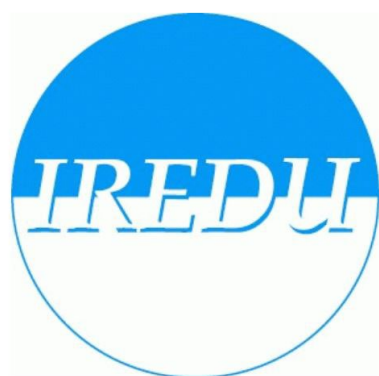


Veille de l'IREDU



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Acquisition de compétences

Bächtold, M., Barbe Asensio, D., Papet, J., & Ngoua Ondo, A. (2026). **Active learning in authentic conditions has a positive effect on first-year student success.** *Higher Education Research and Development*, 45(4), 867-883. <https://doi.org/10.1080/07294360.2025.2586686>

A number of studies, both in science education and in the humanities and social sciences, have shown that active learning has a more positive effect on student performance than direct instruction. As these studies were experimental or quasi-experimental, they compared ideal interventions designed and controlled by researchers. The present study aimed to measure the effects of active learning on student success under authentic conditions, by examining ordinary teaching practices that take place in real-life situations and are subject to various material, time-related and human constraints, which can affect teaching preparation and implementation. The study also investigated whether these effects depend on students' psycho-cognitive profiles. Data were collected from 356 teachers and 2168 students across various science and humanities programmes. The findings show that active learning under authentic conditions has a more positive effect on students' success in the first year of university than direct instruction. More specifically, they show that success is fostered when teachers adapt content to students' difficulties, use different active learning methods and in particular flipped classrooms, and use digital tools to engage students in activities. The results also show that active learning is equally beneficial for all students, regardless of their psycho-cognitive profile.

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.

Bitting, K. S., McSweeney, J., Kaufman, E., & Campagna, K. (2026). **Evaluating the Impact of a Sit Spot Mindfulness Practice on Students' Connectedness to Nature, Mental Wellbeing, and Mindfulness.** *Innovative Higher Education*, 51(3), 1009-1035. <https://doi.org/10.1007/s10755-026-09917-1>

College students frequently struggle with their mental wellbeing, and stress and anxiety decrease academic performance, satisfaction, and completion. A variety of systemic approaches are needed to address undergraduate mental wellness, including pedagogies of wellness through which faculty create restorative learning spaces that buffer students against negative mental

health outcomes. Mindfulness practices and exposure to natural environments have been linked to a range of positive health outcomes such as improvement in mood and reduction of physiological stress. This research utilized a mixed-methods approach to evaluate the impact of a brief, repeated nature-based mindfulness practice in college courses in two separate disciplines on student connectedness to nature, positive and negative affect, and mindful attention awareness. Quantitative analyses of the matched dataset showed statistically significant benefits for both classes in all areas with small (mindfulness), medium (nature connectedness) and large (positive and negative affect) effect sizes. Qualitative coding of student reflections after the activity indicated benefits for students' self-awareness, positive emotions, beneficial behavior changes, general wellbeing, goal or intention setting, negative emotions, and academic benefits. Student reflections varied in systematic ways that corresponded to the course in which they were enrolled, while nature connectedness outcomes varied in one course according to why students were enrolled in the course. Instructors across disciplines can incorporate this assignment into their courses to help students achieve these beneficial outcomes, while also connecting it to their specific disciplinary content.

Blanche, V., Jourde, C., & Philbert, L. (2026). **CEDRE Sciences collège Sciences de la vie et de la Terre 2024 - Analyse de situations d'évaluation** [Document de travail - série études]. Consulté à l'adresse DEPP-MEN website: <https://www.education.gouv.fr/depp/cedre-sciences-college-sciences-de-la-vie-et-de-la-terre-2024-analyse-de-situations-d-evaluation-505121>

En mai 2024, des élèves scolarisés en troisième ont passé une évaluation administrée sur support numérique, concernant les connaissances et les compétences en physique-chimie, sciences de la vie et de la Terre (SVT) et technologie.

Bricas, N., Fournier, S., Lepiller, O., & Valette, E. (2026). **The roles of training and research**. In B. Nicolas, D. Conaré, & M. Walser (Éd.), *The ecology of food: Sustainable food systems and diets* (p. 249-258). <https://doi.org/10.5040/9781350544970.ch-021>

Embracing an ecology of food has implications for the worlds of training and research. Changes are already under way, in terms of both the subjects addressed and the way in which this is done. We share a few avenues for reflection on these changes.

Cioldi, I., Giraudeau-Barthet, H., & Sohier, S. (2026). **CEDRE Sciences école 2024 - Analyse de situations d'évaluation** (p. 68). Consulté à l'adresse DEPP-MEN website: <https://www.education.gouv.fr/depp/cedre-sciences-ecole-2024-analyse-de-situations-d-evaluation-505127>

En juin 2024, un échantillon représentatif d'élèves scolarisés en CM2 ont passé une évaluation administrée sur papier, concernant les connaissances et les compétences en sciences et technologie.

Cleary, A. M., & Robinson, D. H. (2026). **Why Growth Mindset Training Alone may not Improve Academic Outcomes: A Call for Research on Bundling Growth Mindset and Retrieval Practice Interventions**. *Educational Psychology Review*, 38(1), 93. <https://doi.org/10.1007/s10648-026-10188-7>

Interventions designed to improve student learning and achievement are essential to the mission of educational psychology and education in general. However, determining which interventions have strong empirical evidence and which do not can be challenging, especially for the general public (Cleary & Robinson, 2025). In the present Reflection, we compared and contrasted the

evidence base of two interventions: Growth Mindset Training (GMT) and retrieval practice. Whereas retrieval practice has considerable empirical support, GMT has a mixed and debated evidence base, with average effects that appear small. The former is typically studied using intervention research methods whereas the latter usually involves observational methods. Whereas retrieval practice takes long-term sustained effort and tends to be perceived by learners in the moment as less effective than re-reading material (and less comfortable due to retrieval difficulties), GMT is a relatively short, quick, intuitive activity. This contrast may lead strategies like retrieval practice to be less readily adopted than GMT. We propose that future research should examine whether easily adopted strategies like GMT could be beneficially bundled with harder-to-embrace effective learning strategies like retrieval practice to enhance the usage and impact of both.

Cruces, G., Fernandez Meijide, D., Galiani, S., Galvez, R., & MarÃa, L. (2026). **Does Generative AI Narrow Education-Based Productivity Gaps? Evidence from a Randomized Experiment** (Working paper N° 21299). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21299>

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

Cunha, F., Hu, Q., Xia, Y., & Zhao, N. (2026). **Empathy, Social Networks, and Academic Achievement: Experimental Evidence on Cross-Productivity in Skill Formation** (Working paper N° 35370). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35370>

We evaluate a parent-directed empathy development program for middle school students in China using a randomized trial with 2,246 students. The four-month mobile app intervention produced short-run gains in empathy and reduced bullying but no immediate academic effects. Over the longer term, treatment students were 3.2 percentage points more likely to enter elite high schools and 2.5 percentage points less likely to miss the entrance exam. We trace these gains to improved self-beliefs and a restructuring of classroom friendship networks that reduced academic homophily, revealing a social channel of cross-productivity: non-cognitive investments can reshape peer relationships to improve academic outcomes.

Delaney, J., & Devereux, P. (2026). **The Math-Verbal Divide: Unequal Returns to Cognitive Skills in Education and Work** (Working paper N° 21388). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21388>

We use population-level administrative data covering secondary school students in England to study how mathematical and verbal skills shape education and labour market outcomes. Following cohorts completing national exams at age 16 through higher education and into employment until age 34, we show that mathematics and verbal skills operate through fundamentally different pathways. Verbal skills strongly predict educational attainment – including college enrolment, graduation, and postgraduate study – while mathematics skills generate substantially larger earnings returns. At ages 30–34, moving from the 25th to the 75th percentile of the mathematics skill distribution is associated with 29% higher earnings, compared with 14% for verbal. This divergence operates partly through field-of-study choice: individuals with stronger verbal skills disproportionately select into fields with higher graduation rates but lower earnings returns, while those with stronger mathematics skills enter STEM and other high-paying majors. Gender differences in skills explain the female advantage in college attendance and part of the STEM gap but have little effect on the gender earnings gap due to offsetting effects across these pathways: women's verbal advantage facilitates educational access but also steers them toward lower-return fields.

Demeester, A. (2020). **Comment évaluer des compétences dans l'enseignement supérieur ?** In P. U. de Provence (PUP) (Éd.), *L'évaluation à l'épreuve du contexte : Pratiques et réflexions*. Consulté à l'adresse <https://hal.science/hal-03221711>

L'Approche par compétences (APC) questionne les enseignants de l'enseignement supérieur sur les fondements mêmes de l'évaluation des apprentissages en termes de validité, de fiabilité et d'équité de traitement entre les étudiants. Ces questionnements ne sont pas spécifiques de l'évaluation par compétences. Ils relèvent de l'activité d'évaluation visant à mesurer l'écart observé entre ce que produit l'étudiant évalué à un temps t de son parcours de formation et les attendus de l'équipe pédagogique au même moment. Cet article a pour objectif de décrire les principales caractéristiques de l'évaluation mise en oeuvre dans une APC, sans aborder spécifiquement le débat de normes présent dans toute situation d'évaluation. Après avoir situé et défini le concept de compétence dans le contexte particulier de l'enseignement supérieur, la mise en oeuvre de l'APC sera brièvement abordée pour développer ensuite l'évaluation des compétences.

Denis, B. (2026). **Progresser au service de l'apprenant à distance, sans oublier les acquis antérieurs.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfo>

I. Introduction Les idées et travaux de Glikman et de Jacquinot constituent une base solide qui a contribué à l'avancement du domaine de la formation à distance (FAD). Toujours d'actualité, l'article de Glikman (2014) aborde l'évolution des dispositifs, notamment sous l'angle des outils technologiques et de l'ouverture à de nouveaux types d'activités d'apprentissage relevant d'options épistémologiques (ex. socio-constructiviste) et du soutien de l'engagement de l'apprenant dans la formation. ...

de Pleijt, A., Koschnick, J., & Wallis, P. (2026). **Education and Skills During the First Industrial Revolution in England** (Working paper N° 21279). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21279>

We provide evidence that education contributed to England's Industrial Revolution by increasing upper-tail human capital. Contrary to the prevailing view that schooling was irrelevant to early industrialization, we show that the expansion of schooling lowered barriers to entering apprenticeships in skill-intensive trades. We introduce new parish-level data on 3,000 school foundations, 46,000 charitable bequests, and 350,000 apprenticeship contracts between 1711 and 1805. Using a staggered difference-in-differences design exploiting educational endowments through wills, we show that the expansion of schooling increased apprenticeship training, particularly in occupations requiring reading, writing, and mathematical skills that were crucial for the Industrial Revolution.

Dolignier, C., & Lavenka, A. (2026). **L'écriture sous IAG d'un mémoire de recherche : prompt et enjeux d'apprentissage**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfs>

L'article porte sur la rédaction des prompts lors de la production d'un mémoire de master par une Intelligence Artificielle Générative (IAG) et ses implications pour l'enseignement de l'écriture académique. À ce titre est explorée la notion de « littéracie du prompt » par le biais d'une expérience de génération avec ChatGPT qui conduit à proposer une catégorisation des prompts susceptible d'étayer les pratiques de formation. L'accent est mis sur la distinction entre l'« ingénierie du prompt » orienté vers le résultat et les prompts qui soutiennent un processus d'apprentissage plus large. L'article conclut que la « littéracie étendue », qui implique une pensée critique et la transformation des connaissances, englobe nécessairement la littéracie du prompt et préconise un encadrement pédagogique du prompting.

Edouard, S., Jourde, C., Marin, N., & Philbert, L. (2026). **CEDRE Sciences collège Physique-chimie 2024 - Analyse de situations d'évaluation** (p. 47). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/depp/cedre-sciences-college-physique-chimie-2024-analyse-de-situations-d-evaluation-505118>

En mai 2024, des élèves scolarisés en troisième ont passé une évaluation administrée sur support numérique, concernant les connaissances et les compétences en physique-chimie, sciences de la vie et de la Terre (SVT) et technologie.

Eloy, A., Ferraz, T. P., Harumi Castelo Onisaki, H., Saggio, E., Karaguilla Ficheman, I., & de Deus Lopes, R. (2026). **Science and engineering for what? A large-scale analysis of theme selection in K-12 science and engineering fair projects**. *International Journal of Science Education*, 48(11), 1710-1730. <https://doi.org/10.1080/09500693.2025.2488409>

Science and Engineering Fairs (SEFs) play a pivotal role in K-12 education, enabling students to engage in science and engineering practices. Particularly, they allow students to experience authentic and open inquiry processes, by defining which themes, questions and approaches will guide their efforts. This study analyses over 5,000 projects presented at FEBRACE, a national science fair in Brazil, over a span of 20 years, employing topic modelling to identify and examine the predominant themes guiding students' investigations and designs. The findings indicate a diverse range of topics that vary significantly across time, region, and educational settings. We argue these findings illustrate the authentic and open aspects of students' inquiries, highlighting SEFs as spaces for culturally responsive science learning. Furthermore, the methodology

employed in this study can serve as a valuable tool for similar analyses in other educational contexts, encouraging further exploration of theme selection and project design in SEFs. Finally, we emphasise the importance of equipping both students and teachers with resources to engage a more diverse range of participants and support the varied interests that students bring to their scientific and engineering endeavours, both within and beyond the context of SEFs.

Errami, N. (2026). **Comprendre l'intelligence artificielle pour construire l'esprit critique et la créativité : retour d'expérience dans des classes de cycle 3.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gft>

Cette publication propose un retour d'expérience sur un dispositif innovant d'éducation critique à l'intelligence artificielle (IA) mené dans trois classes de cycle 3. L'objectif était d'amener les élèves à dépasser des usages quotidiens souvent magiques et anthropomorphiques pour développer une compréhension raisonnée de l'IA comme système statistique dépendant de données et de choix humains (IGÉSR, 2025 ; UNESCO, 2021). La séquence alternait débats réglés, activités débranchées et entraînement effectif de modèles via la plateforme Vittascience, en mobilisant les notions de biais algorithmiques, de boîte noire / boîte blanche et de « confiance calibrée » (CSEN, 2025). En mettant les élèves en position de concevoir des corpus, le dispositif engage également une créativité en éducation, entendue comme capacité à explorer et transformer des situations d'apprentissage avec et par l'IA. Les résultats montrent que l'expérience directe de l'apprentissage supervisé, l'analyse des erreurs de classification, en particulier sur les stéréotypes, et la confrontation à la matérialité des données contribuent à déconstruire l'anthropomorphisme, à nourrir la créativité des élèves et à installer une posture critique. Les élèves passent ainsi d'un rapport de consommation passive à une position de producteurs de données et de superviseurs de la machine, en cohérence avec le modèle #PPAI6 de Romero (2023, 2025). Il s'agit enfin de discuter les conditions de transférabilité de ce type de dispositif (formation des enseignants, choix d'outils transparents, place du débat argumenté) dans la perspective d'un curriculum pluridisciplinaire de littératie de l'IA à l'école primaire.

François, K., & Ndi Mena, S. J. (2026). **Comment l'expérience partagée entre les étudiants du premier cycle universitaire renforce l'intelligence collective et transforme les erreurs d'apprentissage en savoirs réels.** *Biennale internationale de l'éducation, de la formation et des pratiques professionnelles 2026*. Consulté à l'adresse <https://hal.science/hal-05664073>

The shared experience among undergraduate students is based on a reflective approach to activity (Mayen, 2009), thus transforming errors into knowledge and contributing to the co-construction of collective knowledge. This dynamic is at the heart of the collective reflection process, where error analysis becomes a learning resource. While Serres (2001) subscribes to the idea that collective intelligence is built through the pooling of knowledge and the transformation of errors into genuine learning levers, Thiévenaz (2019) emphasizes the importance of evaluating collective practices, highlighting that it allows students to reinvest errors in a collaborative framework, thereby fostering the co-construction of knowledge. For his part, Edgar Morin (2000) notes that, given the complexity of learning mechanisms, it is essential to consider errors as fundamental elements of collective reflection. In light of this conceptual paradigm, we seek to explore how collective interactions among students can not only strengthen collective intelligence but also transform errors into real knowledge. The adopted approach is based on qualitative methods, incorporating a cross-self-confrontation technique (Mottier Lopez, 2012), allowing students to analyze their practices and errors within a collaborative framework.

Observations show that errors, far from being failures, are perceived as learning opportunities, thus strengthening collective intelligence within the group. From this perspective, and as Perrenoud (1998) reminds us, it is by valuing error that various collaborative pedagogies in educational contexts transform obstacles into drivers of learning, thereby consolidating collaborative work.

Gardair, E., & Constans, S. (2025, juillet 29). **Loisirs et vacances : les enfants doivent-ils toujours apprendre quelque chose ?** <https://doi.org/10.64628/AAK.6r7qnv63a>

Les accueils extrascolaires laissent-ils encore aux enfants et aux adolescents la liberté d'apprendre autrement qu'à l'école ?

Gashmardi, M. R., & Yazdian, A. R. (2026). **Le rôle de la maîtrise de l'anglais dans l'apprentissage du français : une étude de cas dans le cadre du jeu Assassin's Creed Unity**. *Revue internationale des technologies en pédagogie universitaire*, 23(1). <https://doi.org/10.18162/ritpu-2026-v23n1-05>

Les méthodologies d'apprentissage des langues se sont considérablement diversifiées ces dernières années, les jeux vidéo s'étant imposés comme un outil technologique de premier plan au cours de la dernière décennie. Étant donné la prédominance de l'anglais comme langue principale d'interaction dans l'industrie du jeu vidéo, il est raisonnable de supposer que les joueurs développent souvent une maîtrise fonctionnelle de l'anglais. De plus, les recherches existantes ont largement documenté les similitudes linguistiques entre le français et l'anglais. Cette étude adopte une démarche de recherche explicative pour examiner l'influence potentielle de la maîtrise de l'anglais (niveau minimum B1) sur l'acquisition du français chez des joueurs iraniens (N = 18), en particulier des étudiants en licence d'anglais. Elle s'articule autour de la question suivante : dans quelle mesure une compétence préalable en anglais facilite-t-elle l'acquisition du français dans un environnement d'apprentissage basé sur le jeu ? En utilisant Assassin's Creed Unity – un jeu dont la langue principale est le français – la recherche a évalué la compréhension du français des participants à l'aide de tests standardisés mesurant la compréhension écrite, la compréhension orale et la reconnaissance lexicale. Les résultats contribuent à l'enrichissement du corpus de recherches sur le transfert linguistique dans les environnements d'apprentissage numériques, tout en soulignant les limites inhérentes aux études de petite échelle. Sur la base de ces résultats, l'article propose des recommandations pour de futures recherches visant à explorer davantage l'efficacité de l'apprentissage du français langue étrangère (FLE) via les jeux vidéo.

Goller, D., Brox, E., & Wolter, S. (2026). **Imperfect Self-knowledge about Skills and Skill Mismatch** (Working paper N° 18730). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18730>

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.

Ianos, M. A., Rusu, A., Paloş, R., Petreñas, C., & Sansó, C. (2026). **Linking Language Attitudes to Proficiency Across Learning Contexts: A Systematic Review and Meta-Analysis of Correlational Evidence**. *Educational Psychology Review*, 38(1), 96. <https://doi.org/10.1007/s10648-026-10193-w>

Understanding the relationship between language attitudes and proficiency is essential for improving language proficiency and shaping effective educational and policy strategies. This correlational meta-analysis synthesizes 132 effect sizes nested within 46 independent samples from 33 research reports (N = 20,505) to examine this relationship and how it is moderated by different attitude objects and contextual and methodological variables. The overall analysis revealed a significant small to medium association ($r = .34$, 95% CI [.29, .39]), indicating that more favorable language attitudes tend to be linked to higher proficiency. Moderator analyses showed that the strength of this association varies depending on the specific object of the attitude (e.g., the language itself versus its speakers) and contextual factors such as language status. The analysis also highlights significant theoretical and methodological heterogeneity within existing research, calling for more holistic theoretical models, standardized assessment tools and more diverse sampling in future studies to enhance the certainty of evidence and inform educational practices.

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.

Ingvild, A., Drange, N., Meghir, C., & Zachrisson, H. D. (2026). **Early Childcare Attendance and Cognitive Skills in Adolescence** (Working paper N° 21414). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21414>

This paper examines the impact of early childcare on academic achievement for children in grade 5 and grade 9, based on a 2003 policy expansion that created quasi-random variation in slot availability for children aged 1â€"2. Starting childcare one year earlier increases math scores by 9.7% of a standard deviation (SD) in grade 9. Children whose mothers do not hold a high school diploma benefit by a significant 28% of a SD at grade 9, reducing the math achievement

gap from children of higher-educated mothers by about one third. We also present evidence of strong improvements for children of immigrants.

Jacob, E., & Magnani, F. (2026). **Does Learning Factory Reveal Creativity? An Exploratory Study in Engineering Education.** *International Journal of Engineering Pedagogy*, 16(4), 57-68.
<https://doi.org/10.3991/ijep.v16i4.53901>

Recent literature underlines the benefits of learning factories in students' learning regarding a large range of competencies. This paper proposes to explore one of these competences (creativity) within the context of engineering education. Using a case study approach with data triangulation, this paper explores the forms of creativity emerging from a learning factory environment. The research involved engineering students enrolled in an industrial management course and collected diverse data, including surveys (22 responses), observational notes (16 pages), and photographs (47 images). The results demonstrated that the learning factory environment has a positive impact on engineering student creativity, particularly in three categories: collaboration, exploration, and perceived effort-result alignment ("result worth effort"). Additionally, the study identifies the influence of "positive management" practices in fostering creativity in learning factories. These results reinforce the potential of learning factories as dynamic environments for creativity and experiential learning in engineering education.

1. Introduction 2. Literature review -- 2.1 Learning environment in engineering education -- 2.2 Learning factory in engineering education -- 2.3 Creativity -- 2.4 Research question 3. Materials and methods -- 3.1 Context of the study -- 3.2 Research design -- 3.3 Data collection -- 3.4 Data analysis -- 3.5 Conceptual framework 4. Results 4.1 The impact of creativity through the four C model of creativity 4.2 Creativity support of learning factory 5. Discussion 6. Conclusion

Jourde, C., Pac, S., & Phibert, L. (2026). **CEDRE Sciences collège Technologie 2024 - Analyse de situations d'évaluation**. Consulté à l'adresse DEPP-MEN website: <https://www.education.gouv.fr/depp/cedre-sciences-college-technologie-2024-analyse-de-situations-d-evaluation-505124>

En mai 2024, des élèves scolarisés en troisième ont passé une évaluation administrée sur support numérique, concernant les connaissances et les compétences en physique-chimie, sciences de la vie et de la Terre (SVT) et technologie.

Le Breton, S., Mellet, C., Bourgeois, C., Cannes, F.-X., Conceicao, P., Desclaux, J., ... Vezon Persem, É. (2026). **Résultats définitifs des évaluations : Point d'étape à mi-CP 2025-2026 : amélioration des résultats des élèves dans les quatre compétences comparables de mathématiques et trois des huit compétences de français par rapport à 2020.** *Note d'Information*, (26.32), 1-4. <https://doi.org/10.48464/ni-26-32. >

En janvier 2026, l'ensemble des élèves de CP ont été évalués en français et en mathématiques. Ce point d'étape, en milieu d'année scolaire, permet de mesurer l'évolution des acquis des élèves dans certaines compétences de la lecture, de l'écriture et de la numération.

Lopez, C., & Pineda, A. C. (2026). **Improving Student Outcomes through Adaptive Learning Platforms: Experimental Evidence from the Dominican Republic** (Working paper N° 11418). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11418>

Most students in developing countries receive grade-level instruction despite lacking prerequisite skills, a mismatch that widens learning gaps as students progress. This paper reports evidence

from a randomized controlled trial across 38 classrooms and 1,333 ninth-grade students in the Dominican Republic, in which classrooms were randomly assigned to one of three arms: computer-adaptive learning (CAL) software replacing two of seven weekly mathematics hours, CAL combined with small-group tutoring, or a business-as-usual control. CAL improved test scores by 0.29–0.31 standard deviations over six months, among the larger effects documented for education technology interventions in developing countries. Adding small-group tutoring yielded no detectable improvement over CAL alone; if anything, classrooms assigned to both interventions showed smaller gains than those receiving CAL alone, though this difference is not statistically significant. Evidence on mechanisms indicates that tutoring classrooms exhibited reduced engagement with the CAL platform. These results suggest that computer-adaptive learning software can be effectively integrated into classroom instruction to improve learning at scale, but that combining multiple interventions is not guaranteed to produce additive benefits and may instead generate unintended behavioral responses that offset their effectiveness.

M'Bafoumou, A., & Hick, M. (2026). **Fluence de lecture : une dynamique d'apprentissage plus forte à l'école qu'au collège**. *Note d'Information*, (26.31). Consulté à l'adresse <https://www.education.gouv.fr/depp/fluence-de-lecture-une-dynamique-d-apprentissage-plus-forte-l-ecole-qu-au-college-505208>

En septembre 2025, les élèves scolarisés dans les écoles et les établissements publics et privés sous contrat ont participé aux évaluations nationales et tests de positionnement mis en place par la DEPP : 5,3 millions d'élèves ont ainsi été évalués en fluence de lecture, depuis le début de CE1 jusqu'au début de quatrième ainsi que les élèves de première année de CAP en deux ans.

Mombo, W., Josserson, L., Hubert, M., Leclercq, M., & Clerc, J. (2026). **Compensating Children's Transfer Decrease by Specific Training on the Tower of Hanoi Problem**. *Journal of Cognitive Enhancement*. <https://doi.org/10.1007/s41465-026-00360-w>

Transfer of learning involves acquiring knowledge in one task and reusing it in a new task. In the current study we used the Tower of Hanoi problem to test the hypotheses that problem-solving transfer by children includes a transition phase and that specific training reduces the decrease in performance during this phase. In a pretest-posttest-transfer design, 6- to 7-year-old children solved two digital versions of the Tower of Hanoi, with participants divided between three conditions: specific-training (experimental group), non-specific training (active control group), and no-training (passive control group). Results showed a positive effect of training in the main task. All participants showed a decrease in performance at transfer, but those who had received specific training performed better than their peers on the two transfer trials, showing that the benefit of specific training remains despite the transfer decrease. The discussion considers our results in relation to the theoretical impacts of similarities between tasks and between contexts and examines the role of strategy training in transition phases.

OECD. (2026a). **Navigating Life with Low Literacy and Numeracy: New Results from the 2023 Survey of Adult Skills**. <https://doi.org/10.1787/c198a20f-en>

OECD. (2026b). **The persistent failure to build foundational skills for all** (17^e éd.) [Adult Skills in Focus]. <https://doi.org/10.1787/128c3138-en>

Saadi, N., Mahdi, K., & Raissouni, M. R. (2026). **Articulation des usages numériques formels et informels en FLE à l'université marocaine : typologie des pratiques étudiantes et formes**

d'autonomie d'apprentissage. *Revue internationale des technologies en pédagogie universitaire*, 23(1). <https://doi.org/10.18162/ritpu-2026-v23n1-04>

Siani, A., & Gennari, A. (2026). **Scientific misinformation, disinformation and perception of news sources among Italian secondary school students.** *International Journal of Science Education*, 48(11), 1761-1775. <https://doi.org/10.1080/09500693.2025.2499222>

Scientific misinformation in digital media is a growing concern due to its impact on the citizens' decision-making process on crucial matters such as healthcare and environment. As adolescents are increasingly exposed to unverified information through multiple online platforms, evaluating their susceptibility to scientific misinformation is of paramount importance. An anonymous online survey was carried out in a secondary school in Southern Italy, with a sample size of 381 students enrolled in school years 9–13. A scoring system was used to quantitatively evaluate the differential susceptibility to disinformation and unintentional misinformation in the sample population. Non-parametric statistical tests were used to compare scientific misinformation levels between different student groups. Independently of their gender, the adolescents surveyed in this study proved remarkably competent at evaluating the veracity of scientific information. Respondents' susceptibility to disinformation and unintentional misinformation declined significantly over the five years of secondary education. Moreover, participants expressed a preference for traditional scientific news sources, and considered Wikipedia, Facebook and TikTok to be the most unreliable sources of scientific information. This study addresses the knowledge gap regarding the extent and prevalence of scientific misinformation amongst Italian adolescents, and provides insight into their perception and trust towards scientific information sources.

Sicre, D. (2025). **Caractéristiques affectivo-motivationnelles et stratégies d'apprentissage autorégulé des élèves performants ou en avance** (Theses, Université de Toulouse). <https://doi.org/10.70675/e9441e6dz06c9z4fbdz8912z2761c36d0fef>

In the French education system, grade skipping (also called skipping a grade or shortening a cycle) is one of the ways to accelerate students, that is, to shorten their time in school. This decision is made within the school by the teams and is generally based on the students' academic performance rather than on a standardized identification protocol, which results in heterogeneous practices depending on the context. Internationally, this practice is often considered an appropriate response to the needs of students identified as gifted/talented. This discrepancy in the implementation of acceleration makes international findings difficult to transpose to the French context and leads us to question, beyond performance, what actually characterizes accelerated students. This thesis aims to examine whether accelerated students present motivational, affective, and self-regulation characteristics that distinguish them from their peers. Two complementary studies were conducted. The first study compares accelerated students with same-age peers and same-grade peers (N = 283; Grade 4 on-time, Grade 5 on-time, Grade 5 accelerated). It examines three motivational dimensions (self-efficacy or SE, academic interest, achievement goals) and three affective dimensions (trait anxiety, life satisfaction, boredom proneness), as well as three indicators of academic performance (French, mathematics, reading comprehension). The results show that accelerated Grade 5 students obtain higher scores in French (vs Grade 4 and Grade 5) and in mathematics (vs Grade 4), with no difference in reading comprehension; they display higher academic self-efficacy than on-time Grade 4 and Grade 5 students, while mastery-avoidance goals are higher among all Grade 5 students (on time and accelerated) than among Grade 4; no differences appear on the affective variables. The observed differences mainly concern performance and certain motivational dimensions. The second study seeks to identify possible differences in self-regulated

learning strategies (SRLS) not revealed in the first study. To this end, we formed three groups comparable in terms of performance but differing in age and grade level (high-performing Grade 4, average Grade 5, accelerated Grade 5; N = 12 per group). Significant differences appear between the groups for two measures: higher academic self-efficacy in accelerated Grade 5 than in high-performing Grade 4, and higher mastery avoidance goals in accelerated Grade 5 than in average Grade 5; no other significant difference is observed, neither for the other motivational dimensions, nor for the affective variables, nor for the SRLS. These results indicate that, in our sample, grade skipping is primarily associated with students' level of academic performance rather than with motivational, affective, or self-regulation characteristics that would distinguish accelerated students from others. Grade skipping can thus be understood as a resynchronization, placing the student with older peers in a school context more consistent with their learning pace. From a professional practice perspective, harmonizing decision-making criteria would help reduce the heterogeneity of practices and clarify their implications. However, the limitations of these studies (the low prevalence of accelerated students, the small sample sizes, and the use of adapted versions of instruments whose validity has not been tested) call for a cautious interpretation.

Testa, I., Galano, S., Palazzo, L., & Ragozini, G. (2026). **The effects of perceived relevance of participation in science-oriented out-of-school time activities on university students' performance and persistence.** *International Journal of Science Education*, 48(11), 1731-1760. <https://doi.org/10.1080/09500693.2025.2493372>

Literature has shown that Out-of-School-Time (OST) activities are important experiences for developing interest in science careers. However, while participation in science-oriented OST activities has become widespread in secondary education, their role on subsequent undergraduate career remains largely underexplored. In this longitudinal study, we explored how the perceived relevance of the participation in science-oriented OST-activities affects students' early performance and later persistence in an undergraduate course. A sample of N = 565 Italian students from six science and technology majors (biology, biotechnology, biochemistry, computer science, mathematics, physics) who participated during high school in science-oriented OST programmes was involved in the study. The results show that the perceived relevance of OST activities positively affects both directly and indirectly, through motivation to persist, the students' early performance at first year and later persistence at the third year. Moderation analysis shows that gender affects these relationships, and that the moderation effect depends on the chosen undergraduate major. Specifically, while for biology, biotechnology, biochemistry courses such relationship is statistically significant only for male students, for physics, maths and computer science courses, the effects are significant also for female students. Results support the relevance of OST activities in the choice and persistence in a science undergraduate course.

Toppeta, A. (2026). **Skill Formation with Siblings** (Working paper N° 12736). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12736>

This paper estimates a structural model of skill formation for children who grow up with siblings, introducing a novel variable, the « sibling bond, » which captures how well siblings get along. Using data from the Millennium Cohort Study in the United Kingdom, I construct this measure from information on the frequency and quality of sibling interactions, such as enjoying playtime together and teasing each other. Descriptive evidence shows that a stronger sibling bond is associated with better child outcomes during adolescence. The structural estimates are

consistent with the sibling bond being a productive input in the skill formation of both younger and older siblings, alongside parent-child interactions.

Trautwein, U., Eberhart, J., Dignath, C., Bonner, C. V., & Roberts, B. W. (2026). **Self-Regulation Competence as a Superpower: An Integrated Framework for K-12**. *Educational Psychology Review*, 38(1), 95. <https://doi.org/10.1007/s10648-026-10190-z>

Self-regulation competence is known to be a critical driver of academic achievement, mental health, and lifelong success. However, research on education and educational practice in K-12 remains fragmented in that groups of researchers focus on conceptualizations from different traditions, including self-regulated learning (SRL), executive functions (EFs) and personality psychology (e.g., conscientiousness), and there is limited cross-talk between these groups. In this article, we propose an integrated multicomponent model that unifies these perspectives and conceptualizes self-regulation competence as a developmental “superpower” that is both predictive of a broad range of outcomes and amenable to educational support. We examine three core propositions: (1) Self-regulation competence—broadly defined—predicts important cognitive, social, and emotional outcomes in school and across the life span; (2) SRL, EFs, and conscientiousness show considerable conceptual and empirical overlap, supporting their integration into a comprehensive framework; and (3) self-regulation competence can be effectively fostered through targeted and embedded educational interventions. To fully develop and exploit the superpower qualities of self-regulation competence, promoting self-regulation competence should become a guiding principle of education systems. High-quality teaching—characterized by effective classroom management, cognitive activation, and student support—and whole-school approaches are needed to orchestrate the promotion of self-regulation competence in real-world educational contexts.

Veillard, L. (2026). **Formation intégrée**. *Recherche et formation*, (104). <https://doi.org/10.4000/16gz7>

Dans ce texte nous revenons sur l'origine du concept d'intégration apparu au siècle dernier dans les réflexions sur l'organisation de l'éducation primaire et secondaire aux États-Unis. Puis nous rendons compte de la façon dont il a été repris dans le champ de la formation professionnelle (au sens large, non réduite à la formation des enseignants), plus particulièrement par les penseurs de l'alternance. Enfin, nous expliquons comment d'autres concepts (pédagogie connective, situation intermédiaire en particulier) ont été proposés plus récemment pour faciliter, sur le plan pédagogique et didactique, les mises en relation et l'intégration des savoirs et des expériences que les apprenants développent au cours de leur cursus de formation professionnelle.

Vermeulen, M., Guin, N., Michel, C., Jolivet, S., El Mawas, N., Joiron, C., ... Nuninger, W. (2026). **Critères de caractérisation pour décrire de manière cohérente et comparable divers projets de recherche articulant un EIAH et la notion de compétence**. Consulté à l'adresse <https://hal.science/hal-05677524>

Aspects économiques de l'éducation

Clark, G., & Nielsen, C. A. A. (2026). **The Returns to Education: A Meta-Study**. *Kyklos*, 79(3), 608-628. <https://doi.org/10.1111/kykl.70041>

ABSTRACT There have been many studies estimating the causal effect of an additional year of education on earnings. The majority employ administrative changes in the minimum school-leaving age as the mechanism allowing identification. Here, we survey 79 such estimates. However, remarkably, while the majority of these studies find substantial gains from education, a number of well-grounded studies find no effect. The average return from these studies still implies substantial average gains from an extra year of education: an average of 8.2%. But the pattern of reported returns shows clear evidence of publication biases: omission of studies where the return was not statistically significantly above 0, and where the estimated return was negative. Correcting for these omitted studies, the implied average causal returns to an extra year of schooling will be only in the range 0%–3%.

Cohen, E. D., Quadlin, N., & Rouhani, S. (2026). **Who Can Afford to Be an English Major? Economic Origins, Debt, and Public Beliefs about Higher Education.** *Sociology of Education*, 99(3), 195-215. <https://doi.org/10.1177/00380407261427410>

In recent years, many Americans have grown critical of the cost of college, often drawing distinctions between which degrees are more and less worthwhile. These discussions have emerged at the same time that working-class and indebted students have become increasingly prevalent in higher education, underscoring vast differences in social origins and economic resources even among students at the same institution. Do Americans tend to make sharp distinctions between degrees they consider worthwhile and not? Or are these considerations reserved mostly for students with social and economic disadvantages? In this article, we assess how social class and educational debt affect public beliefs about what students should study in college. We conducted a nationally representative survey experiment (N = 1,121) that asked respondents how likely they would be to recommend fields of study for students with different combinations of social class background and educational debt. We find that Americans make clear class-based distinctions in recommending fields of study. Working-class students, much more than upper-middle-class students, are expected to study majors with high pay and employability. By comparison, we find few effects of student loans net of social class. Data from the open-ended portion show that Americans are more likely to consider upper-middle-class students' skills and interests and working-class students' chances of getting a good job, suggesting that working-class students face a societal emphasis on attaining financial security that encourages their restraint in young adulthood. Implications for the study of social class and higher education are discussed.

Dickson, L., Gindling, T. H., & Kitchin, J. (2026). **The educational effects of in-state tuition for undocumented immigrants.** *Education Economics*, 34(4), 473-495. <https://doi.org/10.1080/09645292.2025.2564087>

Twenty-six states have adopted policies that allow undocumented immigrants to pay in-state resident tuition (ISRT) at public colleges and universities. This paper expands the literature on ISRT policies to account for the bias introduced when using a two-way fixed-effects linear regression model to implement a difference-in-differences research design. We estimate that offering in-state resident tuition for undocumented immigrants increased college enrollment rates by roughly 3.6–4.5 percentage points on average. We find evidence of a positive impact on college graduation. Heterogeneity exists regarding the impacts of the policy by state and the year in which these policies were implemented.

Espinoza, Ó., Corradi, B., Sandoval, L., Sobarzo, L., Miranda, C., McGinn, N., & Loyola, J. (2026). **Does free tuition promote equity in higher education? impact on academic performance of low-income university students.** *Higher Education*, 91(6), 2321-2340. <https://doi.org/10.1007/s10734-025-01523-y>

The expansion of higher education has led to new challenges for educational equity, which extend beyond access. A key policy response has been the implementation of different student aid programs. The various types of aid are based on different eligibility criteria, reflecting contrasting conceptions of what constitutes educational equity. This study assesses the impact of the Chilean free tuition policy, a need-based financial aid, on the academic performance of low-income students, comparing it to other forms of student aid. A multilevel model was estimated using administrative data from 10 Chilean universities for cohorts admitted in 2010 and 2016. The results show that, during the first year, students with free tuition outperformed both those without financial aid and those who relied on loans. In the third and fourth years, students who received free tuition continued to perform better than those with loans but showed lower academic performance than recipients of merit-based scholarships. The findings suggest that different types of aid are associated with different academic trajectories, which raise essential questions about the equity implications of merit-based versus need-based funding models. Rather than treating these approaches as mutually exclusive, our results highlight the need for a more balanced design that considers both performance and structural disadvantages. This would contribute to the efficient use of public resources and promote greater equity in higher education.

Fournel, J., Roussel, G., Gazel, I., Rossignol, J.-L., & Hochemain-Laborde, J. (2026). **Assises du financement des universités.** Consulté à l'adresse Ministère de l'enseignement supérieur, de la recherche et de l'espace website: <https://www.vie-publique.fr/rapport/303847-assises-du-financement-des-universites>

Ce rapport établit un diagnostic de la situation des universités françaises durant la période 2018-2025 et propose des évolutions pour les renforcer. Les travaux portent notamment sur : La situation financière des universités, leurs ressources, leurs charges et leurs contraintes structurelles ; Les leviers de poursuite de la professionnalisation de la gestion universitaire ; L'examen de thématiques telles que l'accès aux financements européens, le modèle économique des établissements, la formation continue, les enjeux fonciers et patrimoniaux, le financement par les collectivités territoriales et le développement des ressources propres à moyen et long terme.

Jolex, A. (2026). **The overeducation trap: household wealth and education-occupation mismatch among college graduates in the Philippines.** *Education Economics*, 0(0), 1-20. <https://doi.org/10.1080/09645292.2026.2700279>

This paper examines the socioeconomic gradient in education-occupation mismatch among Filipino college graduates. Using nationally representative FIES-LFS data covering 198,343 employed graduates from 2009–2023, the analysis shows that graduates from the poorest income decile face a 79.3% mismatch rate compared to 30.7% for the richest decile, a 48.6 percentage point gap. Probit estimates show a one-decile increase in household income is associated with a 5.17 percentage point decrease in mismatch probability. Results are robust across specifications. Analysis of occupation group composition reveals that poor graduates are disproportionately absorbed into service/sales occupations (26.3%) and elementary occupations (17.9%), consistent with the structural absorption of over-educated workers into low-skill services in the Philippines. A formal interaction test confirms the income gradient has statistically

significantly intensified in the post-2018 period ($\chi^2(1)=64.08$, $p<0.001$). The findings are consistent with the interpretation that poor graduates face tighter job-search constraints, creating an 'overeducation trap' that undermines returns to education, though this mechanism is not directly observed in the data.

Prasser, S. (2026). **Hard bargaining—Passing Commonwealth schools funding legislation through the Senate—Successful policy but political failure.** *Australian Journal of Public Administration*, 85(2), 327-344. <https://doi.org/10.1111/1467-8500.70009>

This article examines the Turnbull Coalition government's changes to the Commonwealth school funding model, inherited from its Labor predecessor, made by amendments to the Australian Education Act 2013 (Cth) passed in the Senate in June 2017 in terms of McConnell's three dimensions of policy success. By so doing, the case demonstrates both the interplay of policy, process, and political success and the challenges of sustaining successful reform to Australia's complex school funding system. It highlights, for instance, that achieving success in one dimension, such as having a good process or even a viable policy/programme that addresses identifiable problems, can falter if the other dimensions of political success are not also achieved. This is what occurred with the Turnbull government's school funding changes. Consequently, they lacked durability and were further amended very quickly by the subsequent Morrison government, though some parts remained intact. Further, viewing this case study in this way has allowed for the multi-dimensional nature of doing policy to be understood. It also provides a more realistic delineation of the shared roles between the federal education minister, his office, and the department across all three dimensions of achieving policy success—developing the policy, managing the processes, and dealing with the politics. Points for practitioners Success needs to be seen across the interrelated areas of policy, process, and politics. Success in one domain may not suffice to ensure success in other domains. Developing policy is an iterative process involving ongoing negotiation. Co-operation is essential between the political (ministerial office) and administrative (department) arms of government concerning goals, processes, and measurement of success. Success is often short-lived so contingency plans are needed to 'salvage' as much as possible from the original policy Developing lasting reforms is becoming increasingly difficult in the Australian political context Evidence-based policy, even when accompanied by legislative enactment, will not alone ensure durable policy success—everything is 'politics'.

Sheng, S. J., & Lomer, S. (2026). **'I am not worthy, but my pounds are': Chinese postgraduate students' perspectives of the marketisation of UK higher education and its impacts on their experience.** *Higher Education*, 91(6), 2011-2027. <https://doi.org/10.1007/s10734-025-01507-y>

The marketisation of UK higher education has generated substantial scholarly debate, yet students' perspectives remain underexplored. This article addresses this gap by drawing on findings from semi-structured interviews with 51 Chinese postgraduate students from 24 British universities and 14 subject areas. The results show that these students are susceptible to their portrayal as 'cash cows' in political and media narratives, and many reluctantly accept a transactional relationship with the UK government and their institutions, driven by their desire for the opportunity to study at prestigious universities. While few view marketisation as beneficial, the majority argue it detracts from their academic and personal development. They express frustration with the 'assembly line' teaching approach, and their awareness of being commodified leads to feelings of self-doubt and underachievement. Chinese students acknowledge to an extent, some of their consumerist behaviours accelerate marketisation.

However, they are critical of being positioned as revenue sources not only because of damage to their self-formation through encouragement of a consumerist mindset, but also because of it negatively impacting the reputation of British higher education. They contend that marketisation might be inevitable but a good balance between academic integrity and income generation should still be achieved. The study contributes to broader debates on the effects of neoliberal policies in higher education, particularly concerning the often-overlooked international student cohort and more marketised postgraduate education, and advocates for reconsidering market-driven practices perceived to compromise student wellbeing and academic outcomes in UK universities.

Aspects psychologiques de l'éducation

Asha, S., & Joshith, V. P. (2026). **Mastering Emotions: Multimodal Learning Analytics (MMLA) Framework for Data-Driven Insights in Exam-Based Assessments.** *Innovative Higher Education*, 51(3), 1175-1217. <https://doi.org/10.1007/s10755-025-09869-y>

Students preparing for high-stakes entrance examinations and other job qualification tests often face intense academic stress, significantly affecting their emotional well-being, study habits, and overall performance. Understanding these challenges is essential for developing effective support mechanisms. This study examines students' emotional experiences, coping strategies, study behaviours, social support systems, and engagement with learning platforms while exploring how multimodal learning analytics (MMLA) can enhance exam preparedness. A mixed-methods research design was employed, combining quantitative survey data with qualitative insights to understand students' experiences comprehensively. The sample consisted of 417 students preparing for competitive entrance exams. Data analysis revealed that exam pressure is a major concern, with students struggling to maintain emotional balance under prolonged academic demands. Based on the findings, this study proposes an MMLA framework and its implementation guidelines to monitor academic stress and optimise study routines systematically with a structured framework validation plan. The implications emphasise the need for targeted stress management programs, adaptive learning solutions, and institutional policies integrating analytics-driven educational support for high-stakes exam aspirants.

Bächtold, M., Barbe Asensio, D., Papet, J., & Ngoua Ondo, A. (2026). **Active learning in authentic conditions has a positive effect on first-year student success.** *Higher Education Research and Development*, 45(4), 867-883. <https://doi.org/10.1080/07294360.2025.2586686>

A number of studies, both in science education and in the humanities and social sciences, have shown that active learning has a more positive effect on student performance than direct instruction. As these studies were experimental or quasi-experimental, they compared ideal interventions designed and controlled by researchers. The present study aimed to measure the effects of active learning on student success under authentic conditions, by examining ordinary teaching practices that take place in real-life situations and are subject to various material, time-related and human constraints, which can affect teaching preparation and implementation. The study also investigated whether these effects depend on students' psycho-cognitive profiles. Data were collected from 356 teachers and 2168 students across various science and humanities programmes. The findings show that active learning under authentic conditions has a more positive effect on students' success in the first year of university than direct instruction. More specifically, they show that success is fostered when teachers adapt content to students'

difficulties, use different active learning methods and in particular flipped classrooms, and use digital tools to engage students in activities. The results also show that active learning is equally beneficial for all students, regardless of their psycho-cognitive profile.

Bitting, K. S., McSweeney, J., Kaufman, E., & Campagna, K. (2026). **Evaluating the Impact of a Sit Spot Mindfulness Practice on Students' Connectedness to Nature, Mental Wellbeing, and Mindfulness.** *Innovative Higher Education*, 51(3), 1009-1035. <https://doi.org/10.1007/s10755-026-09917-1>

College students frequently struggle with their mental wellbeing, and stress and anxiety decrease academic performance, satisfaction, and completion. A variety of systemic approaches are needed to address undergraduate mental wellness, including pedagogies of wellness through which faculty create restorative learning spaces that buffer students against negative mental health outcomes. Mindfulness practices and exposure to natural environments have been linked to a range of positive health outcomes such as improvement in mood and reduction of physiological stress. This research utilized a mixed-methods approach to evaluate the impact of a brief, repeated nature-based mindfulness practice in college courses in two separate disciplines on student connectedness to nature, positive and negative affect, and mindful attention awareness. Quantitative analyses of the matched dataset showed statistically significant benefits for both classes in all areas with small (mindfulness), medium (nature connectedness) and large (positive and negative affect) effect sizes. Qualitative coding of student reflections after the activity indicated benefits for students' self-awareness, positive emotions, beneficial behavior changes, general wellbeing, goal or intention setting, negative emotions, and academic benefits. Student reflections varied in systematic ways that corresponded to the course in which they were enrolled, while nature connectedness outcomes varied in one course according to why students were enrolled in the course. Instructors across disciplines can incorporate this assignment into their courses to help students achieve these beneficial outcomes, while also connecting it to their specific disciplinary content.

Carroll, S., Rowan-Kenyon, H. T., Creps, R., Brown, L., Nicola, T., Savitz-Romer, M., & Su, K. (2026). **Interpreting Disclosure in the College Application: Narratives of Mental Health in Undergraduate Admissions.** *The Journal of Higher Education*, 0(0), 1-26. <https://doi.org/10.1080/00221546.2026.2694925>

While the discussion around mental health on college campuses has become more mainstream in the last decade, little is known about how mental health challenges are discussed among undergraduate admission officers (AOs). AOs play an important role as institutional gatekeepers, and yet no research has examined what these professionals believe about mental health and how they interpret the disclosure of mental health challenges in the application. Through interviews with 26 undergraduate admission officers, we draw on social and cultural models of disability to investigate how admission officers (re)produce narratives around mental health disability in their interpretation of mental health disclosures within a particular part of the application, the counselor recommendation letter. We found that participants typically defined and described mental health challenges through narratives focused on perseverance and student support, relying on medical perspectives that perpetuate views of disability as an individual condition that can be overcome. Our findings have implications for postsecondary admission policy as well as for the work of admission and high school counseling professionals.

