignement supérieur ?** *L'orientation scolaire et professionnelle*, (55/2), 359-389. <https://doi.org/10.4000/16dab>

La présente recherche s'intéresse aux aspirations aux études supérieures des filles qui, en dernière année de l'enseignement secondaire, ont choisi un cours intensif de mathématiques (six heures hebdomadaires min.) en Fédération Wallonie-Bruxelles. À partir d'entretiens semi-directifs auprès de 20 participantes, l'étude examine la manière dont elles vivent ce cours et en quoi cette expérience participe à la construction de leurs aspirations à poursuivre (ou non) vers des filières à forte composante mathématique dans l'enseignement supérieur. Les résultats apportent un éclairage qualitatif permettant de mieux comprendre la manière dont les filles vivent et perçoivent la complexification des contenus mathématiques et la confrontation à des tâches exigeantes mobilisant autonomie et persévérance. Les filles qui projettent de poursuivre les mathématiques s'appuient sur une image positive d'elles-mêmes et développent un attachement à la discipline, nourri par le plaisir de relever ces défis intellectuels. Celles qui aspirent à d'autres filières peinent à en percevoir l'utilité, expriment une peur de l'échec, voient leur confiance fragilisée et adoptent une conception fixiste de leurs capacités mathématiques. Le rôle des enseignant·es et la persistance du stéréotype du « don » en mathématiques associé aux garçons apparaissent également essentiels pour comprendre ces parcours contrastés.

Johnston, K., Meer, J., & Serra, D. (2026). **Shaping Major Choice: The Role of High School Counselors** (Working paper N° 35365). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35365>

Existing studies show that high school counselors can significantly influence students' graduation rates and college enrollment; less is known about their ability to direct students toward particular fields of study. We evaluate an information intervention aimed at increasing counselors' awareness of economics, a major often associated with misconceptions about its content and career opportunities, and characterized by substantial under-representation of women and racial and ethnic minorities. Counselors from randomly selected Texas high schools were invited to participate in a one-day information workshop on the economics major. We evaluate the impact of the intervention on students' major preferences and outcomes using application and admissions data from a large public university attended by many graduates from the treatment schools, as well as enrollment and course-taking records from the Texas Education Research Center. The intervention led to substantial increases in interest in economics at the college application stage, particularly among high-achieving women, but did not lead to significant changes in college major outcomes. We conclude that high school counselors can play an important role in shaping students' field-of-study preferences, but translating preferences into enrollment requires additional exposure and reinforcement.

Kinnig, T., Rohmer, O., Timera, A., & Sanrey, C. (2026). **Poursuivre ses études à l'université : qu'en disent les étudiant·es en situation de handicap invisible ?** *L'orientation scolaire et professionnelle*, (55/2), 265-290. <https://doi.org/10.4000/16da8>

Alors que les personnes étudiantes en situation de handicap sont de plus en plus nombreuses à accéder à des études supérieures, le niveau de diplôme et l'accès à l'emploi restent encore insatisfaisants. L'objectif de cette étude est d'identifier les

barrières et les leviers dans le parcours académique de cette population, en se focalisant sur la question du handicap invisible, encore peu documentée. Nous avons mené 15 entretiens semi-directifs auprès d'étudiant·es en situation de handicap invisible, en nous focalisant sur les événements vécus comme leviers ou barrières dans leur parcours universitaire. Les résultats soulignent l'importance pour les étudiant·es concerné·es de se sentir soutenu·es, tant par l'institution (e.g., aménagements) que par l'entourage (personnels enseignants, pairs). Ces éléments suggèrent des leviers indispensables pour permettre à ces personnes d'aller au bout de leur parcours académique et opérer des choix de carrière plus larges que ce que la société pourrait prescrire (e.g., accéder aux débouchés en lien avec les diplômes obtenus).

L'accès au bac stagne, les inégalités entre catégories sociales persistent. (s. d.). Consulté 1 juillet 2026, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/acces-bac-inegalites-sociales>

Après plusieurs décennies d'augmentation, le taux d'accès au bac ne progresse plus. Alors que près de 90 % des enfants de cadres ou de professions intermédiaires obtiennent le bac, ce n'est le cas que de 70 % des enfants d'ouvriers ou d'employés. Extrait du Centre d'observation de la société.

Legrand, C. (2026). **Recrutement en première année de master : Le déficit d'attractivité n'explique pas seul les places restées vacantes.** *Éducation & formations*, 109(1), 69-91. <https://doi.org/10.48464/ef-109-04>

La mise en place de la plateforme Mon Master pour la rentrée 2023 change la donne du recrutement en première année de master. En permettant plus de visibilité de l'offre de formation et en simplifiant les démarches pour les candidats et les formations, ce nouveau dispositif doit permettre, selon le ministère chargé de l'enseignement supérieur et de la recherche, une meilleure allocation des places disponibles. Pourtant, à l'issue de la phase principale de recrutement, des places sont vacantes. En nous appuyant sur l'Open data national rassemblant les candidatures en master, ainsi que sur les données d'un établissement pour une dimension plus qualitative, nous cherchons à comprendre pourquoi certains masters peinent à remplir leurs rangs et où se situent les facteurs explicatifs, en nous focalisant sur deux pistes : celle du manque d'attractivité et celle des stratégies de sélection des formations lors de l'étude des candidatures. Ainsi, nous observons que l'attractivité des formations n'explique pas totalement l'hétérogénéité des situations en matière de remplissage des capacités d'accueil et que les mentions les plus attractives tirent leur épingle du jeu en attirant et en retenant les candidatures les mieux classées dès la phase principale.

Leroux, B. (2026). **Parcours scolaires de l'entrée en seconde professionnelle aux premières années dans le supérieur des élèves qui se sont présentés au DNB en 2019.** *Note d'Information*, (26.24), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/parcours-scolaires-de-l-entree-en-seconde-professionnelle-aux-premieres-annees-dans-le-superieur-des-505016>

À la rentrée 2019, 169 700 élèves sont scolarisés en seconde professionnelle après s'être présentés aux épreuves écrites du diplôme national du brevet (DNB) l'année scolaire précédente.

Massavie, L. (2026). **Les portraits, une expérimentation pour (re)tracer les parcours des CAP et bac pro « commerce et vente ».** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de*

formation et d'emploi: quelles marges de manoeuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal, 11-12 juin 2026, Montpellier.
<https://doi.org/10.4000/16d3d>

Merlin, F. (2026). **Les quotas, Parcoursup et le privé : La mutation du recrutement en STS à l'origine de nouvelles segmentations de la filière.** *Éducation & formations*, 109(1), 41-68.
<https://doi.org/10.48464/ef-109-03>

Cet article examine la reconfiguration récente du recrutement des néo-bacheliers en section de technicien supérieur (STS) et particulièrement des bacheliers professionnels. Dans un contexte marqué par une série de réformes visant à accueillir la troisième vague de massification de l'enseignement supérieur, on assiste à une focalisation des poursuites d'études de bacheliers professionnels vers les STS : elle s'explique par l'introduction de quotas leur réservant des places dans cette filière, ainsi que par l'extension des mécanismes de sélection à l'entrée de l'université qui tendent à les en éloigner. À partir d'une comparaison entre les données de l'application Admission-Post-Bac en 2014 et celles de Parcoursup en 2018, l'article montre un renforcement récent des segmentations internes à la filière STS, entre secteur public et privé d'une part et entre les domaines de spécialité d'autre part.

Merlin, F., & Robert, A. (2026). **Achever ses études dans l'enseignement privé : évolutions des trajectoires et conséquences à l'insertion.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi: quelles marges de manoeuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal, 11-12 juin 2026, Montpellier.*
<https://doi.org/10.4000/16d3p>

Pélissier, C. (2026). **Représentations de l'Intelligence Artificielle générative chez les étudiants en BUT MMI : tensions et opportunités pour une trajectoire professionnelle.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi: quelles marges de manoeuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal, 11-12 juin 2026, Montpellier.*
<https://doi.org/10.4000/16d3t>

Cette recherche examine les représentations sociales de l'intelligence artificielle générative (IAg) chez des étudiants se destinant aux métiers du numérique. Depuis l'ouverture au public de ChatGPT en 2022 et l'essor rapide de nombreux robots conversationnels, ces technologies transforment les pratiques professionnelles et interrogent les pratiques enseignantes et professionnelles nécessaires à l'insertion sur le marché du travail. Dans ce contexte, l'étude vise à identifier les tensions et les opportunités associées à l'IAg dans les trajectoires professionnelles envisagées par les futurs professionnels du numérique. L'enquête repose sur un questionnaire administré à 43 étudiants de première année de bachelor universitaire de technologie (BUT) Métiers du Multimédia et de l'Internet (MMI) de l'IUT de Béziers. Les résultats montrent que les étudiants développent une représentation ambivalente de l'IAg. D'un côté, ils soulignent ses apports en matière d'efficacité, d'accès à l'information, de créativité et d'assistance dans diverses activités académiques, personnelles ou professionnelles. L'IA apparaît ainsi comme un outil d'aide susceptible d'accompagner les pratiques et d'optimiser certaines tâches. De l'autre, plusieurs inquiétudes émergent, notamment concernant la fiabilité des réponses générées, les risques de perte de compétences humaines ou encore les transformations du marché de l'emploi. Ces résultats soulignent l'importance, à l'université, de développer des innovations techniques pour une sensibilisation aux

changements de pratiques professionnelles et d'en comprendre les implications techniques, sociales et éthiques.

Perron, J.-F., Masson, S., & Picard, F. (2026). **Indécision, fonctions exécutives et TDA/H : une étude exploratoire auprès d'adolescent es québécois es.** *L'orientation scolaire et professionnelle*, (55/2), 235-264. <https://doi.org/10.4000/16da7>

Cette étude transversale exploratoire examine l'indécision vocationnelle (IV) à l'adolescence dans une perspective neurocognitive et inclusive, en tenant compte des fonctions exécutives (FE) et du TDA/H. Deux objectifs sont poursuivis : (1) analyser les effets du sexe, du niveau scolaire et du TDA/H sur les dimensions de l'IV ; (2) tester un modèle explicatif de l'IV inspiré du modèle neurocognitif intégrant un facteur latent de FE. Un total de 364 élèves du secondaire a complété la version abrégée de l'Épreuve de Décision Vocationnelle – 9S et le Wisconsin Card Sorting Test. Les analyses montrent que l'IV varie selon le niveau scolaire et le sexe, et que les élèves avec TDA/H rapportent davantage d'anticipations pessimistes et d'obstacles externes. Le modèle testé par modélisation par équations structurelles indique que l'IV est principalement associée au manque de développement vocationnel et au manque de méthode de décision, tandis que les FE n'exercent pas d'effet direct significatif. Les résultats suggèrent que les difficultés vocationnelles à l'adolescence relèvent peut-être davantage de facteurs développementaux et décisionnels que des performances exécutives, tout en soulignant l'importance de considérer le TDA/H dans l'évaluation et l'accompagnement en orientation.

Peterson, M. E., Miller, H. A., Hernandez, P. R., Woodcock, A., & Schultz, P. W. (2026). **Culturally responsive teaching can protect STEM identity among underrepresented students.** *Social Psychology of Education*, 29(1), 54. <https://doi.org/10.1007/s11218-026-10224-y>

While the disparity is narrowing, Hispanic/Latinx students remain underrepresented in science, technology, engineering, and mathematics (STEM) majors. Prior research has shown that STEM identity is an important predictor of a sense of belonging and persistence for underrepresented minorities in STEM. Guided by social identity theory, the present study examined how culturally responsive teaching practices (CRTP) interact with negative ingroup stereotype endorsement and ethnic identification to predict STEM identification among a sample of 349 Hispanic/Latinx undergraduates across 12 Hispanic-Serving Institutions on the West Coast of the United States. Results indicated significant positive main effects of CRTP and ethnic identity on STEM identity. Additionally, CRTP moderated the relationship between students' ethnic and STEM identities; ethnic identity was positively related to STEM identity among students reporting average or high perceived CRTP in their undergraduate courses, but not among those reporting low CRTP. Negative ingroup stereotype endorsement was negatively related to STEM identity at the bivariate level, but the association was no longer significant in the interaction model including CRTP and ethnic identity. Overall, these findings suggest that CRTP could be an identity-relevant contextual factor in which underrepresented students' ethnic and STEM identities are more strongly aligned.

Prévost, V., Savard, R., & Goyer, L. (2026). **Les émotions pour éclairer la prise de décision de carrière.** *L'orientation scolaire et professionnelle*, (55/2), 205-233. <https://doi.org/10.4000/16da6>

La prise de décision de carrière représente un défi pour les jeunes en fin de parcours scolaire qui doivent déterminer la suite de leur cheminement scolaire ou professionnel. Plusieurs émotions accompagnent cette prise de décision, particulièrement à l'adolescence, période durant laquelle elles sont accentuées. Ces émotions peuvent représenter un levier important à considérer pour soutenir la prise de décision de carrière. Cet article vise à analyser l'expérience émotionnelle des élèves en dernière année du secondaire au cours de leur processus décisionnel de carrière. Il s'appuie sur des résultats empiriques issus d'une étude mixte menée au Canada. À partir d'entrevues semi-dirigées réalisées auprès de 12 élèves québécois âgés de 16 et 17 ans, une analyse par catégories conceptualisantes met en lumière la contribution des émotions positives et négatives au processus décisionnel de carrière des élèves. Cette analyse de l'expérience émotionnelle permet l'émergence du concept d'émotivaction, qui articule les liens entre émotions et actions mobilisées pour clarifier le choix de carrière. L'étude dégage également des pistes d'intervention pour le counseling de carrière.

Rossignol-Brunet, M. (2026). **Faire ses humanités : Orientations étudiantes dans les filières littéraires et de sciences humaines** (OVE (Observatoire de la vie Étudiante), Éd.). Consulté à l'adresse <https://www.vie-publique.fr/catalogue/302938-faire-ses-humanites>
Dans un contexte de transformation massive de l'accès à l'enseignement supérieur, où l'université, sous-dotée, est de plus en plus associée à une filière de relégation, et où les licences en humanités restent perçues comme peu adaptées aux attentes du marché du travail, cet ouvrage a pour ambition d'éclairer sur les mécanismes d'orientation dans ces filières, qui attirent pourtant chaque année plus de 100 000 néobacheliers. En abordant les thèmes de la diversité des publics étudiants, de l'orientation contrariée, de la sélection, de la segmentation des formations ou encore des réorientations, le cas de l'orientation dans les filières en humanités se veut alors un miroir grossissant de ce que s'orienter à l'université signifie, et du rôle primordial de cette dernière dans l'accès aux études supérieures.

Vallée, B., Louvet, E., Bagot-Renault, S., Marie, C., & Hamel, J.-F. (2026). **Perspectives et connaissances des mondes professionnels : un cours de carrière développant les compétences de hasard planifié**. *L'orientation scolaire et professionnelle*, (55/2), 327. <https://doi.org/10.4000/16daq>

Selon la Théorie du Hasard Planifié, les événements imprévus dans les trajectoires professionnelles sont autant d'opportunités de carrières. Les individus gagneraient donc à être réceptifs aux événements imprévus, sinon même à les générer. Dans cette continuité, les conseiller·ères d'insertion et d'orientation pourraient accompagner les individus à développer des compétences de hasard planifié (curiosité, persévérance, flexibilité, optimisme et prise de risque) leur permettant de reconnaître les possibilités offertes par le hasard, d'adopter des comportements propices à en engendrer davantage, et de transformer ces événements imprévus en opportunités de carrières. Nous créons, déployons et évaluons les effets d'un cours de carrière favorisant le développement de ces compétences de hasard planifié auprès de 214 étudiant·es en Licence 2 de psychologie de l'Université de Rouen-Normandie. L'évaluation pré-post (janvier à avril-mai) montre une amélioration des cinq compétences de hasard planifié, et suggère un rapport plus clair et optimiste quant à leurs futures opportunités académiques et professionnelles. Une analyse en cluster montre que les effets de l'intervention sont d'autant plus positifs que le niveau de compétences de hasard planifié pré-intervention est faible.

Vancoppenolle, D. (2026). **La linéarité comme norme ? Parcours des étudiants français en premier cycle.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d2z>

Dans la continuité des travaux sur les transitions secondaire-supérieur, cette étude interroge l'évolution des formes prises par les parcours en premier cycle et les dynamiques différenciées de réussite et d'échec. Nous analysons la manière dont les inégalités sociales, géographiques et genrées préexistantes structurent les choix d'orientation et les trajectoires étudiantes dans l'enseignement supérieur français. Les configurations des parcours dans l'enseignement supérieur (linéaires, réorientations, interruptions) sont étudiées selon qu'elles conduisent ou non à une diplomation. L'analyse s'appuie sur un appariement de sources statistiques nationales exhaustives couvrant la dernière décennie : les données des plateformes d'Admission post-bac (APB) et Parcoursup, ainsi que les remontées administratives du Système d'information sur le suivi de l'étudiant (SISE). Le suivi longitudinal, rendu possible par l'identifiant national étudiant (INE), est exploité au moyen de méthodes d'analyse de séquence. Cette approche permet de modéliser la succession des états institutionnels pour des cohortes de néobacheliers, en intégrant des variables socio-scolaires : professions et catégories socioprofessionnelles (PCS) du ménage, série et mention au baccalauréat, de même que genre et typologie du territoire d'origine. Les résultats permettent de mettre en évidence la diversité et la différenciation des parcours, ainsi que les différentes formes de réussite en envisageant ces bifurcations étudiantes comme de potentielles stratégies d'adaptation.

Vercelli, M., & Bertolini, S. (2026). **L'orientation scolaire face à la segmentation éducative : dynamiques d'aspiration et différenciation des parcours dans le contexte piémontais.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d34>

Cette communication analyse le rôle de l'orientation dans la construction des aspirations scolaires et professionnelles des élèves du secondaire, dans un contexte italien marqué par une forte segmentation éducative. À partir du cas du projet PNRR-OrientaUnito, mis en œuvre par l'Université de Turin dans la région du Piémont, elle examine dans quelle mesure un dispositif d'orientation peut infléchir les intentions de poursuite d'études et renforcer la conscience des ressources mobilisables pour affronter les choix futurs. L'analyse repose sur une approche quantitative longitudinale fondée sur des questionnaires administrés en entrée et en sortie de parcours auprès d'élèves scolarisés dans les lycées, instituts techniques et instituts professionnels, au cours des années scolaires 2023-2024 et 2024-2025. Les résultats montrent que les aspirations scolaires demeurent fortement différenciées selon le type d'établissement fréquenté, le genre et le niveau d'instruction des parents. Le dispositif tend surtout à réduire l'indécision et à améliorer l'accès à l'information ainsi que la perception des ressources personnelles et scolaires, plutôt qu'à transformer en profondeur les choix d'orientation. Les effets observés sont plus marqués chez les élèves déjà prédisposés à envisager la poursuite d'études, en particulier dans les lycées. L'orientation apparaît ainsi comme un levier utile pour élargir les options perçues et soutenir la capacité d'aspiration, mais dont la portée reste limitée face à des hiérarchies scolaires et sociales préexistantes.

Wacogne-Triplet, L. (2026). **Les mobilités ascendantes des aides-soignantes : le secteur d'exercice comme révélateur de cheminements différenciés ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d2r>

Les mobilités externes des aides-soignantes suscitent des inquiétudes institutionnelles croissantes. Leurs possibilités de carrières demeurent un axe de réflexion longuement cité (Cour des comptes, 2021) afin d'améliorer l'attractivité du métier et faire face aux besoins en main-d'œuvre. Leurs trajectoires professionnelles restent néanmoins insuffisamment documentées, souvent en marge de recherches plus générales et/ou uniquement en milieu hospitalier (Lert et al., 1997 ; Arborio, 2012). Nous proposons donc d'étudier les mobilités ascendantes des aides-soignantes, ce « métier de femmes » (Perrot, 1987), à travers la notion d'espace des possibles professionnels, c'est-à-dire l'ensemble des positions professionnelles jugées possibles, accessibles, voire souhaitables, par les individus. Nous faisons l'hypothèse que le secteur d'exercice constitue un prisme analytique particulièrement fécond pour en rendre compte. Pour opérationnaliser cette notion d'espace des possibles, nous proposons de l'appréhender ici sous l'angle des mobility pathways (Mouw, Kalleberg & Schultz, 2024). Adoptant une méthode mixte, nous articulons ici des données quantitatives longitudinales provenant d'une base administrative, le panel Tous salariés et un matériau qualitatif. Cette communication présentera le profil des travailleuses selon leur secteur d'entrée, puis les mobilités ascendantes associées aux secteurs considérés (sanitaire, vieillissement, handicap, domicile), enfin nous nous focaliserons sur un cheminement possible au sein de ces mobility pathways : la mobilité ascendante vers le métier d'infirmière.

Politique de l'éducation et système éducatif

A. C. K. International & AUF : Agence universitaire de la Francophonie. (2026). **Apprendre : Éclairer les politiques éducatives par la recherche : apports, défis et enseignements de 46 projets**. Consulté à l'adresse AUF : Agence universitaire de la francophonie website: <https://apprendre.auf.org/wp-content/uploads/2026/05/eclairer-politiques-educatives-recherche-apprendre-46-projets.pdf>

Alì, M. (2026). **Les politiques de scolarisation pour l'Outre-mer. Marginalisations, revendications, enjeux et défis**. *Conférences Guyanaïses de Pégase*. Consulté à l'adresse <https://hal.science/hal-05660954>

En prenant appui notamment sur des terrains tels que la Guyane et la Polynésie française, cette conférence proposera une réflexion générale sur les politiques de scolarisation dans les Outre-mer. En France, les politiques éducatives constituent un sujet majeur de l'activité gouvernementale et mobilisent une part importante du budget de l'État. Cependant, les enquêtes internationales montrent que ces efforts restent encore insuffisants, notamment dans les Outre-mer, et de nombreux observateurs soulignent la persistance de difficultés éducatives particulièrement préoccupantes. Les raisons en sont multiples : aux limites des investissements et des moyens disponibles s'ajoutent d'autres obstacles, de nature épistémologique et administrative qui peuvent générer des incompréhensions ou des tensions, notamment autour des questions liées à l'identité culturelle des élèves et à l'exercice du métier enseignant. Les politiques éducatives conduites dans les Outre-mer peinent parfois à prendre pleinement en compte les

apports récents de la recherche, notamment dans le domaine des neurosciences - par exemple en chronobiologie - et des sciences sociales, en particulier en psychologie, sociologie et, plus largement d'autres contextes postcoloniaux comparables.

Bachand, C.-A. (2024). **L'usage exclusif des données probantes en éducation : sursimplification et aveuglements.** In *Le PL23 et l'INEE : excellence ou standardisation en éducation ? Réserves et propositions d'universitaires*. Consulté à l'adresse <https://hal.science/hal-05625882>

Bakni, M., & Dupouy, A. (2026). **Dual Higher Education in Denmark.** *European Scientific Journal for Dual Higher Education*, 2(1), 49-61. <https://doi.org/10.82321/01dhbw-24m66>

Denmark's education system is frequently characterised by its flexibility and permeability, enabling progression between vocational and academic pathways. Within this context, elements of dual learning are embedded at multiple levels, including professional higher education and selected university programmes. This article examines the legal, structural, and institutional foundations of Dual Higher Education (DHE) in Denmark. Drawing on a qualitative document analysis of national legislation, policy documents, and institutional use cases, the study analyses how dual principles are framed in law and implemented in practice. The article reviews the literature on dual education models and explores the legislative framework that shapes vocational and higher education. It also considers dual education pathways and institutional practices through selected case examples, highlighting how regulatory structures interact with institutional strategies to combine workplace-based learning and academic instruction across different educational tracks. The analysis reflects on the transferability of the Danish model and identifies key factors that influence the implementation of dual learning in higher education

Ballesteros, A., Cueto, S., Porras, Y., & Sugimaru, L. (2026). **Catastrophes et éducation en Amérique latine et dans les Caraïbes : impacts, défis et opportunités pour la résilience.** Consulté à l'adresse https://www.gpekix.org/sites/default/files/2026-06/Reporte-AdaptED_Frances-5_1.pdf

Benghali Daeppen, K. (2026). **Recomposition de la segmentation scolaire dans un système à orientation précoce : analyse longitudinale des trajectoires d'élèves après dix ans d'une réforme structurelle dans le canton de Vaud.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d3c>

La segmentation scolaire constitue un processus central de production et de recomposition des inégalités éducatives, en particulier dans les systèmes à orientation précoce. En Suisse, la Loi sur l'enseignement obligatoire (LEO), entrée en vigueur dans le canton de Vaud à partir de 2013, visait à renforcer l'équité du système tout en améliorant son efficacité, en modifiant les modalités de sélection et d'orientation à la fin de l'école primaire, ainsi que la structure du secondaire I, notamment par une réduction du nombre de filières (passage de trois filières hiérarchisées à deux filières avec niveaux dans trois disciplines principales) et un renforcement de leur perméabilité. Notre étude analyse la manière dont cette réforme a reconfiguré les segments scolaires et les trajectoires qui leur sont associées, à partir d'un suivi longitudinal des élèves entre le début de la scolarité obligatoire et la certification en fin de secondaire II. Elle s'appuie sur les données du recensement scolaire vaudois, permettant de comparer plusieurs cohortes avant et après la mise en œuvre de la réforme et d'observer les parcours effectifs sur plusieurs

années, en particulier lors des moments clés d'orientation et de transition. Les résultats montrent que la recomposition institutionnelle des filières s'accompagne d'une élévation globale du niveau d'exigence des parcours, traduite par une augmentation significative de la part d'élèves orientés vers les niveaux les plus exigeants et une baisse corrélative des parcours élémentaires. Toutefois, cette amélioration moyenne s'accompagne d'un creusement des inégalités relatives selon le genre, la nationalité et la langue d'enseignement, révélant la persistance de mécanismes de sélection différenciée au sein d'un système formellement plus perméable. L'analyse longitudinale met également en évidence une transformation des formes de segmentation : les réorientations à la baisse d'une filière ou d'un niveau à l'autre se substituent partiellement au redoublement, produisant des trajectoires plus mobiles mais toujours socialement marquées. Si, à l'inverse, certains élèves parviennent à infléchir leur parcours à la hausse, notamment après une entrée fragile dans le secondaire I, les effets cumulatifs des premières orientations demeurent structurants. Les dispositifs de transition entre l'école obligatoire et la formation postobligatoire (raccordements vers une filière plus élevée, 12^e année certificative, école de la transition) apparaissent comme un segment intermédiaire à part entière, concentrant une part importante des élèves (un tiers) et des inégalités de trajectoires. Leur étude révèle des parcours contrastés selon les profils des élèves et les dispositifs et, oscillant entre fonctions de tremplin vers la certification et logiques de mise à l'écart durable du système de formation. Enfin, l'analyse longitudinale des parcours au secondaire II confirme la persistance de segments fortement différenciés en termes de certification et de stabilité des trajectoires, tant dans les filières générales que professionnelles. Les effets de la réforme sur la réussite existent, mais demeurent socialement et scolairement différenciés. En mettant en évidence les dynamiques de segmentation dans le temps, cette communication montre que les réformes structurelles peuvent simultanément accroître la fluidité des parcours et maintenir, voire déplacer, les lignes de segmentation. Elle invite ainsi à interroger les marges de manœuvre réelles du système scolaire face aux inégalités de trajectoires, en particulier lors des moments charnières d'orientation et de transition.

Boratav, S. (2026). **Les violences sexistes et sexuelle dans l'Enseignement supérieur et la Recherche : avancées, freins et enjeu pour une politique globale.** *Administration & Éducation*, 190(2), 93-100. <https://doi.org/10.3917/admed.190.0093>

Bourouaha, S. **Proposition de loi visant à réformer les bourses sur critères sociaux et lutter contre la précarité étudiante.** , Pub. L. No. 2710 (2026). https://www.assemblee-nationale.fr/dyn/17/textes/l17b2710_proposition-loi

Boutin, B. (2026). **Le bachelor universitaire de technologie : porte d'entrée vers la poursuite d'études longues pour les étudiants de l'ex-Picardie ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3s>

En 2021, les diplômes universitaires de technologie (DUT) évoluent en bachelor universitaire de technologie (BUT) dont la principale conséquence est le passage de deux à trois années d'études post-baccalauréat. Si la poursuite de droit en master reste exclusive aux titulaires d'une licence, cette évolution intègre un nouveau diplôme universitaire éligible à l'entrée en master. Cette évolution constitue un enjeu important pour l'Université de Picardie Jules Verne (UPJV), qui doit composer avec une population

étudiante souvent davantage attirée par des formations courtes de type bac+2, comme les BTS. Le passage à une formation en trois ans représente ainsi un levier pour capter ces étudiants et les inciter à prolonger leur parcours scolaire. L'analyse des données Apogée montre que cet objectif d'ouverture sociale est à nuancer. Bien que la répartition sociale des effectifs des formations généralistes et celle des formations professionnalisantes - BUT et LP - soient apparemment semblables, des différences importantes apparaissent notamment concernant le taux de boursier et le genre. De même, la poursuite en master à l'université est encore peu répandue pour les étudiant·es des filières professionnalisantes. Cette communication s'inscrit dans un travail de thèse commencé en 2025, portant sur les trajectoires des étudiants de filières universitaires professionnalisantes.

Brudermann, C. (2026, juin 23). **Alliances d'universités européennes : porter des projets communs, un défi linguistique ?** <https://doi.org/10.64628/AAK.pgg5tpd53>

Comment coordonner des formations et des projets de recherche issus d'environnements linguistiques différents ? La question recoupe des enjeux à la fois pragmatiques et stratégiques.

Café pédagogique. (2026, juin 30). **Maths et français au collège : les écarts se creusent entre le privé et le public.** Consulté 30 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/30/maths-et-francais-au-college-les-ecarts-se-creusent-entre-le-prive-et-le-public/>

Avec 3 niveaux du collège évalués sur les 4 existants, la direction de la statistique publique de l'éducation ne manque pas de data sur nos élèves. Que retenir de ces

Canals, V., Groult, S., & Macaire, S. (2026). **Sélection à l'entrée à l'université : Quels effets sur la réussite dans les antennes ?** *Éducation & formations*, 109(1), 15-39. <https://doi.org/10.48464/ef-109-02>

À la fin des années 1980, la carte universitaire se transforme avec l'apparition des antennes universitaires implantées dans les villes moyennes. Les analyses dédiées aux antennes universitaires qui se développent alors montrent un accueil d'étudiants socialement moins favorisés que ceux des universités mères ou une surreprésentation d'étudiants aux caractéristiques scolaires plus faibles, mais leurs résultats divergent sur la question du rôle de l'antenne sur la réussite universitaire. Le nouveau dispositif d'affectation dans l'enseignement supérieur Parcoursup, développé à la suite de la loi Orientation et réussite des étudiants (ORE) en 2018 a-t-il des effets sur la population accueillie et leur réussite dans les antennes ? La comparaison des promotions 2015 et 2018 montre une homogénéisation sociale et scolaire des étudiants accueillis dans les antennes et universités mères, même si les antennes continuent globalement à jouer leur rôle de démocratisation de l'accès à l'enseignement supérieur. En revanche, ce rapprochement des caractéristiques ne semble pas conduire à un effet plus positif des antennes sur la réussite étudiante, mesurée à partir d'un suivi longitudinal des bacheliers entrés en licence.

