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Acquisition de compétences

Adamu, A., Belachew, M., Mengistie, S., Ashete, A., Alemu, Y., & Ferede, B. (2026). **Digital competence of students with visual impairment in Ethiopian higher education institutions**. *International Journal of Inclusive Education*, *30*(9), 2300-2315. https://doi.org/10.1080/13603116.2025.2594165

Digital literacy empowers students with visual impairments to navigate the digital world, access educational information and engage in online learning and communication independently. Thus, the main purpose of this study is to examine the digital competence of students with visual impairment in Ethiopian higher education. Quantitative research approach, particularly a cross-sectional survey design, was applied. Using simple random sampling techniques, 134 students with visual impairment were selected from three universities. An adapted questionnaire, consisting of 24 items with five dimensions, was used to measure the digital competence of students. The data were analysed using frequency, percentage, mean, SD, one-sample t-test and independent t-test. The study revealed low digital competence of students with visual impairment in the selected universities. They score significantly below the expected mean in technological literacy, critical thinking, problem solving and decision-making, collaboration and communication and creativity and innovation dimensions. Whereas their competence in the search and processing of information is not significantly different from the expected mean. Moreover, their gender and perceived status of visual impairment did not significantly impact their digital competence. To ensure inclusive and equitable quality education in Ethiopian higher education, interventions, such as training, policy frameworks and further empirical exploration, are important.

Affonso, A., Aucejo, E., Khoury, S. E., & Larroucau, T. (2026). ***The Role of Information Frictions in Study Habit Choice and Academic Performance*** (Working paper N° 35436). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35436

We study whether information frictions about the relative effectiveness of study methods distort students' effort allocation. Standard models treat effort as a single input whose level, rather than composition, determines outcomes. We instead model effort as an allocation across methods with heterogeneous effectiveness. Combining panel surveys, administrative records, digital activity logs, and a randomized information intervention with over 2,000 undergraduates, we test whether imperfect information leads to effort misallocation and quantify consequences for performance. At baseline, students hold divergent beliefs, and many devote time to passive strategies such as rereading, despite evidence that active retrieval is more effective; these choices predict lower performance and larger self-assessment errors. We randomize treated students into general-feedback and personalized-feedback arms, benchmarking habits against peers in the latter. General feedback has little effect. Personalized feedback widens the perceived effectiveness gap between active and passive methods by 42 percent, shifts time toward effective practices, and raises exam scores by 0.05–0.08 standard deviations. A dynamic model with learning-by-doing and convex allocation costs shows that, for students with the weakest baseline beliefs, personalized feedback is equivalent to a 16.5 percent reduction in adoption costs. These results identify information frictions about multidimensional effort as a determinant of academic performance.

Agarwal, R., & Gaule, P. (2026). ***Developing Math Talent Worldwide: Evidence from a Global RCT*** [Working paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: https://EconPapers.repec.org/RePEc:bri:uobdis:26/846
Many individuals with exceptional ability may never realize their potential. Whether expanding access to structured online instruction can unlock such learning remains an open question. We study this by randomly assigning 620 students from 44 countries to a combinatorics course or self-study. Assignment raised exam performance by 0.16 SD, but engagement varied widely and was unpredictable (R2 â‰ˆ 0.09). Using random assignment as an instrument for engagement, we estimate gains of 0.66 SD for fully engaged students, with sizeable gains among a small subset later competing in the IMO. Access generates large gains, but only when engagement is sustained.

Agasisti, T., Longobardi, S., Masci, C., & Soncin, M. (2026). **Enhancing students' resilience through socio-emotional skills: evidence from European educational systems through OECD PISA 2022 data**. *Education Economics*, 1-23. https://doi.org/10.1080/09645292.2026.2731046
This study investigates the role of socio-emotional skills (SEmS) in fostering academic resilience among disadvantaged students, using data from the 2022 OECD PISA assessment. Combining regression analysis and machine learning, we find that competencies such as perseverance, assertiveness, curiosity and emotional control significantly correlate with student outcomes despite socio-economic challenges. School-level factors, including disciplinary climate and school-level truancy, also emerge as key predictors of academic resilience. The results suggest that integrating socio-emotional learning into educational programmes may be an effective strategy to reduce achievement gaps and support resilient pathways for disadvantaged learners.

Ahidar, I., Riel, A., Geis, M., & Metternich, J. (2026). **Learning Factory-Based Training Scenario in Vocational Education and Training Center**. *International Journal of Training and Development*. https://doi.org/10.1111/ijtd.70041
Industry 4.0 training has become a challenge. Many existing programmes are targeted at students and employees rather than at job seekers without prior industry experience. Vocational Education and Training (VET) centres are also a key element in the Industry 4.0 ecosystem, as they play an essential role in delivering training in this field. Learning by doing is a recognized pedagogical approach in training, and the Learning Factory (LF) can serve as a practical tool to support its implementation. How can we use LFs to deliver the skills needed for operators of the future? This study presents a pilot case on the design and implementation of a training scenario developed for future Assembly Line Operators using a LF in a VET centre. The training scenario incorporates various active learning methods, such as challenges. This training is specifically designed for people who have no prior industry experience. This pilot study indicated encouraging trends in knowledge acquisition related to Industry 5.0, while also offering preliminary insights for improving future training activities.

Akanzeele, G. A., Ayimbila, E. A., & Azure, J. A. (2026). **Video-Based Assisted Instruction as a Catalyst for Students' Academic Performance and knowledge Retention in Biological Digestion**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 457-471. https://doi.org/10.59324/ejceel.2026.4(4).21
The rapid increase in the integration of technology in teaching and learning has changed classroom interaction, where a learner-centered approach has replaced the teacher-centered

approach, leading to improved student participation in the teaching and learning process. The study was conducted to examine the effect of video-based assisted instruction on students' academic performance and knowledge retention in the concept of biological digestion at OLL Senior High School in the Kassena Nankana Municipality of the Upper East Region. A pre-test, post-test non-equivalent control design was adopted for the study. A convenience sampling technique was adopted in sampling two intact classes for the study. One class was assigned as control group and was taught through traditional method, and another class was assigned as experimental group and was taught through video-based assisted instruction. The instruments used for data collection were pre-test, post-test, retention test, and a questionnaire. The data was analyzed using descriptive statistics (percentage, mean, and standard deviation) and inferential statistics (t-test). The results of the pre-test proved that there was statistically no significant difference in the mean scores of students in the control and experimental groups, (t(48) = 0.59, P = 0.73). The results of the post-test also revealed that there was statistically significant difference between the post-test mean scores of students taught digestion through video-based assisted instruction and those taught through traditional method, (t(48) = 2.31, p =0.00). The study also proved that there was statistically significant difference in knowledge retention between students taught digestion through video-based assisted instruction and those taught through traditional method (t(48) = 3.09, p =0.00). The study also found that students had positive perceptions towards the adoption of video-based assisted instruction in teaching and learning the concept of digestion (weighted mean =4.26, SD= 0.63). It was concluded that video-based assisted instruction is an effective teaching method capable of improving students' academic performance and knowledge retention in the concept of digestion. It was therefore recommended that video-based assisted instruction should be adopted by biology and integrated science teachers in teaching the concept of biological digestion.

Alan, S. (2026). ***Shaping Society's Character: The Role of Schools in Developing Social and Emotional Skills*** (Working paper N° 21289). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:21289
This chapter examines how schools cultivate socio-emotional skills that influence both individual success and broader social cohesion. Moving beyond the traditional focus on cognitive ability, I argue that education plays a crucial role in fostering traits that promote cooperation, trust, and long-term societal well-being. Drawing on insights from neuroscience, psychology, and economics, I explore how schools shape not only academic and labor market outcomes but also intergenerational beliefs, attitudes, and the formation of social capital. Using evidence from experimental studies, I highlight how school-based interventions can instill perseverance, enhance social learning, and create environments that curb anti-social tendencies, promote prosocial behaviorâ€"ultimately influencing the cultural fabric of society. This perspective reframes education as a mechanism for building more equitable and cohesive communities.

Alanazi, F., Al Dossary, H., Al Anazi, F., Alotaibi, S., Elgadid, B., Alanazi, F., … Kofi, M. (2024). **Role of Home Health Care Diploma Trainees in Supporting Quality Improvement in Home Health Care Services**. *European Journal of Contemporary Education and E-Learning*, *2*(6), 212-218. https://doi.org/10.59324/ejceel.2024.2(6).13
Background: This trend was, in turn, influenced by an aging population along with the increased prevalence of chronic diseases, which had set up a growing demand for services like home health care. In this regard, the necessity of a well-trained workforce is of utmost importance in order to provide quality care. Diploma programs in home health care are meant for better

preparation of students to be equipped with the necessary skills and knowledge for such demands. The following literature review outlines the potential contribution of home health care diploma trainees towards QI initiatives in the home health services in light of how their training can help improve patient outcomes, service efficiency, and the general quality of care. Aim: This study aims to bring out the activities of the home health care diploma trainees in supporting quality improvement in home health care services. Methods: Descriptive activity regarding the activities conducted by HHC Diploma trainees as part of the training portfolio. Activities are health education, vital signs, tracheostomy care, and wound dressing. For an explanation of activities and their frequency, frequency tables and a par chart were used. Results: The frequency count for « Health Education » is the highest at 3024, closely followed by « Risk for Fall Assessment » with 2016 and « Vital Signs » with 2520. These tasks are apparently crucial and emphasized upon in the program. On the other hand, « Medication Administration » is the lowest at 504, probably because medication administration is generally done by the patient's caregiver, hence a low focus on this task when training. Conclusion & Recommendations: The Home health care diploma trainees play a very important role in providing support for quality improvement inside the home health services. They will be equipped, through training, to make contributions to QI efforts that will improve patient outcomes and augment the quality of care overall. Participation by HHC Diploma trainees in home health care services can support and enhance the overall quality of care in home health care. The extension of the HHC Diploma to other PHCs within the MSD will enhance quality in care provided through the HHC services.

Alanizy, B. H., Kofi, M., Afife, A., Alshehri, K., Alamri, F. A., Alamri, M., & Rofidi, K. A. (2026). **Impact of Research Courses and Training on Physicians' Clinical Practice and Academic Development in Saudi Arabia: A Narrative Review**. *European Journal of Contemporary Education and E-Learning*, *4*(2), 78-91. https://doi.org/10.59324/ejceel.2026.4(2).07

Background: Developing research competencies among physicians is essential for enhancing evidence-based practice, improving patient outcomes, and strengthening academic productivity. In Saudi Arabia, multiple initiatives—including formal research courses, workshops, and integrated training programs—have been introduced to build research capacity among medical students, residents, and practicing clinicians. Objective: This narrative review aims to synthesize the available evidence on the impact of research courses and training on physicians' clinical practice and academic development in Saudi Arabia, as well as to identify gaps and future directions. Methods: A narrative review approach was adopted. Google Scholar, PubMed, MEDLINE, Saudi Medical Journal, Annals of Saudi Medicine, and Journal of Family & Community Medicine were searched using predefined keywords related to research training, physicians, and Saudi Arabia. All study designs were considered if they evaluated research education interventions and reported clinical or academic outcomes. Results: The included studies consistently showed that structured research training improved participants' knowledge, attitudes, and confidence in research methods, critical appraisal, and evidence-based decision-making. Several programs reported increased scholarly output, including conference presentations and publications, particularly among residents and academic clinicians. However, variability in course design, duration, assessment methods, and follow-up limited comparability. Common barriers included time constraints, limited mentorship, inadequate institutional support, and insufficient protected time for research. Conclusion: Research courses and training in Saudi Arabia positively influence physicians' research skills and academic engagement, with emerging evidence of impact on clinical practice. Nonetheless, standardization, stronger institutional

backing, and longitudinal evaluation are needed to maximize and sustain these benefits across the healthcare system.

Albornoz, F., Almeyda Torres, G., MarÃa, L., Victoria, O., & Zoido, P. (2025). ***Remote Tutoring in Latin America*** (Working paper N° 20272). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20272
We study the effect of a randomized one-on-one remote phone tutoring program implemented between 2021 and 2023. The intervention reached almost seven thousand students in seven Latin American countries: Argentina, Brazil, El Salvador, Guatemala, Mexico, Paraguay and Peru. The program targeted students with low initial learning levels and focused on foundational numeracy skills using a differentiated instruction approach. We find that assignment to tutoring increased student test scores by 0.2 SD. Tutoring benefited all students, with no differential effects by gender, age, socioeconomic status, or baseline scores. Students who initially reported having difficulty with concentration or memory experienced larger average effects. Finally, we find that students with lower initial performance exhibited larger improvements in more basic mathematical operations, whereas those with better performance at baseline saw larger gains in more complex operations. This underscores the importance of offering differentiated instruction based on students' initial performance.