Cho, K. S., & Gray, C. G. (2026). **What is the Cost? Credentialism, Capitalism, and the Efficacy of Student Affairs Programs.** *Innovative Higher Education*, 51(3), 1245-1266. <https://doi.org/10.1007/s10755-026-09913-5>

Returning back to school is a costly decision, particularly for individuals who were prior full-time professionals. Examining this phenomenon within the field of higher education and student affairs, this qualitative phenomenology grounds itself in neoliberalism, human capital theory, and credentialism to explore the experiences of graduate education. Through interviews with 22 current and recent graduate students—all enrolled in higher education and student affairs programs across the continental U.S.—we illustrate the motivations, pressures, and opportunity costs which affected their decision-making; their perceptions of development during and outcomes of the program, relative to their trajectory in their prior roles; and areas for programs to enhance their support of students with professional experience in higher education.

Cleary, A. M., & Robinson, D. H. (2026). **Why Growth Mindset Training Alone may not Improve Academic Outcomes: A Call for Research on Bundling Growth Mindset and Retrieval Practice Interventions.** *Educational Psychology Review*, 38(1), 93. <https://doi.org/10.1007/s10648-026-10188-7>

Interventions designed to improve student learning and achievement are essential to the mission of educational psychology and education in general. However, determining which interventions have strong empirical evidence and which do not can be challenging, especially for the general public (Cleary & Robinson, 2025). In the present Reflection, we compared and contrasted the evidence base of two interventions: Growth Mindset Training (GMT) and retrieval practice. Whereas retrieval practice has considerable empirical support, GMT has a mixed and debated evidence base, with average effects that appear small. The former is typically studied using intervention research methods whereas the latter usually involves observational methods. Whereas retrieval practice takes long-term sustained effort and tends to be perceived by learners in the moment as less effective than re-reading material (and less comfortable due to retrieval difficulties), GMT is a relatively short, quick, intuitive activity. This contrast may lead strategies like retrieval practice to be less readily adopted than GMT. We propose that future research should examine whether easily adopted strategies like GMT could be beneficially bundled with harder-to-embrace effective learning strategies like retrieval practice to enhance the usage and impact of both.

Corbeil, A., Hadchiti, R., & Beaulieu, J. (2026). **Favoriser l'inclusion par les émotions : le levier des directions d'écoles secondaires.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 21-25. <https://doi.org/10.7202/1125824ar>

Dans un contexte où la diversité des élèves s'accroît au secondaire, cet article explore comment les directions d'établissement scolaire (DÉS) peuvent soutenir la réussite et l'adaptation de tous en mobilisant les émotions comme levier d'inclusion. À partir d'une analyse de documents ministériels et d'entrevues réalisées auprès de quatre DÉS au secondaire, cet article met en lumière les tensions entre les impératifs de performance et les besoins socioaffectifs des élèves. Le développement des compétences socioémotionnelles (CSÉ) – telles que l'empathie, la régulation émotionnelle et le sentiment d'appartenance – apparaît comme une voie prometteuse pour renforcer le climat scolaire et favoriser des pratiques éducatives inclusives. Les résultats révèlent l'importance du leadership éducatif, de la collaboration interprofessionnelle et de la formation continue du personnel. L'article conclut sur la nécessité de soutenir les DÉS dans

une approche intégrant les CSÉ à la gestion scolaire pour bâtir une école secondaire inclusive et bienveillante.

Ianos, M. A., Rusu, A., Paloş, R., Petreñas, C., & Sansó, C. (2026). **Linking Language Attitudes to Proficiency Across Learning Contexts: A Systematic Review and Meta-Analysis of Correlational Evidence**. *Educational Psychology Review*, 38(1), 96. <https://doi.org/10.1007/s10648-026-10193-w>
Understanding the relationship between language attitudes and proficiency is essential for improving language proficiency and shaping effective educational and policy strategies. This correlational meta-analysis synthesizes 132 effect sizes nested within 46 independent samples from 33 research reports (N = 20,505) to examine this relationship and how it is moderated by different attitude objects and contextual and methodological variables. The overall analysis revealed a significant small to medium association ($r = .34$, 95% CI [.29, .39]), indicating that more favorable language attitudes tend to be linked to higher proficiency. Moderator analyses showed that the strength of this association varies depending on the specific object of the attitude (e.g., the language itself versus its speakers) and contextual factors such as language status. The analysis also highlights significant theoretical and methodological heterogeneity within existing research, calling for more holistic theoretical models, standardized assessment tools and more diverse sampling in future studies to enhance the certainty of evidence and inform educational practices.

Irwin, L., Katsumoto, S., Tennessen, N. F., & Bowman, N. A. (2026). **Engagement is not Enough: Examining Campus Engagement and Success Among Lower-Income First-Year Students**. *Innovative Higher Education*, 51(3), 1417-1441. <https://doi.org/10.1007/s10755-026-09881-w>
Prevailing perspectives in higher education frame campus engagement as integral to student learning and success. However, college students who hold minoritized identities may not experience campus engagement in desired ways, which can then shape whether and how engagement leads to academic and psychosocial outcomes. The present study examined the extent to which participation in 10 different forms of co-curricular and academic engagement predicts various indicators of psychosocial and academic success among first-year, lower-income students using a multi-institutional, longitudinal dataset. A series of multiple regression analyses examined the extent to which the 10 forms of engagement predicted psychosocial and academic outcomes within a multi-institutional sample of lower-income students. Engagement was virtually unrelated to any of these outcomes; to the extent that significant results were observed, most of these found that engagement was associated with worse outcomes. Some differences in these relationships were apparent, such that the link between engagement and success was often more unfavorable for Black students than for other groups of racially minoritized or white students. Future inquiries should include multiple measures of the quantity and quality of engagement and center nonbinary and Black students from lower-income backgrounds. Additionally, we challenge the common wisdom that positions engagement as a panacea for student success. Educators should be cautious about the types of engagement to which they direct students, especially minoritized students, as engagement may only further isolation, marginalization, and discrimination. We encourage educators to review these findings and critically examine existing engagement opportunities.

Jin, Y., Xie, L., Ai, L., Li, W., & Chen, R. (2026). **Gatekeepers or Roadblocks? Longitudinal Associations Between Chinese Homeroom Teachers' Response Profiles Regarding Student Self-**

Harm and Students' Help-Seeking Intentions. *Journal of Youth and Adolescence*, 55(7), 1733-1747. <https://doi.org/10.1007/s10964-026-02347-4>

Adolescent self-harm is increasingly recognized as a major public health concern, and prompting help-seeking is critical for early identification and prevention. Within the Chinese educational system, homeroom teachers are typically at the forefront of detecting student mental distress and initiating referrals, yet longitudinal evidence on how their responses influence subsequent student help-seeking remains limited. This study drew on baseline and 12-month follow-up data from a school-based prospective cohort conducted in Southern China, with baseline data collected in September 2022. The sample included 478 homeroom teachers from 68 schools and 17,464 matched students. Among teachers, 353 (73.85%) were female, the mean teaching experience was 16.09 years ($SD = 7.84$). Among students, the mean age was 14.31 years ($SD = 1.46$), 8,544 (48.92%) were female, and 70.71% were middle school students. Based on teachers' reported attitudes toward student self-harm (positive approach and negative avoidance) and behavioral response tendencies (emotion-focused engagement, behavior-focused engagement, and behavior-focused disengagement), latent profile analysis identified three teacher response profiles: moderately-engaged (70.19%), limited-engaged (20.16%), and avoidant (9.65%). After controlling for teacher and student demographic characteristics and baseline covariates, multilevel hierarchical regression analyses indicated that, compared with moderately-engaged teachers, students exposed to avoidant teachers reported lower help-seeking intentions toward teachers, friends, and helplines at the follow-up, while those exposed to limited-engaged teachers were associated only with reduced helpline help-seeking. These findings underscore the importance of homeroom teachers' responses for students' help-seeking intentions, suggesting that reducing avoidance in teachers' responses may represent a promising target for refining teacher-focused training initiatives, thereby facilitating earlier prevention of self-harm risk.

Lebioda, K. (2026). **Psychosocial Blossoming: A Conceptual Framework for Humanizing Relationships between Racially/Ethnically Minoritized Students and Postsecondary Institutions.** *Innovative Higher Education*, 51(3), 1443-1466. <https://doi.org/10.1007/s10755-026-09895-4>

Current higher education literature defines thriving as academic success and a high level of social and psychological well-being, yet this literature often overlooks the impact of systems of power on individuals. For example, racially/ethnically minoritized students at predominantly or historically white institutions frequently face pervasive microaggressions and unwelcoming campus climates. How can we uplift students who grow and flourish despite the systems of power not built to support them? This manuscript introduces a novel conceptual framework, psychosocial blossoming, designed to foster humanizing relationships between racially/ethnically minoritized students and postsecondary institutions. Based on a review of empirical research about when and where racially/ethnically minoritized students have positive mental, emotional, and social experiences at four-year institutions, psychosocial blossoming emphasizes a reciprocal and relational process toward wholeness, humanization, and liberation for individuals, their communities, and institutions. As an evocative metaphor and lens, psychosocial blossoming acts as both a reminder of our work's immense possibility for beauty and a call to action to foreground everyone's humanity so we all might collectively blossom. Among the considerations for scholars, practitioners, and institutional leaders looking to apply the concept of psychosocial blossoming to their work is the need to critically reflect on one's roles and to actively tend to the campus environment in ways that genuinely support the holistic growth of all students.

Mombo, W., Josserson, L., Hubert, M., Leclercq, M., & Clerc, J. (2026). **Compensating Children's Transfer Decrease by Specific Training on the Tower of Hanoi Problem.** *Journal of Cognitive Enhancement*. <https://doi.org/10.1007/s41465-026-00360-w>

Transfer of learning involves acquiring knowledge in one task and reusing it in a new task. In the current study we used the Tower of Hanoi problem to test the hypotheses that problem-solving transfer by children includes a transition phase and that specific training reduces the decrease in performance during this phase. In a pretest-posttest-transfer design, 6- to 7-year-old children solved two digital versions of the Tower of Hanoi, with participants divided between three conditions: specific-training (experimental group), non-specific training (active control group), and no-training (passive control group). Results showed a positive effect of training in the main task. All participants showed a decrease in performance at transfer, but those who had received specific training performed better than their peers on the two transfer trials, showing that the benefit of specific training remains despite the transfer decrease. The discussion considers our results in relation to the theoretical impacts of similarities between tasks and between contexts and examines the role of strategy training in transition phases.

Neito, R., Vilhunen, E., Lavonen, J., & Reivelt, K. (2026). **Students' situational interest and perceived relevance during designed coherent physics learning modules.** *International Journal of Science Education*, 48(11), 1686-1709. <https://doi.org/10.1080/09500693.2025.2488400>

Recognising the importance of interest and relevance for learning, educators have strived to improve these elements in their instruction. This study explores how situational interest and perceived relevance vary over time and across instructional activities. Moreover, our aim was to analyse how individual interest, perceived relevance and instructional activities predict situational interest. We obtained two data sets (N = 129 and N = 126) from students participating in physics learning modules designed according to the ideas of coherent science instruction and used ANOVA, post-hoc tests and linear regression models for the analyses. We recognised significant differences in situational interest between the same types of instructional activities. Students predominantly associated the activities with the individual and societal dimensions of relevance. The regression models confirmed that relevance was a significant and strong predictor of situational interest, especially for calculation-related activities; individual interest did not predict situational interest in most situations. The predictive power of the modules heavily depended on the situations; model fits at the beginning of the modules were poor, but they improved in subsequent situations. Overall, the findings suggest that the context in which the instructional activities are situated is more important than the activities themselves.

Sicre, D. (2025). **Caractéristiques affectivo-motivationnelles et stratégies d'apprentissage autorégulé des élèves performants ou en avance** (Theses, Université de Toulouse). <https://doi.org/10.70675/e9441e6dz06c9z4fbdz8912z2761c36d0fef>

In the French education system, grade skipping (also called skipping a grade or shortening a cycle) is one of the ways to accelerate students, that is, to shorten their time in school. This decision is made within the school by the teams and is generally based on the students' academic performance rather than on a standardized identification protocol, which results in heterogeneous practices depending on the context. Internationally, this practice is often considered an appropriate response to the needs of students identified as gifted/talented. This discrepancy in the implementation of acceleration makes international findings difficult to transpose to the French context and leads us to question, beyond performance, what actually characterizes accelerated students. This thesis aims to examine whether accelerated students

present motivational, affective, and self-regulation characteristics that distinguish them from their peers. Two complementary studies were conducted. The first study compares accelerated students with same-age peers and same-grade peers (N = 283; Grade 4 on-time, Grade 5 on-time, Grade 5 accelerated). It examines three motivational dimensions (self-efficacy or SE, academic interest, achievement goals) and three affective dimensions (trait anxiety, life satisfaction, boredom proneness), as well as three indicators of academic performance (French, mathematics, reading comprehension). The results show that accelerated Grade 5 students obtain higher scores in French (vs Grade 4 and Grade 5) and in mathematics (vs Grade 4), with no difference in reading comprehension; they display higher academic self-efficacy than on-time Grade 4 and Grade 5 students, while mastery-avoidance goals are higher among all Grade 5 students (on time and accelerated) than among Grade 4; no differences appear on the affective variables. The observed differences mainly concern performance and certain motivational dimensions. The second study seeks to identify possible differences in self-regulated learning strategies (SRLS) not revealed in the first study. To this end, we formed three groups comparable in terms of performance but differing in age and grade level (high-performing Grade 4, average Grade 5, accelerated Grade 5; N = 12 per group). Significant differences appear between the groups for two measures: higher academic self-efficacy in accelerated Grade 5 than in high-performing Grade 4, and higher mastery avoidance goals in accelerated Grade 5 than in average Grade 5; no other significant difference is observed, neither for the other motivational dimensions, nor for the affective variables, nor for the SRLS. These results indicate that, in our sample, grade skipping is primarily associated with students' level of academic performance rather than with motivational, affective, or self-regulation characteristics that would distinguish accelerated students from others. Grade skipping can thus be understood as a resynchronization, placing the student with older peers in a school context more consistent with their learning pace. From a professional practice perspective, harmonizing decision-making criteria would help reduce the heterogeneity of practices and clarify their implications. However, the limitations of these studies (the low prevalence of accelerated students, the small sample sizes, and the use of adapted versions of instruments whose validity has not been tested) call for a cautious interpretation.

Szelényi, K., Bennett, L., Vincent, J. L., Lantas, K. A., Astacio, C., & Jaeger, A. J. (2026). **Pot, Pinterest, and Pokémon: The Escapist Lives of Doctoral Students.** *Innovative Higher Education*, 51(3), 1329-1352. <https://doi.org/10.1007/s10755-025-09800-5>

Doctoral education in the United States harbors significant stressors and pressures for students, arising from the market-driven, competitive environment of research universities. Drawing on theories of leisure with a central focus on seeking and escaping activities, our qualitative description study involving 55 doctoral students at a striving research university in the United States explores the ways in which doctoral students from various fields of study engage in a variety of leisure activities to escape the stresses of graduate school. The majority of participants described their engagement in seeking and escaping activities as joyful and satisfactory approaches to dealing with the pressures they experienced during their doctoral studies. We describe a typology of six seeking and escaping activities in which doctoral students engage, including 1) interstitial joy, 2) unconscious immersion, 3) transportive pleasure, 4) proximal gratification, 5) outlets of empowerment, and 6) socialization and relatedness. We also offer recommendations for graduate programs, faculty, and universities to promote the well-being of doctoral students in relation to leisure activities.

Testa, I., Galano, S., Palazzo, L., & Ragozini, G. (2026). **The effects of perceived relevance of participation in science-oriented out-of-school time activities on university students' performance and persistence.** *International Journal of Science Education*, 48(11), 1731-1760. <https://doi.org/10.1080/09500693.2025.2493372>

Literature has shown that Out-of-School-Time (OST) activities are important experiences for developing interest in science careers. However, while participation in science-oriented OST activities has become widespread in secondary education, their role on subsequent undergraduate career remains largely underexplored. In this longitudinal study, we explored how the perceived relevance of the participation in science-oriented OST-activities affects students' early performance and later persistence in an undergraduate course. A sample of N = 565 Italian students from six science and technology majors (biology, biotechnology, biochemistry, computer science, mathematics, physics) who participated during high school in science-oriented OST programmes was involved in the study. The results show that the perceived relevance of OST activities positively affects both directly and indirectly, through motivation to persist, the students' early performance at first year and later persistence at the third year. Moderation analysis shows that gender affects these relationships, and that the moderation effect depends on the chosen undergraduate major. Specifically, while for biology, biotechnology, biochemistry courses such relationship is statistically significant only for male students, for physics, maths and computer science courses, the effects are significant also for female students. Results support the relevance of OST activities in the choice and persistence in a science undergraduate course.

Trautwein, U., Eberhart, J., Dignath, C., Bonner, C. V., & Roberts, B. W. (2026). **Self-Regulation Competence as a Superpower: An Integrated Framework for K-12.** *Educational Psychology Review*, 38(1), 95. <https://doi.org/10.1007/s10648-026-10190-z>

Self-regulation competence is known to be a critical driver of academic achievement, mental health, and lifelong success. However, research on education and educational practice in K-12 remains fragmented in that groups of researchers focus on conceptualizations from different traditions, including self-regulated learning (SRL), executive functions (EFs) and personality psychology (e.g., conscientiousness), and there is limited cross-talk between these groups. In this article, we propose an integrated multicomponent model that unifies these perspectives and conceptualizes self-regulation competence as a developmental "superpower" that is both predictive of a broad range of outcomes and amenable to educational support. We examine three core propositions: (1) Self-regulation competence—broadly defined—predicts important cognitive, social, and emotional outcomes in school and across the life span; (2) SRL, EFs, and conscientiousness show considerable conceptual and empirical overlap, supporting their integration into a comprehensive framework; and (3) self-regulation competence can be effectively fostered through targeted and embedded educational interventions. To fully develop and exploit the superpower qualities of self-regulation competence, promoting self-regulation competence should become a guiding principle of education systems. High-quality teaching—characterized by effective classroom management, cognitive activation, and student support—and whole-school approaches are needed to orchestrate the promotion of self-regulation competence in real-world educational contexts.

Tripathi, G., Sharma, M., Joshi, S., & Chahar, S. (2026). **The Psychological Engine of Innovation: How University Structure and Academic Leadership Build Doctoral Scholars' Capital for Research**

Breakthroughs. *Innovative Higher Education*, 51(3), 1267-1299. <https://doi.org/10.1007/s10755-026-09903-7>

Although, there is an international demand on institutes of higher education to spur on innovative research, there is a gap in the aspiration and actual innovative output that continues to exist, particularly in the emerging economies. University structures and Academic leadership are long established in the literature on the topic as facilitators of innovation in the higher education landscape, yet this research explores the under-researched impact of psychological capital on these variables to spur academic research innovation. A quantitative, cross-sectional research design was adopted, and data were gathered from 400 doctoral scholars registered in central, state, deemed, and private universities through stratified random sampling. Data were analysed using Partial Least Square, Structural Equation Modelling (PLS-SEM), along with the measurements of common method bias and Importance-Performance Map Analysis (IPMA) used to gain analytical understanding. Interpretations of the findings have shown that both academic leadership and university structure have a significant impact on innovation as external facilitators, though it is the psychological capital, self-efficacy, resilience, hope and optimism of the scholar that is the critical conduit in the change between structural support to creative results. The suggested model explains 69.8 percent of the variation in innovation when PsyCap mediates a significant effect on this variation. This paper is not just a typical structural analysis but an empirically confirmed more humanistic, psychologically driven framework of how-to bring innovation in the higher education ecosystem. The research contributes greatly to the theoretical literature by connecting the Positive Psychology theory and Creative Componential theory in scholarly researches in higher education institutions by showing that psychological capital is not merely a personal possession but a key determinant through which research directs and the university systems can realize their innovation impacts.

Wang, P., & Paas, F. (2026). **Five Educational-Psychology Lenses for Training and Evaluating AI Models.** *Educational Psychology Review*, 38(1), 97. <https://doi.org/10.1007/s10648-026-10195-8>

Artificial intelligence has drawn on cognitive and educational psychology since its origins, and contemporary training pipelines for large language models and related systems (curated data curricula, staged prompting supports, feedback from human judges, and benchmark-driven evaluation) make this connection unusually concrete. Drawing on Messick's (1995) unified theory of validity, we use educational psychology to derive a set of validity checks that distinguish robust competence from support dependence, proxy optimization, and rater-specific compliance. We organize the discussion around five domains where the analogy is especially revealing: curriculum design, scaffolding and instruction, social learning via human feedback, assessment and validity, and ethical alignment. For each domain, we map a familiar educational construct onto concrete training interventions such as data selection and sequencing, prompting and tool support, preference learning and other feedback loops, benchmark design, and reward modelling. For each construct, we identify what would count as evidence that an apparent training gain is, or is not, what it appears to be. We conclude with implications for model development practice, including documenting curriculum and scaffolding decisions, treating benchmarks and reward models as high-stakes assessments that can invite proxy optimization and "teaching to the test," and making explicit how assessment targets are revised as models and deployment contexts change.

Zhang, J., Luo, R., Yan, H., Hao, C., & Gu, J. (2026). **Temporal Associations Between Peer Networks and Depressive Symptoms Among Chinese University Students: A Cross-Lagged Panel Study.** *Journal of Youth and Adolescence*, 55(7), 1833-1854. <https://doi.org/10.1007/s10964-026-02357-2>

Peer networks play a critical role in university life, yet it remains unclear whether they prospectively increase risk for or protect against depressive symptoms. Existing research has rarely distinguished between intimate and negative ties concurrently, creating a significant gap in our understanding. Furthermore, men and women differ in depression susceptibility and social preferences, suggesting potential sex differences in these temporal associations. Addressing these gaps is essential for locating where risk concentrates within peer networks. The study sample comprised 609 first-year Chinese university students tracked longitudinally across three waves from October 2022 to December 2023. The mean age was 18.7 years ($SD = 0.5$ years), with 65.2% identifying as female. Social network analysis mapped tie-specific positions, and random intercept cross-lagged panel models estimated temporal associations between depressive symptoms and three types of peer relationships (best friendships, regular friendships, and disliked relationships), with sex differences examined. Results revealed that the prevalence of major depressive symptoms ($PHQ-9 \geq 10$) rose from 16.6% to 22.1%. Random intercept cross-lagged panel models showed that higher, relative to their own average levels, degree centrality in regular friendship and disliked relationship networks predicted higher, relative to their own average levels, subsequent depressive symptoms ($\beta = 0.105$, $p = 0.004$; $\beta = 0.080$, $p = 0.039$, respectively), whereas higher depressive symptoms that were higher than average for themselves predicted subsequent degree centrality in best friendship networks that was lower than average for themselves ($\beta = -0.135$, $p = 0.021$). No statistically significant sex differences were detected in these temporal associations. Findings indicate that regular friendships and disliked relationships are risk factors of depressive symptoms, while depressive symptoms forecast erosion of best friendships, shedding new light on how social processes shape socioemotional trajectories during the transition to adulthood.

Zhang, Y., Qiao, J., Deng, Z., Zheng, P., Dong, Y., Ren, Y., ... You, J. (2026). **Parents' Beliefs about Academic Performance and Academic Stress among Chinese Adolescents: Evidence from the China Education Panel Study.** *Journal of Youth and Adolescence*, 55(7), 1697-1712. <https://doi.org/10.1007/s10964-026-02345-6>

Research on parents' beliefs about children's academic performance has focused primarily on the level of parents' beliefs, overlooking whether those beliefs align with children's actual performance and how the accuracy of parents' beliefs shapes child outcomes. This study examined how the accuracy of parents' beliefs, specifically whether parents overestimate, accurately perceive, or underestimate children's performance, relates to adolescents' academic stress, and whether these associations vary across family and school ecological contexts. The sample comprised 8,506 parent-adolescent dyads (49.07% female, $M_{age} = 13.53$, $SD = 0.69$) drawn from the China Education Panel Study, a nationally representative longitudinal survey of Chinese seventh-graders followed up one year later. Polynomial regressions with response surface analysis revealed three key findings. First, parents' overestimation was associated with lower adolescents' academic stress compared to underestimation at both T1 and T2. Second, when parents held accurate beliefs, intermediate-performing adolescents reported the highest academic stress at both time points, revealing an "invisible middle" phenomenon. Third, parents' education and school ranking moderated these associations, with the protective effects of accurate beliefs and overestimation more pronounced in highly educated families and high-ranking schools, though the protective effect of overestimation

persisted to T2 only in highly educated families. These findings highlight the importance of examining belief accuracy and ecological context in understanding how parents' beliefs shape adolescent well-being.

Aspects sociaux de l'éducation

Abboud, A., Bazzi, S., Canaan, S., Deeb, A., & Mouganie, P. (2026). **Authority Figures and the Polarization of Gender Norms** (Working paper N° 21449). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21449>

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

Ailincai, R. (2026). **École et familles dans les marges : dynamiques relationnelles et reconfigurations éducatives en contextes ultramarins**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7270>

Dans les contextes éducatifs insulaires ou ultramarins, les relations entre l'école et les familles sont souvent marquées par des tensions, des malentendus culturels ou des formes de méfiance réciproque. Ces situations, souvent désignées comme des « marges » du système éducatif central, peuvent néanmoins devenir des espaces dynamiques de réinvention des rôles éducatifs, des pratiques d'alliance et de reconnaissance mutuelle. À partir de recherches conduites en Guyane et en Polynésie française, cet article interroge les formes d'accompagnement éducatif parental en contexte dit « de marge ». Il explore la diversité des styles parentaux, les représentations contrastées de l'école, et les ajustements mis en œuvre par les familles pour répondre aux attentes scolaires malgré les écarts culturels et linguistiques. Ainsi, au lieu d'être perçues comme des zones de déficit, ces marges apparaissent comme des espaces de tension féconde, où se construisent des formes d'alliance inédites entre familles et école, porteuses de ressources éducatives situées et inventives. Ces configurations éducatives, loin de s'opposer au modèle scolaire, invitent à le reconsidérer à partir de la diversité des normes, des langages et des logiques relationnelles qui s'inventent à sa périphérie.

Alternatives économiques. (2026, juillet 9). **La réussite au bac dépend toujours de l'origine sociale, et 3 autres infographies à ne pas rater**. Consulté 15 juillet 2026, à l'adresse Alternatives

économiques website: <https://www.alternatives-economiques.fr/la-reussite-au-bac-depend-toujours-de-l-origine-sociale-et-3-autres-infographies-a-ne-pas-rater>

Le graphorama, c'est quatre infographies sélectionnées chaque semaine par la rédaction pour regarder l'actualité autrement.

Amsellem-Mainguy, Y. (2026). **Ne pas se caser : quand la « non-conjugalité » invite à penser les processus de marginalisation.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7582>

À partir d'une enquête sociologique menée auprès de jeunes femmes de 14 à 25 ans, issues des classes populaires et vivant dans des espaces ruraux (Ardennes, Finistère, Deux-Sèvres, Chartreuse), cet article interroge la norme conjugale comme vecteur de marginalisation. En prenant pour objet la « non-conjugalité » – c'est-à-dire le fait de ne pas avoir officialisé de relation de couple –, l'autrice montre comment l'absence de mise en couple devient progressivement une déviance aux yeux de l'entourage et du groupe de pairs. Le couple fonctionne en milieu rural comme une instance de conformité aux normes de genre et d'hétérosexualité, renforcée par la densité des réseaux d'interconnaissance. Les jeunes femmes célibataires, notamment celles qui ont poursuivi des études, se retrouvent stigmatisées et progressivement exclues de certaines sphères de sociabilité, sans pour autant renoncer à une vie relationnelle qui se déroule dans les marges de la norme conjugale. L'article met ainsi en lumière comment la pression conjugale, accentuée dès 25 ans, constitue un mécanisme de contrôle social genré, particulièrement opérant dans les espaces ruraux populaires.

Azmat, G., Grenet, J., Huillery, E., Souidi, Y., & Algan, Y. (2026). **The Impact of Social Mixing at School: Evidence From a French Desegregation Program** (Working paper N° 21363). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21363>

This paper investigates the impact of school-level social mixing on social cohesion, socio-emotional development, and educational outcomes. We exploit variation induced by a French Ministry of Education desegregation program, comparing middle schools that increased socioeconomic mixing with observationally similar schools that did not. Focusing on the schools and students with the greatest baseline potential for increased mixing, we find that exposure to a more socioeconomically diverse peer group yields socio-emotional benefits for both high- and low-SES students and strengthens social cohesion, without negatively affecting the academic outcomes of either group. These findings offer actionable insights for policies aimed at fostering social cohesion in an era of rising polarization.

Bagues, M., Makany, M., Vattuone, G., & Zinovyeva, N. (2026). **Female Promotions and the Academic Pipeline: Evidence from a Natural Experiment** (Working paper N° 21325). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21325>

We study how faculty promotion decisions shape women's careers and the academic pipeline, using data from 4,000 Spanish university departments across all disciplines. We identify exogenous variation in promotions using the random assignment of evaluators to promotion committees between 2002 and 2008: applicants whose committees included a co-author or colleague were significantly more likely to qualify for promotion. We document two main findings. First, failing to obtain tenure has asymmetrically lasting consequences for women. Those who narrowly miss tenure are 57 percentage points less likely to be tenured fifteen years later, compared to 29

percentage points for men. Second, when women do obtain tenure, the effects extend well beyond their own careers: promoting a woman to Associate Professor increases female faculty by 1.5 members after 15 years, leads to six additional female PhD graduates over the following decade, and raises the number who subsequently remain in academia and reach tenured positions.

Baltremus, V. (2026). **Socialisation de personnes en situation de handicap mental : programme de traitement personnel et social** (R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hlm>

Cet article présente un concept et un modèle structurel de programme social et de réinsertion destiné aux personnes en situation de handicap mental, dans le but de rendre leur vie sociale aussi autonome que possible. Il s'appuie sur un ensemble de méthodes fondées sur la théorie, notamment l'analyse de la littérature scientifique et du cadre juridique ukrainien. Il définit la structure des composantes du programme et élabore un modèle d'adaptation sociale fondé sur la Classification internationale du fonctionnement, du handicap et de la santé (OMS, 2001). Ce programme personnalisé de développement social et d'inclusion des personnes en situation de handicap mental a été construit en combinant quatre composantes interdépendantes : le diagnostic (substituant une démarche fondée sur les ressources à celle reposant sur les déficits), la communication (recourant à des moyens de communication alternatifs), l'ajustement à la vie domestique (développement de l'autonomie) et la formation professionnelle (en y ajoutant une formation préprofessionnelle). L'étude identifie les principales caractéristiques du soutien psychologique à établir pour les familles lors des étapes, en allant du déni à l'acceptation, ce qui est une condition indispensable pour l'efficacité du programme. Des exercices pratiques impliquant les parents et favorisant l'autonomie de la personne concernée font partie du programme. Le rôle de la communauté locale dans la mise en place de services d'accompagnement à l'autonomisation des personnes, qui se réfère à la législation ukrainienne en vigueur, a été démontré. L'article établit que l'inclusion effective des personnes en situation de handicap mental ne peut se faire qu'en synergie entre ce programme fondé sur des données scientifiques, la participation active de la famille et une communauté inclusive. Le développement social et personnel des personnes en situation de handicap mental transforme l'approche du handicap, qui passe d'un traitement médical à une intervention sociale. Des recherches futures pourraient donner la priorité à cette transition d'une prise en charge en institution allant vers un modèle d'accompagnement de ces personnes au sein de la communauté.

Barrault-Stella, L., & Guyon, R. (2026). **«La tendance à concentrer l'offre scolaire publique implique de fait la marginalisation des petites écoles au sein de l'architecture institutionnelle»**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6861>

Dans cet entretien, Lorenzo Barrault-Stella revient sur la transformation historique de l'offre scolaire en France, marquée par la fermeture progressive des petites écoles, notamment rurales, et la concentration des élèves dans des structures plus grandes (regroupements pédagogiques ou pôles scolaires). Ces politiques s'expliquent par des logiques budgétaires et organisationnelles de l'État visant à rationaliser le système éducatif, en lien direct avec les politiques de l'enseignement privé. Elles contribuent à marginaliser les territoires ruraux et les familles qui y vivent, même si des résistances locales existent. Au-delà, l'entretien souligne que les marges peuvent constituer à la fois des espaces de contraintes et de ressources, où se développent

parfois des formes d'organisation, d'expérimentation et de solidarité dont le potentiel transformateur à plus grande échelle est une question ouverte mais toujours dépendante des rapports de force politiques et sociaux.

Bergmüller-Hauptmann, C., Lang-Wojtasik, G., Kowalik, F., & Bell, L. (2026). **Cultural Complexity and the Limits of National Educational Discourses. Findings of a Cross-cultural Assessment within BAGSKOL.** *ZEP-Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik*, 48, 4-8. <https://doi.org/10.20377/zep-58>

After general considerations on the complexity of culture in the context of a world society, international discourses on the connection between culture and education from the BAGSKOL project are described in terms of their differences and similarities. Examples from master's theses produced within this project underscore the powerful impact of cultural boundaries, which prove to be only partially effective in addressing global educational challenges.

Calsamiglia, C., Fawaz, Y., Fernandez-Kranz, D., & Lee, J. (2026). **How Single-Sex Schooling Shapes Gender Differences in Effort and Performance under High Stakes** (Working paper N° 21477). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21477>

Prior research has found that boys often outperform girls in high-stakes math exams, affecting access to selective university programs and later careers. Using administrative and survey data linked to a lottery-based school assignment system, we show that this gender gap is substantially reduced in single-sex schools. Girls randomly assigned to single-sex schools exert more effort, narrow the math performance gap with boys in high-stakes exams, and are more likely to enroll in STEM degrees excluding biology. These gains come at a cost to well-being, reflected in higher stress and worse mental health. The effects are not explained by teacher gender, school resources, or differential selection into science tracks. Our findings are consistent with theories emphasizing the social costs of norm violation: single-sex schools may reduce peer pressures that discourage academic ambition in competitive and male-dominated domains.

Carroll, S., Rowan-Kenyon, H. T., Creps, R., Brown, L., Nicola, T., Savitz-Romer, M., & Su, K. (2026). **Interpreting Disclosure in the College Application: Narratives of Mental Health in Undergraduate Admissions.** *The Journal of Higher Education*, 0(0), 1-26. <https://doi.org/10.1080/00221546.2026.2694925>

While the discussion around mental health on college campuses has become more mainstream in the last decade, little is known about how mental health challenges are discussed among undergraduate admission officers (AOs). AOs play an important role as institutional gatekeepers, and yet no research has examined what these professionals believe about mental health and how they interpret the disclosure of mental health challenges in the application. Through interviews with 26 undergraduate admission officers, we draw on social and cultural models of disability to investigate how admission officers (re)produce narratives around mental health disability in their interpretation of mental health disclosures within a particular part of the application, the counselor recommendation letter. We found that participants typically defined and described mental health challenges through narratives focused on perseverance and student support, relying on medical perspectives that perpetuate views of disability as an individual condition that can be overcome. Our findings have implications for postsecondary admission policy as well as for the work of admission and high school counseling professionals.

Cattan, S., Dalla-Zuanna, A., Stuhler, J., & Wong, P. Y. (2026). **Educational Mobility Across Multiple Generations in Indonesia** (Working paper N° 21411). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21411>

Standard intergenerational measures have been shown to understate the long-run persistence of socioeconomic advantages in developed countries. We study theoretically and empirically whether this pattern extends to less developed settings, using Indonesia as a case study. Using the Indonesian Family Life Survey (IFLS) and Census data, we study multigenerational correlations in education across three generations. Contrary to previous findings, we observe greater multigenerational mobility than parent-child correlations alone would suggest. We develop a theoretical framework to highlight two key factors influencing multigenerational dynamics in developing countries: (1) financial and credit constraints, and (2) cultural norms related to marital sorting. To confirm their relevance, we exploit regional variations in exposure to the 1997-98 Asian financial crisis and in marital customs.

Charpentier, P., & Stoica, G. (2026). **Être à la marge, se sentir à la marge ou être mis à la marge dans le système éducatif français : quelques réflexions sur le cas d'élèves de l'académie de Mayotte**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7173>

À Mayotte, département d'outre-mer au système éducatif sous forte tension, la scolarisation obligatoire dès 3 ans se heurte à des réalités qui placent de nombreux enfants aux marges de l'école. Appuyés sur une enquête ethnographique menée depuis 2018, les auteurs identifient trois formes de marginalisation : des enfants non scolarisés faute de places, des élèves présents en classe mais exclus des apprentissages, et d'autres dont les absences répétées – liées aux décasages – les coupent progressivement de l'institution. Dans ce contexte de pression migratoire intense, les auteurs interrogent la capacité des acteurs éducatifs à incarner les valeurs républicaines de fraternité et d'hospitalité, et alertent sur le risque d'invisibilisation durable de ces élèves.

Chouinard, J. (2026). **Les défis de l'éducation inclusive au secondaire : entretien avec Mélanie Paré, professeure agrégée**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 7-10. <https://doi.org/10.7202/1125821ar>

Dans le cadre de cet entretien, Mélanie Paré, professeure agrégée à l'Université de Montréal, partage sa vision et son expérience sur les défis de l'éducation inclusive au secondaire. Issue d'un parcours en enseignement et en recherche, elle définit l'inclusion comme une approche visant la participation et la réussite de tous les élèves, en valorisant la diversité et en assurant des conditions équitables. Bien que les écoles progressent sur la voie de l'équité en éducation au Québec, les centres de services scolaires et les écoles ont des démarches variées. Des inégalités demeurent pour les élèves, notamment parce que les initiatives ont une portée limitée. Les fondements reposent sur l'équité et les droits humains fondamentaux et ses pratiques s'appuient sur tous les courants théoriques de l'enseignement qu'ils soient humanistes, constructivistes ou behavioristes. Les obstacles majeurs incluent le travail en silo, l'ampleur du changement et le manque d'implication des élèves. Pour amorcer un virage inclusif, il faut analyser la réalité du milieu, impliquer tous les acteurs et utiliser des pédagogies différenciées et culturellement pertinentes.

Cohen, E. D., Quadlin, N., & Rouhani, S. (2026). **Who Can Afford to Be an English Major? Economic Origins, Debt, and Public Beliefs about Higher Education.** *Sociology of Education*, 99(3), 195-215. <https://doi.org/10.1177/00380407261427410>

In recent years, many Americans have grown critical of the cost of college, often drawing distinctions between which degrees are more and less worthwhile. These discussions have emerged at the same time that working-class and indebted students have become increasingly prevalent in higher education, underscoring vast differences in social origins and economic resources even among students at the same institution. Do Americans tend to make sharp distinctions between degrees they consider worthwhile and not? Or are these considerations reserved mostly for students with social and economic disadvantages? In this article, we assess how social class and educational debt affect public beliefs about what students should study in college. We conducted a nationally representative survey experiment (N=1,121) that asked respondents how likely they would be to recommend fields of study for students with different combinations of social class background and educational debt. We find that Americans make clear class-based distinctions in recommending fields of study. Working-class students, much more than upper-middle-class students, are expected to study majors with high pay and employability. By comparison, we find few effects of student loans net of social class. Data from the open-ended portion show that Americans are more likely to consider upper-middle-class students' skills and interests and working-class students' chances of getting a good job, suggesting that working-class students face a societal emphasis on attaining financial security that encourages their restraint in young adulthood. Implications for the study of social class and higher education are discussed.

Cordier, A., & Beckmann, V. (2026). **Apprendre à distance, apprendre à la marge : vécus d'un métier d'élève reconfiguré.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7435>

L'enseignement à distance que suivent chaque année plusieurs milliers d'élèves en France dessine les contours d'une scolarité singulière, en marge des conditions d'apprentissage ordinaires, qui réunissent, en présence, enseignant et élèves dans une classe pour y suivre une activité partagée. C'est une plateforme numérique, à la fois dispositif technique de distance et espace social, qui formalise alors, en lieu et place des cadres traditionnels, l'activité scolaire et pédagogique à distance. Ces cadres organisationnels et symboliques empruntent, tout en les interrogeant, aux attributs de la forme scolaire. Pour autant, une approche par la pratique sociale située nous conduit à déplacer cette focale du dispositif d'enseignement vers l'expérience d'apprentissage pour qualifier et comprendre la scolarité à distance du point de vue de l'élève. Les questionnaires administrés et entretiens semi-directifs menés avec des élèves scolarisés au CNED (Centre national d'enseignement à distance) dans le cadre du projet ANR Perscol (Persévérance dans l'enseignement secondaire à distance, 2023-2026) nous permettent d'analyser ce que les élèves font avec le dispositif, et surtout de comprendre les représentations et les significations qu'ils attribuent à cette expérience d'apprentissage en marge, et comment ils la négocient. Pour se sentir élève, le devenir ou le rester, les élèves déploient des manières de faire qui donnent du

Demont, T., & Ziparo, R. (2026). **Marital Rights, Education, and Labor Supply: Evidence from a Natural Experiment in France** (Working paper N° 2606). Consulté à l'adresse Aix-Marseille School of Economics, France website: <https://EconPapers.repec.org/RePEc:aim:wpaimx:2606>

This paper studies whether expanding women's decision-making authority within marriage affects female labor supply and girls' human capital investment. We exploit a major reform of French marital law in 1966, which reallocated control over labor and financial decisions from husbands to wives while leaving divorce institutions unchanged. Using census and family survey data, we implement two complementary empirical strategies. First, exploiting the discontinuity in access to the new marital regime by date of marriage, we show that women married under the new regime are 7 percentage points more likely to be employed more than thirty years later, after childrearing constraints have largely passed. Second, using cohort- and gender-based exposure to the reform, we find that girls who are at key educational decision ages when the reform is announced complete more schooling and are 13 percent more likely to obtain a baccalauréat or a higher-education degree. These education gains translate into higher employment rates and access to higher-skilled occupations in adulthood.

Denecheau, B. (2026). **Les marges de l'école : segmentation, invisibilisation et inégalités scolaires.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6927>

Cet article propose un cadre conceptuel pour analyser les marges de l'école – ces espaces éducatifs qui accueillent des élèves sur le temps scolaire tout en les éloignant du curriculum ordinaire. L'auteur part d'un constat : malgré la multiplicité des dispositifs concernés (SEGPA, ULIS, dispositifs relais, établissements médico-sociaux, structures de la Protection judiciaire de la jeunesse, microlycées, etc.), ces marges sont le plus souvent étudiées de manière séparée, selon leurs champs d'appartenance respectifs, ce qui masque ce qu'elles ont en commun. Leur segmentation invisible rend difficile toute analyse critique de l'ensemble du système. L'article propose dès lors une démarche de « déssegmentation » permettant d'identifier leurs caractéristiques partagées : réduction du curriculum, inflexion de la forme scolaire, recentrage sur la (re)socialisation au détriment des apprentissages, et intervention d'acteurs non enseignants. L'auteur montre que le passage dans ces marges génère des préjudices scolaires durables et est marqué par de fortes inégalités sociales, tant à l'entrée qu'à la sortie. La réversibilité du passage y est souvent faible, voire nulle. En conclusion, déssegmenter les marges revient à éclairer des processus inégalitaires systémiques et à poser la question du droit à l'éducation pour tous.

Dousson, L. (2026). **« Tous les enfants ne font pas la même expérience de la nature ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/8293>

Depuis longtemps, les enfants sont présentés comme de petits « naturalistes en herbe », spontanément attirés par l'exploration du monde naturel, tandis que la nature est érigée en cadre privilégié des apprentissages enfantins : lieu de découverte et d'éveil, support du bon développement des corps et des esprits, mais aussi vecteur de sensibilisation précoce aux enjeux environnementaux. Ces représentations, largement partagées, participent à la multiplication des dispositifs d'éducati...

Dufay, S. (2026). **Parents et enseignants polynésiens aux marges de l'école.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hll>

L'école en Polynésie française est marquée par des spécificités structurelles liées à une grande dispersion et à une organisation centralisée du territoire. Les élèves originaires des archipels les plus éloignés du centre administratif et économique que constitue l'île de Tahiti sont les plus

touchés par les différentes problématiques de scolarisation. Dans ce contexte, nous nous sommes interrogés sur les spécificités des représentations de l'école mobilisées par les parents et les enseignants de ces archipels isolés. Inscrite dans le cadre épistémologique des représentations sociales (Moscovici, 1961), notre étude qualitative a été menée par entretiens non-directifs auprès de 35 parents et 20 enseignants dans quatre archipels polynésiens. Notre méthodologie d'analyse a consisté en une triangulation de méthodes issues de la perspective inductive de la Grounded theory (Glaser et Strauss, 1967) et de la théorie des représentations sociales. Nos résultats mettent en évidence que les parents et les enseignants des archipels isolés de Polynésie française, situés à la marge géographique et symbolique du territoire polynésien, sont relégués aux marges de l'école par l'institution scolaire et porteurs d'une représentation sociale en phase de transformation et fortement corrélée à des affects négatifs.

Espinoza, Ó., Corradi, B., Sandoval, L., Sobarzo, L., Miranda, C., McGinn, N., & Loyola, J. (2026). **Does free tuition promote equity in higher education? impact on academic performance of low-income university students.** *Higher Education*, 91(6), 2321-2340. <https://doi.org/10.1007/s10734-025-01523-y>

The expansion of higher education has led to new challenges for educational equity, which extend beyond access. A key policy response has been the implementation of different student aid programs. The various types of aid are based on different eligibility criteria, reflecting contrasting conceptions of what constitutes educational equity. This study assesses the impact of the Chilean free tuition policy, a need-based financial aid, on the academic performance of low-income students, comparing it to other forms of student aid. A multilevel model was estimated using administrative data from 10 Chilean universities for cohorts admitted in 2010 and 2016. The results show that, during the first year, students with free tuition outperformed both those without financial aid and those who relied on loans. In the third and fourth years, students who received free tuition continued to perform better than those with loans but showed lower academic performance than recipients of merit-based scholarships. The findings suggest that different types of aid are associated with different academic trajectories, which raise essential questions about the equity implications of merit-based versus need-based funding models. Rather than treating these approaches as mutually exclusive, our results highlight the need for a more balanced design that considers both performance and structural disadvantages. This would contribute to the efficient use of public resources and promote greater equity in higher education.

Fageol, P.-É., & Guyon, R. (2026). « **Tant que les savoirs scientifiques relatifs aux Outre-mer ne seront pas davantage consolidés, médiatisés, voire vulgarisés, leur marginalisation persistera** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6665>

Cet entretien interroge la fécondité heuristique de la notion de « marge » pour l'histoire, à partir des travaux de Pierre-Éric Fageol sur l'éducation en contexte colonial et post-colonial à La Réunion (1870-1970). S'appuyant sur la pensée complexe d'Edgar Morin, il conçoit centre et marges comme indissociables, dans une logique hologrammatique et récursive : les périphéries ne se comprennent qu'en relation avec le centre, qu'elles contribuent en retour à reconfigurer. Cette perspective, inscrite dans l'histoire connectée et transimpériale, conduit à dépasser une approche strictement spatiale des marges pour en proposer une lecture sociale attentive aux normes et à leurs appropriations. À partir du cas réunionnais, l'auteur met en lumière les circulations transnationales des modèles éducatifs. L'analyse des acteurs, des réseaux éditoriaux

et des pratiques révèle des dynamiques de transferts souvent invisibles. L'entretien aborde également les enjeux contemporains de contextualisation curriculaire dans les DROM. Entre adaptations limitées et contextualisation « forte », les débats portent sur la fabrique des savoirs scolaires, les tensions linguistiques (français/créole) et les usages parfois inappropriés de cadres post- ou décoloniaux importés. L'invisibilisation persistante des Outre-mer dans l'historiographie et les programmes scolaires s'explique enfin par des logiques institutionnelles, scientifiques et sociales imbriquées.

Ferrière, S., Françoise, C., & Perez-Roux, T. (2026). **Questionner les marges en éducation et en formation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hm5>
S'intéresser aux marges dans le champ de l'éducation et la formation est une manière de se préoccuper des projets, dispositifs, situations et pratiques non conventionnels. Ces différentes entrées thématiques ne sont pas nécessairement en opposition ou en contradiction avec les normes institutionnelles, mais, du fait de contraintes liées aux contextes, elles s'en éloignent un peu pour tenter de mieux y répondre. Dès lors, les études qui portent sur les marges prennent en compte différentes con...

Filipi, A. (2026). **International Chinese students' language choice as a display of assessment anxiety in a higher education context in the Anglosphere.** *Higher Education*, 91 (6), 2239-2259. <https://doi.org/10.1007/s10734-025-01519-8>

While studies of the language practices of bi/multilingual students in university English Medium Instruction in non-Anglospheric countries are well established, less attention has been paid to these practices in non-language learning university courses in the Anglosphere where the language of instruction is English. This study reports the language practices of three international Chinese students at an Australian university. The data is derived from a first-year tutorial in a teacher education course. During group tasks, the students interacted in Mandarin with each other and in English with an English-speaking local student. The focus of analysis was on the assigned discussion about assessment during which students displayed their stances to assessment. Conversation Analysis was used to analyse the data. It was revealed that students fished for information about a quiz with the local student in English so that student anxiety about assessment was a shared experience. In choosing Mandarin, the students discussed the appropriateness of fishing for further information about the local student's performance in the quiz. The multimodal features of whispering and lowering the head when speaking Mandarin captured students' orientations to norm breaching which treated the topic as taboo. The study has implications for practices in tutor self-reflection about their instructions and explanations, and for pedagogies that give attention to how students' multilingualism can be used to leverage understanding.

Fox, M. F., Sonnert, G., Menardi, E., Hasnain, A., & Legore, D. (2026). **Research Knowledge and its Transmission: Key Case of Women in Science and Engineering.** *Innovative Higher Education*, 51 (3), 1353-1384. <https://doi.org/10.1007/s10755-025-09864-3>

Research, knowledge, and publication are fundamental to science and scholarship. In this context, two important issues merit attention: 1) metrics that document the extent and growth of published knowledge in important research specialties; and 2) the transmission of knowledge to broader stakeholders. We address these, focusing on a key case: the research specialty of women in science and engineering. This specialty is theoretically important because it connects the hierarchical domain of science to those of gender and society. It also links to pressing issues

of equity and access that bear on higher education. Ours is a multi-method approach. We analyze quantitative bibliometric data that profile the extent, growth, and impact of the specialty over time (publications from 1965 to 2010; citations through 2021). We connect this to an analysis of facilitators and barriers for broader transmission reported in interviews with representatives of eleven (11) leading agencies, foundations, national organizations and committees, and science media that had stakes in the research specialty during a critical period. The findings point to a strong and accelerating growth in publications and citations and show the intellectual span and concentration of the journals in which articles appear. Evidence is compelling that a large body of published knowledge has been available to those with stakes in the specialty. However, broader transmission faces challenges, including those of audiences, narrow focus, and limitations of an academic model of passive communication. Together, these findings are consequential in documenting strong metrics of published knowledge in the specialty, and combining and connecting these with interviews on features that contribute to, or hinder, transmission of this knowledge.