CEDEFOP : European centre for the development of vocational training. (2026). **Policy approaches to improve VET learner and teacher wellbeing Insights from national policy monitoring and analysis.** Consulté à l'adresse <http://data.europa.eu/doi/10.2801/6062129>

CEDEFOP : European centre for the development of vocational training & OECD : Organisation for Economic Co-operation and Development. (2026). **New fields for apprenticeship: insights for successful expansion of apprenticeships to new sectors and occupations.** Consulté à l'adresse

https://www.cedefop.europa.eu/files/3100_en.pdfhttps://www.cedefop.europa.eu/files/3100_en.pdf

Ce rapport analyse l'extension de l'apprentissage à de nouveaux secteurs et métiers dans plusieurs régions du monde. S'appuyant sur des études issues d'Europe, d'Amérique du Nord et d'Australie, il montre comment ce modèle se développe dans des domaines comme la cybersécurité, la fintech, l'éducation ou la santé. Des exemples sont présentés en Irlande, en Écosse, au Canada, aux États-Unis, en Hongrie, en France, en Allemagne et en Italie, illustrant des contextes nationaux variés. Les résultats soulignent des bénéfices pour les employeurs (réduction des pénuries, productivité), pour les apprenants (meilleure insertion, inclusion, revenus) et pour les systèmes éducatifs. Le rapport insiste aussi sur les conditions de réussite : qualité des formations, capacité d'encadrement, suivi rigoureux et coopération entre acteurs publics et privés.

Checcaglini, A., & Seiller, P. (2026). **Les politiques de formation continue des entreprises en direction des ouvriers : déterminants de l'accès à la formation et effets sur les carrières ouvrières.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ?* : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3g>

Combaz, G. (2026). **L'encadrement intermédiaire au sein du système éducatif français : un « havre de paix et d'égalité ? » : Le cas des chefs d'établissement scolaire dans l'enseignement du second degré.** *Administration & Éducation*, 190(2), 41-47. <https://doi.org/10.3917/admed.190.0041>

Commission européenne, Agence exécutive européenne pour l'éducation et la culture. (2026). **Programme de mobilité universitaire intra-africaine : Selection results 2023-2025 : promouvoir l'apprentissage, les compétences et les échanges à travers l'Afrique.** Consulté à l'adresse <https://data.europa.eu/doi/10.2797/1720799>

Le programme fait partie de l'initiative phare Mobilité des jeunes pour l'Afrique, dans le cadre du Paquet d'investissement UE-Afrique Global Gateway, qui soutient les opportunités de mobilité éducative et la coopération afin de promouvoir l'Afrique comme destination de choix pour les étudiants. Il répond à la demande de compétences de haut niveau dans toute l'Afrique dans les cinq secteurs prioritaires de la stratégie Global Gateway : le climat et l'énergie, les transports, le numérique, la santé, l'éducation et la recherche. L'orientation thématique des projets sélectionnés est également alignée sur les initiatives phares aux niveaux national et régional. Le programme fournit un soutien aux consortiums d'établissements d'enseignement supérieur africains et des bourses pour les stagiaires, étudiants en master 1, doctorants et le personnel universitaire.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026a). **Faire des choix éclairés sur les contenus éducatifs numériques: lignes directrices de l'UE à l'intention des enseignants et des éducateurs.** <https://data.europa.eu/doi/10.2766/4955686>

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026b). **Lignes directrices pour l'enseignement de l'informatique : stratégies pratiques pour les classes européennes.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/7629191>

Ces lignes directrices visent à soutenir les enseignants européens dans l'enseignement de l'informatique en présentant des stratégies pédagogiques concrètes et adaptées aux divers contextes scolaires d'Europe. Il part du constat que l'informatique est actuellement enseignée de manière très variable à travers les États membres de l'Union européenne. L'objectif est de clarifier comment introduire et organiser l'enseignement de concepts fondamentaux en informatique, tout en veillant à ce que cet enseignement soit équitable, engageant et significatif pour tous les élèves. Des approches pratiques sont proposées pour rendre l'apprentissage de l'informatique accessible, en abordant des questions telles que le moment le plus approprié pour introduire certains concepts ou méthodes didactiques, et en soulignant l'importance de favoriser la participation de tous les élèves dans un monde de plus en plus numérique. Le document reconnaît les progrès accomplis en Europe, mais met également en avant des défis persistants, comme la définition d'une vision commune de l'enseignement de l'informatique et l'engagement de chaque élève dans ce domaine.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026c). **Lignes directrices sur l'utilisation éthique de l'intelligence artificielle et des données dans l'enseignement et l'apprentissage à l'intention des éducateurs: mise à jour.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/4376939>

Cottini, E., Ghinetti, P., & Moriconi, S. (2026). **Keeping up with the Joneses? The rise of modern universities and local economic development in Italy.** *Journal of Economic Growth*, 31 (2), 291-347. <https://doi.org/10.1007/s10887-025-09263-5>

This paper uses own built historical register tracing the evolution of Italian higher education from the High Middle Ages to 2010 to analyse the economic effects of the rise of modern universities. The registry data prompts the creation of a panel dataset measuring higher education supply across 110 Italian provinces from 1870 to 2010, which corresponds to the transition from elite to mass higher education in Italy. Our econometric approach combines a fixed effects estimator with Bartik-style instruments that exploit the historical cross-province distribution of higher education institutions in Italy. We find significant economic returns of universities, particularly in synergy with industrialisation, contributing to Italy's transition to sustained growth. Our estimates predict that a province exposed to an average supply (equivalent to 7 universities, approximately) experiences an annual 2% increase in real gross value added per capita compared to a province with a zero supply. We show that about two thirds of these returns arise locally, while the remaining third originates from externalities. We argue that such high local concentration of economic returns contribute to fostering inequalities between small peripheral areas and large university hubs.

Cramarégeas, F., & Drolez, Y. (2026). **L'interdisciplinarité au sein du système éducatif français : prescriptions, applications et représentations.** *Carrefours de l'éducation*, 61 (1), 33-52. <https://doi.org/10.3917/cdle.061.0033>

Depuis 2016, l'interdisciplinarité a trouvé un nouvel élan au sein du système éducatif français grâce aux Enseignements Pratiques Interdisciplinaires (EPI), qui visent à faire «travailler autrement», notamment pour réduire l'échec scolaire. Au travers de ce

dispositif, la mise en œuvre de l'interdisciplinarité s'accélère dans les établissements scolaires, en particulier dans l'enseignement secondaire. En interrogeant différents acteurs de l'éducation, cet article propose un état des lieux des représentations et pratiques de l'interdisciplinarité scolaire. Nous avons combiné des entretiens semi-directifs et un questionnaire, afin de faire émerger une définition du concept en question. Par la suite, nous avons analysé les représentations enseignantes de différents dispositifs interdisciplinaires, ainsi que leur mobilisation « sur le terrain ». Les résultats révèlent une forte approbation de l'interdisciplinarité par les professionnels de l'enseignement, qui – sous différentes formes – la mettent fréquemment en pratique. À cet égard, les projets émergents « de la base » sont davantage plébiscités que les dispositifs institutionnels prescrits selon une modalité descendante.

Curran, F. C., Carlo, S., & Harris-Walls, K. (2026). **Making the Data Visible: A Systematic Review of Systems-Level Data Dashboards for Leadership and Policy in Education.** *Review of Educational Research*, 96(1), 3-52. <https://doi.org/10.3102/00346543241288249>

Systems-level data dashboards, those that provide education data aggregated to or used by leaders from school to state to federal levels, have become increasingly prevalent in the field of education both in the United States and in many education systems worldwide. This study provides a systematic review of the literature on systems-level data dashboards in K–12 schooling. The review demonstrates that research on systems-level dashboards lags that of student and teacher-focused learning analytics dashboards; that academic achievement remains the primary focus of dashboards, but contextual and non-test-score outcomes are now included in many dashboards and that use of dashboards by educators and the public is lower than desired but may be improved through alternative dissemination methods. It also demonstrates that research on the impacts of dashboards is particularly limited, a concern given the potential for unintended negative consequences. The article discusses the need to further incorporate systems-level dashboards into the organizational structures of education systems in order to enhance their utility for improving outcomes. The findings provide insights for stakeholders designing and using dashboards and hold the potential to improve dashboard use and student outcomes.

Dassi, Z. (2026). **Quand les filles réussissent à l'école tunisienne : politique éducative et dynamiques sociales.** *Administration & Éducation*, 190(2), 103-111. <https://doi.org/10.3917/admed.190.0103>

de Hoyos, R., Munteanu, A., & Pop-Eleches, C. (2026). **The Impact of School Grants on Disadvantaged Students: Experimental Evidence from Romania** (Working paper N° 11408). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11408>

This study analyzes the impact of the Romania Secondary Education Project, which was designed to improve student retention, graduation rates and pass rates on a national end-of-high-school exam for low-achievement high schools in Romania. The program was implemented in three waves, September 2017, September 2018, and September 2020, with eligible high schools randomly assigned to each. The study exploits this staggered implementation to measure the project's causal impacts on students. The estimates indicate that the Romania Secondary Education Project had no significant impact on (i) student preferences for attending a program high school, (ii) student retention rates, (iii) high school graduation rates, (iv) enrollment in the post-high school

baccalaureate exam, (v) baccalaureate exam pass rates, or (vi) baccalaureate exam scores. There was a small increase in girls' passing rates (3 percentage points). However, there was little heterogeneity in the null effects by grant size, urban-rural status, student achievement levels, town income levels, and type of curriculum taught.

DEPP. (2026). **Géographie de l'École, édition 2026** (p. 116). Consulté à l'adresse DEPP-MEN website: <https://www.education.gouv.fr/sites/default/files/document/g-ographie-de-l-cole-2026-518669.pdf>

Destiné aux acteurs de l'éducation, chercheurs, décideurs publics et à tous les citoyens, cet ouvrage décrit le système éducatif sous l'angle des comparaisons territoriales.

EACEA : Agence executive : éducation, audiovisuel et culture. (2026). **Erasmus : Global links for a green future: 2021-2027**. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/6750815>

Egorov, G., & Sonin, K. (2026). **An Informational Rationale for Viewpoint Neutrality in Education** (Working paper N° 35351). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35351>

Consider a society that faces uncertainty about a payoff-relevant state and wants to train students to make correct decisions. In educational institutions, students learn from their teachers, but they also get outside information, and later learn from peers. We show that privately Bayesian actions need not be optimal inputs into social learning: when students' actions reflect teacher-side information that is correlated across peers, observing many such actions can give this information excessive social weight. A social planner may therefore optimally reduce the precision of instruction, inducing students to rely more on outside information before their actions become signals for others, and students can end up better informed despite learning less from their teachers. The case for a precision cap is stronger when peer interaction is homophilous, because same-teacher information is more likely to survive aggregation, and weaker when outside information is itself systematically distorted. This provides an informational rationale for viewpoint neutrality as an institutional policy: it limits the social overrepresentation of correlated teacher-side information when students mostly learn from peers exposed to similar sources.

Egyir, J. (2026). **Literacy, numeracy skills and free basic education in Ghana** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341307>

Literacy and numeracy unarguably are at the heart of human and economic development and, as a result, have received widespread attention in recent decades. Yet, there are still issues related to the effective strategies of creating such basic skills. In this paper, I show how a free compulsory universal basic education (FCUBE) policy in Ghana helped improve skills attainment. I employ a difference-in-differences strategy to assess the long-term causal impact of FCUBE using the Ghana Living Standard Survey 2012-2017. Overall, I find that FCUBE increased literacy and numeracy by 4.6 and 3.0 p.p respectively, but had a larger effect for urban and less disadvantaged students, thereby exacerbating inequality in skills attainment. Additionally, my results show that only the lower secondary education, and not primary education, was sufficient to guarantee skills attainment.

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026). **Lignes directrices actualisées pour les enseignants et les éducateurs en matière de lutte contre la désinformation et de promotion de l'habileté numérique par l'éducation et la formation: mise à jour.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/9358888>

Ces lignes directrices, mises à jour en 2026, s'adressent aux enseignants de tous les niveaux d'enseignement souhaitant aider leurs élèves à renforcer leurs compétences en culture numérique et à les utiliser pour faire face au défi croissant de la désinformation. Elles proposent des conseils pratiques applicables en classe, ainsi que des analyses approfondies sur la désinformation, le rôle de l'IA générative, des plateformes de médias sociaux et des influenceurs, et des stratégies pour lutter contre la désinformation, notamment la démystification préventive (« prebunking »). Elles comprennent également des plans de cours et des recommandations destinées aux chefs d'établissement et aux décideurs politiques afin de renforcer la littératie numérique à l'école.

European Commission. Directorate-General for Education, Youth, Sport and Culture, Mulvik, I., Tilbury, D., Baroková, B., Torras Negredo, N., & Zutautaitė, E. (2026). **L'apprentissage au service de la durabilité dans les écoles d'Europe.** <https://doi.org/10.2766/4912013>

L'apprentissage au service de la durabilité dote les apprenants des connaissances, des compétences et des attitudes nécessaires pour créer un avenir plus durable. Il englobe non seulement les connaissances environnementales, mais aussi l'équité sociale, la responsabilité économique, l'action pour le climat, la préservation de la biodiversité et la citoyenneté active. Il favorise l'esprit critique, aide les apprenants à comprendre les liens entre différentes questions et leur permet de mettre en œuvre des actions constructives dans leur vie personnelle, communautaire et professionnelle. Pour la Commission européenne, l'apprentissage au service de la durabilité est un levier essentiel pour atteindre les objectifs de l'espace européen de l'éducation, du plan d'action en matière d'éducation numérique et du pacte vert pour l'Europe. À l'heure où l'Europe est confrontée à des défis mondiaux tels que le changement climatique, la perte de biodiversité, la transition énergétique et l'instabilité géopolitique, l'éducation joue un rôle crucial dans la préparation des citoyens à une société plus verte, plus juste et plus résiliente. Dans le même temps, la Commission met en avant l'employabilité, les compétences numériques, l'enseignement des sciences, des technologies, de l'ingénierie et des mathématiques (STIM), l'équité intergénérationnelle et l'innovation en tant que piliers essentiels, dans le but de doter la main-d'œuvre européenne des compétences nécessaires pour mener à bien la transition écologique, renforcer la primauté technologique et accroître la résilience dans une économie mondiale de plus en plus complexe. L'union des compétences, adoptée par la Commission en mars 2025, définit des mesures visant à renforcer le développement de compétences qui s'alignent sur les transitions écologique et numérique. Elle vise à répondre aux défis émergents et à maintenir la compétitivité sur un marché de l'emploi en mutation rapide, où les travailleurs peinent à s'adapter et où les entreprises sont de plus en plus confrontées à des pénuries de talents. L'apprentissage au service de la durabilité s'aligne étroitement sur les priorités susmentionnées en soutenant le développement de compétences essentielles telles que l'esprit critique, la résolution de problèmes, la collaboration et la pensée systémique. L'apprentissage au service de la durabilité n'a donc rien d'accessoire ni de dispensable; c'est une priorité centrale et transversale qu'il y a lieu d'intégrer dans les programmes, la pédagogie, la direction des écoles, la formation des

enseignants et l'élaboration des politiques. Toutefois, la réalisation de cette ambition reste une gageure. Trop souvent, les systèmes d'enseignement continuent de considérer la durabilité isolément, la confinant à des sujets spécifiques, à des projets périscolaires, à des événements occasionnels ou à des expériences ponctuelles. Il est essentiel de remédier à cette fragmentation afin de doter les jeunes Européens des compétences dont ils auront besoin pour mener à bien une transition juste, écologique et durable et s'y adapter.

European Commission. Directorate-General for Employment, Social Affairs and Inclusion. (2026). **Good for youth, good for business: European alliance for apprenticeships** (p. 98). Consulté à l'adresse Publications office of the European Union website: <https://data.europa.eu/doi/10.2767/9077715>

Ce document présente l'Alliance européenne pour l'apprentissage (EAfA), une initiative visant à renforcer la formation en alternance à travers l'Europe pour lutter contre le chômage des jeunes. Il détaille l'évolution des politiques de l'Union européenne, notamment la stratégie « Union des compétences », qui ambitionne de préparer la main-d'œuvre aux transitions numérique et écologique. Les sources soulignent les avantages de l'apprentissage pour la compétitivité des entreprises, en particulier les PME, tout en favorisant l'inclusion sociale et la mobilité internationale. Le texte met également en avant des collaborations fructueuses avec des partenaires sociaux et des grandes entreprises. Enfin, un bilan des résultats de 2025 illustre l'impact positif de ces programmes sur l'employabilité et le développement de compétences stratégiques.

Gautier-Touzo, L. (2026). **Un même diplôme, des parcours en silo ? Les inégalités face aux changements de spécialité à l'entrée en STS**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d3o>

Glasman, D. (2025a). **Ce que les parents disent à l'institution pour expliquer leur choix d'instruire en famille**. In *L'instruction en famille en France* (p. 539-572). <https://doi.org/10.4000/14trn>

Glasman, D. (2025b). **Méthodologie de mobilisation des données administratives de déclaration d'IEF**. Consulté à l'adresse <https://hal.science/hal-05656914>

Guitton, C. (2026). **Le projet « Réussir Ensemble » porté par ATD Quart Monde : une « troisième chance » pour les recalés de l'école et des politiques jeunes**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d2i>

La sélectivité du système scolaire et des politiques jeunes aboutit à une segmentation en cascade des voies d'accès au diplôme et à l'emploi : la voie royale : enseignement général et supérieur, classes préparatoires, grandes écoles ; la voie de délestage : enseignement professionnel, apprentissage, écoles de production ; la voie de raccrochage : dispositifs de remédiation scolaire et professionnelle dits de seconde chance parce que contre-sélectifs, en réalité de deuxième chance parce que sélectifs ; la voie de rattrapage : expérimentations de troisième chance destinées aux recalés de l'école et des politiques jeunes, à l'exemple du projet « Réussir Ensemble »

initié par le mouvement ATD Quart Monde en région lyonnaise. La nécessité d'une voie de rattrapage (« troisième chance ») s'impose dès lors que les dispositifs de « seconde chance » de la voie de raccrochage s'avèrent être des dispositifs de « deuxième chance » qui reproduisent les logiques de sélection, de normalisation et d'injonction à l'œuvre au sein du système éducatif. La situation est d'autant plus paradoxale qu'il s'agit de dispositifs contre-sélectifs visant à corriger les inégalités scolaires mais dont la mise en œuvre aboutit à réintroduire des formes de sélectivité qui les rendent hors d'atteinte des jeunes les plus vulnérables. Pour tenter de contrarier les logiques de sélection, de normalisation et d'injonction qui traversent le système scolaire et les politiques jeunes, l'expérimentation « Réussir Ensemble » propose à des jeunes en situation de rupture scolaire et sociale et/ou de non-recours aux politiques jeunes (non-accès ou échec), une démarche d'accueil et d'accompagnement individuel et collectif vers l'emploi et la qualification fondée sur les principes d'inconditionnalité, d'inclusion et de participation. À partir d'une lecture institutionnelle, le texte est centré sur l'explicitation des raisons pour lesquelles le projet « Réussir Ensemble » peut s'analyser comme une expérimentation de « troisième chance ».

Klyachko, T. (2026). **Key trends in the development of higher education in 2025** [Working paper]. Consulté à l'adresse Gaidar Institute for Economic Policy website: <https://EconPapers.repec.org/RePEc:gai:ppaper:ppaper-2026-1612>

Over recent years, the higher education system has seen a concentration of student enrollment, student numbers, academic staff, and financial resources in the universities

Krieger, B., Kroll, H., Schubert, T., Strecke, L., & Garcia Chavez, C. (2026). **The differential economic effects of private universities in urban and rural regions** (Working paper N° 26-020). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://EconPapers.repec.org/RePEc:zbw:zewdip:341410>

This paper investigates whether the local economic effects of niche university actors depend on regional context. Focusing on private university campuses in Germany, it exploits their staggered foundation between 1990 and 2020 and estimates their effects using a conditional staggered difference-in-differences design at the postal code level. Campus foundations raise local economic activity, but only gradually, with effects becoming statistically significant after about ten years. The effects are strongest in rural and intermediate regions, while urban regions show no significant effects. This pattern supports the argument that niche universities have greater potential to become significant actors in institutionally thinner rural regions.

Laplanche, B., Doray, P., Lapointe-Garant, M.-P., & Nadeau, V. (2026). **La segmentation scolaire dans le temps : atténuation et accentuation**. In Z. Khelifaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d32>

Notre communication porte sur l'évolution récente de la ségrégation et des inégalités scolaires dans l'enseignement secondaire québécois, ainsi que leurs effets sur l'accès aux études postsecondaires. Cette question suscite un intérêt croissant dans l'action publique en éducation, car elle interroge à la fois l'avenir du système scolaire et les mécanismes de reproduction des inégalités sociales. Au Québec, l'enseignement secondaire se compose de deux ensembles institutionnels : l'enseignement public et l'enseignement privé. Depuis environ 30 ans, la concurrence entre les deux ensembles a

entraîné la segmentation de l'enseignement secondaire en filières hiérarchisées de plus en plus étanches. Cette dynamique est souvent décrite comme l'émergence d'un système à trois vitesses, structuré par la nature de l'établissement que fréquente l'élève, public ou privé, et celle du programme qu'il suit, ordinaire ou particulier. Les conséquences sur la poursuite des études sont majeures : le taux d'accès aux études postsecondaires varie fortement d'une filière à l'autre. Une première recherche menée auprès de la cohorte des élèves inscrits en première année du secondaire en 2002 avait déjà mis en lumière ces écarts. La présente étude reprend l'analyse auprès d'une cohorte plus récente, celle des élèves inscrits en première année du secondaire en 2012. Nos résultats font apparaître l'évolution parallèle de deux mécanismes : les familles à capital scolaire et économique élevé ont accru leur investissement dans les filières pour assurer le succès de leurs enfants, et la massification a entraîné l'augmentation de l'accès aux études postsecondaires des élèves qui fréquentent la filière la moins prestigieuse.

Létroublon, C. (2026). **Les effectifs inscrits en cycle ingénieur en 2025-2026**. Note Flash du SIES, (2026-14). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-inscrits-en-cycle-ingenieur-en-2025-2026-101608>
En 2025-2026, les effectifs en cycle ingénieur atteignent 157 600 étudiants, et sont en légère baisse par rapport à l'année précédente (-0,6 %).

Luskova, M., Buliskeria, N., Elminejad, A., Havranek, T., Irsova, Z., Jurajda, S., & Kapicka, M. (2026). **Publication bias and p-hacking in the effect of COVID-19 on learning** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341461>
We revisit a central estimate in the economics of education: the human-capital loss associated with COVID-19 school closures. Estimates of pandemic learning loss may be affected by publication bias, p-hacking, and the mechanical correlation between standardized effect sizes and their standard errors. We conduct a comprehensive multi-method assessment of bias by applying a wide range of correction techniques, including PET-PEESE, three-parameter selection models (3PSM), Robust Bayesian Meta-Analysis (RoBMA), Meta-Analysis Instrumental Variable Estimation (MAIVE), Right-Truncated Meta-Analysis (RTMA), and multi-bias sensitivity analysis. Our preferred specifications, RoBMA and MAIVE, rely on different assumptions yet converge on an effect size of approximately -0.12 SD, equivalent to a learning loss of about 30% of a school year. Although some methods reveal signs of publication bias and selective reporting, these findings do not explain away the central finding: the COVID-19 learning deficit is economically meaningful and statistically robust.

Marine, P.-P. (2026). **La formation professionnelle initiale : quelles frontières entre système scolaire et mondes du travail ?** [Report]. Consulté à l'adresse IFÉ - ENS de Lyon website: <https://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=158&lang=fr>

Marlat, D., & Nait-Ighil, L. (2026). **Les effectifs étudiants des INSPÉ en 2025-2026**. Note Flash du SIES, 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-etudiants-des-inspe-en-2025-2026-101609>

En 2025-2026, les effectifs des INSPÉ se stabilisent, avec une progression des inscriptions en première année, mais un recul en deuxième année et parmi les fonctionnaires stagiaires.

Merlin, F. (2026). **Les quotas, Parcoursup et le privé : La mutation du recrutement en STS à l'origine de nouvelles segmentations de la filière.** *Éducation & formations*, 109(1), 41-68. <https://doi.org/10.48464/ef-109-03>

Cet article examine la reconfiguration récente du recrutement des néo-bacheliers en section de technicien supérieur (STS) et particulièrement des bacheliers professionnels. Dans un contexte marqué par une série de réformes visant à accueillir la troisième vague de massification de l'enseignement supérieur, on assiste à une focalisation des poursuites d'études de bacheliers professionnels vers les STS : elle s'explique par l'introduction de quotas leur réservant des places dans cette filière, ainsi que par l'extension des mécanismes de sélection à l'entrée de l'université qui tendent à les en éloigner. À partir d'une comparaison entre les données de l'application Admission-Post-Bac en 2014 et celles de Parcoursup en 2018, l'article montre un renforcement récent des segmentations internes à la filière STS, entre secteur public et privé d'une part et entre les domaines de spécialité d'autre part.

Merlin, F., Rossignol-Brunet, M., & Théophile, N. (2026). **Accélération des réformes (2015-2025) : vers une segmentation accrue des publics étudiants : Article introductif.** *Éducation & formations*, 109(1), 7-13. <https://doi.org/10.48464/ef-109-01>

OECD. (2025). **Education at a Glance 2025: OECD Indicators.** <https://doi.org/10.1787/1c0d9c79-en>

OECD : Organisation for Economic Co-operation and Development. (2026). **Ecosystems approach to curriculum change.** Consulté à l'adresse <https://doi.org/10.1787/df1310fd-en>

An ecosystems approach means designing and implementing a curriculum using principles of quality curriculum design, while navigating and responding to the complex dynamics of a variety of concerned and influential parties, to the benefit of student outcomes. Curriculum reform is among the most politically and institutionally demanding forms of education change. This paper argues that reform outcomes depend not only on high-quality and responsible design in the interest of students, but also to a significant extent on the ecosystem in which they are interpreted and enacted. This ecosystem – a living web of actors, relationships, routines, resources and infrastructures spanning multiple levels – is always present, whether or not it is acknowledged. Synthesising principles of effective curriculum design, country cases and insights from the OECD Future of Education and Skills 2040 initiative, the paper details ecosystem strategies that improve the odds of success: nonpartisan multistakeholder dialogue to build legitimacy; strengthening agency; using collective impact; and aligning pedagogies, assessment and teacher standards with curriculum intent. An ecosystems approach does not simplify reform, but it illuminates interdependencies and strengthens coherence, rigour, focus, trust and adaptive capacity, increasing the likelihood that curriculum designs translate into meaningful learning outcomes.

Perreau-Niel, A. (2026). **Les usages stratégiques d'une section sportive scolaire : rencontre entre les attentes d'un établissement et les dispositions des élèves recrutés.** *Carrefours de l'éducation*, 61(1), 113-127. <https://doi.org/10.3917/cdle.061.0113>

Les lycées sont dans un marché concurrentiel, qui oblige les proviseurs à trouver les moyens de donner une coloration spécifique à leur établissement, pour se démarquer et attirer des élèves. Les sections sportives scolaires participent de cette logique, en proposant aux lycéens et lycéennes de suivre une scolarité normale et une formation sportive. Ce travail propose une étude de cette problématique à l'échelle d'un établissement en dette d'élèves et d'image, qui accueille une section sportive à filière arbitrage football (SSFA). Ce dispositif est alors analysé entre 2007 et 2022, à travers des archives des institutions engagées, un questionnaire d'administration directe en direction des anciens élèves, ainsi que des entretiens semi-directifs réalisés auprès des acteurs. L'analyse permet de rendre compte des logiques par lesquelles la SSFA constitue à la fois un levier de distinction pour un établissement en position dominée dans l'espace scolaire local, et dans le même temps un cadre propice à la conversion des dispositions de ses élèves.

Pontes, J. P. (2026). **Public policy and the spatial asymmetries in (higher) education growth** (Working paper N° 2026/0418). Consulté à l'adresse ISEG - Lisbon School of Economics and Management, REM, Universidade de Lisboa website: <https://EconPapers.repec.org/RePEc:ise:remwps:wp04182026>

This paper seeks to provide a reasonable explanation for why private colleges display a much higher elasticity of schooling rates with respect to population density than public universities. It also accounts for the fact that, although private universities played an important role in the early stages of the expansion of higher education in Portugal, their relative weight declined considerably in more recent times. While the higher level of subsidisation of fixed costs in public universities is undoubtedly an important factor behind this pattern, but it is far from the only one. Public universities also tend to internalise spatial knowledge externalities, a behaviour that private institutions do not typically replicate. Consequently, schooling rates in private universities are consistently lower than those in public institutions and this gap narrows as regional accessibility and demographic density increase. Moreover, the evolution of higher education exhibits rising spatial inequalities at earlier stages and diminishing inequalities at later stages.

Powdthavee, N. (2026). **Do Publication Metrics Distort Research Effort? Bunching Evidence from Thailand's 2019 Higher-Education Reforms** (Working paper N° 18680). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18680>

Many universities in middle-income countries lack the peer-review infrastructure to assess research quality directly and instead tie financial rewards to publication in journals classified as Q1 under the SCImago Journal Rank system. By converting continuously varying journal quality into discrete institutional categories, these systems create sharp incentive discontinuities at quartile boundaries. In a pre-registered study, we apply a bunching estimator to 149,402 Scopus-indexed publications from Thailand over 2016–2025, exploiting Thailand's 2019 higher-education reform as a source of temporal variation. We find no significant bunching before 2019 but substantial excess concentration immediately above the Q1 boundary afterwards – a pattern not observed in Singapore, whose publication environment is not organised around explicit quartile-based financial rewards. The post-reform excess mass corresponds to roughly

1,575 additional publications over 2020â€“2025, implying an estimated 39 million THB in cumulative institutional expenditure. The findings suggest that quartile-based classification systems may redirect research effort towards threshold optimisation rather than research quality.

Rosenzweig, M., & Xu, B. (2026). **Class Peers as Competitors and Educators: The Consequences of Rank-Based Academic Rewards** (Working paper N° 18676). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18676>

This study investigates how rank-based reward systems in schools shape student effort and peer learning. In competitive environments, classmates serve both as rivals for rewards and as sources of academic support. Using nationally representative U.S. high school panel data and refugee student placement records, the paper examines how changes in ability composition affect student behavior under different competition policies. A theoretical tournament model predicts that introducing higher-ability peers reduces incumbent students' effort and willingness to assist classmates, especially where academic recognition depends on relative ranking, while lower-ability peers generate the opposite effects. Empirical results support these predictions: high-performing students in competitive schools spend less time on homework and lose positive peer-learning benefits when stronger peers enter cohorts.