AlmŒs, I., Drange, N., Meghir, C., & Daae Zachrisson, H. (2026). ***Early Childcare Attendance and Cognitive Skills in Adolescence*** (Working paper N° 2518). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: https://EconPapers.repec.org/RePEc:cwl:cwldpp:2518
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 1Ð2. 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.

An, S., Song, Y., & Jiang, B. (2026). **Unveiling Patterns of Generative AI Integration That Enhance Learning: A Systematic Review of Empirical Studies**. *Educational Psychology Review*, *38*(1), 105. https://doi.org/10.1007/s10648-026-10201-z
The surge in Generative AI (GenAI) research highlights its potential for learning. A growing body of empirical studies has examined the application of GenAI across diverse contexts. However, there remains an underexplored research field concerning how GenAI can be integrated into learning processes and what recurring patterns are observed across studies reporting positive outcomes. Addressing this gap, this systematic review synthesized a corpus of 315 eligible empirical studies with three aims: (a) synthesizing reported outcome directions associated with GenAI-mediated learning across diverse stakeholders and disciplinary contexts; (b) identifying the instructional stages in which GenAI is integrated and the functions it performs; and (c) linking these recurring patterns to learning-outcome evidence reported in the included studies. Findings revealed that empirical research remains concentrated in higher education and language-related disciplines, with predominantly positive reported outcome directions for affective and behavioral outcomes. Pattern analysis identified a guided generative feedback configuration that integrates the functional triad of content generation, teaching support, and feedback

across the instructional implementation stages. Nonetheless, more variable cognitive and metacognitive outcomes point to possible boundary conditions, suggesting that positive reported outcome directions may depend on whether learners remain active agents in the learning process. This review provides an evidence-informed mapping of GenAI integration patterns in the reviewed corpus to inform future theory-driven research and evidence-based instructional practice in educational psychology.

Andersen, E., Graffy, S., Kerwin, J., & Lambon-Quayefio, M. (2026). ***How to Build a Reader: Evidence from a Scalable Literacy Intervention in Ghana*** (Working paper N° 11433). Consulté à l'adresse The World Bank website: https://EconPapers.repec.org/RePEc:wbk:wbrwps:11433
Addressing the massive test score gaps between rich and poor countries will require programs that are both high-impact and scalable. This study uses the results of a randomized controlled trial in low-fee private schools in Ghana to study a program that meets both needs. The Tools for Foundational Learning Improvement program increased test scores by 0.5 standard deviation after just nine months of intervention. A machine learning method decomposes the effects by predicted test scores if the students did not receive the treatment, and the findings show that the gains were larger for weaker students. Moreover, the program's impacts scale roughly linearly with time compared to a shorter-term, smaller-scale pilot randomized controlled trial. The program's developers used generative artificial intelligence to accelerate lesson plan development and adaptation to new settings. An observational pilot test of this adaptation in Uganda yielded comparable results to those of this study's randomized controlled trial. The study developed a model in which basic skills constrain the development of advanced skills, which predicts the pattern of effects observed across early reading capabilities, and it makes forecasts about the future impacts of the program as it continues into second grade.

Aparicio, X. (2021, avril 20). **Est-ce vraiment un atout d'être bilingue ?** https://doi.org/10.64628/AAK.w6vex9uaa
Si le bilinguisme se développe en France, il continue néanmoins à susciter des craintes associées au développement langagier des enfants. Qu'en est-il ?

Arias-Sánchez, S., Vera-Gil, S., Matías-García, J. A., & Saavedra-Macías, F. J. (2026). **Academic writing groups for publication: a systematic review**. *Educational Research for Policy and Practice*, *25*(2), 189-209. https://doi.org/10.1007/s10671-025-09407-9
A systematic literature review was conducted to analyse academic publication writing group programmes designed for researchers. Databases were searched for published articles that had been independently assessed for methodological quality by three researchers. A total of 43 articles met the inclusion criteria and are summarized in this paper. An in-depth review of methodological approaches, group characteristics, as well as their results and conclusions was conducted. Despite a clear demand for this type of programme and the universities that have implemented them reporting different types of benefits, several methodological concerns should be considered.

Asyhari, A., & Islamia, I. (2026). **The Role of Critical Thinking and Social Cure Approach in Collaborative Physics Learning Based on Project-Based Learning to Enhance Student Well-Being**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 27-44. https://doi.org/10.7358/ecps-2026-033-asis

This study examines the roles of critical thinking and the social cure approach in collaborative physics learning environments grounded in Project-Based Learning (PBL) and their impact on student well-being. Adopting a concurrent embedded QUAL+quan mixed-methods design, data were collected from 40 undergraduate physics students at Universitas Islam Negeri Raden Intan Lampung through surveys, focus groups, interviews, creative reflections, and ethnographic field notes across an 8-week intervention. Repeated measures ANOVA indicated large-effect improvements in critical thinking (CTDS; d = 1.0), sense of belonging (PSSM; d = 0.9), well-being (WEMWBS; d = 1.1), and self-efficacy (GSE-6; d = 0.9). Regression analysis confirmed that sense of belonging (β = .34), self-efficacy (β = .32), and critical thinking (β = .29) jointly explained 45% of the variance in well-being (R2 = .45). Qualitative themes of enhanced analytical skills, peer-supported belonging, and improved emotional confidence corroborated these patterns. Findings advocate for curricular reforms prioritizing critical thinking and social support within STEM PBL contexts to holistically enhance student well-being.

Autor, D., Rodchenko, T., Martin, J., Iscenko, Z., Strand, S., Pearl, D., & Ferere, M. (2026). ***Does AI Assistance Enhance or Erode Expertise? Evidence from a Three-Month Field Experiment in Patent Drafting*** (Working paper N° 35720). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35720
Whether AI assistance builds or erodes professional expertise is unsettled. In a pre-registered three-month randomized controlled trial, we gave 133 practicing patent lawyers at eleven U.S. intellectual property law firms access to a custom AI drafting assistant and measured both their performance while using AI and their professional judgment afterward without it. All work was scored by blinded expert patent attorneys. Paralleling findings from other white-collar domains, AI access raised the quality of work delivered on benchmark patent drafting tasks at 10 days (0.34 SD, p = 0.03) and 90 days (0.38 SD, p = 0.01), with larger gains among junior lawyers. After three months, all subjects redlined an existing patent application without AI, a core task of patent practice requiring expert judgment. Treated lawyers outperformed controls by 0.32 SD (p = 0.04), but this advantage was concentrated entirely among senior lawyers (0.45 SD, p = 0.02). Junior lawyers showed no average gain; their scores instead bifurcated, with sharply fewer mediocre scores offset by more poor and more good ones. The largest gains from AI thus accrued to the lawyers who retained the least. Foundational expertise may be a prerequisite for extracting durable skill from AI-assisted practice.

Barblan, Y. M. J. (2026). **Développement de la pensée créatrice: La question de l'éthique de l'évaluation dans l'enseignement des Arts à l'école**. *e-JIREF*, *12*(1), 75-100. https://doi.org/10.48782/e-jiref-12-1-75
Les visées prioritaires de l'enseignement des Arts Plastiques et Visuels (APV) en Suisse romande et au Tessin, promeuvent le « développement de la personnalité par l'accès à la culture à travers le processus créatif » (CIIP, Arts-Corps et Mouvement, 2011, p. 5). Si ces recommandations placent le développement de l'élève au centre du processus d'enseignement-apprentissage-évaluation, elles placent l'évaluateur.trice dans la situation ambiguë de mesurer les développements personnels. Ces visées prioritaires mettent en exergue la double fonction de l'école, différenciatrice et unificatrice, et le paradoxe qui en découle de conciliation entre normes et singularités. D'autant plus qu'en APV, il n'existe ni programme, ni moyens d'enseignement. L'absence de programme et des prescriptions laconiques prémunissent en apparence l'enseignement des APV des évaluations standardisées de type contrôle ; mais est-ce suffisant pour garantir des apprentissages dans une logique de développement et de

progression des élèves ? Comment et qu'est-ce que les enseignant.e.s évaluent en APV ? À partir d'une étude de cas de deux situations d'enseignement effectives à l'école obligatoire et d'entretiens d'explicitation avec deux enseignants, nous nous proposons de débusquer des signes de problématique éthique dans l'enseignement des APV et son impact sur la nature des savoirs transmis ainsi que sur leurs évaluations. Nos résultats tendent à montrer que, malgré les valeurs humanistes promues dans les prescriptions et la latitude conférée aux enseignant.e.s quant aux contenus d'apprentissage à transmettre et à leur évaluation, ceux-ci se rabattent sur des situations d'apprentissage stéréotypées et une démarche sommative de l'évaluation.

Barwick, P., Chen, S., Fu, C., & Li, T. (2024). ***Digital Distractions with Peer Influence: The Impact of Mobile App Usage on Academic and Labor Market Outcomes*** (Working paper N° 19579). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19579
Concerns about excessive mobile phone use among youth are mounting. We present estimates of both behavioral and contextual peer effects, along with comprehensive evidence on how students' own and their peers' app usage affect academic performance, physical health, and labor market outcomes. Our analysis draws on administrative data from a Chinese university covering three student cohorts over four years. We exploit random roommate assignments, differential exposure to a policy shock (gaming restrictions for minors), and differential exposure to a discrete event (the introduction of a blockbuster video game) for identification. App usage is contagious: a one s.d. increase in roommates' in-college app usage raises own usage by 5.8%. High app usage is harmful across all measured outcomes. A one s.d. increase in app usage reduces GPAs by 36.2% of a within-cohort-major s.d. and lowers wages by 2.3%. Roommates' app usage reduces a student's GPAs and wages through both disruptions and behavioral spillovers, generating a total negative effect that exceeds half the magnitude of the impact from the student's own app usage. Extending China's three-hour-per-week gaming restriction for minors to college students would boost their initial wages by 0.9%. High-frequency GPS and app usage data show that heavy app users spend less time in study halls, are more frequently late or absent from class, and get less sleep.

Basiglio, S., Del Boca, D., & Pronzato, C. (2024). ***The Impact of the « Coding Girls » Program on High School Students' Skills, Awareness and Aspirations*** (Working paper N° 19477). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19477
This paper evaluates the impact of the â€œCoding Girlsâ€ educational enrichment program designed to address the underrepresentation of women and girls in the fields of science, technology, engineering, and math (STEM). Implemented in Italy, the program seeks to stimulate the interest of young female students in programming and science, encouraging them to consider STEMâ€ related fields of study. Through a randomized controlled trial involving 28 classes across 10 secondary schools in Turin, Italy, we assess the programâ€™s effectiveness. Our results show that Coding Girls significantly enhances the programming skills of both male and female students. Moreover, it raises awareness among students about gender disparities in STEMâ€ related professions. While the program positively influences boysâ€™ aspirations to pursue higher education in STEM disciplines, it does not have a similar effect on girls.

Bergmüller-Hauptmann, C., Lang-Wojtasik, G., & Hitzelberger, M. (2026). **Teacher professionalisation at the intersection of open, moral and critical Global Citizenship Education:**

Reflections from an international comparative study. *International Review of Education*, *72*(4), 667-686. https://doi.org/10.1007/s11159-025-10207-9
New social contracts for education, such as those promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Dublin Declaration on Global Education to 2050, outline the need to prepare student teachers to be change agents who can help address growing global challenges, using innovative Global Citizenship Education (GCE) approaches. To create and offer their students experimental learning opportunities on how to deal with these challenges, student teachers need to develop global sensitivity and position themselves to think globally, act locally and reflect "glocally". While various models have been developed to describe these competencies in teacher education, research about their effectiveness is still emerging. The study presented in this article outlines the formal evaluation of an Erasmus+ project on developing global sensitivity in 301 student teachers (187 female, 114 male) from five partner universities. The project developed an interculturally sensitive teacher training concept designed to facilitate an international virtual exchange between the student teachers. It included four key elements: content introduction, lesson planning, international virtual dialogues and reflection. The findings illustrate how the student teachers transferred GCE perspectives into their own teaching practice and outline associated qualification affordances. They also show how didactical arrangements such as international dialogues about "hot topics" influenced the student teachers' global knowledge, values and dispositions to (at least potentially) better address the pedagogic challenges of teaching global citizenship. Conceptual ideas and empirical results on didactic challenges in the university context are thus reported to stimulate further debate on future GCE implementation in higher education.

Bernard, F. (2023, septembre 11). **Apprendre à lire : quels défis cela représente-t-il pour les élèves de primaire ?** https://doi.org/10.64628/AAK.scufy9ged
Dans une société où tout s'accélère, l'apprentissage de la lecture suppose toujours un long investissement, sur plusieurs années. Explications sur ce qui est en jeu, du décodage à la compréhension.