Gavard-Veau, J. (2026). **L'éducation en milieu carcéral, un repère pour le système scolaire ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7511>

L'enseignement en milieu carcéral français s'inscrit dans une longue histoire, visant la réinsertion et la rééducation des détenus (Rostaing, 2009). La population carcérale, majoritairement jeune, masculine et en difficulté scolaire, bénéficie d'activités éducatives à visée de réinsertion, avec un accent sur la lutte contre l'illettrisme et l'alphabétisation (Combessie, 2018 ; Ministère de la Justice, 2023). Le système éducatif en prison est particulier et marginal, avec des enseignants isolés, dotés d'un statut spécifique et d'une autonomie relative, intervenant dans un cadre hors contrôle pénal (Febrer, 2012b). Ces professionnels créent un espace de confiance et de reconstruction pour les détenus, conciliant contraintes sécuritaires, imprévus et concurrence d'autres activités (Milly, 2004 ; Febrer, 2009). Cet article de synthèse discute le rôle de l'enseignement en prison comme un levier de réhabilitation symbolique et éclaire le système éducatif ordinaire par son fonctionnement singulier.

Gold, J. R. (2026). **Epistemic Dynamics and Intersectionality in Faculty Hiring: Who Presents as Engaged Scholars?** *Sociology of Education*, 99(3), 262-283. <https://doi.org/10.1177/00380407261424498>

Higher education institutions widely promote engaged scholarship, yet it remains undervalued in academic reward systems, such as hiring and promotion, and it is especially risky for early career scholars. Using a unique data set of 138,738 applications for assistant professor positions, this study links large-scale demographic hiring data with applicants' substantive presentation of self through the language they use in their materials regarding engaged scholarship. Results show that women of color are the most likely to present themselves as engaged scholars, drawing on long-standing traditions of public-serving epistemologies among historically marginalized scholars, even as such work remains unevenly rewarded. Centering applicants rather than evaluators highlights how scholars navigate disciplinary norms and exercise agency in shaping their professional identities. These patterns reveal how inequalities, epistemic and otherwise, may be reproduced in academic evaluation and show which scholars might be taking early career risks to pursue public-oriented scholarship—a core mission of public institutions.

Grepât-Cassard, É. (2026). **Les filles à besoins éducatifs particuliers au prisme des représentations enseignantes : entre conformité aux normes de genre et processus de mise à la marge scolaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hm6>

Dans le champ scolaire, les normes définissent ce qui est attendu des élèves tandis que les marges révèlent celles et ceux qui s'en écartent. C'est dans cet espace de tension que se situent les filles à besoins éducatifs particuliers (BEP) de notre étude. Leur sous-représentation statistique parmi les élèves reconnus à BEP interroge : sont-elles réellement moins nombreuses ou simplement moins visibles ? Mobiliser le genre comme cadre d'analyse permet de penser la sous-représentation des filles à BEP non comme une absence réelle mais comme l'effet de systèmes normatifs qui participent à leur invisibilisation. Ainsi, normes scolaires et normes de genre orientent les pratiques enseignantes et influencent les processus de repérage des élèves à BEP. Cette étude interroge les représentations d'enseignant·es du primaire à propos des filles à BEP afin de comprendre les mécanismes qui contribuent à leur mise à la marge. À partir d'une analyse qualitative de 29 entretiens semi-directifs, les résultats sont présentés selon quatre axes : la conformité apparente des filles aux différents systèmes de normes, le moindre repérage de leurs difficultés, l'invisibilisation des filles à BEP par des modèles masculins dominants et les stratégies mises en œuvre par ces filles pour éviter le stigmate. Ces résultats montrent que la mise à la marge des filles à BEP se construit à la fois à travers les processus de catégorisation et les mécanismes d'invisibilisation.

Guyon, R., Lemoine, M., & Pontanier, É. (2026). **Penser les marges, c'est penser l'éducation dans sa totalité.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6595>

Vivre c'est passer d'un espace à un autre en essayant le plus possible de ne pas se cogner. Georges Perec, *Espèces d'espaces*, 1974, p. 11 Une marge est toujours relative à quelque chose. Elle suppose un centre, une norme, un dedans à partir duquel se définit le dehors. Mais lequel ? Défini par qui, depuis où, au nom de quoi ? Le mot « marge » vient du latin margo (bordure) et du germanique marka (frontière) : deux étymologies qui disent ensemble une limite et un espace intermédiaire, une coup...

Hunter, T., Ives, J., Castillo-Montoya, M., & Elgoharry, A. (2025). **Good Intentions Are Not Enough: A Systematic Review of Policy and Practice Recommendations to Retain and Promote Racially and Ethnically Minoritized Faculty.** *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09859-0>

In a climate where diversity, equity, and inclusion (DEI) initiatives are under attack, institutional leaders' good intentions to diversify the professoriate are not enough. In this review of the literature, we examined recommended policies and practices from higher education literature between 2008–2020 that have the potential to create and sustain change in retaining and promoting racially and ethnically minoritized faculty. We found that the recommended policies and practices were transformative when they: (1) addressed root causes of inequity across levels of the system, (2) developed processes and checks to sustain iterative change over time, and (3) redistributed resources and power for collective support. We developed a framework of transformative change for diversifying the professoriate to shift the way we think about change efforts in higher education and provide a reflective guide for institutional leaders looking to foster transformative change in an uncertain and tumultuous climate. Our pragmatic approach goes beyond implementing best practices and supports institutional leaders with implementing organizational change specific to the context of diversifying the professoriate.

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.

Irwin, L., Katsumoto, S., Tennessen, N. F., & Bowman, N. A. (2026). **Engagement is not Enough: Examining Campus Engagement and Success Among Lower-Income First-Year Students.** *Innovative Higher Education*, 51(3), 1417-1441. <https://doi.org/10.1007/s10755-026-09881-w>

Prevailing perspectives in higher education frame campus engagement as integral to student learning and success. However, college students who hold minoritized identities may not experience campus engagement in desired ways, which can then shape whether and how engagement leads to academic and psychosocial outcomes. The present study examined the extent to which participation in 10 different forms of co-curricular and academic engagement predicts various indicators of psychosocial and academic success among first-year, lower-income students using a multi-institutional, longitudinal dataset. A series of multiple regression analyses examined the extent to which the 10 forms of engagement predicted psychosocial and academic outcomes within a multi-institutional sample of lower-income students. Engagement was virtually unrelated to any of these outcomes; to the extent that significant results were observed, most of these found that engagement was associated with worse outcomes. Some differences in these relationships were apparent, such that the link between engagement and success was often more unfavorable for Black students than for other groups of racially minoritized or white students. Future inquiries should include multiple measures of the quantity and quality of engagement and center nonbinary and Black students from lower-income backgrounds. Additionally, we challenge the common wisdom that positions engagement as a panacea for student success. Educators should be cautious about the types of engagement to which they direct students, especially minoritized students, as engagement may only further isolation, marginalization, and discrimination. We encourage educators to review these findings and critically examine existing engagement opportunities.

Joanny, J. (2026). **De la marge à la recomposition : parcours de jeunes autochtones en Guyane française.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7694>

L'article s'appuie sur une recherche-action menée auprès de jeunes Amérindiennes de Camopi et Maripasoula, communes de l'intérieur guyanais qui s'avèrent être enclavées et éloignées des centres administratifs et économiques. Cette situation produit des inégalités, visibles notamment dans les parcours scolaires des jeunes. Les modèles éducatifs autochtones reposent sur la relation au vivant et à la construction progressive de l'autonomie au sein de la communauté. L'Éducation nationale peine à s'ajuster à ces réalités. Malgré certaines adaptations, la poursuite des études implique pour les jeunes un éloignement contraint, favorisant le décrochage. Face à ces limites, les jeunes investissent des dispositifs périphériques d'insertion et les associations constituent de véritables cadres d'apprentissage et d'autonomisation. Leur capacité à circuler entre ces dispositifs révèle une forme d'agentivité qui témoigne de la position des jeunes, au croisement de diverses influences.

Karami, A., Lauwers, M., & Ellouze, M. (2026, juillet 6). **La formation ne suffit pas à garantir une reconversion des femmes sorties de l'emploi dans l'univers du numérique.** <https://doi.org/10.64628/AAK.ndwxgvf6c>

Les femmes restent très sous-représentées dans l'univers du numérique, malgré la multiplication des dispositifs de formation. Comment l'expliquer ? Comment lever les freins ?

Kim, J. (2026). **Institutional Support Structures and Women's Participation in Graduate STEM: A Longitudinal Time-Series and Dynamic Panel Analysis.** *Innovative Higher Education*, 51(3), 1301-1328. <https://doi.org/10.1007/s10755-026-09916-2>

This study examines long-term patterns in women's participation in U.S. graduate science, technology, engineering, and mathematics (STEM) education, a critical yet understudied stage of the STEM pipeline, with attention to institutional and federal support structures. Using national data from the Integrated Postsecondary Education Data System and the National Science Foundation's Survey of Graduate Students and Postdoctorates in Science and Engineering, the study analyzes trends from 1997 to 2023 and generates conditional projections through 2035, offering a longitudinal, system-level perspective on graduate STEM participation. Time-series (ARIMA) and panel vector autoregressive (PVAR) models are employed to examine dynamic associations among women's enrollment, degree attainment, and graduate funding and assistantship mechanisms across STEM fields. Results indicate that women's representation in graduate STEM enrollment increased from 29.7% to 37.9% and is projected to approach 39% by 2035, while women's share of STEM degrees is expected to exceed 55%. Growth varies across fields, with particularly rapid increases in computer and information sciences. Teaching assistantships emerge as the support mechanism most consistently associated with women's enrollment and degree attainment across fields. These findings highlight the role of institutional support structures in shaping participation patterns and provide a system-level perspective to inform institutional and policy efforts aimed at advancing gender equity in graduate STEM education.

Lebioda, K. (2026). **Psychosocial Blossoming: A Conceptual Framework for Humanizing Relationships between Racially/Ethnically Minoritized Students and Postsecondary Institutions.** *Innovative Higher Education*, 51(3), 1443-1466. <https://doi.org/10.1007/s10755-026-09895-4>

Current higher education literature defines thriving as academic success and a high level of social and psychological well-being, yet this literature often overlooks the impact of systems of power on individuals. For example, racially/ethnically minoritized students at predominantly or historically white institutions frequently face pervasive microaggressions and unwelcoming campus climates. How can we uplift students who grow and flourish despite the systems of power not built to support them? This manuscript introduces a novel conceptual framework, psychosocial blossoming, designed to foster humanizing relationships between racially/ethnically minoritized students and postsecondary institutions. Based on a review of empirical research about when and where racially/ethnically minoritized students have positive mental, emotional, and social experiences at four-year institutions, psychosocial blossoming emphasizes a reciprocal and relational process toward wholeness, humanization, and liberation for individuals, their communities, and institutions. As an evocative metaphor and lens, psychosocial blossoming acts as both a reminder of our work's immense possibility for beauty and a call to action to foreground everyone's humanity so we all might collectively blossom. Among the considerations for scholars, practitioners, and institutional leaders looking to apply the concept of psychosocial blossoming to their work is the need to critically reflect on one's roles and to actively tend to the campus environment in ways that genuinely support the holistic growth of all students.

Lonis, M. N. (2026). **Majorité et minorité à l'école : processus identificatoires dans la diaspora antillaise aux Antilles et dans l'Hexagone.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7120>

Cet article analyse les effets de la socialisation scolaire sur les processus d'identification d'Antillais français dans une perspective socio-anthropologique et post-coloniale. À partir de quatorze entretiens semi-directifs réalisés en 2024 auprès de douze femmes et de deux hommes âgés de 19 à 68 ans, il interroge la manière dont les contextes territoriaux de scolarisation (Antilles ou Hexagone) structurent les formes d'auto-identification et d'hétéro-identification. Les résultats démontrent que l'expérience scolaire est déterminée par le territoire de scolarisation, plutôt que par l'âge des personnes rencontrées, mettant en évidence des continuités transgénérationnelles. Aux Antilles, le décalage entre le programme scolaire national et les expériences locales favorise la construction d'une auto-identification positive à l'antillanité, fondée sur une majorité d'expérience, territorialisée. Dans l'Hexagone, la socialisation scolaire est marquée par des processus précoces de racialisation. On observe alors un fort investissement dans le capital culturel, tout au long de la scolarisation, comme stratégie de dépassement de l'assignation raciale. L'article démontre que l'école française contribue à la reproduction des minorités nationales héritées de l'ère coloniale, aux Antilles comme dans l'Hexagone, et interroge les conditions d'une école réellement inclusive.

Lopez, E. F., Huerta, A. H., Torres, G. M., Castillo, A. J., & Salazar, M. E. (2025). **Mentorship and Outreach: Exploring Students' Feedback to Improve Men of Color Retention Programs.** *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09793-1>

In response to the need for increased college enrollment and retention rates among men of color, men of color programs have emerged as a key initiative in higher education. Using Yosso's (2005) community cultural wealth as a framework, this qualitative study explored the impact of men of color programs on student experiences in higher education, focusing on the importance of student feedback in improving programmatic initiatives. Data were collected from 85 student participants at four different institutions through interviews and focus group discussions. Student participants highlighted the critical role of mentors of color, the need for diverse representation

among program personnel, and the importance of broader outreach efforts to ensure that more men of color are aware of and can benefit from these resources. We recommend that institutional leaders and men of color program directors prioritize increased funding and strategic initiatives aimed at expanding program capacity, strengthening existing programs, diversifying the range of student support services offered, actively engaging students in the design and implementation of these programs, and expanding outreach efforts to ensure the academic success of their college men of color students.

Malesky, E. J., Mattsson, M., Vu, K., & Zhang, L. (2026). **The Effects of Education on Corruption: Evidence from Vietnam's University Expansion** (Working paper N° 21302). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21302>

Education and corruption are negatively correlated at the cross-national level, but little is known about the causal relationship between the two. We combine newly-collected data on timing and locations of Vietnam's national expansion of universities with detailed survey data on experiences of corruption from over 170,000 respondents in 320 districts across 12 years. Using staggered difference-in-differences, we show that cohorts exposed to the university expansion are 78% more likely to have a university education. However, this increase neither translates into fewer individuals being affected by corruption nor increases the propensity to denounce corrupt officials. Instead, we find that education increases exposure to corruption at the individual level. The mechanism for this increase that is most consistent with our data is that education raises household income and higher income leads to more bribe payments.

Masi, O. (2026). **Gender difference in off-school time use and academic achievement**. *Education Economics*, 34(4), 612-631. <https://doi.org/10.1080/09645292.2025.2578745>

This paper examines how off-school time use correlates with academic achievement, using unique data on Turkish children aged 8–12. With detailed variables – such as cognitive and non-cognitive traits, parenting, and teaching styles – I find significant gender differences: girls spend more time doing chores and studying, less on play. I estimate an education production function with time-use inputs. One extra hour of chores reduces math (0.042 SD) and Turkish (0.025 SD) scores; playtime also lowers scores. A gender gap in math (0.171 SD) favoring boys appears driven by different time-use patterns and returns to playtime across gender.

Massei, S. (2026). **Apprendre et faire la race à l'école**. *Actes de la recherche en sciences sociales*, 262263(2), 38-55. <https://doi.org/10.3917/arss.262.0038>

Cet article analyse la socialisation raciale à l'œuvre au sein de l'institution scolaire française à partir d'une enquête ethnographique conduite dans deux écoles élémentaires publiques d'une commune francilienne, complétée par des entretiens semi-directifs avec 45 enfants âgés de 6 à 11 ans. Inscrit dans la continuité des travaux sur l'enfance et la race, mais se distanciant d'une approche centrée sur le racisme, il étudie la sociogenèse des catégories raciales enfantines, leurs usages différenciés selon l'âge, la classe sociale et la position raciale des élèves, ainsi que leur traduction en pratiques ordinaires. L'article montre que l'école, malgré son universalisme républicain et sa pédagogie colorblind, constitue paradoxalement un espace central de socialisation raciale. Il met en évidence des formes racialement et socialement différenciées d'appropriation des discours adultes sur la race, et une racialisation précoce des pratiques et des jugements enfantins.

Melito, L. (2026). **Enfants placés, enfants déplacés : l'école face aux parcours de protection.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6954>

Cet article analyse la double marginalisation que subissent les enfants confiés à l'Aide sociale à l'enfance dans leurs parcours scolaires. À partir d'une approche critique des dynamiques centre/périphérie, il examine comment ces jeunes, déjà fragilisés par leurs ruptures familiales, voient leurs trajectoires éducatives éclatées par les logiques institutionnelles de protection. L'étude révèle les mécanismes de stigmatisation scolaire qui s'ajoutent aux vulnérabilités initiales, ainsi que les tensions systémiques entre institutions chargées de protéger et d'éduquer ces enfants. L'analyse met en évidence la nécessité de transformer l'école en espace véritablement inclusif, capable de reconnaître les spécificités de ces parcours aux marges du système éducatif. Cette recherche s'appuie sur une démarche qualitative croisant analyse documentaire et matériau discursif recueilli lors de l'animation de groupes d'analyse des pratiques professionnelles (GAPP) et d'immersions dans des établissements de protection de l'enfance en amont de l'accompagnement à l'élaboration de projets de service.

Monso, O. (2026). **La ségrégation sociale entre les collèges : enjeux et mécanismes.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6809>

Dans le contexte du système éducatif français, la ségrégation sociale entre les collèges se définit par les écarts entre ces établissements suivant les milieux sociaux des élèves qu'ils scolarisent. L'objectif de réduire cette ségrégation a été au cœur de plusieurs mesures et plans lancés par le ministère chargé de l'Éducation nationale. Ma thèse s'inscrit dans le cadre des travaux qui ont accompagné la mise en œuvre de ces politiques, afin de mieux comprendre les dynamiques et les conséquences de la ségrégation. Elle me conduit à dégager trois résultats principaux. Premièrement, les effets de la ségrégation sociale entre collèges sur les inégalités sociales de compétences sont faibles, même s'il existe vraisemblablement des effets plus marqués sur les dimensions non cognitives et les parcours. Deuxièmement, la stabilité du niveau de ségrégation sociale entre collèges en France depuis vingt ans correspond à deux mouvements en sens opposé, la baisse de la ségrégation parmi les collèges publics, et la hausse des écarts de profil social entre collèges privés et publics. Cette situation peut s'interpréter par l'intermédiaire d'un report croissant des familles de milieu social favorisé du secteur public vers le secteur privé. Troisièmement, le rôle du secteur privé dans la ségrégation est malgré tout à nuancer au regard de la ségrégation de l'habitat, qui est déterminante.

Naef, L. (2026). **Représentations d'enseignant·es exerçant auprès d'élèves marginalisé·es en Suisse : reflet d'un système scolaire inégalitaire ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hlq>

Cet article vise à analyser les représentations exprimées par des enseignant·es en formation continue, exerçant dans une école de formation pré-professionnelle, à propos de leurs élèves dont les trajectoires tendent à les marginaliser. À travers une analyse inductive combinée à une analyse du discours, les résultats montrent des représentations à l'égard de leurs élèves, plus ou moins péjoratives, selon leur conformité à une image idéalisée de l'élève.

Patrón, O. E., & Flores, O. J. (2026). **« Education as a Pathway to Liberation »: Graduate Students of Color and the Purposes of Education.** *Innovative Higher Education*, 51(3), 1071-1094. <https://doi.org/10.1007/s10755-026-09905-5>

While public and private perceptions over the purpose and value of education have long existed, ongoing politicized attacks on higher education have given new consequences to these tensions. Although literature has examined varying undergraduate student perceptions of education, less has been written about graduate populations. Thus, guided by Labaree's framework on education's competing goals, we explore how graduate student perceptions of education (mis)align with such ideals. This exploratory study draws from semi-structured interviews with 48 students from postsecondary institutions across the United States. Their narratives highlight four prominent findings: connecting with and contributing to society, the convergence of financial gain and altruistic ideals, social efficiency perspectives, and critical thinking and pursuit of self-knowledge. We conclude by recommending an expansion of Labaree's framework, more research connecting perceptions of the purposes of education and students' programs and social identities, and the importance of developing critical thinking skills in higher education.

Pavie, A. (2026). **Un pied dans l'école, un pied dehors : ce que dit l'engagement des acteurs rices scolaires dans les dispositifs « d'égalité des chances »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7871>
Cet article analyse l'engagement d'acteurs et actrices scolaires, notamment d'enseignant·e·s, au sein de dispositifs dits d'« égalité des chances » dans l'enseignement secondaire. Ces dispositifs reposent sur l'idée – loin de faire l'unanimité dans le monde éducatif – de réserver des ressources à une minorité d'élèves, distingué·e·s positivement de leurs pair·e·s. Initiatives extérieures à l'école, portées par des acteurs privés en défaut de légitimité vis-à-vis d'elle, sur la base de valeurs en décalage avec celles que cette institution incarne, ces dispositifs ne peuvent s'y inscrire qu'à la marge, au sens où ils y sont décriés et peu investis dans le quotidien des établissements scolaires. Comment alors expliquer l'investissement d'acteurs et actrices scolaires, notamment d'enseignant·e·s, au sein de ces dispositifs et quel rapport entretiennent-ils et elles à cette marginalité : est-elle recherchée ou combattue ? L'article montre que ces enseignant·e·s témoignent, en miroir, d'une forme de marginalité vis-à-vis de leur groupe professionnel : ils et elles entretiennent en effet une distance avec leurs pairs, que ce soit du point de vue de leurs trajectoires ou de leur conception du métier.

Pélissier, D. (2026). **Repérer les violences sexuelles intrafamiliales dans l'École : les expériences enseignantes à la marge ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hls>

Cet article examine la tension entre l'émergence de la protection de l'enfance comme mission scolaire et les frontières du mandat enseignant. Il se concentre sur le repérage enseignant des violences sexuelles intrafamiliales (VSI). Dans un contexte où les VSI sortent des marges et où elles sont appréhendées comme une « nouvelle » problématique éducative, l'étude analyse les conditions concrètes de leur prise en charge . La recherche s'appuie sur une enquête quantitative, menée en 2024, auprès d'enseignants d'établissements publics de la maternelle au lycée (N=640). Les résultats révèlent que le repérage des VSI s'ancre dans les pratiques enseignantes ordinaires. Des corrélations statistiques significatives associent ces expériences au genre, à l'affectation et à l'ancienneté. Par ailleurs, bien que la formation semble exercer un impact sur le repérage, l'étude montre que l'acquisition des connaissances demeure majoritairement expérientielle. Finalement, l'article met au jour un paradoxe : si le repérage enseignant des VSI ne constitue pas une pratique marginale par sa fréquence, son statut encore largement informel et peu institué le maintien aux « marges » de la professionnalité enseignante.

Perreau, B., Guyon, R., & Pontanier, É. (2026). « **La dimension minoritaire traverse les vies de tout un chacun** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6723>

Bruno Perreau propose de repenser la condition minoritaire au-delà du seul statut juridique. S'appuyant sur la métaphore des sphères empruntée à Michael Walzer, il montre que chacun peut être tour à tour minoritaire ou majoritaire selon les espaces sociaux traversés (travail, famille, santé, etc.). La minorité n'est donc pas une essence, mais une expérience située, marquée par des formes variables d'injustice – directe, spectaculaire ou potentielle. L'auteur critique une conception rigide du droit, qui fige les appartenances, et souligne au contraire les résonances entre discriminations. Protéger un groupe minoritaire produit des effets d'extension : les avancées juridiques en matière de race, de genre, de handicap ou d'orientation sexuelle s'articulent et bénéficient, par ricochet, à l'ensemble de la société. L'action affirmative, qui désigne la discrimination positive, illustre cette dynamique : loin d'instaurer des privilèges, elle corrige des inégalités structurelles et ouvre l'accès aux ressources communes. L'auteur défend ainsi un « universalisme minoritaire », distinct d'un universalisme abstrait ou excluant. Loin d'imposer un modèle majoritaire, il part des expériences d'injustice pour construire une éthique relationnelle fondée sur l'interdépendance. Face aux politiques contemporaines de fermeture et d'homogénéisation, notamment aux États-Unis, il affirme la puissance transformatrice de la « présence minoritaire » et propose le concept d'« intrasectionnalité » : au-delà de l'intersection des discriminations, il s'agit de reconnaître que les expériences des autres nous traversent et constituent une ressource démocratique essentielle.

Pineda-Hernández, K. A., Rycx, F., Senterre, T., & Volral, M. (2026). **Immigrant-Native Wage Gaps over Two Generations: Does the Field of Study Matter?** (Working paper N° 26-009). Consulté à l'adresse ULB -- Universite Libre de Bruxelles website: <https://EconPapers.repec.org/RePEc:sol:wpaper:2013/408813>

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.

Reversé, C. (2026). **À la marge du marché : l'insertion d'une jeunesse rurale vulnérable**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7642>

Cet article analyse la précarisation croissante de l'emploi peu qualifié en milieu rural et ses effets sur les trajectoires des jeunes sans diplôme. Contrairement aux représentations d'une campagne protectrice, le marché rural, dominé par des postes saisonniers et faiblement rémunérés, expose les jeunes à une insertion rapide, mais instable. L'intérim, devenu norme pour ces jeunes, traduit une logique de flux qui pousse à accepter toute mission pour rester employable. L'accès à l'emploi ne garantit ni autonomie ni reconnaissance durable, renforçant l'idée d'un « vrai travail » valorisé pour sa dimension symbolique plus qu'économique. Ces jeunes privilégient l'activité, même précaire, pour éviter la stigmatisation de l'« assistanat », mais se retrouvent piégés dans une dynamique où leur disponibilité et leur flexibilité sont exploitées. Les solidarités locales à l'embauche s'affaiblissent, aggravant la relégation des jeunes ruraux, cumulant faible capital culturel, isolement et assignation sociale. Loin d'être passifs, ils développent des formes de débrouille et de résistance, alternant phases d'emploi, de retrait et d'activités informelles. La précarité devient un mode de vie contraint, mais porteur de sens, révélant la nécessité d'une action publique attentive aux logiques ordinaires de survie. Le travail reste un repère central, mais il ne constitue plus un vecteur de stabilité, piégeant la jeunesse rurale dans une tension entre valeur symbolique du labeur et fragmentation néolibérale de l'emploi.

Roux, F., & Truong Quang, A. (2026). **L'école en prison, une école pour la marge ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/8123>

Dans cet entretien, Floriane Roux, proviseure d'une unité pédagogique régionale (UPR), décrit le fonctionnement de l'enseignement en milieu carcéral et dans les centres éducatifs fermés. Elle présente un système éducatif à part entière, articulé autour de 20 unités locales d'enseignement, qui accueille des publics prioritaires – mineurs, jeunes majeurs, personnes illettrées ou allophones – dans des conditions très éloignées de la forme scolaire ordinaire. Loin d'être une école au rabais, cet enseignement de la « marge » se révèle, paradoxalement, au plus près du cœur de la pédagogie : des enseignants spécialisés et engagés travaillent par projets et modules, dans des groupes réduits, avec des élèves qui ont librement choisi d'être là. L'entretien met également en lumière les tensions structurelles qui pèsent sur ce dispositif – surpopulation carcérale, manque de personnel, outils institutionnels inadaptés, discontinuités des parcours –, tout en soulignant ce que l'école ordinaire pourrait apprendre de ces pratiques, notamment en matière d'individualisation et de prise en charge globale de l'élève.

Sauvage, A. (2026). **Les Cordées de la réussite : éduquer à la mobilité depuis les marges.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7826>

Pensées comme un levier de démocratisation scolaire, les Cordées de la réussite visent à rapprocher de l'enseignement supérieur les élèves issus d'établissements considérés comme situés « en marge » du système éducatif, c'est-à-dire situés en zone rurale, périurbaine ou urbaine défavorisée. À partir d'une enquête qualitative menée dans plusieurs Cordées de l'académie de Lille, cet article interroge la manière dont ces dispositifs, qui se sont progressivement diversifiés, ambitionnent de réduire les distances scolaires, sociales et géographiques qui sépareront effectivement les bénéficiaires des études supérieures. Nous expliciterons les évolutions qu'ont connues ces dispositifs depuis leur création en 2008 et nous montrerons comment les enseignants-référents sélectionnent les participants jugés « motivés » et les accompagnent dans des activités destinées à « ouvrir le champ des possibles » tout en contribuant à construire la mobilité géographique et symbolique comme condition implicite de la réussite.

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.

Stiassny, K. (2026). **Famille favorisée et marge scolaire : gestion des trajectoires atypiques et stratégies de maintien social.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7052>

Cet article explore les formes de mise en marge scolaire vécues par les enfants de familles favorisées, à travers l'étude de trajectoires scolaires atypiques (échecs ponctuels, retraits temporaires, réorientations, vigilance préventive). Dans un contexte éducatif suisse marqué par une orientation précoce et sélective, ces bifurcations, bien qu'éloignées des normes attendues par les parents, ne conduisent pas nécessairement à un décrochage. Au contraire, elles donnent lieu à des stratégies éducatives de requalification déployées par les familles, qui mobilisent des ressources matérielles, culturelles et symboliques pour réintégrer ou redéfinir la norme. En ce sens, l'article interroge la manière dont certaines expériences de la marge, vécues de manière transitoire et relative, deviennent des leviers de maintien social. Il met en lumière un pouvoir inégalement distribué de redéfinition du mérite et de légitimation des parcours non linéaires, contribuant à une réflexion sur les reconfigurations contemporaines des inégalités éducatives.

Stuhler, J., Grebol, R., Machelett, M., & Villanueva, E. (2026). **Assortative Mating, Inequality, and Rising Educational Mobility in Spain** (Working paper N° 21407). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21407>

We study the evolution of intergenerational educational mobility and related distributional statistics in Spain. Over recent decades, mobility has risen by one-third, coinciding with pronounced declines in inequality and assortative mating among the same cohorts. To explore these patterns, we examine regional correlates of mobility, using split-sample techniques. A key finding from both national and regional analyses is the close association between mobility and assortative mating: spousal sorting accounts for nearly half of the regional variation in intergenerational correlations and also appears to be a key mediator of the negative relationship between inequality and mobility documented in recent studies.

Thomsen, J.-P., Andrade, S. B., Hertel, F. R., Thaning, M., & Wiborg, Ø. N. (2026). **Intergenerational Educational Mobility in Scandinavia and the United States.** *Sociology of Education*, 99(3), 216-238. <https://doi.org/10.1177/00380407261424502>

Intergenerational educational mobility reflects a welfare state's ability to provide citizens with opportunities to climb the social ladder. Representing two distinct welfare state types, studies have contrasted mobility patterns in Scandinavia and the United States but have provided no consistent answer as to who achieves the highest level of intergenerational educational mobility. We conduct a meticulous examination of intergenerational educational mobility in Denmark, Norway, Sweden, and the United States for cohorts born between 1958 and 1987 using comparable operationalizations and methods and the best available data (administrative data in Scandinavia and eight surveys in the United States). We focus on methods that capture relative mobility. Across models, we find that inequality in Scandinavia is 20 percent to 30 percent lower than in the United States. A multiverse analysis, which can run a large number of models within a single framework, shows that our results are robust to alternative variable specifications.

Yong, A. (2026). **From Aspiration to Action: Socioeconomic Disparity in the Translation of Educational Goals into Time Investment.** *Sociology of Education*, 99(3), 239-261.
<https://doi.org/10.1177/00380407261432647>

Although educational aspirations are widely viewed as central to attainment, less is known about how they translate into academic behavior. This study investigates the behavioral consequences of aspirations using nationally representative data from South Korea and dynamic panel models with individual fixed effects. Results show that aspirations predict both self-study time and private tutoring time even after accounting for prior behavior and unobserved individual characteristics. However, the aspiration-behavior link varies by age and socioeconomic status, especially for tutoring time. The aspiration-tutoring relationship strengthens as students grow older and is more pronounced among those with highly educated parents. These patterns reveal systematic differences in aspiration-investment alignment, which refers to the extent to which students can convert their educational goals into concrete academic behaviors, highlighting a novel mechanism through which socioeconomic disparities in educational outcomes persist.

Yong, A., Schoon, I., & Shure, N. (2026). **Educational aspirations and inequality in an expanding higher education system: evidence from South Korea.** *Higher Education*, 91(6), 2219-2238.
<https://doi.org/10.1007/s10734-025-01518-9>

Educational aspirations are recognised as crucial mediators between social origins and educational attainment, yet their role may have evolved as higher education systems expand and become internally stratified. This study examines how educational aspirations mediate socioeconomic inequality in higher education participation during a period of massive expansion in South Korea, analysing three birth cohorts (born between 1956 and 1986) who encountered varying educational opportunities. The analysis extends the Wisconsin model of status attainment by incorporating insights from maximally maintained inequality and effectively maintained inequality theories, examining both vertical differentiation in degree levels and horizontal differentiation in institutional types in the mediation process. Using data from the Korean Education and Social Mobility Survey (KEDI-ESM), we employ multinomial logit models and decomposition analysis to reveal three key findings. First, parental education has become more strongly associated with aspirations for prestigious higher education pathways among recent cohorts. Second, the influence of these educational aspirations on access to selective universities remains largely unchanged. Third, while educational aspirations mediate a growing proportion of overall inequality in higher education participation, this mediation varies substantially across institutional types. The results highlight how, in South Korea, educational inequality persists through vertically and horizontally differentiated aspirations in expanded higher education systems.

Zembylas, M. (2026a). **An Affective-Political Theorizing of Backlash to Diversity, Equity, and Inclusion (DEI) in Higher Education.** *Educational Theory*, 76(4), 486-505. <https://doi.org/10.1111/edth.70095>

In recent years, diversity, equity, and inclusion (DEI) initiatives in higher education have become the focal point of intense political and academic contestation. While these developments are frequently described as a "backlash," the concept of backlash itself has rarely been theorized in education. Drawing on recent affect and political theory, this article offers a conceptual framework for understanding contemporary resistance to DEI initiatives as a distinct form of affective-political mobilization rather than a simple reaction to specific policies. Situating current disputes within a longer history of contestation over liberal educational reforms, the article argues that backlash to DEI operates as an affective-political dynamic shaped by perceptions of elite overreach, loss of voice, and challenges to institutional legitimacy. By applying the lens of backlash politics to higher education, the article illuminates why DEI has become such a charged object of struggle and what this reveals about the limits and tensions of liberal educational projects under conditions of polarization.

Zembylas, M. (2026b). **World-traveling and decolonial aesthetics: María Lugones's contributions to building deep coalitions for the decolonization of higher education.** *Higher Education*, 91(6), 2161-2178. <https://doi.org/10.1007/s10734-025-01515-y>

This conceptual paper aims to rethink the contours of coalition-building in higher education by drawing on the insights of decolonial thinker María Lugones. It is argued that these insights help challenge monolithic conceptualizations of decolonization, such as the "decolonization of the curriculum" or decolonization understood primarily as "land return." The analysis advocates for a shift toward centering anticolonial intellectual and political efforts led by "other resisters" in historically different settings as part of the broader struggle to dismantle various forms of coloniality. Within this framework, decolonization work and other social justice projects in higher education are not definitive endpoints but ongoing processes that demand continuous interrogation and transformation of how scholars, educators, and activists engage with and inhabit academia. This theorization suggests a radical reimagining of intellectual practices among those resisting coloniality in higher education, emphasizing the need to embrace the relational and dynamic essence of coalition-building, while paying attention to possible risks.

Zhang, Y., Qiao, J., Deng, Z., Zheng, P., Dong, Y., Ren, Y., ... You, J. (2026). **Parents' Beliefs about Academic Performance and Academic Stress among Chinese Adolescents: Evidence from the China Education Panel Study.** *Journal of Youth and Adolescence*, 55(7), 1697-1712. <https://doi.org/10.1007/s10964-026-02345-6>

Research on parents' beliefs about children's academic performance has focused primarily on the level of parents' beliefs, overlooking whether those beliefs align with children's actual performance and how the accuracy of parents' beliefs shapes child outcomes. This study examined how the accuracy of parents' beliefs, specifically whether parents overestimate, accurately perceive, or underestimate children's performance, relates to adolescents' academic stress, and whether these associations vary across family and school ecological contexts. The sample comprised 8,506 parent-adolescent dyads (49.07% female, Mage = 13.53, SD = 0.69) drawn from the China Education Panel Study, a nationally representative longitudinal survey of Chinese seventh-graders followed up one year later. Polynomial regressions with response surface analysis revealed three key findings. First, parents' overestimation was

associated with lower adolescents' academic stress compared to underestimation at both T1 and T2. Second, when parents held accurate beliefs, intermediate-performing adolescents reported the highest academic stress at both time points, revealing an "invisible middle" phenomenon. Third, parents' education and school ranking moderated these associations, with the protective effects of accurate beliefs and overestimation more pronounced in highly educated families and high-ranking schools, though the protective effect of overestimation persisted to T2 only in highly educated families. These findings highlight the importance of examining belief accuracy and ecological context in understanding how parents' beliefs shape adolescent well-being.

Zheng, J. (2026). **"Related to Race but Not Equal to Race": An Intersectional Analysis of Asian International Students' Sensemaking of Racism.** *The Journal of Higher Education*, 0(0), 1-24.
<https://doi.org/10.1080/00221546.2026.2699789>

Asian international students' (AIS) experiences of racism are often shaped by interlocking systems of power and oppression associated with their intersecting marginalized identities. Employing intersectionality as the theoretical framework and a critical qualitative inquiry approach, this study examined AIS' sensemaking of their experiences of racism through an intersectional lens. Findings suggest that several participants described how their experiences were complicated by their intersecting marginalized identities and multiple "isms," indicating a systemic and intersectional framing. In contrast, others either did not discuss intersectional experiences of racism or employed an individualized and interpersonal framing in interpreting their experiences. Additionally, having opportunities to engage in Diversity, Equity, and Inclusion (DEI)-related learning facilitated AIS' intersectional consciousness. This study concludes with recommendations for higher education practice and research that better understand and support AIS in making sense of and navigating racism, particularly amid the anti-DEI legislation and the increasingly hostile sociopolitical climate in the United States.

Climat de l'école

Alne, R. H., Federici, R. A., & Salvanes, K. V. (2026). **Does a greater presence of school nurses improve the learning environment for students?** *Education Economics*, 34(4), 594-611.
<https://doi.org/10.1080/09645292.2025.2574620>

We examine whether increased school nurse coverage for 10–12-year-old students – dedicated to group-based initiatives aimed at improving the learning environment – affects student outcomes. We base our results on a large-scale, pre-registered randomized field experiment in Norway, conducted between 2018 and 2020, involving 107 primary schools. Schools assigned to the treatment group received additional nursing resources, reducing the student-to-nurse ratio from approximately 600 to 300, and implemented structured collaboration between nurses and school staff to support the psychosocial environment. Despite high compliance with the intervention, we find no significant effects on students' self-reported learning environment, absenteeism, or academic performance.

Bernier, V., Gaudreau, N., Nadeau, M.-F., & Bernard, M. (2026). **Et si on suspendait la suspension scolaire ? Conséquences pour les élèves et alternatives éducatives.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 43-47.
<https://doi.org/10.7202/1125829ar>

Au Québec, la Loi sur l'instruction publique permet à la direction d'école de suspendre temporairement un élève, à l'interne ou à l'externe, en réponse à des comportements problématiques. Bien qu'aucune donnée québécoise officielle n'existe quant à sa prévalence, cette pratique persiste pourtant dans les écoles secondaires et soulève actuellement de nombreux questionnements. Le caractère punitif de la suspension est particulièrement dénoncé : elle vise à réprimer et à sévir contre les « infractions » liées à l'indiscipline sans réelle visée éducative. Pourtant, la recherche démontre que la suspension externe engendre des conséquences négatives majeures sur l'adaptation scolaire et sociale des élèves à court, moyen ou long terme. À partir d'une revue de la littérature, cet article présente les conséquences vécues par les élèves suspendus et explore trois catégories d'alternatives éducatives envisageables pour les écoles secondaires qui souhaitent transformer leurs pratiques d'encadrement.

Noroozi, M., Woloszyn, M., & Hurel, N. (2026, juillet 9). **Écoles en surchauffe : un problème qui se joue avant tout à l'échelle des salles de classe.** <https://doi.org/10.64628/AAK.57re9v4vc>
Comment aider l'école à s'adapter aux canicules ? Il ne faut pas oublier que, au sein d'un même établissement, l'étage et l'exposition des salles jouent beaucoup.

Pélissier, D. (2026). **Repérer les violences sexuelles intrafamiliales dans l'École : les expériences enseignantes à la marge ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hls>

Cet article examine la tension entre l'émergence de la protection de l'enfance comme mission scolaire et les frontières du mandat enseignant. Il se concentre sur le repérage enseignant des violences sexuelles intrafamiliales (VSI). Dans un contexte où les VSI sortent des marges et où elles sont appréhendées comme une « nouvelle » problématique éducative, l'étude analyse les conditions concrètes de leur prise en charge. La recherche s'appuie sur une enquête quantitative, menée en 2024, auprès d'enseignants d'établissements publics de la maternelle au lycée (N=640). Les résultats révèlent que le repérage des VSI s'ancre dans les pratiques enseignantes ordinaires. Des corrélations statistiques significatives associent ces expériences au genre, à l'affectation et à l'ancienneté. Par ailleurs, bien que la formation semble exercer un impact sur le repérage, l'étude montre que l'acquisition des connaissances demeure majoritairement expérientielle. Finalement, l'article met au jour un paradoxe : si le repérage enseignant des VSI ne constitue pas une pratique marginale par sa fréquence, son statut encore largement informel et peu institué le maintient aux « marges » de la professionnalité enseignante.

Quast, T., Anthony, T., Kim, E., Suldo, S., Rote, W. M., Barbre, S., & Storch, E. A. (2026). **Remote instruction during the COVID-19 pandemic and school suspensions.** *Education Economics*, 34(4), 550-570. <https://doi.org/10.1080/09645292.2025.2556059>

This paper analyzes individual-level data for nearly 900,000 public high school students in Texas to investigate the association between remote instruction in the 2020–2021 academic year with student suspensions in the following academic year. Both the predicted probability of and length of suspension first increase then decrease with the number of weeks of remote instruction. This pattern largely holds when the analyses are stratified by student grade, gender, race, and ethnicity. The estimates suggest a nuanced association between remote instruction and student behavioral outcomes that should be considered in future decisions regarding in-person instruction.

Skrivan von Fellenberg, A., von Fellenberg, U., & Benoit, V. (2026). **Accompagner la suspension scolaire : un dispositif à visée éducative et restaurative**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 58-61. <https://doi.org/10.7202/1125832ar>

La suspension scolaire est une pratique largement utilisée dans les écoles secondaires pour répondre aux transgressions majeures des élèves. Or, ce type de mesure ne favorise ni le dialogue ni, pour les jeunes, la compréhension du sens de leurs actes ou l'intégration de comportements socialement acceptables. Cet article présente un dispositif d'accompagnement des mesures de suspension scolaire destiné à des jeunes scolarisés au niveau secondaire en Suisse romande. Il vise à les soutenir avant, pendant et après la suspension. Testé depuis deux ans dans deux établissements scolaires, ce dispositif permet aux élèves de prendre conscience de l'impact de leurs transgressions, de favoriser un processus de responsabilisation et de réparer leurs gestes afin de restaurer le lien social, essentiel à la période de l'adolescence.

Szelényi, K., Bennett, L., Vincent, J. L., Lantas, K. A., Astacio, C., & Jaeger, A. J. (2026). **Pot, Pinterest, and Pokémon: The Escapist Lives of Doctoral Students**. *Innovative Higher Education*, 51(3), 1329-1352. <https://doi.org/10.1007/s10755-025-09800-5>

Doctoral education in the United States harbors significant stressors and pressures for students, arising from the market-driven, competitive environment of research universities. Drawing on theories of leisure with a central focus on seeking and escaping activities, our qualitative description study involving 55 doctoral students at a striving research university in the United States explores the ways in which doctoral students from various fields of study engage in a variety of leisure activities to escape the stresses of graduate school. The majority of participants described their engagement in seeking and escaping activities as joyful and satisfactory approaches to dealing with the pressures they experienced during their doctoral studies. We describe a typology of six seeking and escaping activities in which doctoral students engage, including 1) interstitial joy, 2) unconscious immersion, 3) transportive pleasure, 4) proximal gratification, 5) outlets of empowerment, and 6) socialization and relatedness. We also offer recommendations for graduate programs, faculty, and universities to promote the well-being of doctoral students in relation to leisure activities.

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.

Clerc-Georgy, A., & Moreau, I. T. (2026). **Le dispositif lesson study pour articuler théorie et pratique en formation au jeu de faire-semblant.** *Recherche et formation*, (104). <https://doi.org/10.4000/16gz6>

Le dispositif lesson study est une démarche de recherche-formation qui fait travailler collectivement un groupe d'enseignants pour résoudre un problème d'enseignement-apprentissage. Cette étude traite de la mise en œuvre de ce dispositif en formation, en Suisse romande, notamment auprès d'enseignantes des premiers degrés de la scolarité à propos de l'intégration du jeu de faire-semblant dans leurs pratiques pédagogiques, notamment pour mieux prendre en compte les spécificités de l'apprentissage chez les jeunes élèves.

Commission Européenne. (2026). **Enseignement en plein air: Avantages, défis et bonnes pratiques : messages clés.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4254> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/1fababa5-7107-11f1-9800-01aa75ed71a1>

L'enseignement en plein air désigne des activités d'apprentissage par l'expérience¹ qui ont lieu à l'extérieur, allant de courtes leçons en plein air à des programmes résidentiels de plusieurs jours. L'enseignement en plein air offre une approche pédagogique puissante qui met les apprenants au contact de la nature tout en cultivant les aptitudes essentielles de la vie courante et les compétences en matière de durabilité². En intégrant l'enseignement en plein air aux objectifs de durabilité, les enseignants peuvent créer des possibilités significatives d'apprentissage par l'expérience qui renforcent à la fois les capacités individuelles et la responsabilité collective pour l'environnement partagé.

Demory, M., & Martin, P. (2026). **Configurations pédagogiques et apprentissage situé du respect d'autrui: analyse comparée de clubs webradio en collège.** *IMPEC - Interactions multimodales par écran*. Consulté à l'adresse <https://shs.hal.science/halshs-05680893>

Hippolyte, E. (2026). **« FabLab à l'école »: appropriation d'un dispositif hybride et renversement du rapport à la marge.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16h1r>

Cet article analyse l'appropriation du dispositif « FabLab à l'école » en interrogeant la manière dont l'engagement volontaire des enseignant·e·s les conduit à composer avec la forme scolaire, entre reconfiguration et possible sentiment de marginalité. À partir d'une analyse thématique de 22 entretiens semi-directifs menés auprès d'enseignant·e·s, formateur·trice·s, coordinateur·trice·s et porteur·euse·s de projet, l'étude met en évidence les tensions produites par la mise en œuvre d'un fablab en contexte scolaire et les reconfigurations qui en résultent. La lecture par la marge fait apparaître une dynamique de renversement en trois temps : marge d'abord choisie (entrée volontaire dans l'expérimentation), puis subie lorsque les contraintes liées à la forme scolaire (temps, technicité, reconnaissance, isolement) fragilisent la mise en œuvre, et enfin assumée et renforcée lorsque l'appropriation se traduit par une persévérance et une stabilisation de pratiques orientées vers une « forme autre ». Les résultats soulignent que la pérennité et la légitimité du dispositif dépendent moins des moyens et des ressources que des conditions socio-institutionnelles de soutenabilité : reconnaissance du temps engagé, construction de collectifs et mise en réseau, soutiens institutionnels et politiques.

Khatoon, R. (2026). **Relational Contracts and Equity-Based Reward in Teamwork: Theory and Evidence from Higher Education** [Working paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: <https://EconPapers.repec.org/RePEc:bri:uobdis:26/836>

This paper develops a theory of equity-based reward in team production and tests it in higher education. We study n agents who collaborate over the repeated stages of a single project. Under conventional fixed-share rules - whether each member receives a slice of a divided output or, as in education, the whole of a non-rival output - effort falls short of the efficient level, because no member internalises the value that their effort creates for the rest of the team. We characterise an equity sharing rule that ties each member's reward to a logarithmic function of their agreed relative contribution. The rule raises effort above the fixed-share level and, in the limit where the team technology is close to linear, restores the efficient level exactly; under more sharply diminishing returns it over-rewards relative contribution rather than under-rewarding it. Because the rule is enforced not by an outside monitor but by the members themselves through repeated peer evaluation, we show that it is self-enforcing as a relational contract whenever participants are sufficiently patient, and that the patience required is most easily met precisely in the near-linear case relevant to education. We operationalise the mechanism as a design for MSc group dissertations, in which students negotiate contribution shares across three project phases monitored by anonymous weekly peer evaluation, and individual marks are derived from the group mark through an equity-weight formula that is the exact empirical counterpart of the theoretical rule. Using panel data on 926 students at a Russell Group university and combining propensity-score matching with difference-in-differences and the doubly-robust Callaway and Sant'Anna (2021) estimator, we find that adopting the equity-share mechanism raises overall dissertation marks by 6.8 - 8.2 percentage points (7.7 under the preferred doubly-robust estimator) and the individually assessed component by 9.8 - 11.2 points (10.6 preferred) relative to group dissertations without it; the estimates are consistent across estimators and replicate across cohorts, though, because the policy is adopted in a single programme, we read these magnitudes as evidence consistent with the theory rather than as precisely identified causal effects. A companion comparison of group against individual dissertations points in the same direction but does not satisfy the parallel-trends requirement, and we treat it as descriptive. The results suggest that incentive compatible, peer-enforced grading can raise cooperative effort and attainment in team-based assessment.