Rubin, L. M. (2026). **The "Lost Literature" of Student-Athlete Services: A Content Analysis of Academic Athletic Journal Articles from 1985 to 2006**. *Review of Educational Research*, 96(3), 799-828. <https://doi.org/10.3102/00346543251320409>

The National Advisor/Academic Athletic Journal was published by the National Association of Academic and Student-Athlete Development Professionals (N4A) from the early 1980s to 2006. Scholarship in the student-athlete services field was "lost" because it was only available in print to members. Much of this literature has been unread and uncited. Thirty-one issues published from 1985 to 2006 were collected and digitized to preserve and share in an open-access repository. A content analysis was conducted on 168 items over 22 years to understand the topics and trends in this missing literature, the foundation for the field of student-athlete services. The journal published 99 empirical articles and 69 gray literature items in this time frame. Sharing these articles allows 241 unique authors to receive credit for their work in future research. Findings show many current issues affecting college athletes and student-athlete services professionals were prevalent in the journal's issues. Implications for policy and suggestions for future research were presented.

Schep, R. M., van Leest, A., & Hornstra, L. (2026). **Disentangling socioeconomic status effects: how student- and school-level socioeconomic status interact in track recommendations and track transitioning**. *Social Psychology of Education*, 29(1), 49. <https://doi.org/10.1007/s11218-026-10218-w>

In tracked educational systems, students are sorted into hierarchical secondary education tracks, based on track recommendations at the end of primary education. While socioeconomic status (SES) has been consistently linked to higher track recommendations, less is known about its role in track transitioning during secondary education. Furthermore, the influence of school-level SES (average SES composition of a school) on these outcomes has been underexplored. Therefore, the aim of this study was to examine SES-related disparities in both track recommendations at the end of primary

education and track transitioning during secondary education, while disentangling the effects of both student-level (L1) and school-level (L2) SES. Utilizing longitudinal data from 673 primary schools ($n = 17,918$ students) and 190 secondary schools ($n = 3,271$ students), multilevel analyses were conducted to disentangle these effects. Results indicate that SES-related disparities are primarily situated at the student-level (L1); students from higher-SES backgrounds were more likely to receive higher track recommendations and experience upward track transitioning in comparison to their lower-SES peers, even when controlled for achievement. However, the effects of student-level SES on both track recommendations and track transitioning varied significantly between schools, with some schools granting lower-SES students the benefit of the doubt while others adopt a more cautious approach. Particularly in higher-SES schools, lower-SES students were more likely to receive lower track recommendations and to transition downward compared to their higher-SES peers. School-level (L2) SES did not independently influence track recommendations or track transitioning. The findings of this study underscore the importance of considering both student-level factors and between-school variability when addressing SES-related disparities in track recommendations and track transitioning.

Sen, S. (2026). **Free Textbooks and Long-term Outcomes: Evidence from Turkey** [Working paper]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://EconPapers.repec.org/RePEc:bon:boncrc:crcr224_2025_758

Access to resources significantly influences academic success, particularly for students facing disadvantages. This study, focusing on females, examines the effect of a reform in Turkey that provided free school textbooks to all students. Using primary school enrollment eligibility cutoffs and implementing a Regression Discontinuity design, I find that providing free textbooks in primary school improves females' likelihood of completing high school. In terms of labor market outcomes, I find that females are more likely to be in employment and less likely to be out of labor force. Additionally, males are also less likely to be out of labor force. There is no impact on earnings, nor on the socio-economic classification of the job.

Soliz, A., & Flanagan, C. (2026). **Do State Financial Aid Policies Increase College Enrollment and Completion for Adult Learners?** *The Journal of Higher Education*, 97(5), 853-880. <https://doi.org/10.1080/00221546.2025.2497187>

While efforts to increase college access and completion have historically focused on recent high school graduates, state policymakers have begun to realize that, in order to expand their competitive workforce, they also need to increase postsecondary attainment among adults. In this study, we use data from the Integrated Postsecondary Education Data System and a differences-in-differences approach to estimate the impact of adult-targeted state grant aid on enrollment and completion outcomes across 10 different states. We find that effects vary across states, with positive effects on enrollment and completion primarily concentrated at eligible two-year institutions. We also find some statistically significant negative effects which suggest that the grant aid programs may have induced individuals to trade-off between institution types, or competing policies may have drawn away adults who otherwise would have enrolled into the workforce. Our results have implications for future policy efforts aimed at increasing the postsecondary attainment of adults.

Touchard, Z. (2026). **La ligue de l'enseignement de Paris : la laïcité comme vecteur de « repolitisation » ?** *Carrefours de l'éducation*, 61(1), 77-92.
<https://doi.org/10.3917/cdle.061.0077>

Cet article interroge la place qu'occupe la thématique de la laïcité dans les stratégies de politisation des activités de la Fédération de Paris de la Ligue de l'enseignement entre 1997 et 2018. La méthodologie repose sur l'étude des documents internes et disponibles de la fédération, complétés par quatorze entretiens semi-directifs. La notion de politisation (Lagroye, 2003 ; Dulong, 2010), nous permet d'éclairer l'analyse selon trois périodes distinctes. Après avoir retracé la période de développement de la fédération jusqu'en 2013, nous interrogerons comment l'investissement de la thématique de la laïcité entre 2013 et 2015 vient répondre aux enjeux posés par les grandes transformations opérées. Nous tenterons enfin de comprendre les effets du contexte post-attentat sur la saisie de cette thématique par la fédération. Elle se poursuit par un désinvestissement de celle-ci, dans un contexte de développement de la fédération, impulsant des logiques plus gestionnaires. Par la suite, la mobilisation de la thématique de la laïcité s'ancre dans une nouvelle dynamique de politisation des activités de la fédération, avant d'être pénétrée par des logiques de financements, devant intégrer des formes de cadrages exercés par les pouvoirs publics. Cette perspective nous permet d'éclairer l'analyse selon trois périodes successives et délimitées pour cet article entre 1997 et 2018. Nous débuterons notre propos avec les grandes transformations économiques qui ont traversé la fédération jusqu'en 2013. Nous retracerons ensuite l'investissement de la thématique de la laïcité entre 2013 et 2015. Nous tenterons enfin de comprendre les effets du contexte post-attentat sur la saisie de cette thématique par la fédération.

UNESCO. (2026). **Du trauma à la confiance : définir, déployer et renforcer les réponses aux situations d'urgence.** Consulté à l'adresse
https://unesdoc.unesco.org/ark:/48223/pf0000398269_fre/PDF/398269fre.pdf.multi

En réponse à la résurgence des conflits armés et à l'intensification des phénomènes climatiques extrêmes, l'UNESCO renforce son engagement en contextes de crise, mettant en place une Section dédiée, des ressources et des mécanismes d'intervention et de coordination d'urgence. Cet engagement nouveau répond à la demande des États membres et contribue à l'approche du triple nexus humanitaire-Développement-Paix, en développant les liens entre la réponse humanitaire, le soutien au développement et la construction de la paix. La publication présente les résultats clés des interventions menées par l'UNESCO dans les domaines de l'éducation, de la culture et des médias.

Wiley, K. E., & Middleton, J. D. (2026). **“Uses of History” in Research on Racialized Exclusionary School Discipline.** *Review of Educational Research*, 96(3), 913-941.
<https://doi.org/10.3102/00346543251326594>

Responding to calls to more deeply engage history in research concerning educational inequalities, the purpose of this study was to understand if and how research on racialized exclusionary school discipline makes use of the past. Drawing on a “uses of history” framework, we analyzed research studies on racialized exclusionary school discipline published between 2000 and 2022. Findings indicated that approximately 60% of articles used history and did so primarily reflective of an “informing” function utilizing select historical periods and events to frame studies of contemporary racialized school discipline. Commonly referenced periods included the 1990s specific to zero tolerance policies, mass incarceration, and the criminalization of Black youth. Articles tended to

overlook relevant aspects of earlier 19th and 20th century histories. In addition to using history to inform, we also found that articles used history to build “explanatory bridges” that often made tacit, causal arguments connecting historical racial discrimination to that of the present. In contrast, 40% of articles were ahistorical, treating today’s trends as a contemporary issue. Overall, findings indicated that research increasingly recognizes the history of racialized exclusionary school discipline, though the typical timelines omit certain historical periods of relevance, and the uses of history themselves are often limited, with opportunities for more complex analytic use. The “uses of history” within these studies as well as examples of erroneous use, raise further questions as to how non-historians can and ought to engage the history of education in education research. We conclude by discussing contributions to research and suggestions for future applications.

Yu, L. (2025). **Arts et culture dans l'enseignement supérieur français : formes, objectifs et effets transformateurs. Le cas du site de Lyon** (Theses, Ecole normale supérieure de Lyon - ENS LYON). <https://doi.org/10.70675/b6e6d624z46c4z4614zab12z99e4b034df81>

This research examines the long-term transformative effects of cultural and arts education initiatives in French higher education (acronym ACES). These initiatives structured around the triptych of reception-creation-mediation, are analyzed as a dynamic ecosystem where the concordant and distinct objectives of stakeholders at micro-meso-macro levels are articulated. The investigation is conducted through documentary research and 50 interviews with various ACES stakeholders (students, artists, designers...). We establish and discuss a typology of transformative effects across six dimensions: processual, intellectual, personal, social, societal, and economic. The detailed analysis of collected narratives reveals a rich palette of feelings and emotions, attesting to the diversity of stages individuals traverse in their transformative aesthetic experience. To capture this dynamic and continuously evolving process, we propose several visualizations that illuminate the interactions between the identified effect dimensions and the feelings expressed at different stages of the ACES's transformative aesthetic experience. Our findings reveal co-occurrences between certain dimensions, suggesting a comprehensive development of where endogenous dimensions (intellectual and personal) progressively articulate with exogenous dimensions (social and societal) in the transformative aesthetic experience. This research also presents the needs, methods and conflicts for evaluating ACES in the daily practices of stakeholders. The causality between artistic and cultural intervention and transformation remains difficult to establish, both quantitatively and qualitatively. “Deep and slow” influences are even more complex to identify, as the individual is in perpetual transformation. We thus propose exploring individuals’ “poignant experiences” to collect traces left around this type of experience. This approach not only enables better “visibility” and justification of the value of arts and culture in higher education but also understanding of their resonance in our daily lives. Beyond the dual challenge of arts and culture democratization and participatory democracy, the value of ACES lies in creating spaces of metastability. These spaces offer students and participants the opportunity to actualize their creative potentialities while appropriating the cultural heritages that surround them.

Zvaigzne, A. (2026). **Success Begets Success: The Dynamic Treatment Effects of Financial Aid Tournaments** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129153>

Financial aid programs in higher education vary widely in design, including how aid is structured and the timing of provision. This paper studies the impact of financial aid

provided as a repeated tournament and its dynamic treatment effects. Pooling administrative data that captures 32% of all tertiary students in a single European country, I exploit a relative GPA-based eligibility rule in a regression discontinuity design to estimate the causal impacts of two types of aid: tuition waivers and stipends. Both forms of aid yield large returns; waiver (stipend) eligibility increases graduation rates by 12.4 (6.6) percentage points, and increases student next-semester GPA by 0.38 (0.21) standard deviations. I find a powerful crowding-in effect, where receiving aid in one semester significantly increases the probability of receiving it in the future, driving a substantial portion of the total long-term benefit. Exploring tournament heterogeneity reveals a distinct life-cycle of aid: early-semester awards appear to be most effective, with the effectiveness diminishing in later semesters. Finally, I show that while short-term tournament incentives exhibit dynamic complementarity by maximizing the effort of high-achieving students, the long-term impact on degree attainment is deeply compensatory for lower-achieving students. These findings reveal a dual-margin response: while competitive aid incentivizes academic effort from top performers, its long-term impact operates by retaining and graduating marginal students.

Pratiques enseignantes

Ailincal, R., & Tésan, F. (2024). **Vers une communauté d'apprentissage professionnel.** In D. Groux, M. Cantisano, M.-F. Fafard, A. Y. M. Neko, C. Gillon, M.-U. Mabilia, & P. Fenoglio (Éd.), *L'Éducation en contexte de crise : une question prioritaire pour l'éducation comparée* (p. Pages 437-449). Consulté à l'adresse <https://hal.science/hal-05667572>

influence d'un artefact numérique sur les méthodes d'enseignement et d'apprentissage au sein d'une école isolée des Tuamotu-Gambiers Fabrice Tésan, Rodica Ailincal Le présent article explore la problématique de l'intégration d'un dispositif numérique dans l'école primaire Manava Tavahiroa située sur l'atoll d'Anaa en Polynésie française et les transformations induites au sein de sa communauté éducative. Deux hypothèses sont formulées : (H1) l'introduction de la MoodleBox crée les conditions d'une communauté d'apprentissage professionnel : augmentation du sentiment d'efficacité personnelle, cohésion des enseignantes, changement des cadres d'interprétation initiaux et des modèles mentaux et, (H2) elle modifie les relations au savoir : pédagogie des enseignantes et approches d'apprentissage des élèves. La population de l'étude sont les quatre enseignantes et les trois classes multiniveaux composées des 58 élèves âgés de 5 à 11 ans de l'école, caractérisée par son manque de connexion Internet et l'absence de culture numérique chez enseignantes et élèves. La méthodologie repose sur des données recueillies via des focus groups des enseignantes et des élèves, des vidéos de cours, des entretiens de débriefing et des notes de terrain. L'ensemble du corpus, constitué des interactions verbales des focus groups et des analyses par les enseignantes des cours faits par les formateurs, a été transcrit verbatim (Evers, 2010). L'analyse des données s'appuie sur la théorisation ancrée (Paillé, 1994) pour les entretiens et sur la théorie de l'activité (Engeström, 1987) pour examiner les changements systémiques induits par l'introduction de l'artefact numérique. 1. Cadre théorique Trois référents interprétatifs initiaux (Paillé et Mucchielli, 2016) sont explorés : la communauté d'apprentissage professionnelle (CAP), la MoodleBox en tant qu'artefact, dispositif et situation, et la théorie de l'activité. L'évolution des CAP est retracée par Stoll et al. (2006) et Leclerc (2012). Si différents principes de fonctionnement sont cités par la littérature (Labelle et al. 2020, Bouchamma et al., 2017), Hord (1997) décrit elle cinq dimensions essentielles de la CAP en éducation pour favoriser la réussite des élèves : un leadership solidaire et partagé, une créativité

collective, des valeurs et une vision communes, des conditions favorables et une pratique personnelle partagée. La MoodleBox (MB), un dispositif éducatif portatif conçu par Nicolas Martignoni, combine un Raspberry Pi et le LMS Moodle pour offrir une solution d'apprentissage en ligne autonome, capable de connecter 20 à 30 élèves sans dépendre d'Internet ou des infrastructures réseau. La MB est un artefact (Garçon, 2022) ayant la capacité d'élargir les perspectives d'action humaine, influençant non seulement l'activité pédagogique, mais aussi la vision du monde des

Andersen, S. C., Michel, B., & Nielsen, H. S. (2026). **Coaching and implementation - insights from a field experiment in Danish schools** [Working paper]. <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.

Arco-Tirado, J. L., Fernández-Martín, F. D., Hervás-Torres, M., Jiménez-Fernández, G., Calet, N., Defior, S., ... Slavin, R. E. (2026). **A Best-Evidence Synthesis and Meta-analysis on Effective Reading Programs in Spanish.** *Review of Educational Research*, 96(1), 141-175. <https://doi.org/10.3102/00346543241297668>

This systematic review and meta-analysis examined the effectiveness of Spanish reading programs in grades K–6. The research designs included were experimental and quasi-experimental. Effect sizes were analyzed using a multivariate meta-regression model with robust variance estimation. To assess the degree of heterogeneity in the effect sizes, a 95% prediction interval was calculated. A total of 11 studies and 51 effect sizes met the inclusion criteria. The full meta-regression model controlling for grade level and outcome type showed a large positive effect across all studies (effect size = 0.49, $p < 0.05$), with a large, positive effect on reading outcomes, and significant impacts on phonological awareness, phonics, fluency, and reading comprehension in K–2. Results suggest that effective instructional programs for K–6 Spanish reading exist. However, there is a need for more rigorous research on reading instructional programs for Spanish-speaking children.

Beck, J. S., Riddle, D. R., John Morgan, J., Whitesides, H., & Brown, N. (2026). **How Have Teacher Candidates Learned to Use Evidence? A Systematic Review of Research.** *Review of Educational Research*, 96(2), 516-542. <https://doi.org/10.3102/00346543251320930>

The purpose of the current manuscript is to provide a systematic review of the literature regarding how preservice teachers learn to use evidence to evaluate student learning. To that end, we operationalize the terms data literacy for teachers, data-driven decision-making, and assessment literacy before outlining the methods of our systematic review. Our review produced 36 relevant articles situated within the United States. Based on these articles, we describe how teacher candidates learn to use data including relevant interventions and instructional methods. We also expand on the types of research methods used in these studies. We conclude with implications for research and practice, including an expansion of field experiences and anti-racist and inclusive practices.

Bida, H. (2026). **Influence des variables individuelles et de terrain sur l'intégration numérique par les enseignant-es débutant-es.** *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 102-116. Consulté à l'adresse <https://hal.science/hal-05642000>

Cette étude vise à examiner l'influence de variables individuelles (sentiment de compétence en gestion d'activités numériques et sentiment de compétence en éducation numérique) et de terrain (culture d'établissement numérique perçue, nombre de soutiens et nombre d'équipements) sur l'intégration numérique d'enseignant-es débutant-es (évaluée à partir de la variété d'usages numériques pédagogiques et professionnels). Les réponses complètes de 118 enseignant-es de l'enseignement obligatoire (élèves âgés de 4 à 15 ans) de Suisse romande, recueillies au moyen d'un questionnaire, ont été retenues. Dans la continuité d'une publication antérieure présentant les résultats descriptifs et corrélationnels, des analyses de régression multiple et une analyse de médiation ont été menées afin de tester l'effet conjoint des variables individuelles et contextuelles. Les résultats montrent que le sentiment de compétence en éducation numérique constitue un prédicteur significatif de la variété des usages numériques pédagogiques. L'analyse de médiation révèle par ailleurs que la perception de la politique d'établissement prédit la variété des usages numériques, et que le sentiment de compétence en gestion d'activités numériques joue un rôle médiateur dans cette relation. Ces résultats soulignent, d'une part, l'importance de favoriser le développement du sentiment de compétence en éducation numérique chez les enseignant-es débutant-es afin de soutenir une intégration numérique pédagogique effective. D'autre part, ils mettent en évidence le rôle central des établissements dans le soutien au développement du sentiment de compétence en gestion d'activités numériques, ce sentiment de compétence contribuant de manière indirecte, en tant que variable médiatrice, à l'intégration du numérique dans les pratiques enseignantes.

Biller, S., Groß-Mlynek, L., Bastian, J., & Händel, M. (2026). **Digital communication and collaboration among teachers – a comparative analysis of instant messaging and videoconferencing.** *Education and Information Technologies*, 31(10), 3125-3148. <https://doi.org/10.1007/s10639-026-13918-0>

Digital communication has played an increasingly important role in schools around the world, especially since the COVID-19 pandemic. For professional communication and collaboration in particular, digital tools have provided teachers with the opportunity to collaborate location-independently and to easily exchange information and teaching materials. Hence, this study aimed to explore how teachers communicate and collaborate digitally by examining differences in the use of instant messaging and videoconferencing and the attitudes of teachers towards these technologies. Therefore, an online survey was conducted with primary and secondary school teachers from Germany (N = 250, 72.0% female). The analysis showed that messengers were used significantly more than videoconferences and that they differed in their usefulness for occasions of communication and collaboration. Structural equation modeling indicated that the self-assessed digital communication competence of teachers is both a significant predictor for the behavioral intention to use messengers as well as videoconferences, although the behavioral intention to use messengers in the future was significantly higher than for videoconferences. While a higher threshold to use videoconferences might be a reason for the differences that were identified in this study, further research into the communication and collaboration among teachers is still needed to understand the reasons for the differences in use.

Bissonnette, M., Koubeissy, R., & Radhouane, M. (2025). **Pratiques professionnelles pour favoriser l'inclusion de tous/tes les élèves.** *L'Education en débats: analyse comparée*, 15(2), 156-310. Consulté à l'adresse <https://oap.unige.ch/journals/ed/issue/view/157>

En rassemblant sept contributions empiriques menées dans des milieux scolaires pluriethniques du Québec, ce dossier thématique propose un tour d'horizon de stratégies concrètes, de pratiques, des efforts d'inclusion du milieu scolaire, mais aussi des tensions systémiques, qui jalonnent la voie vers une école véritablement inclusive. Les articles dialoguent les uns avec les autres à partir de trois foyers thématiques : 1) les pratiques enseignantes déployées pour soutenir les élèves issu-es de l'immigration ; 2) les transformations organisationnelles et culturelles nécessaires à l'échelle de l'établissement, et enfin 3) les cadres de collaboration, de leadership et de gouvernance sans lesquels toute ambition inclusive reste inachevée.

Bucheton, D. (2025). **Méthodologies des recherches sur les gestes professionnels des enseignant·e·s.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125522ar>

Ce bref article est une introduction au numéro spécial sur les gestes professionnels des enseignant·e·s. Cette notion introduite par Jorro (2002) a été approfondie par le modèle du multi-agenda (Bucheton et coll., 2005). Les recherches ultérieures (Bucheton et Soulé, 2009 ; Bucheton, 2019 ; Saillot, 2020) soulignent la complexité des gestes professionnels, qui nécessitent une adaptation à la diversité des élèves et des contextes. Les articles présentés dans ce numéro spécial rendent compte de cette complexité et de la variété des moyens méthodologiques mis en oeuvre pour les étudier.

Bueno-Baquero, A., González-Calero, J. A., Del Olmo-Muñoz, J., & Sánchez Pérez, M. del C. (2026). **Bridging digital transitions: Teacher digital competence across primary and secondary education.** *Education and Information Technologies*, 31(10), 3097-3124. <https://doi.org/10.1007/s10639-026-13944-y>

As education evolves alongside technologies such as artificial intelligence, a solid foundation in teachers' digital competence becomes essential, especially during transitions between educational levels. This study investigates the self-perceived Teacher Digital Competence (TDC) of Spanish educators in the last year of primary education and the first year of secondary education, focusing on differences by teaching level and gender. Using a validated TDC assessment tool adapted from the DigCompEdu framework, responses from 3828 teachers were statistically analyzed. Results showed a significant interaction between teaching level and gender: male primary school teachers outperformed females, while gender differences were smaller in secondary education. Female secondary educators reported higher TDC than their primary counterparts, with no significant differences among men. Gender differences favoring males appeared across all six areas of digital competence (DC). These findings highlight the need for targeted professional development, particularly for female primary teachers, to support smooth student transitions between educational stages.

Burdin, C. (2026). **Usage des traces des interactions verbales pour la formation des personnels éducatifs et réflexion sur leur didactisation.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et2>

Cet article traite de l'utilisation, en formation, des traces de l'activité langagière des conseillers principaux d'éducation (CPE) lors d'entretiens avec les parents d'élèves. Ces traces, constituées d'enregistrements audio transcrits, sont issues d'une recherche qui a mobilisé le cadre de la didactique professionnelle croisé avec la théorie linguistique interactionniste de Catherine

Kerbrat-Orecchioni. En formation initiale des CPE, objet de la présente contribution, elles sont aussi utilisées pour donner accès à des situations de travail réelles et favoriser un entraînement à leur analyse. Les CPE sont amenés à analyser les traces en trois étapes : détermination de la relation entre les protagonistes, identification de leurs intentions et des enjeux de la situation, et analyse de l'intrigue pour comprendre les relations École-familles. L'article revient sur le rôle de la trace en didactique professionnelle, interroge la nature de ces traces, leur lien avec l'activité langagière réelle et questionne les conditions de leur didactisation dans l'objectif de favoriser l'apprentissage et le développement professionnel des futurs CPE.

Carpentier, G., Montésinos-Gelet, I., Thomas, V., & Sirard, A. (2025). **Les méthodologies employées pour étudier les gestes professionnels.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125521ar>

Ce numéro thématique porte sur l'étude des gestes professionnels des enseignant·e·s et plus précisément sur les choix méthodologiques permettant de les saisir. Alors que le numéro débute par une introduction rédigée par Madame Dominique Bucheton permettant de cerner la notion de geste professionnel, les autres contributions permettent une vue d'ensemble des différentes méthodologies déployées pour les étudier.

Carpentier, G., Villeneuve-Lapointe, M., Tardif, C., Thomas, V., & Sirard, A. (2025). **Gestes professionnels déclarés d'enseignant·e·s participant à un dispositif de formation et d'accompagnement lié à l'apprentissage durable.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125526ar>

Dans le cadre d'une recherche collaborative menée avec des enseignant·e·s titulaires et spécialistes du préscolaire et du primaire, l'équipe de recherche a élaboré un dispositif de formation et d'accompagnement d'une durée de trois ans pour soutenir chez ces enseignant·e·s la mobilisation de gestes professionnels favorisant l'apprentissage durable des élèves. Cet article documente l'effet perçu des contenus abordés liés à l'apprentissage durable sur les gestes professionnels de treize enseignant·e·s participant au dispositif de formation et d'accompagnement. L'analyse des gestes professionnels déclarés des enseignant·e·s à la lumière du cadre du multiagenda (Bucheton, 2020) montrent qu'elle il·s réfléchissent et modifient leurs pratiques à la lumière des contenus abordés.

Carroll, A., Chen, H., Bower, J. M., & Sherwell, C. (2026). **Effects of mindfulness practice on the emotional states of students in the classroom.** *Social Psychology of Education*, 29(1), 69. <https://doi.org/10.1007/s11218-026-10238-6>

Traditional methods of exploring classroom emotions usually rely on self-reported data gathered retrospectively. Using a single exploratory case study design with multimodal methods, namely, momentary self-report (S*3 app), physiological (Empatica 4 skin conductance wristbands), and observational measures, we explored the effects of mindfulness practice on the emotional states of students in a secondary school classroom. Specifically, we measured how emotional states varied pre- and post-mindfulness practice and whether students' social and emotional learning (SEL) competencies were related to their reported emotions while completing the mindfulness exercises. Findings indicated no large changes in emotional valence from pre- to post-mindfulness in a single direction, suggesting the mindfulness exercises had a modest influence on the emotional valence of the classroom. Sympathetic arousal, as indexed via skin conductance, generally decreased from pre- to post-mindfulness. Students reporting feeling less calm post-mindfulness displayed the least reduction in sympathetic arousal. Two SEL competencies (self-

awareness and social awareness) were negatively correlated with classroom emotional state, signifying that higher numbers of observed positive SEL behaviours in these domains were associated with lower overall classroom emotional valence post-mindfulness. Advances in real-time measurement of salient emotions and physiological data provide insights into unobservable states of the learner to reinforce observable behaviour. Integrating multimodal methodologies such as self-reporting, physiology and observations provide a holistic and nuanced approach that aids in the interpretation of data in the applied classroom setting.

Castany-Owhadi, H., Dumais, C., Nolin, R., Soulé, Y., & Azaoui, B. (2025). **Déterminer les gestes professionnels des enseignants pour favoriser le développement du langage oral en contexte de jeu de faire semblant à la maternelle.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125524ar>

Cet article présente une recherche collaborative dont l'objectif est de coconstruire un modèle des gestes professionnels de quatre enseignantes expérimentées de moyennes et grandes sections de maternelle (enfants de 4 à 6 ans) en France en contexte du jeu de faire semblant. Nos données proviennent de 5 rencontres filmées, de 2 entretiens d'autoconfrontation menés avec la chercheuse principale, de 12 épisodes de jeu filmés et de 12 entretiens d'autoconfrontation avec les enseignantes. Nous présentons le processus d'élaboration du modèle des gestes professionnels que nous avons coconstruit avec les enseignantes, en soulignant les tensions inhérentes à la double contrainte de formation et de recherche d'une recherche collaborative.

Chen, B., Chen, J., Wang, M., Tsai, C.-C., & Kirschner, P. A. (2026). **The Effects of Integrated STEM Education on K12 Students' Achievements: A Meta-Analysis.** *Review of Educational Research*, 96(2), 619-668. <https://doi.org/10.3102/00346543251318297>

This meta-analysis synthesizes research findings on the effects of integrated STEM education implemented in K12 settings. The implementation fell into three categories: (1) adopting integrated STEM education, (2) using extra teaching and learning strategies to enhance integrated STEM education, and (3) using specific learning technologies to support integrated STEM education. Student learning outcomes were investigated in terms of knowledge and skills acquisition, problem-solving task performance, and student perceptions. Based on 124 extracted and coded studies (2010–2022), the findings are as follows. All three types of interventions yielded a medium effect on knowledge acquisition and a small effect on student perceptions. Besides, adopting integrated STEM education had a large effect on cognitive skills; using extra teaching and learning strategies in integrated STEM programs produced a medium effect on cognitive skills and problem-solving task performance; using specific learning technologies had a small effect on problem-solving task performance. Some factors, such as task type (inquiry or design-based task) and program duration, may influence STEM learning outcomes. Future studies should pay more attention to the effective design and implementation of STEM programs by integrating the four core characteristics of STEM education, applying extra teaching and learning strategies, incorporating relevant learning technologies, and assessing learning outcomes in multiple dimensions.

Cho, K. S., & Johnson, A. M. (2026). **Well-Written: The Socialization and Transfer of Academic Writing.** *The Journal of Higher Education*, 97(5), 803-827. <https://doi.org/10.1080/00221546.2025.2521199>

Writing transfer is a social process and developing as a writer and reviewer are learned behaviors. Yet, writing transfer is not a benign process, and instead reflects systems of oppression. Through a duoethnography, this study interrogated the graduate writing transfer between a faculty and doctoral student, illuminating the resistance and reframing of writing transfer through an anti-racist, anti-colonial praxis. Grounded in Critical Race Theory, this study examines harmful writing practices (both in authoring and reviewing/editing); the challenges to "perform;" and how imposter phenomenon (re)manifests to silence, shut out, and minimize People of Color. Using individual journal reflections, responsive comments, and dialogs, we as research participants, unpack our trajectories and identities as writers, and in doing so, offer insight into the epistemic injustice within academia and strategies of what it means to rehumanize writing and the writer. Findings illuminated a need for an outcome and process that centers a dignity of schooling and the care and love for us to be able to be our whole selves.