Bruguier, C. (2026). ***L'immersion dans un cadre péri- ou extrascolaire ; enjeux pour un public collégien*** (Theses, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-05734006
Les impacts acquisitionnels de l'enseignement des langues en immersion ont été largement documentés, que ce soit au travers des séjours linguistiques (Borras & Llanes, 2020 ; Dewaele & Dewaele, 2021 ; Llanes & Muñoz, 2013 ; Roussel & von Alleman, 2017), ou au travers de l'Enseignement d'une Matière par l'Intégration d'une Langue Étrangère (Dalton-Puffer, 2007, 2022 ; Roussel et al., 2017). En effet, les compétences linguistiques et interculturelles qui sont susceptibles d'y être développées sont d'une importance majeure pour l'insertion personnelle et professionnelle dans nos sociétés à forte exigence de mobilité. L'objectif de cette étude est de mettre en évidence, que, dans notre système éducatif français, le secteur extra- et périscolaire pourrait porter un tel dispositif immersif, et offrir plus largement l'expérience de l'altérité (Beacco, 2018) et de l'interaction (Gass, 2015 ; Long, 1996) sans nécessiter d'important déplacement géographique. Le public de cette étude sont les collégienne-s, parce qu'ils-elles se trouvent à une étape décisive de leur orientation scolaire, dans des établissements qui les rassemblent encore tou-te-s. Ce niveau correspond aussi à l'adolescence, âge où les capacités physiques et intellectuelles ne sont pas encore toutes développées, rendant encore plus exigeante l'auto-réflexivité nouvellement acquise et pas encore maîtrisée (Arnett, 2006 ; Braconnier, 2019 ; Harter,

1993, 2016) . Par conséquent, le sentiment dépressif est largement répandu parmi les adolescent-e-s, privant celles et ceux qui le ressentent de la motivation nécessaire pour apprendre. Compte tenu des attentes qu'ont les adolescent-e-s pour des situations authentiques, l'immersion pourrait leur permettre d'intérioriser leur motivation, qui en devenant intrinsèque, serait plus forte et plus durable (Deci & Ryan, 1996, 2014 ; Dörnyei, 2010 ; Eccles & Wigfield, 2002). En didactisant l'immersion dans une orientation pragmatique (Dewey, 1916/2022), dans une démarche d'investigation et praxéologique, les adolescent-e-s deviennent acteur-rice-s de leurs apprentissages, comme ils-elles le sont dans leur expérience au quotidien de l'anthropologie du didactique (Chevallard, 1991, 2022). Trois terrains d'étude ont été explorés dans cette recherche, dont les caractéristiques communes sont d'être récréatifs et inscrits dans le temps extra-scolaire. Le contrat didactique y est alors moins hiérarchisé qu'en classe (Herman, 2007 ; Lebon, 2009). Les trois terrains contrastent par la durée de l'expérience immersive, d'une semaine à une heure, puis deux semaines. Dans le dernier contexte, les participant-e-s sont de deux groupes de langue première différente. Lors de chaque étude, les adolescent-e-s ont été interrogé-e-s par écrit à la fin de l'expérience immersive, pour exprimer leur motivation initiale, leur sentiment d'avoir appris et quelles étaient leurs projections quant à leur comportement, de retour en classe de langue au collège . Ces auto-déclarations ont été complétées d'observations au cours de séquences de différents types, qui montrent, au travers de leur comportement, l'auto-régulation des adolescent-e-s et son évolution en cours de stage. En parallèle, l'observation de l'hétérorégulation mise en œuvre par l'équipe d'animation a montré comment auto-régulation et hétérorégulation se répondent, dans une épistémologie pratique des stagiaires et des animateur-rice-s (Amade-Escot, 2019). Il en ressort une motivation intrinsèque renforcée par la ren-contre avec l'autre et les compétences linguistiques et interculturelles nouvellement acquises, laissant entrevoir de désirables possible selves (Markus & Nurius, 1986).

Busobozi, N., & Isabirye, J. (2026). **Supporting Competence-Based Music Education through Electronic Music Devices: Linking Teacher Capacity and Learner Outcomes in Uganda's Lower Secondary Schools**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 17-30. https://doi.org/10.59324/ejceel.2026.4(3).02

Uganda's new Lower Secondary Competence-Based Curriculum (CBC) emphasizes practical skills, creativity, and real-world application, yet music education faces persistent challenges, such as, under-prepared teachers, limited number of instruments, large classes, and inequitable access to technology. This qualitative multiple-case study examined how electronic music devices MIDI keyboards, laptops, smartphones, recording software, and notation tools can strengthen teacher capacity and improve learning outcomes in music education. The study was conducted in Masindi District, and it involved 15 Lower Secondary music teachers and 72 learners (S1–S4) across six schools. Data was collected through lesson observation, interviews, focus groups, and document analysis. Thematic analysis revealed the following key findings: electronic devices enhanced teacher confidence and pedagogical repertoire; recording and playback tools enabled reflective, learner-centered practice; learners demonstrated measurable gains in rhythm accuracy, ensemble coordination, and compositional creativity; group projects using keyboards and phones fostered collaboration and peer feedback; audio recordings provided authentic evidence for Conversation-Observation-Product (COP) assessment; and teachers creatively adapted to power outages and device scarcity through rotation schedules and offline preparation. The study demonstrates that even modest technology integration when pedagogically grounded can operationalize CBC principles, bridge teacher capacity gaps, and produce demonstrable musical competencies. Findings have implications for teacher

professional development, curriculum implementation, and equitable technology access in resource-constrained contexts.

Caeyers, B., Sosa, L. C., Cattan, S., Krutikova, S., & Siddique, A. (2026). ***Parents in the Classroom: Strengthening Government Capacity to Deliver Early Childhood Education*** (Working paper N° 12910). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12910
Preschool enrollment has expanded rapidly in low-income countries, but quality has lagged, and evidence on how governments can improve it remains limited. We evaluate Lively Minds, a scalable early childhood program adopted and implemented by Ghana's Ministry of Education that trains community mothers to deliver structured, play-based activities in public preschools and support children's learning at home. Using a cluster randomized controlled trial in 80 rural preschools, we find that the program increases cognitive development by 0.12 standard deviations and reduces problem behaviors by 0.10 SD on average. Cognitive gains are similar for children of participating and non-participating mothers, whereas behavioral improvements are concentrated among children of participating mothers. Consistent with this pattern, only participating mothers improve their knowledge of child development and engage in more developmentally supportive interactions with their children at home. These findings suggest that engaging parents — even those with limited formal education — can generate additional benefits beyond those of approaches that rely solely on teachers and paraprofessionals. A cost-benefit analysis indicates that the program's private benefits substantially exceed its costs, with no adverse effects on mothers' well-being.

Cañeda, M. E. (2026). **Comprehensive Analysis of a Multiple-Choice Algebra Assessment**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 133-150. https://doi.org/10.7358/ecps-2026-033-cama
This study developed and validated a 70-item multiple-choice College and Advanced Algebra (Math 101) midterm test designed to diagnose least-mastered competencies. Development followed a three-phase process: (1) preparation, involving syllabus mapping and a Table of Specifications (TOS) to ensure balanced content coverage and guide item writing; (2) development, which included expert review of content and technical quality and a tryout administration; and (3) implementation, featuring uniform test administration procedures, scoring verification, item analysis, and reliability estimation. Expert evaluations indicated strong content validity (M = 3.71, Highly Relevant), while student feedback supported face validity (M = 3.83, Highly Acceptable). In the tryout subsample (n = 30) drawn from the main cohort, preliminary reliability was acceptable (KR-20/α = .715). Using the full dataset (n = 129), internal consistency improved to a good level (α = .853). Item analysis resulted in 48 retained items, 20 for revision, and 2 rejected, supporting continued refinement and item-bank development.

Cantalejo, M. J., Vilches, C., Navarlaz, I., Aldaya, M. M., Ferrara, A., Tomasi, S., … Pfeiffer, L. (2025). **Fundamentals of a Sustainability Profile of Students based on Quantitative Community Building Analyses**. *European Journal of Sustainable Development*, *14*(4), 776. https://doi.org/10.14207/ejsd.2025.v14n4p776
In the context of a growing awareness of environmental challenges and the importance of sustainability values, practices, and choices, this article presents the key findings of the European co-funded NEMOS research project (A New Educational Model of Sustainability Competences through Service-learning) focused on defining the sustainability profile and competencies of

students through service-learning in Higher Education. A community-building bottom-up methodology was innovatively applied to identify the competencies needed to define a sustainability profile of students in food-related degrees of five European Higher Education Institutions. The research findings highlight the need for a holistic understanding of students´sustainability, including economic, social, and environmental aspects, as well as the importance of specific sustainability training for lecturers. Furthermore, it underlines the essential role of service-learning as a pedagogical approach to foster students´active participation in the community and to prepare them to address global challenges in a meaningful way. Keywords: higher education, key-competencies, service-learning, sustainability profile

Chambard, O. (2026). **Éduquer la jeunesse étudiante à l'esprit d'entreprendre : Genèse d'un mot d'ordre**. *La Pensée*, *427*(3), 98-110. https://doi.org/10.3917/lp.427.0098
Depuis les années 2010, une politique de promotion de l'entrepreneuriat a été déployée, ciblant tout particulièrement la jeunesse étudiante. Des cours, modules et parcours dédiés ont émergé dans les universités et les grandes écoles, l'enjeu consistant à ériger « l'esprit d'entreprendre » en dimension incontournable de la formation contemporaine de l'honnête homme — et femme. Cet article retrace la genèse du problème public du « manque d'esprit d'entreprendre » sous l'impulsion d'acteurs étatiques, universitaires et patronaux, puis analyse sa mise en politique et son inscription dans les curricula de l'enseignement supérieur français.

Chan, A. Y. W., & Sung, C. C. M. (2026). **Enhancing students' digital literacy skills through their technology use in a course-based research project: a Hong Kong case study**. *Asia Pacific Education Review*, *27*(3), 843-856. https://doi.org/10.1007/s12564-025-10038-1
Rapid technological developments in the digital era have led to substantial changes to higher education curricula. This paper reports on a qualitative study which examined students' perceptions of digital literacy skills development through the completion of a course-based digital research project. Consisting of a digital skills training workshop and assessment tasks including the production of a website and a video, the research-oriented project was designed to be incorporated into a sociolinguistics course offered to undergraduate students at a university in Hong Kong. 57 Students participated in the group project as part of the coursework and wrote a reflective essay on their learning experiences upon the completion of the project. Reflexive thematic analysis was conducted to analyze students' written responses in relation to their development of various digital literacy skills, including branching literacy, information literacy, reproduction literacy, photo-visual literacy, socio-emotional literacy, and technical literacy. The findings of the study showed that students considered their use of technology in the project facilitative of their development of digital literacy. While the nature and requirements of the assessment tasks may have limited students' development of photo-visual literacy, positive experiences with regard to students' development of the other literacy skills were reported. It is recommended that similar technologically mediated, discovery-enriched assessment tasks be implemented within the existing curricula in the higher education sector. To enhance students' development of photo-visual literacy, teachers are also recommended to provide students with more opportunities for them to make use of visual graphics in their coursework.

Cheval, B., Desplanques, F., Hudo, S., Eschenauer, S., Ceyte, H., & Maltagliati, S. (2026). ***Remettre le mouvement au coeur de l'école : les effets de l'activité physique sur la cognition et les apprentissages***. Consulté à l'adresse https://hal.science/hal-05742240

L'école contemporaine demeure largement structurée autour d'une séparation implicite entre corps et esprit, associant souvent l'apprentissage à l'immobilité. Au-delà des conséquences sanitaires bien établies que cette situation produit, un corpus croissant de recherches révèle que l'activité physique exerce une influence positive sur les fonctions cognitives, en particulier les fonctions attentionnelles et exécutives, ainsi que sur certains apprentissages scolaires, bien que de façon plus modeste et moins systématique. Cet article propose une revue narrative intégrative de ces effets en distinguant deux niveaux d'analyse complémentaires, les effets aigus et les effets chroniques de l'activité physique, et examine les mécanismes neurobiologiques susceptibles de les sous-tendre. L'activité physique aiguë (ex : pratiquer une session d'activité physique entre deux cours) induit des améliorations transitoires des fonctions attentionelles, des fonctions exécutives et de la mémoire, créant une fenêtre neurophysiologique temporairement favorable aux apprentissages. L'activité physique chronique (i.e., pratiquer une activité physique durable et en quantité suffisante) est associée à des bénéfices cognitifs modestes mais robustes, portant principalement sur les fonctions exécutives et attentionnelles, avec des effets particulièrement prononcés pour les interventions cognitivement engageantes et certains profils d'élèves (notamment les enfants présentant un trouble du déficit de l'attention avec ou sans hyperactivité ; TDAH). Ces effets reposent sur des mécanismes neurobiologiques bien documentés, incluant les neurotransmetteurs, le BDNF, les exerkines et les adaptations structurelles et fonctionnelles du cerveau, qui renforcent la plausibilité de ce lien. Aucune étude n'a par ailleurs rapporté d'effet délétère de l'activité physique sur le fonctionnement cognitif ou les apprentissages. L'état actuel de la littérature plaide en faveur d'une intégration plus systématique du mouvement à l'école, via une démarche de recherche-action combinant évaluation rigoureuse, études à large échelle et co-construction avec l'ensemble des acteurs de la communauté éducative. La question n'est plus de savoir si l'activité physique a sa place à l'école, mais de définir les conditions dans lesquelles elle peut contribuer efficacement, durablement et équitablement, au bénéfice de tous les élèves.