Lemoine, M. (2026). **Ce que l'action éducative menée dans les marges nous dit des acteurs et des configurations à l'œuvre**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7764>

Observer ce qui se joue dans les marges, du point de vue des publics, comme de celles et ceux qui travaillent avec eux, n'est pas qu'un choix épistémologique et méthodologique. C'est aussi une manière de considérer, ensemble, articulés, le commun et ses marges, et par conséquent d'étudier des espaces-temps de potentialités qui peuvent ressourcer les fonctionnements ordinaires. Ainsi en est-il de l'étude d'une action éducative mise en œuvre au bénéfice de collégiens décrocheurs, avec l'appui de médiateurs culturels, dans un collège urbain de Nouvelle-Calédonie. L'analyse montre comment le travail de (re)découverte culturelle et d'expression personnelle, engagé dans les marges de l'établissement, avec de jeunes Kanak déracinés produit des occasions de dialogue entre ces collégiens, leurs parents ainsi que les professionnels scolaires, éducatifs et culturels. Ce qui alimente alors un système de reconnaissance, et peut même devenir un levier pour enrichir par ailleurs les pratiques et les contenus pédagogiques, dans les classes.

Sauvage, A. (2026). **Les Cordées de la réussite : éduquer à la mobilité depuis les marges**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7826>

Pensées comme un levier de démocratisation scolaire, les Cordées de la réussite visent à rapprocher de l'enseignement supérieur les élèves issus d'établissements considérés comme situés « en marge » du système éducatif, c'est-à-dire situés en zone rurale, périurbaine ou urbaine défavorisée. À partir d'une enquête qualitative menée dans plusieurs Cordées de l'académie de Lille, cet article interroge la manière dont ces dispositifs, qui se sont progressivement diversifiés, ambitionnent de réduire les distances scolaires, sociales et géographiques qui sépareraient effectivement les bénéficiaires des études supérieures. Nous expliciterons les évolutions qu'ont connues ces dispositifs depuis leur création en 2008 et nous montrerons comment les enseignants-référents sélectionnent les participants jugés « motivés » et les accompagnent dans des activités destinées à « ouvrir le champ des possibles » tout en contribuant à construire la mobilité géographique et symbolique comme condition implicite de la réussite.

Skriwan von Fellenberg, A., von Fellenberg, U., & Benoit, V. (2026). **Accompagner la suspension scolaire : un dispositif à visée éducative et restaurative**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 58-61. <https://doi.org/10.7202/1125832ar>

La suspension scolaire est une pratique largement utilisée dans les écoles secondaires pour répondre aux transgressions majeures des élèves. Or, ce type de mesure ne favorise ni le dialogue ni, pour les jeunes, la compréhension du sens de leurs actes ou l'intégration de comportements socialement acceptables. Cet article présente un dispositif d'accompagnement des mesures de suspension scolaire destiné à des jeunes scolarisés au niveau secondaire en Suisse romande. Il vise à les soutenir avant, pendant et après la suspension. Testé depuis deux ans dans deux établissements scolaires, ce dispositif permet aux élèves de prendre conscience de l'impact de leurs transgressions, de favoriser un processus de responsabilisation et de réparer leurs gestes afin de restaurer le lien social, essentiel à la période de l'adolescence.

van Loon, M., Crean, D., van den Hoven, M., Katsarov, J., & Evans, N. (2026). **How is the Impact of Responsible Conduct of Research Education Evaluated? A Review of Measures Used and a Content Analysis of Outcome Measures with Reported Validation Evidence**. *Educational Psychology Review*, 38(1), 94. <https://doi.org/10.1007/s10648-026-10187-8>

Education in Responsible Conduct of Research (RCR) aims to foster good research practices. Little, however, is known about how educators measure the impact of their courses, which outcome measures are used and if and how they are validated. In this review, we systematically identify measures used to evaluate RCR education and assess if and how they have been validated. We also analyse a selected subset of these measures. Specifically, those that include supporting evidence of validity and focus on research practices, in order to identify which Responsible Conduct of Research (RCR) concepts they address and which learning outcomes they are designed to assess. In total, 162 articles were included, of which 46 articles contained information about a measure described as 'validated'. Measures from these articles (and four additional measures suggested by experts) were assessed on accessibility, evidence of validation, and content related to research practice, resulting in 15 unique outcome measures with supporting validation evidence. All contained items covering topics which we categorised as pertaining to 'research integrity', whereas a smaller selection contained items covering topics

which we categorised as pertaining to 'research ethics'. Whilst all 15 reported at least some form of reliability or validity evidence, only 3 met what we describe as 'strong' validation evidence. Our review revealed that the majority of RCR education evaluations in the published literature have not used measures related to research conduct with reported validation evidence. The comprehensive overview we provide can offer guidance for educators and researchers to select, or further develop measures aligned with core RCR competencies and targeted learning outcomes.

Formation continue

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

Cho, K. S., & Gray, C. G. (2026). **What is the Cost? Credentialism, Capitalism, and the Efficacy of Student Affairs Programs.** *Innovative Higher Education*, 51(3), 1245-1266. <https://doi.org/10.1007/s10755-026-09913-5>

Returning back to school is a costly decision, particularly for individuals who were prior full-time professionals. Examining this phenomenon within the field of higher education and student affairs, this qualitative phenomenology grounds itself in neoliberalism, human capital theory, and credentialism to explore the experiences of graduate education. Through interviews with 22 current and recent graduate students—all enrolled in higher education and student affairs programs across the continental U.S.—we illustrate the motivations, pressures, and opportunity costs which affected their decision-making; their perceptions of development during and outcomes of the program, relative to their trajectory in their prior roles; and areas for programs to enhance their support of students with professional experience in higher education.

Hamza-Orlinska, A. (2026, juillet 1). **La formation des travailleurs indépendants en free-lance, angle mort des ressources humaines.** <https://doi.org/10.64628/AAK.yyxh7jdsd>

Former les travailleurs indépendants : un sujet souvent ignoré des entreprises. Pourtant, elles gagneraient à mieux accompagner leurs free-lances.

Moisan, J., Jacques, K., Labbé, R., Biron, G., Larouche, S., & Carrier, G. (2026). **Formation professionnelle et éducation des adultes : récits d'initiatives inspirantes.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 48-51. <https://doi.org/10.7202/1125830ar>

La réussite éducative à la formation professionnelle (FP) et à l'éducation des adultes (FGA) repose sur une volonté collective de transformer nos milieux en écosystèmes inclusifs. À travers quatre récits d'initiatives inspirantes au Québec — de l'accueil des élèves immigrants à l'ÉMOICQ jusqu'à la concertation régionale en orientation, en passant par l'audace de la différenciation pédagogique et la force du réseautage en orthopédagogie — cet article démontre que la diversité devient un levier de réussite plutôt qu'un obstacle. Découvrez comment la synergie des équipes-écoles permet de placer l'équité et le bien-être au cœur du parcours de chaque apprenant en FP ou en FGA.

OECD. (2026). **Navigating Life with Low Literacy and Numeracy: New Results from the 2023 Survey of Adult Skills**. <https://doi.org/10.1787/c198a20f-en>

Insertion professionnelle

Reversé, C. (2026). **À la marge du marché : l'insertion d'une jeunesse rurale vulnérable**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7642>

Cet article analyse la précarisation croissante de l'emploi peu qualifié en milieu rural et ses effets sur les trajectoires des jeunes sans diplôme. Contrairement aux représentations d'une campagne protectrice, le marché rural, dominé par des postes saisonniers et faiblement rémunérés, expose les jeunes à une insertion rapide, mais instable. L'intérim, devenu norme pour ces jeunes, traduit une logique de flux qui pousse à accepter toute mission pour rester employable. L'accès à l'emploi ne garantit ni autonomie ni reconnaissance durable, renforçant l'idée d'un « vrai travail » valorisé pour sa dimension symbolique plus qu'économique. Ces jeunes privilégient l'activité, même précaire, pour éviter la stigmatisation de l'« assistantat », mais se retrouvent piégés dans une dynamique où leur disponibilité et leur flexibilité sont exploitées. Les solidarités locales à l'embauche s'affaiblissent, aggravant la relégation des jeunes ruraux, cumulant faible capital culturel, isolement et assignation sociale. Loin d'être passifs, ils développent des formes de débrouille et de résistance, alternant phases d'emploi, de retrait et d'activités informelles. La précarité devient un mode de vie contraint, mais porteur de sens, révélant la nécessité d'une action publique attentive aux logiques ordinaires de survie. Le travail reste un repère central, mais il ne constitue plus un vecteur de stabilité, piégeant la jeunesse rurale dans une tension entre valeur symbolique du labeur et fragmentation néolibérale de l'emploi.

Marché du travail

Acton, R., Morales, C., Turner, J. A., Miller, L., & Cortes, K. (2026). **The Labor Market Value of Community College Bachelor's Degrees: Initial Evidence from a Resume Audit Study in Early Childhood Education** (Working paper N° 35404). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35404>

Community colleges are more financially, academically, and geographically accessible than four-year institutions. Yet despite most community college students intending to earn a bachelor's degree, few successfully transfer and complete one. Community College Baccalaureate (CCB) programs have emerged as an alternative pathway, allowing community colleges to confer bachelor's degrees directly. However, little is known about how employers value these credentials in the labor market. To address this question, we conduct the first resume audit study of CCB degrees, submitting fictitious applications to real job vacancies while experimentally varying applicants' educational credentials, degree-granting institutions, and demographic signals. In this pilot study, we focus on the early childhood education (ECE) labor market, a rapidly growing CCB field characterized by labor shortages and increasing educational requirements. We find that employers view CCB degrees similarly to both traditional bachelor's and associate degrees, with statistically indistinguishable interview-request rates across degree types. A text analysis of employer callback messages reveals little evidence that employers communicate differently with CCB applicants, while a net-price simulation suggests that sticker-price comparisons substantially overstate the affordability advantage of CCB programs. Together,

these findings provide new evidence on the labor market value and affordability of CCB degrees and inform an ongoing large-scale audit study across additional fields and labor markets.

Arellano, M., Attanasio, O., Borella, M., De Nardi, M., & Paz-Pardo, G. (2026). **Subjective Earnings and Employment Dynamics** (Working paper N° 21369). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21369>

We develop a new approach to estimating earnings, job, and employment dynamics using subjective expectations data from the NY Fed Survey of Consumer Expectations. These data provide beliefs about future earnings offers and acceptance probabilities, offering direct information on counterfactual outcomes and enabling identification under weaker assumptions. Our framework avoids biases from selection and unobserved heterogeneity that affect models using realized outcomes. First-step fixed-effects regressions identify risk, persistence, and transition effects; second-step GMM recovers the covariance structure of unobserved heterogeneities such as ability, mobility, and match quality. We find lower risk and persistence of the individual productivity component than in prior work, but greater heterogeneity in ability and match quality. Simulations show that reduced-form estimates overstate persistence and volatility on individual-level productivity due to job transitions and sorting. After accounting for heterogeneity, volatility declines and becomes flat across the earnings distribution. These results underscore the value of expectations data.

Manez, A. (2026). **La femme au foyer, une figure plus légitime en Italie qu'en France ?** *Connaissance de l'emploi*, (223), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/la-femme-au-foyer-une-figure-plus-legitime-en-italie-qu-en-france--1624733.kjsp?RH=1507626697168>

OCDE. (2026). **Perspectives de l'emploi de l'OCDE 2026: Disparités géographiques en matière d'emploi et de revenus**. <https://doi.org/10.1787/f8a23d95-fr>

Métiers de l'éducation

A'La, M., & Minarti, S. (2026). **Human Resource Development Strategies for Enhancing Digital Well-Being among Islamic Education Teachers**. *Journal of Multidisciplinary Science: MIKAILALSYS*, 4(1), 534-555. <https://doi.org/10.58578/mikailalsys.v4i1.9860>

Although digital well-being has received increasing attention, research on Human Resource Development (HRD) strategies to enhance digital well-being among Islamic education teachers remains limited. This study aims to develop HRD strategic steps based on planning, organizing, actuating, and controlling (POAC) that integrate digital well-being with Islamic values. A qualitative case study approach was employed at SMP Negeri 2 Padangan, involving five key informants selected purposively, consisting of two Islamic education teachers, the principal, and two vice principals. Data were collected through a systematic literature review, semi-structured interviews, and observations, then analyzed using interactive thematic analysis and triangulation. The findings reveal three key issues: connectivity invasion that blurs work-life boundaries and creates telepressure, a gap between technical digital training and teachers' well-being needs, and personal spiritual coping practices that remain institutionally unintegrated. Based on these findings, the study proposes four HRD interventions: digital workload risk assessment, an Islamic "right to disconnect" policy, a Spiritual Digital Coaching program combining stress management with muraqabah and muhasabah, and a holistic well-being-based performance evaluation.

These findings contribute to digital well-being theory in faith-based education by integrating Islamic ethical principles, including *ḥifẓ al-nafs*, *wasāṭiyyah*, and *qudwah*, into HRD strategy. The study concludes that safeguarding teachers' digital well-being is both a spiritual and strategic necessity and recommends that educational institutions adopt POAC-based HRD strategies to build a sustainable professional culture. Future research should operationalize and test these strategies and develop context-specific digital well-being assessment tools.

Benveniste, C., & Netter, J. (2026). **La formation des enseignants au défi de l'intégration.** *Recherche et formation*, (104). <https://doi.org/10.4000/16qz2>

L'idée d'un numéro de Recherche et formation consacré à la question de l'intégration de la formation initiale des enseignants est née de la mise en œuvre, au sein de l'institut national supérieur du professorat et de l'éducation (INSPÉ) de l'académie de Créteil, d'une expérimentation pédagogique et d'une recherche la prenant pour objet. Le problème de la fragmentation et, par opposition, la nécessité d'une certaine intégration de la formation apparaissait alors nettement dans les INSPÉ. Il s'...

Bindler, A., Boelmann, B., Janys, L., & Santiago Wolf, L. H. (2026). **A missed opportunity? Labor demand and workforce diversity** (Working paper N° 102). <https://doi.org/10.25932/publishup-70638>

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.

Bindler, A., Janys, L., Boelmann, B., & Wolf, L. H. S. (2026). **A Missed Opportunity? Labor Demand and Workforce Diversity** [Working paper]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://EconPapers.repec.org/RePEc:bon:boncrc:crctr224_2025_767

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.

Broccolichi, S., & Netter, J. (2026). **Juxtaposer ou intégrer les outillages théoriques et les apprentissages professionnels en formation des enseignants ?** *Recherche et formation*, (104). <https://doi.org/10.4000/16gz5>

Cet article rend compte d'une recherche sur une formation initiale de professeures des écoles expérimentée de 2017 à 2021 pour mieux articuler les activités réalisées en stage et en formation sur site. Les réponses des bénéficiaires de l'expérimentation et de la formation « classique » permettent d'identifier les apports et limites perçus a posteriori des formations suivies. L'analyse des réponses très contrastées des deux groupes peut nourrir des réflexions sur ce qui conditionne la réceptivité aux apports de la formation et leur utilité perçue pour outiller les activités professionnelles.

Chartier, A.-M. (2026). **La formation des enseignants primaires au long cours : variantes et constantes.** *Recherche et formation*, (104). <https://doi.org/10.4000/16gz3>

Longtemps dévolue aux écoles normales (1832-1989), la formation des maîtres a intégré récemment un cursus universitaire (IUFM 1990-2008, ESPÉ 2013, INSPÉ 2019). Dans la durée on repère l'élévation des diplômes exigés (brevet simple ou supérieur 1832-1881, baccalauréat 1940, DEUG 1979, licence 1989, master 2010) et les modalités d'initiation à la classe, alors que la pénurie chronique de vocations conduit à recruter des candidats diplômés mais « non formés ». L'approche historique suit l'évolution de ces deux impératifs en tension (niveau académique / préparation professionnelle), ainsi que les réformes et innovations pour faire converger « la théorie et la pratique ».

Christensen, M. (2026a). **Le service des enseignants est de 18,5 heures dans les établissements du second degré à la rentrée 2025.** *Note d'Information*, (26.28), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/depp/le-service-des-enseignants-est-de-185-heures-dans-les-etablissements-du-second-degre-la-rentree-2025-505130>

À la rentrée 2025, le service hebdomadaire moyen d'un enseignant exerçant dans un établissement du second degré est de 18 heures et 30 minutes, dont 1 heure et 40 minutes d'heure supplémentaire annualisée (HSA).

Christensen, M. (2026b). **Les heures supplémentaires des enseignants des établissements du second degré en 2024-2025.** *Note d'Information*, (26.29). Consulté à l'adresse <https://www.education.gouv.fr/depp/les-heures-supplementaires-des-enseignants-des-etablissements-du-second-degre-en-2024-2025-505133>

En 2024-2025, la moitié des enseignants exerçant dans un établissement du second degré effectue plus de 1,5 heure supplémentaire par semaine, il s'agit d'heures supplémentaires annualisées (HSA) ou d'heures supplémentaires effectives (HSE).

Douin, T., DeCaro, M. S., Hieb, J. L., Chastain, R. J., & Fuselier, L. (2026). **"A Kicked Abandoned Dog": Institutional Ethnography Reveals Differential Impact of Academic Capitalism on Tenure-Track and Non-Tenure-Track STEM Faculty.** *Innovative Higher Education*, 51(3), 1219-1244. <https://doi.org/10.1007/s10755-026-09894-5>

Institutions of higher education have adopted corporate-style business models grounded in a capitalistic approach to education that shapes their policies, decision-making, and culture. Academic capitalism drives an increased dependence on non-tenure-track faculty, often on short-term contracts, who teach large classes and receive low compensation. We used the theory of academic capitalism and institutional ethnography to examine the experiences of both non-tenure-track and tenured or tenure-track faculty and the policies that shape faculty experiences at a research-intensive U.S.A. university. Interviews with faculty who teach large-enrollment classes across four STEM disciplines revealed points of tension that were perpetuated by personnel policies, the enactment of those policies, and a lack of policies that better support non-tenure-track faculty. Academic capitalist themes of rankism, continuous performance evaluation and competition for resources created disjunctures between policies and lived experiences of faculty. Analysis of personnel policy documents at the university, college, and department levels, and their enactment perpetuated a two-tiered structure, reinforced the view that teaching was less valuable than research, and promoted inequities that influenced decisions about using student-centered pedagogy.

Fontaine, T., Picard, P., & Yu, A. (2026). **Antipodes, deux faces pour une même pièce ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7970>

Cet article retrace une collaboration singulière entre l'IFE-Centre Alain-Savary (ENS de Lyon) et des formateurs d'enseignants de Polynésie française, autour d'un projet emblématique : la création de Polyfoc, plateforme vidéo de formation contextualisée au territoire polynésien, inspirée de Néopass@ction. À travers ce récit à plusieurs voix, les auteurs interrogent la relation entre « centre » et « marge » dans la circulation des outils et des normes de formation : dans quelle mesure des ressources et des cadres théoriques construits en métropole peuvent-ils être appropriés, transformés et réinvestis dans un contexte culturel, institutionnel et linguistique aussi singulier ? L'expérience polynésienne, avec ses contraintes propres – gouvernance tripartite, plurilinguisme, questions vives liées au fait nucléaire et colonial –, donne à voir en creux des tensions qui traversent l'ensemble du système éducatif français : entre prescription et analyse de l'activité réelle, entre conformité aux injonctions institutionnelles et développement du pouvoir d'agir des professionnels. Loin d'être un simple cas particulier, la Polynésie française se révèle ainsi un observatoire situé des dynamiques à l'œuvre dans toute politique de formation.

Françoise, C., & Perez-Roux, T. (2026). **Contextes d'exercice et représentations professionnelles des enseignants débutants : étude contrastive entre les académies de La Réunion, de Mayotte et de l'Hexagone.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hlt>

Cette étude exploratoire vise à étudier la prise en compte des contextes d'exercice par les professeurs des écoles débutants. Sur le territoire français, ces contextes diffèrent d'une région à une autre. Pour autant, les régions ultramarines, dont Mayotte et La Réunion, ont des spécificités historiques, géographiques, linguistiques et socio-économiques telles, que nous supposons que les enseignants de ces académies privilégient certaines pratiques afin de mieux s'adapter au contexte régional. Au moment de la phase délicate de leur insertion professionnelle, les enseignants se contentent-ils d'examiner le contexte immédiat (élèves, classe) ou tiennent-ils également compte du contexte régional ? Cette intégration du contexte, dépendrait-elle en partie de leurs représentations professionnelles ? À partir d'une analyse secondaire d'enquête (n=358) privilégiant l'étude des questions touchant à la motivation des enseignants débutants et

à leur rapport au métier, nous mettons en exergue ce qui les différencie selon le contexte régional. Nous montrons ainsi que seule une partie du discours de ces enseignants - reliée à des éléments de contexte - diffère de celui des enseignants œuvrant sur le territoire hexagonal.

Girault, B., & Guyon, R. (2026). **« La formation des enseignantes et des enseignants doit être adossée à des savoirs issus de la recherche »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/8391>
Bénédicte Girault revient dans cet entretien sur la place de la recherche dans les instituts universitaires de formation des maîtres (IUFM), depuis leur création en 1989 jusqu'aux recompositions contemporaines de la formation des enseignants. Son analyse s'appuie en particulier sur le cas de l'IUFM de l'académie de Versailles et sur les relations entretenues avec l'Institut national de recherche pédagogique (INRP), qui ont fortement structuré le développement des recherches en didactique et en formation des enseignants dans les années 1990-2000.

Iori, R., Sarfati, F., & Simha, J. (2026). **L'évidence du new public management: Les directeur rices du social face à la norme gestionnaire**. *Actes de la recherche en sciences sociales*, 262263(2), 126-143. <https://doi.org/10.3917/arss.262.0126>

Cet article montre comment le new public management s'installe dans un espace professionnel a priori réfractaire à ses principes. En prenant le cas du secteur du médico-social, nous cherchons à comprendre comment le processus réformateur, qui a touché déjà plusieurs services publics, se répand dans ces structures. Pour ce faire, nous avons décidé de nous intéresser aux professionnel·les qui ont la charge de mettre en œuvre ces logiques directement dans leurs activités et leurs fonctions. En enquêtant auprès des directeur·rices des établissements sociaux et médico-sociaux, nous décrivons comment le new public management affecte leurs missions et ethos professionnel, mais aussi comment elles et ils introduisent ces outils au quotidien et se les approprient différemment. Si tous·tes ne sont pas affecté·es de la même manière en fonction de leur trajectoire, leur genre et leur génération, cette norme gestionnaire transforme finalement le secteur, en déplaçant les espaces de pouvoir dans d'autres instances et en pénétrant les consciences de ces agent·es de l'État social, pris·es en étau entre des rapports de domination sociale et professionnelle.

Janke, S., Steinhäuser, R., Helmer, H., Daumiller, M., & Dickhäuser, O. (2026). **A dual-process model of early career researchers' well-being: Satisfaction and frustration of basic psychological needs as central mechanism**. *Higher Education*, 91(6), 2261-2279. <https://doi.org/10.1007/s10734-025-01520-1>

Early-career researchers are simultaneously subject to a work environment that offers academic freedom but also requires juggling teaching, research, and administration, which can be particularly challenging for this population. As such, higher education systems provide both resources that could foster well-being and demands that could enhance feelings of strain. To further understand these factors, we synthesize central tenets of job-demands-resources-models and self-determination theory into a dual-process model of early-career researchers' well-being. We argue that the needs for autonomy, competence, and relatedness are central to psychological functioning in academia. Furthermore, we view need satisfaction as a key resource fostering job satisfaction and need frustration as a central demand contributing to work strain. We investigated these dual processes in a sample of 367 German early-career researchers. In doing so, we used bi-factor structural equation modeling to address shared and unique

associations of the three needs with the investigated criteria simultaneously. The sampled early-career researchers reported high job satisfaction alongside moderate work strain. Need satisfaction was a stronger predictor for satisfaction with work tasks, while need frustration was more strongly tied to work strain. Our findings underscore the utility of self-determination theory in developing dual process models of well-being and highlight the relevance of such models for understanding the psychological functioning of academic staff.

Kickbusch, S., Kelly, N., & Huijser, H. (2026). **Framing the core expertise of learning designers through strong concepts.** *Higher Education*, 91(6), 2143-2160. <https://doi.org/10.1007/s10734-025-01514-z>

Learning design is a practice that shapes educational experiences and outcomes across diverse settings. Despite its developing maturity, learning design is rarely recognised as a distinct design discipline. This paper addresses and proposes a set of strong concepts that connect the theoretical frameworks associated with learning design to practical applications. It looks towards more explicit recognition of the core expertise of learning designers as represented by these strong concepts, which include outcome-driven design, backward mapping, challenging assumptions, active learning, student-centred design, assessment for learning, co-design, and the role of learning designers as coaches. In describing these strong concepts, the paper recognises the contextuality of design for learning and the need for adaptability to specific educational settings. It argues for the professional recognition of learning designers, highlighting their contributions and advocating for their inclusion within professional design bodies. Additionally, it calls for ongoing dialogue and critique within the learning design community to refine and enhance these core competencies. By articulating this set of strong concepts, the paper aims to empower learning designers to advocate for their professional value, develop educational pathways that reflect the true nature of the profession, and ultimately create more effective and impactful educational experiences.

Lapointe-Breton, M., Daigle, S., & Gaudreau, N. (2026). **L'exercice du rôle-conseil des psychoéducatrices et psychoéducateurs au secondaire: un soutien à l'inclusion scolaire.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 26-29. <https://doi.org/10.7202/1125825ar>

Dans les écoles secondaires du Québec, l'essor des politiques inclusives a profondément reconfiguré le paysage éducatif, assignant à l'institution scolaire la responsabilité d'accueillir la diversité croissante des élèves et de répondre à leurs besoins particuliers (ministère de l'Éducation et de l'Enseignement Supérieur [MEES], 2017). Depuis, le personnel enseignant doit composer avec des groupes nombreux et hétérogènes où se trouvent des élèves engagés, des jeunes plus discrets et d'autres aux prises avec des difficultés d'adaptation (PDA). L'horaire fragmenté du secondaire, le nombre important d'élèves rencontrés chaque jour et la brièveté des transitions accentuent la complexité de la tâche. Dans ce contexte, le personnel enseignant s'efforce de maintenir un climat propice aux apprentissages, de répondre aux besoins des élèves PDA et de prévenir l'escalade de situations qui peuvent rapidement déborder sur l'ensemble du groupe. Ce travail quotidien, exigeant et émotionnellement chargé, peut fragiliser le sentiment d'efficacité personnelle (SEP), pourtant essentiel à l'engagement professionnel (Bandura, 2019). Bien que le personnel de direction cherche à soutenir les équipes-écoles, l'accès au soutien spécialisé demeure parfois limité (Massé et al., 2019), renforçant chez plusieurs membres du personnel enseignant l'impression d'être seuls devant des situations complexes (Jeffrey, 2011). C'est dans ce type de contexte que le rôle-conseil des psychoéducatrices et psychoéducateurs

prend toute sa portée : en offrant un espace centré sur la réflexion professionnelle, il contribue à alléger la charge émotionnelle et à renforcer les pratiques inclusives du personnel enseignant (OPPQ, 2022, 2025).

Lopes da Silva Macedo, S., & Benveniste, C. (2026). **Les effets d'une formation initiale « intégrée » sur les pratiques et les discours d'enseignantes débutantes.** *Recherche et formation*, (104). <https://doi.org/10.4000/16hmn>

Cet article étudie les effets d'une « formation intégrée » expérimentée à l'INSPÉ de Créteil de 2017 à 2021, à partir d'entretiens et d'observations de 17 néo-titulaires (T1 à T4) formées dans le cadre de ce groupe expérimental. Les analyses montrent que les observations guidées et les ateliers professionnels sont perçus par les formées comme des éléments essentiels de cette « formation intégrée », contribuant à la construction de « ponts formatifs » entre les différents types de savoirs et contenus de formation. L'activité et les difficultés des élèves sont au cœur de l'analyse réflexive des enquêtées qui rencontrent les mêmes tensions que d'autres débutants, mais les traitent différemment, en mobilisant un discours personnel argumenté et une coopération importante entre pairs. L'étude interroge finalement les conditions nécessaires à l'intégration des milieux académiques et professionnels en formation initiale.

Messaoui, A., Bournaud, I., Klein, J.-O., Pamphile, P., & Pélissier, C. (2026). **Reconfiguration de l'activité professionnelle des enseignants en IUT avec la réforme du BUT.** *Journée d'étude Transitions secondaire-supérieur et réforme du BUT*. Consulté à l'adresse <https://hal.science/hal-05685385>

Mohib, N. (2026). **Les recherches participatives : un sujet ancien, des questions nouvelles.** *Recherche et formation*, (104). <https://doi.org/10.4000/16gz9>

En consacrant un numéro entier à la thématique des recherches participatives (RP), la revue Recherche et formation confirme l'engouement actuel pour ce thème d'un point de vue tant scientifique que social. Depuis les années 2000, le nombre de publications liées aux RP a fortement augmenté (Houllier et Merilhou-Goudard, 2016 ; Roturier, 2019 ; Demoulin et al., 2022) dans l'ensemble des champs de recherche, notamment dans les domaines qui soulèvent des enjeux à la fois individuels et sociétaux ...

Nelson, C. E. M., Millar, V., & van Driel, J. (2026). **Science teachers' interactions with science centres: an exploratory study into professional development benefits and how they occur.** *International Journal of Science Education*, 48(11), 1622-1644. <https://doi.org/10.1080/09500693.2025.2468747>

This research investigated the benefits that science teachers experienced to their professional development as a result of their interactions with science centres. Such interactions included accompanying field trips and incursions, undertaking formal professional development and field work programs, and self-guided visits. Through narrative, semi-structured interviews with ten participants this study revealed that teachers experienced multiple benefits to aspects of their intellectual, attitudinal, or behavioural professional development. The interpretive analysis highlights the roles that teachers undertook throughout these interactions, enabling an understanding of how these benefits occurred. For example, for teachers accompanying field trips, being able to observe their students being taught by another science professional was important as it enabled teachers to observe and connect with their students in different ways to what they were able to do in the context of their classrooms. In turn, this led to a variety of professional development benefits for teachers. This study also provides evidence that short

duration, one-off, informal learning experiences can facilitate lasting professional development benefits for science teachers. Therefore, valuing teachers participating in interactions with science centres should be considered as part of supporting science teachers' professional development.

OECD. (2026). **Building Quality Education and Care for Children under Three: Further Results from TALIS Starting Strong 2024**. <https://doi.org/10.1787/5d960dfd-en>

Pavie, A. (2026). **Un pied dans l'école, un pied dehors : ce que dit l'engagement des acteurs scolaires dans les dispositifs « d'égalité des chances »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7871>

Cet article analyse l'engagement d'acteurs et actrices scolaires, notamment d'enseignant·e·s, au sein de dispositifs dits d'« égalité des chances » dans l'enseignement secondaire. Ces dispositifs reposent sur l'idée – loin de faire l'unanimité dans le monde éducatif – de réserver des ressources à une minorité d'élèves, distingué·e·s positivement de leurs pair·e·s. Initiatives extérieures à l'école, portées par des acteurs privés en défaut de légitimité vis-à-vis d'elle, sur la base de valeurs en décalage avec celles que cette institution incarne, ces dispositifs ne peuvent s'y inscrire qu'à la marge, au sens où ils y sont décriés et peu investis dans le quotidien des établissements scolaires. Comment alors expliquer l'investissement d'acteurs et actrices scolaires, notamment d'enseignant·e·s, au sein de ces dispositifs et quel rapport entretiennent-ils et elles à cette marginalité : est-elle recherchée ou combattue ? L'article montre que ces enseignant·e·s témoignent, en miroir, d'une forme de marginalité vis-à-vis de leur groupe professionnel : ils et elles entretiennent en effet une distance avec leurs pairs, que ce soit du point de vue de leurs trajectoires ou de leur conception du métier.

Pontanier, É., Depigny, Y., & Fabre, M. (2026). **« Vivre ensemble » et professionnalisation des référents handicap à La Réunion et à Mayotte : quelles traductions à la marge du métier ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7379>

Ce texte analyse la professionnalisation des référents handicap à La Réunion et à Mayotte à partir de la formation universitaire mise en place en 2023 à l'université de La Réunion. Inscrite dans la dynamique des politiques publiques d'inclusion issues de la loi de 2005, cette fonction se situe à la croisée d'une mission prescrite et d'un métier en construction. À partir des récits d'expérience d'étudiants, l'article examine comment les référents handicap traduisent les normes nationales dans des contextes socioculturels et religieux spécifiques. Les situations étudiées illustrent des formes d'hybridation entre logiques civique et communautarienne tout en mettant en évidence un processus de coconstruction située des politiques d'inclusion. La formation apparaît alors comme un espace réflexif permettant de transformer une fonction prescrite en métier, de soutenir le « vivre ensemble » dans des sociétés insulaires marquées par la pluralité des références culturelles et religieuses.

Pregoner, J. D., Alipio, M., Lantajo, G. M., Ganancial, I. J., Sedo, F., Lindo, M. R., ... Leopoldas, R. (2026). **Teachers' persistence in resource-constrained and conflict-affected communities in the Philippines**. *International Journal of Evaluation and Research in Education*, 15(2), 1629-1641. <https://doi.org/10.11591/ijere.v15i2.37120>

This study interrogates why teachers persist in the Philippines' resourceconstrained, conflict-affected « last-mile » schools, reframing retention beyond deficit narratives of burnout and attrition. Using a descriptive phenomenological design guided by Colaizzi, we conducted semi-

structured Zoom interviews with 15 public-school teachers in geographically isolated municipalities of Lanao del Norte and Lanao del Sur between September and November 2024, supplemented by brief reflective journals and supported by member checking and an audit trail to secure trustworthiness. Analysis reveals persistence as a moral-relational practice braided from duty to students' futures, faith-inflected vocation, thick bonds of belonging with colleagues and communities, and a professional identity sustained by visible learner impact and craft growth, continually negotiated against material scarcity, bureaucratic load, and ambient insecurity through pragmatic coping and family responsibility. These findings challenge rational-choice explanations by showing that staying endures less through marginal incentives than through reinforced meaning infrastructures and everyday dignifying leadership. The study contributes a humanistic account of professional endurance in fragile settings and suggests policy directions that prioritize localized psychosocial support, recognition, and paperwork rationalization to strengthen the ecologies that already hold teachers in place.

Qribi, A., & Tabournel-Prost, P. (2026). **Les «missions fleuves» dans une perspective de (trans)formation de futurs enseignants dans les sites isolés en Guyane française.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hlo>

En Guyane française, les localités isolées, accessibles uniquement par voie fluviale ou aérienne, connaissent des difficultés chroniques de recrutement d'enseignants. Ces territoires restent marqués par des représentations négatives, nourries par l'éloignement et l'altérité culturelle et linguistique. Dans la perspective de modification de ces perceptions, des formateurs de l'Institut National Supérieur du Professorat et de l'Éducation ont conçu des immersions de terrain destinées à confronter les futurs enseignants à ces réalités. Ces expériences sont dès lors pensées comme un temps singulier et structurant, porteur d'une transition identitaire en cours. L'analyse qualitative prend appui sur 30 rapports de stage et met en lumière les évolutions des représentations dans leurs singularités et dans la pluralité de leurs facettes. Elle montre qu'une immersion désirée, préparée et accompagnée favorise des cheminements personnels. La restitution écrite des expériences vécues en stage par les participants contribue aussi à ces élaborations en termes de connaissance de soi, de développement de capacités adaptatives, pédagogiques et personnelles et de transformation des représentations relatives aux sites isolés.

Santi, C., & Maleyrot, E. (2026). **Entre centre et périphérie : construire sa professionnalité d'enseignant en territoire paupérisé.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hln>

Cet article interroge les acteurs de la formation des enseignants du secondaire se formant dans un territoire éducatif en marge, tant par sa périphérie géographique, sa situation économique et ses écarts culturels. L'étude menée en France métropolitaine par entretiens auprès d'étudiants et par un questionnaire adressé à leurs formateurs cherche à éclairer les freins et les ressources qui permettent de faire face aux difficultés identifiées. Les résultats montrent à la fois que les futurs enseignants, construisent leur professionnalité en faisant face à un multi-agenda de contraintes, exacerbé par les marges, et que les formateurs ont à s'émanciper des injonctions décidées par le centre pour trouver des leviers adaptés.

Tchuindibi, L., & Labbé, C. (2026). **Les éducateurs spécialisés comme catalyseurs de la collaboration interprofessionnelle au secondaire : une approche concertée pour les élèves.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 11-14. <https://doi.org/10.7202/1125822ar>

Les élèves du secondaire rencontrent de nombreux défis qui peuvent compromettre non seulement leur réussite éducative, mais également leur intégrité physique et psychologique (Gouvernement du Québec, 2025). La collaboration interprofessionnelle devient un incontournable pour répondre aux besoins complexes de ces élèves (Corriveau et al., 2009). Cet article met en lumière le rôle central que jouent les éducatrices et éducateurs spécialisés (ES) dans le développement des collaborations qui permettent de créer un filet de sécurité autour de l'élève. S'appuyant sur les résultats d'une recherche collaborative menée avec six ES et une conseillère pédagogique, il présente les étapes du processus qui permet d'adapter collectivement les interventions et l'environnement scolaire pour mettre en place les conditions nécessaires au bien-être, à l'adaptation et à la réussite éducative de ces élèves.

Tripathi, G., Sharma, M., Joshi, S., & Chahar, S. (2026). **The Psychological Engine of Innovation: How University Structure and Academic Leadership Build Doctoral Scholars' Capital for Research Breakthroughs.** *Innovative Higher Education*, 51(3), 1267-1299. <https://doi.org/10.1007/s10755-026-09903-7>

Although, there is an international demand on institutes of higher education to spur on innovative research, there is a gap in the aspiration and actual innovative output that continues to exist, particularly in the emerging economies. University structures and Academic leadership are long established in the literature on the topic as facilitators of innovation in the higher education landscape, yet this research explores the under-researched impact of psychological capital on these variables to spur academic research innovation. A quantitative, cross-sectional research design was adopted, and data were gathered from 400 doctoral scholars registered in central, state, deemed, and private universities through stratified random sampling. Data were analysed using Partial Least Square, Structural Equation Modelling (PLS-SEM), along with the measurements of common method bias and Importance-Performance Map Analysis (IPMA) used to gain analytical understanding. Interpretations of the findings have shown that both academic leadership and university structure have a significant impact on innovation as external facilitators, though it is the psychological capital, self-efficacy, resilience, hope and optimism of the scholar that is the critical conduit in the change between structural support to creative results. The suggested model explains 69.8 percent of the variation in innovation when PsyCap mediates a significant effect on this variation. This paper is not just a typical structural analysis but an empirically confirmed more humanistic, psychologically driven framework of how-to bring innovation in the higher education ecosystem. The research contributes greatly to the theoretical literature by connecting the Positive Psychology theory and Creative Componential theory in scholarly researches in higher education institutions by showing that psychological capital is not merely a personal possession but a key determinant through which research directs and the university systems can realize their innovation impacts.

van Loon, M., Crean, D., van den Hoven, M., Katsarov, J., & Evans, N. (2026). **How is the Impact of Responsible Conduct of Research Education Evaluated? A Review of Measures Used and a Content Analysis of Outcome Measures with Reported Validation Evidence.** *Educational Psychology Review*, 38(1), 94. <https://doi.org/10.1007/s10648-026-10187-8>

Education in Responsible Conduct of Research (RCR) aims to foster good research practices. Little, however, is known about how educators measure the impact of their courses, which outcome measures are used and if and how they are validated. In this review, we systematically identify measures used to evaluate RCR education and assess if and how they have been validated. We also analyse a selected subset of these measures. Specifically, those that include

supporting evidence of validity and focus on research practices, in order to identify which Responsible Conduct of Research (RCR) concepts they address and which learning outcomes they are designed to assess. In total, 162 articles were included, of which 46 articles contained information about a measure described as 'validated'. Measures from these articles (and four additional measures suggested by experts) were assessed on accessibility, evidence of validation, and content related to research practice, resulting in 15 unique outcome measures with supporting validation evidence. All contained items covering topics which we categorised as pertaining to 'research integrity', whereas a smaller selection contained items covering topics which we categorised as pertaining to 'research ethics'. Whilst all 15 reported at least some form of reliability or validity evidence, only 3 met what we describe as 'strong' validation evidence. Our review revealed that the majority of RCR education evaluations in the published literature have not used measures related to research conduct with reported validation evidence. The comprehensive overview we provide can offer guidance for educators and researchers to select, or further develop measures aligned with core RCR competencies and targeted learning outcomes.

Williams, K., & Murray, D. (2026). **Proposing grounded theory as a method to facilitate and extend reflective practice**. *Higher Education*, 91 (6), 2179-2197. <https://doi.org/10.1007/s10734-025-01516-X>

For academics in higher education engaging in reflection-on-action is presumed to facilitate development and progression. However, some may struggle with how to engage in the process of personal reflection. We propose that grounded theory has many similarities to, and enablers for, personal reflection. Grounded theory, specifically constructivist grounded theory (CGT) has the capacity and potential to be employed as a process for teaching academics wishing to effectively reflect-on-action. We outline the similarities between personal reflection and grounded theory, specifically CGT. Drawing from the experience of the first author we consider each of the stages of CGT through the lens of how they reflected on their actions and the conclusions they came to, developing two frameworks that may facilitate improved teaching outcomes. We conclude by evaluating the efficacy of employing CGT as a tool to facilitate personal reflection-on-action for teaching academics, and present areas for further consideration.

Numérique et éducation

A'La, M., & Minarti, S. (2026). **Human Resource Development Strategies for Enhancing Digital Well-Being among Islamic Education Teachers**. *Journal of Multidisciplinary Science: MIKAILALSYS*, 4(1), 534-555. <https://doi.org/10.58578/mikailalsys.v4i1.9860>

Although digital well-being has received increasing attention, research on Human Resource Development (HRD) strategies to enhance digital well-being among Islamic education teachers remains limited. This study aims to develop HRD strategic steps based on planning, organizing, actuating, and controlling (POAC) that integrate digital well-being with Islamic values. A qualitative case study approach was employed at SMP Negeri 2 Padangan, involving five key informants selected purposively, consisting of two Islamic education teachers, the principal, and two vice principals. Data were collected through a systematic literature review, semi-structured interviews, and observations, then analyzed using interactive thematic analysis and triangulation. The findings reveal three key issues: connectivity invasion that blurs work-life boundaries and creates telepressure,

a gap between technical digital training and teachers' well-being needs, and personal spiritual coping practices that remain institutionally unintegrated. Based on these findings, the study proposes four HRD interventions: digital workload risk assessment, an Islamic "right to disconnect" policy, a Spiritual Digital Coaching program combining stress management with muraqabah and muhasabah, and a holistic well-being-based performance evaluation. These findings contribute to digital well-being theory in faith-based education by integrating Islamic ethical principles, including *hifz al-nafs*, *wasatiyyah*, and *qudwah*, into HRD strategy. The study concludes that safeguarding teachers' digital well-being is both a spiritual and strategic necessity and recommends that educational institutions adopt POAC-based HRD strategies to build a sustainable professional culture. Future research should operationalize and test these strategies and develop context-specific digital well-being assessment tools.

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.

Bierdz, B. (2026). **Predictive Curricula and the Foreclosure of Pedagogical Futures.** *Educational Theory*, 76(4), 527-545. <https://doi.org/10.1111/edth.70089>

This article theorizes predictive curricula: the reorganization of schooling around data extraction, dashboards, and algorithmic governance that translate learners into dividual profiles and narrow inquiry to what is computable. It maps how protocol and platform logics preempt pedagogical judgment, route bodies and knowledges through thresholds and alerts, and sediment a predisteme—an epistemic order that renders deviation a form of computational error and illegibility. Tracing a pipeline from surveillance capitalism, algorithmic governance, and the mediation of flesh and technology to classroom practice, the article details mechanisms of control, somatic and ontic effects on students' bodyminds, and the reproduction of inequity when predictive signals stand in for knowledge and/or being. Classroom vignettes intermittently ground the analysis, showing how readiness scores, data tracking, and auto-scheduling evacuate the present tense—both epistemically and ontically. In response, the article advances destitution and prefiguration as counter-designs: deactivating apparatuses that foreclose study and enacting consent-paced and opaque practices that reopen curricular time.

Casey, D. (2026). **ChatGPT in public policy teaching and assessment: An examination of opportunities and challenges.** *Australian Journal of Public Administration*, 85(2), 362-376. <https://doi.org/10.1111/1467-8500.12647>

Abstract

This paper presents the findings of an innovative assessment task that required students to use ChatGPT for drafting a policy brief to an Australian Government minister. The study explores how future public policy students perceive ChatGPT's role in both public policy and teaching and assessment. Through self-reflective essays and focus group discussions, the research looks at the limitations of ChatGPT that the students identified, demonstrating it struggles to produce analytically sound, politically responsive, and nuanced policy recommendations. The findings align with the "technoscepticism" theoretical frame, indicating concerns that artificial intelligence (AI) tools could undermine good policy analysis processes. The students supported greater use of ChatGPT in the classroom, to increase ChatGPT-literacy, help students learn to engage ethically and appropriately with AI tools, and better develop evaluative judgement skills. The paper contributes insights into the intersection of ChatGPT, teaching and assessment, and public policy and seeks to prompt further exploration and discussion on the implications of integrating ChatGPT into both public policy and its education and assessment. Points for practitioners Future public service graduates are highly sceptical about the value of ChatGPT for developing policy They are concerned about the ethical implications, the lack of transparency, and the impact it may have on marginalised communities.

Chen, Y. (2026). **IAG et conception e-learning en entreprise : quelles pratiques professionnelles et créatives chez les concepteurs pédagogiques multimédias ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfn>

Cette étude examine les pratiques créatives et professionnelles des concepteurs de modules e-learning en contexte d'entreprise. Le cadre conceptuel mobilise à la fois les modèles d'ingénierie pédagogique et la théorie de la créativité, en intégrant les recherches récentes sur l'usage de l'intelligence artificielle générative (IAG). Adoptant une approche qualitative, l'enquête repose sur cinq entretiens semi-directifs réalisés auprès de concepteurs aux parcours divers et exerçant au sein de structures variées en France. L'analyse thématique de contenu et des situations de conception met en évidence les stratégies institutionnelles d'intégration de l'IAG, les principales étapes du processus de conception, ainsi qu'un continuum de pratiques créatives allant d'ajustements opérés dans des cadres prescriptifs à des formes de créativité collaborative de niveau expert. Les résultats suggèrent que l'IAG n'intervient pas de manière déterminante ni sur le processus global ni sur la dynamique créative. Si elle peut assister, stimuler, voire surprendre, la créativité demeure essentiellement sous contrôle humain et est modulée par les acteurs ainsi que par les contextes organisationnels.

Cordier, A., & Beckmann, V. (2026). **Apprendre à distance, apprendre à la marge : vécus d'un métier d'élève reconfiguré.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7435>

L'enseignement à distance que suivent chaque année plusieurs milliers d'élèves en France dessine les contours d'une scolarité singulière, en marge des conditions d'apprentissage ordinaires, qui réunissent, en présence, enseignant et élèves dans une classe pour y suivre une activité partagée. C'est une plateforme numérique, à la fois dispositif technique de distance et espace social, qui formalise alors, en lieu et place des cadres traditionnels, l'activité scolaire et pédagogique à distance. Ces cadres organisationnels et symboliques empruntent, tout en les interrogeant, aux attributs de la forme scolaire. Pour autant, une approche par la pratique sociale située nous conduit à

déplacer cette focale du dispositif d'enseignement vers l'expérience d'apprentissage pour qualifier et comprendre la scolarité à distance du point de vue de l'élève. Les questionnaires administrés et entretiens semi-directifs menés avec des élèves scolarisés au CNED (Centre national d'enseignement à distance) dans le cadre du projet ANR Perscol (Persévérance dans l'enseignement secondaire à distance, 2023-2026) nous permettent d'analyser ce que les élèves font avec le dispositif, et surtout de comprendre les représentations et les significations qu'ils attribuent à cette expérience d'apprentissage en marge, et comment ils la négocient. Pour se sentir élève, le devenir ou le rester, les élèves déploient des manières de faire qui donnent du

Cruces, G., Fernandez Meijide, D., Galiani, S., Galvez, R., & MarÃa, L. (2026). **Does Generative AI Narrow Education-Based Productivity Gaps? Evidence from a Randomized Experiment** (Working paper N° 21299). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21299>

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

de la Puente, M., Torres, J., Guzman, H., Rico, H., & Navarro, D. (2026). **AI-Supported Academic Systems and Dropout Reduction in Latin American Public Universities Between 2019 and 2024.** *Innovative Higher Education*, 51(3), 1037-1069. <https://doi.org/10.1007/s10755-026-09899-0>

This longitudinal study examines whether institutional adoption of AI-supported academic systems reduces dropout in public universities in Colombia and Peru (2019–2024). Using a balanced panel of 78 institutions, we estimate effects with institution and year fixed effects, difference-in-differences with an event-study specification, and instrumental variables using regional internet infrastructure. Secondary-data reliability is strengthened through Benford's Law diagnostics and cross-source concordance tests. Across specifications, AI adoption is associated with 2.3–3.1 percentage-point declines in institutional dropout rates, and dynamic estimates indicate effects grow after implementation. Findings inform technology investment, readiness assessment, and

phased deployment strategies in resource-constrained higher education systems for policymakers.

Denis, B. (2026). **Progresser au service de l'apprenant à distance, sans oublier les acquis antérieurs.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfo>

I. Introduction Les idées et travaux de Glikman et de Jacquinot constituent une base solide qui a contribué à l'avancement du domaine de la formation à distance (FAD). Toujours d'actualité, l'article de Glikman (2014) aborde l'évolution des dispositifs, notamment sous l'angle des outils technologiques et de l'ouverture à de nouveaux types d'activités d'apprentissage relevant d'options épistémologiques (ex. socio-constructiviste) et du soutien de l'engagement de l'apprenant dans la formation. ...

Depover, C. (2026). **Entre innovations technologiques et ruptures sociétales : quelques pistes pour comprendre les évolutions récentes de la formation à distance.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfp>

L'article de Viviane Glikman proposé à la discussion nous dresse une vision historique de l'évolution de l'enseignement à distance, de l'enseignement par correspondance à l'émergence des MOOC, en passant par la télévision scolaire et les plateformes Web. Celui-ci ayant été publié en 2014, certaines évolutions technopédagogiques plus récentes n'ont évidemment pas été prises en compte dans les analyses proposées. Tout en s'intéressant aux publics et à la manière dont ceux-ci s'acc...