Çolakoğlu, J., Steegh, A., Holmegaard, H. T., & Parchmann, I. (2026). **Educators as Equity Designers: Toward a STEMIdentity Literacy Framework in Informal STEM Education.** *Social Psychology of Education*, 29(1), 68. <https://doi.org/10.1007/s11218-026-10234-w>

Informal STEM education (ISE) holds transformative potential to foster inclusion, belonging, and opportunity for underserved students, with educators playing a pivotal role in realizing this potential. As key agents of change, educators can create learning environments that affirm diverse identities and challenge exclusionary norms. However, this requires developing identity-conscious practices that go beyond content delivery to actively confront systemic inequities. While many educators bring care and commitment to their roles, implicit stereotypes and unexamined biases can unintentionally reinforce exclusion. To address this, our study explores how educators develop and enact STEM identity literacy—defined as the awareness, reflection, and pedagogical strategies needed to support equity and identity development in STEM. We conducted qualitative interviews with N = 8 student educators participating in a year-long ISE program in Germany. Using reflexive thematic analysis, we examined the relationship between educators' identities, their equity awareness, and their self-reported practices. Findings reveal variation in both equity awareness, ranging from blindness to transformation, and identity-related practices, spanning instinctive, responsive, reflective, and transformative approaches. Generally, higher equity awareness was closely linked to identity-informed practices, showing a more reflected STEM identity literacy. The STEM Identity Literacy Framework developed through this research highlights the need for sustained, reflective professional development that addresses educator identity, systemic inequality, and pedagogical choices. It offers a practical tool for designing professional training aimed at transforming ISE into inclusive spaces where all students can be recognized and empowered as STEM learners.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026a). **Faire des choix éclairés sur les contenus éducatifs numériques: lignes directrices de l'UE à l'intention des enseignants et des éducateurs.** <https://data.europa.eu/doi/10.2766/4955686>

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026b). **Lignes directrices sur l'utilisation éthique de l'intelligence artificielle et des données dans l'enseignement et l'apprentissage à l'intention des éducateurs: mise à jour.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/4376939>

Corr, F., Rispoli, M., & Welker, N. P. (2026). **A Mega-Review of Functional Communication Training for Students with Disabilities in Educational Settings.** *Journal of Behavioral Education*, 35(2), 715-749. <https://doi.org/10.1007/s10864-025-09598-4>

Functional communication training (FCT) is a widely used behavioral intervention for reducing challenging behavior for students with disabilities. As more students with disabilities are being served in educational settings, it is essential to understand and evaluate the evidence base of FCT in educational contexts. A clear synthesis of how FCT has been applied, by whom, under what conditions, and with what outcomes is needed to evaluate its evidence base and inform translational practice. This mega-review aggregated six systematic reviews and meta-analyses of FCT implemented in educational settings, following PRISMA guidelines. Data were extracted at the review level on participant characteristics (e.g., age, gender, race, disability), functional behavior assessment (FBA) methods and identified functions of behavior, interventionist roles, procedural components of FCT, methodological quality, and outcomes (behavioral change, communication, social validity), as well as documented recommendations. Findings revealed consistent positive effects of FCT on challenging behavior reduction, with variability in reported moderators (e.g., setting, communication modality, and implementer). Notable gaps included limited demographic reporting, overrepresentation of male participants, and variability in review rigor. Implications of this mega-review include the need for greater transparency in methodological reporting, inclusion of culturally responsive and demographically disaggregated data, and appropriate individualized modification of FBA and FCT implementation by natural change agents in educational settings to support generalization, maintenance, and equity.

Cramarégeas, F., & Drolez, Y. (2026). **L'interdisciplinarité au sein du système éducatif français : prescriptions, applications et représentations.** *Carrefours de l'éducation*, 61(1), 33-52. <https://doi.org/10.3917/cdle.061.0033>

Depuis 2016, l'interdisciplinarité a trouvé un nouvel élan au sein du système éducatif français grâce aux Enseignements Pratiques Interdisciplinaires (EPI), qui visent à faire «travailler autrement», notamment pour réduire l'échec scolaire. Au travers de ce dispositif, la mise en œuvre de l'interdisciplinarité s'accélère dans les établissements scolaires, en particulier dans l'enseignement secondaire. En interrogeant différents acteurs de l'éducation, cet article propose un état des lieux des représentations et pratiques de l'interdisciplinarité scolaire. Nous avons combiné des entretiens semi-directifs et un questionnaire, afin de faire émerger une définition du concept en question. Par la suite, nous avons analysé les représentations enseignantes de différents dispositifs interdisciplinaires, ainsi que leur mobilisation «sur le terrain». Les résultats révèlent une forte approbation de l'interdisciplinarité par les professionnels de l'enseignement, qui – sous différentes formes – la mettent fréquemment en pratique. À cet égard, les projets émergents «de la base» sont davantage plébiscités que les dispositifs institutionnels prescrits selon une modalité descendante.

Crocé-Spinelli, H., Pelletier, L., & Guignard, M. (2025). **Une «recherche avec» : des conditions favorables au développement de gestes professionnels inclusifs en réseau d'éducation prioritaire.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125525ar>

L'article interroge le format d'une «recherche avec», comportant quatre catégories d'acteurs et située en réseau d'éducation prioritaire, pour mettre au jour des conditions favorables au développement de gestes professionnels inclusifs. L'interaction entre le paradigme inclusif (objectif de développement durable no 4 ; Institut de l'UNESCO pour l'apprentissage tout au long de la vie, 2020), celui de la complexité (Morin, 2008), ainsi que celui de la réflexivité

(Schön, 1983/1994) fonde l'inscription paradigmatique de cette recherche. L'article permet, d'une part, d'éclairer le caractère contenant (Gibello, 1995) et plastique (Lantheaume, 2016) de la démarche de recherche et, d'autre part, de pointer le rôle inédit des pilotes dans la création d'espaces intermétiers mobilisant des principes éthiques au service du codéveloppement des gestes professionnels favorables aux apprentissages de tous.

Curiel, E. S. L., Rajter, M. A., Gomez-Alonso, J., & Walsh, M. E. (2026). **A Comparison of Response Cards and Guided Notes with College Students**. *Journal of Behavioral Education*, 35(2), 1196-1208. <https://doi.org/10.1007/s10864-025-09608-5>

Response cards (RC) and guided notes (GN) are two strategies aimed at increasing active student responding in group settings, and both have been shown to be efficacious for K-12 students. The application of RC and GN with college students has also been evaluated, albeit less. More research is needed to identify the conditions in which they reliably increase quiz scores. We implemented RC and GN in two sections of an undergraduate special education course. Using an alternating treatments design, we analyzed the effects of RC and GN on university students' quiz scores. For both sections, RC consistently increased quiz scores, whereas quiz scores during the GN condition were comparable to baseline. Overall, the average of the mean quiz scores increased by approximately 15% when RC were implemented during the lecture. The results were statistically significant too. We also measured students' preference for these interventions and found that students preferred RC. Limitations and areas for future research are also discussed.

Derouet, C., Fuchs Gallezot, M., Doukhan, C., Gerard, I., Gueudet, G., Grenier, D., ... Refrégier, G. (2026). **Écarts entre étudiant(e)s et enseignant(e)s en première année d'université en filières de sciences expérimentales** (p. https://www.est.universite-paris-saclay.fr/wp-content/uploads/20260520_RLITT2.pdf). Consulté à l'adresse Étude sur les sciences et techniques, Université Paris Saclay website: <https://hal.science/hal-05658666>

Quels sont les résultats actuellement établis par la recherche internationale en didactique des sciences et en didactique des mathématiques, concernant les écarts sur les croyances et les attentes entre étudiant(e)s et enseignant(e)s en première année d'université dans des filières de sciences expérimentales à l'université ? Est-ce que la littérature de recherche permet d'identifier différentes catégories d'écarts, et si oui lesquelles ? Cette revue de la littérature vise à répondre à ces questions. Nous avons retenu a priori un point de vue très large sur les écarts : il peut s'agir d'écarts entre les représentations des étudiant(e)s et celles des enseignant(e)s au sujet des pratiques d'enseignement et d'apprentissage ; d'écarts entre les attentes des enseignant(e)s et les pratiques effectives des étudiant(e)s, etc. Dans tous les cas, les écarts sont liés à certains implicites interprétables dans une perspective de contrat didactique (Brousseau, 1998).

Domke, L. M., & Cerrato, M. A. (2026). **Integrating Content and Language Instruction for Multilingual Learners: A Systematic Review Across Program Types**. *Review of Educational Research*, 96(1), 299-338. <https://doi.org/10.3102/00346543241298667>

Given the growing multilingual student population worldwide, many countries/regions have implemented content-based instruction (CBI) programs that include content-area classrooms where language learning takes place during content learning. Scholars have suggested that more attention needs to be given to how teachers teach language in content-area classrooms and that research findings across program contexts should speak to/build on each other. This systematic review draws on sociolinguistic theories to synthesize 199 studies from 2012–2022 about

teacher understandings and practices regarding content-language integration across CBI programs worldwide, including content and language integrated learning (CLIL), English medium of instruction (EMI), immersion or dual language bilingual education (DLBE), and English as a second/additional language (ESL/EAL). Studies described uneven understandings of the content-language relationship and indicated a variety of content-language integration practices (e.g., teaching disciplinary literacy, encouraging discussion, translanguaging, writing language objectives, using visuals, and collaborating between content and language teachers). However, researchers reported challenges including lack of training, time, and curricular guidance. Based on these findings, we offer directions for research and educator preparation/professional learning to help teachers implement content-language integrated practices that support multilingual learners in developing deep content and language learning in content-area classrooms across contexts.

Dupeyron, J.-F. (2025). **Éléments de pédagogie postcritique pour une formation à l'éthique de la «vie commune»**. *Éthique en éducation et en formation: les Dossiers du GREE*, (19), 67-81. <https://doi.org/10.7202/1124497ar>

L'éducation scolaire se heurte fréquemment à des difficultés quant à la mise en oeuvre de la formation à des « valeurs » et à des règles de vie partagées. Des formes de contestation de la légitimité de cette formation et de l'universalité morale qu'elle affiche transforment même parfois cette ambition éducative en un sujet délicat. Il s'agit donc de repenser la relation entre critique et postcritique en éducation, et, pour ce faire, de les redéfinir et d'évaluer en positif et en négatif les pédagogies critiques et émancipatrices. Dans un second mouvement, l'article avance des éléments de pédagogie postcritique pour une formation à une éthique de la vie commune, en s'inspirant du travail de Kwame Appiah sur un nouveau cosmopolitisme. Sont alors mises en avant : la pratique dialogique de l'accord sur des principes de convivialité et l'attention à la qualité éthique de la vie scolaire.

Duvivier, V., & Dangouloff, N. (2025). **Décrire et analyser les gestes professionnels d'enseignement : une proposition de méthodologie mixte, outillée technologiquement par le suivi oculaire**. *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125530ar>

Capturer les gestes professionnels (GP) des enseignant·e·s est complexe en raison de leur multimodalité. Cet article explore leur capture et analyse par des outils automatisés, en particulier les lunettes de suivi oculaire (SO), utilisées dans le projet ARC Sim'Pro (Université de Mons). Elles ont fait l'objet d'une étude exploratoire, qui a comparé des débriefages vidéos selon plusieurs modalités. Les futurs enseignant·e·s ont évalué positivement le port des lunettes et leur intérêt lors du débriefage. Les résultats démontrent l'intérêt méthodologique d'utiliser des outils automatisés pour l'analyse des GP, considérant les aspects pratiques, éthiques et liés à la gestion des données.

Dyer, K., Rhoades, K., Glick, C., & Weiss, M. J. (2026). **Evaluating Criterion-Based Grading with Behavioral Interventions in Online Behavior Analysis Education**. *Journal of Behavioral Education*, 35(2), 1047-1069. <https://doi.org/10.1007/s10864-025-09589-5>

Recognizing the need for assessment methods that enhance student learning, this research examines the impact of a criterion-based grading system compared to traditional grading in a graduate-level, online asynchronous applied behavior analysis (ABA) course. Using a mixed-factorial design, the study evaluated student performance based on clearly defined competencies for each assignment. Students who did not meet the mastery criterion

participated in one-on-one, synchronous corrective meetings, during which professors used structured instructional strategies to address unmastered competencies. Findings indicated that students in the criterion-based grading group demonstrated higher assignment scores and improved performance over time, whereas scores declined in the traditional grading group. Additionally, a satisfaction survey revealed that students assigned high ratings to the structured feedback process, and professors reported increased grading reliability. These results suggest that criterion-based grading and structured corrective feedback enhance student learning and satisfaction in online ABA education. Future research should further investigate the long-term impact of criterion-based grading on student achievement and engagement across diverse learning contexts.

Fabre, S. (2026). **Étudier l'éducation artistique et culturelle : entre pluridisciplinarité et philosophie de terrain.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et9>

L'article interroge les modalités d'étude de l'éducation artistique et culturelle (EAC). Ce champ éducatif est analysé comme un domaine particulier, ayant ses finalités et ses pratiques propres. Mais les questions que pose son étude en font un lieu d'interrogation des modalités et des conditions de tout processus éducatif, donc un chantier pour une épistémologie des sciences de l'éducation. L'éducation artistique apparaît en effet comme un laboratoire remarquable pour une pensée de l'éducatio...

Filippi, P.-A., & Félix, C. (2026). **Comment l'analyse d'une trace bimodale éclaire le rapport d'une personne à son activité laborieuse ? L'exemple de la photo adressée et titrée.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16eta>

Ce texte a comme l'objet l'analyse de traces bimodales, c'est-à-dire constituées de deux médiums différents (ici une image et son titre) afin d'envisager leur potentiel pour médiatiser le rapport d'une personne enseignante novice à son expérience laborieuse. Ces traces proviennent de deux dispositifs d'analyse de l'activité enseignante qui s'appuient sur la méthode de la photographie adressée en formation initiale et continue. C'est à propos d'une difficulté vécue que chaque personne participante adresse une image titrée qu'elle a elle-même élaborée. L'article présente une analyse des traces bimodales en trois temps. D'abord en étudiant la composition précise des deux médiums. Ensuite, à l'aide d'indicateurs conçus pour en caractériser la proximité avec l'expérience vécue des personnes participantes. Enfin, un troisième registre d'analyse s'intéresse à ce que la bimodalité apporte à ces traces tant de manière cumulative que dans l'interrelation entre les deux médiums. Ceci permet alors d'identifier le potentiel indiciaire de ces traces. Les résultats obtenus confirment leur pertinence pour interroger le rapport aux difficultés en situation de travail même quand leur proximité à cette dernière n'est pas explicite a priori.

Fillmore, N., Phyak, P., & Paudel, J. R. (2026). **Teacher agency for Indigenous languages in education: A decolonial perspective from Nepal.** *International Review of Education*, 72(3), 525-547. <https://doi.org/10.1007/s11159-025-10217-7>

This article explores the role of teacher agency for Indigenous language education through a decolonial lens. Dominant views and practices of educational development and language policy often exclude teachers as mere implementers of top-down policy. Yet there is growing recognition of their crucial role in shaping policy at the micro level. Drawing on the example of four male teachers from Nepal, the authors examine how teachers develop and use their agency to create spaces for Indigenous languages. Building on a critical and decolonial perspective, the

authors conceptualise teacher agency in language policy as a collective, political and relational phenomenon which extends well beyond the classroom. Their approach emphasises community connection and accountability, calling into question individual-centric frameworks. They conclude by calling for critical dialogue with Indigenous language teachers and a decolonial re-evaluation of teacher agency that respects Indigenous knowledge systems as a prerequisite for linguistically sustaining education.

Gardner-Vandy, K., Utle, J., Just, A., Hathcock, S., & Stansberry, S. (2026). **A Systematic Mapping Literature Review on Two-Eyed Seeing in P-20 Education**. *Review of Educational Research*, 96(3), 985-1013. <https://doi.org/10.3102/00346543251329570>

Two-Eyed Seeing (TES) is a pedagogical approach with the potential to interweave Indigenous ways of knowing and Western sciences into P-20 education to increase Indigenous students' engagement with the content. Presented here is a systematic mapping literature review on the TES pedagogical approach in P-20 educational settings to examine the trends in peer-reviewed literature on the subject. Specifically, the systematic mapping literature review sought to: 1) better characterize the peer-review literature in terms of publication outlets, geographic locations, content, and educational contexts; 2) determine what peer-reviewed literature reveals about the effectiveness of using a TES approach in a P-20 educational setting; and 3) determine what peer-reviewed literature suggests as guidelines and challenges for P-20 educators to using a TES approach. The completed search revealed 13 articles, and those articles were analyzed via content analysis and analyzed for patterns. The result is a detailed listing of guidelines to aid educators in incorporating TES into the P-20 classroom.

Garnier, P., & Zorn, S. (2026). **La collaboration interprofessionnelle, une clé de réussite pour la scolarisation des jeunes élèves avec un trouble du spectre de l'autisme ?** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et6>

Cet article explore les collaborations interprofessionnelles au sein des unités d'enseignement maternelles autisme (UEMA), qui accueillent des enfants âgés de 3 à 5 ans avec un trouble du spectre de l'autisme. À partir d'entretiens semi-directifs menés avec 17 professionnels, et d'une analyse thématique, notre étude met en avant l'importance des échanges réguliers et pluriels pour garantir accompagnement cohérent et adapté aux besoins spécifiques de ces élèves. Les membres des équipes, comprenant enseignants spécialisés, éducateurs, psychologues et orthophonistes, soulignent la nécessité de partager des objectifs communs et de se coordonner pour ajuster les interventions. Cependant, des défis persistent, notamment en matière de coordination et de gestion du temps. Cet article insiste sur la coconstruction des objectifs éducatifs, impliquant l'ensemble des professionnels, pour créer un projet individualisé et pluridisciplinaire. Ce travail d'équipe est essentiel pour surmonter les obstacles et faire progresser les élèves.

Giguère, M.-H., Fisher, C., & Arseneau, R. (2025). **La complémentarité d'outils méthodologiques pour décrire savoirs et gestes professionnels en enseignement de la syntaxe et de la ponctuation**. *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125527ar>

Dans le cadre d'une recherche-action-développement (Giguère et coll., FRQSC 2021-2024), un sous-objectif vise à décrire l'évolution des savoirs et des gestes professionnels des enseignants participant à la coélaboration d'une autoformation numérique sur l'enseignement de la syntaxe et de la ponctuation. Afin de décrire cette évolution, trois outils méthodologiques complémentaires, à savoir l'entretien d'autoconfrontation à la suite d'une leçon filmée, la

correction explicitée et l'observation participante, ont été retenus. L'analyse des résultats sous ce triple prisme fait voir l'évolution des savoirs et des gestes professionnels des participant·e·s et suggère qu'une combinaison d'outils méthodologiques puisse rendre compte avec justesse d'apprentissages professionnels.

Grønli, K. M., Walgermo, B. R., McTigue, E. M., & Uppstad, P. H. (2026). **Feedback Practices on Young Students' Oral Reading: A Systematic Review**. *Review of Educational Research*, 96(2), 391-434. <https://doi.org/10.3102/00346543241306070>

When beginning readers read aloud, the teacher's feedback affects their reader identities. Teacher's feedback may also imprint a strong model of what reading is and what proficient readers do. This systematic review investigates the characteristics of teachers' feedback on elementary students' reading and furthers its potential to support students' agency in learning to read. A total of 52 empirical studies in K–5 settings were identified and analyzed. Findings suggest clear associations between how feedback was presented and what aspects of reading were targeted: typically, either explicit feedback on decoding or implicit feedback on meaning. Further, support for student agency was more strongly associated with implicit feedback practices. Finally, two groups of students—struggling readers and L2 learners—tended to receive feedback that does not promote agency. The review concludes by discussing the potential of feedback practices to support students in becoming proficient and independent readers.

Grosstephan, V., Bationo-Tillon, A., & Lémonie, Y. (2026). **Mobiliser des traces d'activité pour soutenir et analyser la transformation de l'activité par les professionnels**. *Recherches en éducation*, (63). <https://doi.org/10.4000/16et3>

Ce texte, de nature théorico-méthodologique, propose une définition de la notion de trace dans le cadre de la théorie historico-culturelle de l'activité, autour de six questions clés portant sur la nature des traces d'activité, leurs finalités, leurs fonctions, les acteurs impliqués dans leurs modalités de construction et leurs destinataires. Les usages des traces d'activité, dans la double perspective épistémique et transformative de cette théorie, sont abordés au regard des fondements théoriques et méthodologiques du laboratoire du changement (LC), méthodologie d'intervention visant à soutenir les efforts des participants souhaitant transformer le système d'activité au sein duquel ils agissent. Seront ainsi présentés les deux principes structurants des LC : le déploiement de l'agentivité transformatrice collective par double stimulation et l'ascension de l'abstrait au concret. Puis, le texte prendra appui sur un LC réalisé avec le comité de direction d'un institut de formation d'enseignants en France pour illustrer l'usage de traces d'activité dans les deux perspectives transformatrice et épistémique.

Grütter, J., Weber, A., Farah, S., Barth, C., & Srivastava, M. (2026). **Teachers as facilitators of positive intergroup dynamics and inclusion**. *Social Psychology of Education*, 29(1), 64. <https://doi.org/10.1007/s11218-026-10225-x>

Schools with diverse student bodies provide important opportunities for intergroup contact, but diversity alone is not enough to promote positive intergroup dynamics and inclusion. While many interventions target student biases, the role of teachers is often not included. This review of theories and evidence synthesizes educational and developmental approaches and recent evidence to understand the specific role of teachers in positive intergroup interactions at school. We discuss how teachers' relationships with students, educational practices, or their beliefs shape children's and adolescents' intergroup interactions, and ultimately their attitudes and reasoning about group situations. We primarily focus on potential avenues for teachers to promote positive

intergroup relations within their everyday interactions and practices, since this focus allows for sustainable changes and targeted approaches. In addition, we provide examples of teacher-led intervention programs to promote specific competencies among students to increase the likelihood of positive intergroup relations, decrease group biases and promote more equitable learning opportunities. While we emphasize that within school structures, teachers play a significant role, we acknowledge that the respective context that teachers work in enables or restricts their possibilities to serve as agents of change. Therefore, we not only provide recommendations for future research, but also for educational policies and teacher education.

Hasche, N. G., Dignath, C., Mustafi, S., & Kunter, M. (2026). **An International Review of Assessment Tools for Teachers' Professional Competence in Teaching Autistic Children.** *Educational Psychology Review*, 38(1), 87. <https://doi.org/10.1007/s10648-026-10176-x>

Teachers are key players in the successful inclusion of children on the autism spectrum. However, they often feel that they are not adequately prepared for this challenge. As a result, there are new efforts to improve education training and professional development, but what content needs to be taught and what skills need to be trained to prepare teachers well for inclusion? Teacher training should be based on research findings to strengthen teachers' competence development in a targeted manner. The current state of research regarding teachers' competences in supporting students on the autism spectrum appears to be inconsistent and theoretically fragmented. This systematic review therefore offers a comprehensive overview of 52 instruments that claim to measure teachers' competences in the inclusion of autistic children. These were classified on the basis of the model of teachers' professional competence by Kunter et al. (2013) in knowledge, beliefs, and motivation, and examined in terms of their conceptualization and the operationalization of these aspects. This review reveals considerable heterogeneity among the instruments, both in their disciplinary and content-related orientations as well as in their measurement quality, but also more fundamental issues: While some promising assessment approaches were identified, a common limitation across most studies was their insufficient engagement with the current discourse on the inclusion of autistic children, which has changed significantly in recent years. The results of this review provide valuable guidance for future instrument development and contribute to a more coherent theoretical foundation for research on teachers' professional competence in teaching autistic children.

Hosio, M. (2026). **Finnish student experiences of teachers' caring.** *Social Psychology of Education*, 29(1), 44. <https://doi.org/10.1007/s11218-026-10217-x>

This study examined Finnish upper secondary school students' experiences of teachers' caring. Caring is seen in personal interactions between students and teachers both in informal encounters or communications and in student-centred, well-constructed learning situations which increase student well-being and school engagement. The data were collected in semi-structured interviews. The analysis was conducted following two dimensions, namely personal caring and caring teaching, which were further divided into categories and subgroups. The process was data-driven for the first dimension, whilst in the second dimension, the grouping followed elements found in previous studies. In the interviews, students provided various descriptions of teachers' caring actions and provided a complete picture of teacher caring behaviour and situations that were experienced as caring. The results include various themes, e.g. fairness and equality, trust between students and teachers, a good learning atmosphere in the classroom, as well as practices in planning and conducting teaching. As caring is pictured in students' own words, this article also contributes to current discussions about students' well-being

in schools and may generate ideas for teachers and teacher educators on how to have caring conversations with students and build caring relationships.

Irey, R., Blum, A. M., Carpenter, E., Miller, Z., Vonk, J. M. J., & Gorno-Tempini, M. L. (2026). **Backward Construct Mapping in Practice: Using Rasch Measurement to Reveal the Internal Structure of Inflectional Morphological Processing in Students with Dyslexia.** *Journal of Educational Measurement*, 63(2), e70047. <https://doi.org/10.1111/jedm.70047>

This study applies backward construct mapping, beginning from empirical Rasch modeling and working toward empirical construct definition, to develop and validate an assessment of inflectional morphological processing. This project was a part of the UCSF Dyslexia Center's Dyslexia Phenotype Project, which is a comprehensive multidisciplinary investigation examining cognitive function across multiple domains (language, visuospatial processing, social cognition, executive function, attention, and emotional processing). We administered 64 items in a $2 \times 2 \times 2$ factorial design (regularity, frequency, word class) to 131 participants (84 with developmental dyslexia, 47 typical readers; ages 7-16 years) using an oral sentence completion task. Multidimensional Rasch analysis validated unidimensionality (latent correlation = .84) and revealed strong measurement properties (person separation reliability = .92). Regularity ($\beta = 3.63$) and frequency ($\beta = .99$) accounted for 77.5% of item difficulty variance, confirming dual-route theory. Wright Map analysis revealed five empirically derived waypoints representing natural boundaries in processing demands: from regular high-frequency forms to irregular low-frequency forms. Despite a meaningful ability difference between groups (1.0 logit; ~25 percentage point difference at average item difficulty), both groups demonstrated similar item difficulty hierarchies, supporting measurement invariance. Situated within Wilson's (2005, 2023) BEAR Assessment System, this study demonstrates how beginning from an existing dataset and Rasch measurement modeling (Building Block 4) and working toward empirical construct definition (Building Block 1) can transform ordinal rankings into genuine educational measurement, providing an initial, replicable framework for assessment development and actionable insights for differential instruction in students with developmental dyslexia.

Johnston, O. (2026). **Differentiating teacher expectations: educators' conceptualisations of teacher expectations in two Western Australian secondary schools.** *Social Psychology of Education*, 29(1), 63. <https://doi.org/10.1007/s11218-026-10227-9>

Teachers can have generally high or low expectations of their students and of the class groups that they teach. Classroom observations and research with students has explored how teachers' expectations are communicated through differential behaviour, where teachers communicate higher or lower expectations of students that shape students' respective academic achievement. However, very little research has explored educators' conceptualisations of teacher expectations and how they perceive that they communicate them to their students. In this paper, findings about teachers' conceptualisations of expectations and how they intended to communicate their expectations are shared and discussed. The findings are based on interviews with 13 educators, where they shared their conceptualisation of teacher expectations and how they differentiate their expectations, with reference to practical examples from Year 10 classes in two Western Australian schools. The findings include that teachers are balancing tensions between holding high expectations for all students and meeting diverse student needs. These findings are significant for teacher education programs and future research, which could explore educators' deep reflection about conceptualisations of differing student potential and

how teacher expectations might contribute to the effects of social privilege on students' success at school.

Jolin, J., & Blum, A. M. (2026). **Using Exploratory Item Response Modeling to Identify the Hierarchical Structure of Anti-Racism Value Stance Constructs among Teachers.** *Journal of Educational Measurement*, 63(2), e70042. <https://doi.org/10.1111/jedm.70042>

This study presents the development and validation of two construct maps representing confidence in the adoption of practices associated with an anti-racism (AR) value stance among in-service teachers using an exploratory item response modeling (IRM) approach. The Anti-Racism Value Stance Survey (ARVSS) was developed to assess teachers' confidence in understanding critical AR concepts and engaging in AR-aligned actions following completion of a state-sponsored professional development. The AR-Concepts (AR-C) construct reflects three hierarchically related stages starting at foundational critiques of racism to systemic, intersectional understandings, while the AR-Actions (AR-A) construct outlines four hierarchically related stages of action starting at classroom-level interventions to systemic advocacy. We provide evidence for the ARVSS's reliability and provide validity based on content and internal structure. Findings suggest that confidence in AR conceptual understanding and AR action-readiness progress concurrently. Our constructs hold implications for curriculum design, teacher preparation, and future assessment development in multicultural and anti-racist education.

Jung, J., & Lee, W.-C. (2026). **Publication Trends in the Journal of Educational Measurement: A Bibliometric Network Analysis.** *Journal of Educational Measurement*, 63(2), e70051. <https://doi.org/10.1111/jedm.70051>

This study examines the intellectual structure and historical development of the Journal of Educational Measurement over its six-decade history (1964-2025). Using computational text mining and network analysis, we analyzed 1,678 articles based on a deterministic, expert-defined taxonomy of 34 psychometric categories to quantify research trends. Results identify item response theory (IRT) as the dominant paradigm and the most connected area in the publication network. Community detection reveals a tripartite structure dividing the discipline into psychometric modeling, applied test operations, and classical measurement foundations. While IRT constitutes the primary theoretical focus, parameter estimation and validity emerge as intermediary concepts linking statistical modeling to practical applications. The analysis also highlights a historical transition from classical test theory to latent trait modeling, with computerized adaptive testing and differential item functioning identified as major contemporary topics. Furthermore, artificial intelligence appears as an emerging area, showing limited activity for many years followed by rapid growth beginning in 2022, primarily driven by automated scoring research. Overall, these findings provide a data-driven framework for monitoring how the field continues to evolve in response to technological developments.

Kim, Y. K., Huang, S., & Ham, E. H. (2026). **Longitudinal Cross-Classified Item Response Theory Model: Application to Longitudinal Rater-Mediated Assessment.** *Journal of Educational Measurement*, 63(2), e70046. <https://doi.org/10.1111/jedm.70046>

Longitudinal data from repeated measurements are commonly used in social and behavioral sciences to study students' growth. When scores are assigned by raters, they become subject to rater effects such as variability in rater stringency. Therefore, in longitudinal assessments with rater-assigned scores, valid inference on growth requires accounting for both within-student dependencies and rater effects. To address the need, we propose a longitudinal cross-classified

item response theory (L-CCIRT) model that integrates the longitudinal IRT model with the CCIRT model to incorporate timepoint-specific latent variables on the student side while accounting for rater influences. We also describe how latent change parameterization can be derived from the latent state parameterization to draw inferences about incremental changes at each timepoint. Our simulation studies indicated successful recovery of both item and group parameters of the L-CCIRT model under correct model specification and underscored that group parameter estimates can be affected by unmodeled student-rater interactions. Finally, we applied the model to an empirical dataset from three yearly administrations of a scenario-based assessment to demonstrate the utility of the proposed L-CCIRT. We concluded this paper by discussing ways the L-CCIRT model can be utilized in practice and pointing out future research directions.