Clauzard, P. (s. d.). ***L'aventure de l'apprendre et de l'exercice de la pensée***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-aventure-de-l-apprendre-et-de-l-exercice-de-la-pensee/86074
Cet ouvrage constitue une synthèse d'une carrière de recherche — enseignement universitaire et de conseil pédagogique. Il retrace une obsession de chercheur : la question de la conceptualisation liée à la secondarisation. Qu'est-ce que conceptualiser ? Par quel processus apprend-on ? Quels sont les étayages possibles ? En réponse, le glissement conceptuel par paliers de conceptualisation semble un facilitateur pertinent, avec quelques outils adéquats. Ces glissements progressifs dans la conceptualisation sont illustrés par des exemples en étude de la langue et en géométrie afin d'observer le passage de la perception sensible localisée ou de l'outil à l'objet théorique et universel. Cet ouvrage s'adresse aux chercheurs, aux formateurs et aux enseignants qui s'interrogent sur apprendre et penser.

Clingan-Siverly, S., Demir-Lira, Ö. E., Lira, M., & Stieff, M. (2026). **Differential Motor System Activation in Chemistry Problem Solving: Gesture-Based Versus Model-Based Instruction**. *Mind, Brain, and Education*, *20*(3), e70056. https://doi.org/10.1111/mbe.70056
Gesture-based instruction enhances spatial problem-solving accuracy, yet the underlying neurocognitive mechanisms remain unclear. This study examines whether gesture enhances spatial problem-solving in organic chemistry through activation patterns more consistent with offloading cognitive effort or coupling motor and working memory systems. Using functional near-

infrared spectroscopy (fNIRS), we compared students (68 recruited; n = 64 with usable fNIRS data) trained to translate between molecular diagrams using gesture-based or model-based instruction. Behavioral data revealed higher accuracy in the gesture-based compared to the model-based condition. In the fNIRS data, although channel-level condition effects did not survive FDR correction, exploratory ROI-level analyses showed increased activation in premotor and motor planning regions (BA 6) for the gesture group, whereas the model-based learners exhibited greater dorsolateral prefrontal cortex (BA 46) activation to suggest higher executive control demands. These findings provide preliminary neurocognitive evidence consistent with offloading and show that gesture and physical models promote different problem-solving strategies after embodied STEM instruction.

Cong-Lem, N., & Thuy-Dung, N. T. (2026). **Towards a framework for understanding and assessing critical thinking in generative AI-enhanced learning environments: a scoping review**. *European Journal of Psychology of Education*, *41*(2), 41. https://doi.org/10.1007/s10212-026-01089-y
This scoping review synthesises 29 empirical studies examining how generative artificial intelligence (GenAI) has been conceptualised, assessed, and linked to critical thinking (CT) outcomes in educational contexts. A systematic search of Scopus, Web of Science, and Google Scholar (November 2022–January 2025) yielded 1991 records, of which 29 met the inclusion criteria. The findings indicate a discernible reorientation in how CT is framed in GenAI-related research. While 48% of studies retained classical conceptions of CT as reflective judgement and reasoned decision-making, a substantial proportion re-operationalised CT in AI-specific terms, emphasising learners' capacity to detect GenAI errors, evaluate credibility, and verify sources. Assessment approaches mirrored this conceptual diversification: although 37.9% of studies relied on standardised psychometric instruments, the majority evaluated CT through context-embedded performance tasks—such as structured debates, synthesis activities, proof correction, and appraisal of GenAI-generated claims—designed to capture CT as enacted within human–AI interaction rather than as a decontextualised cognitive trait. Regarding reported impacts, the evidence reveals a bimodal pattern. In most studies (72.4%), GenAI functioned as a scaffold by reducing lower-order cognitive demands (e.g. information retrieval or drafting), thereby enabling greater investment in higher-order reasoning and synthesis. However, a contrasting offloading pathway was also identified, indicating that unregulated or frictionless use may encourage superficial engagement and reduced epistemic effort. Overall, the synthesis suggests that GenAI is more likely to strengthen CT when instructional designs sustain epistemic accountability through systematic verification, justification, and self-regulated use, rather than treating AI-generated outputs as epistemic endpoints.

Contractor, Z., & Reyes, G. (2026a). ***Experimental Evidence on the Learning Impact of Generative AI*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2607.08849
We study how generative AI affects student learning in a randomized experiment. In proctored, in-person sessions, undergraduates learn about an unfamiliar topic and write an analytical essay with or without access to off-the-shelf generative AI, then complete unaided assessments immediately and one week later. We measure learning with knowledge tests (factual and conceptual understanding) and open-ended essays (higher-order skills). AI access raises immediate test scores by 0.27 standard deviations. These gains persist one week later. Essay quality, by contrast, changes little while students have AI access but improves in style and relevance one week later, when students write unaided. These delayed gains are larger among

augmentation users-who use AI to explain concepts rather than generate text-whereas automation users' short-run quality gains vanish once AI is removed. We find evidence for two mechanisms behind the learning gains: students shift time away from drafting text and toward reading and searching for information, and they report greater learning enjoyment.

Contractor, Z., & Reyes, G. (2026b). ***Experimental Evidence on the Learning Impact of Generative AI*** (Working paper N° 18792). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18792
We study how generative AI affects student learning in a randomized experiment. In proctored, in-person sessions, undergraduates learn about an unfamiliar topic and write an analytical essay with or without access to off-the-shelf generative AI, then complete unaided assessments immediately and one week later. We measure learning with knowledge tests (factual and conceptual understanding) and open-ended essays (higher-order skills). AI access raises immediate test scores by 0.27 standard deviations. These gains persist one week later. Essay quality, by contrast, changes little while students have AI access but improves in style and relevance one week later, when students write unaided. These delayed gains are larger among augmentation usersâ€"who use AI to explain concepts rather than generate textâ€"whereas automation users' short-run quality gains vanish once AI is removed. We find evidence for two mechanisms behind the learning gains: students shift time away from drafting text and toward reading and searching for information, and they report greater learning enjoyment.

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'accentue 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.

Cordero, J. M., & Mateos-Romero, L. (2026). **Exploring the Role of Family Environment in Explaining Financial Literacy Levels of Students: Evidence from Spain**. *Journal of Family and Economic Issues*, *47*(3), 595-610. https://doi.org/10.1007/s10834-026-10090-y
This paper examines how family financial socialization relates to adolescents' financial literacy. Using Spanish microdata from PISA 2022 and applying a multilevel regression approach with complex survey adjustments, we analyze whether different forms of financial interaction within the household, as well as students' engagement in specific financial activities like holding a bank account, using payment cards or accessing mobile banking applications are associated with financial literacy scores. The results show that home-based practices and financial interactions are consistently associated with higher financial literacy, even after controlling for background

characteristics. Moreover, the evidence reveals heterogeneous patterns, with parental involvement being particularly relevant for boys and for students from less advantaged socioeconomic backgrounds. Overall, the findings point to the importance of recognizing the household as a key environment for financial socialization and underline the value of policies that, alongside strengthening school provision, support parents in fostering their children's financial understanding.

Courtney, M. G. R., Acuyo Cespedes, A., Kalemeneva, D., de Crombrugghe, D. P., Zhakibayeva, A., & Baikenova, A. (2026). **Covid-19-related learning loss: Evidence of downstream negative effects of emergency remote teaching on performance in subject-specific English proficiency**. *PROSPECTS*, *56*(1), 235-252. https://doi.org/10.1007/s11125-025-09746-8
The recent shift to emergency remote teaching (ERT) due to the pandemic resulted in learning losses for students worldwide. However, no studies have examined the effects of exposure to ERT on students' subject-specific English proficiency. Based on a battery of equated tests and repeated cross-sectional data from 18,769 university applicants spanning 7 years (2018–2024), this study gauges both the immediate and downstream effects of ERT on students' academic performance in mathematics (math) and critical thinking in English as a foreign language. We find evidence for immediate learning loss in critical thinking for senior high school students who were recently exposed to ERT, and substantive downstream learning loss in math for children exposed to ERT when they were, on average, aged 13. Based on our findings and a review of the literature, we speculate about the reasons for these results and offer suggestions for policy, practice, and future remedial education programs.

Cruz Neri, N., & Wülfken, A. (2026). **Effects of the gender colon on text comprehensibility, text comprehension and mental representation of women: an exploratory experimental study**. *Social Psychology of Education*, *29*(1), 100. https://doi.org/10.1007/s11218-026-10269-z
In grammatical gender languages such as German, the generic masculine is a linguistic convention argued to foster linguistic imbalances to the disadvantage of women and nonbinary individuals. The gender colon as a form of gender-fair language was introduced to combat this problem. Critics of gender-fair language, however, argue that gender-fair language impedes text comprehensibility and text comprehension without fostering individuals' mental representation of women. The present study aimed to examine these claims for the gender colon. The analytic sample consisted of 260 German-speaking participants (M = 29.67 years, 59.6% female). Applying multiple linear regression models, results showed that the gender colon did not significantly impact text comprehension. Results were less consistent regarding text comprehensibility: The text using the generic masculine was rated as more comprehensible, but this difference was not significant when covariates were included. In turn, participants' mental representation of women was significantly higher in the gender colon condition compared to the generic masculine condition. These findings support the use of the gender colon to promote inclusive communication.

Cuhlova, R., Nesiba, J., & Kalia, P. (2026). **Intercultural Competence Development Through Tourism: A Study of Czech Visitors to France**. *International Journal of Training and Development*, *30*(3), 270-279. https://doi.org/10.1111/ijtd.70023
This study examines international travel as a context for informal intercultural learning and the development of intercultural competence, aligning with the broader goals of training and development. Using the Cross-Cultural Adaptability Inventory (CCAI), this research assesses

changes in four dimensions—Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy—among Czech tourists before and after a 2-week guided cultural experience in France. A longitudinal design involving 120 participants and Wilcoxon signed-rank tests revealed statistically significant improvement in the Flexibility/Openness dimension. These findings suggest that structured travel experiences may foster greater openness and receptivity to cultural differences, representing a partial yet meaningful enhancement of intercultural competence. The study contributes to the growing body of literature on experiential learning in tourism and offers nuanced implications for intercultural training, particularly regarding how short-term international experiences can serve as informal opportunities for developing selected facets of intercultural competence.

Dinarte-Diaz, L., Gresham, J., Lemos, R., Patrinos, H., & Rodriguez-Ramirez, R. (2025). ***Investing in Human Capital During Wartime: Experimental Evidence from Ukraine*** (Working paper N° 20693). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20693
This paper provides insights into human capital investments during wartime by presenting evidence from three experiments of an online tutoring program for Ukrainian students amid Russiaâ€™s invasion of Ukraine. Conducted between early 2023 and mid-2024, the experiments reached nearly 10,000 students across all regions of Ukraine. The program offered three hours per week of small-group tutoring in math and Ukrainian language over six weeks, and used academic and psychosocial tools to address student challenges at different intensities of disruption. We find that the program led to substantial improvements in learning â€" up to 0.49 standard deviations in math and 0.40 standard deviations in Ukrainian language â€" and consistent reductions in stress â€" up to 0.12 standard deviations. We document high take-up and engagement, and identify four mechanisms driving impact: structured peer interactions, improved attitudes toward learning, enhanced socio-emotional skills, and increased student investments. A complementary experiment using information nudges to increase parental engagement highlights challenges in promoting parental investments in a conflict setting. The program was cost-effective across all experiments, with benefit-to-cost ratios ranging from 31 to 56, and scalable given its reliance on existing infrastructure and teaching capacity.