Dolignier, C., & Lavenka, A. (2026). **L'écriture sous IAG d'un mémoire de recherche : prompt et enjeux d'apprentissage.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfs>

L'article porte sur la rédaction des prompts lors de la production d'un mémoire de master par une Intelligence Artificielle Générative (IAG) et ses implications pour l'enseignement de l'écriture académique. À ce titre est explorée la notion de « littéracie du prompt » par le biais d'une expérience de génération avec ChatGPT qui conduit à proposer une catégorisation des prompts susceptible d'étayer les pratiques de formation. L'accent est mis sur la distinction entre l'« ingénierie du prompt » orienté vers le résultat et les prompts qui soutiennent un processus d'apprentissage plus large. L'article conclut que la « littéracie étendue », qui implique une pensée critique et la transformation des connaissances, englobe nécessairement la littéracie du prompt et préconise un encadrement pédagogique du prompting.

Errami, N. (2026). **Comprendre l'intelligence artificielle pour construire l'esprit critique et la créativité : retour d'expérience dans des classes de cycle 3.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gft>

Cette publication propose un retour d'expérience sur un dispositif innovant d'éducation critique à l'intelligence artificielle (IA) mené dans trois classes de cycle 3. L'objectif était d'amener les élèves à dépasser des usages quotidiens souvent magiques et anthropomorphiques pour développer une compréhension raisonnée de l'IA comme système statistique dépendant de données et de choix humains (IGÉSR, 2025 ; UNESCO, 2021). La séquence alternait débats réglés, activités débranchées et entraînement effectif de modèles via la plateforme Vittascience, en mobilisant les notions de biais algorithmiques, de boîte noire / boîte blanche et de « confiance calibrée » (CSEN, 2025).

En mettant les élèves en position de concevoir des corpus, le dispositif engage également une créativité en éducation, entendue comme capacité à explorer et transformer des situations d'apprentissage avec et par l'IA. Les résultats montrent que l'expérience directe de l'apprentissage supervisé, l'analyse des erreurs de classification, en particulier sur les stéréotypes, et la confrontation à la matérialité des données contribuent à déconstruire l'anthropomorphisme, à nourrir la créativité des élèves et à installer une posture critique. Les élèves passent ainsi d'un rapport de consommation passive à une position de producteurs de données et de superviseurs de la machine, en cohérence avec le modèle #PPAI6 de Romero (2023, 2025). Il s'agit enfin de discuter les conditions de transférabilité de ce type de dispositif (formation des enseignants, choix d'outils transparents, place du débat argumenté) dans la perspective d'un curriculum pluridisciplinaire de littératie de l'IA à l'école primaire.

Fatnassi, M. (2026). **L'intelligence artificielle dans l'enseignement du design produit : état des lieux, bénéfices et enjeux en contexte tunisien.** *Revue internationale des technologies en pédagogie universitaire*, 23(1). <https://doi.org/10.18162/ritpu-2026-v23n1-01>

Gashmardi, M. R., & Yazdian, A. R. (2026). **Le rôle de la maîtrise de l'anglais dans l'apprentissage du français : une étude de cas dans le cadre du jeu Assassin's Creed Unity.** *Revue internationale des technologies en pédagogie universitaire*, 23(1). <https://doi.org/10.18162/ritpu-2026-v23n1-05>

Les méthodologies d'apprentissage des langues se sont considérablement diversifiées ces dernières années, les jeux vidéo s'étant imposés comme un outil technologique de premier plan au cours de la dernière décennie. Étant donné la prédominance de l'anglais comme langue principale d'interaction dans l'industrie du jeu vidéo, il est raisonnable de supposer que les joueurs développent souvent une maîtrise fonctionnelle de l'anglais. De plus, les recherches existantes ont largement documenté les similitudes linguistiques entre le français et l'anglais. Cette étude adopte une démarche de recherche explicative pour examiner l'influence potentielle de la maîtrise de l'anglais (niveau minimum B1) sur l'acquisition du français chez des joueurs iraniens (N = 18), en particulier des étudiants en licence d'anglais. Elle s'articule autour de la question suivante : dans quelle mesure une compétence préalable en anglais facilite-t-elle l'acquisition du français dans un environnement d'apprentissage basé sur le jeu ? En utilisant Assassin's Creed Unity – un jeu dont la langue principale est le français – la recherche a évalué la compréhension du français des participants à l'aide de tests standardisés mesurant la compréhension écrite, la compréhension orale et la reconnaissance lexicale. Les résultats contribuent à l'enrichissement du corpus de recherches sur le transfert linguistique dans les environnements d'apprentissage numériques, tout en soulignant les limites inhérentes aux études de petite échelle. Sur la base de ces résultats, l'article propose des recommandations pour de futures recherches visant à explorer davantage l'efficacité de l'apprentissage du français langue étrangère (FLE) via les jeux vidéo.

Higounet, J., & Zakhartchouk, J.-M. (Éd.). (2026). **Faire classe à l'ère de l'IA.** *Les Cahiers pédagogiques*, (606). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/sommaire-revue-606/>

Un nouveau dossier sur l'intelligence artificielle, pour accompagner une utilisation désormais massive aussi bien côté profs que côté élèves. Les outils, notamment les IA

génératives connaissent en permanence des évolutions technologiques considérables, soulevant de nouvelles pratiques et de nouveaux enjeux. Un dossier qui allie des interrogations de fond, avec y compris des réserves sur l'usage de l'IA à l'école, et des pratiques nombreuses et diversifiées.

Longuet, F. (2026). **Intégration créative et critique de l'intelligence artificielle générative dans un contexte d'appropriation des œuvres culturelles allemandes en formation initiale des enseignants d'allemand.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfw>

Cet article interroge les conditions d'une intégration créative et critique de l'intelligence artificielle générative (IAG) dans un contexte d'appropriation des œuvres culturelles en formation initiale des enseignants d'allemand. Il s'appuie sur une recherche-crédation menée en 2024-2025 avec des étudiants du master MEEF allemand autour de l'adaptation transmédiatique de la nouvelle de Friedrich Dürrenmatt *La panne* (1956). Les étudiants devaient transformer un passage de l'œuvre en récit augmenté mobilisant texte, image, son en collaboration avec l'IA générative. L'analyse des productions étudiantes montre comment la co-agentivité entre humain et machine favorise non seulement le développement des compétences linguistiques et culturelles, mais aussi une posture réflexive et créative renforcée. La distance initiale des étudiants face à l'IAG s'est progressivement transformée en une curiosité active au fil du processus de recherche-crédation, ouvrant la voie vers une exploration consciente et critique de l'outil.

Lopez, C., & Pineda, A. C. (2026). **Improving Student Outcomes through Adaptive Learning Platforms: Experimental Evidence from the Dominican Republic** (Working paper N° 11418). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11418>

Most students in developing countries receive grade-level instruction despite lacking prerequisite skills, a mismatch that widens learning gaps as students progress. This paper reports evidence from a randomized controlled trial across 38 classrooms and 1,333 ninth-grade students in the Dominican Republic, in which classrooms were randomly assigned to one of three arms: computer-adaptive learning (CAL) software replacing two of seven weekly mathematics hours, CAL combined with small-group tutoring, or a business-as-usual control. CAL improved test scores by 0.29–0.31 standard deviations over six months, among the larger effects documented for education technology interventions in developing countries. Adding small-group tutoring yielded no detectable improvement over CAL alone; if anything, classrooms assigned to both interventions showed smaller gains than those receiving CAL alone, though this difference is not statistically significant. Evidence on mechanisms indicates that tutoring classrooms exhibited reduced engagement with the CAL platform. These results suggest that computer-adaptive learning software can be effectively integrated into classroom instruction to improve learning at scale, but that combining multiple interventions is not guaranteed to produce additive benefits and may instead generate unintended behavioral responses that offset their effectiveness.

Lucas, J., & Otmanine, I. (2026). **Trouver sa voix en anglais académique : apport et limites d'un assistant d'écriture basé sur l'IA.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfv>

Cet article présente un retour d'expérience sur l'intégration d'un assistant conversationnel fondé sur l'IA générative – le GPT Writing Coach – dans un cours

d'écriture académique et professionnelle en anglais. Inscrite dans une démarche de Scholarship of Teaching and Learning et s'appuyant sur la théorie de l'auto-efficacité de Bandura, l'étude interroge la manière dont l'IA peut soutenir l'engagement, la créativité et le développement d'une voix personnelle en langue étrangère. La méthodologie mixte retenue combine l'usage du questionnaire SAWSES au début et à la fin du semestre et l'analyse qualitative de verbatims recueillis via une plateforme d'autoévaluation. Les premiers résultats suggèrent des évolutions intéressantes concernant la perception de l'écriture académique et le rôle attribué au feedback généré par l'IA, tout en révélant plusieurs questions pédagogiques et éthiques. Ces éléments invitent à une réflexion approfondie sur la place de l'IA dans l'apprentissage des langues.

OECD. (2026a). **Developing Vocational Education and Training with Artificial Intelligence.**
In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4252> (p. 64) [Report]. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/06/empowering-learners-for-the-age-of-ai_2f8315e7/65cd27d4-en.pdf website: https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/06/empowering-learners-for-the-age-of-ai_2f8315e7/65cd27d4-en.pdf

Artificial Intelligence is increasingly embedded in digital life, often invisibly shaping real-world outcomes. As AI grows across civic, professional, and social domains, education systems must equip young people to navigate and use it responsibly. AI literacy, as a set of knowledge, skills and attitudes, equips learners to understand how AI systems work, critically evaluate their outputs and use them ethically and creatively. It supports informed decision making about the opportunities and risks that AI presents to oneself and others. This publication establishes a common framework for AI literacy, outlining desired outcomes for primary and secondary learners and guiding stakeholders in supporting those outcomes both inside and outside the classroom.

OECD. (2026b). **Developing Vocational Education and Training with Artificial Intelligence.**
In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4251> [Report]. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/06/developing-vocational-education-and-training-with-artificial-intelligence_b7efe1ae/e9f76b4e-en.pdf website: https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/06/developing-vocational-education-and-training-with-artificial-intelligence_b7efe1ae/e9f76b4e-en.pdf

Rapid labour market changes – driven by digitalisation, artificial intelligence (AI) and the green transition – are placing growing pressure on vocational education and training (VET) systems to develop and update curricula and qualifications more frequently and efficiently. While VET development processes are typically robust, collaborative and grounded in strong stakeholder engagement, they are often resource-intensive and struggle to keep pace with fast-evolving skill needs. Why AI matters for VET development Copy link to Why AI matters for VET development Curricula and qualifications form the backbone of VET programmes, translating labour market needs into structured learning outcomes, programmes and certification. When they are outdated or misaligned with labour market changes, qualification and skills mismatches persist, leading to skills shortages, even where qualifications remain trusted signals of competence. In this context, AI opens up new possibilities to make VET development processes more responsive, efficient and evidence-driven. AI can support the timely detection of trends from large and complex data sources, facilitate mapping and comparison of competencies across standards, qualifications and curricula, accelerate

drafting, revision and technical validation processes, and structure diverse stakeholder inputs more efficiently. However, the added value of AI use in VET development depends less on the technology itself than on how effectively it is embedded within existing governance, quality assurance and multi-stakeholder, collaborative arrangements that underpin trust in VET systems.

[Current and emerging AI use in VET development](#)

AI use in VET development is uneven across stakeholders and countries, and exploratory. It is more common among public VET agencies and industry bodies, with limited and often informal uptake among VET providers and teachers. Current applications are predominantly supportive rather than transformative, complementing established VET development processes. AI applications span the full development cycle: supporting input-oriented tasks such as labour market analysis, skills anticipation and mapping (e.g. Croatia, England [United Kingdom], Germany and Mexico); process-oriented activities such as consultation and synthesis of stakeholder inputs (e.g. Australia, Estonia, Nova Scotia [Canada] and Switzerland); and outputs such as drafting learning outcomes, checking consistency and aligning curriculum content with qualification frameworks and occupational standards (e.g. Korea, the Netherlands and New Zealand). AI use is more visible in sectors characterised by rapid change – notably digital, green and AI-related fields – and in flexible forms of provision such as modular learning and micro-credentials. Countries with stronger data infrastructures and established skills intelligence systems are better placed to move beyond small-scale pilots and experiment with more advanced AI applications (e.g. Estonia and England). Most AI tools used in VET development are general-purpose applications or customised versions of existing platforms. Notable exceptions include England's SkillsCompass (a platform using natural language processing and generative AI to analyse occupational standards, real-time labour market data and foresight trends to identify skills needs); the Netherlands' SBB-Chat (a GPT-4-based platform for qualification drafting and process support by the Organisation for the Cooperation between VET and the Labour Market [SBB]); and Switzerland's ICT sector, which has developed occupation-specific custom GPT models for modular curriculum design and other VET-related tasks. Fully integrated, system-wide solutions remain rare, although the Netherlands is moving towards a co-ordinated, cross-institutional approach by providing a secure AI platform that integrates multiple AI tools, with outputs validated by VET teachers.

[Addressing challenges in VET development](#)

AI is not a panacea, but it can help alleviate several long-standing bottlenecks in VET development. Balancing stakeholder interests: VET development involves social partners, VET teachers and public authorities, supporting labour market relevance, learner employability and legal compliance. However, this collaboration also creates co-ordination challenges and lengthy consultation processes, slowing decision making. AI can improve efficiency and inclusiveness by synthesising large volumes of input coherently and lowering participation barriers for less-resourced stakeholders through preparing evidence briefs. Managing time and resource constraints: VET development can take years, with lengthy procedures and limited resources as major constraints. AI can ease administrative and analytical burdens through drafting support, comparison tools and automated checks for validation and compliance – allowing experts to focus on high-value judgement and consensus-building. Translating labour market change into timely updates: Labour market information is increasingly abundant and real-time but fragmented and difficult to interpret. AI can integrate heterogeneous data sources (e.g. job vacancies, skills forecasts and qualification registers) to identify gaps and emerging needs earlier,

supporting timely and evidence-informed updates, particularly in fast-changing sectors. Barriers and risks associated with AI use [Copy link to Barriers and risks associated with AI use](#) Constraints limiting effective AI use in VET development include gaps in AI, digital and data literacy; uneven access to secure, fit-for-purpose tools; fragmented or low-quality data; limited VET-specific guidance and institutional support; and resource constraints, particularly for smaller providers and industries. Potential risks are equally important to consider. AI could weaken collaborative governance, especially when AI outputs substitute for stakeholder dialogue; blur accountability and transparency if responsibilities for AI-supported decisions are unclear; or introduce quality concerns through over-reliance on unvalidated or biased AI outputs. Data protection and security risks are particularly important when handling sensitive, unpublished or commercially sensitive VET data. These challenges are not only technical but institutional, underscoring the need for careful design, governance and oversight. Five principles [Copy link to Five principles](#) Building on emerging country experience and existing OECD and EU AI frameworks, five principles guide AI use in VET development: Human-centred use: AI should support, not replace, expert judgement, validation and collective decision-making in VET development. Diversity and inclusiveness: AI use should broaden participation and avoid advantaging only well-resourced stakeholders, also respecting the choice not to use AI in VET development. Accountability: Responsibility for decisions and outcomes in VET development must remain with human actors and institutions. Transparency: VET stakeholders should understand when, how and for what purpose AI is used, and its limitations. Data quality, security and protection: AI use must rely on high-quality, relevant data and robust safeguards, ensuring compliance with legal requirements and maintaining trust in VET systems. Policy considerations [Copy link to Policy considerations](#) To move beyond fragmented experimentation and realise AI's potential, countries should consider: Establish strategy with clear purpose and support: Establish coherent national and VET-sector AI strategies that define where AI adds value in VET development, align AI use with system-level objectives, and provide role- and task-specific support. Manage risks through a human-centred approach: Manage AI-related risks by embedding human-centred governance in VET development, complementing general AI frameworks with VET-specific guidance that ensures expert validation and accountability for AI-generated outputs. Balance diverse perspectives while ensuring equal access to AI use: Balance diverse stakeholder perspectives, institutional capacities and regulatory requirements by enabling innovation in AI use for VET development while ensuring equitable access. Co-create guidelines and build capacity for strategic AI use in VET development: Co-create VET-specific AI guidelines with social partners and practitioners, and strengthen continuous, targeted capacity-building to support transparent and task-relevant AI use across VET development processes. Strengthen data infrastructures and governance: Improve data availability, quality, interoperability and machine-readability for VET curricula and qualifications, while reinforcing strong data governance, security and ethical safeguards for trustworthy and effective AI use.

Papadopoulou, M. (2026). **Intégration de l'IAG dans une activité d'évaluation en Master.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfa>

Cet article examine l'intégration de l'intelligence artificielle générative (IAG) dans les dispositifs d'évaluation dans l'enseignement supérieur, afin de renforcer la réflexivité chez les futurs formateurs. Une étude de cas, menée en 2025, auprès de trois masters en

« Sciences de l'éducation et de la formation » a invité les apprenants à expérimenter l'IAG : simuler un entretien de 30 minutes avec l'IAG comme accompagnateur de mémoire de recherche, puis produire une analyse réflexive, par écrit, mobilisant théorie, pratique et expériences personnelles. L'analyse mixte des productions écrites nous invite à penser que ce dispositif favoriserait la problématisation, l'alternance entre théorie et pratique, et la prise en compte des expériences des apprenants. Il pourrait donc stimuler la réflexivité et la professionnalisation.

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. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfr>

Dans le cadre d'une revue systématique narrative de la littérature (Turnbull et al., 2023), nous avons analysé 111 articles publiés dans des revues scientifiques, entre janvier 2020 et décembre 2024, afin de chercher à saisir l'impact de l'intelligence artificielle (IA) sur l'évaluation des apprentissages dans l'enseignement supérieur. Il ressort de ce corpus d'articles que l'IA générative (IAG) peut « réussir » certains types d'activités d'évaluation et que son usage est parfois difficile à détecter. Ceci conduit à la mise en place de systèmes de surveillance numérique ainsi qu'à la création d'activités d'évaluation pour lesquelles il est plus difficile ou moins pertinent de recourir à l'IA. De plus, l'IAG est également présentée comme un soutien potentiel tant pour les enseignants susceptibles de s'en servir pour concevoir ou corriger certaines activités d'évaluation des apprentissages, que pour les étudiants qui peuvent l'utiliser pour s'entraîner et bénéficier de rétroactions rapides en tout temps. Alors que les recours potentiels à l'IA dans l'évaluation des apprentissages sont nombreux, plusieurs auteurs avancent que les formations et politiques permettant d'encadrer ses usages demeurent à développer.

Perlot, O. (2026). **La “petite fabrique des REL” à l'INSPÉ.** Consulté à l'adresse <https://hal.science/hal-05641198>

A partir de la formation au numérique éducatif en Master MEEF (métiers de l'enseignement, de l'éducation et de la formation) sur les cinq sites de l'Académie de Reims, Olivier Perlot (2023) étudie les productions des étudiants-professeurs à travers les critères de l'innovation pédagogique (Cros 1997 et 2013). Pour la diffusion de cette innovation, il détecte le potentiel immense des REL. Il observe l'appropriation des critères des REL par les étudiants-professeurs. En guise de conclusions, il laisse le soin aux étudiants-professeurs d'exprimer leurs bénéfices à produire et à utiliser des REL, puis il dessine des perspectives pour les nouveaux Masters M2E (master enseignement et éducation).

Saadi, N., Mahdi, K., & Raissouni, M. R. (2026). **Articulation des usages numériques formels et informels en FLE à l'université marocaine : typologie des pratiques étudiantes et formes d'autonomie d'apprentissage.** *Revue internationale des technologies en pédagogie universitaire*, 23(1). <https://doi.org/10.18162/ritpu-2026-v23n1-04>

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.

Tasir, Z., Harun, J., & Zainul Rashid, R. (2026). **Une revue systématique de la recherche sur les ressources éducatives libres (REL) (2017–2025) : tendances, évolutions thématiques et orientations futures.** *Revue internationale des technologies en pédagogie universitaire*, 23(1). <https://doi.org/10.18162/ritpu-2026-v23n1-03>

Cette étude présente une revue systématique de la littérature sur la recherche relative aux ressources éducatives libres (REL) en éducation, publiée entre 2017 et 2025. Guidées par le cadre PRISMA, 18 études ont été sélectionnées et analysées à l'aide d'une analyse thématique afin d'identifier les tendances de recherche, les évolutions thématiques et les orientations futures. Cinq thèmes principaux ont émergé : la pédagogie ouverte et la co-création, les stratégies pédagogiques intégrées, les résultats empiriques et l'équité, les typologies comportementales et identitaires, ainsi que les obstacles à l'adoption. Les résultats indiquent une évolution nette de la recherche sur les REL, passant de discussions centrées sur l'accès à des études davantage ancrées pédagogiquement et fondées sur des données empiriques. Des orientations pour les recherches futures sont proposées afin de soutenir une mise en œuvre significative et durable des REL.

Vermeulen, M., Guin, N., Michel, C., Jolivet, S., El Mawas, N., Joiron, C., ... Nuninger, W. (2026). **Critères de caractérisation pour décrire de manière cohérente et comparable divers projets de recherche articulant un EIAH et la notion de compétence.** Consulté à l'adresse <https://hal.science/hal-05677524>

Wang, P., & Paas, F. (2026). **Five Educational-Psychology Lenses for Training and Evaluating AI Models.** *Educational Psychology Review*, 38(1), 97. <https://doi.org/10.1007/s10648-026-10195-8>

Artificial intelligence has drawn on cognitive and educational psychology since its origins, and contemporary training pipelines for large language models and related systems (curated data curricula, staged prompting supports, feedback from human judges, and benchmark-driven evaluation) make this connection unusually concrete. Drawing on Messick's (1995) unified theory of validity, we use educational psychology to derive a set of validity checks that distinguish robust competence from support dependence, proxy optimization, and rater-specific compliance. We organize the discussion around five domains where the analogy is especially revealing: curriculum design, scaffolding and instruction, social learning via human feedback, assessment and validity, and ethical alignment. For each domain, we map a familiar educational construct onto concrete training interventions such as data selection and sequencing, prompting and tool support, preference learning and other feedback loops, benchmark design, and reward modelling. For each construct, we identify what would count as evidence that an apparent training gain is, or is not, what it appears to be. We conclude

with implications for model development practice, including documenting curriculum and scaffolding decisions, treating benchmarks and reward models as high-stakes assessments that can invite proxy optimization and “teaching to the test,” and making explicit how assessment targets are revised as models and deployment contexts change.

Zabelina, M. (2026). **Structured AI Socratic Homework in Higher Education: Implementation, Student Experience, and Evidence from a Pre-Registered Field Study** (Working paper N° c3ysd_v1). https://doi.org/10.31219/osf.io/c3ysd_v1

Background: Structured AI Socratic tutoring — in which a large language model guides students through multi-step problems using iterative questioning rather than direct answers — offers a scalable, zero-cost approach to formative homework in higher education. Existing literature on AI in education relies heavily on unstructured ChatGPT use and focuses on language disciplines, leaving structured Socratic designs in quantitative courses largely unexplored. Rigorous empirical evidence on design, implementation, and academic effectiveness remains scarce. Objectives: This pre-registered pilot study documents the design and iterative implementation of an AI Socratic homework intervention and evaluates its academic and experiential outcomes compared to a conventional homework platform. Methods: A quasi-experimental design with historical controls compared a Spring 2026 cohort using AI Socratic homework ($n = 76$) against a Fall 2025 cohort using a publisher platform ($n = 84$) in an undergraduate quantitative course, with identical exams, instructor, grader, and course materials across semesters. Mixed methods included Welch t-tests and equivalence testing for academic outcomes, pre-post surveys for student experience and AI literacy, and thematic analysis of open-ended responses. Results and Conclusions: Academic outcomes were statistically equivalent with a small positive effect favoring the AI group ($d = 0.26$), meeting a pre-registered practical significance threshold. Students preferred AI homework independent of cost (52%, $p = .0002$) and reported substantial AI comfort gains (71%). Eighty-nine percent used AI beyond required assignments, indicating spillover AI literacy development. The study's central contribution is a documented twelve-cycle prompt design and iteration framework constituting transferable implementation knowledge for instructors in any quantitative discipline.

Orientation scolaire et professionnelle

Albiez, J., Strazzeri, M., & Wolter, S. C. (2026). **Students' grit and their post-compulsory educational choices and trajectories: evidence from Switzerland**. *Education Economics*, 34(4), 496-509. <https://doi.org/10.1080/09645292.2025.2542734>

We examine how the personality trait grit relates to post-compulsory educational choices using survey data linked to register data. Exploiting variation in self-reported grit within a cohort of students finishing compulsory school, we find that higher grit is associated with a higher likelihood of starting a vocational education over general education. This association is robust to cognitive skill measures and other background characteristics. Using novel data on skill requirements of vocational training occupations, we find that grittier vocational education students sort into math-intensive occupations. We find no evidence that grit reduces dropout rates in post-compulsory education..

Bagnall, C. L., Edge, D., Banwell, E., Seymour, R., Garnett, N., Mason, C., ... Holliman, A. (2026). **A Mixed-methods Study of How to Improve Primary-secondary Transitions in**

England: Combining Academic Research with Policy and Practice Consultation.

Educational Psychology Review, 38(1), 98. <https://doi.org/10.1007/s10648-026-10174-z>
Primary-secondary school transitions are critical periods in children's educational and emotional development, which pose heightened risk for poor attainment, attendance, social adjustment, and mental health, particularly for vulnerable children. Yet, the multiple challenges presented during this time remain difficult for English schools to manage without clear statutory guidance. Government reports consistently identify transitions as a systemic weakness, while practitioners report uncertainty about what to prioritise, resulting in highly variable, locally interpreted provision. It is important that best practice guidance is developed, drawing on evidence from research, policy, and practice, to inform an evidence-informed transitions strategy in England. To narrow this gap, the present research takes an exploratory sequential mixed-methods design, triangulating multiple stakeholder perspectives and multidisciplinary evidence to develop an evidence-based framework with policy recommendations. A systematic literature review was first conducted to explore key priority areas identified within existing research. Building on these insights, 10 round-table discussions were conducted to aggregate multi-disciplinary perspectives of 52 experts within educational practice, research, and policy, nationwide. Data were analysed using Thematic Framework Analysis, to identify barriers and facilitators in implementing high-quality primary-secondary school transitions provision, and what key priority areas should be included in national strategy. Meta-inferences were then drawn to develop an evidence-based framework outlining five policy recommendations, with implementation proposals of how each might be enacted in practice. This research offers a conceptual foundation to inform policy and could have practical utility for informing high-quality research and practice. Practical and contextual challenges associated with introducing a statutory transitions strategy in England are considered.

Bella, E., Anstreicher, G., & Venator, J. (2026). **Early Exposure to Technology and College Major Choice** (Working paper N° 1112). Consulté à l'adresse Boston College Department of Economics website: <https://EconPapers.repec.org/RePEc:boc:bocoec:1112>

We leverage the national rollout of FIRST robotics teams across high schools and document that attending a high school with a robotics club substantially increases the likelihood that a student will go on to major in computer science or engineering in college. These effects vary significantly by gender: while these programs increase the likelihood that male students go on to major in engineering/computer science (+3.1 pp), effects for female students are substantially smaller and are at times negative, with worse effects for teams with lower gender ratios. We confirm these findings in restricted-use Census survey data and find that positive impacts extend past college, with robotics teams increasing the likelihood that men work in STEM-related occupations. These results suggest that exposure to STEM-related high school extracurricular activities may increase interest in engineering and computer science but can also widen existing gender gaps in take-up of these fields.

Cohen, E. D., Quadlin, N., & Rouhani, S. (2026). **Who Can Afford to Be an English Major? Economic Origins, Debt, and Public Beliefs about Higher Education.** *Sociology of Education*, 99(3), 195-215. <https://doi.org/10.1177/00380407261427410>

In recent years, many Americans have grown critical of the cost of college, often drawing distinctions between which degrees are more and less worthwhile. These discussions have emerged at the same time that working-class and indebted students

have become increasingly prevalent in higher education, underscoring vast differences in social origins and economic resources even among students at the same institution. Do Americans tend to make sharp distinctions between degrees they consider worthwhile and not? Or are these considerations reserved mostly for students with social and economic disadvantages? In this article, we assess how social class and educational debt affect public beliefs about what students should study in college. We conducted a nationally representative survey experiment (N = 1,121) that asked respondents how likely they would be to recommend fields of study for students with different combinations of social class background and educational debt. We find that Americans make clear class-based distinctions in recommending fields of study. Working-class students, much more than upper-middle-class students, are expected to study majors with high pay and employability. By comparison, we find few effects of student loans net of social class. Data from the open-ended portion show that Americans are more likely to consider upper-middle-class students' skills and interests and working-class students' chances of getting a good job, suggesting that working-class students face a societal emphasis on attaining financial security that encourages their restraint in young adulthood. Implications for the study of social class and higher education are discussed.

Corvellec, L., Iten, J.-L., & Solignat, A.-V. (2026). **Développement de l'année de césure post-baccalauréat.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4249> [Report]. Consulté à l'adresse Inspection générale de l'Éducation nationale (France) website: <https://www.education.gouv.fr/sites/default/files/document/developpement-de-l-annee-de-cesure-post-baccalaureat-518111.pdf>

La césure post-baccalauréat permet aux jeunes de suspendre temporairement leurs études après le bac pour réaliser un projet personnel, professionnel ou d'intérêt général. Pourtant, en France, moins de 1 % des étudiants y ont recours. Cette faible adoption s'explique par une culture éducative linéaire, où les interruptions sont souvent perçues comme des échecs plutôt que comme des opportunités de maturation. Bien que la césure soit un droit encadré par le code de l'éducation, sa mise en œuvre reste freinée par des procédures administratives variables et perçues comme complexes. Le manque de clarté sur les conditions de retour et les disparités entre établissements découragent également des candidats. La césure concerne surtout les étudiants de filières générales, notamment en écoles de commerce ou d'ingénieurs, et reste peu accessible aux publics défavorisés. Près de 50 % des jeunes intéressés y renoncent pour des raisons financières, et les boursiers sont sous-représentés. Le manque de visibilité du dispositif dans les lycées et sur les plateformes d'orientation renforce ces inégalités. Les bénéfices de la césure post-baccalauréat sont sous-estimés : pour les étudiants, la césure favorise la maturation des projets professionnels, réduit les risques de réorientation ou d'abandon en licence, et développe des compétences transversales (autonomie, adaptabilité). Parmi les recommandations pour accroître le développement de la césure post-baccalauréat, le rapport propose de : améliorer l'information : sensibiliser les enseignants, les conseillers d'orientation et valoriser le dispositif sur les plateformes nationales. simplifier les procédures : harmoniser les critères d'acceptation, assouplir les délais de dépôt et clarifier les garanties de réintégration. valoriser les expériences : attribuer des crédits ECTS pour les engagements (service civique, stages), développer des portefeuilles de compétences et systématiser les bilans pédagogiques post-césure. faire évoluer sa perception : promouvoir la césure comme une opportunité d'orientation active, via des témoignages d'étudiants et une communication ciblée envers les familles. Une

coordination renforcée entre lycées et établissements d'enseignement supérieur, ainsi qu'un suivi annuel, sont nécessaires pour évaluer les évolutions. À long terme, l'enjeu consiste à intégrer pleinement la césure dans un système éducatif plus flexible et inclusif, qui sait reconnaître et valoriser les expériences acquises en dehors du cadre académique traditionnel.

Delaney, J., & Devereux, P. (2026). **The Math-Verbal Divide: Unequal Returns to Cognitive Skills in Education and Work** (Working paper N° 21388). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21388>

We use population-level administrative data covering secondary school students in England to study how mathematical and verbal skills shape education and labour market outcomes. Following cohorts completing national exams at age 16 through higher education and into employment until age 34, we show that mathematics and verbal skills operate through fundamentally different pathways. Verbal skills strongly predict educational attainment – including college enrolment, graduation, and postgraduate study – while mathematics skills generate substantially larger earnings returns. At ages 30–34, moving from the 25th to the 75th percentile of the mathematics skill distribution is associated with 29% higher earnings, compared with 14% for verbal. This divergence operates partly through field-of-study choice: individuals with stronger verbal skills disproportionately select into fields with higher graduation rates but lower earnings returns, while those with stronger mathematics skills enter STEM and other high-paying majors. Gender differences in skills explain the female advantage in college attendance and part of the STEM gap but have little effect on the gender earnings gap due to offsetting effects across these pathways: women's verbal advantage facilitates educational access but also steers them toward lower-return fields.

Goller, D., Brox, E., & Wolter, S. (2026). **Imperfect Self-knowledge about Skills and Skill Mismatch** (Working paper N° 18730). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18730>

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.

Hou, F., & Lu, Y. (2025). **Global classrooms: Changing patterns in postsecondary student flows between Canada and the United States** [Working paper]. <https://doi.org/10.25318/36280001202501000002-eng>

Cross-border education—particularly at the bachelor's and graduate degree levels—serves as both a driver of innovation and a barometer of talent flows in North America. While some students who study abroad continue to live and work in the country where they receive their postsecondary education, most may return after graduation and bring

back skills, knowledge and new perspectives (Choi & Hou, 2025). Studying abroad not only shapes the educational and professional trajectories of individuals, but also has broader implications for talent retention, workforce development, and the economic competitiveness of both the sending and receiving countries. For Canadian students, studying in the United States offers access to a wide array of world-class universities and specialized academic programs, as well as exposure to a diverse and dynamic cultural environment. The United States attracts Canadian students with its reputation for academic excellence and its potential pathways to employment in high-demand fields and long-term residency. Conversely, some U.S. students are attracted to Canadian universities by factors such as internationally recognized degree programs, lower tuition costs, and the appeal of Canada's multicultural society and post-graduation work opportunities. It is also generally considered easier to gain acceptance into universities in Canada than in the United States—Canada's top universities have higher overall admission rates, and the application process is simpler (Times Higher Education, n.d.).

Karami, A., Lauwers, M., & Ellouze, M. (2026, juillet 6). **La formation ne suffit pas à garantir une reconversion des femmes sorties de l'emploi dans l'univers du numérique.** <https://doi.org/10.64628/AAK.ndwxgvf6c>

Les femmes restent très sous-représentées dans l'univers du numérique, malgré la multiplication des dispositifs de formation. Comment l'expliquer ? Comment lever les freins ?

Valdebenito, R., Ridley, W., Arends-Kuenning, M., & Dall'Erba, S. (2026). **Migration of high school graduates for higher education: the role of degree type and field of study.** *Education Economics*, 34(4), 571-593. <https://doi.org/10.1080/09645292.2025.2565355>

This paper examines the intra- and inter-regional migration choices of Chilean students pursuing higher education from 2011 to 2017. Using a gravity model, it explores the role of geography, type of institution, and field of study in shaping students' location and program decisions. The estimates reveal notable differences: vocational programs mainly attract local and neighboring students, while institutions offering bachelor's and professional degrees draw students from more distant regions. Additionally, we find considerable heterogeneity in effects by fields of study, which demonstrates substantial variation in this dimension. Our findings highlight regional polarization in educational resources, with the capital region disproportionately attracting students from other areas.

Politique de l'éducation et système éducatif

Aunay, T. (2026). **Les crédits budgétaires pour la recherche de la Mires en 2026.** *Note Flash du SIES*, (2026-15), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-credits-budgetaires-pour-la-recherche-de-la-mires-en-2026-101717>

En 2026, la Mission interministérielle recherche et enseignement supérieur (Mires) regroupe 15,9 Md€ de crédits budgétaires pour la recherche, en hausse de 0,6 % par rapport à 2025.

Bagnall, C. L., Edge, D., Banwell, E., Seymour, R., Garnett, N., Mason, C., ... Holliman, A. (2026). **A Mixed-methods Study of How to Improve Primary-secondary Transitions in England: Combining Academic Research with Policy and Practice Consultation.** *Educational Psychology Review*, 38(1), 98. <https://doi.org/10.1007/s10648-026-10174-z>

Primary-secondary school transitions are critical periods in children's educational and emotional development, which pose heightened risk for poor attainment, attendance, social adjustment, and mental health, particularly for vulnerable children. Yet, the multiple challenges presented during this time remain difficult for English schools to manage without clear statutory guidance. Government reports consistently identify transitions as a systemic weakness, while practitioners report uncertainty about what to prioritise, resulting in highly variable, locally interpreted provision. It is important that best practice guidance is developed, drawing on evidence from research, policy, and practice, to inform an evidence-informed transitions strategy in England. To narrow this gap, the present research takes an exploratory sequential mixed-methods design, triangulating multiple stakeholder perspectives and multidisciplinary evidence to develop an evidence-based framework with policy recommendations. A systematic literature review was first conducted to explore key priority areas identified within existing research. Building on these insights, 10 round-table discussions were conducted to aggregate multi-disciplinary perspectives of 52 experts within educational practice, research, and policy, nationwide. Data were analysed using Thematic Framework Analysis, to identify barriers and facilitators in implementing high-quality primary-secondary school transitions provision, and what key priority areas should be included in national strategy. Meta-inferences were then drawn to develop an evidence-based framework outlining five policy recommendations, with implementation proposals of how each might be enacted in practice. This research offers a conceptual foundation to inform policy and could have practical utility for informing high-quality research and practice. Practical and contextual challenges associated with introducing a statutory transitions strategy in England are considered.

Barrault-Stella, L., & Guyon, R. (2026). **« La tendance à concentrer l'offre scolaire publique implique de fait la marginalisation des petites écoles au sein de l'architecture institutionnelle »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208).

Consulté à l'adresse <https://journals.openedition.org/diversite/6861>

Dans cet entretien, Lorenzo Barrault-Stella revient sur la transformation historique de l'offre scolaire en France, marquée par la fermeture progressive des petites écoles, notamment rurales, et la concentration des élèves dans des structures plus grandes (regroupements pédagogiques ou pôles scolaires). Ces politiques s'expliquent par des logiques budgétaires et organisationnelles de l'État visant à rationaliser le système éducatif, en lien direct avec les politiques de l'enseignement privé. Elles contribuent à marginaliser les territoires ruraux et les familles qui y vivent, même si des résistances locales existent. Au-delà, l'entretien souligne que les marges peuvent constituer à la fois des espaces de contraintes et de ressources, où se développent parfois des formes d'organisation, d'expérimentation et de solidarité dont le potentiel transformateur à plus grande échelle est une question ouverte mais toujours dépendante des rapports de force politiques et sociaux.

Bayanbayeva, A. (2026). **Strategic response or gaming the rankings? Unravelling the strategies behind global university rankings manipulation in the higher education context of Kazakhstan**. *Higher Education*, 91(6), 2099-2117. <https://doi.org/10.1007/s10734-025-01512-1>

Amidst the growing influence of global university rankings (GURs) in higher education (HE), unequal competition, and resource scarcity, universities increasingly resort to manipulative tactics to improve their ranking positions. However, little is known about how

such gaming strategies unfold in post-Soviet countries such as Kazakhstan. Based on interviews with 17 participants, this study reveals how academics and higher education institutions (HEIs) in Kazakhstan commonly use gaming techniques to project research productivity and enhance their standing in GURs. The findings stress the enduring influence of GURs in shaping academic behavior and institutional strategies in Kazakhstan and reveal three prevalent gaming techniques: gift authorship, publishing in predatory journals, and exploiting methodological limitations of GURs. The findings indicate that participation in GURs has catalyzed research misconduct in Kazakhstan, raising critical concerns about the unintended consequences of ranking-driven competition. Furthermore, the study reveals that such institutional responses in Kazakhstan reflect the post-Soviet legacy of top-down governance and compliance with state-imposed mandates rather than autonomous strategic decision-making, challenging key assumptions of Global North-based organizational theories. These findings resonate with broader global concerns about the integrity and reliability of GURs, emphasizing the need for stakeholders to address the underlying motivations for manipulative practices.

Bell, L. (2026). **Culture as a Construct with the Educational Discourse – French Perspectives.** *ZEP-Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik*, 48, 20-23. <https://doi.org/10.20377/zep-61>

This paper analyses how culture is constructed and mobilised within the French educational discourse, with a particular focus on compulsory schooling. It shows that cultural education in France operates along two related but analytically distinct dimensions: as a set of legitimate knowledge and values promoted by the State in the name of equality and republican citizenship, and as a plurality linked to linguistic, social and cultural diversity. Drawing on policy texts, curricula and teacher-training frameworks, the paper examines how these dimensions are articulated within a centralised and normatively universalist educational system structured by the principles of *laïcité* and a strong distinction between “high” and “popular” culture. It argues that this configuration generates specific tensions for the pursuit of equality, both in terms of access to legitimate culture and in the ways cultural diversity is problematised and addressed in schools and teacher education. The paper concludes that culture is simultaneously mobilised as a common core to be shared by all pupils and as a dimension of social and linguistic heterogeneity. This dual framing shapes current policies and practices regarding citizenship formation and responses to social and cultural inequalities

Bergsteedt, B., & du Plessis, A. (2026). **Reimagining transformation through strategic thinking and accountable governance in the South African public university system.** *Higher Education*, 91(6), 2199-2217. <https://doi.org/10.1007/s10734-025-01517-w>

South African universities face mounting internal and external pressures that threaten their ability to achieve authentic transformation. This paper explores how public higher education institutions can move beyond reactive, compliance-based responses towards strategic thinking frameworks grounded in complexity theory and the King V Code of Corporate Governance. Drawing on Heracleous' (1998) distinction between strategic planning and strategic thinking, the paper examines how global populist narratives, ideological resistance to diversity, equity, and inclusion (DEI), bureaucratic inertia, and tokenistic implementation practices obstruct systemic change. In response, the paper

argues that universities must embrace double-loop learning, embed futures literacy, and foster governance structures that are participatory, anticipatory, and ethically grounded. It introduces selected King V Code principles—particularly those concerning stakeholder inclusivity, ethical leadership, and long-term value creation—as a normative framework to guide accountable governance within universities. This analysis is enriched by the author's lived experience in institutional governance, offering both theoretical and practical insights. The paper positions transformation not as a technical project but as a strategic, value-driven imperative shaped by historical responsibility and future uncertainty. It contends that reclaiming transformation requires confronting illiberal populism, reimagining governance, and mobilising institutional cultures towards inclusive development and sustainability. Ultimately, the paper proposes a roadmap for strategic readiness and resilience in the South African public university system—one that aligns institutional legitimacy with national imperatives and global trends.

Bierdz, B. (2026). **Predictive Curricula and the Foreclosure of Pedagogical Futures.** *Educational Theory*, 76(4), 527-545. <https://doi.org/10.1111/edth.70089>

This article theorizes predictive curricula: the reorganization of schooling around data extraction, dashboards, and algorithmic governance that translate learners into dividual profiles and narrow inquiry to what is computable. It maps how protocol and platform logics preempt pedagogical judgment, route bodies and knowledges through thresholds and alerts, and sediment a predisteme—an epistemic order that renders deviation a form of computational error and illegibility. Tracing a pipeline from surveillance capitalism, algorithmic governance, and the mediation of flesh and technology to classroom practice, the article details mechanisms of control, somatic and ontic effects on students' bodyminds, and the reproduction of inequity when predictive signals stand in for knowledge and/or being. Classroom vignettes intermittently ground the analysis, showing how readiness scores, data tracking, and auto-scheduling evacuate the present tense—both epistemically and ontically. In response, the article advances destitution and prefiguration as counter-designs: deactivating apparatuses that foreclose study and enacting consent-paced and opaque practices that reopen curricular time.

Cai, W., Gao, C. Y., & Liu, X. (2026). **Constructing a Guangdong-Hong Kong-Macau Greater Bay Area social space: cross-sectoral experiences of key node university faculties.** *Higher Education*, 91(6), 2029-2053. <https://doi.org/10.1007/s10734-025-01508-x>

This paper explores how university faculties with experience of brokering academic, industrial, and governmental networks, as key nodes, perceive, conceive, and live the Guangdong-Hong Kong-Macau Greater Bay Area (GBA) higher education space. Drawing on Henri Lefebvre's (1991) critical work on the production of space and Ronald S. Burt's (2000) social network theory, this study draws primarily on semi-structured interviews with faculties from Guangdong, Hong Kong and Macau Special Administrative Regions, complemented with policies, investment statistics, and funding schemes. It suggests that the GBA space attains "real" existence by virtue of networks, pathways, and clusters of relationships built within and across its triad of space, particularly the "structural holes" addressed by key node faculties. These early strategic movers create a new equilibrium of demand for the GBA through cross-fertilizing networks of academia, industry, and government across city-regions and administrative borders. This study contributes theoretically and methodologically by combining spatial and social network theories to unpack the under-examined "lived" space, which is often seen as subordinate

to “perceived” and “conceived” spaces. It provides significant policy and practical implications for optimizing regulations to better coordinate resources and institutions supportive of multi-sectoral networks and practices across the regional development of the GBA and beyond.

Campillo Betancourt, E., & Maeba, K. (2026). **How the political power of teacher unions affects education.** *Education Economics*, 34(4), 510-528.
<https://doi.org/10.1080/09645292.2025.2544189>

This paper studies the effects of politically powerful teacher unions on public education by focusing on Mexico's largest corporatist teacher union and its use of a performance-pay program as a patronage tool. We find that after the 2006 presidential election, teacher promotions disproportionately increased in municipalities where the union-affiliated candidate received a plurality of votes. This pattern is consistent with the hypothesis that the program's implementation was distorted by the union's strengthened political alliance with the ruling party. We also show that the increased promotions negatively affected student learning outcomes by crowding out teachers' incentives to invest effort in teaching.

Cappellari, L., & Morelli, M. (2026). **Backward Spillovers and Equalized Access: The Effects of the Bologna Process across the Education System** (Working paper N° 18726). Consulté à l'adresse IZA Network @ LISER website:
<https://EconPapers.repec.org/RePEc:iza:izadps:dp18726>

We estimate the causal effects of the Bologna Process reform in Italy, focusing on the introduction of the “3+2” degree structure and its impact across different stages of the education system. Using multiple Difference-in-Differences designs and nationally representative data on high school graduates and university graduates, we show that the reform increased graduation from the academic-oriented high school track by 5.50 percentage points, revealing a backward spillover effect on high school completion. At university level, the reform raised enrollment and timely graduation while reducing dropout. The effects are systematically larger for students from the most disadvantaged parental backgrounds, especially when combined with high ability. These findings suggest that the Bologna Process reduced barriers to educational investment for talented students facing financial constraints, challenging the view that it mainly attracted low-ability students. Descriptive labor-market evidence also points to convergence in outcomes by parental background, but only among Bachelor's graduates.

Charle, C., & Guyon, R. (2026). « **La France a toujours fait bande à part par rapport à l'héritage universitaire européen issu du Moyen Âge** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse
<https://journals.openedition.org/diversite/8188>

L'histoire du modèle universitaire français se distingue par son héritage unique, notamment l'abolition des universités durant la Révolution française. Christophe Charle souligne dans cet entretien la centralisation du système, le poids des grandes écoles et le manque d'ouverture sociale, qui persistent malgré les réformes successives. En comparant le modèle français aux systèmes allemand (humboldtiens) et américain, il met ainsi en lumière les différences et les difficultés de transposition. Par ailleurs, il interroge la normalisation du système français vis-à-vis des standards internationaux, tout en soulignant une crise persistante due à des choix politiques et budgétaires. Enfin, il

conclut que la réforme du système universitaire reste un défi complexe, nécessitant une mobilisation collective des universitaires.

Cheng, S., & Sun, Y. (2026). **When tianxia meets the global common good: how to evaluate the contributions of higher education to tianxia?** *Higher Education*, 91(6), 2281-2298. <https://doi.org/10.1007/s10734-025-01521-0>

Although tianxia (all under heaven) and the global common good represent two ideal paths to transform higher education from different civilizations, they both value humanism, benefit the public, and respect the coexistence of differences. Cultivating public-spirited talents is the critical overlap between tianxia and the global common good in the field of higher education. Considering the similarities between tianxia and the global common good, the contributions of higher education to tianxia are consistent with those to the global common good. Tianxia can provide the basis for the existence of the global common good, and the global common good clarifies the goal of contributions of higher education to tianxia. Based on the discussion above, this study proposed that tian ren heiyi, tianxia weigong, and tianxia datong are three dimensions that higher education contributes to tianxia and proposed an evaluation system to measure the contribution of higher education to tianxia. This study argued that UNESCO is better suited to empower this evaluation system compared with other international organizations. The evaluation system may aid in moving tianxia and the global common good from normative concepts closer to working systems.

Chouinard, J. (2026). **Les défis de l'éducation inclusive au secondaire : entretien avec Mélanie Paré, professeure agrégée.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 7-10. <https://doi.org/10.7202/1125821ar>

Dans le cadre de cet entretien, Mélanie Paré, professeure agrégée à l'Université de Montréal, partage sa vision et son expérience sur les défis de l'éducation inclusive au secondaire. Issue d'un parcours en enseignement et en recherche, elle définit l'inclusion comme une approche visant la participation et la réussite de tous les élèves, en valorisant la diversité et en assurant des conditions équitables. Bien que les écoles progressent sur la voie de l'équité en éducation au Québec, les centres de services scolaires et les écoles ont des démarches variées. Des inégalités demeurent pour les élèves, notamment parce que les initiatives ont une portée limitée. Les fondements reposent sur l'équité et les droits humains fondamentaux et ses pratiques s'appuient sur tous les courants théoriques de l'enseignement qu'ils soient humanistes, constructivistes ou behavioristes. Les obstacles majeurs incluent le travail en silo, l'ampleur du changement et le manque d'implication des élèves. Pour amorcer un virage inclusif, il faut analyser la réalité du milieu, impliquer tous les acteurs et utiliser des pédagogies différenciées et culturellement pertinentes.

Condette, J.-F. (2026). **Accorder davantage d'autonomie aux établissements secondaires en France. État des lieux d'après l'enquête parlementaire de 1899.** *Histoire de l'éducation*, (165), 57-89. <https://doi.org/10.4000/16gtw>

En 1899, une vaste enquête parlementaire dirigée par Alexandre Ribot est mise en place qui s'intéresse à la « crise » de l'enseignement secondaire français alors que ses effectifs stagnent et que les critiques se multiplient sur ses contenus trop classiques, sur le baccalauréat, sur le régime de l'internat mais aussi sur son absence de souplesse, la centralisation excessive empêchant toute décision locale. C'est à cette revendication

d'une autonomie relative que s'intéresse cette contribution, en replaçant les témoignages issus de cette enquête dans leur contexte à la fois scolaire et plus général, tout en analysant les solutions proposées par les acteurs mobilisés et en précisant les décisions finalement prises par le ministère avant 1914.