Kreutzmann, M., Koeppen, K., & Hannover, B. (2026). **Effects of teacher behavior in the teacher–student dyad on the student's integration into the class' cooperation peer network.** *Social Psychology of Education*, 29(1), 38. <https://doi.org/10.1007/s11218-026-10183-4>

In schools, cooperative peer relationships wherein students collaborate on classroom assignments serve as an invaluable resource, promoting equitable exchange and supportive academic development. We investigated whether a teacher's interpersonal behavior in teacher–student dyads influences a student's integration into the classroom's cooperation peer network. Based on social learning and social referencing frameworks, we hypothesized that a student whose teacher displays more communal (e.g., warmth, sensitivity) and less agentic (e.g., guidance, control) behavior towards him or her is more likely to be selected by peers as cooperation partner. Forty-six teachers and their 1,046 third to sixth grade students participated. Using an interpersonal circumplex, teachers rated their behavior towards each student of their class, based on the dimensions of agency (e.g., guidance, control) and communion (e.g., warmth, sensitivity). Sociometric surveys were administered to assess how many classmates preferred to collaborate with each student (indegrees) within the classroom (cooperation peer network). Students' reading and mathematics competencies, measured via standardized tests, were included as control variables. Results showed that students with higher reading skills received more indegrees. Importantly, and consistent with our hypothesis, students received more indegrees when their teacher displayed higher levels of communal behavior and lower levels of agentic behavior toward them, even after accounting for reading and mathematics competencies. We discuss how teacher interpersonal behaviors characterized by high communion and low agency foster inclusive, supportive classroom environments that promote high levels of peer acceptance and cooperation.

Krouse, K., Luh, H.-J., Floress, M. T., & Oh, J. (2026). **Emailed Support for Implementation Fidelity: The Effects of Email Prompts on Teacher Use of Behavior Specific Praise.** *Journal of Behavioral Education*, 35(2), 1209-1241. <https://doi.org/10.1007/s10864-025-09611-w>

This study sought to examine the effects of emailed implementation support on teachers' use of behavior specific praise (BSP). The effects of the intervention on select student outcomes were also observed. Participants were four early elementary school teachers that sought support for implementing evidence-based classroom management practices. A concurrent A-B-C-D multiple-probe design was utilized to observe changes in the teachers' BSP and correction frequencies and their students' on-task and disruptive behaviors when didactic training, email prompting, and email performance feedback were introduced in separate phases. The results indicated that three of the four participants increased their BSP frequency and two of the four participants decreased their correction frequency after emailed implementation supports were

introduced. Effect size analyses indicated notable effects on students' disruptive behaviors. In contrast to prior research, all four participants indicated a preference for email performance feedback. Limitations and future directions for emailed implementation support are discussed.

LaBrot, Z. C., Garza, B. D., Rodriguez, L., Ochoa, C. A., & DeFouw, E. R. (2026). **Impact of Behavioral Skills Training on Assistant Teachers' Use of Positive Greetings at the Door**. *Journal of Behavioral Education*, 35(2), 1155-1177. <https://doi.org/10.1007/s10864-025-09606-7>

Implementation of program-wide positive behavior interventions and supports is effective for preventing undesirable outcomes in young children, while concomitantly helpful for promoting positive social-emotional, behavioral, and learning outcomes. Of utmost importance is the consistent implementation of Tier 1 practices, as they universally target all young children's outcomes. However, early childhood educators are often inadequately trained to consistently deliver Tier 1 strategies and therefore require explicit training and support. As such, the purpose of this study was to evaluate the effectiveness of behavioral skills training for training three early education assistant teachers to implement a novel Tier 1 support, Positive Greetings at the Door, with concomitant educator and child outcomes. Results indicated that behavioral skills training resulted in immediate and sustained treatment fidelity, with medium to small effects on the assistant teachers' frequency of reprimands. Further, improvements in children's display of appropriate and disruptive behavior were observed in two of three classrooms. Results, implications, limitations, and future directions are discussed.

Lamarre, J.-M. (2025). **Les communs éducatifs entre critique et postcritique**. *Éthique en éducation et en formation : les Dossiers du GREE*, (19), 82-99. <https://doi.org/10.7202/1124498ar>

Par « commun », on entend une forme de vie sociale composée de trois éléments : des ressources communes (un commonwealth) ; une communauté de commoners qui gère démocratiquement ces ressources ; un agir en commun (un commoning). On parle ainsi de communs éducatifs (Laval et Vergne, 2021), d'écoles des communs, de pédagogies des communs (Dupeyron, 2024). Notre hypothèse est que les pédagogies des communs sont des pédagogies de la coopération qui, par la mise en place d'institutions (comme le conseil dans la pédagogie institutionnelle), nouent ensemble critique et postcritique, notamment en transformant les conflits en moments éducatifs. Critique et postcritique sont les deux faces indissociables de la coopération. Les communs éducatifs instituent des formes égalitaires de coopération et mettent en oeuvre des pédagogies critiques contre toutes les formes de domination et de discrimination. La coopération a aussi comme condition et comme opérateur l'éthique postcritique de la confiance, de l'alliance et de l'amour.

Larmignat, É., & Hoffner, C. (2026). **Coéduquer pour l'éducation à la vie affective, relationnelle et sexuelle**. *Administration & Éducation*, 190(2), 83-91. <https://doi.org/10.3917/admed.190.0083>

Larsen, E., Caldarella, P., Wills, H. P., & Graham, M. A. (2026). **Improving Behavior in a Middle School Art Classroom using CW-FIT**. *Journal of Behavioral Education*, 35(2), 902-926. <https://doi.org/10.1007/s10864-026-09628-9>

Middle school teachers often encounter more significant challenges in behavior management compared to their elementary counterparts. This is particularly true for middle school art teachers, who may lack the necessary skills for effective behavior management. To address these challenges, Class-Wide FIT (CW-FIT) offers a positive behavioral intervention designed to teach and reinforce on-task behavior in classroom settings. With CW-FIT, teachers instruct students on specific behavioral expectations and provide feedback and rewards for meeting those

standards. We investigated the effectiveness of CW-FIT in a middle school art class, involving one teacher and 36 students, using a single-subject ABAB withdrawal design. Data were collected on student on-task behavior, teacher praise, reprimands, implementation fidelity, and social validity. Results indicated that the teacher's fidelity to CW-FIT components was adequate, but at times below targeted levels—particularly regarding behavior-specific praise and praise-to-reprimand ratios. Nonetheless, observational data showed increases in student on-task behavior during intervention phases, and the teacher and students generally rated CW-FIT as socially valid. The findings suggest that, although implementation fidelity was not uniform, CW-FIT has the potential to positively influence classroom behavior in middle school art settings, but further research is needed to clarify the relationship between fidelity levels and behavioral outcomes given the variability observed.

Lebreton Reinhard, M. (2026). **De la matérialité plurisémiotique des traces à la (re)signification de l'expérience : analyse multimodale de l'activité en formation.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et0>

Dans une perspective pragmatique, l'activité sémiotique du sujet n'est accessible qu'à travers ses actions observables. L'étude des activités humaines ne peut donc s'effectuer qu'a posteriori, dans des espaces de médiation où les traces laissées par l'activité deviennent des objets d'enquête. Dans ce processus, la trace opère un passage du statut d'empreinte de la sémiose, comprise comme un processus dynamique de signification associant le signe, son objet et son interprétant, à celui de signe à réinterpréter par le chercheur-formateur en fonction de son propre contexte d'appropriation. Reconnaisant le verbocentrisme qui caractérise la culture occidentale et ses limites dans la restitution de l'expérience, l'analyse de l'activité peut s'enrichir de ressources sémiotiques autres que verbales pour explorer la multimodalité des relations entre la fabrication du sens située et sa restitution. En s'appuyant sur la prégnance du visuel dans la communication humaine et sa puissance indexicale, cette contribution examine des traces coconstruites par les modalités sémiotiques visuelle et verbale en contexte de formation des futurs enseignants généralistes. L'analyse multimodale permet d'éclairer les choix faits par les sujets apprenants, en mettant en évidence les effets de sens produits par l'articulation dynamique des deux modalités. La prise en considération de la dimension diachronique de la production par le sujet et de l'interprétation par le chercheur-formateur fait de la trace de l'activité d'apprentissage une ressource sémiotique dans le développement de la conscience réflexive et donc de la réflexivité des futurs enseignants grâce à son potentiel de (re)signification de l'expérience.

Lee, S., & Lee, Y. (2026). **Effectiveness of a parent-implemented intervention for improving balance in a child with autism spectrum disorder.** *Journal of Behavioral Education*, 35(2), 886-901. <https://doi.org/10.1007/s10864-026-09627-w>

Gross motor skills are important for children's daily activities; however, children with autism spectrum disorder (ASD) often have difficulties in these areas, limiting their participation in everyday life. Therefore, interventions targeting balance skills are crucial for children with ASD. This study examined whether a parent-implemented intervention could improve balance in a boy with ASD, using a multiple-probe design across behaviors. The targeted motor skills included sitting, half-kneeling, standing, and walking, whereas the object-control skills included throwing, catching, and rolling a ball. The target skill was observed for each behavior and the degree of improvement was indicated. Statistical analyses were conducted using the percentage of non-overlapping data (PND) and Tau-U. Additionally, the study used the Pediatric Berg Balance

Score. Improvements were observed in gross motor and object control skills and were retained at three weeks post-intervention. These functional gains were reflected in the Pediatric Berg Balance Score. These findings suggest that parent-implemented interventions can improve gross motor and object control skills in children with ASD.

Les méthodologies employées pour étudier les gestes professionnels. (2025). *Revue des sciences de l'éducation*, 51(1). Consulté à l'adresse <https://www.erudit.org/fr/revues/rse/2025-v51-n1-rse010833/>

Longano, J., Lee, G., & Cahill, C. (2026). **Look, Listen, and Learn: The Effects of Synchronous Reinforcement on Observing Responses for Adult Faces and Peers.** *Journal of Behavioral Education*, 35(2), 832-859. <https://doi.org/10.1007/s10864-025-09612-9>

Verbal behavior developmental theory (VBDT) has identified several pre-verbal developmental cusps related to learning and language acquisition. Adult faces as well as adult voices functioning as conditioned reinforcers are among the critical foundational cusps for early learners. The current study tested the effects of a synchronous reinforcement procedure on the acquisition of observing responses related to attending to adult and peer faces and adult voices for three preschool children with disabilities. We used a concurrent multiple probe design across participants with pre- and post-intervention measures for observing responses for adult and peer faces, observing responses to adult voices, and trials to criterion for instructional objectives. Following the procedure, all three participants showed increased observing and attending to adults and peers. In addition, this procedure led to improved learning outcomes, with a decrease in the number of trials to criterion for acquisition of objectives post-intervention. A notable observation was the increased attention to peers following the intervention, a phenomenon not previously investigated.

Lousada, E. (2026). **Comment analyser des traces linguistiques et discursives du développement de la réflexion à propos de l'expérience de travail? Une illustration à partir d'une autoconfrontation entre enseignants de français langue étrangère.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et4>

Cet article présente une démarche d'analyse discursive des verbalisations d'enseignants de français comme langue étrangère (FLE) produites à l'intérieur d'un dispositif de formation qui combine un volet centré sur les aspects didactiques de l'enseignement, dans des réunions mensuelles, avec un volet coanalyse du travail, à travers la méthode de l'autoconfrontation. De manière spécifique, notre objectif est d'analyser des indices linguistiques et discursifs de manière à éclairer le développement de la réflexion à propos de l'expérience de travail. L'article expose un cadre analytique et interprétatif qui permet de comprendre comment la discussion de l'expérience vécue d'une situation de travail peut être la source du développement de la réflexion à propos de l'expérience laborieuse. Celui-ci se matérialise par la transformation de la signification de l'expérience et l'ouverture de nouveaux possibles d'action. L'analyse des données vise à identifier des « traces » de la réflexion à propos de l'expérience de travail des enseignants impliqués, de manière à illustrer la fonction et le fonctionnement du langage dans les situations de reprises de l'expérience vécue au travail.

Mahony-Atallah, K. E., McCallum, E., Schmitt, A. J., Chelecki, C. L., & Thomas, J. D. (2026). **A Virtual Implementation of the Performance Feedback Writing Fluency Intervention for Students with**

Disabilities: A Single-Case Design. *Journal of Behavioral Education*, 35(2), 980-1002.
<https://doi.org/10.1007/s10864-025-09599-3>

Students with disabilities, such as ADHD and autism, often struggle in academic areas, including written expression. Performance feedback (PF) is a simple, time-, and resource-efficient strategy which has been used class-wide in general education settings to increase the writing fluency of elementary school students. Unknown is the extent to which PF can be used to improve the writing performance of students with disabilities. The present study used a single-case, multiple-baseline across-participants design to assess the virtual implementation of PF with three second- and third-grade students with disabilities. Two curriculum-based measurement (CBM)-dependent variables included total words written (TWW), a measure of pure writing output, and correct writing sequences (CWS), which also considers writing quality indicators such as spelling, grammar, and syntax. Visual and statistical analysis suggested that one participant's TWW and CWS improved; however, these effects were not replicated across the other participants. Discussion focused on limitations including non-standardized CBM assessment procedures and the existence of increasing baseline performance trends for two participants, as well as implications and directions for future research.

Meran, S., & Scott, T. (2026). **How do Preschool Teachers Spend Instructional Time? Frequency of Opportunities to Respond and Feedback During Whole-Group Instruction.** *Journal of Behavioral Education*, 35(2), 1094-1126. <https://doi.org/10.1007/s10864-025-09604-9>

A growing body of research highlights the effectiveness of simple, evidence-based instructional practices—such as Opportunities to Respond (OTRs) and feedback—in enhancing student engagement and reducing off-task and challenging behaviors during group instruction. While group instruction is a common practice in preschool settings, there has been limited empirical attention given to it. Concerns about the quality of group instruction highlight the need for a systematic assessment of effective instructional practices in this setting. This study focuses on OTRs and feedback in whole-group instruction, observing eight preschool teachers over 12 weeks (4729.82 min) and interviewing seven of them. Observations were descriptively analyzed using MOOSE software, while interviews underwent qualitative analysis. Results revealed that teachers provided 3.11 OTRs per minute and maintained a positive-to-negative feedback ratio of 4.4:1, similar to the suggestions in the literature. The study also explored the types of OTRs and feedback, along with factors that may influence the observed rates. By focusing on actual classroom behaviors over an extended period and incorporating both quantitative and qualitative data, the study provides a comprehensive and detailed perspective on the use of OTRs and feedback in preschool whole-group settings. The practical implications of the findings are discussed concerning teacher education and future research.

Mercier-Brunel, Y., Jore, F., & Bucheton, D. (2025). **Une méthode d'analyse linguistique pour mettre au jour la construction des gestes professionnels des professeur·e·s novices.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125523ar>

La formation des professeur·e·s novices revêt un caractère fondamental en matière de qualité des enseignements. L'entretien d'explicitation postvisite qui s'effectue en France lors de l'année de stage obligatoire est susceptible de constituer un moment charnière du développement professionnel des novices, sous certaines conditions, notamment liées aux gestes professionnels des formateur·rice·s lors de ces entretiens. À partir de l'analyse linguistique de quatre entretiens retenus pour leur complexité par un groupe comprenant quatre chercheur·se·s et onze

formateur·rice·s ayant collaboré durant douze ans, le présent article propose quelques principes permettant selon nous de faire de ces entretiens des temps de formation.

Mihaescu, D., Bologa, L., & Biclea, D. (2025). **Breaking the cycle of math anxiety: empowering pre-service teachers with evidence-based strategies** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129235>

Math anxiety affects students' performance. It has a long-term negative impact on their relationship with math. Research indicates that math anxiety, which often stems from early negative experiences and social stereotyping, affects not only performance but emotional well-being, causing students to avoid math-related activities and domains. Another highlighted aspect shows that teachers with high math anxiety are more likely to transmit this fear to students, thus limiting their learning potential. Pre-service teachers, attending specialized workshops, will learn to manage their emotions and implement educational methods that reduce mathematics-related stress. Recognizing the critical role that teachers play in alleviating or, conversely, intensifying this anxiety, our study investigates the effectiveness of a structured training program designed to provide future educators with evidence-based skills and strategies to reduce mathematics anxiety in primary school students. The proposed and implemented program employs cognitive-behavioral techniques in the workshops, focusing on self-awareness, adapting robot-based teaching methods and developing resilience, combating mathematical myths, and promoting self-efficacy identified as a key factor in tackling mathematics anxiety, to create a classroom environment conducive to positive engagement in mathematics learning. Evaluations show that 80 pre-service teachers experience a reduction in their level of math anxiety and show increased confidence in managing student anxiety. These results suggest that targeted educator training can be a powerful tool in breaking the negative loop between math anxiety and performance, promoting a culture of resilience and enthusiasm towards mathematics in the early stages of education. Frequently, this anxiety stems from early educational experiences and negative influences from teachers, parents and society.

Miranda, C. (2026). **Child Engagement and School Engagement in education: A Systematic Literature Review from a Measurement Approach**. *Journal of Educational Measurement*, 63(2), e70043. <https://doi.org/10.1111/jedm.70043>

Engagement has been debated for years across various perspectives and educational contexts. However, few studies clearly define or distinguish School Engagement and Child Engagement, often conflating them with related constructs. This literature review aims to address three central questions: How are these constructs defined? What are their properties? What kind of information do they provide? To explore these questions, 356 articles were analyzed, 287 focused on School Engagement and 69 on Child Engagement. For each study, the objective, main variables, and research findings were examined. The articles were further categorized based on the engagement model or dimensions used to operationalize Child or School Engagement. The review reveals both differences and commonalities between the constructs. While the operationalization and research topics differ between Child Engagement and School Engagement, the studies generally acknowledge the dynamic nature of engagement. This review emphasizes that measurement is not a neutral act but a designed and intentional process. How engagement is defined and operationalized shapes the type of information produced, reflecting both theoretical choices and educational priorities.

Montésinos-Gelet, I., Dupin de Saint-André, M., & Charron, A. (2025). **Observer la qualité de mise en oeuvre d'un réseau littéraire en classe : une réflexion méthodologique.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125528ar>

Les auteures de cet article exercent un regard critique sur les outils de recueil et d'analyse des données utilisés pour documenter les pratiques de 22 enseignant·e·s lors de la mise en oeuvre de réseaux littéraires. Deux observations ethnographiques ont été réalisées dans chacune des classes pour recueillir les données au moyen de la photographie, de l'enregistrement des contenus verbaux et de la prise de note. Le modèle du multiagenda (Bucheton, 2021) sert d'outil d'analyse de la qualité des pratiques. Les avantages et les limites des différents outils sont décrits.

Morales-Perlaza, A., Le Gouellec, M., & Keller-Schneider, M. (2026). **Ajustements évaluatifs et équité : analyse comparative des pratiques déclarées d'enseignants à Zurich et au Québec.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et7>

Dans le cadre d'une recherche qualitative comparative menée auprès d'enseignants du secondaire à Montréal (Québec) et à Zurich (Suisse), cet article examine les pratiques déclarées visant à rendre l'évaluation des apprentissages plus équitable. L'analyse des données révèle cinq types d'ajustements évaluatifs communs aux deux contextes : la différenciation pédagogique, la diversification des modalités d'évaluation, la flexibilité et la seconde chance accordée aux élèves, l'évaluation collective et collaborative, et la transparence du processus évaluatif. Ces ajustements traduisent une conception contextualisée de l'équité, fondée sur le jugement professionnel et la prise en compte de la diversité des situations d'apprentissage, dans des cadres institutionnels contrastés. L'étude montre que, malgré des conceptions distinctes de la justice scolaire et des contraintes systémiques différenciées, les enseignants développent des ajustements convergents pour composer avec les exigences institutionnelles et les besoins des élèves. En mobilisant le cadre théorique des ajustements évaluatifs, cet article permet de mieux comprendre la manière dont les enseignants négocient les tensions entre standardisation et équité, tout en soulignant le rôle central du jugement professionnel comme levier de justice éducative, sans toutefois permettre d'inférer directement les pratiques effectives en classe ni leur portée au-delà des contextes étudiés.

Mouchaham, R., Emprin, F., & Hage, S. E. (2025). **Mise en fonctionnement de cadres théoriques pour analyser les liens entre développement de l'autonomie des élèves et pratiques d'enseignement utilisant le numérique.** *Mediterranean Journal of Education*, 5(2), 174-182. <https://doi.org/10.26220/mje.5570>

This text allows us to illustrate how we operationalize two theoretical frameworks to the relationship between the use of digital technologies and the development of autonomy. To do this, we focus on the study of the practices of a chemistry teacher at lower secondary school in Lebanon (13-14 years old) using digital technology in her teaching. The frameworks we mobilize are the dual didactic and ergonomic approach and AtA2d analytical framework. The dual didactic and ergonomic framework which allows us to study the practices of this chemistry teacher from two perspectives: a didactic one and an ergonomic one. The AtA2d analysis framework allows us to distinguish two forms of autonomy (transversal autonomy and disciplinary didactic autonomy). The methodological approach outlined here is grounded in a qualitative analysis of a pre-session interview with the teacher (referred to as the « ante-interview »). This qualitative analysis aims to illustrate our methodological approach and to highlight the results it makes possible. Regarding digital technologies, the teacher sees them both as a tool to promote

student autonomy and as an additional element that is less of a priority compared to other concerns.

Nguyen-Tran, L. A., & Omezzine, M. A. (2026). **At the Pedagogical Frontier: Reconfiguring Teacher-Student Boundaries in the Age of Generative AI.** 31^e Conférence de l'Association Information et Management. Consulté à l'adresse <https://hal.science/hal-05654853>

The rapid diffusion of generative artificial intelligence (GenAI) in higher education challenges long-standing assumptions about the teacher-student relationship. Beyond familiar concerns related to academic integrity or learning efficiency, GenAI introduces a new mediating presence into pedagogical interactions, reshaping established boundaries of authority, responsibility, and relational engagement. Drawing on a boundary perspective in Information Systems (IS), this work-in-progress paper conceptualizes GenAI as a pedagogically boundary-relevant technology that reconfigures epistemic, pedagogical, and relational boundaries in higher education. The paper develops a theoretical framework and outlines a qualitative research design to examine how these boundaries are negotiated in practice. By shifting attention from technology adoption to boundary reconfiguration, the study contributes to IS research on digital transformation in education and informs ongoing debates on socio-technical change and human-AI collaboration. The expected findings will clarify how GenAI affects teacher authority, learner autonomy, and the distribution of pedagogical responsibilities.

Norwine, L., & C. Bouck, E. (2026). **Going Beyond Data Analysis: Training Preservice Special Education Teachers to Select Instructional Strategies Through the Learning Stages Framework.** *Journal of Behavioral Education*, 35(2), 1260-1283. <https://doi.org/10.1007/s10864-026-09622-1>

Data-based individualization (DBI) is a fundamental practice in special education and a critical skill for special educators. However, many preservice special education teachers receive limited instruction in DBI during their preparation programs and, therefore, lack these skills. In this single-case design study, researchers examined the effectiveness of a training based on the stages of learning framework in teaching four preservice special education teachers to analyze student progress data and conduct an important step in the DBI process: making data-informed strategy selections. Researchers found a functional relation between the training and participants' accuracy in identifying the correct stage of learning and selecting the corresponding instructional strategy, both with explanations. Participants maintained high levels of accuracy in identifying the correct stage of learning with explanation and moderately maintained accuracy in selecting the corresponding instructional strategy with explanation.

Nuzzolo, R., Du, L., Buttigieg, S., Greer, R. D., & Pino, J. (2026). **The Teacher Performance Rate and Accuracy Measure as a Teacher Training Intervention.** *Journal of Behavioral Education*, 35(2), 1127-1154. <https://doi.org/10.1007/s10864-025-09592-w>

The potential progress of the learner is directly tied to the efficacy and efficiency of their instruction. The current study tested the effects of feedback from the Teacher Performance Rate and Accuracy Measure (TPRA) as a training tool with newly hired teacher assistants with no prior teaching experience and its effects on the accuracy of their learn unit (teacher antecedents delivered to students, opportunity for students to emit target behaviors, and teacher delivered consequences) presentations to students. During the baseline, the experimenter modeled the presentation of target programs with a student, then immediately following, observed the trainee's delivery of instruction of the same program with the same student. During the intervention, the experimenter observed the trainees in situ using the TPRA and provided specific

feedback on the trainees' delivery of instruction. Results showed that 2–14 sessions (with a mean of 5) of the TPRA with feedback were sufficient in bringing the trainees' instruction to a mastery level of 100% accuracy across a variety of curricular programs with students other than those involved in the intervention. Social validity results revealed high levels of satisfaction and positive experiences from the participants.

Önal, N., İlhan, A. G., & Önal, N. T. (2026). **How ready are gifted education teachers for AI integration? Evidence from BILSEM in Türkiye.** *Education and Information Technologies*, 31(10), 3007-3033. <https://doi.org/10.1007/s10639-026-13932-2>

Grounded in Self-Efficacy Theory, the Technological Pedagogical Content Knowledge (TPACK) framework, the Technology Acceptance Model (TAM), and AI literacy principles, this mixed methods study examines the self-efficacy perceptions of teachers working in gifted education institutions (BILSEMs) in Türkiye regarding the integration of artificial intelligence (AI). Despite the growing global interest in artificial intelligence integration in education, empirical research specifically examining AI self-efficacy among teachers working in gifted education institutions remains limited. An explanatory sequential mixed methods design was employed. Quantitative data were collected from 191 teachers using a 5-point Likert-type Artificial Intelligence Self-Efficacy Scale, followed by semi-structured interviews with five teachers to further elaborate the quantitative findings. Quantitative data were analyzed using multivariate analysis of variance (MANOVA), while qualitative data were analyzed through content analysis. The findings indicate that BILSEM teachers' AI self-efficacy perceptions were generally at a relatively high level, with higher scores observed in the assistance and technological skills dimensions. Educational level and self-reported AI knowledge were found to be significantly associated with variations in self-efficacy perceptions, whereas gender and age did not yield statistically significant differences. Qualitative findings revealed that teachers primarily viewed AI as a supportive tool for material development and time efficiency, while expressing cautious attitudes toward anthropomorphic interaction and ethical considerations. Overall, the results highlight the importance of targeted professional development for teachers working in gifted education contexts (BILSEMs). The study adopts a descriptive and comparative perspective rather than testing causal relationships, providing context-specific insights into AI self-efficacy in gifted education settings.

Osnaya, R. A., Augustine, J. J., Rispoli, M. J., Borosh, A. M., Smith, J. E., & Ong, J. T. (2026). **ParaImpact: A Professional Development Program to Improve Paraeducator Systematic Instruction Fidelity for Students with Moderate-to-Severe Developmental Disabilities.** *Journal of Behavioral Education*, 35(2), 1070-1093. <https://doi.org/10.1007/s10864-025-09591-x>

Increased enrollment of students with moderate-to-severe developmental disabilities (MSDD) and shortages of certified special education teachers has resulted in an increase in paraeducators as primary instructors of students with MSDD, despite limited preparation and training. While teachers are required to supervise paraeducators, most report inadequate preparation for this responsibility. The purpose of this study was to evaluate ParaImpact, a professional development teacher-as-coach program on paraeducator implementation of systematic instruction with students with MSDD. This study consisted of a multiple baseline design across behaviors of systematic instruction practices replicated across two teacher-paraeducator dyads. Additionally, a pre-post cohesion measure evaluated changes in the teacher-paraeducator relationship. Results showed a functional relation between ParaImpact and paraeducator systematic instruction implementation fidelity. Only slight changes in teacher-paraeducator cohesion were noted. Social validity measures indicated that teachers and

paraeducators found ParalImpact feasible and effective. Implications for future research and practice are discussed.

Ott, A.-C. (2026). **Penser le monde avec les enfants : construire un planisphère illustré comme outil épistémologique et didactique.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et8>

Cet article revient sur la construction d'une activité de création d'un planisphère illustré réalisée dans le cadre d'une recherche sur les représentations enfantines de l'espace mondial. Cette activité prend place dans un protocole pluriméthodologique déployé dans une enquête menée auprès de 248 enfants âgés de 6 à 11 ans et scolarisés dans quatre écoles primaires parisiennes. Proposer aux enfants de créer une carte du monde illustrée permet tout d'abord de comprendre comme ils structurent l'espace mondial. Les résultats donnent à voir un monde organisé autour de hauts lieux ainsi que différents modes d'identification des régions du monde qui révèlent des visions stéréotypées intériorisées dès le plus jeune âge. L'activité et la restitution de ces résultats auprès des enfants ont également permis de répondre à des enjeux didactiques. En plaçant les enfants au cœur des apprentissages, en leur permettant de développer des raisonnements géographiques à et sur l'échelle mondiale et en luttant contre les stéréotypes, la construction d'un planisphère illustré offre des pistes pour repenser l'éducation au monde à l'école.

Özdemir, R., Sönmez, N., & Koldas, M. (2026). **Assessing Pre-service Special Education Teachers' Skills in Defining and Recording Target Behaviors.** *Journal of Behavioral Education*, 35(2), 1284-1304. <https://doi.org/10.1007/s10864-026-09626-x>

It is essential for special education teachers to plan and implement effective behavioral interventions as part of the behavior modification process. A critical component of this planning is accurate behavior measurement, which includes clearly defining target behaviors, selecting appropriate measurement methods, and consistently recording behavioral changes. In accordance with this, pre-service special education teachers (pre-SETs) must develop proficiency in these areas. This study aimed to assess pre-SETs' proficiency in defining the target behavior and choosing the appropriate recording technique for the behavior. A video-based survey was administered to 106 pre-SETs in Türkiye. Participants were asked to provide operational definitions of target behaviors and identify the correct recording method across seven commonly used measurement techniques. The findings revealed that pre-SETs showed limited accuracy in writing operational definitions of target behaviors and in selecting appropriate behavior recording techniques. These findings suggest that pre-SETs in Türkiye may not acquire adequate measurement skills through theoretical instruction alone. Practice-based and explicit instructional methods are needed to build competency in defining and recording target behaviors.