Duc, T. M. (2026). **Generative AI and Cognitive Offloading in Higher Education: Implications for Learning, Knowledge Production, and Academic Thinking**. *European Journal of Applied Science, Engineering and Technology*, *4*(3), 58-69. https://doi.org/10.59324/ejaset.2026.4(3).06
The rapid use of generative artificial intelligence tools in higher education has changed the way students retrieve, create, and think with respect to academic content. AI tools, albeit helpful in writing, summarizing, and synthesizing information, are also changing some aspects of the thought processes involved in learning. The purpose of this study is to explore the implications of generative AI as a process of cognitive offloading, in which learners, in essence, push certain parts of the cognitive processes involved in learning to an external device and thus use that external device as an aid in the learning process. This study uses a conceptual and analytical approach to examine the implications of AI offloading as it pertains to learning processes, knowledge production, and academic thought in higher education environments. This analysis also attempts to differentiate productive offloading, which fosters high engagement, and substitutive offloading, which replaces cognitive processes and, as a result, lacks cognitive engagement. This study also explores the implications of AI-based cognitive hindrances that stifle learning, a lack of self-reflective mechanisms to regulate cognition, and the changing degree of

authorship involved in academic writing. This study contends that, rather than instituting bans against the use of AI, higher education institutions should, as a first-order priority, focus on the re-engineering of pedagogical and evaluative processes to incorporate thinking and ownership. This paper addresses ongoing conversations about the ways in which universities can incorporate AI technologies while still preserving the fundamental objectives of academic learning by connecting generative AI to larger issues of cognition and epistemic governance.

Duflo, E., Dupas, P., Spelke, E., & Walsh, M. (2024). ***Intergenerational Impacts of Secondary Education: Experimental Evidence from Ghana*** (Working paper N° 19345). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19345
We provide experimental evidence on the intergenerational impacts of secondary education subsidies in a low-income context, leveraging a randomized controlled trial and 15-year longitudinal follow-up. For young women, receiving a scholarship for secondary school delays childbearing and marriage, and reduces unwanted pregnancies. Female scholarship recipients are more likely to marry a partner with tertiary education and their children have better early childhood development outcomes. In particular, we document a 45% reduction in under-three mortality as well as cognitive development gains of 0.25 standard deviations of test scores once children are of school age. The primary mechanism seems to be that more-educated caregivers have the knowledge and skills to safeguard their childrenâ€™s health and stimulate their cognitive development. In contrast, we find no evidence of a positive impact for the children of male scholarship recipients, who tend to marry less educated partners. Together, these results suggest a key role for maternal education in child outcomes. We also estimate the cost-benefit ratio for secondary school scholarships and find that the impact on child survival alone is sufficient to make them a highly cost-effective investment.

Duru-Bellat, M., & Morlaix, S. (2026, septembre 12). **Coopération, confiance en soi, curiosité… Ce que PISA nous apprend des compétences sociales et émotionnelles des élèves**. https://doi.org/10.64628/AAK.6pjah5ha5
Si les enquêtes PISA documentent les performances scolaires des élèves, elles incitent à s'intéresser, au-delà des simples résultats, au développement de compétences sociales et émotionnelles.

Economou, A., Stupurienė, G., Laanpere, M., Bocconi, S., & Lucas, M. (2026). **SELFIEforTEACHERS: Validation of a Tool Supporting Teachers' Self-Reflection on Their Digital Competence**. *European Journal of Education*, *61*(3), e70559. https://doi.org/10.1111/ejed.70559
Supporting teachers to build their digital competence remains key to educational systems for responding to the continuous implications that new technologies entail. SELFIEforTEACHERS was designed to support teachers across Europe in reflecting on and improving their digital competence. Grounded in the DigCompEdu conceptual framework, the tool supports a guided and structured self-reflection process to scaffold and promote teachers' agency and self-directed professional learning. This study assesses the validity, reliability, and participants' perceived relevance of SELFIEforTEACHERS, using a mixed-methods approach with 3218 teachers in four European countries. Psychometric analysis confirmed the tool's validity and reliability, while qualitative data revealed that teachers found it highly relevant for identifying strengths, weaknesses, and areas for improvement. Overall, SELFIEforTEACHERS provides a tool for fostering

evidence-based improvement of teachers' digital competence and enhancing their capacity to integrate digital technologies meaningfully in education.

Emir Öksüz, E., & Brubaker, M. D. (2026). **Disability counseling competencies: the influence of training and ınter-group contact**. *Asia Pacific Education Review*, *27*(3), 943-953. https://doi.org/10.1007/s12564-025-10056-z
Counseling needs of individuals with disabilities (IWDs) can include, but are not limited to, issues related to disability. Thus, counselors from all specialty areas should be competent to work with this minority group. When counselors have an appropriate level of disability competence, they can provide culturally appropriate services addressing power dynamics, oppression, privilege, and other minority issues associated with the disability status. The aim of this research was to examine how disability-focused training, disability program conduciveness, multicultural counseling completion status, level and quality of intergroup contact, and disability multicultural counseling competencies (MCC – self-awareness, perceived knowledge, and perceived skills) of master's-level counselor trainees are associated. The study involved 216 students, with the majority being female. The disability MCC self-awareness scale score was the highest, while the perceived skills scale score was the lowest. The perceived knowledge and skills scale scores also varied significantly among students from different counseling specialty programs. Multiple regression analyses revealed that program conduciveness, disability-focused training, as well as the level and quality of intergroup contact predict the disability MCC of counselor trainees. This research revealed the growing necessity for high-quality disability-focused training that includes opportunities for contact, particularly for students in non-rehabilitation counseling programs.

Fendel, T. (2026). **Did the COVID-19 Pandemic Reduce Skill Mismatch Among Migrants in Germany's Health Sector?** *Population Research and Policy Review*, *45*(4), 48. https://doi.org/10.1007/s11113-026-10030-6
Most industrial countries face considerable demographic challenges, especially in the health and care sectors. The working conditions within a country are key to attracting workers from other countries. One of the greatest barriers for migrant workers is problems transferring foreign qualifications, often causing overeducation, which has negative effects on job satisfaction, and mental and physical health. In Germany, where almost 80% of health workers are female, overeducation is similarly low among migrant and native men, but approximately twice as high among migrant women as among native women. The outbreak of the COVID-19 pandemic strongly increased the demand for health workers. This study examined the effects of this increased labor demand on the overeducation of migrant and native health employees. The analysis was based on data from the 2013–2021 German Socio-Economic Panel, including 2,961 native-born and 1,081 foreign-born health employees. Descriptive and fixed-effects estimation results revealed that a significant pandemic-related reduction in overeducation observed in the health sector predominantly occurred among female health employees who migrated as refugees and family migrants from non-European Union countries. To reduce overeducation also in the absence of unusual situations such as the pandemic, support in transferring foreign qualifications is highly relevant, and this effort should specifically focus on women. Furthermore, expanding public childcare and removing obstacles to its use by migrant women are important for urgently needed existing qualifications, knowledge, and skills not to remain unused.

Fernandez, A., Salles, F., Bernigole, V., & de Monestrol, H. (2026). **PISA 2025 : les acquis des élèves de 15 ans en compréhension de l'écrit et en culture mathématique en baisse en France et dans**

l'OCDE. *Note d'Information*, (26.40), 1-4. Consulté à l'adresse https://www.education.gouv.fr/depp/pisa-2025-les-acquis-des-eleves-de-15-ans-en-comprehension-de-l-ecrit-et-en-culture-mathematique-en-505645
En 2025, en France, les performances des élèves de 15 ans en compréhension de l'écrit et en culture mathématique se situent dans la moyenne de l'OCDE.

Fort, M., Loviglio, A., & Tinti, S. (2025). ***The Consequences of Promoting Data Literacy Among Graduate Students*** (Working paper N° 20287). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20287
We study the impact of a program designed to enhance data literacy on graduate studentsâ€™ skills and academic outcomes in a large Italian university. The program (i.e. a minor) targets students who are expected to have weak quantitative competences and offers 120-hours training focused on improving the ability to interpret and process data, in addition to the regular courses of the master program in which students are enrolled (i.e. their major). The admission process to the minor is characterized by rationing, resolved by random assignment of available slots to applicants. Exploiting the resulting exogenous variation for identification, we find that the program largely improved digital literacy of participants with low pre-treatment levels of numeracy. Despite the additional effort required by the program, we can rule out any slowdown in the progress of the academic career in the major master program of participating students.

Fruleux, M., & Lima, F. de P. A. (2026). **Intervenir en territoires contaminés : Le cas de l'industrie minière au Brésil**. *Éducation Permanente*, *247*(2), 116-126. https://doi.org/10.3917/edpe.247.0116
À partir d'une comparaison de deux dispositifs d'intervention menés auprès de populations sinistrées par des catastrophes minières au Brésil, l'article analyse les conditions de transformation des savoirs, des pratiques et des cadres de référence dans les processus de réparation. Au-delà de la compensation des dommages, les dispositifs d'accompagnement peuvent devenir des espaces d'apprentissage collectif ouvrant des trajectoires de développement post-extractiviste.

Garcia, P. (2026). ***Early socio-emotional skills and adolescent offending: evidence from administrative data*** (Working paper N° 2026-02). Consulté à l'adresse Institute for Social and Economic Research website: https://EconPapers.repec.org/RePEc:ese:iserwp:2026-02
This paper examines how early socio-emotional skills shape adolescent offending in England and the school pathways through which they operate. I use administrative data linking teacher-reported child development assessments at age five to school and criminal justice records through age 17. Factor analysis of these assessments reveals two underlying domains of early difficulty, cognitive and socio-emotional. Both raise the probability of a caution or conviction between ages 11 and 17 by around 15%, but through distinct channels. Cognitive difficulties act primarily through academic attainment, while socio-emotional difficulties operate largely through school exclusions yet retain a substantial direct effect, accounting for around 40% of the total effect. The socio-emotional effect is robust to unobserved school and family heterogeneity and shapes both the type and frequency of offending. Statutory support for learning difficulties and social care services attenuates the associations between early skill deficits and offending. These findings suggest that differentiated support is needed based on the type of difficulty.

Garcia-Mila, M., Castells, N., Minguela, M., Pérez-Sedano, E., & Galindo, E. (2026). **Measuring counterargumentation to fight fake news in secondary school pre-service teachers and students**.

European Journal of Psychology of Education, *41*(2), 50. https://doi.org/10.1007/s10212-026-01083-4
The easily accessible anonymous misinformation in social networks makes critical thinking vital to identify weak evidence, fallacies, or misleading sources. To assess the credibility of information, reading comprehension seems to be key, together with the argumentative capacity. To argue well, we need dual-function argumentation, that is, arguing in support of the favored option and counterarguing against it. This study aimed to analyze secondary school students and pre-service teachers' dual-function argumentation—the practice of presenting and reasoning through both sides of an argument, measured through the quality of their justification of the credibility of a fake news item. It also aimed to explore the relation between the participants' credibility, their reading comprehension, and the quality of their argumentation. The quality of dual-function argumentation was low in both samples. Only 16% of the students included a counterargument in their texts and none of them included a rebuttal. Thirty percent of the pre-service teachers included a counterargument, but just 6% included a rebuttal. Furthermore, the less the students believed the news, the better their argumentative competence, whereas this relation was not found in pre-service teachers. Finally, reading comprehension played a role in both credibility and quality of argumentation. Training on how to manage fake news is specially needed among our future teachers to enhance students' argumentative capacities to address misinformation.

Gishen, R. M. (2026). **The importance of creative problem solving: Reflections on my Master's thesis journey**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 302-307. https://doi.org/10.26443/mje/rsem.v60i2.10595
Cette note de terrain présente une réflexion sur le cheminement de l'auteure dans le cadre de son mémoire de maîtrise. S'appuyant sur les concepts de pragmatisme, de pensée créative et de construction identitaire, cet article met en lumière la nature non linéaire de sa démarche de recherche ainsi que les occasions d'apprentissage et les réflexions inattendues qui ont émergé tout au long du processus.

Goller, D., Brox, E., & Wolter, S. (2026). ***Imperfect Self-knowledge about Skills and Skill Mismatch*** (Working paper N° 12814). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12814
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.

Goller, D., Lüthi, S., & Wolter, S. (2026). ***The Value of Practical Skills*** (Working paper N° 12881). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12881
Practical skills are widely believed to be a key determinant of labor market success, yet credible empirical evidence remains scarce, because these skills are occupation-specific, acquired primarily through workplace experience, and notoriously difficult to measure. We address these

challenges using an exceptional dataset covering over 170 occupations. Our measure of practical skills is based on high-stakes expert evaluations of apprentices' performance in occupation-specific standardized practical examinations, conducted under authentic workplace conditions and lasting from several hours to several weeks. Combined with rich administrative data, this allows us to separate practical skills from general and vocational knowledge. We show that practical skills form a distinct dimension of human capital, only weakly correlated with traditional achievement measures. Practical skills are the strongest predictor of early labor market success, consistently associated with higher first-year earnings, lower NEET risk, greater retention by the training firm, and a higher likelihood of entering ertiary education. These relationships are robust across occupational task groups and by gender. Out-of-sample analyses show that practical skills ubstantially improve predictions beyond conventional educational achievement and background characteristics.