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.

d'Aquino, M., & Jacqmin, J. (2026). **France's State-Promoted Boom in For-Profit Higher Education**. *International Higher Education*. <https://doi.org/10.6017/895b9e0d.ceb521e4>
de la Puente, M., Torres, J., Guzman, H., Rico, H., & Navarro, D. (2026). **AI-Supported Academic Systems and Dropout Reduction in Latin American Public Universities Between 2019 and 2024**. *Innovative Higher Education*, 51(3), 1037-1069. <https://doi.org/10.1007/s10755-026-09899-0>

This longitudinal study examines whether institutional adoption of AI-supported academic systems reduces dropout in public universities in Colombia and Peru (2019–2024). Using a balanced panel of 78 institutions, we estimate effects with institution and year fixed effects, difference-in-differences with an event-study specification, and instrumental variables using regional internet infrastructure. Secondary-data reliability is strengthened through Benford's Law diagnostics and cross-source concordance tests. Across specifications, AI adoption is associated with 2.3–3.1 percentage-point declines in institutional dropout rates, and dynamic estimates indicate effects grow after implementation. Findings inform technology investment, readiness assessment, and phased deployment strategies in resource-constrained higher education systems for policymakers.

Depover, C. (2026). **Entre innovations technologiques et ruptures sociétales : quelques pistes pour comprendre les évolutions récentes de la formation à distance**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfp>

L'article de Viviane Glikman proposé à la discussion nous dresse une vision historique de l'évolution de l'enseignement à distance, de l'enseignement par correspondance à l'émergence des MOOC, en passant par la télévision scolaire et les plateformes Web. Celui-ci ayant été publié en 2014, certaines évolutions technopédagogiques plus

récentes n'ont évidemment pas été prises en compte dans les analyses proposées. Tout en s'intéressant aux publics et à la manière dont ceux-ci s'acc...

Dickson, L., Gindling, T. H., & Kitchin, J. (2026). **The educational effects of in-state tuition for undocumented immigrants.** *Education Economics*, 34(4), 473-495. <https://doi.org/10.1080/09645292.2025.2564087>

Twenty-six states have adopted policies that allow undocumented immigrants to pay in-state resident tuition (ISRT) at public colleges and universities. This paper expands the literature on ISRT policies to account for the bias introduced when using a two-way fixed-effects linear regression model to implement a difference-in-differences research design. We estimate that offering in-state resident tuition for undocumented immigrants increased college enrollment rates by roughly 3.6–4.5 percentage points on average. We find evidence of a positive impact on college graduation. Heterogeneity exists regarding the impacts of the policy by state and the year in which these policies were implemented.

Enright, E. A., & McNaughtan, J. (2026). **To R1 or not to R1? A Case of Faculty Crisis Fatigue in a Striving University.** *Innovative Higher Education*, 51(3), 1121-1147. <https://doi.org/10.1007/s10755-025-09851-8>

This study explores how faculty perceived difficult decisions made by institutional administrators during a time of complex change in higher education. We employ an institutional striving framework to analyze responses to a campus-wide survey to all faculty at a large university in the United States that was struggling to maintain its Very High Research Productivity (R1) status. Losing R1 likely decreases prestige, so striving is important to understanding how survey respondents reflect on the institutional decisions to seek to maintain R1 status. Our findings show faculty struggle to make sense of the new mission, changes in reward systems, and their institutional membership. This study suggests that altering the mission(s) of a university is not only a complex governance process, but also a socio-cultural one, tied to history, identity, and membership. When higher education institutions strive for mission shift, administrators need to consider that process of striving in the broader context of institutional resources and governance as well as the experience of personnel, such as faculty. Faculty need more support when they experience institutional mission transition to reorient themselves to institutional culture, norms, and community.

Espinoza, Ó., Corradi, B., Sandoval, L., Sobarzo, L., Miranda, C., McGinn, N., & Loyola, J. (2026). **Does free tuition promote equity in higher education? impact on academic performance of low-income university students.** *Higher Education*, 91(6), 2321-2340. <https://doi.org/10.1007/s10734-025-01523-y>

The expansion of higher education has led to new challenges for educational equity, which extend beyond access. A key policy response has been the implementation of different student aid programs. The various types of aid are based on different eligibility criteria, reflecting contrasting conceptions of what constitutes educational equity. This study assesses the impact of the Chilean free tuition policy, a need-based financial aid, on the academic performance of low-income students, comparing it to other forms of student aid. A multilevel model was estimated using administrative data from 10 Chilean universities for cohorts admitted in 2010 and 2016. The results show that, during the first year, students with free tuition outperformed both those without financial aid and those who relied on loans. In the third and fourth years, students who received free tuition

continued to perform better than those with loans but showed lower academic performance than recipients of merit-based scholarships. The findings suggest that different types of aid are associated with different academic trajectories, which raise essential questions about the equity implications of merit-based versus need-based funding models. Rather than treating these approaches as mutually exclusive, our results highlight the need for a more balanced design that considers both performance and structural disadvantages. This would contribute to the efficient use of public resources and promote greater equity in higher education.

Evain, F., Marmion, V., Loi, M., & Bilal, E. (2026). **Les classes multiniveaux dans le premier degré : dans quels territoires ? Pour quels niveaux ?** *Note d'Information*, (26.30). Consulté à l'adresse <https://www.education.gouv.fr/depp/les-classes-multiniveaux-dans-le-premier-degre-dans-quels-territoires-pour-quels-niveaux-505151>

À la rentrée 2025, neuf écoles sur dix comptent au moins une classe multiniveau, qui regroupe des élèves de niveaux d'enseignement différents. Un élève du premier degré sur deux est scolarisé dans ce type de classe, une proportion en hausse de cinq points en dix ans.

Fageol, P.-É., & Guyon, R. (2026). « **Tant que les savoirs scientifiques relatifs aux Outre-mer ne seront pas davantage consolidés, médiatisés, voire vulgarisés, leur marginalisation persistera** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6665>

Cet entretien interroge la fécondité heuristique de la notion de « marge » pour l'histoire, à partir des travaux de Pierre-Éric Fageol sur l'éducation en contexte colonial et post-colonial à La Réunion (1870-1970). S'appuyant sur la pensée complexe d'Edgar Morin, il conçoit centre et marges comme indissociables, dans une logique hologrammatique et récursive : les périphéries ne se comprennent qu'en relation avec le centre, qu'elles contribuent en retour à reconfigurer. Cette perspective, inscrite dans l'histoire connectée et transimpériale, conduit à dépasser une approche strictement spatiale des marges pour en proposer une lecture sociale attentive aux normes et à leurs appropriations. À partir du cas réunionnais, l'auteur met en lumière les circulations transnationales des modèles éducatifs. L'analyse des acteurs, des réseaux éditoriaux et des pratiques révèle des dynamiques de transferts souvent invisibles. L'entretien aborde également les enjeux contemporains de contextualisation curriculaire dans les DROM. Entre adaptations limitées et contextualisation « forte », les débats portent sur la fabrique des savoirs scolaires, les tensions linguistiques (français/créole) et les usages parfois inappropriés de cadres post- ou décoloniaux importés. L'invisibilisation persistante des Outre-mer dans l'historiographie et les programmes scolaires s'explique enfin par des logiques institutionnelles, scientifiques et sociales imbriquées.

Fontaine, T., Picard, P., & Yu, A. (2026). **Antipodes, deux faces pour une même pièce ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7970>

Cet article retrace une collaboration singulière entre l'IFE-Centre Alain-Savary (ENS de Lyon) et des formateurs d'enseignants de Polynésie française, autour d'un projet emblématique : la création de Polyfoc, plateforme vidéo de formation contextualisée au territoire polynésien, inspirée de Néopass@ction. À travers ce récit à plusieurs voix, les auteurs interrogent la relation entre « centre » et « marge » dans la circulation des outils et des normes de formation : dans quelle mesure des ressources et des cadres théoriques

construits en métropole peuvent-ils être appropriés, transformés et réinvestis dans un contexte culturel, institutionnel et linguistique aussi singulier ? L'expérience polynésienne, avec ses contraintes propres – gouvernance tripartite, plurilinguisme, questions vives liées au fait nucléaire et colonial –, donne à voir en creux des tensions qui traversent l'ensemble du système éducatif français : entre prescription et analyse de l'activité réelle, entre conformité aux injonctions institutionnelles et développement du pouvoir d'agir des professionnels. Loin d'être un simple cas particulier, la Polynésie française se révèle ainsi un observatoire situé des dynamiques à l'œuvre dans toute politique de formation.

Fournel, J., Roussel, G., Gazel, I., Rossignol, J.-L., & Hochemain-Laborde, J. (2026). **Assises du financement des universités**. Consulté à l'adresse Ministère de l'enseignement supérieur, de la recherche et de l'espace website: <https://www.vie-publique.fr/rapport/303847-assises-du-financement-des-universites>

Ce rapport établit un diagnostic de la situation des universités françaises durant la période 2018-2025 et propose des évolutions pour les renforcer. Les travaux portent notamment sur : La situation financière des universités, leurs ressources, leurs charges et leurs contraintes structurelles ; Les leviers de poursuite de la professionnalisation de la gestion universitaire ; L'examen de thématiques telles que l'accès aux financements européens, le modèle économique des établissements, la formation continue, les enjeux fonciers et patrimoniaux, le financement par les collectivités territoriales et le développement des ressources propres à moyen et long terme.

Heurdier, L. (2026). **Quelle autonomie dans les établissements classés en éducation prioritaire (1982-2005) ?** *Histoire de l'éducation*, (165), 125-155. <https://doi.org/10.4000/16gtz>

Pour les établissements classés en éducation prioritaire, les manifestations concrètes de l'autonomie accordée aux équipes de terrain sont observables notamment à deux périodes. Sous Alain Savary d'abord, dans une volonté de rénovation pédagogique et de lutte contre l'échec scolaire, le projet et le fonctionnement de la ZEP devaient être articulés avec ceux des écoles et collèges concernés, et adaptés au contexte local. Ils ont donné lieu à des expériences diverses. À partir de 1998 ensuite, alors que le projet d'établissement s'impose désormais à tous, la contractualisation via les contrats de réussite limite les initiatives en éducation prioritaire tandis que la création de pôles d'excellence est fortement encouragée. Le pilotage très encadré réduit de fait l'autonomie des acteurs de terrain qui devient toute relative.

Huang, Y., Zhang, J., & Xu, Y. (2026). **Which configurations promote the high-level university technology transfer? Evidence from China**. *Higher Education*, 91 (6), 2119-2142. <https://doi.org/10.1007/s10734-025-01513-0>

Chinese universities and research institutions have gathered considerable superior scientific and technological talent, undertaken numerous national research tasks, and accumulated a wealth of scientific and technological achievements. However, the efficiency of technology transfer in Chinese universities is currently low, as there is an imbalance in the development of university technology transfer among different regions. Based on the perspective of regional innovation ecosystems, this study utilizes the fuzzy-set qualitative comparative analysis (fsQCA) method to explore paths to promote university technology transfer under different regional conditions. Analyzing six antecedent variables—technological infrastructure, technological awareness,

technology financial resources, technological talent resources, intellectual property rights environment, and market environment—the aim of this study is to explore the relationship between the configuration of regional innovation ecosystems and university technology transfer. The following conclusions were drawn: (1) individual antecedent conditions cannot generate significant university technology transfer, (2) there are two configurations that lead to significant university technology transfer, and (3) the empirical results suggest that the FTK triangle model can optimize resource allocation to promote university technology transfer.

Hunter, T., Ives, J., Castillo-Montoya, M., & Elgoharry, A. (2025). **Good Intentions Are Not Enough: A Systematic Review of Policy and Practice Recommendations to Retain and Promote Racially and Ethnically Minoritized Faculty.** *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09859-0>

In a climate where diversity, equity, and inclusion (DEI) initiatives are under attack, institutional leaders' good intentions to diversify the professoriate are not enough. In this review of the literature, we examined recommended policies and practices from higher education literature between 2008–2020 that have the potential to create and sustain change in retaining and promoting racially and ethnically minoritized faculty. We found that the recommended policies and practices were transformative when they: (1) addressed root causes of inequity across levels of the system, (2) developed processes and checks to sustain iterative change over time, and (3) redistributed resources and power for collective support. We developed a framework of transformative change for diversifying the professoriate to shift the way we think about change efforts in higher education and provide a reflective guide for institutional leaders looking to foster transformative change in an uncertain and tumultuous climate. Our pragmatic approach goes beyond implementing best practices and supports institutional leaders with implementing organizational change specific to the context of diversifying the professoriate.

Inspection générale des Affaires sociales (France). (2026). **Enseignement supérieur privé lucratif : 32 propositions pour réguler le secteur - Enseignements tirés des contrôles.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4248> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4248>

Fondée sur le contrôle de deux groupes de formation (Galileo Global Education et Collège de Paris) et de quatre établissements (HETIC, ESG Lyon, Ascencia Business School et Exchange College), la mission y constate une qualité pédagogique inégale, des pratiques commerciales trompeuses et un manque de transparence sur les diplômes, dans un contexte de risque de défaillance de certains acteurs et d'une réglementation très limitée. Tirant profit de la réforme de l'apprentissage de 2018, le secteur de l'enseignement supérieur privé lucratif s'est rapidement développé, soutenu par des fonds publics pouvant représenter jusqu'à 70 % du chiffre d'affaires de certains établissements. Alors que le nombre d'étudiants inscrits dans ces établissements ne cesse d'augmenter - pour atteindre environ 400 000 - le rapport met en évidence des fragilités récurrentes en matière de qualité pédagogique, le recours à des pratiques commerciales trompeuses, une offre de formation volatile ainsi qu'un déficit de transparence quant à la reconnaissance des diplômes. Le contexte économique actuel, associé au modèle de croissance de certains acteurs, fait également peser un risque important de fermeture d'établissements et/ou de groupes, non sans risque sur les

parcours des étudiants. Un enjeu majeur : améliorer la qualité de l'offre Au regard de ces constats, la mission formule 32 recommandations articulées autour de six axes, afin d'améliorer la qualité de l'offre de formation et renforcer la régulation du secteur : Mieux réguler l'entrée sur le marché Améliorer la lisibilité de l'offre Protéger les étudiants et les apprentis Développer le pouvoir d'agir des parties prenantes Améliorer la qualité pédagogique Sécuriser et coordonner les contrôles menés par les pouvoirs publics Ce rapport s'inscrit dans un contexte marqué par l'examen d'un projet de loi relatif à la régulation de l'enseignement supérieur privé, déposé à l'Assemblée nationale en juillet 2025 et par la refonte actuelle du dispositif Qualiopi.

Iori, R., Sarfati, F., & Simha, J. (2026). **L'évidence du new public management: Les directrices du social face à la norme gestionnaire.** *Actes de la recherche en sciences sociales*, 262263(2), 126-143. <https://doi.org/10.3917/arss.262.0126>

Cet article montre comment le new public management s'installe dans un espace professionnel a priori réfractaire à ses principes. En prenant le cas du secteur du médico-social, nous cherchons à comprendre comment le processus réformateur, qui a touché déjà plusieurs services publics, se répand dans ces structures. Pour ce faire, nous avons décidé de nous intéresser aux professionnel·les qui ont la charge de mettre en œuvre ces logiques directement dans leurs activités et leurs fonctions. En enquêtant auprès des directrices des établissements sociaux et médico-sociaux, nous décrivons comment le new public management affecte leurs missions et ethos professionnel, mais aussi comment elles et ils introduisent ces outils au quotidien et se les approprient différemment. Si toutes et tous ne sont pas affecté·es de la même manière en fonction de leur trajectoire, leur genre et leur génération, cette norme gestionnaire transforme finalement le secteur, en déplaçant les espaces de pouvoir dans d'autres instances et en pénétrant les consciences de ces agent·es de l'État social, pris·es en étau entre des rapports de domination sociale et professionnelle.

Kim, J. (2026). **Institutional Support Structures and Women's Participation in Graduate STEM: A Longitudinal Time-Series and Dynamic Panel Analysis.** *Innovative Higher Education*, 51(3), 1301-1328. <https://doi.org/10.1007/s10755-026-09916-2>

This study examines long-term patterns in women's participation in U.S. graduate science, technology, engineering, and mathematics (STEM) education, a critical yet understudied stage of the STEM pipeline, with attention to institutional and federal support structures. Using national data from the Integrated Postsecondary Education Data System and the National Science Foundation's Survey of Graduate Students and Postdoctorates in Science and Engineering, the study analyzes trends from 1997 to 2023 and generates conditional projections through 2035, offering a longitudinal, system-level perspective on graduate STEM participation. Time-series (ARIMA) and panel vector autoregressive (PVAR) models are employed to examine dynamic associations among women's enrollment, degree attainment, and graduate funding and assistantship mechanisms across STEM fields. Results indicate that women's representation in graduate STEM enrollment increased from 29.7% to 37.9% and is projected to approach 39% by 2035, while women's share of STEM degrees is expected to exceed 55%. Growth varies across fields, with particularly rapid increases in computer and information sciences. Teaching assistantships emerge as the support mechanism most consistently associated with women's enrollment and degree attainment across fields. These findings highlight the role of institutional support structures in shaping participation patterns and provide a

system-level perspective to inform institutional and policy efforts aimed at advancing gender equity in graduate STEM education.

Labraña, J. (2026). **The Paradox of Educationalization: Semantic Expansion and the Structural Limits of Modern Education.** *Educational Theory*, 76(4), 546-564.
<https://doi.org/10.1111/edth.70092>

In this article, I develop a systemic theory of educationalization based on Niklas Luhmann's social systems theory. I define educationalization as a process of semantic expansion through which education absorbs a wide range of societal themes, overextending its structural capacities. Analyzing social, factual, and temporal dimensions of meaning, I argue that educationalization constitutes a structural paradox. As society tasks education with resolving problems originating in other systems, such as economic inequality or environmental crises, educational organizations become simultaneously indispensable and insufficient. This contradiction fuels recursive cycles of reform, where the system reaffirms its relevance through its inability to fully satisfy external demands. Ultimately, this article suggests that educationalization is a constitutive condition of modernity. Rather than solving the problems it absorbs, the system manages social contingency by rendering contradictions observable, ensuring its own institutional permanence through the persistent deferral of fulfillment within a permanent state of reform.

Lemaitre, M. (2026). **Dessiner les contours de l'école ? L'UPE2A entre infléchissement et légitimation de la forme scolaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80).
<https://doi.org/10.4000/16hlp>

A partir de l'étude de trois dispositifs UPE2A-collège et de leurs enseignants, cet article interroge les reconfigurations de la forme scolaire, autour de la question de l'inclusion/intégration des enfants migrants « allophones ». Les enseignantes de FLS enquêtées se caractérisent en effet par un rapport extensif au métier d'enseignant, allant jusqu'à l'adoption d'une posture d'accompagnement des collégiens migrants remettant partiellement en cause la transmission des savoirs scolaires. Or, l'examen des relations entre le dispositif et le milieu ordinaire indique que l'« inclusion » des collégiens « allophones », nécessite leur incorporation préalable, en UPE2A, de dispositions scolaires. Pour faire face à la marginalisation des leurs élèves, les enseignants d'UPE2A s'approprient en réalité, tout en les reproduisant, les logiques de la forme scolaire et constituent l'UPE2A en un espace de préparation à la scolarité et à ses exigences : si des variations entre tendances pédagogiques sont observables d'un contexte scolaire à l'autre, on assiste bien, et malgré des infléchissements, à une légitimation de la forme scolaire et de l'objectif d'éducation totale qui caractérise l'institution scolaire française.

Malesky, E. J., Mattsson, M., Vu, K., & Zhang, L. (2026). **The Effects of Education on Corruption: Evidence from Vietnam's University Expansion** (Working paper N° 21302). Consulté à l'adresse Centre for Economic Policy Research website:
<https://EconPapers.repec.org/RePEc:cpr:ceprdp:21302>

Education and corruption are negatively correlated at the cross-national level, but little is known about the causal relationship between the two. We combine newly-collected data on timing and locations of Vietnam's national expansion of universities with detailed survey data on experiences of corruption from over 170,000 respondents in 320 districts across 12 years. Using staggered difference-in-differences, we show that cohorts exposed to the university expansion are 78% more likely to have a university education.

However, this increase neither translates into fewer individuals being affected by corruption nor increases the propensity to denounce corrupt officials. Instead, we find that education increases exposure to corruption at the individual level. The mechanism for this increase that is most consistent with our data is that education raises household income and higher income leads to more bribe payments.

Mauve, S. (2025). **Étude comparative France Chine : l'innovation pédagogique au sein des politiques de formation des enseignants** (Theses, Université de Bordeaux). <https://doi.org/10.70675/198d6724zbac6z4411zac24zde12ddabdf65>

Machiavelli argued that while « not everything is political, politics takes an interest in everything, » highlighting the influence of political power across domains. He also recognized that this power tends toward a demand for totality, which cannot be fully realized without understanding reality. This pragmatic approach paradoxically applies to teacher training policies in France and China: despite numerous reforms (1975-2023) and ministerial reports (1983-2023), few significant changes have occurred. These reforms, often driven by social or educational demands, have sidelined the core objective of instruction (Rayou & Ria, 2021). Political rhetoric frequently praises pedagogical innovation as a miracle solution for reducing educational inequalities in both France and China. This study not only compares these reforms but also examines how teachers in both countries perceive these innovation mandates. Do they retain autonomy, or are they overwhelmed by competing priorities? The research is based on surveys of French teachers in China (Guangdong) and Chinese teachers in France, analyzing: -The integration of innovation into training policies; -Teachers' perceptions of innovation (via questionnaires); -Their innovative practices, with or without training (via interviews). Unlike historical studies like Zhao & Zhong's (2023) on rural-urban disparities in China, this work adopts a comparative and critical approach, examining bureaucratic and authoritarian logics in education policies. It cross-references diverse sources (political discourse, official texts, inspection reports) to reveal gaps between policy intentions and local realities. The originality of this study lies in its analysis of cultural, linguistic, and contextual dimensions of teacher training, beyond a mere chronology of reforms. It highlights contradictions between top-down institutional mandates and teachers' actual practices.

Melito, L. (2026). **Enfants placés, enfants déplacés: l'école face aux parcours de protection**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/6954>

Cet article analyse la double marginalisation que subissent les enfants confiés à l'Aide sociale à l'enfance dans leurs parcours scolaires. À partir d'une approche critique des dynamiques centre/périphérie, il examine comment ces jeunes, déjà fragilisés par leurs ruptures familiales, voient leurs trajectoires éducatives éclatées par les logiques institutionnelles de protection. L'étude révèle les mécanismes de stigmatisation scolaire qui s'ajoutent aux vulnérabilités initiales, ainsi que les tensions systémiques entre institutions chargées de protéger et d'éduquer ces enfants. L'analyse met en évidence la nécessité de transformer l'école en espace véritablement inclusif, capable de reconnaître les spécificités de ces parcours aux marges du système éducatif. Cette recherche s'appuie sur une démarche qualitative croisant analyse documentaire et matériau discursif recueilli lors de l'animation de groupes d'analyse des pratiques professionnelles (GAPP) et d'immersions dans des établissements de protection de l'enfance en amont de l'accompagnement à l'élaboration de projets de service.

Noguès, B. (2026). **Le bal des tutelles. L'autonomie disputée des collèges d'humanités en France du xvie au xviii^e siècle.** *Histoire de l'éducation*, (165), 25-55.
<https://doi.org/10.4000/16gtx>

L'article décrit la recherche entre le xvie et le xviii^e siècle d'une formule institutionnelle qui permettrait de résoudre la contradiction entre la volonté des fondateurs ou des notables locaux de piloter les établissements scolaires et l'exigence d'un enseignement efficace, mis en œuvre par un personnel à la stabilité garantie. À partir d'une série d'études de cas dessinant une typologie des collèges, il dégagerait trois grandes formes d'organisation : dans les collèges municipaux du xvie siècle, le conseil de ville finance et engage par contrat un principal, lui dictant bien souvent sa conduite en matière pédagogique ; le système apparaît rapidement dysfonctionnel, et au début du xviii^e siècle les villes font presque toutes appel aux jésuites ou à d'autres congrégations, qui garantissent un enseignement normalisé, sous la seule responsabilité du chef d'établissement et des inspecteurs de l'ordre ; enfin, dans l'université de Paris, certains collèges nouvellement fondés ou refondés au cours du xviii^e siècle sont placés sous la tutelle d'une commission composée de docteurs de l'université, inaugurant ainsi une solution exclusivement académique. L'expulsion des jésuites en 1762 conduit la monarchie à réorganiser l'ensemble et à se positionner tardivement en arbitre, partageant la tutelle de ces collèges entre un bureau local composé de notables et les parlements, les projets les plus ambitieux d'« éducation nationale » alors énoncés restant encore dans les cartons.

Noroozi, M., Woloszyn, M., & Hurel, N. (2026, juillet 9). **Écoles en surchauffe : un problème qui se joue avant tout à l'échelle des salles de classe.**
<https://doi.org/10.64628/AAK.57re9v4vc>

Comment aider l'école à s'adapter aux canicules ? Il ne faut pas oublier que, au sein d'un même établissement, l'étage et l'exposition des salles jouent beaucoup.

OECD. (2026a). **Better skills data for smarter financing of education and training.**
<https://doi.org/10.1787/f77b4282-en>

OECD. (2026b). **Developing Vocational Education and Training with Artificial Intelligence.**

In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4252> (p. 64) [Report]. Consulté à l'adresse <https://www.oecd.org> OECD website:

https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/06/empowering-learners-for-the-age-of-ai_2f8315e7/65cd27d4-en.pdf

Artificial Intelligence is increasingly embedded in digital life, often invisibly shaping real-world outcomes. As AI grows across civic, professional, and social domains, education systems must equip young people to navigate and use it responsibly. AI literacy, as a set of knowledge, skills and attitudes, equips learners to understand how AI systems work, critically evaluate their outputs and use them ethically and creatively. It supports informed decision making about the opportunities and risks that AI presents to oneself and others. This publication establishes a common framework for AI literacy, outlining desired outcomes for primary and secondary learners and guiding stakeholders in supporting those outcomes both inside and outside the classroom.

OECD. (2026c). **The education knowledge mobilisation system in Chile.**
<https://doi.org/10.1787/577fc049-en>

This paper examines how research evidence, data and knowledge are generated and mobilised within Chile's education system. Using an evidence-informed policymaking framework, it analyses the actors involved in research production and engagement, the relationships connecting them, the structures and processes that support knowledge mobilisation, the capabilities required to work effectively with evidence – including research co-creation and synthesis – and the broader evidence culture that exists at the system level. Drawing on document analysis, interviews and survey data, the study identifies strengths in general research production capacity, solid relationships between diverse actors especially through project-based collaboration, and promising innovation initiatives. These strengths exist alongside challenges related to co-ordination and the lack of a more strategic approach relating to capability development for actors across the system level. The paper concludes by outlining possible actions to support a more coherent knowledge mobilisation system in education.

Patry, D., & Riondet, X. (2026). **L'autonomie au lycée autogéré de Paris (1982-2002).** *Histoire de l'éducation*, (165), 157-186. <https://doi.org/10.4000/16gu0>

Cet article s'intéresse à la question de l'autonomie dans le cadre des lycées expérimentaux créés en France sous le ministère Savary en 1982, en se concentrant plus particulièrement sur le cas du lycée autogéré de Paris (LAP). Pour saisir la spécificité de ce contexte éducatif apparu après une incertaine période de structuration des expérimentations pédagogiques, cette contribution revient sur la manière dont une demande pédagogique plurielle en faveur d'une plus grande autonomie dans le système éducatif a pu contribuer, après l'arrivée d'Alain Savary au ministère de l'Éducation nationale, à l'émergence d'une offre pédagogique spécifique, et sur la manière dont, après différents processus de négociations, de bricolages institutionnels et de compromis, ces expériences ont permis d'aborder l'autonomie d'une façon singulière.

Pavie, A. (2026). **Un pied dans l'école, un pied dehors : ce que dit l'engagement des acteurs scolaires dans les dispositifs « d'égalité des chances ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7871>

Cet article analyse l'engagement d'acteurs et actrices scolaires, notamment d'enseignant·e·s, au sein de dispositifs dits d'« égalité des chances » dans l'enseignement secondaire. Ces dispositifs reposent sur l'idée – loin de faire l'unanimité dans le monde éducatif – de réserver des ressources à une minorité d'élèves, distingué·e·s positivement de leurs pair·e·s. Initiatives extérieures à l'école, portées par des acteurs privés en défaut de légitimité vis-à-vis d'elle, sur la base de valeurs en décalage avec celles que cette institution incarne, ces dispositifs ne peuvent s'y inscrire qu'à la marge, au sens où ils y sont décriés et peu investis dans le quotidien des établissements scolaires. Comment alors expliquer l'investissement d'acteurs et actrices scolaires, notamment d'enseignant·e·s, au sein de ces dispositifs et quel rapport entretiennent-ils et elles à cette marginalité : est-elle recherchée ou combattue ? L'article montre que ces enseignant·e·s témoignent, en miroir, d'une forme de marginalité vis-à-vis de leur groupe professionnel : ils et elles entretiennent en effet une distance avec leurs pairs, que ce soit du point de vue de leurs trajectoires ou de leur conception du métier.

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.

Pontanier, É. (2026). **Marges et respectabilité scolaire à La Réunion : quelles stratégies et quelles logiques à l'œuvre dans une école musulmane sous contrat ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7928>

L'article analyse le choix d'une école musulmane sous contrat à La Réunion à partir d'une lecture par les marges. Il montre que l'enseignement privé musulman, minoritaire et politiquement exposé à l'échelle nationale, se reconfigure différemment dans le contexte réunionnais, marqué par une histoire ancienne de pluralisme religieux et par une laïcité créolisée. Une enquête exploratoire mise en œuvre auprès de parents d'élèves et de professionnels de l'éducation de l'école musulmane sous contrat de Saint-Denis permet de mettre en lumière les arbitrages effectués entre exigences scolaires, cohérence religieuse et conformité au cadre laïque (et réglementaire, du fait de la contractualisation) que ce choix scolaire implique. Cette orientation éducative, marginale dans l'offre régionale, produit toutefois en son sein des marges internes liées aux hiérarchies religieuses, linguistiques et sociales de la population sunnite (hanafite, malékite, chaféite, hanbalite). En mobilisant la notion de marge comme observatoire de la norme, l'article éclaire les formes situées des logiques à l'œuvre en matière de pratiques professionnelles et de choix scolaire.

Prasser, S. (2026). **Hard bargaining—Passing Commonwealth schools funding legislation through the Senate—Successful policy but political failure.** *Australian Journal of Public Administration*, 85(2), 327-344. <https://doi.org/10.1111/1467-8500.70009>

This article examines the Turnbull Coalition government's changes to the Commonwealth school funding model, inherited from its Labor predecessor, made by amendments to the Australian Education Act 2013 (Cth) passed in the Senate in June 2017 in terms of McConnell's three dimensions of policy success. By so doing, the case demonstrates both the interplay of policy, process, and political success and the challenges of sustaining successful reform to Australia's complex school funding system. It highlights, for instance, that achieving success in one dimension, such as having a good process or even a viable policy/programme that addresses identifiable problems, can falter if the other dimensions of political success are not also achieved. This is what occurred with the Turnbull government's school funding changes. Consequently, they

lacked durability and were further amended very quickly by the subsequent Morrison government, though some parts remained intact. Further, viewing this case study in this way has allowed for the multi-dimensional nature of doing policy to be understood. It also provides a more realistic delineation of the shared roles between the federal education minister, his office, and the department across all three dimensions of achieving policy success—developing the policy, managing the processes, and dealing with the politics. Points for practitioners Success needs to be seen across the interrelated areas of policy, process, and politics Success in one domain may not suffice to ensure success in other domain Developing policy is an iterative process involving ongoing negotiation Co-operation is essential between the political (ministerial office) and administrative (department) arms of government concerning goals, processes, and measurement of success Success is often short-lived so contingency plans are needed to 'salvage' as much as possible from the original policy. Developing lasting reforms is becoming increasingly difficult in the Australian political context. Evidence-based policy, even when accompanied by legislative enactment, will not alone ensure durable policy success—everything is 'politics'.

Sheng, S. J., & Lomer, S. (2026). **'I am not worthy, but my pounds are': Chinese postgraduate students' perspectives of the marketisation of UK higher education and its impacts on their experience.** *Higher Education*, 91(6), 2011-2027. <https://doi.org/10.1007/s10734-025-01507-y>

The marketisation of UK higher education has generated substantial scholarly debate, yet students' perspectives remain underexplored. This article addresses this gap by drawing on findings from semi-structured interviews with 51 Chinese postgraduate students from 24 British universities and 14 subject areas. The results show that these students are susceptible to their portrayal as 'cash cows' in political and media narratives, and many reluctantly accept a transactional relationship with the UK government and their institutions, driven by their desire for the opportunity to study at prestigious universities. While few view marketisation as beneficial, the majority argue it detracts from their academic and personal development. They express frustration with the 'assembly line' teaching approach, and their awareness of being commodified leads to feelings of self-doubt and underachievement. Chinese students acknowledge to an extent, some of their consumerist behaviours accelerate marketisation. However, they are critical of being positioned as revenue sources not only because of damage to their self-formation through encouragement of a consumerist mindset, but also because of it negatively impacting the reputation of British higher education. They contend that marketisation might be inevitable but a good balance between academic integrity and income generation should still be achieved. The study contributes to broader debates on the effects of neoliberal policies in higher education, particularly concerning the often-overlooked international student cohort and more marketised postgraduate education, and advocates for reconsidering market-driven practices perceived to compromise student wellbeing and academic outcomes in UK universities.

Tomala, J., Terzieva, L., Urbaniec, M., Nicheva, L., Pawlik, J., Vukasović, T., ... Maček, A. (2026). **Sustainable Finance in Higher Education: A Cross-Country Study.** *Innovative Higher Education*, 51(3), 1491-1525. <https://doi.org/10.1007/s10755-026-09904-6>

Sustainable finance has become a central issue across many sectors, including higher education, where universities must balance fiscal responsibility with environmental, social and governance (ESG) imperatives. In this paper, sustainable finance is defined as the

systematic integration of ESG criteria into budgeting, investment, procurement and asset management decisions within academic institutions. At the same time, students increasingly demand that universities translate sustainability pledges into ethical and transparent financial practices. The aim of the study is to assess students' familiarity with sustainable finance concepts and to identify the main educational barriers limiting competence development in this field. A quantitative Computer-Assisted Web Interview (CAWI) survey was conducted among students in Austria, Bulgaria, Poland, Slovenia and the Netherlands. Findings reveal strong student interest in ESG and sustainable finance topics, yet significant shortcomings remain. Respondents observed that ESG content is rarely integrated into curricula, that opportunities for interdisciplinary and practical learning are limited, and that qualified teaching staff are insufficient. These gaps reduce student engagement and represent a missed opportunity for universities to use education as a driver of sustainability. The paper concludes with recommendations to enrich curricula, foster experiential and interdisciplinary learning, and strengthen faculty expertise in order to better align higher education practices with the principles of sustainable finance.

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.

Tripathi, G., Sharma, M., Joshi, S., & Chahar, S. (2026). **The Psychological Engine of Innovation: How University Structure and Academic Leadership Build Doctoral Scholars' Capital for Research Breakthroughs.** *Innovative Higher Education*, 51(3), 1267-1299.
<https://doi.org/10.1007/s10755-026-09903-7>

Although, there is an international demand on institutes of higher education to spur on innovative research, there is a gap in the aspiration and actual innovative output that continues to exist, particularly in the emerging economies. University structures and Academic leadership are long established in the literature on the topic as facilitators of

innovation in the higher education landscape, yet this research explores the under-researched impact of psychological capital on these variables to spur academic research innovation. A quantitative, cross-sectional research design was adopted, and data were gathered from 400 doctoral scholars registered in central, state, deemed, and private universities through stratified random sampling. Data were analysed using Partial Least Square, Structural Equation Modelling (PLS-SEM), along with the measurements of common method bias and Importance-Performance Map Analysis (IPMA) used to gain analytical understanding. Interpretations of the findings have shown that both academic leadership and university structure have a significant impact on innovation as external facilitators, though it is the psychological capital, self-efficacy, resilience, hope and optimism of the scholar that is the critical conduit in the change between structural support to creative results. The suggested model explains 69.8 percent of the variation in innovation when PsyCap mediates a significant effect on this variation. This paper is not just a typical structural analysis but an empirically confirmed more humanistic, psychologically driven framework of how-to bring innovation in the higher education ecosystem. The research contributes greatly to the theoretical literature by connecting the Positive Psychology theory and Creative Componential theory in scholarly researches in higher education institutions by showing that psychological capital is not merely a personal possession but a key determinant through which research directs and the university systems can realize their innovation impacts.

Veillard, L. (2026). **Formation intégrée**. *Recherche et formation*, (104). <https://doi.org/10.4000/16gz7>

Dans ce texte nous revenons sur l'origine du concept d'intégration apparu au siècle dernier dans les réflexions sur l'organisation de l'éducation primaire et secondaire aux États-Unis. Puis nous rendons compte de la façon dont il a été repris dans le champ de la formation professionnelle (au sens large, non réduite à la formation des enseignants), plus particulièrement par les penseurs de l'alternance. Enfin, nous expliquons comment d'autres concepts (pédagogie connective, situation intermédiaire en particulier) ont été proposés plus récemment pour faciliter, sur le plan pédagogique et didactique, les mises en relation et l'intégration des savoirs et des expériences que les apprenants développent au cours de leur cursus de formation professionnelle.

Verneuil, Y. (2026a). **L'autonomie des établissements secondaires : perspectives historiques sur un débat récurrent**. *Histoire de l'éducation*, (165), 9-24. <https://doi.org/10.4000/16gtv>

Introduction au dossier, cet article rappelle que la question de l'autonomie des établissements secondaires, qui concerne à la fois l'autonomie administrative, l'autonomie pédagogique et l'autonomie financière, ne soulève pas seulement des problèmes techniques, mais fait l'objet de débats politiques. Il explique le choix du temps long et souligne que l'autonomie ne doit pas être envisagée seulement par rapport à l'État. Il insiste enfin sur l'ambiguïté de politiques éducatives valorisant officiellement l'autonomie des établissements, mais continuant à soumettre ceux-ci à de nombreuses injonctions.

Verneuil, Y. (2026b). **L'autonomie des lycées et collèges en question de 1977 au décret de 1985**. *Histoire de l'éducation*, (165), 91-124. <https://doi.org/10.4000/16gtv>

Dans une optique de sociogenèse du décret du 30 août 1985 instituant les EPLE (établissements publics locaux d'enseignement), cet article étudie les représentations et

argumentations des acteurs : syndicats des personnels et haute administration de l'Éducation nationale. Il s'intéresse en particulier à l'avis donné par ces acteurs à l'occasion de la consultation menée par Luc Soubré en 1982 et montre les divergences des positions sur les divers aspects de l'autonomie des établissements : autonomie administrative, autonomie financière, autonomie pédagogique et rôles accordés aux personnels et aux chefs d'établissement dans la participation à la gestion de cette autonomie. Il pose enfin la question de la continuité ou de la rupture entre la politique menée par la droite à la fin des années 1970 et celle des socialistes après l'alternance politique de 1981. Cette étude se fonde sur les fonds des Archives nationales ainsi que sur le fonds Soubré à l'Office universitaire de recherche socialiste (OURS).

Vettoretto, E., & Triventi, M. (2026). **Academic selectivity and student progression: do restricted-access degree programs lead to better outcomes?** *Higher Education*, 91(6), 2341-2362. <https://doi.org/10.1007/s10734-025-01524-x>

Policymakers in many developed countries are focused on increasing university participation, but higher enrolment rates do not necessarily lead to better degree completion rates. One proposed solution to address the quantity-quality tradeoff is implementing selective admission policies to ensure that incoming students meet a minimum quality standard. However, the empirical evidence regarding the effects of these policies on students' academic performance and progression is scarce and yields mixed results. This paper aims to fill this gap by assessing the impact of admission tests on students' academic progression. We contribute to the literature by attempting to establish a causal relationship between attending selective higher education degree courses and students' outcomes by focusing on the Italian case, characterized by comparably high dropouts and delayed graduations. We use longitudinal data from the "Family Background, Education Beliefs, and Higher Education Participation" project in Italy, providing us with a rich covariates dataset. We employ propensity score matching techniques to account for the potential selection bias, complemented by sensitivity analysis. Our findings highlight a clear link between institutional selectivity and improved academic progression (higher number of credits attained in the first year), with students with a higher propensity to enroll in selective courses benefiting from attending such courses.

Wu, Y., Ding, Y., Zhong, Y., Yang, J., & Du, J. (2026). **Does the COVID-19 pandemic lower the admissions quality of higher education institutions in affected regions in China?** *Higher Education*, 91(6), 2363-2379. <https://doi.org/10.1007/s10734-025-01525-w>

Public health emergencies, such as the COVID-19 pandemic, have heightened concerns about personal safety and health risks, potentially shaping the higher education decisions of high school graduates and their families. Consequently, the admissions quality of higher education institutions (HEIs) in affected regions may be negatively impacted. In this study, we merged the National College Entrance Examination (NCEE) admissions data in Henan, Shaanxi, and Heilongjiang provinces, China, spanning 2017 to 2022, with statistics on COVID-19 pandemic and incorporated socio-economic, geographic, transportation and postal data from the provinces where the HEIs are located. Using a generalized difference-in-differences (GDID) model, our results indicate that both the COVID-19 outbreaks and severity significantly lower the admissions quality of HEIs located in the affected regions, but even severe outbreaks do not leave a lasting scarring effect. Notably, extensive analysis reveals that the admissions quality of medical schools remains unscathed by variations in pandemic severity. Moreover, the

geographical distance between students' hometowns and their chosen HEIs exacerbates these negative effects, yet maintaining a relatively stable socio-economic system during the pandemic helps mitigate them.

Yong, A., Schoon, I., & Shure, N. (2026). **Educational aspirations and inequality in an expanding higher education system: evidence from South Korea.** *Higher Education*, 91(6), 2219-2238. <https://doi.org/10.1007/s10734-025-01518-9>

Educational aspirations are recognised as crucial mediators between social origins and educational attainment, yet their role may have evolved as higher education systems expand and become internally stratified. This study examines how educational aspirations mediate socioeconomic inequality in higher education participation during a period of massive expansion in South Korea, analysing three birth cohorts (born between 1956 and 1986) who encountered varying educational opportunities. The analysis extends the Wisconsin model of status attainment by incorporating insights from maximally maintained inequality and effectively maintained inequality theories, examining both vertical differentiation in degree levels and horizontal differentiation in institutional types in the mediation process. Using data from the Korean Education and Social Mobility Survey (KEDI-ESM), we employ multinomial logit models and decomposition analysis to reveal three key findings. First, parental education has become more strongly associated with aspirations for prestigious higher education pathways among recent cohorts. Second, the influence of these educational aspirations on access to selective universities remains largely unchanged. Third, while educational aspirations mediate a growing proportion of overall inequality in higher education participation, this mediation varies substantially across institutional types. The results highlight how, in South Korea, educational inequality persists through vertically and horizontally differentiated aspirations in expanded higher education systems.

Zembylas, M. (2026a). **An Affective-Political Theorizing of Backlash to Diversity, Equity, and Inclusion (DEI) in Higher Education.** *Educational Theory*, 76(4), 486-505. <https://doi.org/10.1111/edth.70095>

In recent years, diversity, equity, and inclusion (DEI) initiatives in higher education have become the focal point of intense political and academic contestation. While these developments are frequently described as a “backlash,” the concept of backlash itself has rarely been theorized in education. Drawing on recent affect and political theory, this article offers a conceptual framework for understanding contemporary resistance to DEI initiatives as a distinct form of affective-political mobilization rather than a simple reaction to specific policies. Situating current disputes within a longer history of contestation over liberal educational reforms, the article argues that backlash to DEI operates as an affective-political dynamic shaped by perceptions of elite overreach, loss of voice, and challenges to institutional legitimacy. By applying the lens of backlash politics to higher education, the article illuminates why DEI has become such a charged object of struggle and what this reveals about the limits and tensions of liberal educational projects under conditions of polarization.

Zembylas, M. (2026b). **World-traveling and decolonial aesthetics: María Lugones's contributions to building deep coalitions for the decolonization of higher education.** *Higher Education*, 91(6), 2161-2178. <https://doi.org/10.1007/s10734-025-01515-y>

This conceptual paper aims to rethink the contours of coalition-building in higher education by drawing on the insights of decolonial thinker María Lugones. It is argued

that these insights help challenge monolithic conceptualizations of decolonization, such as the “decolonization of the curriculum” or decolonization understood primarily as “land return.” The analysis advocates for a shift toward centering anticolonial intellectual and political efforts led by “other resisters” in historically different settings as part of the broader struggle to dismantle various forms of coloniality. Within this framework, decolonization work and other social justice projects in higher education are not definitive endpoints but ongoing processes that demand continuous interrogation and transformation of how scholars, educators, and activists engage with and inhabit academia. This theorization suggests a radical reimagining of intellectual practices among those resisting coloniality in higher education, emphasizing the need to embrace the relational and dynamic essence of coalition-building, while paying attention to possible risks.

Pratiques enseignantes

A'La, M., & Minarti, S. (2026). **Human Resource Development Strategies for Enhancing Digital Well-Being among Islamic Education Teachers.** *Journal of Multidisciplinary Science: MIKAILALSYS*, 4(1), 534-555. <https://doi.org/10.58578/mikailalsys.v4i1.9860>

Although digital well-being has received increasing attention, research on Human Resource Development (HRD) strategies to enhance digital well-being among Islamic education teachers remains limited. This study aims to develop HRD strategic steps based on planning, organizing, actuating, and controlling (POAC) that integrate digital well-being with Islamic values. A qualitative case study approach was employed at SMP Negeri 2 Padangan, involving five key informants selected purposively, consisting of two Islamic education teachers, the principal, and two vice principals. Data were collected through a systematic literature review, semi-structured interviews, and observations, then analyzed using interactive thematic analysis and triangulation. The findings reveal three key issues: connectivity invasion that blurs work-life boundaries and creates telepressure, a gap between technical digital training and teachers' well-being needs, and personal spiritual coping practices that remain institutionally unintegrated. Based on these findings, the study proposes four HRD interventions: digital workload risk assessment, an Islamic “right to disconnect” policy, a Spiritual Digital Coaching program combining stress management with muraqabah and muhasabah, and a holistic well-being-based performance evaluation. These findings contribute to digital well-being theory in faith-based education by integrating Islamic ethical principles, including *hifz al-nafs*, *wasatiyyah*, and *qudwah*, into HRD strategy. The study concludes that safeguarding teachers' digital well-being is both a spiritual and strategic necessity and recommends that educational institutions adopt POAC-based HRD strategies to build a sustainable professional culture. Future research should operationalize and test these strategies and develop context-specific digital well-being assessment tools.

Al-Abbadi, H., Beniermann, A., Dajani, R., & Malkawi, A. (2026). **Understanding and acceptance of evolution and its teaching among biology teachers in an Arab context.** *International Journal of Science Education*, 48(11), 1666-1685. <https://doi.org/10.1080/09500693.2025.2488397>

Teachers' knowledge and acceptance of evolution affect their evolution teaching. However, research on the relationship between teachers' knowledge about and acceptance of evolution is ambiguous. Previous studies suggest that religiosity, gender, academic qualifications, and teaching experience may influence knowledge and acceptance. However, few studies have focused on Arab contexts. This study examined the knowledge about and acceptance of

evolution among Jordanian biology teachers (N = 346), a country rarely studied regarding evolution education. Data were collected using a questionnaire to assess knowledge, acceptance, and sociodemographic variables. Results demonstrate a low level of knowledge about evolution for Jordanian biology teachers. Years of teaching experience were significantly associated with higher levels of knowledge. Acceptance of evolution was low. Males, postgraduates, and teachers with less than five years of experience showed higher acceptance levels. Biology teachers in Jordan demonstrate no significant correlation between their knowledge and acceptance of evolution, whereas a significant negative correlation was shown for female teachers. The study underscores the need for curriculum reforms in Jordanian universities and schools to improve evolution teaching. Given the influence of sociocultural and religious factors on acceptance, future research should explore the role of religiosity and demographic variables in shaping attitudes toward evolution.

Bächtold, M., Barbe Asensio, D., Papet, J., & Ngoua Ondo, A. (2026). **Active learning in authentic conditions has a positive effect on first-year student success.** *Higher Education Research and Development*, 45(4), 867-883. <https://doi.org/10.1080/07294360.2025.2586686>

A number of studies, both in science education and in the humanities and social sciences, have shown that active learning has a more positive effect on student performance than direct instruction. As these studies were experimental or quasi-experimental, they compared ideal interventions designed and controlled by researchers. The present study aimed to measure the effects of active learning on student success under authentic conditions, by examining ordinary teaching practices that take place in real-life situations and are subject to various material, time-related and human constraints, which can affect teaching preparation and implementation. The study also investigated whether these effects depend on students' psycho-cognitive profiles. Data were collected from 356 teachers and 2168 students across various science and humanities programmes. The findings show that active learning under authentic conditions has a more positive effect on students' success in the first year of university than direct instruction. More specifically, they show that success is fostered when teachers adapt content to students' difficulties, use different active learning methods and in particular flipped classrooms, and use digital tools to engage students in activities. The results also show that active learning is equally beneficial for all students, regardless of their psycho-cognitive profile.

Bächtold, M., Iordanou, K., & Christodoulou, V. (2026). **Engagement in a dialogic activity after watching a video on climate change has an effect on students' mitigation action beliefs.** *International Journal of Science Education*, 48(11), 1595-1621. <https://doi.org/10.1080/09500693.2025.2468745>

Videos can be a valuable resource for learning about climate change and stimulating deliberative discussion on the actions to mitigate it. This quasi-experimental study aimed to investigate the effects of combining video watching with a dialogic activity, and the specific contributions of these two activities, on students' knowledge, beliefs about mitigation actions, and self-reported pro-environmental behaviour. The dialogic activity involved students creating a fictional dialogue about mitigation actions among different stakeholders, and it was conducted either collectively or individually. 75 undergraduate students participated in three conditions: (a) watching a video only or combined with a dialogic activity, either (b) collectively in small groups or (c) individually. Results showed gains in students' knowledge on climate change, for all conditions. Watching a video combined with a dialogic activity was found to have a significantly more positive effect on students' climate change mitigation action beliefs,

than watching a video alone. These findings highlight the value of watching a video on climate change for students' knowledge acquisition on the subject, but also the value of engaging in a dialogic activity to promote more comprehensive beliefs about the actions that need to be taken to mitigate climate change.