Papi, C., Beaudoin, A., da Silva, N., Gérin-Lajoie, S., & Hébert, M.-H. (2026). **Repenser l'évaluation des apprentissages à l'ère de l'IA : une revue de la littérature anglophone.** *Distances et Médiations des Savoirs*, 54. <https://doi.org/10.4000/16gfr>

As part of a systematic-narrative literature review (Turnbull et al., 2023), we analyzed 111 articles published in peer-reviewed journals between January 2020 and December 2024 to understand how artificial intelligence (AI) is influencing assessment in higher education. Through this process, we observed that generative AI (GenAI) can successfully replicate a human performance during certain assessment types and that GenAI misuse is sometimes challenging to detect. Thus, institutions and faculty members resort to AI-resistant examination designs and automated proctoring systems. Furthermore, GenAI is perceived as an opportunity for pedagogical support:

for professors and instructors, it can assist with creating exams and grading; for students, it can provide immediate feedback and aid practice. While AI has several potential uses in assessments, many authors underscore the importance of developing training and policies.

Paris, H., Escudié, M.-P., & Le Guennic, T. (2025). **Accueillir l'indétermination : quelle (post)critique pour enseigner les éthiques en anthropocène ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (19), 49-66. <https://doi.org/10.7202/1124496ar>

Enseignants en humanités dans une école d'ingénieurs, nous nous retrouvons dans les positions se revendiquant postcritiques par le constat que l'approche critique, si fondamentale qu'elle soit, ne suffit pas à un enseignement en anthropocène, en particulier sur son versant éthique. Cette situation nous interpelle en tant qu'enseignants, comme animateurs d'un espace propice à la discussion avec et entre les élèves, et comme passeurs de savoirs issus des sciences humaines et sociales, dont la rencontre avec les sciences naturelles est difficile à créer. Dans cet article, nous revenons sur les limites des approches critiques que nous rencontrons dans notre pratique pédagogique. Nous présentons la tentative de dépassement par des influences postcritiques, en continuité avec un héritage local ancré dans une tradition phénoménologique en prenant appui sur les travaux de Gaston Berger. Dans cette perspective, l'attention portée au sujet nous conduit à nous aventurer vers des horizons éthiques thématiques par la connaissance de soi.

Pasco, D. (2026). **Produire des savoirs à la frontière entre recherche et pratique en éducation : les partenariats recherche-pratique.** *Carrefours de l'éducation*, 61(1), 187-213. <https://doi.org/10.3917/cdle.061.0187>

Dans le domaine de l'éducation, de nombreux travaux soulignent la persistance d'un écart important entre les mondes de la recherche et de la pratique malgré plusieurs tentatives pour les rapprocher. Les partenariats recherche-pratique qui visent l'amélioration de l'éducation par l'engagement dans la recherche constituent une réponse récente et nouvelle à cette problématique. Cette note de synthèse propose une synthèse problématisée des travaux consacrés aux partenariats recherche-pratique en éducation. À partir d'un corpus d'articles scientifiques (n = 60), identifiés et sélectionnés en suivant le protocole PRISMA, elle dégage cinq axes structurants de cette littérature scientifique : co-construction des savoirs, dynamiques de collaboration, effets sur les pratiques professionnelles, transformations systémiques, et conditions de pérennisation. L'analyse discute les conditions de l'efficacité des partenariats recherche-pratique, leurs dérives possibles, ainsi que les perspectives théoriques et empiriques qu'ils ouvrent pour refonder les relations entre recherche et pratique en éducation. Elle se conclut par une présentation des enjeux et des perspectives de ce domaine de recherche.

Peterson, M. E., Miller, H. A., Hernandez, P. R., Woodcock, A., & Schultz, P. W. (2026). **Culturally responsive teaching can protect STEM identity among underrepresented students.** *Social Psychology of Education*, 29(1), 54. <https://doi.org/10.1007/s11218-026-10224-y>

While the disparity is narrowing, Hispanic/Latinx students remain underrepresented in science, technology, engineering, and mathematics (STEM) majors. Prior research has shown that STEM identity is an important predictor of a sense of belonging and persistence for underrepresented minorities in STEM. Guided by social identity theory, the present study examined how culturally responsive teaching practices (CRTP) interact with negative ingroup stereotype endorsement and ethnic identification to predict STEM identification among a sample of 349 Hispanic/Latinx undergraduates across 12 Hispanic-Serving Institutions on the West Coast of the United States. Results indicated significant positive main effects of CRTP and ethnic identity on STEM identity.

Additionally, CRTP moderated the relationship between students' ethnic and STEM identities; ethnic identity was positively related to STEM identity among students reporting average or high perceived CRTP in their undergraduate courses, but not among those reporting low CRTP. Negative ingroup stereotype endorsement was negatively related to STEM identity at the bivariate level, but the association was no longer significant in the interaction model including CRTP and ethnic identity. Overall, these findings suggest that CRTP could be an identity-relevant contextual factor in which underrepresented students' ethnic and STEM identities are more strongly aligned.

Pfeffer-Meyer, V. (2026). **Penser les savoirs, les savoir-faire, les pratiques pour éduquer à l'information-documentation et aux outils d'intelligence artificielle générative.** *Communication, Technologies et Développement*, 20. <https://doi.org/10.4000/16b2l>

The integration of artificial intelligence into the educational field requires reflection on different levels, including educational, ethical, professional, and political issues. Similar to the massive democratization of research practices through search engines, it is now imperative to regulate practices involving public-access AI. These tools, mostly developed by major technology companies, rely on opaque algorithmic mechanisms that are constantly evolving. This article presents an Action-Research-Training framework involving librarians' teachers, focused on the practices of artificial intelligence (AI) in information and documentation within education. The approach is based on the conceptual model of "counter-didactic transposition": professionals analyze and share their practices to identify knowledge, skills, and reflective postures of didactic analysis. This collective dynamic aims to foster the emergence of new forms of professional development and to promote a deeper reflection on the transformation of learning processes related to AI in the field of information documentation.

Ramirez, A. K. M., Brunsting, N., Burns, M. K., & Sadler, K. M. (2026). **Effect of Behavioral Skills Training on Middle School General Educator Implementation of Visual Schedules.** *Journal of Behavioral Education*, 35(2), 1178-1195. <https://doi.org/10.1007/s10864-026-09631-0>

The current study examined the effect of targeted professional development (PD) using Behavioral Skills Training (BST) on teacher fidelity in implementing a visual schedule for students with disabilities in general education classrooms. A single-case non-concurrent multiple-baseline design across participants was used to evaluate changes in implementation fidelity following a structured PD intervention. Participants included three general education teachers from the same public middle school, each supporting a student with an existing BIP. Results demonstrated functional relationships between the intervention and improvements in BIP implementation fidelity across participants. Participants showed increased accuracy in applying behavior strategies during the intervention phase that was also linked to improved student outcomes. The participants found the training beneficial and feasible for the general education setting. These findings further support the use of PD with performance feedback to enhance BIP implementation in general education classrooms. Implications include the potential for improved student behavioral outcomes and the need for systemic supports to sustain high-fidelity practices.

Romain, C., & Rey, V. (2025). **Pratique langagière de tissage des enseignant·e·s et énoncés augmentés chez les jeunes élèves : dimensions verbale et acoustique de l'échange didactique.** *Revue des sciences de l'éducation*, 51(1). <https://doi.org/10.7202/1125529ar>

Cet article interroge la pratique langagière de jeunes élèves (âgé·e·s de 2 ½ à 4 ans), qui émerge dans l'interaction verbale avec l'enseignant·e et s'y enrichit progressivement. L'analyse

contrastive réalisée dans deux classes d'une école maternelle en France repose sur l'étude des productions verbales et paraverbales lors de l'échange didactique. Les actions langagières observées révèlent l'existence d'une pratique de tissage interactionnel conduite par l'enseignant·e où marqueurs verbaux et marqueurs acoustiques s'articulent et se transmettent progressivement. Ces résultats conduisent à discuter l'existence d'un modèle langagier professionnel favorable à la transmission et à la production d'énoncés plus longs et plus structurés par ces élèves ainsi qu'à une participation active aux échanges en classe.

Schwimmer, M., & Cambron-Goulet, M. (2025). **Introduction : une pédagogie postcritique est-elle éthique ?** *Éthique en éducation et en formation: les Dossiers du GREE*, (19), 5-9.
<https://doi.org/10.7202/1124492ar>

Un article de la revue *Éthique en éducation et en formation*, diffusée par la plateforme Érudit.

Shin, N., Qian, X., Miller, C. S., Li, H., Chu, Y., Krajcik, J., ... Xing, Y. (2026). **An Artificial Intelligence-Enhanced Assessment Framework for Analyzing Middle School Science Students' Written Responses.** *Journal of Educational Measurement*, 63(2), e70044.
<https://doi.org/10.1111/jedm.70044>

This study develops and tests a Large Language Model-based assessment framework that uses a multi-agent system to analyze students' written responses, generate scoring rationales, identify uncertainty levels, and assign final scores to support learning. The framework was tested using chemistry responses from 834 middle school students scored with a dichotomous analytic rubric. Through prompt engineering and aggregation methods, the multi-agent system—enhanced by rubric revisions and human scoring insights informed by Artificial Intelligence (AI)-generated rationales—achieved 94% scoring accuracy, representing a 16% improvement over the 78% accuracy of a single-agent model using the original rubric. The system's uncertainty detection closely aligned with areas where human raters also indicated uncertainty. Results indicate a strong relationship between AI confidence and scoring accuracy: when the AI was confident, its scores were largely correct, and low-confidence cases were often inaccurate. These findings demonstrate the value of a multi-agent system with human-AI collaboration, in which the AI identifies unclear cases and teachers review and refine uncertain scores. This collaboration approach shows the framework's potential to enhance classroom assessment by providing timely, reliable scores and feedback to inform teaching and learning. The future work may improve accuracy further through retrieval-augmented generation, human-in-the-loop, and fine-tuning with synthetic data.

Soncini, A., Visintin, E. P., Matteucci, M. C., & Van Petegem, S. (2026). **"Sometimes relationships with parents wear you out". A qualitative study on teachers' perceptions of the parent-teacher relationship in current times.** *Social Psychology of Education*, 29(1), 71.
<https://doi.org/10.1007/s11218-026-10240-y>

Although parents and teachers interact frequently at school, only a few studies have investigated which aspects of their relationship are perceived as supportive or challenging by teachers and whether teachers experience possible consequences of this relationship for their well-being at work. To fill this gap, the present study aimed to explore how teachers perceive the parent-teacher relationship in contemporary times and to investigate whether they experience potential consequences on their well-being. To do so, we conducted an interview-based study with 23 Italian primary, middle, and secondary school teachers. Data was analysed through reflexive thematic analysis. Results showed that although teachers often establish cooperative

relationships with parents based on trust and mutual respect, such cooperation is not always achieved. In these cases, parents are perceived as either uninvolved or overinvolved, and teachers acknowledge that managing challenging relationships may have implications for their well-being and behaviours. Additionally, teachers identified broader societal factors that contribute to the transformation of the parent-teacher relationship in current times. Overall, our results contribute to the literature by providing a complex and wide overview of teachers' perceptions of parents and parent-teacher relationships, including a focus on teachers' well-being.

Soobedar de Villeneuve, Z. (2026). **Piloting the SHARP Assessment Cycle: An Iterative Framework for Co-Creating Assessments Through Real-Time Student Voice** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129335>

Assessment in higher education often suffers from a critical disconnect where student feedback benefits future cohorts rather than current participants. This study presents SHARP (Strategic, Holistic, Adaptive, Reflective, Process), a systematic framework for embedding real-time student voice into assessment design. SHARP was piloted across three mathematics tests with 246 students at a foundation-level UK university programme using a mixed-methods quasi-experimental design. Post-assessment surveys from 108 students captured perceptions of fairness, clarity, and engagement before grade release. Quantitative analysis revealed statistically significant improvements in clarity ratings, from 3.98 to 4.44 (Cohen's $d = 0.51$, $p = 0.03$), whilst fairness perceptions rose from 70.3% to 96.0%, and 100% supported continuing the process. Quasi-experimental comparison with historical controls demonstrated 73% reduction in assessment volatility (Volatility Index: 1.54 to 0.41). This pilot demonstrates SHARP's potential as a transferable framework for student-informed assessment practice, though replication is needed to establish broader generalisability.

Su, H., Li, X., & Zhao, J. (2026). **Learning style-specific discourse patterns in K-12 mathematics classrooms: an-AI based multimodal analysis of 1,136 instructional videos**. *Education and Information Technologies*, 31(10), 3149-3190. <https://doi.org/10.1007/s10639-026-13897-2>

Artificial intelligence can dynamically capture multi-level interactional features in classroom teaching, thereby enabling precise adaptation to students' individual learning needs. Grounded in differentiated instruction theory and informed by the Honey-Mumford learning-styles model, the present study develops a multidimensional analytical framework of "learning style-classroom discourse" and examines the discourse interactional profiles of four learner types—Realistic, Agentic, Reflective, and Philosophical—across three analytical strata: the micro (discourse) level, the meso (behavioral) level, and the macro (lesson-type) level. The empirical dataset derives from multimodal analyses performed by the Classroom Structure-based Multimodal-supported Scoring System (CSMS) on 1,136 routine mathematics lesson videos collected from 83 primary and secondary schools in Guangdong Province. Findings indicate the following patterns. At the micro (discourse) level, the frequency of IRE Basic type, IRE Reflection-Response type, and IRE Follow-up type interaction significantly decreases with increasing grade levels, constrained by factors such as cognitive development, exam-oriented approaches, and curriculum pacing. Agentic learning style positively correlated with IRE Follow-up type interaction, while Philosophical learning style positively correlated with IRE Basic and IRE Reflection-Response type interactions. At the meso (behavioral) level, Realistic type learners are resistant to extended teacher lecturing and show a preference for spontaneous self-expression; Agentic prefer flexible, dynamic interaction

formats; Reflective type require teacher scaffolding to achieve multidimensional dialogue; Philosophical type learners tend to reject non-structured, spontaneous talk. At the macro (lesson-type) level, Realistic and Philosophical learners exhibit differentiated patterns in hybrid and practice-oriented lessons that reflect their cognitive preferences, whereas Agentic learners adapt more readily to the four identified classroom types. This study advances an AI-enabled approach to characterizing the interplay between learning styles and classroom discourse, clarifies how different learner types are adaptively engaged across multidimensional interactional contexts, and offers empirical guidance and practical pathways for deploying intelligent technologies to implement precisely targeted differentiated instruction.

Toyama, Y., Hiebert, E. H., Irey, R., & Cai, Q. (2026). **Word-Features Influencing Second Graders' Word Recognition in Connected Texts: Secondary Analysis of Oral Reading Fluency Data Using Explanatory Item-Response Models.** *Journal of Educational Measurement*, 63(2), e70040. <https://doi.org/10.1111/jedm.70040>

This study presents a secondary analysis of word recognition patterns of 650 second-grade students on an untimed oral reading fluency assessment, using explanatory item-response models (EIRMs). The analytic sample included 50 passages containing 1,267 word-tokens. Rasch model calibration showed most words clustered around the lower third of student ability distribution, capturing variability among struggling readers. Subsequent EIRM analyses indicated that several factors had significant effects on word recognition difficulty: Lexical features including word frequency, age of acquisition, and first-syllable vowel patterns (especially r-controlled vowels, diphthongs, and long vowels) were key predictors. Content words (nouns and verbs) proved easier than function words, while more concrete words were unexpectedly more difficult. Word position within passages significantly predicted difficulty. When examined simultaneously, first-syllable vowel patterns emerged as the most robust decoding-related predictor, explaining variance previously attributed to broader decoding measures. The final model explained 40% of item variance. By identifying specific item features that challenge developing readers in oral reading, this research provides a foundation for more precise instructional approaches that target particular sources of word recognition difficulty rather than relying on conventional aggregate reading indicators.

Viano, S., & Darling-Aduana, J. (2026). **Culturally Relevant Pedagogy in K-12 Online Learning: A Systematic Review.** *Review of Educational Research*, 96(3), 724-760. <https://doi.org/10.3102/00346543251320355>

A growing literature examines how online learning can incorporate culturally relevant pedagogy (CRP) to provide high-quality, equitable education to all students with a particular focus on validating and integrating the unique needs and experiences of students from minoritized backgrounds and identities. This systematic review qualitatively analyzes how 42 studies suggest the CRP tenets of academic excellence, cultural competence, and critical consciousness can be incorporated into asynchronous, synchronous, or blended learning overall, by grade level, and online learning modality as well as differences between studies conducted before and during COVID-19. This analysis highlights specific strategies for integrating CRP tenets into online learning with innovative examples from research on how to do so. This synthesis emphasizes the need for further research on how online learning can integrate critical consciousness, particularly involving students in social justice work and power sharing with students.

Volpé, Y., Borer, V. L., & Alvarez, V. J. (2026). **La confrontation individuelle et collective à la trace vidéoscopique au sein d'enquêtes collaboratives.** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et1>

Cet article examine le rôle des traces dans le développement professionnel d'enseignants novices à travers deux modalités de confrontation vidéo : l'autoconfrontation et la confrontation collective. Alors que la littérature traite souvent la trace comme un enregistrement statique d'événements passés, nous considérons les traces — vidéoscopiques, mnésiques et discursives — comme des ressources dynamiques qui circulent entre les participants et se resignifient en contexte. Les résultats montrent qu'en autoconfrontation, l'articulation entre trace vidéo et trace discursive permet aux enseignants de revisiter leur expérience passée et donc la trace mnésique que celle-ci leur a laissée, les amenant à expliciter les compromis opératoires qui structurent leur activité professionnelle. En confrontation collective, la combinaison discursive et mnésique favorise la construction d'une mémoire partagée, la légitimation mutuelle de l'activité et l'émergence de pistes d'action perçues comme viables. Ces résultats suggèrent que les traces fonctionnent comme des objets transactionnels dotés d'une triple temporalité (passée, présente, future). Elles agissent à la fois comme miroir, levier et horizon, élargissant le pouvoir d'agir des enseignants et ouvrant de nouvelles possibilités pour l'action professionnelle.

Yamazumi, K. (2026). **Moving toward a pedagogy of questioning: A Change Laboratory for creating alternatives to school instruction.** *Éducation & didactique*, (2), 109-128. <https://doi.org/10.4000/16dy3>

School learning has been increasingly criticised for remaining encapsulated within disciplinary knowledge and focused on ready-made answers. This study investigates how instruction can move toward alternative developmental directions through a Change Laboratory intervention grounded in cultural-historical activity theory. A year-long formative intervention with teachers at a Japanese elementary school was analysed using the expansive learning framework. The intervention enabled teachers to identify contradictions between integrated and subject education and to collaboratively model new pedagogical solutions. Through cycles of questioning, analysing, modelling, and experimentation, teachers developed a germ-cell concept centred on children's questions and teachers' responsive affirmations. This evolved into a cross-curricular inquiry-based approach described as a pedagogy of questioning. The findings show expansive transformation along two interconnected dimensions—temporal expansion beyond skin-deep learning and socio-spatial expansion beyond encapsulated school learning. This enabled proximal development in school instruction and demonstrated how Change Laboratories can support alternatives to traditional school instruction.

Yoshdia, K. (2026). **Instructor Attire and Voluntary Student Participation in Higher Education: Evidence from a Randomized Class-Section Experiment** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129095>

Students' engagement with a course is often measured through grades and attendance, yet much of what happens in a classroom is voluntary. This article studies one visible feature of teaching practice--instructor attire--and asks whether it changes that voluntary margin. The evidence comes from six first-year "Information (Data Science)" sections at Chiba University of Commerce. The same instructor taught all sections, using a common syllabus, schedule, and grading scheme; three sections were randomly assigned to formal attire and three to casual attire. The course is not an economics course, but the design speaks to a question familiar in

economics education: whether observable teaching practices affect forms of student engagement that standard outcome measures miss. Formal attire is not associated with higher attendance or final exam scores. The participation margin looks different. Students in formal-attire sections submitted fewer ungraded reaction papers and wrote fewer words per submitted reaction paper. Exact randomization inference and wild-cluster bootstrap checks point in the same direction, while also showing how much uncertainty remains with only six randomized sections. A supplementary sentiment measure, coded from the original Japanese reactions, is too imprecise to support a separate conclusion. The main lesson is therefore about measurement as much as attire: voluntary-effort outcomes can reveal classroom responses that are not visible in grades or attendance alone.

Zeeb, H., Witte, F., Voss, T., & Glogger-Frey, I. (2026). **"Who evaluates immigrant students differently? Not me!": Effects of an intervention with and without personalized refutation on (future) teachers' beliefs and evaluations.** *Social Psychology of Education*, 29(1), 66.
<https://doi.org/10.1007/s11218-026-10226-w>

Research shows that teachers' evaluations and interactions can be influenced by students' backgrounds, such as their ethnicity. Yet, many teachers believe that biases related to ethnicity do not exist, or that they are easy to control. Targeted interventions, which usually include evidence-based information and encourage reflection, can correct such false beliefs and reduce evaluation biases. They might be especially effective when preceded by a personalized refutation text that highlights a person's own false beliefs. In our experimental online study, preservice and inservice teachers (N = 111) were randomly assigned to (a) a Stereotype Bias (SB) intervention with personalized refutation, (b) an SB intervention without personalized refutation, or (c) a control intervention. We assessed beliefs with a questionnaire and evaluations with a short task in which participants rated the performance and effort of two fictional immigrant-origin students. In contrast to the control group, the SB intervention significantly increased teachers' beliefs that ethnicity-related biases exist and are difficult to control, with effects lasting at least 1 week. However, the SB intervention had no effect on teachers' evaluations of immigrant-origin students. Exploratory analyses showed that the personalized refutation was particularly beneficial for teachers who initially held false beliefs. We conclude that many teachers hold false beliefs about ethnicity-related biases and that future interventions should focus on how to transfer belief change to evaluation-making. Furthermore, personalized refutation texts can enhance a person's recognition of their own biases and thus serve as a first step toward further change.

Zeyringer, M. (2026). **Les usages et non-usages des IA chez les professeurs des écoles** (Theses, Strasbourg University). Consulté à l'adresse <https://hal.science/tel-05659993>

This thesis examines the uses and non-uses of artificial intelligence (AI) technologies by primary school teachers in France, based on perceived ethical issues. While institutional discourse promotes an « ethical and inclusive » AI, teachers' positions and choices reveal a more nuanced reality, marked by resistance or forms of critical appropriation. Using the UTAUT acceptance model, the sociotechnical framework, and the theoretical framework of problematization, we develop a theoretical model to engage in a situated and dynamic analysis of AI uses in education. A mixed-methods survey was conducted with a sample of French primary school teachers, combining questionnaires with quantitative analysis and in-depth interviews. The results show that ethical considerations—particularly those related to Perceived Risk—significantly influence the intention to use AI. Analysis based on the constructed theoretical model allows us to identify dynamics of problematization of these uses. This work opens up perspectives for

training, the « ethical » design of tools, and the development of a reference framework for the uses of AI in education.

Relation formation-emploi

Aharbil, A. A. (2026). **La valeur des diplômés marocains formés en France à l'épreuve des pratiques RH : segmentation et différenciation au retour au Maroc.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier.* <https://doi.org/10.4000/16d3i>

La mobilité étudiante vers la France représente, pour de nombreux Marocains, un investissement en capital humain dont la valeur se joue au moment du retour. Pourtant, sur le marché du travail marocain, la transférabilité des compétences acquises à l'étranger et leur valorisation par les employeurs demeurent inégales. Dans cet article, nous analysons la manière dont les pratiques de gestion des ressources humaines, les critères de recrutement et les logiques organisationnelles influencent la conversion de ce capital humain internationalisé en opportunités professionnelles. L'étude repose sur un dispositif mixte à dominante qualitative. Une enquête (DPMDFRM1) quantitative menée auprès de 1 000 diplômés marocains formés en France et revenus au Maroc sert d'abord de cadrage : elle met en évidence le rôle de l'expérience acquise en France dans la réduction du délai d'accès au premier emploi et dans l'amélioration de la satisfaction professionnelle. Ce cadrage est ensuite approfondi par 100 (PEMDF)² entretiens qualitatifs menés auprès de dirigeants, recruteurs et responsables RH appartenant à des organisations variées. L'analyse montre que les mêmes diplômes et compétences ne sont pas valorisés de manière identique selon la nature des postes proposés, le degré d'internationalisation de l'activité, le type de clientèle visée ou encore la structure de l'organisation. Les multinationales et les entreprises tournées vers des marchés internationaux tendent davantage à activer la valeur de ces parcours, tandis que certaines entreprises familiales ou organisations moins ouvertes à l'international la neutralisent, en réduisent la portée ou la perçoivent comme plus coûteuse et moins ajustée aux attentes locales. Ainsi, la segmentation du marché du travail se prolonge dans les pratiques RH elles-mêmes.

Biasi, B., & Ma, S. (2026). **Frontier Knowledge in College and Student Success** (Working paper N° 35269). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35269>

We study whether exposure to frontier knowledge in college affects student outcomes. Combining 459,415 syllabi from seven Texas public universities with 107 million publications and linked student records, we measure each course's proximity to recent versus older research in its field. Exploiting syllabus updates unobserved at enrollment, we find that frontier exposure increases completion, GPA, graduate-school attendance, and earnings, and reduces time-to-degree. Completion, GPA, and progression gains are broad, while graduate-school and earnings returns are larger for students with stronger preparation and family resources. The evidence suggests two mechanisms: frontier content keeps students engaged, and sustained exposure builds labor-market skills.

Brankovic, N., Davey, T., Martínez-Martínez, S. L., & de Burgh-Woodman, H. (2026). **Impact beyond commercialisation: exploring knowledge area variations in academic engagement with industry.** *Journal of Technology Transfer*. <https://doi.org/10.1007/s10961-026-10326-x>

Universities are increasingly expected to engage with external stakeholders beyond traditional research and education. This "third mission" is driven by factors like policy pressures, funding needs, and graduate employability. University-Business Collaboration (UBC) has emerged as a key form of engagement, fostering innovation, regional development, and job creation. Prior studies focus on a narrow vision for engagement activities, primarily on research and commercialisation, which excludes many more academics than it includes, to the detriment of academia. Moreover, some of the studies control for knowledge area, however, limited research focuses specifically on these knowledge areas, which have a large impact on the way in which academics create impact across a broad range of UBC activities in education, research and management. Using a large European dataset (3153 academics, 33 countries), this research explores academic engagement through UBC across medical sciences, technology & engineering, and social sciences & humanities. Specifically, the study deepens how individual factors such as academics' beliefs and capabilities, as well as the university context, influence UBC engagement. Statistical analyses reveal potential variations in how disciplines engage and create impact. The findings contribute to a more nuanced understanding of UBC, potentially moving the conversation beyond traditional commercialization models towards a more holistic and transformative approach, which involves a much larger segment of the academic population. This research also lays the groundwork for future studies to explore a broader and more inclusive model of academic impact through engagement with industry and through UBC partnerships.

CEDEFOP : European centre for the development of vocational training & OECD : Organisation for Economic Co-operation and Development. (2026). **New fields for apprenticeship: insights for successful expansion of apprenticeships to new sectors and occupations.** Consulté à l'adresse https://www.cedefop.europa.eu/files/3100_en.pdfhttps://www.cedefop.europa.eu/files/3100_en.pdf

Ce rapport analyse l'extension de l'apprentissage à de nouveaux secteurs et métiers dans plusieurs régions du monde. S'appuyant sur des études issues d'Europe, d'Amérique du Nord et d'Australie, il montre comment ce modèle se développe dans des domaines comme la cybersécurité, la fintech, l'éducation ou la santé. Des exemples sont présentés en Irlande, en Écosse, au Canada, aux États-Unis, en Hongrie, en France, en Allemagne et en Italie, illustrant des contextes nationaux variés. Les résultats soulignent des bénéfices pour les employeurs (réduction des pénuries, productivité), pour les apprenants (meilleure insertion, inclusion, revenus) et pour les systèmes éducatifs. Le rapport insiste aussi sur les conditions de réussite : qualité des formations, capacité d'encadrement, suivi rigoureux et coopération entre acteurs publics et privés.

Checcaglini, A., & Seiller, P. (2026). **Les politiques de formation continue des entreprises en direction des ouvriers : déterminants de l'accès à la formation et effets sur les carrières ouvrières.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d3g>

Eneau, J., Fragoso, A., Galimberti, A., Sanojca, E., Metzger, R., & Pleven, V. (2026). **Learning careers, higher education and work-places in times of complexity** (p. 252). Consulté à l'adresse University Rennes 2 / ESREA website: <https://cread.recherche.univ-rennes2.fr/sites/cread.recherche.univ-rennes2.fr/files/PUBLIC/ACTIVITES%20SCIENTIFIQUES/Parutions/ESREA%20ebook%202026.pdf>

Cet ouvrage, sous forme d'e-book, développe plusieurs contributions présentées lors de la conférence de l'ESREA à Rennes, en 2025, intitulée "Learning careers, higher education and workplaces: supporting transitions in times of complexity" et sous-titré « Employability, transitions and professional trajectories. »

Goller, D., Brox, E., & Wolter, S. (2026). **Imperfect Self-knowledge about Skills and Skill Mismatch** (Working paper N° 26166). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26166>

Why do people sort into poorly fitting occupations? This paper shows that imperfect self-knowledge about skills is an important source of skill mismatch at labor market entry. We use unique data from standardized professional aptitude tests linked to administrative records on educational trajectories and early labor market outcomes in Switzerland. The data allow us to observe objective skills and subjective skill beliefs for many productivity-relevant skills in a high-stakes setting. We document large differences among individuals in how well their beliefs align with their skills. Imperfect self-knowledge predicts misaligned occupational aspirations, higher realized skill mismatch, and a higher probability of dropout. Guided by a Roy-style model of occupational choice with imperfect self-knowledge, we interpret these findings as evidence that distorted self-assessments at the school-to-work transition contribute to the misallocation of talent.

Ichou, M. (2026, juin 29). **Petits-enfants d'immigrés : du diplôme à l'emploi, le modèle républicain tient-il ses promesses ?** <https://doi.org/10.64628/AAK.mtcmkqxne>

Si, dans les familles immigrées, l'ascension scolaire est réelle, la génération des petits-enfants se heurte sur le terrain de l'emploi à des inégalités persistantes.

Krill, M. (2026). **Des développeurs tous bac+5 ? À la recherche des segmentations parmi les diplômés de l'enseignement supérieur long**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXles journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d3h>

Le métier de développeur se informatique est souvent présenté comme un espace professionnel où le diplôme importe peu, valorisant l'autodidaxie et la compétence technique au détriment de la certification scolaire. Cette communication interroge cette représentation à partir de données issues de l'enquête Emploi (INSEE) et d'une série d'entretiens qualitatifs conduits auprès de développeurs et développeuses. Dans un premier temps, nous montrons que le diplôme constitue un facteur explicatif du salaire, avec l'âge, le lieu de résidence et le sexe. Néanmoins, puisqu'il s'agit d'une population très diplômée, nous avons pour hypothèse que la segmentation de l'enseignement supérieur entraîne des effets différents selon le parcours scolaire. Or, avec les données dont nous disposons, cette hypothèse n'est pas vérifiable statistiquement. Dans un second temps, nous mobilisons des données qualitatives pour proposer d'autres effets du diplôme sur la trajectoire professionnelle. En partant du postulat d'une segmentation croissante de l'enseignement supérieur, nous cherchons à rendre compte des distinctions entre formations. Nous montrons qu'il s'agit d'un espace avec des formations privées délivrant des titres du répertoire national des certifications professionnelles (RNCP) confondus avec des diplômes

reconnus par le ministère de l'Enseignement supérieur et de la Recherche (MESR). Nous mettons en lumière des rapports différenciés à la compétence et à l'emploi selon le parcours de formation.