Goller, D., Samuel, L., & Wolter, S. (2026). ***The Value of Practical Skills*** (Working paper N° 18848). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18848
Practical skills are widely believed to be a key determinant of labor market success, yet credible empirical evidence remains scarce, because these skills are occupation-specific, acquired primarily through workplace experience, and notoriously difficult to measure. We address these challenges using an exceptional dataset covering over 170 occupations. Our measure of practical skills is based on high-stakes expert evaluations of apprenticesâ€™ performance in occupation-specific standardized practical examinations, conducted under authentic workplace conditions and lasting from several hours to several weeks. Combined with rich administrative data, this allows us to separate practical skills from general and vocational knowledge. We show that practical skills form a distinct dimension of human capital, only weakly correlated with traditional achievement measures. Practical skills are the strongest predictor of early labor market success, consistently associated with higher first-year earnings, lower NEET risk, greater retention by the training firm, and a higher likelihood of entering tertiary education. These relationships are robust across occupational task groups and by gender.

Gousopoulos, D. (2026). **Can AI-Assisted Inquiry Enhance Students' Decision-Making Skills in Socio-Scientific Issues? A Three-Group Experimental Study on Climate Change**. *International Journal of Advanced Multidisciplinary Research and Studies*, *6*(3), 1956-1966. https://doi.org/10.62225/2583049X.2026.6.3.6516
Climate change is a socio-scientific issue: it rests on science but cannot be settled by science, because any serious response forces people to weigh costs, values, and competing interests under uncertainty. Helping students make such decisions well is a central aim of science education, and the arrival of generative artificial intelligence raises a sharp question: does a conversational AI partner deepen students' reasoning, or simply do the thinking for them? This study tested whether AI-assisted inquiry improves secondary students' decision-making about climate change. Using a pretest-posttest design with three groups (AI-assisted inquiry, inquiry without AI, and traditional instruction; 270 students, 90 per group), reasoning was assessed across seven decision-making steps, from defining the problem to monitoring with adaptive management, using a four-level analytic rubric scored through content analysis with high inter-coder agreement. All three groups began at comparable, mostly low levels and all improved, but the gains differed sharply. The AI-assisted group improved most, ahead of inquiry-only and of traditional instruction. Between-group effect sizes on gains were large for AI-assisted versus

traditional instruction and moderate-to-large for AI-assisted versus inquiry-only, with the clearest advantages on stakeholder engagement, alternatives, implementation, and monitoring. Within the AI group, the number of times students checked the AI's claims against the sources predicted their gains, and no student was flagged for over-reliance. The findings suggest that AI helps most when it is designed to question rather than to answer, and that the inquiry it is embedded in carries much of the benefit.

Guichard, S., Nata, G., & Cadima, J. (2026). **A collaborative global competence intervention: effects on fourth graders' perspectives about poverty and interculturality**. *Social Psychology of Education*, *29*(1), 93. https://doi.org/10.1007/s11218-026-10259-1
Although schools are now called to prepare a generation of globally competent students, little is known about the effectiveness of global competence interventions in the classroom. The current study aimed to examine the effectiveness of a collaborative intervention following a global competence framework in fourth-grade children's perspectives on two issues: poverty and interculturality. Participants were 248 fourth-grade children (8 to 11 years old) enrolled in public schools in Portugal. Following a quasi-experimental design, classrooms were assigned to a control group or an intervention group. Within the intervention group, classrooms were dedicated either to the topic of poverty or interculturality. Children participated in structured interviews. Concerning poverty, we targeted children's explanations and solutions to poverty. Concerning interculturality, we targeted references to cultural influences; prejudice; rights, values, and principles; authority and social conventions; and concerns with emotions. Data analysis involved thematic analysis to categorize children's perspectives and linear and logistic regressions to test the effects of the intervention on perspectives at post-test, controlling for vocabulary and pre-test scores. The poverty intervention had small and positive effects on children's contextual explanations and negative effects on naïve explanations and individual remediation solutions. No noteworthy effects were found for the intercultural intervention. Findings suggest that a global competence framework may be useful when teaching about social issues in primary school, but more systematic and targeted interventions might be necessary to foster greater effect sizes.

Guo, Q., Zhao, W., Jiang, Q., & Xu, X. (2026). **The impact of group awareness on CSCL regulated learning process: Insights from an ordered network analysis (ONA)**. *Education and Information Technologies*, *31*(11), 3805-3834. https://doi.org/10.1007/s10639-026-13953-x
With the growing adoption of Computer-Supported Collaborative Learning (CSCL), learners' regulatory abilities have become crucial for enhancing learning quality and collaborative efficiency. Group awareness, an information mechanism integrating behavioral, cognitive, and social data and feedback, helps learners perceive their own and others' collaborative states, thereby supporting individual and group regulation. However, research on the impact of group awareness on regulatory learning remains limited. This study developed three AI-based group awareness tools (behavioral, cognitive, and social) to enable real-time group awareness during collaborative discussions in CSCL. A quasi-experimental design was conducted in an authentic teaching context with three experimental groups and one control group. Multiple data sources, including log records, discussion texts, learning outcomes, and questionnaires, were analyzed using one-way ANOVA and Ordered Network Analysis (ONA) to evaluate regulatory abilities, learning performance, and regulation pathways. Results indicated that all three tools improved regulatory abilities, though the differences were not statistically significant. The behavioral group performed better in formative assessments, while the cognitive and social groups excelled in summative assessments; the control group performed the weakest. Methodologically, ONA

combines node temporal information, directionality, and hierarchical structure to reveal the evolution of interactive behaviors and collaborative relationships, overcoming the limitations of static network analysis. ONA identified distinct regulatory patterns: the control group followed a loose "monitoring-planning" sequence, the behavioral group formed a closed loop of "planning-monitoring-adjustment-re-planning", the cognitive group adopted a post-regulation pattern of "adjustment-monitoring", and the social group showed a dynamic collaborative chain of "planning-monitoring-adjustment". These findings provide theoretical and practical implications for designing intelligent, personalized regulation support strategies and instructional interventions.

Gutzwiller, C., Le Faou, Y., Courcelle, S., & Amé, P. (2026, juin). ***Former à penser autrement : effets d'une UE transdisciplinaire sur les soft skills d'étudiants***. Consulté à l'adresse https://hal.science/hal-05722429
Une UE transdisciplinaire sur les soft skills d'étudiants. L'UE libre « Esprit critique et vaccination » est un enseignement transdisciplinaire expérimental, réunissant 20 étudiants issus de médecine, sciences politiques et mathématiques autour d'un enjeu sociétal commun. -- Contexte et intentions -- Méthodologie de l'évaluation -- Limites de la méthode -- Dispositif de formation « UE Esprit Critique et Vaccination » -- Résultats et interprétation

Ho, A. D. (2026). **Metaphors, Mantras, and Mnemonics: Communication Competencies in Educational Measurement**. *Educational Measurement: Issues and Practice*, *45*(3), e70039. https://doi.org/10.1111/emip.70039
I provide evidence and arguments for increased investment in communication competencies in educational measurement. Building on the 2024 framework for Foundational Competencies in Educational Measurement, I emphasize communication as both a distinct domain and an interactive amplifier of collaboration, technical, and measurement competencies. I draw empirical and conceptual support from labor economics, psychometric job postings, and longstanding calls within measurement scholarship. I then propose a conceptual toolkit called the "3–4–5 Triangle" of measurement mnemonics: the three Ws of test context, the four quadrants of testing purpose, and the five Cs of validity evidence. I illustrate this toolkit in teaching, research, and policy engagement, and situate it within broader commitments to collaboration, community engagement, and transformative research. I conclude by arguing that systematic cultivation and assessment of communication competencies are necessary for the continued relevance, impact, and legitimacy of educational measurement. This article is based on the address the author delivered as President of the National Council on Measurement in Education at the NCME Annual Meeting, April 25, 2025, Denver, Colorado. A video of the address as delivered is available at https://www.youtube.com/watch?v=QDQxkl9ypLU&t=143s.

Ho, S. S.-H., Chen, R. J.-C., Cheng, I. H.-H., Chiang, D. C.-W., & Liu, E.-Y. (2026). **Bridging the Gap Between SDG Learning and Civic Engagement: A Configurational Perspective in the Context of University Social Responsibility**. *Higher Education Quarterly*, *80*(3), e70146. https://doi.org/10.1111/hequ.70146
This study challenges the common assumption that learning about the Sustainable Development Goals (SDGs) is consistently associated with civic engagement in higher education. Adopting a configurational perspective, it examines how different learning patterns are associated with variations in participatory outcomes. Drawing on the knowledge–attitude–skills (KAS) framework, the study analyses survey data from undergraduate students within a higher education system shaped by University Social Responsibility (USR) policy initiatives. The findings show that SDG

learning does not demonstrate a uniform association with civic engagement. Instead, the relationship varies according to how learning experiences are configured across knowledge, attitudes, and skills. Three configurations are identified: balanced, misaligned, and low engagement. Building on this insight, the study reinterprets the relationship among SDGs, USR, and Global Citizenship Education (GCED) as a mechanism-based framework. In this framework, SDGs define the content of learning, USR provides the context for practice, and GCED functions as an integrative mechanism that connects knowledge, attitudes, and skills. These elements are interconnected through learning processes that shape how educational experiences are associated with civic engagement. Overall, this study offers a configurational lens for understanding sustainability education and highlights the need to rethink higher education policy agendas in Asia by focusing on how learning is structured rather than only on what is taught.

Huan, N. D. (2026). **Developing Professional Competence of Lower Secondary School Teachers to Meet the Requirements of the 2018 General Education Curriculum: Lessons from Japan**. *European Journal of Arts, Humanities and Social Sciences*, *3*(3), 160-169. https://doi.org/10.59324/ejahss.2026.3(3).15
This study examines the theoretical and practical foundations of developing professional competence among lower secondary school teachers in the context of implementing Vietnam's 2018 General Education Curriculum. Using a mixed-method approach combining document analysis and a survey of 220 administrators and teachers, the findings indicate that although teachers widely participate in professional development activities, the transfer of training into classroom practice remains limited. Drawing on Japan's experience, particularly the Lesson Study model, the study highlights the importance of school-based and continuous professional development. Based on these findings, several key measures are proposed, including improving pre-service teacher education, reforming in-service training with a focus on competency and digital competence, strengthening educational leadership, enhancing teacher policies, and promoting international collaboration. The study contributes to the evidence base for teacher development policies in Vietnam and similar educational contexts.

Ibrahim, H., de Barros, A., Deschênes, S., & Glewwe, P. (2026). ***The Best Buy? From Global Evidence to Government Practice*** (Working paper N° 12866). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12866
Can governments translate evidence on « what works » into learning gains in public schools? Morocco combined targeted remediation and structured pedagogy (two approaches ranked as « great buys » by a global evidence panel) and delivered them through the existing public-school workforce in 626 schools. Using a pre-registered matched difference-in-differences design across 276 schools and 22,846 students, we estimate that the program increased scores on an independent assessment after one year by 0.90 standard deviations: 0.52 in Arabic, 1.30 in French, and 0.93 in mathematics. Administrative records also show higher grade promotion (1.7 percentage points), while enrollment, which is nearly universal, remained unchanged.

İkiz, S., & Gürsoy, F. (2026). **Investigation of the effect of a new emotional literacy skills training program on children's peer relationships**. *European Journal of Psychology of Education*, *41*(2), 53. https://doi.org/10.1007/s10212-026-01125-x
While family members are important in the socialization process of children in the first years of life, relationships with peers gain importance in the following years. In this process, children could experience conflicts and disagreements with their peers and fail to develop positive peer

relationships. In this study, a new Emotional Literacy Skills Training Program was prepared. The effect of this program on children's ability to develop positive relationships with their peers was examined. The prepared training program focuses on children's abilities to recognize emotions, empathize, manage their emotions, heal emotional damage, and apply emotional literacy as a whole. This training program is organized as a 12-week course with 24 sessions, two per week. The study included 40 children aged 48–60 months (20 experimental and 20 control). The Education Program was only applied to the experimental group for 12 weeks. As a result of the research, it was determined that after the program, a significant difference occurred in favor of the experimental group both in terms of the total scores obtained from the Peer Relationship Rating Scale and in terms of positive social skills, aggression, emotional interaction, and communication skills, which constitute the sub-dimensions of the related scale. To assess the magnitude of the difference that emerged, the effect size was calculated, and it was determined that this difference was quite strong. As a result, it was determined that the Emotional Literacy Skills Training Program was effective in improving children's peer relationships.