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.

Bitting, K. S., McSweeney, J., Kaufman, E., & Campagna, K. (2026). **Evaluating the Impact of a Sit Spot Mindfulness Practice on Students' Connectedness to Nature, Mental Wellbeing, and Mindfulness.** *Innovative Higher Education*, 51(3), 1009-1035. <https://doi.org/10.1007/s10755-026-09917-1>

College students frequently struggle with their mental wellbeing, and stress and anxiety decrease academic performance, satisfaction, and completion. A variety of systemic approaches are needed to address undergraduate mental wellness, including pedagogies of wellness through which faculty create restorative learning spaces that buffer students against negative mental health outcomes. Mindfulness practices and exposure to natural environments have been linked to a range of positive health outcomes such as improvement in mood and reduction of physiological stress. This research utilized a mixed-methods approach to evaluate the impact of a brief, repeated nature-based mindfulness practice in college courses in two separate disciplines on student connectedness to nature, positive and negative affect, and mindful attention awareness. Quantitative analyses of the matched dataset showed statistically significant benefits for both classes in all areas with small (mindfulness), medium (nature connectedness) and large (positive and negative affect) effect sizes. Qualitative coding of student reflections after the activity indicated benefits for students' self-awareness, positive emotions, beneficial behavior changes, general wellbeing, goal or intention setting, negative emotions, and academic benefits. Student reflections varied in systematic ways that corresponded to the course in which they were enrolled, while nature connectedness outcomes varied in one course according to why students were enrolled in the course. Instructors across disciplines can incorporate this assignment into their courses to help students achieve these beneficial outcomes, while also connecting it to their specific disciplinary content.

Butlen, D., Crinon, J., & Joigneaux, C. (2026). **Préparer, mettre en œuvre et analyser des séances de classe.** *Recherche et formation*, (104). <https://doi.org/10.4000/16gz8>

Christophe Joigneaux : Vous avez participé tous les deux dans l'académie de Créteil (l'un en Seine-et-Marne, à Melun ; l'autre en Seine-Saint-Denis, à Livry-Gargan) à la création et/ou à

l'institutionnalisation de ce qui est actuellement appelé ateliers de pratiques professionnelles [par la suite APP], dont il est question dans certains des articles composant ce dossier. Ce dispositif a d'abord (au début des années 1980) été qualifié de « laboratoire d'essais pédagogiques » [par la suite LEP]...

Campillo Betancourt, E., & Maeba, K. (2026). **How the political power of teacher unions affects education**. *Education Economics*, 34(4), 510-528. <https://doi.org/10.1080/09645292.2025.2544189>
This paper studies the effects of politically powerful teacher unions on public education by focusing on Mexico's largest corporatist teacher union and its use of a performance-pay program as a patronage tool. We find that after the 2006 presidential election, teacher promotions disproportionately increased in municipalities where the union-affiliated candidate received a plurality of votes. This pattern is consistent with the hypothesis that the program's implementation was distorted by the union's strengthened political alliance with the ruling party. We also show that the increased promotions negatively affected student learning outcomes by crowding out teachers' incentives to invest effort in teaching.

Carattini, S., Giustinelli, P., & Veronesi, M. (2026). **Climate Change in the Classroom** (Working paper N° 21567). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21567>
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.

Casey, D. (2026). **ChatGPT in public policy teaching and assessment: An examination of opportunities and challenges**. *Australian Journal of Public Administration*, 85(2), 362-376. <https://doi.org/10.1111/1467-8500.12647>

Abstract This paper presents the findings of an innovative assessment task that required students to use ChatGPT for drafting a policy brief to an Australian Government minister. The study explores how future public policy students perceive ChatGPT's role in both public policy and teaching and assessment. Through self-reflective essays and focus group discussions, the research looks at the limitations of ChatGPT that the students identified, demonstrating it struggles to produce analytically sound, politically responsive, and nuanced policy recommendations. The findings align with the "technoscepticism" theoretical frame, indicating concerns that artificial intelligence (AI) tools could undermine good policy analysis processes. The students supported greater use of ChatGPT in the classroom, to increase ChatGPT-literacy, help students learn to engage ethically and appropriately with AI tools, and better develop evaluative judgement skills. The paper contributes insights into the intersection of ChatGPT, teaching and assessment, and public policy and seeks to prompt further exploration

and discussion on the implications of integrating ChatGPT into both public policy and its education and assessment. Points for practitioners Future public service graduates are highly sceptical about the value of ChatGPT for developing policy. They are concerned about the ethical implications, the lack of transparency, and the impact it may have on marginalised communities.

Chen, Y. (2026). **IAG et conception e-learning en entreprise : quelles pratiques professionnelles et créatives chez les concepteurs pédagogiques multimédias ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfn>

Cette étude examine les pratiques créatives et professionnelles des concepteurs de modules e-learning en contexte d'entreprise. Le cadre conceptuel mobilise à la fois les modèles d'ingénierie pédagogique et la théorie de la créativité, en intégrant les recherches récentes sur l'usage de l'intelligence artificielle générative (IAG). Adoptant une approche qualitative, l'enquête repose sur cinq entretiens semi-directifs réalisés auprès de concepteurs aux parcours divers et exerçant au sein de structures variées en France. L'analyse thématique de contenu et des situations de conception met en évidence les stratégies institutionnelles d'intégration de l'IAG, les principales étapes du processus de conception, ainsi qu'un continuum de pratiques créatives allant d'ajustements opérés dans des cadres prescriptifs à des formes de créativité collaborative de niveau expert. Les résultats suggèrent que l'IAG n'intervient pas de manière déterminante ni sur le processus global ni sur la dynamique créative. Si elle peut assister, stimuler, voire surprendre, la créativité demeure essentiellement sous contrôle humain et est modulée par les acteurs ainsi que par les contextes organisationnels.

Chouinard, J. (2026). **Les défis de l'éducation inclusive au secondaire : entretien avec Mélanie Paré, professeure agrégée.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 7-10. <https://doi.org/10.7202/1125821ar>

Dans le cadre de cet entretien, Mélanie Paré, professeure agrégée à l'Université de Montréal, partage sa vision et son expérience sur les défis de l'éducation inclusive au secondaire. Issue d'un parcours en enseignement et en recherche, elle définit l'inclusion comme une approche visant la participation et la réussite de tous les élèves, en valorisant la diversité et en assurant des conditions équitables. Bien que les écoles progressent sur la voie de l'équité en éducation au Québec, les centres de services scolaires et les écoles ont des démarches variées. Des inégalités demeurent pour les élèves, notamment parce que les initiatives ont une portée limitée. Les fondements reposent sur l'équité et les droits humains fondamentaux et ses pratiques s'appuient sur tous les courants théoriques de l'enseignement qu'ils soient humanistes, constructivistes ou behavioristes. Les obstacles majeurs incluent le travail en silo, l'ampleur du changement et le manque d'implication des élèves. Pour amorcer un virage inclusif, il faut analyser la réalité du milieu, impliquer tous les acteurs et utiliser des pédagogies différenciées et culturellement pertinentes.

Commission Européenne. (2026). **Enseignement en plein air : Avantages, défis et bonnes pratiques : messages clés.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4254> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/1fababa5-7107-11f1-9800-01aa75ed71a1>

L'enseignement en plein air désigne des activités d'apprentissage par l'expérience¹ qui ont lieu à l'extérieur, allant de courtes leçons en plein air à des programmes résidentiels de plusieurs jours. L'enseignement en plein air offre une approche pédagogique puissante qui met les apprenants au contact de la nature tout en cultivant les aptitudes essentielles de la vie courante et les compétences en matière de durabilité². En intégrant l'enseignement en plein air aux objectifs de durabilité, les enseignants peuvent créer des possibilités significatives d'apprentissage par l'expérience qui renforcent à la fois les capacités individuelles et la responsabilité collective pour l'environnement partagé.

Corbeil, A., Hadchiti, R., & Beaulieu, J. (2026). **Favoriser l'inclusion par les émotions : le levier des directions d'écoles secondaires.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 21-25. <https://doi.org/10.7202/1125824ar>
Dans un contexte où la diversité des élèves s'accroît au secondaire, cet article explore comment les directions d'établissement scolaire (DÉS) peuvent soutenir la réussite et l'adaptation de tous en mobilisant les émotions comme levier d'inclusion. À partir d'une analyse de documents ministériels et d'entrevues réalisées auprès de quatre DÉS au secondaire, cet article met en lumière les tensions entre les impératifs de performance et les besoins socioaffectifs des élèves. Le développement des compétences socioémotionnelles (CSÉ) – telles que l'empathie, la régulation émotionnelle et le sentiment d'appartenance – apparaît comme une voie prometteuse pour renforcer le climat scolaire et favoriser des pratiques éducatives inclusives. Les résultats révèlent l'importance du leadership éducatif, de la collaboration interprofessionnelle et de la formation continue du personnel. L'article conclut sur la nécessité de soutenir les DÉS dans une approche intégrant les CSÉ à la gestion scolaire pour bâtir une école secondaire inclusive et bienveillante.

Cramarégas, 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'accroît 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.

Cucchiara, M., Ferguson, S., & Sheikh, S. (2026). **Care, Success, and Accountability: Cultural Logics, Expectation Drift, and the Complex Nature of Teacher Expectations.** *Sociology of Education*, 99(3), 284-305. <https://doi.org/10.1177/00380407261432655>
Teacher expectations are key predictors of student outcomes, yet how they are produced and negotiated in practice remains understudied. Drawing on ethnographic research in two

progressive high schools serving low-income students of color, we show expectations function less as individually held stable beliefs than as institutionally situated judgments that are continuously produced and revised through interaction and interpretation. We identify three shared, institutionally sanctioned cultural logics—care, success, and accountability—guiding teachers' decisions, showing how tensions between them created uncertainty about responding to students' needs. Sometimes, these tensions produced expectation drift: the process through which what teachers ask of students decreases or shifts over time. Rather than a simple lowering of standards, expectation drift reflects negotiated responses to structural constraints and institutional pressures. By portraying expectations as socially constructed and context-dependent, we show how expectation drift may both support student learning and school engagement and contribute to processes of reproduction.

Demeester, A. (2020). **Comment évaluer des compétences dans l'enseignement supérieur ?** In P. U. de Provence (PUP) (Éd.), *L'évaluation à l'épreuve du contexte : Pratiques et réflexions*. Consulté à l'adresse <https://hal.science/hal-03221711>

L'Approche par compétences (APC) questionne les enseignants de l'enseignement supérieur sur les fondements mêmes de l'évaluation des apprentissages en termes de validité, de fiabilité et d'équité de traitement entre les étudiants. Ces questionnements ne sont pas spécifiques de l'évaluation par compétences. Ils relèvent de l'activité d'évaluation visant à mesurer l'écart observé entre ce que produit l'étudiant évalué à un temps t de son parcours de formation et les attendus de l'équipe pédagogique au même moment. Cet article a pour objectif de décrire les principales caractéristiques de l'évaluation mise en oeuvre dans une APC, sans aborder spécifiquement le débat de normes présent dans toute situation d'évaluation. Après avoir situé et défini le concept de compétence dans le contexte particulier de l'enseignement supérieur, la mise en oeuvre de l'APC sera brièvement abordée pour développer ensuite l'évaluation des compétences.

Denis, B. (2026). **Progresser au service de l'apprenant à distance, sans oublier les acquis antérieurs.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfo>

I. Introduction Les idées et travaux de Glikman et de Jacquinot constituent une base solide qui a contribué à l'avancement du domaine de la formation à distance (FAD). Toujours d'actualité, l'article de Glikman (2014) aborde l'évolution des dispositifs, notamment sous l'angle des outils technologiques et de l'ouverture à de nouveaux types d'activités d'apprentissage relevant d'options épistémologiques (ex. socio-constructiviste) et du soutien de l'engagement de l'apprenant dans la formation. ...

Dorgnier, R. (2024). **Soutenir l'apprentissage des enfants à l'école primaire : études expérimentales et application pédagogique** (Theses, Université Bourgogne Franche-Comté; Vol. 50). Consulté à l'adresse <https://hal.science/tel-05662928>

This thesis aims to deepen our understanding of the mechanisms underlying student learning. Two crucial factors for academic success were investigated: students' beliefs about intelligence (growth vs. fixed mindset; Dweck, 2006) and the learning strategies employed (Brehmer et al., 2016; Turk et al., 2015). Viewing intelligence as a malleable capacity appears to be associated with greater academic success. Recent studies further validate this approach. However, the popularization of this theory has led to an oversimplification of its characteristics, downplaying the importance of using effective strategies, thus giving rise to a « false growth mindset.» It

appears, therefore, that promoting a growth mindset to boost student motivation is insufficient if students, despite their motivation, are uncertain about which learning methods to adopt. Indeed, not all strategies are equally effective, and students seem poorly informed on this matter (Daugherty & Ofen, 2015). Recent studies, however, suggest that it is possible to transform students' beliefs, leading to cognitive performance benefits. In this thesis, we aimed to deepen the understanding of the role of strategic and motivational factors in the learning of cycle 3 students. This work is organized around three research themes and is based on four experimental studies and the development of an educational application. The first research theme explores the role of motivational and strategic factors on children's beliefs and memory performance through two intervention studies. The results of Study 1 show that classroom interventions focused on implicit theories of intelligence (ITI) and effective learning strategies (mental imagery and self-reference) can change students' beliefs and improve their memory performance. The second study examined the effect of each factor separately to determine their respective influences on the strategic and associative components of episodic memory. The results reveal distinct influences: adopting a malleable ITI influences the most demanding associative tasks, while strategic interventions mainly affect tasks involving strategic processes. Unexpectedly, beliefs about ITI assessed via questionnaires were not modified by the interventions. The second research theme, therefore, specifically focuses on ITI and more critically examines its measurement tools. In Study 3, the ITI of 833 learners was assessed using the commonly used questionnaire (De Castella & Byrne, 2015). The results show that 80% of participants hold a malleable view, raising questions about the sensitivity of this questionnaire. In Study 4, three ITI measurement tools were compared: the traditional questionnaire and two novel tools. Results obtained from 141 cycle 3 students suggest that one of the new tools could provide a more accurate assessment of ITI. Finally, the third theme of this thesis involves the development of a digital application, MétaMind, designed to facilitate the scaling-up of the interventions that have demonstrated effectiveness in this research context. This doctoral work makes significant theoretical and practical contributions to the field of learning. By integrating social, cognitive, and metacognitive approaches, it shows that the effectiveness of ITI interventions can be maximized. This thesis thus opens new perspectives for education, leveraging empirical approaches to promote a malleable view of intelligence and effective learning strategies.

Dormoy, C., & Saunier, É. (2026). **Quelle articulation entre formation relative aux inégalités et pratique professionnelle chez les aspirant·es professeur·es des écoles ?** *Recherche et formation*, (104). <https://doi.org/10.4000/16gz4>

La formation des enseignant·es est souvent questionnée sous l'angle de l'intégration du « terrain » et de ses problématiques. Nous proposons d'étudier une dimension de cette question en analysant la réception par les aspirant·es PE de la formation relative aux inégalités délivrée en INSPÉ. Notre enquête rend compte d'une perception globalement positive de cet enseignement, notamment concernant son utilité professionnelle, avec toutefois des variations en fonction de l'origine sociale, du capital scolaire et du rapport à la politique des répondant·es à notre questionnaire.

Duchaine, M.-P., Gaudreau, N., & Massé, L. (2026). **Des enseignants engagés malgré leurs doutes : portrait des attitudes envers l'inclusion scolaire au secondaire.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 15-20. <https://doi.org/10.7202/1125823ar>

Comment les enseignants du secondaire se positionnent-ils face à l'inclusion des élèves présentant des difficultés d'adaptation ? Cette étude, menée auprès de 458 enseignants de la région de Québec, révèle un portrait paradoxal, mais encourageant. Si les enseignants entretiennent des doutes quant à la faisabilité de l'inclusion et ressentent un inconfort face aux comportements incompris, ils demeurent néanmoins fortement engagés à adapter leurs pratiques pour soutenir ces élèves. Ce décalage entre ce que les enseignants pensent, ressentent et sont prêts à faire témoigne de leur professionnalisme, mais soulève aussi un enjeu crucial : comment maintenir cet engagement dans la durée sans s'épuiser ? L'analyse des variations selon l'expérience, la formation, la qualification et le contexte d'enseignement permet de dégager des pistes d'action concrètes pour mieux soutenir les enseignants du secondaire dans leurs pratiques inclusives.

Eve, I. (2026). **Decolonial practices and faculty perceptions within sociology and political science in Irish higher education.** *Higher Education*, 91 (6), 2299-2320. <https://doi.org/10.1007/s10734-025-01522-z>

This paper investigates how Sociology and Political Science, situated in an Irish university, respond to the contemporary push for 'decolonising the curriculum.' As decolonial debates still engender mixed reactions and forms of resistance, this study contributes to the body of work seeking to understand how decolonisation works in practice while being the first of its kind within an Irish context. Drawing on analysis of 45 undergraduate module syllabi, lecture observation of 4 first-year modules, and 13 faculty interviews, this paper examines academic practices, curriculum design and faculty perspectives to address how Sociology and Political Science undergraduate programmes within an Irish university perceive and engage with curriculum decolonisation. Findings reveal that neither discipline substantially engages with curriculum decolonisation; barriers to decolonial work include lack of time and support, and perceived epistemic barriers regarding disciplinary applicability to 'decolonise.' However, analysis illustrates the importance of individual faculty members and how they interpret barriers to decolonisation. There was stronger evidence of decolonial/critical praxis within political science than sociology, despite perceptions of political science as more resistant, particularly seen through the pedagogical approaches of faculty observed in first-year module lectures. This study therefore highlights the role academics play in decolonial transformation and offers discipline-specific recommendations that address stated barriers to integrate decolonial praxis. This research further demonstrates the value of observational methods within higher education settings when seeking to understand the micro dynamics of critical pedagogical practices.

Filipi, A. (2026). **International Chinese students' language choice as a display of assessment anxiety in a higher education context in the Anglosphere.** *Higher Education*, 91 (6), 2239-2259. <https://doi.org/10.1007/s10734-025-01519-8>

While studies of the language practices of bi/multilingual students in university English Medium Instruction in non-Anglospheric countries are well established, less attention has been paid to these practices in non-language learning university courses in the Anglosphere where the language of instruction is English. This study reports the language practices of three international Chinese students at an Australian university. The data is derived from a first-year tutorial in a teacher education course. During group tasks, the students interacted in Mandarin with each other and in English with an English-speaking local student. The focus of analysis was on the assigned discussion about assessment during which students displayed their stances to assessment. Conversation Analysis was used to analyse the data. It was revealed that students

fished for information about a quiz with the local student in English so that student anxiety about assessment was a shared experience. In choosing Mandarin, the students discussed the appropriateness of fishing for further information about the local student's performance in the quiz. The multimodal features of whispering and lowering the head when speaking Mandarin captured students' orientations to norm breaching which treated the topic as taboo. The study has implications for practices in tutor self-reflection about their instructions and explanations, and for pedagogies that give attention to how students' multilingualism can be used to leverage understanding.

Gagnon-Tremblay, A., Marion, É., & Gaudreau, N. (2026). **Pratiques collaboratives à l'école secondaire : de la théorie à la pratique.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 38-41. <https://doi.org/10.7202/1125828ar>

Au Québec, le personnel scolaire du secondaire fait face à des défis importants, notamment auprès des élèves qui présentent des difficultés d'adaptation ou des comportements difficiles. La charge de travail s'avère élevée et la collaboration est parfois difficile. Cela dit, la collaboration interprofessionnelle permet de sortir de l'isolement, de partager les responsabilités et de mobiliser les expertises. Quatre types de pratiques collaboratives peuvent être mobilisés selon la complexité des situations : en parallèle, par consultation, de concertation et de services partagés. Cet article présente des initiatives québécoises concrètes illustrant ces approches, telles que des comités de soutien aux enseignants et des partenariats communautaires. Il discute de leurs retombées sur le bien-être du personnel et la réussite des élèves, tout en soulignant l'importance de bien choisir ses priorités. Il découle des résultats d'une recherche financée par le Fonds de recherche du Québec (FRQ). Les autrices tiennent à remercier le personnel de direction des écoles de l'Auberivière, Curé-Hébert, Samuel-de-Champlain et de Mirabel pour avoir partagé leur expérience de pratiques collaboratives.

Gaudreau, N., & Bernier, V. (2026). **Soutenir la réussite et l'adaptation des élèves en contexte de diversité à l'école secondaire.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 4-5. <https://doi.org/10.7202/1125820ar>

Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Gaudreau, N., Marchand, M., & Nadeau, M.-F. (2026). **Classroom Management at the Secondary Level: How Does Teachers' Confidence Vary According to Their Context?** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 34-37. <https://doi.org/10.7202/1125827ar>

Cet article de recherche examine le sentiment d'efficacité personnelle en gestion de classe (SEGC) chez plus de mille enseignants du secondaire au Québec, en explorant comment leur confiance varie selon des facteurs personnels et environnementaux. Les auteures démontrent que la formation qualifiante et l'obtention de diplômes supérieurs renforcent considérablement la perception qu'ont les enseignants de leurs propres compétences pédagogiques. L'étude souligne également que l'expérience professionnelle et la stabilité d'emploi créent un cercle vertueux, permettant aux enseignants d'établir des attentes plus claires et de mieux gérer les comportements difficiles. Enfin, l'analyse révèle que le contexte disciplinaire influence le sentiment de compétence, les spécialistes en adaptation scolaire affichant une assurance plus élevée que leurs collègues en sciences ou en mathématiques. En somme, ce texte plaide pour un soutien différencié qui tient compte de la réalité spécifique et du niveau de carrière de chaque pédagogue.

Gavard-Veau, J. (2026). **L'éducation en milieu carcéral, un repère pour le système scolaire ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7511>

L'enseignement en milieu carcéral français s'inscrit dans une longue histoire, visant la réinsertion et la rééducation des détenus (Rostaing, 2009). La population carcérale, majoritairement jeune, masculine et en difficulté scolaire, bénéficie d'activités éducatives à visée de réinsertion, avec un accent sur la lutte contre l'illettrisme et l'alphabétisation (Combessie, 2018 ; Ministère de la Justice, 2023). Le système éducatif en prison est particulier et marginal, avec des enseignants isolés, dotés d'un statut spécifique et d'une autonomie relative, intervenant dans un cadre hors contrôle pénal (Febrer, 2012b). Ces professionnels créent un espace de confiance et de reconstruction pour les détenus, conciliant contraintes sécuritaires, imprévus et concurrence d'autres activités (Milly, 2004 ; Febrer, 2009). Cet article de synthèse discute le rôle de l'enseignement en prison comme un levier de réhabilitation symbolique et éclaire le système éducatif ordinaire par son fonctionnement singulier.

Grepat-Cassard, É. (2026). **Les filles à besoins éducatifs particuliers au prisme des représentations enseignantes : entre conformité aux normes de genre et processus de mise à la marge scolaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hm6>

Dans le champ scolaire, les normes définissent ce qui est attendu des élèves tandis que les marges révèlent celles et ceux qui s'en écartent. C'est dans cet espace de tension que se situent les filles à besoins éducatifs particuliers (BEP) de notre étude. Leur sous-représentation statistique parmi les élèves reconnus à BEP interroge : sont-elles réellement moins nombreuses ou simplement moins visibles ? Mobiliser le genre comme cadre d'analyse permet de penser la sous-représentation des filles à BEP non comme une absence réelle mais comme l'effet de systèmes normatifs qui participent à leur invisibilisation. Ainsi, normes scolaires et normes de genre orientent les pratiques enseignantes et influencent les processus de repérage des élèves à BEP. Cette étude interroge les représentations d'enseignant·es du primaire à propos des filles à BEP afin de comprendre les mécanismes qui contribuent à leur mise à la marge. À partir d'une analyse qualitative de 29 entretiens semi-directifs, les résultats sont présentés selon quatre axes : la conformité apparente des filles aux différents systèmes de normes, le moindre repérage de leurs difficultés, l'invisibilisation des filles à BEP par des modèles masculins dominants et les stratégies mises en œuvre par ces filles pour éviter le stigmatisation. Ces résultats montrent que la mise à la marge des filles à BEP se construit à la fois à travers les processus de catégorisation et les mécanismes d'invisibilisation.

Higounet, J., & Zakhartchouk, J.-M. (Éd.). (2026). **Faire classe à l'ère de l'IA.** *Les Cahiers pédagogiques*, (606). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/sommaire-revue-606/>

Un nouveau dossier sur l'intelligence artificielle, pour accompagner une utilisation désormais massive aussi bien côté profs que côté élèves. Les outils, notamment les IA génératives connaissent en permanence des évolutions technologiques considérables, soulevant de nouvelles pratiques et de nouveaux enjeux. Un dossier qui allie des interrogations de fond, avec y compris des réserves sur l'usage de l'IA à l'école, et des pratiques nombreuses et diversifiées.

Hippolyte, E. (2026). **« FabLab à l'école » : appropriation d'un dispositif hybride et renversement du rapport à la marge.** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16h1r>

Cet article analyse l'appropriation du dispositif « FabLab à l'école » en interrogeant la manière dont l'engagement volontaire des enseignant·e·s les conduit à composer avec la forme scolaire, entre reconfiguration et possible sentiment de marginalité. À partir d'une analyse thématique de 22 entretiens semi-directifs menés auprès d'enseignant·e·s, formateur·trice·s, coordinateur·trice·s et porteur·euse·s de projet, l'étude met en évidence les tensions produites par la mise en œuvre d'un fablab en contexte scolaire et les reconfigurations qui en résultent. La lecture par la marge fait apparaître une dynamique de renversement en trois temps : marge d'abord choisie (entrée volontaire dans l'expérimentation), puis subie lorsque les contraintes liées à la forme scolaire (temps, technicité, reconnaissance, isolement) fragilisent la mise en œuvre, et enfin assumée et renforcée lorsque l'appropriation se traduit par une persévérance et une stabilisation de pratiques orientées vers une « forme autre ». Les résultats soulignent que la pérennité et la légitimité du dispositif dépendent moins des moyens et des ressources que des conditions socio-institutionnelles de soutenabilité : reconnaissance du temps engagé, construction de collectifs et mise en réseau, soutiens institutionnels et politiques.

Hommery-Boucher, D., & Verret, C. (2026). **Stratégies pratiques pour le personnel enseignant : l'autorégulation émotionnelle des jeunes du secondaire par l'activité physique.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 52-55. <https://doi.org/10.7202/1125831ar>

Les recherches récentes démontrent que l'activité physique (AP) constitue un outil intéressant et accessible pour améliorer la régulation émotionnelle des adolescents et des adolescentes. Les bénéfices optimaux s'obtiennent avec des interventions de 10 à 12 semaines incluant trois à cinq séances hebdomadaires de 20 à 45 minutes à intensité modérée. En plus des périodes en éducation physique et à la santé, l'ajout quotidien d'AP via des pauses actives, des classes flexibles et l'intégration curriculaire a le potentiel d'améliorer significativement le climat de classe, l'attention et les performances scolaires. Cet article expose brièvement les effets et les mécanismes de l'AP. Il présente les conditions d'efficacité et propose des idées d'intégration de l'AP dans le quotidien des personnes enseignantes.

Hossen, C. (2026). **Jugement professoral et compositions d'élèves au lycée Leconte de Lisle : la marge comme espace d'annotation et de légitimation scolaires (La Réunion, 1927-1946).** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16hlu>

À partir de 1 156 compositions d'élèves du « petit lycée » Leconte de Lisle (1927-1946), cet article analyse les annotations professorales (appréciations chapeau, notes marginales, corrections directes) comme formes de jugement scolaire en contexte colonial. En mobilisant une sociologie de l'évaluation et une approche pragmatique des actes de langage, l'étude reconstitue l'idéal-type de la « bonne copie » alignée sur les normes curriculaires métropolitaines et montre comment les pratiques d'annotation, centrées sur la conformité linguistique, l'exactitude attendue et le respect des consignes, participent à distinguer et classer les élèves. La marge apparaît ainsi comme un espace matériel et symbolique d'annotation où l'évaluation, au-delà de sa fonction pédagogique, contribue à la légitimation des normes scolaires et à la subjectivation des élèves.

Jin, Y., Xie, L., Ai, L., Li, W., & Chen, R. (2026). **Gatekeepers or Roadblocks? Longitudinal Associations Between Chinese Homeroom Teachers' Response Profiles Regarding Student Self-Harm and Students' Help-Seeking Intentions.** *Journal of Youth and Adolescence*, 55(7), 1733-1747. <https://doi.org/10.1007/s10964-026-02347-4>

Adolescent self-harm is increasingly recognized as a major public health concern, and prompting help-seeking is critical for early identification and prevention. Within the Chinese educational system, homeroom teachers are typically at the forefront of detecting student mental distress and initiating referrals, yet longitudinal evidence on how their responses influence subsequent student help-seeking remains limited. This study drew on baseline and 12-month follow-up data from a school-based prospective cohort conducted in Southern China, with baseline data collected in September 2022. The sample included 478 homeroom teachers from 68 schools and 17,464 matched students. Among teachers, 353 (73.85%) were female, the mean teaching experience was 16.09 years ($SD = 7.84$). Among students, the mean age was 14.31 years ($SD = 1.46$), 8,544 (48.92%) were female, and 70.71% were middle school students. Based on teachers' reported attitudes toward student self-harm (positive approach and negative avoidance) and behavioral response tendencies (emotion-focused engagement, behavior-focused engagement, and behavior-focused disengagement), latent profile analysis identified three teacher response profiles: moderately-engaged (70.19%), limited-engaged (20.16%), and avoidant (9.65%). After controlling for teacher and student demographic characteristics and baseline covariates, multilevel hierarchical regression analyses indicated that, compared with moderately-engaged teachers, students exposed to avoidant teachers reported lower help-seeking intentions toward teachers, friends, and helplines at the follow-up, while those exposed to limited-engaged teachers were associated only with reduced helpline help-seeking. These findings underscore the importance of homeroom teachers' responses for students' help-seeking intentions, suggesting that reducing avoidance in teachers' responses may represent a promising target for refining teacher-focused training initiatives, thereby facilitating earlier prevention of self-harm risk.

Karlsson, A. (2026). **An orchestra of semiotic resources in a translanguaging science classroom.** *International Journal of Science Education*, 48(11), 1645-1665. <https://doi.org/10.1080/09500693.2025.2469823>

The aim of this article is to explore how socially and culturally shaped resources for meaning-making are used in a translanguaging science classroom and how these interact to promote multilingual students' participation and understanding of science. The data consist of video- and audio-recorded science lessons in a Swedish compulsory school (Grades 4–6). The analysis, rooted in translanguaging and sociocultural perspectives on learning, views learning as dialogic processes within social contexts and is framed within social semiotic theory, both regarding systemic functional linguistics and social semiotic perspectives on multimodality. Multimodal interaction analysis is used to clarify the use of semiotic resources by students, the science teacher and the mother-tongue teacher, as well as their various functions in meaning-making processes. Findings show how the participants' linguistic repertoires contribute to semiotic resources in the dialogic conversations and how each expression provides a unique aspect of the subject content, which together shape a comprehensive whole. By combining and integrating different modalities, such as gestures, drawings, and objects with verbal resources, continuity is fostered in the science activities. However, the study also underlines the importance of verbal language resources for students' opportunities to develop a broader and deeper knowledge in science subjects.

Khatoon, R. (2026). **Relational Contracts and Equity-Based Reward in Teamwork: Theory and Evidence from Higher Education** [Working paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: <https://EconPapers.repec.org/RePEc:bri:uobdis:26/836>

This paper develops a theory of equity-based reward in team production and tests it in higher education. We study n agents who collaborate over the repeated stages of a single project. Under conventional fixed-share rules - whether each member receives a slice of a divided output or, as in education, the whole of a non-rival output - effort falls short of the efficient level, because no member internalises the value that their effort creates for the rest of the team. We characterise an equity sharing rule that ties each member's reward to a logarithmic function of their agreed relative contribution. The rule raises effort above the fixed-share level and, in the limit where the team technology is close to linear, restores the efficient level exactly; under more sharply diminishing returns it over-rewards relative contribution rather than under-rewarding it. Because the rule is enforced not by an outside monitor but by the members themselves through repeated peer evaluation, we show that it is self-enforcing as a relational contract whenever participants are sufficiently patient, and that the patience required is most easily met precisely in the near-linear case relevant to education. We operationalise the mechanism as a design for MSc group dissertations, in which students negotiate contribution shares across three project phases monitored by anonymous weekly peer evaluation, and individual marks are derived from the group mark through an equity-weight formula that is the exact empirical counterpart of the theoretical rule. Using panel data on 926 students at a Russell Group university and combining propensity-score matching with difference-in-differences and the doubly-robust Callaway and Sant'Anna (2021) estimator, we find that adopting the equity-share mechanism raises overall dissertation marks by 6.8 - 8.2 percentage points (7.7 under the preferred doubly-robust estimator) and the individually assessed component by 9.8 - 11.2 points (10.6 preferred) relative to group dissertations without it; the estimates are consistent across estimators and replicate across cohorts, though, because the policy is adopted in a single programme, we read these magnitudes as evidence consistent with the theory rather than as precisely identified causal effects. A companion comparison of group against individual dissertations points in the same direction but does not satisfy the parallel-trends requirement, and we treat it as descriptive. The results suggest that incentive compatible, peer-enforced grading can raise cooperative effort and attainment in team-based assessment.

Lemoine, M. (2026). **Ce que l'action éducative menée dans les marges nous dit des acteurs et des configurations à l'œuvre**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7764>

Observer ce qui se joue dans les marges, du point de vue des publics, comme de celles et ceux qui travaillent avec eux, n'est pas qu'un choix épistémologique et méthodologique. C'est aussi une manière de considérer, ensemble, articulés, le commun et ses marges, et par conséquent d'étudier des espaces-temps de potentialités qui peuvent ressourcer les fonctionnements ordinaires. Ainsi en est-il de l'étude d'une action éducative mise en œuvre au bénéfice de collégiens décrocheurs, avec l'appui de médiateurs culturels, dans un collège urbain de Nouvelle-Calédonie. L'analyse montre comment le travail de (re)découverte culturelle et d'expression personnelle, engagé dans les marges de l'établissement, avec de jeunes Kanak déracinés produit des occasions de dialogue entre ces collégiens, leurs parents ainsi que les professionnels scolaires, éducatifs et culturels. Ce qui alimente alors un système de

reconnaissance, et peut même devenir un levier pour enrichir par ailleurs les pratiques et les contenus pédagogiques, dans les classes.

Lopes da Silva Macedo, S., & Benveniste, C. (2026). **Les effets d'une formation initiale « intégrée » sur les pratiques et les discours d'enseignantes débutantes.** *Recherche et formation*, (104). <https://doi.org/10.4000/16hmn>

Cet article étudie les effets d'une « formation intégrée » expérimentée à l'INSPÉ de Créteil de 2017 à 2021, à partir d'entretiens et d'observations de 17 néo-titulaires (T1 à T4) formées dans le cadre de ce groupe expérimental. Les analyses montrent que les observations guidées et les ateliers professionnels sont perçus par les formées comme des éléments essentiels de cette « formation intégrée », contribuant à la construction de « ponts formatifs » entre les différents types de savoirs et contenus de formation. L'activité et les difficultés des élèves sont au cœur de l'analyse réflexive des enquêtées qui rencontrent les mêmes tensions que d'autres débutants, mais les traitent différemment, en mobilisant un discours personnel argumenté et une coopération importante entre pairs. L'étude interroge finalement les conditions nécessaires à l'intégration des milieux académiques et professionnels en formation initiale.

Manaseri, H., Sustarsic, M., Montano, R. L. T., & Houar, M. T. (2026). **Sensory Integration in Higher Education: A Systematic Literature Review.** *Innovative Higher Education*, 51(3), 1385-1416. <https://doi.org/10.1007/s10755-026-09889-2>

Recent trends in higher education demonstrate the recognition of sensory integration with universities and colleges worldwide creating environments that address the sensory needs of their students. Sensory regulation plays a crucial role in learning, attention, emotional well-being and is a universal human experience. The purpose of this systematic review is to present evidence on the current state of sensory integration in higher education. By analyzing 19 empirical studies that report outcomes on various types of sensory integration, this review presents findings on the benefits of sensory-friendly spaces, multisensory pedagogy, and inclusive design in supporting learning, managing stress, and fostering well-being. While prior research has established the role of sensory regulation in emotional and cognitive functioning, our findings reveal innovative approaches in higher education with sensory integration taking multiple forms to support all learners in- and outside the classroom. Strategies range from creating inclusive sensory-friendly spaces to enriching sensory learning and living experiences. Sensory integration occurs not only in classrooms, but also in makerspaces, gardens, and parks. By incorporating sensory elements, universities can lead the way in creating inclusive spaces, curricula, and instruction to support the well-being of the entire campus community.

Maquet, J., Allouch, A., & Prieur, M. (2026). **« Ils sont bizarres les profs ici » : une analyse des pratiques au sein du microlycée d'Amiens.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/8043>

Cet entretien avec Julie Maquet, enseignante au microlycée d'Amiens, offre un éclairage de l'intérieur sur une structure éducative alternative dédiée à la rescolarisation de jeunes en situation de décrochage. Au fil des questions se dessine le portrait d'un collectif professionnel singulier, dont les pratiques – attention portée au corps des élèves, proximité physique et affective, organisation des espaces, coéducation avec les familles – tranchent nettement avec les normes de la forme scolaire traditionnelle. Ces pratiques, perçues par l'institution comme relevant de la « marge », font depuis 2024 l'objet d'une recherche-action conduite dans le cadre d'un LéA (lieu d'éducation associé à l'IFE), en partenariat avec la sociologue Annabelle Allouch. Mobilisant

des outils conceptuels issus de la sociologie des professions – notamment les notions de corps, de genre et d'espace –, cette démarche vise à expliciter et objectiver des savoir-faire professionnels souvent invisibles, pour mieux les transmettre. L'article pose ainsi la question de ce que révèle, « vu de la marge », un établissement comme le microlycée sur les tensions structurelles de l'institution scolaire : entre injonctions contradictoires, logiques du care et exigences de diplomation.

Massé, L., Verret, C., & Hovington, N. (2026). **Soutenir l'engagement scolaire des élèves doués au secondaire : les pratiques gagnantes**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 30-33. <https://doi.org/10.7202/1125826ar>

De nombreux élèves doués au secondaire rapportent un manque de défis intellectuels adaptés à leurs capacités, à leur rythme d'apprentissage et à leurs intérêts, ce qui peut entraîner ennui, désintérêt et démotivation. Cette démotivation peut même mener à la sous-performance et au décrochage scolaire. En se basant sur les données des recherches et du terrain, cet article propose une synthèse des principales pratiques pédagogiques favorisant leur engagement scolaire. Les propos sont illustrés par des initiatives menées dans différents établissements scolaires québécois.

Mauve, S. (2025). **Étude comparative France Chine : l'innovation pédagogique au sein des politiques de formation des enseignants** (Theses, Université de Bordeaux). <https://doi.org/10.70675/198d6724zbac6z4411zac24zde12ddabdf65>

Machiavelli argued that while « not everything is political, politics takes an interest in everything, » highlighting the influence of political power across domains. He also recognized that this power tends toward a demand for totality, which cannot be fully realized without understanding reality. This pragmatic approach paradoxically applies to teacher training policies in France and China: despite numerous reforms (1975-2023) and ministerial reports (1983-2023), few significant changes have occurred. These reforms, often driven by social or educational demands, have sidelined the core objective of instruction (Rayou & Ria, 2021). Political rhetoric frequently praises pedagogical innovation as a miracle solution for reducing educational inequalities in both France and China. This study not only compares these reforms but also examines how teachers in both countries perceive these innovation mandates. Do they retain autonomy, or are they overwhelmed by competing priorities? The research is based on surveys of French teachers in China (Guangdong) and Chinese teachers in France, analyzing: -The integration of innovation into training policies; -Teachers' perceptions of innovation (via questionnaires); -Their innovative practices, with or without training (via interviews). Unlike historical studies like Zhao & Zhong's (2023) on rural-urban disparities in China, this work adopts a comparative and critical approach, examining bureaucratic and authoritarian logics in education policies. It cross-references diverse sources (political discourse, official texts, inspection reports) to reveal gaps between policy intentions and local realities. The originality of this study lies in its analysis of cultural, linguistic, and contextual dimensions of teacher training, beyond a mere chronology of reforms. It highlights contradictions between top-down institutional mandates and teachers' actual practices.

Naef, L. (2026). **Représentations d'enseignant·es exerçant auprès d'élèves marginalisé·es en Suisse : reflet d'un système scolaire inégalitaire ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16h1q>

Cet article vise à analyser les représentations exprimées par des enseignant·es en formation continue, exerçant dans une école de formation pré-professionnelle, à propos de leurs élèves

dont les trajectoires tendent à les marginaliser. À travers une analyse inductive combinée à une analyse du discours, les résultats montrent des représentations à l'égard de leurs élèves, plus ou moins péjoratives, selon leur conformité à une image idéalisée de l'élève.

Nkansah, J. O., Boateng, R. A., & Khan, A. W. (2026). **Beyond Supervision: Mentorship and Mentoring Dynamics in Fostering Resilience and Success Among International PhD Students in Hong Kong.** *Innovative Higher Education*, 51(3), 951-978. <https://doi.org/10.1007/s10755-026-09875-8>

This study explores the role of mentorship and mentoring styles in enhancing the academic experiences and success of international PhD students in Hong Kong universities. Recognizing the unique challenges these students face, such as cultural and linguistic barriers, the research employs qualitative methods to gather insights from 33 doctoral candidates across various disciplines and nationalities. Findings reveal that effective mentorship significantly enhances academic performance, fosters research autonomy, and strengthens professional identity. Participants highlighted the importance of supportive relationships characterized by democratic and flexible mentoring approaches. However, challenges such as cultural misunderstandings and inadequate institutional support were also noted. Grounded in Social Support Theory and Transformational Leadership Theory, the study underscores the necessity for tailored mentorship frameworks to address the unique needs of international students. The results advocate for institutional reforms to foster inclusive and effective mentoring practices, ultimately promoting academic success and well-being among doctoral candidates.

Papadopoulou, M. (2026). **Intégration de l'IAG dans une activité d'évaluation en Master.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfg>

Cet article examine l'intégration de l'intelligence artificielle générative (IAG) dans les dispositifs d'évaluation dans l'enseignement supérieur, afin de renforcer la réflexivité chez les futurs formateurs. Une étude de cas, menée en 2025, auprès de trois masters en « Sciences de l'éducation et de la formation » a invité les apprenants à expérimenter l'IAG : simuler un entretien de 30 minutes avec l'IAG comme accompagnateur de mémoire de recherche, puis produire une analyse réflexive, par écrit, mobilisant théorie, pratique et expériences personnelles. L'analyse mixte des productions écrites nous invite à penser que ce dispositif favoriserait la problématisation, l'alternance entre théorie et pratique, et la prise en compte des expériences des apprenants. Il pourrait donc stimuler la réflexivité et la professionnalisation.

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. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gfr>

Dans le cadre d'une revue systématique narrative de la littérature (Turnbull et al., 2023), nous avons analysé 111 articles publiés dans des revues scientifiques, entre janvier 2020 et décembre 2024, afin de chercher à saisir l'impact de l'intelligence artificielle (IA) sur l'évaluation des apprentissages dans l'enseignement supérieur. Il ressort de ce corpus d'articles que l'IA générative (IAG) peut « réussir » certains types d'activités d'évaluation et que son usage est parfois difficile à détecter. Ceci conduit à la mise en place de systèmes de surveillance numérique ainsi qu'à la création d'activités d'évaluation pour lesquelles il est plus difficile ou moins pertinent de recourir à l'IA. De plus, l'IAG est également présentée comme un soutien potentiel tant pour les enseignants susceptibles de s'en servir pour concevoir ou corriger

certaines activités d'évaluation des apprentissages, que pour les étudiants qui peuvent l'utiliser pour s'entraîner et bénéficier de rétroactions rapides en tout temps. Alors que les recours potentiels à l'IA dans l'évaluation des apprentissages sont nombreux, plusieurs auteurs avancent que les formations et politiques permettant d'encadrer ses usages demeurent à développer.

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.

Pélissier, D. (2026). **Repérer les violences sexuelles intrafamiliales dans l'École : les expériences enseignantes à la marge?** *Éducation et socialisation. Les Cahiers du CERFEE*, (80).
<https://doi.org/10.4000/16hls>

Cet article examine la tension entre l'émergence de la protection de l'enfance comme mission scolaire et les frontières du mandat enseignant. Il se concentre sur le repérage enseignant des violences sexuelles intrafamiliales (VSI). Dans un contexte où les VSI sortent des marges et où elles sont appréhendées comme une « nouvelle » problématique éducative, l'étude analyse les conditions concrètes de leur prise en charge. La recherche s'appuie sur une enquête quantitative, menée en 2024, auprès d'enseignants d'établissements publics de la maternelle au lycée (N=640). Les résultats révèlent que le repérage des VSI s'ancre dans les pratiques enseignantes ordinaires. Des corrélations statistiques significatives associent ces expériences au genre, à l'affectation et à l'ancienneté. Par ailleurs, bien que la formation semble exercer un impact sur le repérage, l'étude montre que l'acquisition des connaissances demeure majoritairement expérientielle. Finalement, l'article met au jour un paradoxe : si le repérage enseignant des VSI ne constitue pas une pratique marginale par sa fréquence, son statut encore largement informel et peu institué le maintient aux « marges » de la professionnalité enseignante.

Perlot, O. (2026). **La "petite fabrique des REL" à l'INSPÉ.** Consulté à l'adresse
<https://hal.science/hal-05641198>

A partir de la formation au numérique éducatif en Master MEEF (métiers de l'enseignement, de l'éducation et de la formation) sur les cinq sites de l'Académie de Reims, Olivier Perlot (2023) étudie les productions des étudiants-professeurs à travers les critères de l'innovation pédagogique (Cros 1997 et 2013). Pour la diffusion de cette innovation, il détecte le potentiel immense des REL. Il observe l'appropriation des critères des REL par les étudiants-professeurs. En guise de conclusions, il laisse le soin aux étudiants-professeurs d'exprimer leurs bénéfices à

produire et à utiliser des REL, puis il dessine des perspectives pour les nouveaux Masters M2E (master enseignement et éducation).

van Loon, M., Crean, D., van den Hoven, M., Katsarov, J., & Evans, N. (2026). **How is the Impact of Responsible Conduct of Research Education Evaluated? A Review of Measures Used and a Content Analysis of Outcome Measures with Reported Validation Evidence.** *Educational Psychology Review*, 38(1), 94. <https://doi.org/10.1007/s10648-026-10187-8>

Education in Responsible Conduct of Research (RCR) aims to foster good research practices. Little, however, is known about how educators measure the impact of their courses, which outcome measures are used and if and how they are validated. In this review, we systematically identify measures used to evaluate RCR education and assess if and how they have been validated. We also analyse a selected subset of these measures. Specifically, those that include supporting evidence of validity and focus on research practices, in order to identify which Responsible Conduct of Research (RCR) concepts they address and which learning outcomes they are designed to assess. In total, 162 articles were included, of which 46 articles contained information about a measure described as 'validated'. Measures from these articles (and four additional measures suggested by experts) were assessed on accessibility, evidence of validation, and content related to research practice, resulting in 15 unique outcome measures with supporting validation evidence. All contained items covering topics which we categorised as pertaining to 'research integrity', whereas a smaller selection contained items covering topics which we categorised as pertaining to 'research ethics'. Whilst all 15 reported at least some form of reliability or validity evidence, only 3 met what we describe as 'strong' validation evidence. Our review revealed that the majority of RCR education evaluations in the published literature have not used measures related to research conduct with reported validation evidence. The comprehensive overview we provide can offer guidance for educators and researchers to select, or further develop measures aligned with core RCR competencies and targeted learning outcomes.

Wurtz, J. (2026). **Education for Thinking in the Anthropocene: A Call to Ecosophize P4C Thinking Systems.** *Educational Theory*, 76(4), 467-485. <https://doi.org/10.1111/edth.70088>

Matthew Lipman's Philosophy for Children (P4C) has been hailed as a valuable pedagogical program for addressing the nuanced questions raised by the Anthropocene. As many have proposed, its emphasis on reason-based thinking, community philosophical reflection, and inclusivity of diverse perspectives offers youth a chance to develop the thinking and dialogical skills necessary to address the environmental crisis we are facing. Despite the clear value of programs like P4C (or Philosophy with Children [PwC]), I argue that the current landscape of inquiry (i.e., the text and the community of philosophical inquiry) lacks an ecological dimension. That is, it is too abstract and detached from the non-ideal, immanent conditions of inquiry to purposefully cultivate thinkers who can make ecosocial decisions under the material conditions of the Anthropocene. Considering this narrowness, I resituate P4C within the broader program I call "Ecosophy with Children": a purposeful reterritorialization of P4C's thinking systems as a transversal community of philosophical inquiry that conceptualizes participants' subjectivities in relation to their mental, social, and environmental ecological contexts.

Relation formation-emploi

Acton, R., Morales, C., Turner, J. A., Miller, L., & Cortes, K. (2026). ***The Labor Market Value of Community College Bachelor's Degrees: Initial Evidence from a Resume Audit Study in Early Childhood Education*** (Working paper N° 35404). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35404>

Community colleges are more financially, academically, and geographically accessible than four-year institutions. Yet despite most community college students intending to earn a bachelor's degree, few successfully transfer and complete one. Community College Baccalaureate (CCB) programs have emerged as an alternative pathway, allowing community colleges to confer bachelor's degrees directly. However, little is known about how employers value these credentials in the labor market. To address this question, we conduct the first resume audit study of CCB degrees, submitting fictitious applications to real job vacancies while experimentally varying applicants' educational credentials, degree-granting institutions, and demographic signals. In this pilot study, we focus on the early childhood education (ECE) labor market, a rapidly growing CCB field characterized by labor shortages and increasing educational requirements. We find that employers view CCB degrees similarly to both traditional bachelor's and associate degrees, with statistically indistinguishable interview-request rates across degree types. A text analysis of employer callback messages reveals little evidence that employers communicate differently with CCB applicants, while a net-price simulation suggests that sticker-price comparisons substantially overstate the affordability advantage of CCB programs. Together, these findings provide new evidence on the labor market value and affordability of CCB degrees and inform an ongoing large-scale audit study across additional fields and labor markets.