Lemistre, P. (2026). **Évolution de la segmentation scolaire entre écoles et université : quel lien à la qualité de l'emploi ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manoeuvre sur un marché du travail segmenté ?* : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d1y>

Marine, P.-P. (2026). **La formation professionnelle initiale : quelles frontières entre système scolaire et mondes du travail ?** [Report]. Consulté à l'adresse IFÉ - ENS de Lyon website: <https://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=158&lang=fr>

Meyer, M. (2026, juin 18). **À Polytechnique, des diplômés dénoncent l'emprise des industriels sur les formations : coup d'éclat ou réveil écologique de fond ?** <https://doi.org/10.64628/AAK.gdvxp4cvv>

À Polytechnique, la cérémonie de remise des diplômes a été perturbée par des étudiants dénonçant l'influence de grands groupes sur les formations et les ravages de l'industrie sur l'environnement.

Navarini, L. (2026). **Changes in Returns to Multidimensional Skills across Cohorts** (Working paper N° 26170). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26170>

While social skills have become increasingly important in the labour market, other skills may have lost relevance. Estimating these changes is challenging because skills measured before tertiary education affect wages both directly and indirectly through educational sorting. This paper develops a sequential model with cognitive, social, and diligence skills measured at age 17 to estimate direct and total early-career returns across recent German cohorts, while accounting for unobserved ability. Direct returns to social skills increased by 6 percentage points, whereas total returns to diligence declined. Among individuals with low cognitive skills, returns to diligence fell by 10 percentage points, consistent with high-diligence workers sorting into routine-intensive occupations whose value declined under deroutinisation.

Osikominu, A., Pfeifer, G., & Ruberg, T. (2026). **Characterizing the Returns to STEM: Marginal and Policy-Relevant Treatment Effects** (Working paper N° 26160). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26160>

We estimate heterogeneous returns to STEM education by leveraging relative distances to technical versus general universities in Switzerland. While individuals who choose a STEM education gain on average, a declining marginal treatment effect curve indicates positive selection on gains, suggesting that low-resistance individuals benefit the most. Through policy simulations aimed at increasing STEM enrollment and estimating corresponding policy-relevant treatment effects, we demonstrate that these policies' effectiveness critically depends on both observable and unobservable characteristics of affected individuals. Furthermore, we highlight how policies should be designed to both increase STEM enrollment and generate positive returns for targeted groups, particularly women.

Oulhint, M. (2026). **Habiller, contrôler, encadrer : la régulation du BAFA comme instrument de segmentation organisationnelle d'un quasi-marché associatif et ses effets sur les trajectoires de formateurs.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXIes journées du longitudinal, 11-12 juin 2026, Montpellier.* <https://doi.org/10.4000/16d33>

Ce texte analyse le rôle de la régulation publique dans la structuration des organismes de formation au BAFA (brevet d'aptitude aux fonctions d'animateur). Historiquement portée par les associations d'éducation populaire, cette formation est encadrée par une habilitation administrative dont les exigences (projet éducatif, pièces comptables, groupe de formateurs, dispositif de suivi, etc.) mobilisent des ressources que les organismes ne détiennent pas de façon égale. En mobilisant la notion de quasi-marché et les travaux sur l'isomorphisme institutionnel, le texte montre comment l'habilitation produit une segmentation organisationnelle durable. Elle examine ensuite, dans une optique longitudinale rétrospective, les effets de cette segmentation sur les trajectoires de formateurs : entrée dans l'activité, maintien et conditions de sortie. L'enquête s'appuie sur cinq entretiens exploratoires et une analyse documentaire du dispositif.

Pineda-Hernandez, K., FranÃ

ois, R., Senterre, T., & Volral, M. (2026). **Immigrant-Native Wage Gaps over Two Generations: Does the Field of Study Matter?** (Working paper N° 18728). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18728>

Although educational attainment is known to moderate immigrant-native wage gaps, the role of the field of study remains largely unexplored. Drawing on detailed data for master's graduates in Belgium (1999-2016), we show that the immigrant-native wage gap narrows over two generations but persists in higher-paying fields (STEM, LEM), while disappearing in lower-paying ones. Wage decompositions reveal a small positive quantity effect (immigrants favour higher-paying fields), outweighed by a negative price effect (as returns to fields are lower for immigrants). This price effect halves across generations. Together, both effects explain 28-37% of the overall pay gap. Sensitivity tests refine these findings.

Pineda-Hernández, K., Rycx, F., Senterre, T., & Volral, M. (2026). **Immigrant-Native Wage Gaps over Two Generations: Does the Field of Study Matter?** (Working paper N° 1776). Consulté à l'adresse Global Labor Organization (GLO) website: <https://EconPapers.repec.org/RePEc:zbw:glodps:1776>

Although a growing number of studies highlight the moderating role of educational attainment on the wage differential between immigrants and natives, the influence of the field of study remains largely unexplored. We aim to fill this gap by drawing on detailed, matched employer-employee data on workers holding a master's degree in Belgium for the period 1999-2016. After controlling for a wide range of covariates, our regression analyses show that the wage gap between immigrant and native workers with degrees in higher-paying fields (i.e. STEM and LEM) narrows considerably over two generations, but remains significant. By contrast, among workers with degrees in lower-paying fields (i.e. Other Social Sciences, Education, Services, Arts and Humanities) the wage gap between immigrants and natives disappears within two generations. Furthermore, our wage decompositions reveal that immigrant graduates are somewhat more likely to hold degrees in higher-paying fields than natives, which results in a small positive quantity effect. However, they also show that wage returns associated with fields of study are significantly lower for immigrants than for natives. This leads to a negative price effect, which, in percentage points, is halved over two generations. Altogether, the combined price and quantity effects -

with the former far outweighing the latter - account for between 28 and 37% of the overall pay gap between natives and first- and second-generation immigrants, respectively. Sensitivity tests using a more detailed classification of fields of study further refine our results.

Rosenzweig, M., & Xu, B. (2026). **Class Peers as Competitors and Educators: The Consequences of Rank-Based Academic Rewards** (Working paper N° 18676). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18676>

This study investigates how rank-based reward systems in schools shape student effort and peer learning. In competitive environments, classmates serve both as rivals for rewards and as sources of academic support. Using nationally representative U.S. high school panel data and refugee student placement records, the paper examines how changes in ability composition affect student behavior under different competition policies. A theoretical tournament model predicts that introducing higher-ability peers reduces incumbent students' effort and willingness to assist classmates, especially where academic recognition depends on relative ranking, while lower-ability peers generate the opposite effects. Empirical results support these predictions: high-performing students in competitive schools spend less time on homework and lose positive peer-learning benefits when stronger peers enter cohorts.

Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier. (2026). In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. Consulté à l'adresse <https://books.openedition.org/cereq/7302>

Chaque année depuis 1994, les journées du longitudinal (JDL) constituent un temps fort de la vie scientifique du Céreq et de son réseau de centres associés. Pour cette XXXI^e édition, c'est le centre associé Céreq de Montpellier, le laboratoire ART-Dev (acteurs, ressources et territoires dans le développement), qui accueille l'événement à l'Université de Montpellier Paul-Valéry, autour d'une problématique centrale : « Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? ». En amont du marché du travail, le système éducatif français demeure l'un des plus inégalitaires parmi les pays de l'OCDE. Une segmentation scolaire est à l'œuvre qui tend à reproduire les inégalités liées à l'origine sociale et, en tout cas, ne les réduit pas sensiblement malgré la massification de l'enseignement supérieur. À cette segmentation scolaire semble répondre une segmentation voire une balkanisation du marché du travail. Cela n'empêche pas certains individus de dégager des marges de manœuvre, de faire preuve d'initiative et de résilience. L'approche longitudinale offre ici un cadre d'analyse privilégié pour décrypter les formes modernes de tension entre les déterminismes structurels et l'agentivité des individus.

Réussite scolaire

Bernigole, V., Cheung Kivan Yeun, L., Kass, V., Mahoux, M., Marin, N., Virieux, P., ... Robaut, M. (2026). **Test de positionnement de seconde 2025 : des résultats en baisse en français dans les deux voies et en mathématiques pour la voie professionnelle**. Note d'Information, (26.22), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/test-de-positionnement-de-seconde-2025-des-resultats-en-baisse-en-francais-dans-les-deux-voies-et-en-505001>

En septembre 2025, pour la huitième année consécutive, les élèves entrant en seconde ont passé des tests de positionnement sur support numérique en français et en mathématiques.

Biasi, B., & Ma, S. (2026). **Frontier Knowledge in College and Student Success** (Working paper N° 35269). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35269>

We study whether exposure to frontier knowledge in college affects student outcomes. Combining 459,415 syllabi from seven Texas public universities with 107 million publications and linked student records, we measure each course's proximity to recent versus older research in its field. Exploiting syllabus updates unobserved at enrollment, we find that frontier exposure increases completion, GPA, graduate-school attendance, and earnings, and reduces time-to-degree. Completion, GPA, and progression gains are broad, while graduate-school and earnings returns are larger for students with stronger preparation and family resources. The evidence suggests two mechanisms: frontier content keeps students engaged, and sustained exposure builds labor-market skills.

Café pédagogique. (2026, juin 30). **Maths et français au collège : les écarts se creusent entre le privé et le public**. Consulté 30 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/30/maths-et-francais-au-college-les-ecarts-se-creusent-entre-le-privé-et-le-public/>

Avec 3 niveaux du collège évalués sur les 4 existants, la direction de la statistique publique de l'éducation ne manque pas de data sur nos élèves. Que retenir de ces

Canals, V., Groult, S., & Macaire, S. (2026). **Sélection à l'entrée à l'université : Quels effets sur la réussite dans les antennes ?** *Éducation & formations*, 109(1), 15-39. <https://doi.org/10.48464/ef-109-02>

À la fin des années 1980, la carte universitaire se transforme avec l'apparition des antennes universitaires implantées dans les villes moyennes. Les analyses dédiées aux antennes universitaires qui se développent alors montrent un accueil d'étudiants socialement moins favorisés que ceux des universités mères ou une surreprésentation d'étudiants aux caractéristiques scolaires plus faibles, mais leurs résultats divergent sur la question du rôle de l'antenne sur la réussite universitaire. Le nouveau dispositif d'affectation dans l'enseignement supérieur Parcoursup, développé à la suite de la loi Orientation et réussite des étudiants (ORE) en 2018 a-t-il des effets sur la population accueillie et leur réussite dans les antennes ? La comparaison des promotions 2015 et 2018 montre une homogénéisation sociale et scolaire des étudiants accueillis dans les antennes et universités mères, même si les antennes continuent globalement à jouer leur rôle de démocratisation de l'accès à l'enseignement supérieur. En revanche, ce rapprochement des caractéristiques ne semble pas conduire à un effet plus positif des antennes sur la réussite étudiante, mesurée à partir d'un suivi longitudinal des bacheliers entrés en licence.

Caria, A., Checchi, D., Paolini, D., & Pinotti, P. (2026). **More Channels, Lower Scores: Entertainment Television and Student Achievement** (Working paper N° 26168). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: <https://EconPapers.repec.org/RePEc:crm:wpaper:26168>

We study the effects of expanded entertainment television on children's academic performance leveraging the staggered transition from analog to digital TV across Italian

provinces between 2008 and 2012, which greatly increased children's entertainment content, and administrative data on standardized test scores for entire cohorts of primary and middle school students. Availability of digital TV reduced literacy and math performance by 0.08 and 0.12 standard deviations, respectively, implying effects of -0.20 and -0.30 standard deviations among children who acquired access to digital TV along the transition. Effects are larger among younger children and among students attending school only in the morning.

Cerna, L., Varsik, S., Mezzanotte, C., Pereira, J., & Stronati, C. (2026). **Every day counts : understanding, preventing and responding to school attendance problems.** <https://doi.org/10.1787/7c6f6c3e-en>

Ce rapport analyse les problèmes de fréquentation scolaire dans les systèmes éducatifs de l'OCDE et de l'Union européenne. À partir d'une enquête menée auprès de 45 systèmes éducatifs, de données internationales (PISA, TIMSS) et de la littérature scientifique, il précise les notions d'absence, de retard, d'absentéisme et de décrochage, puis examine les facteurs associés : santé physique et mentale, climat scolaire, harcèlement, difficultés familiales, précarité, transport, normes parentales et coordination institutionnelle. Il montre que les absences répétées fragilisent les apprentissages, le bien-être, l'engagement scolaire et les parcours ultérieurs. Le rapport plaide pour des réponses précoces, coordonnées et non uniquement répressives, associant écoles, familles, services sociaux et de santé, appuyées sur des systèmes de suivi et d'évaluation plus solides.

Chang, E., MarÃa, P.-R., & Peluffo, C. (2026). **Persistent Effects of Early Academic Rank on Cognitive and Noncognitive Outcomes** (Working paper N° 18683). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18683>

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, B., Chen, J., Wang, M., Tsai, C.-C., & Kirschner, P. A. (2026). **The Effects of Integrated STEM Education on K12 Students' Achievements: A Meta-Analysis.** *Review of Educational Research*, 96(2), 619-668. <https://doi.org/10.3102/00346543251318297>

This meta-analysis synthesizes research findings on the effects of integrated STEM education implemented in K12 settings. The implementation fell into three categories: (1) adopting integrated STEM education, (2) using extra teaching and learning strategies to enhance integrated STEM education, and (3) using specific learning technologies to support integrated STEM education. Student learning outcomes were investigated in terms of knowledge and skills acquisition, problem-solving task performance, and student perceptions. Based on 124 extracted and coded studies (2010–2022), the findings are as

follows. All three types of interventions yielded a medium effect on knowledge acquisition and a small effect on student perceptions. Besides, adopting integrated STEM education had a large effect on cognitive skills; using extra teaching and learning strategies in integrated STEM programs produced a medium effect on cognitive skills and problem-solving task performance; using specific learning technologies had a small effect on problem-solving task performance. Some factors, such as task type (inquiry or design-based task) and program duration, may influence STEM learning outcomes. Future studies should pay more attention to the effective design and implementation of STEM programs by integrating the four core characteristics of STEM education, applying extra teaching and learning strategies, incorporating relevant learning technologies, and assessing learning outcomes in multiple dimensions.

Curiel, E. S. L., Rajter, M. A., Gomez-Alonso, J., & Walsh, M. E. (2026). **A Comparison of Response Cards and Guided Notes with College Students.** *Journal of Behavioral Education*, 35(2), 1196-1208. <https://doi.org/10.1007/s10864-025-09608-5>

Response cards (RC) and guided notes (GN) are two strategies aimed at increasing active student responding in group settings, and both have been shown to be efficacious for K-12 students. The application of RC and GN with college students has also been evaluated, albeit less. More research is needed to identify the conditions in which they reliably increase quiz scores. We implemented RC and GN in two sections of an undergraduate special education course. Using an alternating treatments design, we analyzed the effects of RC and GN on university students' quiz scores. For both sections, RC consistently increased quiz scores, whereas quiz scores during the GN condition were comparable to baseline. Overall, the average of the mean quiz scores increased by approximately 15% when RC were implemented during the lecture. The results were statistically significant too. We also measured students' preference for these interventions and found that students preferred RC. Limitations and areas for future research are also discussed.

Dassi, Z. (2026). **Quand les filles réussissent à l'école tunisienne : politique éducative et dynamiques sociales.** *Administration & Éducation*, 190(2), 103-111. <https://doi.org/10.3917/admed.190.0103>

Euzeby, T., Jabri, K., Lacroix, A., Valdenaire, B., Ballereau, M.-A., Hick, M., ... Philippe, C. (2026). **Évaluations exhaustives de début de sixième, de cinquième et de quatrième 2025 en français et en mathématiques.** *Note d'Information*, (26.23), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/evaluations-exhaustives-de-debut-de-sixieme-de-cinquieme-et-de-quatrieme-2025-en-francais-et-en-504998>

En septembre 2025, pour la huitième année consécutive, les élèves entrant en seconde ont passé des tests de positionnement sur support numérique en français et en mathématiques.

Flagner, S., Eichholtz, P., Kok, N., Kramer, R., Steffen, K., van Marken Lichtenbelt, W., ... Sun, X. (2026). **Indoor Environment, Student Satisfaction and Performance in Higher Education** (Working paper N° 18697). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18697>

This study examines how improvements in indoor environmental quality affect student satisfaction and academic performance in higher education. We conducted a randomized field experiment involving 1,258 first-year undergraduate students at

Maastricht University, who were randomly assigned to tutorial groups located either in a recently renovated building with improved indoor environmental quality or in a conventional control building. We find that students in the treatment building report significantly higher satisfaction with indoor environmental quality and the overall learning environment. However, these improvements do not translate into measurable effects on academic performance, study effort, or tutor evaluations.

Garnier, P., & Zorn, S. (2026). **La collaboration interprofessionnelle, une clé de réussite pour la scolarisation des jeunes élèves avec un trouble du spectre de l'autisme ?** *Recherches en éducation*, (63). <https://doi.org/10.4000/16et6>

Cet article explore les collaborations interprofessionnelles au sein des unités d'enseignement maternelles autisme (UEMA), qui accueillent des enfants âgés de 3 à 5 ans avec un trouble du spectre de l'autisme. À partir d'entretiens semi-directifs menés avec 17 professionnels, et d'une analyse thématique, notre étude met en avant l'importance des échanges réguliers et pluriels pour garantir accompagnement cohérent et adapté aux besoins spécifiques de ces élèves. Les membres des équipes, comprenant enseignants spécialisés, éducateurs, psychologues et orthophonistes, soulignent la nécessité de partager des objectifs communs et de se coordonner pour ajuster les interventions. Cependant, des défis persistent, notamment en matière de coordination et de gestion du temps. Cet article insiste sur la coconstruction des objectifs éducatifs, impliquant l'ensemble des professionnels, pour créer un projet individualisé et pluridisciplinaire. Ce travail d'équipe est essentiel pour surmonter les obstacles et faire progresser les élèves.

Guitton, C. (2026). **Le projet « Réussir Ensemble » porté par ATD Quart Monde : une « troisième chance » pour les recalés de l'école et des politiques jeunes.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d2i>

La sélectivité du système scolaire et des politiques jeunes aboutit à une segmentation en cascade des voies d'accès au diplôme et à l'emploi : la voie royale : enseignement général et supérieur, classes préparatoires, grandes écoles ; la voie de délestage : enseignement professionnel, apprentissage, écoles de production ; la voie de raccrochage : dispositifs de remédiation scolaire et professionnelle dits de seconde chance parce que contre-sélectifs, en réalité de deuxième chance parce que sélectifs ; la voie de rattrapage : expérimentations de troisième chance destinées aux recalés de l'école et des politiques jeunes, à l'exemple du projet « Réussir Ensemble » initié par le mouvement ATD Quart Monde en région lyonnaise. La nécessité d'une voie de rattrapage (« troisième chance ») s'impose dès lors que les dispositifs de « seconde chance » de la voie de raccrochage s'avèrent être des dispositifs de « deuxième chance » qui reproduisent les logiques de sélection, de normalisation et d'injonction à l'œuvre au sein du système éducatif. La situation est d'autant plus paradoxale qu'il s'agit de dispositifs contre-sélectifs visant à corriger les inégalités scolaires mais dont la mise en œuvre aboutit à réintroduire des formes de sélectivité qui les rendent hors d'atteinte des jeunes les plus vulnérables. Pour tenter de contrarier les logiques de sélection, de normalisation et d'injonction qui traversent le système scolaire et les politiques jeunes, l'expérimentation « Réussir Ensemble » propose à des jeunes en situation de rupture scolaire et sociale et/ou de non-recours aux politiques jeunes (non-accès ou échec), une démarche d'accueil et d'accompagnement individuel et collectif vers l'emploi et

la qualification fondée sur les principes d'inconditionnalité, d'inclusion et de participation. À partir d'une lecture institutionnelle, le texte est centré sur l'explicitation des raisons pour lesquelles le projet « Réussir Ensemble » peut s'analyser comme une expérimentation de « troisième chance ».

He, Y., Long, P., Chen, R., Zhi, D., Chen, Y., Ma, L., ... Sui, J. (2026). **Multilevel Predictors of Reading and Mathematics Achievement: A Systematic Review with a Multimodal Neuroimaging Illustration.** *Educational Psychology Review*, 38(1), 91. <https://doi.org/10.1007/s10648-026-10189-6>

Reading and mathematics are core components of children's academic development and are linked to later educational, occupational, and psychosocial outcomes. Yet evidence on their predictors remains dispersed across biological, cognitive, behavioral, contextual, and neuroimaging traditions, and few syntheses have examined these literatures within a common developmental framework. In this systematic review, we synthesize 165 eligible studies to examine multilevel predictors of reading and mathematics achievement in children and adolescents and to distinguish shared from domain-specific patterns of prediction. We organize the evidence within a multilevel framework spanning perinatal and early-life conditions, cognitive skills, behavioral, emotional, and motivational processes, family and school contexts, and neuroimaging indicators. Across levels, the literature supports a developmental account in which early biological and contextual conditions are best understood as distal starting conditions, cognitive skills as the most proximal capacities for academic learning, and behavioral-emotional processes as regulatory pathways through which those capacities are expressed. Reading is more consistently associated with language-related and sound-symbol skills, whereas mathematics is more consistently associated with numerical concepts, symbolic processing, spatial resources, and math anxiety; executive function and general cognitive ability appear to provide a shared scaffold across both domains. We also include a worked multimodal neuroimaging illustration, explicitly framed as an illustrative application rather than an evidential extension, to show how the neural layer may be incorporated as a source of child-proximal markers. Overall, the review advances an evidence-calibrated multilevel framework for organizing shared and domain-specific predictors of reading and mathematics achievement and clarifies the interpretive limits of translating predictive evidence into intervention claims.

Luskova, M., Buliskeria, N., Elminejad, A., Havranek, T., Irsova, Z., Jurajda, S., & Kapicka, M. (2026). **Publication bias and p-hacking in the effect of COVID-19 on learning** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341461>

We revisit a central estimate in the economics of education: the human-capital loss associated with COVID-19 school closures. Estimates of pandemic learning loss may be affected by publication bias, p-hacking, and the mechanical correlation between standardized effect sizes and their standard errors. We conduct a comprehensive multi-method assessment of bias by applying a wide range of correction techniques, including PET-PEESE, three-parameter selection models (3PSM), Robust Bayesian Meta-Analysis (RoBMA), Meta-Analysis Instrumental Variable Estimation (MAIVE), Right-Truncated Meta-Analysis (RTMA), and multi-bias sensitivity analysis. Our preferred specifications, RoBMA and MAIVE, rely on different assumptions yet converge on an effect size of approximately -0.12 SD, equivalent to a learning loss of about 30% of a school year. Although some methods reveal signs of publication bias and selective reporting, these findings do not

explain away the central finding: the COVID-19 learning deficit is economically meaningful and statistically robust.

Madigan, D. J., & Glandorf, H. L. (2026). **Student Burnout and Educational Dropout: A Systematic Review and Meta-Analysis of Dropout Behavior and Intentions.** *Educational Psychology Review*, 38(1), 92. <https://doi.org/10.1007/s10648-026-10191-y>

Some students drop out of education. Recent work suggests that mental health issues – such as burnout – may be prominent reasons why they do so. To explore this idea further, the aim of the present study was to provide the first systematic review and meta-analysis of the relationship between student burnout and educational dropout. In doing so, we focused on both direct (dropout behavior) and indirect measures (dropout intentions) of dropout. Following pre-registration, we conducted a search of PsycINFO, PsycArticles, MEDLINE, Education Abstracts, Educational Administration Abstracts, and ProQuest Dissertations and Theses up to January 2026. We followed PRISMA guidelines and provided a narrative synthesis and multilevel meta-analysis. Our search found 31 studies (with 34 samples; $N = 39,454$) with most studies focusing on dropout intentions. In the three studies that had examined direct measures, burnout was shown to be a significant predictor of dropout behavior (including in one study examining enrollment status). In the remaining studies, burnout was consistently associated with dropout intentions both cross-sectionally, and, in several studies, over time. This was supported by the findings of the multilevel meta-analysis where burnout was positively associated with dropout intentions ($r^+ = .46$, 95% CI = .44 to .55). These findings were moderated by level of study (higher for postgraduate students) and burnout dimension (highest for cynicism). It appears that student burnout may be linked to educational dropout, and that this may be especially the case for dropout intentions. More studies on dropout behavior are needed before concrete conclusions can be made and further work is necessary to integrate and test theory, including examining possible mechanisms underpinning these relationships.

Özdemir, O., Avci, S., Avcu, A., & Özgenel, M. (2026). **The longitudinal relationship between teacher and parental autonomy support, homework effort, and academic achievement in Turkish lessons.** *Social Psychology of Education*, 29(1), 59. <https://doi.org/10.1007/s11218-026-10231-z>

This study examines the longitudinal relationships between parental and teacher autonomy support, homework effort and completion, and academic achievement within the framework of self-determination theory. Data were collected from 1,092 seventh grade students in a metropolitan area in northwestern Turkey at two measurement times. The data were analyzed using cross-lagged panel modeling. The findings indicated that parental and teacher autonomy support significantly predicted students' homework effort over time. While homework effort and completion positively predicted academic achievement, the effect of autonomy support on achievement was indirect. Additionally, students' homework behaviors partially shaped their perceptions of parental and teacher autonomy support over time. These results suggest that autonomy-supportive practices in the homework context are critical for process-oriented learning outcomes.

pédagogique, C. (2026, juin 16). **Maths : « Dès le CE1, les écarts se creusent en faveur des garçons ».** Consulté 17 juin 2026, à l'adresse Le Café pédagogique website:

<https://www.cafepedagogique.net/2026/06/16/maths-des-le-ce1-les-ecarts-se-creusent-en-faveur-des-garcons/>

Ecartes genrés, difficultés dans la résolution de problèmes... Que retenir de la énième note d'information à propos des évaluations nationales ? Avec ces évaluations normées du CP au CM2, les

Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., & Sherod, R. L. (2026). **Mapping the Research Base for Universal Behavior Screeners.** *Review of Educational Research*, 96(2), 584-618. <https://doi.org/10.3102/00346543251315168>

Universal behavior screening is used in schools worldwide to detect students with and at risk for behavioral challenges. A plethora of instruments is available for this purpose, though little metascience has been conducted to review and synthesize methods used to study these instruments in educational settings, nor is there a comprehensive list of instruments to support educators in selecting an appropriate tool. We conducted this review to provide a rigorous—and accessible—overview of the research base for universal behavior screening instruments to facilitate educators' decision-making process when selecting a systematic screening tool for the students they serve and identify areas of further refinement for the research community. This scoping review includes an extensive list of behavior screening instruments, an examination of how these tools have been studied, and areas for future research. We identified 56 behavior screening instruments. The most common psychometric analyses included coefficient alpha for internal consistency, correlations between theoretically related variables, and confirmatory factor analysis. We discuss other methods currently employed as well as methods and complexities for consideration in future research.

Rodriguez-Segura, D., & Tierney, S. (2026). **The challenge of efficient instructional targeting in the presence of between-school heterogeneity.** *Education Economics*, 0(0), 1-29. <https://doi.org/10.1080/09645292.2026.2681944>

This paper examines the extent and implications of between-school heterogeneity in foundational learning outcomes across six public education systems in South Asia and West Africa, using harmonized, system-representative data from systems collectively serving more than 900,000 enrolled children. We document substantial and pedagogically meaningful variation that tends to increase with grade level and baseline performance, and is therefore often most pronounced in upper primary grades, while also often exceeding variation explained by common subnational proxies such as administrative region and rural–urban status. In the vast majority of cases, the between-school component exceeds what would be expected from random chance due to sampling variation, often by statistically significant margins. These findings suggest that, in the presence of meaningful between-school heterogeneity, setting a single instructional level for an entire system may remain a consequential policy challenge even when overall curricula are brought closer to the level of the median child. Simulations further suggest that in systems with greater school-level heterogeneity, differentiated instructional targeting can increase the share of students whose proficiency is aligned with the assigned instructional level, relative to a uniform curriculum. Whether these alignment gains translate into realized learning gains depends on the quality of school-level data and the feasibility of implementing differentiated instruction in practice.

Rosenzweig, M., & Xu, B. (2026). **Class Peers as Competitors and Educators: The Consequences of Rank-Based Academic Rewards** (Working paper N° 18676). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18676>

This study investigates how rank-based reward systems in schools shape student effort and peer learning. In competitive environments, classmates serve both as rivals for rewards and as sources of academic support. Using nationally representative U.S. high school panel data and refugee student placement records, the paper examines how changes in ability composition affect student behavior under different competition policies. A theoretical tournament model predicts that introducing higher-ability peers reduces incumbent students' effort and willingness to assist classmates, especially where academic recognition depends on relative ranking, while lower-ability peers generate the opposite effects. Empirical results support these predictions: high-performing students in competitive schools spend less time on homework and lose positive peer-learning benefits when stronger peers enter cohorts.

Scheman, N., Coddling, R., Briesch, A., & Kuenzli, T. (2026). **Examining the Effectiveness of a Combined Math and Relaxation Intervention for Students with Math Anxiety**. *Journal of Behavioral Education*, 35(2), 1003-1023. <https://doi.org/10.1007/s10864-025-09605-8>

Despite robust evidence for the correlation between math anxiety and math performance, few interventions have addressed how best to intervene with students that display math anxiety and low math performance. The current study addressed critical gaps in the literature. We evaluated a combined relaxation (progressive relaxation and breathing) and math skill intervention (explicit instruction, strategic incremental rehearsal, cover-copy-compare, and a math game) for fifth-grade students with high levels of math anxiety using a multiple-baseline design across participants. Outcomes included multiplication performance (simple and complex) and math anxiety (self-reported and a physiological measure). The intervention package improved math outcomes for three of four students and decreased self-reported math anxiety for two students. No relationship was found between measures of self-reported and physiological math anxiety.