Iqbal, S. A., & Patrinos, H. A. (2026). **Learning during the pandemic: Evidence from Uzbekistan**. *PROSPECTS*, *56*(1), 221-233. https://doi.org/10.1007/s11125-025-09736-w
School closures induced by the Covid-19 pandemic led to concerns about students' learning. This article evaluates the effect of school closures on students' learning in Uzbekistan, using a unique dataset that allowed for the assessment of change in learning over time. The findings show that test scores in mathematics (math) for grade-5 students in the country improved over time by 0.29 standard deviations, despite school closures. Students assessed in 2019 in grade 5 and reassessed in 2021 also showed improvement by an average of 0.72 of a standard deviation over the 2 years. The article demonstrates learning continuity in math in Uzbekistan despite Covid-induced disruptions to schooling and explores the reasons for the lack of learning loss.

Jelić, M. M., Stojković, I. B., & Veselinović, M. D. (2026). **Digital skills self-assessment tool for youth based on the DigComp framework**. *Education and Information Technologies*, *31*(12), 4427-4454. https://doi.org/10.1007/s10639-026-13978-2
This study aimed to develop and validate a digital skills self-assessment tool for Serbian youth (DSATy), based on the Digital Competence Framework (DigComp). Following scale development procedures, an initial set of 54 constructed items was refined to 45 after piloting and cognitive interviews with students. In a cross-sectional survey, the questionnaire was completed by 914 secondary school and undergraduate students. Subsequently, the sample was divided into two balanced subsamples by gender and educational level: an index sample (n = 452) for exploratory factor analysis and a reserve sample (n = 462) for confirmatory factor analysis. The analyses revealed a valid and reliable seven-factor structure with 33 items, integrating four practical/technical skills (Managing Data and Collaboration, Content Creation, Device Protection, Problem Solving) and three cognitive digital skills (Evaluating Information and Content, Critical Knowledge for Online Communication, Health and Environmental Protection). This sophisticated structure of practical and cognitive digital skills was confirmed through a second-order model and measurement invariance testing across gender and educational level. Validated and reliable, DSATy fills the existing gap in Serbia for the target population by providing policymakers and educational institutions with a tool for comprehensive assessment, monitoring, and promotion of digital skills to enhance learning outcomes and prepare students for active, safe, and responsible participation in the digital society. Grounded in the European DigComp framework, DSATy also offers opportunities for future cross-cultural validation.

Kakimova, A., Urban, M., Seban, P., & Urban, K. (2026). **Enhancing science learning in fifth graders: Do narratives and visuals make a difference?** *European Journal of Psychology of Education*, *41*(2), 76. https://doi.org/10.1007/s10212-026-01137-7
Narratives and representational pictures are widely assumed to support children's science reading. This preregistered randomized study tested whether two format modifications of the same expository science text, adding brief narrative passages or adding three representational pictures, improve fifth graders' learning relative to the plain expository version. A total of 137 fifth graders from seven classes read one of the three text versions. Linear mixed-effects models showed no differences across formats in reading comprehension, either immediately or at a delayed post-test 1 week later; perceived difficulty and interest also showed no format effects. For problem-solving performance, the only reliable difference was that the expository control group generated more correct reasons in the ecological problem-solving task than the pictures group; narrativization showed no advantage. These findings suggest that single-exposure format modifications may not be sufficient to enhance science learning in classrooms.

Karakuş Yılmaz, T., Başcı Namlı, Z., Meral, E., & Avinç Kara, Z. (2026). **Guidance in museum virtual tours: The impact of a gamified mobile guide on elementary students' learning experiences**. *Education and Information Technologies*, *31*(12), 4585-4608. https://doi.org/10.1007/s10639-026-13959-5
This randomized between-groups experiment examined how guidance modality shapes students' learning in a virtual museum tour. Fifty-six students (grades 4–7) were alternately assigned to one of two conditions; a gamified, well-structured, task-based mobile guide providing immediate feedback, and a paper guide offering partially structured, text-based prompts without built-in feedback. After completing the tour, students were assessed on museum knowledge, three dimensions of museum learning experience (engagement, meaningful learning, emotional connection), and overall satisfaction. The mobile guide yielded significantly higher museum knowledge, greater meaningful learning, and higher satisfaction than the paper guide; differences in engagement and emotional connection were not observed. These findings indicate that guidance packaged with game mechanics, tight task structuring, and instant feedback can compensate for typical shortcomings of virtual tours and better support learning than text-only guidance. We discuss implications for the design of technology-enhanced guidance in virtual museum environments and recommend future factorial studies to disentangle the unique contributions of gamification, feedback, and delivery medium. However, these results should be interpreted in light of contextual limitations such as significant design imbalance between the richly structured mobile guide and the minimally supported paper guide, device diversity, linear navigation constraints, and the additional cognitive demands of using the mobile guide for the first time.

Kellecî Alkan, Ö., Kulaksız, T., Aksoy, N. C., Durmaz, B. N., Uçar, F. M., Özcan, M., & Kalkavan, B. (2026). **Simulation-based learning approach in teaching practicum to support pre-service teachers' teaching skills**. *Education and Information Technologies*, *31*(11), 3897-3923. https://doi.org/10.1007/s10639-026-13951-z
A simulation-based learning (SBL) approach that enables pre-service teachers (PSTs) to develop practice-based teaching skills within simulated classroom environments can be effective as a complementary element in increasing their teaching skills in teaching practicum. This research aims to test the effectiveness of an SBL approach in teaching practicum on PSTs' Technological

Pedagogical Content Knowledge (TPACK), classroom management, and lesson planning skills. A quasi-experimental design with a pre-post test control group was used. A total of 129 PSTs were divided into two groups. An SBL approach was applied to the experimental group, while the control group received training within the current teaching practicum course. The results show that, compared to the control group, the experimental group's use of an SBL approach in teaching practicum significantly improved their TPACK, classroom management, and lesson planning skills. Overall, the findings of this study reveal the effectiveness of SBL-based teaching practicum and contribute to bridging theory and practice in teacher education by supporting the development of future teachers' teaching skills.

Kim, H., Park, K., & Kim, Y. (2026). **Perceptions about skilled students with disabilities: the case of TVET schools in Uganda**. *International Journal of Inclusive Education*, *30*(9), 2575-2595. https://doi.org/10.1080/13603116.2025.2567421
In Uganda, students with disabilities are offered specially designed technical and vocational education and training (TVET). To assess the impact of TVET programmes on the self-esteem, frustration levels, and social perceptions of students with disabilities, a mixed-methods approach was employed to analyze the effects of TVET schools in Bunyangabu, Kasese, and Bundibugyo in western Uganda. Quantitative data were collected through surveys of 150 students with disabilities and 400 students without disabilities at these schools as well as through focus groups and key informant interviews with students (with and without disabilities), principals, teachers, representatives from associations for persons with disabilities, and government officials. The results indicated that students with disabilities in TVET schools reported lower self-esteem than students without disabilities. However, students with disabilities tended to experience low levels of frustration regarding their conditions because their vocational education increased their overall self-confidence. Meanwhile, students without disabilities began to gain more positive perceptions of their peers with disabilities after observing their skill development in specific sectors. These findings suggest that TVET programmes can play a vital role in improving the self-confidence, perception, and social inclusion of persons with disabilities by enhancing their skills and ensuring their economic independence.

Kim, N. (2026). **Ecological and Predictive Indicators of Social and Emotional Skills among Korean Adolescents: A Person-Centered Analysis within the OECD SSES Framework**. *Child Indicators Research*, *19*(4), 1691-1714. https://doi.org/10.1007/s12187-026-10355-w
This study investigates the multidimensional structure and ecological correlates of Korean adolescents' socio-emotional skills using a person-centered, data-driven approach grounded in the OECD Social and Emotional Skills (SSES) framework. Utilizing nationally representative data from the Korean Children and Youth Panel Survey (KCYPS; N = 2,275), latent profile analysis (LPA) identified three distinct subgroups with satisfactory classification quality: (1) Holistically Competent and Well-Adjusted (20.1%), (2) Emotionally Sensitive but Socially Withdrawn (47.5%), and (3) Cognitively Engaged but Low Empathic Engagement (32.4%). To identify ecological factors predictive of subgroup membership, a stacked ensemble machine learning model based on cross-validation accuracy–weighted probabilistic ensemble (CAWPE) was employed, integrating individual-, family-, and school-level variables. Model performance was evaluated on a held-out validation set, yielding a one-vs-rest multiclass AUC of 0.879, indicating high discriminative ability. The most influential predictors included parental cognitive empathy and creativity, adolescents' self-esteem, peer and teacher relationships, household income, and engagement in leisure and career-related activities. Findings reveal that socio-emotional

development in early adolescence is not a linear process but reflects a multidimensional interplay of psychological, relational, and contextual factors within proximal ecological systems. By empirically operationalizing the OECD SSES framework using large-scale national data, this study provides a novel cross-level validation of socio-emotional skill indicators and demonstrates how person-centered and predictive analytics can inform evidence-based, developmentally targeted interventions and policy design.

Kim, S., Jeong, D., Nagengast, B., & Bong, M. (2026). **Socializers' mindsets predict students' mindsets and learning outcomes: evidence from nine countries**. *European Journal of Psychology of Education*, *41*(2), 36. https://doi.org/10.1007/s10212-026-01067-4
There has been growing interest in understanding the role of parents' and teachers' mindsets in shaping students' mindsets and learning outcomes. However, because most studies have examined the mindset of each socializer separately, the relative significance of parents' and teachers' mindsets in student outcomes remains relatively understudied. Using international data from the Survey on Social and Emotional Skills, we examined how parents' and teachers' mindsets relate to the mindsets, test anxiety, persistence, and reading and math grades of 10- and 15-year-old students around the globe. We further investigated whether these relationships differed by the age of students. The moderating effects of students' gender and socioeconomic status were also tested. Data collected from a total of 60,961 students, 34,650 parents, and 6,637 teachers in 10 cities from nine countries showed that both parents' and teachers' mindsets are significant predictors of students' mindsets, although the prediction coefficients associated with teachers' mindsets are generally weak. Parents' mindsets also significantly predicted students' persistence and reading and math grades. Notably, these results were generalizable across 10 different cities in Asia, Europe, North America, and South America. While neither student gender nor socioeconomic status moderated the relationships, further examination of age differences revealed a stronger association between parents' mindsets and students' mindsets in the older age group.

Kohout-Diaz, M. (2025). **Advancing an inclusive research approach in humanities and social sciences: The crucial role of self-study and narrative enquiry in doctoral research experiences**. *Social Science and Humanities Open*, *11*, 101256. https://doi.org/10.1016/j.ssaho.2024.101256

Kotsis, K. T. (2026). **Fashion Literacy Education and the SDGs: Curricular and Policy Recommendations**. *European Journal of Contemporary Education and E-Learning*, *4*(2), 336-355. https://doi.org/10.59324/ejceel.2026.4(2).25
The fashion industry's impact on the crises identified by the United Nations Sustainable Development Goals (SDGs) is significant and well-documented; however, a structural accountability gap remains between industry pledges and quantifiable advancements toward SDG objectives. This article contends that bridging this gap necessitates continuous educational investment in fashion literacy as a distinct and manageable area of education for sustainable development (ESD), as stipulated by SDG 4's Target 4.7. A proposed four-domain competency framework for fashion literacy education includes systems comprehension of the fashion-sustainability nexus, critical assessment of fashion assertions and communications, values clarification and ethical positioning, and sustainable fashion practice repertoires. The framework is consistent with the European Commission's GreenComp sustainability competence framework and the EU's developing textiles regulatory agenda. Differentiated curricular recommendations are formulated for formal, non-formal, and informal educational contexts, targeting structural

deficiencies in sustainability education and the competency requirements imposed by EU textiles policy. Policy recommendations are proposed at both the national level, specifically regarding the Greek educational context, and the European level, encompassing the implementation of GreenComp, consumer education on Extended Producer Responsibility, and the educational framework for the Digital Product Passport. The article asserts that fashion literacy education is essential, albeit insufficient, for realizing a fashion system consistent with the 2030 Agenda.

Kuntze, S., Fischer, M., Rotem, S.-H., Knöbel, S., Hackl, J., & Krummenauer, J. (2026). **Preparing students for participation in discourses related to sustainable development in the mathematics classroom: Argumentation and modelling in intertwined roles**. In Moutsios-Rentzos, A., Buchbinder, O., Branchetti, L., … V. (Éd.), *Argumentation and proof in the teaching and learning of mathematics and interactions with other disciplines (ETC24): Pre-proceedings* (p. 52-61). Consulté à l'adresse https://hal.science/hal-05650842
Education for Sustainable Development (ESD) brings new and potentially interdisciplinary opportunities for argumentation to the mathematics classroom. In particular, the big ideas of argumentation and modelling have intertwined roles related to ESD and many sustainability topics:For enabling students to participate in democratic discourses on sustainability-related topics, competences in argumentation are often needed in combination with modelling competences, as claims and arguments in the discourse often refer to models. Therefore, there is a need of examining the intertwined relationship of modelling and argumentation both for task design and theory development (exploring the epistemic structure and related consequences for learning opportunities). This paper addresses this need, by drawing on a scientific reasoning perspective, and showcasing the intertwined roles of modelling and argumentation through ESD-related task examples.