Baktash, M. B. (2026). ***Overeducation, performance pay and wages: evidence from Germany***. *Education Economics*, 34(4), 529-549. <https://doi.org/10.1080/09645292.2025.2546445>

Overeducated workers are more productive and have higher wages in comparison to their adequately educated coworkers in the same jobs. However, they have lower wages than their similarly educated peers who are in correctly matched jobs. This study examines the hypotheses that overeducated workers sort into performance pay jobs as an adjustment mechanism and that performance pay enhances their wages. Using the SOEP, I show that overeducation associates with a higher likelihood of sorting into performance pay jobs and that performance pay significantly improves the wages of overeducated workers. The findings hold in endogenous switching regressions and several robustness checks.

Beine, M., Peri, G., & Raux, M. (2026). ***The Contribution of Foreign Master's Students to US Start-Ups*** (Working paper N° 21356). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21356>

This paper estimates the causal effect of international student enrollment in US Master's programs on start-up creation in the United States over the period 1999-2019. Using university-cohort data linked to administrative enrollment records and comprehensive start-up data, we exploit two complementary sources of plausibly exogenous variation in international enrollment: tuition changes and pre-2004 enrollment networks. We find that higher international enrollment significantly increases start-up formation within five years of graduation. A substantial share of this effect operates through spillovers to US-born graduates educated alongside international

students. These indirect effects suggest that prior estimates understate the contribution of international students to entrepreneurial activity in the US.

Bock, C. (2026). **Pour conclure avec le marché de la formation – Animation socioculturelle, de l'éducation populaire au marché S02E10** [Audios]. <https://doi.org/10.60527/mc82-8894>

Ce dernier épisode de la saison vise à conclure ce travail de recherche. L'objectif était d'analyser l'émergence et la structuration du marché de la formation de l'animation professionnelle. Le processus de professionnalisation de la formation d'animateur a été interrogé sous l'angle de l'institutionnalisation afin d'analyser la structuration des formations en marché. La mobilisation de la sociologie économique conduite dans le cadre de ce travail traite donc de l'apparition et de l'organisation du marché. Pour rappel, la question principale qui a guidé cette recherche est : « dans quelle mesure, le processus de professionnalisation de la formation d'animateur participe-t-il à l'émergence et à la structuration d'un marché de la formation dans l'animation professionnelle ? ».

Delaney, J., & Devereux, P. (2026). **The Math-Verbal Divide: Unequal Returns to Cognitive Skills in Education and Work** (Working paper N° 21388). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21388>

We use population-level administrative data covering secondary school students in England to study how mathematical and verbal skills shape education and labour market outcomes. Following cohorts completing national exams at age 16 through higher education and into employment until age 34, we show that mathematics and verbal skills operate through fundamentally different pathways. Verbal skills strongly predict educational attainment – including college enrolment, graduation, and postgraduate study – while mathematics skills generate substantially larger earnings returns. At ages 30–34, moving from the 25th to the 75th percentile of the mathematics skill distribution is associated with 29% higher earnings, compared with 14% for verbal. This divergence operates partly through field-of-study choice: individuals with stronger verbal skills disproportionately select into fields with higher graduation rates but lower earnings returns, while those with stronger mathematics skills enter STEM and other high-paying majors. Gender differences in skills explain the female advantage in college attendance and part of the STEM gap but have little effect on the gender earnings gap due to offsetting effects across these pathways: women's verbal advantage facilitates educational access but also steers them toward lower-return fields.

de Pleijt, A., Koschnick, J., & Wallis, P. (2026). **Education and Skills During the First Industrial Revolution in England** (Working paper N° 21279). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21279>

We provide evidence that education contributed to England's Industrial Revolution by increasing upper-tail human capital. Contrary to the prevailing view that schooling was irrelevant to early industrialization, we show that the expansion of schooling lowered barriers to entering apprenticeships in skill-intensive trades. We introduce new parish-level data on 3,000 school foundations, 46,000 charitable bequests, and 350,000 apprenticeship contracts between 1711 and 1805. Using a staggered difference-in-differences design exploiting educational endowments through wills, we show that the expansion of schooling increased apprenticeship training, particularly in occupations requiring reading, writing, and mathematical skills that were crucial for the Industrial Revolution.

Goller, D., Brox, E., & Wolter, S. (2026). **Imperfect Self-knowledge about Skills and Skill Mismatch** (Working paper N° 18730). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18730>

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.

Marty, O. (2026). **Euroskills. Creating a massive set of job narratives by building a citizen sciences platform**. Consulté à l'adresse <https://shs.hal.science/halshs-05667121>

Who knows one's job better than the one who practices it? Who can give the most accurate description of it, comparable to that of his/her colleagues in the same organization or in a neighbouring country and institution? Where the social sciences study work by either quantitative or qualitative methods, and rarely by a longitudinal approach to identify the relationship between training and employment, I propose to combine all these dimensions. Citizen science makes it possible to collect thousands of job narratives and to provide a quantity of high-quality at-length descriptions at the same time. Every citizen can depict his/her work, activities, skills, training, etc. The wording does not come from above or is not limited to a few sentences by statisticians but is produced by the worker himself/herself. These descriptions are not limited to a few dozen after long semi-directive interviews, but can be counted in the thousands thanks to participatory sciences. This methodological revolution for social sciences is upscaling my own research describing the educational work and aims to support all scientific and institutional knowledge about employment. My project, funded by Europe in order to search for data on the skills of strategic professions, will set up this platform and process the data in the form of a zoomable skills repository, able to go as precisely as raw descriptions. I will then promote this tool to public authorities (for policies, to feed in institutional skills databases...), industries (for competencies prospective), educational institutions (for curriculum design in vocational training) and the general public through an online skills museum.

Pineda-Hernández, K. A., Rycx, F., Senterre, T., & Volral, M. (2026). **Immigrant-Native Wage Gaps over Two Generations: Does the Field of Study Matter?** (Working paper N° 26-009). Consulté à l'adresse ULB -- Université Libre de Bruxelles website: <https://EconPapers.repec.org/RePEc:sol:wpaper:2013/408813>

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.

Réussite scolaire

Alternatives économiques. (2026, juillet 9). **La réussite au bac dépend toujours de l'origine sociale, et 3 autres infographies à ne pas rater.** Consulté 15 juillet 2026, à l'adresse Alternatives économiques website: <https://www.alternatives-economiques.fr/la-reussite-au-bac-depend-toujours-de-l-origine-sociale-et-3-autres-infographies-a-ne-pas-rater>
Le graphorama, c'est quatre infographies sélectionnées chaque semaine par la rédaction pour regarder l'actualité autrement.

Asha, S., & Joshith, V. P. (2026). **Mastering Emotions: Multimodal Learning Analytics (MMLA) Framework for Data-Driven Insights in Exam-Based Assessments.** *Innovative Higher Education*, 51(3), 1175-1217. <https://doi.org/10.1007/s10755-025-09869-y>
Students preparing for high-stakes entrance examinations and other job qualification tests often face intense academic stress, significantly affecting their emotional well-being, study habits, and overall performance. Understanding these challenges is essential for developing effective support mechanisms. This study examines students' emotional experiences, coping strategies, study behaviours, social support systems, and engagement with learning platforms while exploring how multimodal learning analytics (MMLA) can enhance exam preparedness. A mixed-methods research design was employed, combining quantitative survey data with qualitative insights to understand students' experiences comprehensively. The sample consisted of 417 students preparing for competitive entrance exams. Data analysis revealed that exam pressure is a major concern, with students struggling to maintain emotional balance under prolonged academic demands. Based on the findings, this study proposes an MMLA framework and its implementation guidelines to monitor academic stress and optimise study routines systematically with a structured framework validation plan. The implications emphasise the need for targeted stress management programs, adaptive learning solutions, and institutional policies integrating analytics-driven educational support for high-stakes exam aspirants.

Bächtold, M., Barbe Asensio, D., Papet, J., & Ngoua Ondo, A. (2026). **Active learning in authentic conditions has a positive effect on first-year student success.** *Higher Education Research and Development*, 45(4), 867-883. <https://doi.org/10.1080/07294360.2025.2586686>

A number of studies, both in science education and in the humanities and social sciences, have shown that active learning has a more positive effect on student performance than direct instruction. As these studies were experimental or quasi-experimental, they compared ideal interventions designed and controlled by

researchers. The present study aimed to measure the effects of active learning on student success under authentic conditions, by examining ordinary teaching practices that take place in real-life situations and are subject to various material, time-related and human constraints, which can affect teaching preparation and implementation. The study also investigated whether these effects depend on students' psycho-cognitive profiles. Data were collected from 356 teachers and 2168 students across various science and humanities programmes. The findings show that active learning under authentic conditions has a more positive effect on students' success in the first year of university than direct instruction. More specifically, they show that success is fostered when teachers adapt content to students' difficulties, use different active learning methods and in particular flipped classrooms, and use digital tools to engage students in activities. The results also show that active learning is equally beneficial for all students, regardless of their psycho-cognitive profile.

Berens, J., Diem, A., Rumert, L., Schneider, K., & Wolter, S. C. (2026). **Crossing individual university boundaries: a comprehensive approach to predicting dropouts in the higher education system.** *Higher Education*, 91(6), 2055-2076. <https://doi.org/10.1007/s10734-025-01509-w>

Previous literature on predicting university dropouts is mainly limited to institutional dropouts. Our paper extends this narrow framework by relying on administrative data on study trajectories, covering the entire Swiss higher education system. Using machine learning techniques, we predict university dropouts at the national level, show how these prediction results differ from those using a single university perspective, and provide prediction models for transfers to other higher education institutions. The results show that using only pre-enrollment data, we can correctly classify about 73% of all students, with an AUC of 79. By adding academic performance variables from consecutive semesters, we can correctly label about 88% of students after the 4th semester, with an AUC of 89. However, adding information on transfers to other Swiss universities instead of using information on single institutions only hardly improves the predictive performance of the models. It is, therefore, not surprising that in contrast to predicting university dropouts, the models perform poorly in predicting transfers to other higher education institutions.

Caria, A., Checchi, D., Paolini, D., & Pinotti, P. (2026). **More Channels, Lower Scores: Entertainment Television and Student Achievement** (Working paper N° 12743). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12743>

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.

Cleary, A. M., & Robinson, D. H. (2026). **Why Growth Mindset Training Alone may not Improve Academic Outcomes: A Call for Research on Bundling Growth Mindset and Retrieval Practice Interventions.** *Educational Psychology Review*, 38(1), 93. <https://doi.org/10.1007/s10648-026-10188-7>

Interventions designed to improve student learning and achievement are essential to the mission of educational psychology and education in general. However, determining which interventions have strong empirical evidence and which do not can be challenging, especially for the general public (Cleary & Robinson, 2025). In the present Reflection, we compared and contrasted the evidence base of two interventions: Growth Mindset Training (GMT) and retrieval practice. Whereas retrieval practice has considerable empirical support, GMT has a mixed and debated evidence base, with average effects that appear small. The former is typically studied using intervention research methods whereas the latter usually involves observational methods. Whereas retrieval practice takes long-term sustained effort and tends to be perceived by learners in the moment as less effective than re-reading material (and less comfortable due to retrieval difficulties), GMT is a relatively short, quick, intuitive activity. This contrast may lead strategies like retrieval practice to be less readily adopted than GMT. We propose that future research should examine whether easily adopted strategies like GMT could be beneficially bundled with harder-to-embrace effective learning strategies like retrieval practice to enhance the usage and impact of both.

Cunha, F., Hu, Q., Xia, Y., & Zhao, N. (2026). **Empathy, Social Networks, and Academic Achievement: Experimental Evidence on Cross-Productivity in Skill Formation** (Working paper N° 35370). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35370>

We evaluate a parent-directed empathy development program for middle school students in China using a randomized trial with 2,246 students. The four-month mobile app intervention produced short-run gains in empathy and reduced bullying but no immediate academic effects. Over the longer term, treatment students were 3.2 percentage points more likely to enter elite high schools and 2.5 percentage points less likely to miss the entrance exam. We trace these gains to improved self-beliefs and a restructuring of classroom friendship networks that reduced academic homophily, revealing a social channel of cross-productivity: non-cognitive investments can reshape peer relationships to improve academic outcomes.

de la Puente, M., Torres, J., Guzman, H., Rico, H., & Navarro, D. (2026). **AI-Supported Academic Systems and Dropout Reduction in Latin American Public Universities Between 2019 and 2024**. *Innovative Higher Education*, 51(3), 1037-1069. <https://doi.org/10.1007/s10755-026-09899-0>

This longitudinal study examines whether institutional adoption of AI-supported academic systems reduces dropout in public universities in Colombia and Peru (2019–2024). Using a balanced panel of 78 institutions, we estimate effects with institution and year fixed effects, difference-in-differences with an event-study specification, and instrumental variables using regional internet infrastructure. Secondary-data reliability is strengthened through Benford's Law diagnostics and cross-source concordance tests. Across specifications, AI adoption is associated with 2.3–3.1 percentage-point declines in institutional dropout rates, and dynamic estimates indicate effects grow after implementation. Findings inform technology investment, readiness assessment, and phased deployment strategies in resource-constrained higher education systems for policymakers.

Espinoza, Ó., Corradi, B., Sandoval, L., Sobarzo, L., Miranda, C., McGinn, N., & Loyola, J. (2026). **Does free tuition promote equity in higher education? impact on academic**

performance of low-income university students. *Higher Education*, 91(6), 2321-2340.
<https://doi.org/10.1007/s10734-025-01523-y>

The expansion of higher education has led to new challenges for educational equity, which extend beyond access. A key policy response has been the implementation of different student aid programs. The various types of aid are based on different eligibility criteria, reflecting contrasting conceptions of what constitutes educational equity. This study assesses the impact of the Chilean free tuition policy, a need-based financial aid, on the academic performance of low-income students, comparing it to other forms of student aid. A multilevel model was estimated using administrative data from 10 Chilean universities for cohorts admitted in 2010 and 2016. The results show that, during the first year, students with free tuition outperformed both those without financial aid and those who relied on loans. In the third and fourth years, students who received free tuition continued to perform better than those with loans but showed lower academic performance than recipients of merit-based scholarships. The findings suggest that different types of aid are associated with different academic trajectories, which raise essential questions about the equity implications of merit-based versus need-based funding models. Rather than treating these approaches as mutually exclusive, our results highlight the need for a more balanced design that considers both performance and structural disadvantages. This would contribute to the efficient use of public resources and promote greater equity in higher education.

Ferro, S., Meschi, E., & Pavese, C. (2026). **Clouded Minds: Air Pollution and Student Cognitive Performance** (Working paper N° 12738). Consulté à l'adresse CESifo website:
https://EconPapers.repec.org/RePEc:ces:ceswps:_12738

We estimate the causal effect of air pollution on primary school students' cognitive performance in Italy, exploiting daily within-municipality variation in pollution across exam dates. Using INVALSI administrative data on the universe of students over ten cohorts and a specification with individual fixed effects, we find that a 10 $\mu\text{g}/\text{m}^3$ increase in PM2.5 reduces test scores by 4.4% of a standard deviation. Effects are concentrated in reasoning-intensive items, with no significant effect on knowledge-based items, are stronger for lower-achieving and emotionally vulnerable students, and are substantially mitigated by school mechanical ventilation and air-conditioning systems. These results highlight the cognitive costs of short-term pollution exposure and the potential of targeted infrastructure investments to reduce environmental inequality in education.

Gaudreau, N., & Bernier, V. (2026). **Soutenir la réussite et l'adaptation des élèves en contexte de diversité à l'école secondaire.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 15(2), 4-5.
<https://doi.org/10.7202/1125820ar>

Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Ianos, M. A., Rusu, A., Paloş, R., Petreñas, C., & Sansó, C. (2026). **Linking Language Attitudes to Proficiency Across Learning Contexts: A Systematic Review and Meta-Analysis of Correlational Evidence.** *Educational Psychology Review*, 38(1), 96.
<https://doi.org/10.1007/s10648-026-10193-w>

Understanding the relationship between language attitudes and proficiency is essential for improving language proficiency and shaping effective educational and policy strategies. This correlational meta-analysis synthesizes 132 effect sizes nested within 46

independent samples from 33 research reports ($N = 20,505$) to examine this relationship and how it is moderated by different attitude objects and contextual and methodological variables. The overall analysis revealed a significant small to medium association ($r = .34$, 95% CI $[.29, .39]$), indicating that more favorable language attitudes tend to be linked to higher proficiency. Moderator analyses showed that the strength of this association varies depending on the specific object of the attitude (e.g., the language itself versus its speakers) and contextual factors such as language status. The analysis also highlights significant theoretical and methodological heterogeneity within existing research, calling for more holistic theoretical models, standardized assessment tools and more diverse sampling in future studies to enhance the certainty of evidence and inform educational practices.

Ingvild, A., Drange, N., Meghir, C., & Zachrisson, H. D. (2026). **Early Childcare Attendance and Cognitive Skills in Adolescence** (Working paper N° 21414). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21414>

This paper examines the impact of early childcare on academic achievement for children in grade 5 and grade 9, based on a 2003 policy expansion that created quasi-random variation in slot availability for children aged 1–2. Starting childcare one year earlier increases math scores by 9.7% of a standard deviation (SD) in grade 9. Children whose mothers do not hold a high school diploma benefit by a significant 28% of a SD at grade 9, reducing the math achievement gap from children of higher-educated mothers by about one third. We also present evidence of strong improvements for children of immigrants.

Irwin, L., Katsumoto, S., Tennessen, N. F., & Bowman, N. A. (2026). **Engagement is not Enough: Examining Campus Engagement and Success Among Lower-Income First-Year Students**. *Innovative Higher Education*, 51(3), 1417-1441. <https://doi.org/10.1007/s10755-026-09881-w>

Prevailing perspectives in higher education frame campus engagement as integral to student learning and success. However, college students who hold minoritized identities may not experience campus engagement in desired ways, which can then shape whether and how engagement leads to academic and psychosocial outcomes. The present study examined the extent to which participation in 10 different forms of co-curricular and academic engagement predicts various indicators of psychosocial and academic success among first-year, lower-income students using a multi-institutional, longitudinal dataset. A series of multiple regression analyses examined the extent to which the 10 forms of engagement predicted psychosocial and academic outcomes within a multi-institutional sample of lower-income students. Engagement was virtually unrelated to any of these outcomes; to the extent that significant results were observed, most of these found that engagement was associated with worse outcomes. Some differences in these relationships were apparent, such that the link between engagement and success was often more unfavorable for Black students than for other groups of racially minoritized or white students. Future inquiries should include multiple measures of the quantity and quality of engagement and center nonbinary and Black students from lower-income backgrounds. Additionally, we challenge the common wisdom that positions engagement as a panacea for student success. Educators should be cautious about the types of engagement to which they direct students, especially minoritized students, as engagement may only further isolation, marginalization, and

discrimination. We encourage educators to review these findings and critically examine existing engagement opportunities.

Kang, J. J., & Rubenstein, R. (2026). **Bridging the Gap: Evaluating the Impact of Summer Success Academy Bridge Program on College Success.** *Innovative Higher Education*, 51(3), 979-1007. <https://doi.org/10.1007/s10755-026-09900-w>

Given the large and persistent wage gaps between those with college degrees and those without, increasing the pool of college-educated workers remains a critical public policy objective. Many students—particularly those from lower-income households and those whose family members did not attend college—face numerous barriers to college entry and college success should they enroll. Therefore, efforts to help historically underserved students succeed in higher education hold considerable promise for expanding the pool of students attending and persisting in college. In this paper, we use regression-discontinuity analysis to examine one such program, called the Summer Success Academy (SSA). Using school administrative data from 2012–2017 to evaluate the impact of program participation on students' GPA and persistence in college, we find that participation in the SSA results in a significant positive effect on persistence, and that the effect is particularly strong for students who are eligible for Pell Grants. We do not find evidence that students in the program achieve higher grade point averages in college. The results suggest that even a relatively short summer support program can significantly improve persistence in college among historically underserved students.

Kazar, N., & Salinesi, C. (2026). **Détection précoce du risque scolaire : un cadre structuré d'indicateurs, de règles et de signaux.** 34e congrès de l'Association Internationale de Pédagogie Universitaire - AIPU 2026. Consulté à l'adresse <https://hal.science/hal-05638691>

Les systèmes d'alerte précoce sont largement utilisés pour détecter les difficultés d'apprentissage et le risque d'échec scolaire dans l'enseignement direct. Cependant, la logique de détection qui sous-tend ces systèmes est dispersée entre les études empiriques, les résumés de politiques et les directives pratiques. Cet article examine comment les écoles détectent les risques scolaires avant l'échec, et quels sont les indicateurs, les règles de décision et les mesures les plus couramment utilisés pour mettre en oeuvre la détection dans la pratique. Partant d'une revue structurée de publications majeures sur la détection précoce, nous formalisons une chaîne de détection de base (observation, indicateur, règle, signal) et étudions la famille d'indicateurs ABC (assiduité, comportement, résultats scolaires) comme base pratique pour identifier les parcours déviants. L'article passe en revue les preuves fondamentales qui soutiennent la logique de la bonne voie, ainsi que les directives relatives au choix des indicateurs et à la définition des seuils, et discute des critères d'évaluation (précision, sensibilité, qualité) et des mesures réglementaires qui soutiennent l'utilisation de ces signaux. La principale contribution réside dans une carte unifiée, axée sur la détection, des ensembles d'indicateurs, des mécanismes de règles, des critères d'évaluation et des routines qui soutiennent les systèmes d'alerte précoce, avec des limites et des questions ouvertes.

Khatoon, R. (2026). **Relational Contracts and Equity-Based Reward in Teamwork: Theory and Evidence from Higher Education** [Working paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: <https://EconPapers.repec.org/RePEc:bri:uobdis:26/836>

This paper develops a theory of equity-based reward in team production and tests it in higher education. We study n agents who collaborate over the repeated stages of a single project. Under conventional fixed-share rules - whether each member receives a slice of a divided output or, as in education, the whole of a non-rival output - effort falls short of the efficient level, because no member internalises the value that their effort creates for the rest of the team. We characterise an equity sharing rule that ties each member's reward to a logarithmic function of their agreed relative contribution. The rule raises effort above the fixed-share level and, in the limit where the team technology is close to linear, restores the efficient level exactly; under more sharply diminishing returns it over-rewards relative contribution rather than under-rewarding it. Because the rule is enforced not by an outside monitor but by the members themselves through repeated peer evaluation, we show that it is self-enforcing as a relational contract whenever participants are sufficiently patient, and that the patience required is most easily met precisely in the near-linear case relevant to education. We operationalise the mechanism as a design for MSc group dissertations, in which students negotiate contribution shares across three project phases monitored by anonymous weekly peer evaluation, and individual marks are derived from the group mark through an equity-weight formula that is the exact empirical counterpart of the theoretical rule. Using panel data on 926 students at a Russell Group university and combining propensity-score matching with difference-in-differences and the doubly-robust Callaway and Sant'Anna (2021) estimator, we find that adopting the equity-share mechanism raises overall dissertation marks by 6.8 - 8.2 percentage points (7.7 under the preferred doubly-robust estimator) and the individually assessed component by 9.8 - 11.2 points (10.6 preferred) relative to group dissertations without it; the estimates are consistent across estimators and replicate across cohorts, though, because the policy is adopted in a single programme, we read these magnitudes as evidence consistent with the theory rather than as precisely identified causal effects. A companion comparison of group against individual dissertations points in the same direction but does not satisfy the parallel-trends requirement, and we treat it as descriptive. The results suggest that incentive compatible, peer-enforced grading can raise cooperative effort and attainment in team-based assessment.

Lemoine, M. (2026). **Ce que l'action éducative menée dans les marges nous dit des acteurs et des configurations à l'œuvre.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/7764>

Observer ce qui se joue dans les marges, du point de vue des publics, comme de celles et ceux qui travaillent avec eux, n'est pas qu'un choix épistémologique et méthodologique. C'est aussi une manière de considérer, ensemble, articulés, le commun et ses marges, et par conséquent d'étudier des espaces-temps de potentialités qui peuvent ressourcer les fonctionnements ordinaires. Ainsi en est-il de l'étude d'une action éducative mise en œuvre au bénéfice de collégiens décrocheurs, avec l'appui de médiateurs culturels, dans un collège urbain de Nouvelle-Calédonie. L'analyse montre comment le travail de (re)découverte culturelle et d'expression personnelle, engagé dans les marges de l'établissement, avec de jeunes Kanak déracinés produit des occasions de dialogue entre ces collégiens, leurs parents ainsi que les professionnels scolaires, éducatifs et culturels. Ce qui alimente alors un système de reconnaissance, et peut même devenir un levier pour enrichir par ailleurs les pratiques et les contenus pédagogiques, dans les classes.

Lopez, E. F., Huerta, A. H., Torres, G. M., Castillo, A. J., & Salazar, M. E. (2025). **Mentorship and Outreach: Exploring Students' Feedback to Improve Men of Color Retention Programs.** *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09793-1>

In response to the need for increased college enrollment and retention rates among men of color, men of color programs have emerged as a key initiative in higher education. Using Yosso's (2005) community cultural wealth as a framework, this qualitative study explored the impact of men of color programs on student experiences in higher education, focusing on the importance of student feedback in improving programmatic initiatives. Data were collected from 85 student participants at four different institutions through interviews and focus group discussions. Student participants highlighted the critical role of mentors of color, the need for diverse representation among program personnel, and the importance of broader outreach efforts to ensure that more men of color are aware of and can benefit from these resources. We recommend that institutional leaders and men of color program directors prioritize increased funding and strategic initiatives aimed at expanding program capacity, strengthening existing programs, diversifying the range of student support services offered, actively engaging students in the design and implementation of these programs, and expanding outreach efforts to ensure the academic success of their college men of color students.

Masi, O. (2026). **Gender difference in off-school time use and academic achievement.** *Education Economics*, 34(4), 612-631. <https://doi.org/10.1080/09645292.2025.2578745>

This paper examines how off-school time use correlates with academic achievement, using unique data on Turkish children aged 8–12. With detailed variables – such as cognitive and non-cognitive traits, parenting, and teaching styles – I find significant gender differences: girls spend more time doing chores and studying, less on play. I estimate an education production function with time-use inputs. One extra hour of chores reduces math (0.042 SD) and Turkish (0.025 SD) scores; playtime also lowers scores. A gender gap in math (0.171 SD) favoring boys appears driven by different time-use patterns and returns to playtime across gender.

N'Guia, G. (2026). **Diplôme national du brevet 2026 - Session de juin.** *Note d'Information*, (26.34), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/depp/diplome-national-du-brevet-2026-session-de-juin-505280>

Lors de la session de juin 2026, 834 000 candidats se sont présentés au diplôme national du brevet : 746 800 en série générale et 87 200 en série professionnelle. Le taux de réussite est de 81,6 % (680 400 admis), en diminution de 3,9 points par rapport à la session précédente.

Nkansah, J. O., Boateng, R. A., & Khan, A. W. (2026). **Beyond Supervision: Mentorship and Mentoring Dynamics in Fostering Resilience and Success Among International PhD Students in Hong Kong.** *Innovative Higher Education*, 51(3), 951-978. <https://doi.org/10.1007/s10755-026-09875-8>

This study explores the role of mentorship and mentoring styles in enhancing the academic experiences and success of international PhD students in Hong Kong universities. Recognizing the unique challenges these students face, such as cultural and linguistic barriers, the research employs qualitative methods to gather insights from 33 doctoral candidates across various disciplines and nationalities. Findings reveal that effective mentorship significantly enhances academic performance, fosters research

autonomy, and strengthens professional identity. Participants highlighted the importance of supportive relationships characterized by democratic and flexible mentoring approaches. However, challenges such as cultural misunderstandings and inadequate institutional support were also noted. Grounded in Social Support Theory and Transformational Leadership Theory, the study underscores the necessity for tailored mentorship frameworks to address the unique needs of international students. The results advocate for institutional reforms to foster inclusive and effective mentoring practices, ultimately promoting academic success and well-being among doctoral candidates.

Schilling, H., Hirschberger, S., & Kauffeld, S. (2026). **The role of first-semester career calling and career decidedness in pre-service teachers' intentions to drop out after the first year of higher education: a longitudinal study.** *Higher Education*, 91(6), 2077-2097. <https://doi.org/10.1007/s10734-025-01510-3>

While career paths often require tertiary education, student dropout is a growing problem for colleges and universities worldwide, with dropout rates ranging from 15 to 40%. The first year of higher education is of particular importance in terms of students' decisions to discontinue their chosen program. This study examined the extent to which career calling and career decidedness in the first semester combined with (missing) resource-oriented variables (study exhaustion and interpersonal help-seeking) based on the conservation of resources theory predict students' intention to drop out of their chosen program after the first year. The study sample consisted of N = 815 first-year pre-service teachers. The results from the structural equation modeling indicated that career calling at the beginning of the study program indirectly predicted students' intention to drop out of their current program after their first year through their career decidedness after the first semester. Additionally, career calling was negatively associated with study exhaustion after 3 months and positively associated with interpersonal help-seeking after three months. Furthermore, study exhaustion negatively, while interpersonal help-seeking positively, predicted career decidedness after the first semester. The study provides longitudinal evidence for the importance of career calling within the FIT-Choice framework (Factors Influencing Teaching Choice) as a strong intrinsic motivational resource that protects against resource loss (e.g., study exhaustion) and fosters resource gain (e.g., interpersonal help-seeking, career decidedness) in the first academic semester. The need to strengthen career calling during secondary education, as well as support measures for first-semester study behavior and psychological resources, is highlighted.

Sicre, D. (2025). **Caractéristiques affectivo-motivationnelles et stratégies d'apprentissage autorégulé des élèves performants ou en avance** (Theses, Université de Toulouse). <https://doi.org/10.70675/e9441e6dz06c9z4fbdz8912z2761c36d0fef>

In the French education system, grade skipping (also called skipping a grade or shortening a cycle) is one of the ways to accelerate students, that is, to shorten their time in school. This decision is made within the school by the teams and is generally based on the students' academic performance rather than on a standardized identification protocol, which results in heterogeneous practices depending on the context. Internationally, this practice is often considered an appropriate response to the needs of students identified as gifted/talented. This discrepancy in the implementation of acceleration makes international findings difficult to transpose to the French context and leads us to question, beyond performance, what actually characterizes accelerated students. This thesis aims to examine whether accelerated students present motivational,

affective, and self-regulation characteristics that distinguish them from their peers. Two complementary studies were conducted. The first study compares accelerated students with same-age peers and same-grade peers (N = 283; Grade 4 on-time, Grade 5 on-time, Grade 5 accelerated). It examines three motivational dimensions (self-efficacy or SE, academic interest, achievement goals) and three affective dimensions (trait anxiety, life satisfaction, boredom proneness), as well as three indicators of academic performance (French, mathematics, reading comprehension). The results show that accelerated Grade 5 students obtain higher scores in French (vs Grade 4 and Grade 5) and in mathematics (vs Grade 4), with no difference in reading comprehension; they display higher academic self-efficacy than on-time Grade 4 and Grade 5 students, while mastery-avoidance goals are higher among all Grade 5 students (on time and accelerated) than among Grade 4; no differences appear on the affective variables. The observed differences mainly concern performance and certain motivational dimensions. The second study seeks to identify possible differences in self-regulated learning strategies (SRLS) not revealed in the first study. To this end, we formed three groups comparable in terms of performance but differing in age and grade level (high-performing Grade 4, average Grade 5, accelerated Grade 5; N = 12 per group). Significant differences appear between the groups for two measures : higher academic self-efficacy in accelerated Grade 5 than in high-performing Grade 4, and higher mastery avoidance goals in accelerated Grade 5 than in average Grade 5; no other significant difference is observed, neither for the other motivational dimensions, nor for the affective variables, nor for the SRLS. These results indicate that, in our sample, grade skipping is primarily associated with students' level of academic performance rather than with motivational, affective, or self-regulation characteristics that would distinguish accelerated students from others. Grade skipping can thus be understood as a resynchronization, placing the student with older peers in a school context more consistent with their learning pace. From a professional practice perspective, harmonizing decision-making criteria would help reduce the heterogeneity of practices and clarify their implications. However, the limitations of these studies (the low prevalence of accelerated students, the small sample sizes, and the use of adapted versions of instruments whose validity has not been tested) call for a cautious interpretation.

Silhol, J., & Wirth, C. (2026). **Trajectoires des étudiants entrant en licence : entre réussites, réorientations et abandons.** *Note d'Information du SIES*, (26.06), 1-9. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/trajectoires-des-etudiants-entrant-en-licence-entre-reussites-reorientations-et-abandons-101700>

Plus de la moitié des bacheliers entrés en licence sont diplômés de l'enseignement supérieur quatre années après ; les autres connaissent des trajectoires marquées par une sortie de l'enseignement supérieur ou plusieurs réorientations et redoublements.

Testa, I., Galano, S., Palazzo, L., & Ragozini, G. (2026). **The effects of perceived relevance of participation in science-oriented out-of-school time activities on university students' performance and persistence.** *International Journal of Science Education*, 48(11), 1731-1760. <https://doi.org/10.1080/09500693.2025.2493372>

Literature has shown that Out-of-School-Time (OST) activities are important experiences for developing interest in science careers. However, while participation in science-oriented OST activities has become widespread in secondary education, their role on subsequent undergraduate career remains largely underexplored. In this longitudinal study, we explored how the perceived relevance of the participation in science-oriented

OST-activities affects students' early performance and later persistence in an undergraduate course. A sample of $N = 565$ Italian students from six science and technology majors (biology, biotechnology, biochemistry, computer science, mathematics, physics) who participated during high school in science-oriented OST programmes was involved in the study. The results show that the perceived relevance of OST activities positively affects both directly and indirectly, through motivation to persist, the students' early performance at first year and later persistence at the third year. Moderation analysis shows that gender affects these relationships, and that the moderation effect depends on the chosen undergraduate major. Specifically, while for biology, biotechnology, biochemistry courses such relationship is statistically significant only for male students, for physics, maths and computer science courses, the effects are significant also for female students. Results support the relevance of OST activities in the choice and persistence in a science undergraduate course.

Thomas, F. (2026). **Baccalauréat 2026 - Session de juin**. *Note d'Information*, (26.33), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/depp/baccalaureat-2026-session-de-juin-505283>

À la session du baccalauréat de juin 2026, le taux de réussite global s'élève à 91,4 % en France. Ce taux est en baisse de 0,4 point par rapport à celui de juin 2025.

Vettoretto, E., & Triventi, M. (2026). **Academic selectivity and student progression: do restricted-access degree programs lead to better outcomes?** *Higher Education*, 91(6), 2341-2362. <https://doi.org/10.1007/s10734-025-01524-x>

Policymakers in many developed countries are focused on increasing university participation, but higher enrolment rates do not necessarily lead to better degree completion rates. One proposed solution to address the quantity-quality tradeoff is implementing selective admission policies to ensure that incoming students meet a minimum quality standard. However, the empirical evidence regarding the effects of these policies on students' academic performance and progression is scarce and yields mixed results. This paper aims to fill this gap by assessing the impact of admission tests on students' academic progression. We contribute to the literature by attempting to establish a causal relationship between attending selective higher education degree courses and students' outcomes by focusing on the Italian case, characterized by comparably high dropouts and delayed graduations. We use longitudinal data from the "Family Background, Education Beliefs, and Higher Education Participation" project in Italy, providing us with a rich covariates dataset. We employ propensity score matching techniques to account for the potential selection bias, complemented by sensitivity analysis. Our findings highlight a clear link between institutional selectivity and improved academic progression (higher number of credits attained in the first year), with students with a higher propensity to enroll in selective courses benefiting from attending such courses.

Yong, A. (2026). **From Aspiration to Action: Socioeconomic Disparity in the Translation of Educational Goals into Time Investment**. *Sociology of Education*, 99(3), 239-261. <https://doi.org/10.1177/00380407261432647>

Although educational aspirations are widely viewed as central to attainment, less is known about how they translate into academic behavior. This study investigates the behavioral consequences of aspirations using nationally representative data from South Korea and dynamic panel models with individual fixed effects. Results show that

aspirations predict both self-study time and private tutoring time even after accounting for prior behavior and unobserved individual characteristics. However, the aspiration–behavior link varies by age and socioeconomic status, especially for tutoring time. The aspiration–tutoring relationship strengthens as students grow older and is more pronounced among those with highly educated parents. These patterns reveal systematic differences in aspiration–investment alignment, which refers to the extent to which students can convert their educational goals into concrete academic behaviors, highlighting a novel mechanism through which socioeconomic disparities in educational outcomes persist.

Valeurs

Bächtold, M., Iordanou, K., & Christodoulou, V. (2026). **Engagement in a dialogic activity after watching a video on climate change has an effect on students' mitigation action beliefs.** *International Journal of Science Education*, 48(11), 1595-1621. <https://doi.org/10.1080/09500693.2025.2468745>

Videos can be a valuable resource for learning about climate change and stimulating deliberative discussion on the actions to mitigate it. This quasi-experimental study aimed to investigate the effects of combining video watching with a dialogic activity, and the specific contributions of these two activities, on students' knowledge, beliefs about mitigation actions, and self-reported pro-environmental behaviour. The dialogic activity involved students creating a fictional dialogue about mitigation actions among different stakeholders, and it was conducted either collectively or individually. 75 undergraduate students participated in three conditions: (a) watching a video only or combined with a dialogic activity, either (b) collectively in small groups or (c) individually. Results showed gains in students' knowledge on climate change, for all conditions. Watching a video combined with a dialogic activity was found to have a significantly more positive effect on students' climate change mitigation action beliefs, than watching a video alone. These findings highlight the value of watching a video on climate change for students' knowledge acquisition on the subject, but also the value of engaging in a dialogic activity to promote more comprehensive beliefs about the actions that need to be taken to mitigate climate change.

Bricas, N., Fournier, S., Lepiller, O., & Valette, E. (2026). **The roles of training and research.** In B. Nicolas, D. Conaré, & M. Walser (Éd.), *The ecology of food: Sustainable food systems and diets* (p. 249-258). <https://doi.org/10.5040/9781350544970.ch-021>

Embracing an ecology of food has implications for the worlds of training and research. Changes are already under way, in terms of both the subjects addressed and the way in which this is done. We share a few avenues for reflection on these changes.

Carattini, S., Giustinelli, P., & Veronesi, M. (2026). **Climate Change in the Classroom** (Working paper N° 21567). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21567>

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.

Demory, M., & Martin, P. (2026). **Configurations pédagogiques et apprentissage situé du respect d'autrui : analyse comparée de clubs webradio en collège.** *IMPEC - Interactions multimodales par écran*. Consulté à l'adresse <https://shs.hal.science/halshs-05680893>

Diamond, M., & Rocha, T. (2026). **Learning with a Warmer World: Climate Change Education for Forms of Life*.** *Educational Theory*, 76(4), 448-466. <https://doi.org/10.1111/edth.70096>

Climate change poses a threat to young people's capacity to flourish both now and in the future. In response, Aristotelian Climate Change Education (CCE) aims to cultivate radicalized climate virtues in students and give them structured opportunities to contemplate Socrates's question—"How should one live?"—amidst conditions of unprecedented ecological uncertainty. However appealing this approach may be to environmentalists, it faces a serious objection from political liberals who appeal to the principle of neutrality toward competing conceptions of the good life. In this article, we draw from critical theorist Rahel Jaeggi's Critique of Forms of Life to address the concern about liberal neutrality while deepening our account of Aristotelian CCE. Jaeggi's work helps us diagnose liberal neutrality as an ideological avoidance strategy and offers an alternative, context-transcending standard for legitimacy grounded in whether a form of life can learn from crises and overcome its own blockages to learning. After showing why Aristotelian CCE should not be held to liberal neutrality as a standard of legitimacy, we argue that it is nevertheless legitimate because it cultivates capacities, such as problem recognition and good deliberation, necessary for successful learning. Along with structured time and space for contemplation about the good life, an education in radicalized climate virtues prepares students to flourish as they and their forms of life learn from a continually evolving climate.

Dousson, L. (2026). « **Tous les enfants ne font pas la même expérience de la nature** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (208). Consulté à l'adresse <https://journals.openedition.org/diversite/8293>

Depuis longtemps, les enfants sont présentés comme de petits « naturalistes en herbe », spontanément attirés par l'exploration du monde naturel, tandis que la nature est érigée en cadre privilégié des apprentissages enfantins : lieu de découverte et d'éveil, support du bon développement des corps et des esprits, mais aussi vecteur de sensibilisation précoce aux enjeux environnementaux. Ces représentations, largement partagées, participent à la multiplication des dispositifs d'éducati...

Errami, N. (2026). **Comprendre l'intelligence artificielle pour construire l'esprit critique et la créativité : retour d'expérience dans des classes de cycle 3**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (54). <https://doi.org/10.4000/16gft>

Cette publication propose un retour d'expérience sur un dispositif innovant d'éducation critique à l'intelligence artificielle (IA) mené dans trois classes de cycle 3. L'objectif était d'amener les élèves à dépasser des usages quotidiens souvent magiques et anthropomorphiques pour développer une compréhension raisonnée de l'IA comme système statistique dépendant de données et de choix humains (IGÉSR, 2025 ; UNESCO, 2021). La séquence alternait débats réglés, activités débranchées et entraînement effectif de modèles via la plateforme Vittascience, en mobilisant les notions de biais algorithmiques, de boîte noire / boîte blanche et de « confiance calibrée » (CSEN, 2025). En mettant les élèves en position de concevoir des corpus, le dispositif engage également une créativité en éducation, entendue comme capacité à explorer et transformer des situations d'apprentissage avec et par l'IA. Les résultats montrent que l'expérience directe de l'apprentissage supervisé, l'analyse des erreurs de classification, en particulier sur les stéréotypes, et la confrontation à la matérialité des données contribuent à déconstruire l'anthropomorphisme, à nourrir la créativité des élèves et à installer une posture critique. Les élèves passent ainsi d'un rapport de consommation passive à une position de producteurs de données et de superviseurs de la machine, en cohérence avec le modèle #PPAI6 de Romero (2023, 2025). Il s'agit enfin de discuter les conditions de transférabilité de ce type de dispositif (formation des enseignants, choix d'outils transparents, place du débat argumenté) dans la perspective d'un curriculum pluridisciplinaire de littératie de l'IA à l'école primaire.

Laroudie, B. (2026). **Former à l'éthique par la recherche : un atelier de poster pour les étudiants en soins infirmiers**. *Éducation et socialisation. Les Cahiers du CERFEE*, (80). <https://doi.org/10.4000/16h1k>

Cet article présente les effets d'un dispositif pédagogique centré sur l'éthique conçu pour des étudiants en soins infirmiers. Ce dispositif pédagogique reposait principalement sur la réalisation d'un poster en promotion complète avec l'accompagnement de deux formateurs. Les principaux résultats mettent en évidence que la formation reçue, dont fait partie ce dispositif, a contribué à la professionnalisation et au développement de la sensibilité éthique des étudiants devenus néo-professionnels, cette transformation étant le fruit d'un long processus. L'accompagnement mis en œuvre au sein du dispositif et l'ensemble des outils pédagogiques employés ont permis de susciter une réflexion sur les dilemmes éthiques et un questionnement des situations de soins rencontrées par les étudiants devenus professionnels.

Malesky, E. J., Mattsson, M., Vu, K., & Zhang, L. (2026). **The Effects of Education on Corruption: Evidence from Vietnam's University Expansion** (Working paper N° 21302). Consulté à l'adresse Centre for Economic Policy Research website: <https://EconPapers.repec.org/RePEc:cpr:ceprdp:21302>

Education and corruption are negatively correlated at the cross-national level, but little is known about the causal relationship between the two. We combine newly-collected data on timing and locations of Vietnam's national expansion of universities with detailed survey data on experiences of corruption from over 170,000 respondents in 320 districts across 12 years. Using staggered difference-in-differences, we show that cohorts exposed to the university expansion are 78% more likely to have a university education. However, this increase neither translates into fewer individuals being affected by corruption nor increases the propensity to denounce corrupt officials. Instead, we find that education increases exposure to corruption at the individual level. The mechanism for this increase that is most consistent with our data is that education raises household income and higher income leads to more bribe payments.

Mou, L., & Mitic, R. R. (2026). **The Value of Higher Education in Cultivating Engaged Citizens: Longitudinal Evidence from the Liberal Arts Model**. *Innovative Higher Education*, 51 (3), 1467-1490. <https://doi.org/10.1007/s10755-026-09912-6>

The ongoing debate about the value of higher education has expanded beyond its prevailing focus on economic development and professional training to emphasize its role in shaping well-rounded citizens. As a global model of higher education and a hallmark of the American system, liberal arts education has long been recognized for fostering students' holistic development and active civic engagement. However, empirical evidence from longitudinal data remains limited, particularly regarding the specific elements of liberal arts education that most effectively cultivate engaged citizens. This study examines the impact of liberal arts education on graduates' civic and democratic beliefs and behaviors. Using longitudinal data from 2,585 alumni across seven public four-year colleges and universities in the United States, this quantitative analysis leverages a secondary dataset that includes students' campus experiences and survey responses collected ten years after graduation to identify key factors contributing to generative behavior and political engagement. The findings reveal that specific components of liberal arts education—such as diversity-focused courses, participation in service-learning programs, and involvement in student organizations—play a significant role in fostering active and engaged citizenship. The study provides empirical evidence of higher education's role in preparing graduates for civic and democratic life, equipping them to address social challenges. These findings underscore the broader implications of higher education for personal development for civic outcomes and democratic citizenship, particularly at a time when policymakers and governments are increasingly questioning its value and reducing funding.

Siani, A., & Gennari, A. (2026). **Scientific misinformation, disinformation and perception of news sources among Italian secondary school students**. *International Journal of Science Education*, 48(11), 1761-1775. <https://doi.org/10.1080/09500693.2025.2499222>

Scientific misinformation in digital media is a growing concern due to its impact on the citizens' decision-making process on crucial matters such as healthcare and environment. As adolescents are increasingly exposed to unverified information through multiple online platforms, evaluating their susceptibility to scientific misinformation is of paramount importance. An anonymous online survey was carried out in a secondary school in Southern Italy, with a sample size of 381 students enrolled in school years 9–13. A scoring system was used to quantitatively evaluate the differential

susceptibility to disinformation and unintentional misinformation in the sample population. Non-parametric statistical tests were used to compare scientific misinformation levels between different student groups. Independently of their gender, the adolescents surveyed in this study proved remarkably competent at evaluating the veracity of scientific information. Respondents' susceptibility to disinformation and unintentional misinformation declined significantly over the five years of secondary education. Moreover, participants expressed a preference for traditional scientific news sources, and considered Wikipedia, Facebook and TikTok to be the most unreliable sources of scientific information. This study addresses the knowledge gap regarding the extent and prevalence of scientific misinformation amongst Italian adolescents, and provides insight into their perception and trust towards scientific information sources.

Smith, N., & Pacini, B. (2026). **What to Do with Civic Virtue**. *Educational Theory*, 76(4), 506-526. <https://doi.org/10.1111/edth.70094>

Civic virtues are character traits according to which people are disposed to act for the right reasons, at the right times, and in the right ways with the political sphere of life. Inculcating these virtues is often taken to be an important part of civic education, and therefore understanding what these virtues are is of pedagogical importance. One important question about civic virtues is how they relate to more general virtues of character. We consider two likely possibilities: civic virtues may be sui generis virtues with distinctly political content, or they may be the political instantiation of general virtues of character. We find both alternatives wanting, but argue that these philosophical difficulties can be leveraged for pedagogical purposes in order to engage civics students and help them learn to tolerate complexity.

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.

van Loon, M., Crean, D., van den Hoven, M., Katsarov, J., & Evans, N. (2026). **How is the Impact of Responsible Conduct of Research Education Evaluated? A Review of Measures Used and a**

Content Analysis of Outcome Measures with Reported Validation Evidence. *Educational Psychology Review*, 38(1), 94. <https://doi.org/10.1007/s10648-026-10187-8>

Education in Responsible Conduct of Research (RCR) aims to foster good research practices. Little, however, is known about how educators measure the impact of their courses, which outcome measures are used and if and how they are validated. In this review, we systematically identify measures used to evaluate RCR education and assess if and how they have been validated. We also analyse a selected subset of these measures. Specifically, those that include supporting evidence of validity and focus on research practices, in order to identify which Responsible Conduct of Research (RCR) concepts they address and which learning outcomes they are designed to assess. In total, 162 articles were included, of which 46 articles contained information about a measure described as 'validated'. Measures from these articles (and four additional measures suggested by experts) were assessed on accessibility, evidence of validation, and content related to research practice, resulting in 15 unique outcome measures with supporting validation evidence. All contained items covering topics which we categorised as pertaining to 'research integrity', whereas a smaller selection contained items covering topics which we categorised as pertaining to 'research ethics'. Whilst all 15 reported at least some form of reliability or validity evidence, only 3 met what we describe as 'strong' validation evidence. Our review revealed that the majority of RCR education evaluations in the published literature have not used measures related to research conduct with reported validation evidence. The comprehensive overview we provide can offer guidance for educators and researchers to select, or further develop measures aligned with core RCR competencies and targeted learning outcomes.

Wurtz, J. (2026). **Education for Thinking in the Anthropocene: A Call to Ecosophize P4C Thinking Systems.** *Educational Theory*, 76(4), 467-485. <https://doi.org/10.1111/edth.70088>

Matthew Lipman's Philosophy for Children (P4C) has been hailed as a valuable pedagogical program for addressing the nuanced questions raised by the Anthropocene. As many have proposed, its emphasis on reason-based thinking, community philosophical reflection, and inclusivity of diverse perspectives offers youth a chance to develop the thinking and dialogical skills necessary to address the environmental crisis we are facing. Despite the clear value of programs like P4C (or Philosophy with Children [PwC]), I argue that the current landscape of inquiry (i.e., the text and the community of philosophical inquiry) lacks an ecological dimension. That is, it is too abstract and detached from the non-ideal, immanent conditions of inquiry to purposefully cultivate thinkers who can make ecosocial decisions under the material conditions of the Anthropocene. Considering this narrowness, I resituate P4C within the broader program I call "Ecosophy with Children": a purposeful reterritorialization of P4C's thinking systems as a transversal community of philosophical inquiry that conceptualizes participants' subjectivities in relation to their mental, social, and environmental ecological contexts