Stormont, M., Frey, A. J., Reinke, W. M., Herman, K. C., & Chen, X. (2026). **Characteristics of Children with Poor Readiness for Kindergarten: An Exploratory Study**. *Journal of Behavioral Education*, 35(2), 956-979. <https://doi.org/10.1007/s10864-025-09590-y>

Universal screening measures have shown promise for identifying young learners who need additional support. Kindergarten marks an important transition and opportunity to identify and support learners who are struggling in their readiness across academic and/or social behavioral domains. This study explores the relationship between children's readiness composites on the Kindergarten Academic and Behavioral Readiness Screener (Stormont et al. in *J Posit Behav Interv* 17:69–82, 2015) at the beginning of kindergarten, and outcome variables include academic abilities, disruptive and aggressive behavior, teacher comfort and contact with parents, parental volunteering and involvement, and teachers' use of praise and reprimands. Nineteen kindergarten teachers and 350 of their students were the participants in this study. Kindergarten teachers completed the screener in the fall of children's kindergarten year, and academic abilities, disruptive and aggressive behavior, teacher comfort with parents, parental involvement, and teachers' use of reprimands were assessed at the beginning and end of the children's kindergarten year. Multilevel modeling was used to control for

nested effects in linear regression analyses. The results demonstrate that students who are identified as having combined readiness risk were at greater risk than students who are at risk in the academic or social behavioral domain alone for numerous outcomes. The current study advances the literature on kindergarten readiness. This simple, quick, and free universal screening of kindergarten readiness after the transition to kindergarten could inform which children need support for improving their readiness. Screening for children rated as poor on their academic and social behavior readiness would be an important step in supporting children in their transition. Teachers may also need support for children with readiness risk given their perceptions of their own comfort working with families of children with readiness concerns.

Valeurs

Arnal, C., Rossini, L., Kolinsky, R., Leys, C., & Klein, O. (2026). **How does education influence adolescents' endorsement of conspiracy theories? examining the roles of critical thinking, literacy, justice perceptions and identification with society.** *Social Psychology of Education*, 29(1), 43. <https://doi.org/10.1007/s11218-026-10212-2>

Educational tracks influence students' cognitive and social outcomes, yet its role in shaping susceptibility to conspiracy beliefs remains underexplored. This study examines the relationship between secondary school tracks (general, technical, and vocational) and belief in conspiracy theories in French-speaking Belgium. We hypothesize that students in general education tracks exhibit lower levels of conspiracy beliefs than those in technical and vocational tracks, and that this relationship is mediated by literacy, critical thinking, perceived justice, and societal identification. A cross-sectional study was conducted with 168 adolescents from the Wallonia-Brussels Federation, measuring conspiracy beliefs, critical thinking, literacy, perceptions of justice, and societal identification. Results showed that students in general education tracks reported significantly lower conspiracy beliefs than their peers in technical and vocational tracks. However, this effect was primarily mediated by societal identification rather than cognitive variables such as literacy or critical thinking. These findings suggest that educational tracking not only shapes academic skills but also influences students' integration into societal structures. The results highlight the importance of fostering social belonging and perceptions of fairness to mitigate susceptibility to conspiracy beliefs. This study contributes to understanding how stratified educational systems perpetuate social inequalities that shape cognitive and political attitudes. Policy implications include integrating curricula that promote inclusive civic education across all educational tracks.

Carattini, S., Giustinelli, P., Veronesi, M., & Giustinelli, P. (2026). **Climate Change in the Classroom** (Working paper N° 12720). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12720>

Knowledge gaps and biased beliefs concerning both climate change and climate policy represent major obstacles to the decarbonization process. Climate education may offer a scalable solution to address such obstacles. In the context of a national reform of the school curriculum in Italy, we implemented a nationwide field experiment, training thousands of secondary school teachers across thousands of schools using a staggered design. Our intervention, a comprehensive course on climate change and climate policy, goes beyond the light-touch interventions typical in the literature. Using extensive survey data, we examine how training affects teachers' knowledge, beliefs, attitudes, behaviors, and policy preferences and,

in turn, those of students. Our study highlights important initial knowledge gaps and biased beliefs about climate change among teachers and students, and provides evidence that climate education can address them at scale. Following our intervention, teachers and students also reconsider their support for climate policies.

Catros, S. (2026). **Discours scolaires sur la laïcité. Le cas des manuels et fichiers d'exercices du cycle de consolidation.** *Carrefours de l'éducation*, 61(1), 53-76.
<https://doi.org/10.3917/cdle.061.0053>

Principe au cœur des contenus de l'Enseignement moral et civique, conçu initialement comme une « morale laïque » par le ministre Vincent Peillon, la laïcité constitue par ailleurs une question socialement vive au cœur de nombreuses controverses. L'étude des discours scolaires formulés à son sujet au sein des manuels et fichiers d'exercice du cycle de consolidation permet d'évaluer la capacité des auteurs de supports pédagogiques à formuler des propositions didactiques de nature à favoriser la transposition d'un curriculum prescrit institutionnel d'inspiration libérale dans le curriculum réel. Cette étude repose sur l'analyse de composants du discours scolaire porté par dix-sept manuels et fichiers d'exercices. Elle révèle une lecture majoritaire de la laïcité à distance des prescriptions institutionnelles, articulées avant tout autour d'une conception républicaine de la laïcité, comprise comme un ensemble de normes à respecter plutôt que comme porteuse de droits et de libertés.

Clark, C. H., & Schmeichel, M. (2026). **Can Education Save Us From Ourselves? Three Psychological Challenges to Democracy.** *Review of Educational Research*, 96(1), 98-140.
<https://doi.org/10.3102/00346543241288245>

This review brings social science literature into conversation with education to understand how three psychological challenges—motivated reasoning, misinformation, and conspiracy theories—have been studied in educational research. After describing the challenges, how they function, and how they contribute to democratic backsliding, the authors explore the frequency, orientation, and proposed interventions to these challenges in 59 educational research articles published between 2016 and 2022. We categorize approaches to the challenges as Rational, Affective, or Blended Rational/Affective to describe their framing in educational research. Rational frameworks were the most common, while few studies used Affective frames. The few studies featuring an educational intervention emphasized rational thinking over affective or motivational processes. We suggest ways to bolster understanding of problems created by motivated reasoning, misinformation, and conspiratorial thinking and argue for increased attention to the affective and political nature of these challenges in educational research.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2026). **Lignes directrices sur l'utilisation éthique de l'intelligence artificielle et des données dans l'enseignement et l'apprentissage à l'intention des éducateurs: mise à jour.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/4376939>

Dupeyron, J.-F. (2025). **Éléments de pédagogie postcritique pour une formation à l'éthique de la « vie commune ».** *Éthique en éducation et en formation: les Dossiers du GREE*, (19), 67-81.
<https://doi.org/10.7202/1124497ar>

L'éducation scolaire se heurte fréquemment à des difficultés quant à la mise en oeuvre de la formation à des « valeurs » et à des règles de vie partagées. Des formes de contestation de la légitimité de cette formation et de l'universalité morale qu'elle affiche transforment même

parfois cette ambition éducative en un sujet délicat. Il s'agit donc de repenser la relation entre critique et postcritique en éducation, et, pour ce faire, de les redéfinir et d'évaluer en positif et en négatif les pédagogies critiques et émancipatrices. Dans un second mouvement, l'article avance des éléments de pédagogie postcritique pour une formation à une éthique de la vie commune, en s'inspirant du travail de Kwame Appiah sur un nouveau cosmopolitisme. Sont alors mises en avant : la pratique dialogique de l'accord sur des principes de convivialité et l'attention à la qualité éthique de la vie scolaire.

EACEA : Agence executive : éducation, audiovisuel et culture. (2026). **Erasmus : Global links for a green future : 2021-2027**. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/6750815>
European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026a). **Citizenship education: participation in democratic life, common values and civic engagement: compendium**. <https://doi.org/10.2766/3349475>

Ce compendium souligne l'importance de l'éducation à la citoyenneté pour faire face aux défis qui fragilisent les démocraties européennes : désinformation, ingérences, montée de la défiance politique et tensions sociales. Il met en lumière 117 projets récompensés par le « European Innovative Teaching Award » 2025, qui proposent des approches innovantes pour développer l'esprit critique, la participation démocratique, l'engagement civique et les valeurs communes chez les jeunes. Depuis 2021, Erasmus+ a soutenu plus de 12 000 initiatives dans ce domaine, pour un montant supérieur à 2 milliards d'euros. Ces expériences constituent une source d'inspiration pour construire une Europe plus inclusive, démocratique et résiliente.

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026b). **Lignes directrices actualisées pour les enseignants et les éducateurs en matière de lutte contre la désinformation et de promotion de l'habileté numérique par l'éducation et la formation: mise à jour**. Consulté à l'adresse <https://data.europa.eu/doi/10.2766/9358888>

Ces lignes directrices, mises à jour en 2026, s'adressent aux enseignants de tous les niveaux d'enseignement souhaitant aider leurs élèves à renforcer leurs compétences en culture numérique et à les utiliser pour faire face au défi croissant de la désinformation. Elles proposent des conseils pratiques applicables en classe, ainsi que des analyses approfondies sur la désinformation, le rôle de l'IA générative, des plateformes de médias sociaux et des influenceurs, et des stratégies pour lutter contre la désinformation, notamment la démystification préventive (« prebunking »). Elles comprennent également des plans de cours et des recommandations destinées aux chefs d'établissement et aux décideurs politiques afin de renforcer la littératie numérique à l'école.

European Commission. Directorate-General for Education, Youth, Sport and Culture. (2026). **Citizenship education**. <https://doi.org/10.2766/3349475>

Europe's teachers and trainers are more important than ever. Across the EU today, too many young people struggle to gain basic literacy, maths, science, digital and citizenship skills. And yet these skills are decisive to acquire the competences for quality jobs powering the EU's competitiveness. At the same time, strengthening one particular set of basic skills – citizenship skills – is needed to withstand the growing pressure put on European democracies. Distrust and disengagement in mainstream politics is on the rise. Election interference, disinformation and the deliberate fuelling of social tensions seek to challenge Europe's democratic foundations. The fight for European democracy starts in Europe's classrooms, with our teachers and trainers.

Europe's educators inspire young people to pursue their passions and to play an active part in democracy.

European Commission. Directorate-General for Education, Youth, Sport and Culture, Mulvik, I., Tilbury, D., Baroková, B., Torras Negredo, N., & Zutautaitė, E. (2026). **L'apprentissage au service de la durabilité dans les écoles d'Europe**. <https://doi.org/10.2766/4912013>

L'apprentissage au service de la durabilité dote les apprenants des connaissances, des compétences et des attitudes nécessaires pour créer un avenir plus durable. Il englobe non seulement les connaissances environnementales, mais aussi l'équité sociale, la responsabilité économique, l'action pour le climat, la préservation de la biodiversité et la citoyenneté active. Il favorise l'esprit critique, aide les apprenants à comprendre les liens entre différentes questions et leur permet de mettre en œuvre des actions constructives dans leur vie personnelle, communautaire et professionnelle. Pour la Commission européenne, l'apprentissage au service de la durabilité est un levier essentiel pour atteindre les objectifs de l'espace européen de l'éducation, du plan d'action en matière d'éducation numérique et du pacte vert pour l'Europe. À l'heure où l'Europe est confrontée à des défis mondiaux tels que le changement climatique, la perte de biodiversité, la transition énergétique et l'instabilité géopolitique, l'éducation joue un rôle crucial dans la préparation des citoyens à une société plus verte, plus juste et plus résiliente. Dans le même temps, la Commission met en avant l'employabilité, les compétences numériques, l'enseignement des sciences, des technologies, de l'ingénierie et des mathématiques (STIM), l'équité intergénérationnelle et l'innovation en tant que piliers essentiels, dans le but de doter la main-d'œuvre européenne des compétences nécessaires pour mener à bien la transition écologique, renforcer la primauté technologique et accroître la résilience dans une économie mondiale de plus en plus complexe. L'union des compétences, adoptée par la Commission en mars 2025, définit des mesures visant à renforcer le développement de compétences qui s'alignent sur les transitions écologique et numérique. Elle vise à répondre aux défis émergents et à maintenir la compétitivité sur un marché de l'emploi en mutation rapide, où les travailleurs peinent à s'adapter et où les entreprises sont de plus en plus confrontées à des pénuries de talents. L'apprentissage au service de la durabilité s'aligne étroitement sur les priorités susmentionnées en soutenant le développement de compétences essentielles telles que l'esprit critique, la résolution de problèmes, la collaboration et la pensée systémique. L'apprentissage au service de la durabilité n'a donc rien d'accessoire ni de dispensable; c'est une priorité centrale et transversale qu'il y a lieu d'intégrer dans les programmes, la pédagogie, la direction des écoles, la formation des enseignants et l'élaboration des politiques. Toutefois, la réalisation de cette ambition reste une gageure. Trop souvent, les systèmes d'enseignement continuent de considérer la durabilité isolément, la confinant à des sujets spécifiques, à des projets périscolaires, à des événements occasionnels ou à des expériences ponctuelles. Il est essentiel de remédier à cette fragmentation afin de doter les jeunes Européens des compétences dont ils auront besoin pour mener à bien une transition juste, écologique et durable et s'y adapter.

Fabre, S. (2026). **Étudier l'éducation artistique et culturelle : entre pluridisciplinarité et philosophie de terrain**. *Recherches en éducation*, (63). <https://doi.org/10.4000/16et9>

L'article interroge les modalités d'étude de l'éducation artistique et culturelle (EAC). Ce champ éducatif est analysé comme un domaine particulier, ayant ses finalités et ses pratiques propres. Mais les questions que pose son étude en font un lieu d'interrogation des modalités et des conditions de tout processus éducatif, donc un chantier pour une épistémologie des sciences

de l'éducation. L'éducation artistique apparaît en effet comme un laboratoire remarquable pour une pensée de l'éducatio...

Garnier, P., Charron, A., & Levrard, S. (2025). **Éthique de la recherche en éducation: les enseignements d'une recherche en France et au Québec.** *Éthique en éducation et en formation : les Dossiers du GREE*, (19), 101-115. <https://doi.org/10.7202/1124499ar>

Une recherche menée en France et au Québec, en maternelle, a conduit des chercheuses des deux pays à s'interroger sur les démarches éthiques de la recherche en éducation. Nous présentons tout d'abord les objectifs et la méthodologie qualitative et participative de cette recherche à titre contextuel. Ensuite, nous expliquons la démarche inductive de notre recherche qui permet d'exposer nos choix méthodologiques jusqu'à nos conceptions de l'éthique de la recherche. Nous analysons ensuite des différences entre les deux pays au niveau des procédures formelles de certification éthique et des manières d'accéder aux écoles et de traiter les questions de consentement et de participation des enseignants, des enfants et de leurs parents. Reposant sur des montages vidéo des pratiques éducatives, c'est aussi la question de la sélection des images qui est posée au cours du travail empirique. Au total, si une certification éthique contribue à la planification collective de la recherche, elle peut faire obstacle à la participation et au dialogue au cours de la recherche.

Handy, T. (2026). **Navigating Precarious Citizenship in Schools: Newcomer Youth of Color at the Intersection of Race and Ability.** *Review of Educational Research*, 96(1), 258-298. <https://doi.org/10.3102/00346543241293443>

Refugee and asylum-seeking youth of color from African and Middle Eastern countries contend with racist-ableist structures in host-nation schools, primarily through newcomer supports offered to them. Considering their unique migratory experiences, this comprehensive systematic literature review explored how youth of color from Africa and the Middle East are supported in host-nation schools already entrenched in systemic racism and ableism. This review advanced precarious citizenship as a framework to explain student experiences. The findings showed how segregation and exclusion, ableist determinations of civic fitness, and assimilationist imperatives introduced precarity and foreclosed educational opportunities. Implications for research and practice are discussed, emphasizing the importance of disrupting racism and ableism in supporting newcomer youth of color.

Helme-Guizon, A., Cases, A.-S., Hassouni, C. A., Toti, J.-F., & Guichard, N. (2026, juin 30). **Intelligence artificielle générative et recherche académique : comment préserver éthique et intégrité scientifique.** <https://doi.org/10.64628/AAK.qsaguhreu>

Pour les scientifiques, l'intelligence artificielle générative peut apparaître comme une option pour gagner du temps et augmenter leur productivité, mais ce n'est pas sans risques.

Hosseini, N., Leijgraaf, M., Gaikhorst, L., & Volman, M. (2026). **Navigating Challenges and Tensions in Social Justice–Oriented Teacher Education: A Review of the Literature.** *Review of Educational Research*, 96(3), 870-912. <https://doi.org/10.3102/00346543251325572>

Based on an analysis of 60 empirical articles, this review examines the experiences of student teachers and teacher educators engaged in social justice–oriented teacher education practices. We explore how student teachers respond to these practices, highlighting the development of their understanding alongside their embodied and emotional experiences. Findings illustrate that new understandings of structural inequity can evoke strong emotional

responses and clash with existing beliefs. From these responses, several challenges and tensions arise for teacher educators: (1) navigating tensions between reproducing and transforming inequity in interactions; (2) decentering whiteness in predominantly white contexts; (3) addressing the vulnerability inherent in social justice education; and (4) challenges in putting social justice education into practice. These tensions underscore the complexity of social justice teacher education and highlight the delicate balance and judgment required of teacher educators in navigating discussions of inequity in the classroom.

Hubert, A., & Hoskyns, B. (2026). **Genre, éducation civique et participation politique : résultats d'un projet de recherche européen.** *Administration & Éducation*, 190(2), 113-120. <https://doi.org/10.3917/admed.190.0113>

Jaoul-Grammare, M., & Stenger, A. (2026). **Comportements pro-environnementaux : quels leviers éducatifs ?** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal*, 11-12 juin 2026, Montpellier. <https://doi.org/10.4000/16d2v>

Kalali, F., & Lange, J.-M. (2026, juin 21). **Quelle éducation au vivant à l'heure de l'anthropocène ?** <https://doi.org/10.64628/AAK.7xs3xvpfv>

À l'école, on tend à découper le savoir en disciplines afin d'en faciliter l'appropriation par les élèves. Mais cette décomposition en objets d'étude peut transmettre une vision fragmentée du vivant.

Koumenda, J. (2026). **Éthique de l'intelligence artificielle en contexte éducatif et territorial : Regards croisés d'acteurs martiniquais.** Consulté à l'adresse <https://hal.science/hal-05641972>

Cette contribution rend compte d'une table ronde organisée dans le cadre de la journée d'étude des jeunes chercheurs en éducation de l'INSPÉ de Martinique (JCE2026), réunissant des acteurs institutionnels, académiques et territoriaux autour des enjeux éthiques de l'intelligence artificielle (IA) en contexte éducatif caribéen. Les échanges, animés par Josiane Koumenda, ont réuni Sébastien Birbant, Drane, conseiller numérique de la rectrice de l'Académie de Martinique, Cédric Ramassamy, maître de conférences en informatique et didactique du numérique à l'Université des Antilles, et Jean-Gabriel Maizeroi, responsable de la transition numérique à la Collectivité Territoriale de Martinique (CTM). La discussion a exploré cinq dimensions : l'émergence de l'IA générative dans les pratiques éducatives, les chartes d'usage en cours de déploiement, la question de la souveraineté numérique des données, les risques cognitifs et éthiques pour les apprenants, ainsi que les perspectives de collaboration interinstitutionnelle. La synthèse met en évidence des tensions productives entre réactivité institutionnelle, rigueur académique et volontarisme territorial, et formule des recommandations concrètes pour une IA éthique en Martinique.

Kovács, M. (2026). **An escape game in a museum as an opportunity to enhance visitors' environmental attitudes.** *International Review of Education*, 72(3), 393-406. <https://doi.org/10.1007/s11159-025-10178-x>

Museums are places for informal education. The Observatory and Science Experience Centre in Eger, Hungary, has been using different entertaining methods for this purpose for some time. Recently, however, curators identified the need for a new game to enhance visitors' environmental attitudes and awareness. They decided to address this issue using an escape

game. This game type has the advantage of being a popular form of entertainment for both younger and older people, and even for whole families – a good fit for the Observatory's visitor structure. Research has shown that escape games lead to a promising, albeit statistically not significant increase in players' environmental attitude scores. In light of these considerations, the aim of the study presented here was to examine whether the escape game designed for the Observatory's purposes would be effective in improving visitors' environmental attitudes. To answer this question, the author used the environmental emotion sub-scale (EESS) from the "Environmental Attitude" questionnaire developed in 2019 by Naim Uzun, Kenneth L. Gilbertson, Ozgul Keles and Ilkka Ratinen. The 131 participant players in the study sample (83 female, 48 male) voluntarily filled out the survey form both before and after playing the game. Both analyses of the results, one applying the Wilcoxon signed-rank test to the attitude scores and the other using the rating scale model (RSM) with paired sample t-test, showed that the players' environmental attitudes had indeed improved significantly ($p < .001$).

Lamarre, J.-M. (2025). **Les communs éducatifs entre critique et postcritique**. *Éthique en éducation et en formation : les Dossiers du GREE*, (19), 82-99. <https://doi.org/10.7202/1124498ar>

Par « commun », on entend une forme de vie sociale composée de trois éléments : des ressources communes (un commonwealth) ; une communauté de commoners qui gère démocratiquement ces ressources ; un agir en commun (un commoning). On parle ainsi de communs éducatifs (Laval et Vergne, 2021), d'écoles des communs, de pédagogies des communs (Dupeyron, 2024). Notre hypothèse est que les pédagogies des communs sont des pédagogies de la coopération qui, par la mise en place d'institutions (comme le conseil dans la pédagogie institutionnelle), nouent ensemble critique et postcritique, notamment en transformant les conflits en moments éducatifs. Critique et postcritique sont les deux faces indissociables de la coopération. Les communs éducatifs instituent des formes égalitaires de coopération et mettent en œuvre des pédagogies critiques contre toutes les formes de domination et de discrimination. La coopération a aussi comme condition et comme opérateur l'éthique postcritique de la confiance, de l'alliance et de l'amour.

Larmignat, É., & Hoffner, C. (2026). **Coéduquer pour l'éducation à la vie affective, relationnelle et sexuelle**. *Administration & Éducation*, 190(2), 83-91. <https://doi.org/10.3917/admed.190.0083>

Marcucci, O., Grant, A. A., Rice, E., Parker, A., Satchell, T. W., Alicea, M., ... Cruz, R. A. (2026). **Understanding the Anti-Carceral Possibility of School-Based Restorative Justice: A Methodologically Inclusive Systematic Review**. *Review of Educational Research*, 96(3), 1014-1048. <https://doi.org/10.3102/00346543251329595>

Restorative justice (RJ), a growing philosophical movement that has been adapted to American schools in recent decades, takes a radically egalitarian view of humans and their relationships, yet it has become entwined in reproductionist discourses and practices, specifically those around school discipline, carceral logics, and social control. Often attributed to diverse Indigenous communities, RJ is a philosophical approach to community-building that casts wrongdoing as relational harm rather than institutional rule violation. It is implemented in schools through a spectrum of restorative practices. While over 60% of schools use some form of restorative practices, often these practices are integrated along with racialized social control and carceral discipline. This methodologically diverse systematic review looks beyond evidence of effectiveness to examine how scholarly studies put restorative justice in conversation with the racialized carceral practices and logics of U.S. schooling. Additionally, this study reviews the

operationalization of RJ within these studies (n = 61) to work toward a shared definition of anti-carceral school-based restorative justice. We found that most studies treated restorative justice as an antidote to excessive racialized social control while a small subset discussed its complicity, problematizing the idea or implementation of it. To maximize the anti-carceral potential of school-based RJ, our review suggests that whole-school change is the best approach, with a particular emphasis on the role of school leadership, proper training of school personnel, and student voice.

Onegina, V., & Bourgain, M. (2026). **Former à la transition écologique : un engagement encore marginal des petites entreprises françaises.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d40>
Lancé en 2019, le Pacte vert européen (Green Deal) vise la neutralité climatique d'ici 2050 par la transformation de l'économie, ce qui oblige les entreprises à adapter leurs activités et à former leurs salariés aux enjeux écologiques. Notre étude analyse l'implication des entreprises françaises dans la formation à la transition écologique et repère si la taille et l'appartenance à un groupe ou réseau influencent cette implication. Nous mobilisons l'enquête EFE2021 (enquête Formation Employeur) portant sur les entreprises françaises de plus de 1 salarié du secteur privé. Nos résultats montrent que moins de 10 % des entreprises ont proposé des formations liées à la transition écologique en 2021 dans les domaines de sensibilisation, de réglementation et d'adaptation technique. La taille joue un rôle déterminant avec un moindre engagement des petites et moyennes entreprises. Et malgré les exigences de la transition verte, en 2021 ces compétences étaient rarement considérées comme prioritaires.

Paris, H., Escudié, M.-P., & Le Guennic, T. (2025). **Accueillir l'indétermination : quelle (post)critique pour enseigner les éthiques en anthropocène ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (19), 49-66. <https://doi.org/10.7202/1124496ar>
Enseignants en humanités dans une école d'ingénieurs, nous nous retrouvons dans les positions se revendiquant postcritiques par le constat que l'approche critique, si fondamentale qu'elle soit, ne suffit pas à un enseignement en anthropocène, en particulier sur son versant éthique. Cette situation nous interpelle en tant qu'enseignants, comme animateurs d'un espace propice à la discussion avec et entre les élèves, et comme passeurs de savoirs issus des sciences humaines et sociales, dont la rencontre avec les sciences naturelles est difficile à créer. Dans cet article, nous revenons sur les limites des approches critiques que nous rencontrons dans notre pratique pédagogique. Nous présentons la tentative de dépassement par des influences postcritiques, en continuité avec un héritage local ancré dans une tradition phénoménologique en prenant appui sur les travaux de Gaston Berger. Dans cette perspective, l'attention portée au sujet nous conduit à nous aventurer vers des horizons éthiques thématiques par la connaissance de soi.

Perez, C., & Signoretto, C. (2026). **Mobiliser la formation professionnelle pour répondre aux enjeux de la transition écologique : une analyse sur données d'entreprise.** In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manœuvre sur un marché du travail segmenté ? : XXXI^{es} journées du longitudinal, 11-12 juin 2026, Montpellier*. <https://doi.org/10.4000/16d3x>

Schwimmer, M., & Cambron-Goulet, M. (2025). **Introduction : une pédagogie postcritique est-elle éthique ?** *Éthique en éducation et en formation: les Dossiers du GREE*, (19), 5-9. <https://doi.org/10.7202/1124492ar>

Un article de la revue *Éthique en éducation et en formation*, diffusée par la plateforme Érudit.

Touchard, Z. (2026). **La ligue de l'enseignement de Paris: la laïcité comme vecteur de «repolitisation» ?** *Carrefours de l'éducation*, 61(1), 77-92. <https://doi.org/10.3917/cdle.061.0077>

Cet article interroge la place qu'occupe la thématique de la laïcité dans les stratégies de politisation des activités de la Fédération de Paris de la Ligue de l'enseignement entre 1997 et 2018. La méthodologie repose sur l'étude des documents internes et disponibles de la fédération, complétés par quatorze entretiens semi-directifs. La notion de politisation (Lagroye, 2003 ; Dulong, 2010), nous permet d'éclairer l'analyse selon trois périodes distinctes. Après avoir retracé la période de développement de la fédération jusqu'en 2013, nous interrogerons comment l'investissement de la thématique de la laïcité entre 2013 et 2015 vient répondre aux enjeux posés par les grandes transformations opérées. Nous tenterons enfin de comprendre les effets du contexte post-attentat sur la saisie de cette thématique par la fédération. Elle se poursuit par un désinvestissement de celle-ci, dans un contexte de développement de la fédération, impulsant des logiques plus gestionnaires. Par la suite, la mobilisation de la thématique de la laïcité s'ancre dans une nouvelle dynamique de politisation des activités de la fédération, avant d'être pénétrée par des logiques de financements, devant intégrer des formes de cadrages exercés par les pouvoirs publics. Cette perspective nous permet d'éclairer l'analyse selon trois périodes successives et délimitées pour cet article entre 1997 et 2018. Nous débiterons notre propos avec les grandes transformations économiques qui ont traversé la fédération jusqu'en 2013. Nous retracerons ensuite l'investissement de la thématique de la laïcité entre 2013 et 2015. Nous tenterons enfin de comprendre les effets du contexte post-attentat sur la saisie de cette thématique par la fédération.

Warren, C. A., Coles, J. A., & Jenkins, D. A. (2026). **Playing in the Dark? Blackness, Humanity, and Studies of Black Life in Education 2012–2022.** *Review of Educational Research*, 96(2), 343-390. <https://doi.org/10.3102/00346543241302344>

The series of high-profile Black deaths in the United States between 2012–2022 (e.g., Trayvon Martin, Michael Brown, Breonna Taylor) mark an important turning point in studies of Black life in education. The increasing use of anti-Blackness theorizing coupled with the introduction of Black critical theory (BlackCrit) to the field of education has inspired new research investigations aiming to understand anti-Black racial harm more precisely. Growing interest in such study leads us to wonder how education researchers envision Black life in their work, and more specifically, the subject of Blackness and its relationship to notions of humanity. As scholars whose research demonstrates a disciplined intellectual commitment to Black humanity, we observe that a uniform scholarly conception of humanity + Blackness remains elusive. In this systematic review of 226 peer-reviewed articles, we seek to better understand (a) how education researchers conceptualize Black humanity in articles published during a period of intense social change and political upheaval in the United States (i.e., 2012–2022); (b) what specific claims they make about Black life as a result; and (c) what long-term implications emerge as a result of this knowledge production. Ultimately, this paper offers insight for sharpening the theoretical and interpretive heft of education research that probes the substance of Black people's lived education realities, the knowledge from which is desperately needed to imagine, design, and steward education futures that all America's children need to thrive.

Yang, M., Xing, X., & Zhou, B. (2026). **“Love me, love my dog”: can teacher credibility reduce academic cheating in competitive academic contexts?** *Social Psychology of Education*, 29(1), 73. <https://doi.org/10.1007/s11218-026-10242-w>

Academic cheating among high school students remains a pressing concern, particularly in highly competitive academic settings. Teacher credibility, defined as students' perceptions of a teacher's competence, caring, and trustworthiness, has been proposed as a key deterrent to dishonest behavior; however, its role across different levels of academic competition remains insufficiently understood. The present research examined whether and how perceived teacher credibility influences students' propensity to cheat in competitive academic contexts and whether these effects differ when credibility is based on real versus imagined teacher credibility. A 4 (academic competition: High competition, Medium competition, Low competition, Without competition) × 3 (teacher credibility: High credibility, Low credibility, Control) between-subjects design was implemented. Study 1 elicited teacher credibility through real experiences by prompting participants to recall actual teacher interactions. In Study 2, teacher credibility was manipulated using written materials that described imaginary teachers. Two independent samples of Chinese high school students (N = 244 for Study 1; N = 246 for Study 2) participated. In Study 1, a significant interaction between academic competition and teacher credibility was observed, such that competition showed an inverted U-shaped association with cheating under conditions of high teacher credibility. By contrast, Study 2 yielded a different pattern of results. Higher imagined teacher credibility was associated with higher test scores, although this effect was not consistently observed across all cheating indicators. These findings highlight the importance of developing authentic teacher credibility through genuine teacher-student relationships. Merely presenting credible authority figures in the absence of genuine rapport may have unintended adverse effects, particularly in increasingly competitive academic environments.