Laskay-Horváth, C., & Kemény, F. (2026). **Stability of reading and spelling difficulties**. *European Journal of Psychology of Education*, *41*(2), 37. https://doi.org/10.1007/s10212-026-01091-4
Reading and spelling can be impaired selectively and combined. Research with German-speaking children demonstrated that reading problems are stable over time, while many children with spelling difficulties improve their skills (Moll et al., 2020). Our study aims to examine the stability of literacy impairments in Hungarian elementary school children and explore the cognitive factors that might play a role in remediating literacy deficits. We assessed pupils' reading fluency and spelling skills from grades 2 to 6, categorizing 189 children into four literacy groups. These are combined reading and spelling deficit (RSD), isolated reading deficit (IRD), isolated spelling deficit (ISD), and typically developing (TD) groups. Good performance means less than 0.5 SD deviation from average age-appropriate skills, and poor performance means skills more than 0.9 SD below average. After one to three semesters, we reassessed their literacy skills along with phonological awareness and rapid automatized naming (RAN). The RSD group showed the highest stability, followed by the TD group. Stability was significantly lower in the isolated deficit groups. ISD children who remediated their spelling at t2 performed better on the phonological awareness task than their peers whose spelling remained impaired. Many members of the initial IRD group have changed groups over time but there is no similar pattern as in the ISD group. Our results are in concert with the double deficit hypothesis of dyslexia (Wolf & Bowers, 1999); thus, the most persistent literacy deficit evolves when both reading and spelling are impaired.

Lee, H., Schiltz, C., & Mejias, S. (2026). **Supporting the development of early mathematics by targeting different component skills**. *European Journal of Psychology of Education*, *41*(2), 59. https://doi.org/10.1007/s10212-026-01121-1
Supporting children's development during preschool-aged years is important for fostering children's mathematical growth. While most programs focus on general premath skill development, there is limited research exploring the specific impact of targeted training on early mathematics components. A sample of 161 preschool children aged 5 to 6 participated in an intervention over an 8-week period. They were divided into one of three intervention groups, a tablet-based visuospatial abilities (VSA) training group (Spa-Tab) (n = 53), a tablet-based numerical abilities training group (Num-Tab) (n = 52), and a number board game group focused on numerical abilities (Num-Board) (n = 56). Near-transfer effects across two domains were found: the Spa-Tab group showed improvement in visuospatial skills, while the Num-Tab group improved in numerical relations skills. Further findings on the effect of training content and format are discussed. Together, the results highlight the importance of tailored interventions to address different components of early mathematics.

Lee, J., Kim, D., & Kim, H. (2026). **Profile analysis of students with reading comprehension difficulties**. *Asia Pacific Education Review*, *27*(3), 1115-1134. https://doi.org/10.1007/s12564-025-10076-9
The ultimate goal of reading is 'comprehension,' and students with reading comprehension difficulties exhibit an inappropriate level of comprehension ability considering their age. From this perspective, this study analyzed the cognitive profiles of sixth-grade students by using the fusion model of cognitive diagnostic model and examined different levels of students (good, average, struggling). In order to conduct this study, a reading comprehension test was conducted for 1000 sixth-grade students in 28 elementary schools in Seoul, Gyeonggi-do, Gyeongsangbuk-do, Gyeongsangnam-do, Busan, Gwangju and Jeju-do. As a result, good, average and struggling students in reading comprehension showed differences in the ability to master cognitive attributes. Especially, struggling readers were classified into five types according to three levels of comprehension, namely literal, inferential and evaluative comprehension. The cognitive diagnosis of these types serves as an important source of information for identifying students' strengths and weaknesses, and it is significant in that it is a statistical analysis of the complicated process of reading comprehension.

Li, Xiaomeng, Zhang, D., Liu, S., & Liu, Y. (2026). **Learning to Read in Chinese: A Meta-analytic Structural Equation Modeling Analysis of Cognitive-Linguistic Skills in Chinese Word Reading**. *Educational Psychology Review*, *38*(1), 109. https://doi.org/10.1007/s10648-026-10205-9
This paper reports the first meta-analytic structural equation modeling on the associations of lower-level cognitive-linguistic skills (rapid automatized naming/RAN, orthographic awareness/OA, phonological awareness/PA, morphological awareness/MA, and vocabulary) with word reading among native Chinese-speaking children, based on pooled correlational matrices (k = 446; N = 70,734). Moderator analyses explored how the (relative) associations of these skills varied across readers of different Chinese scripts, literacy-instruction contexts, grade levels, and word reading tasks. We found that (1) all skills were significantly and independently associated with word reading with the meaning-based pathways (MA and vocabulary) playing a more salient role than code-based pathways (OA and PA); (2) children reading the traditional script showed stronger associations of OA and MA with word reading than those reading the simplified script; (3) contexts involving phonological instruction were associated with a stronger

role of PA but a reduced role of MA in word reading; (4) developmentally, there was a decreasing association of code-based strategies but an increasing association of meaning-based strategies (i.e., increased effects of MA and vocabulary) with word reading; and (5) the association of RAN was stronger with word reading fluency than with accuracy, whereas a converse pattern was found for that of PA. These findings pointed to interrelated patterns of cognitive-linguistic skills in Chinese word reading. They suggested universal and language/script-specific processes in reading acquisition, while also underscoring the differential functioning of component processes in reading acquisition across contexts, developmental stages, and reading tasks.

Li, Xiaoxuan, Chatain, J., Wang, F., & Kapur, M. (2026). **From Body to Word: A Three-Level Meta-Analysis of Embodied Vocabulary Learning**. *Educational Psychology Review*, *38*(1), 102. https://doi.org/10.1007/s10648-026-10194-9
Embodied cognition posits that cognitive processes are deeply rooted in bodies' interactions with the world. Vocabulary learning is particularly relevant because many lexical meanings can be grounded in motor experiences, making it a compelling context for applying embodied cognition in education. Therefore, the present meta-analysis examines whether embodied instructional designs are effective in supporting vocabulary learning. Studies were identified through searches in databases (i.e., Web of Science, ERIC, PsycINFO, and Scopus), expert consultation, and backward reference in January 2026; ProQuest Dissertations & Theses Global was additionally searched in April 2026. Fifty-two studies met the inclusion criteria, and 442 effect sizes were included in the final analyses. A three-level meta-analytic model was employed, followed by moderator analyses to explore potential sources of heterogeneity. Results indicated that embodied learning significantly improved vocabulary learning outcomes compared with non-embodied conditions in both between-subject designs (Hedges' g = 0.65) and within-subject designs (Hedges' g = 0.27). However, publication bias was detected, indicating that the pooled effects may overestimate the true magnitude of the benefit. Moderator analyses indicated that movement-meaning congruency was the only moderator that was consistently observed across research designs, suggesting stronger effects when learners' movements were aligned with the target word meanings. Overall, these findings emphasize the pedagogical potential of embodied learning for vocabulary learning and point to the need for future research to clarify how different forms of embodiment can support vocabulary learning.

Mallol Macau, C., & Alsina Tarrés, M. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools**. *European Journal of Education*, *61*(3), e70707. https://doi.org/10.1111/ejed.70707
This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe

and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Martin, L. (2026). **Les modalités de la classe inversée au service du développement des compétences communicationnelles des élèves en institut de formation d'aides-soignant(e)s**. *Pédagogie médicale*, *26*(3), 109-118. https://doi.org/10.1051/pmed/2025022
Context: As part of a recent reform (2021) of the training curriculum for nursing assistants in France, increased expectations have been placed on the development of clinical reasoning and communication skills. Objective: This article reports on an early implementation of a flipped classroom model within this training program. The study aims to identify the factors that facilitate or hinder the success of this pedagogical approach, and to assess whether the "in-class return" phase is relevant for initiating the development of communication skills among students. Methods: This exploratory study draws on data collected through an online questionnaire comprising 25 items and on the instructor's direct observations of 137 students. Results: The findings indicate positive feedback regarding this pedagogical approach. During the first phase of the flipped classroom, the instructor's key role—particularly the "teacher effect"—and the clarity of instructions were identified as critical factors for successful self-directed learning at home. In the in-class phase, the time devoted to collaborative work was highly valued by students. This aligns with recommendations from health education frameworks that emphasize the importance of socioconstructivism and sociocognitive conflict in learning. Conclusion: Regardless of when it is implemented within the curriculum, this study shows that the flipped classroom constitutes a meaningful learning space that fosters the development of essential competencies—particularly communication skills—required in healthcare professions.

McCurdy, B. H., Goudy, K., Evans, R., Lee, J. A., Lee, D., Melby, J. N., & Weems, C. F. (2026). **Pre-parenting education for adolescents: Program evaluation model and knowledge outcomes**. *Family Relations*, *75*(4), 2536-2554. https://doi.org/10.1111/fare.70209
Objective To evaluate the Parenting: It's a Life (PIAL) curriculum relation to changes in adolescents' knowledge of parenting-related topics and to present a flexible program evaluation model suitable for school settings. Background Adolescents often have limited knowledge of key parenting topics—including coparenting, establishing paternity, financial responsibilities, and child support. These knowledge gaps may hinder future parenting success and represent important targets for preventive education. Method A quasi-experimental evaluation was conducted with middle and high school students (N = 1,687; 64.7% female) who completed pre- and postmodule assessments. The 10-module curriculum was delivered in Iowa schools, with implementation fidelity monitored through checklists and external observations. Results Greater module attendance was associated with larger overall knowledge gains. Baseline knowledge was lowest for financial and legal parenting topics. Students demonstrated significant improvements in the Decisions and Goals module; Cost of Raising a Child; Establishing Paternity; and, among female participants only, Healthy Relationships. Conclusion The PIAL curriculum was associated with meaningful increases in knowledge across central parenting domains and was implemented with high fidelity across diverse school settings. Implications. Findings highlight the potential value of targeted life-skills curricula in addressing gaps not typically covered in traditional education. Results also demonstrate the feasibility of an adaptive evaluation model for school-based interventions.

McLeod, S. (2022, août 1). **En vacances, les enfants oublient-ils vraiment tout ce qu'ils ont appris à l'école ?** https://doi.org/10.64628/AAK.67hhnd44j
Des études estiment que les élèves perdraient en été l'équivalent d'un mois d'apprentissage dans des matières comme les maths et l'orthographe. Mais certaines activités aident à limiter les oublis.

Mella, N., Audrin, C., Biémar, S., Fischer, L., Romainville, M., Sander, D., & Dan-Glauser, E. (2026). **Mapping teachers' emotional and pedagogical dimensions: a network analysis of teachers' socio-emotional competencies, conceptions of teaching and implicit theories of emotions**. *Social Psychology of Education*, *29*(1), 94. https://doi.org/10.1007/s11218-026-10263-5
Teachers' socio-emotional competencies (SEC) are known to contribute to their well-being and classroom climate. Yet, little is known about how these competencies interact with their conception of teaching and their implicit theories about emotions. We addressed this gap using a network analysis from 263 preservice teachers to explore the interrelations between preservice teachers' intra and interpersonal SEC, their conceptions of teaching, and their beliefs about utility, source and malleability of emotions in the classroom. Results show that a constructivist approach to teaching is positively associated with perceiving oneself as a key source of students' emotional experiences, with this association occurring alongside higher valuation of positive emotions in learning contexts. Intrapersonal SEC is associated with beliefs in the malleability of students' emotions and co-occurs with teachers' perceived capacity to support students' emotional regulation. The central position of malleability beliefs and intrapersonal competencies suggests that these dimensions are highly connected within this system and may represent priorities for future longitudinal or intervention research. Overall, the findings provide a basis for examining how emotional competencies and pedagogical conceptions become translated into classroom practices during teacher development.

Mera, C., Manchado, M., Aragón, E., del Carmen Canto, M., Mateo, L., & García-Sedeño, M. (2026). **Cognitive precursors of early mathematical competence in preschoolers: evidence from a multivariate model**. *European Journal of Psychology of Education*, *41*(2), 42. https://doi.org/10.1007/s10212-026-01097-y
Given the key role of mathematical competence in academic and personal development, this study analyzes the combined influence of domain-general and domain-specific cognitive precursors on early mathematical competence through a multivariate approach. It examines how different cognitive processes relate to mathematical performance in 5-year-old children, providing updated evidence to guide educational interventions. A total of 193 preschool children were assessed using a standardized battery of cognitive and mathematical tests administered in controlled school settings. Data were analyzed using a multivariate analytical approach, including regression and mediation analysis. Results indicate that early mathematical competence is significantly determined by executive functions such as short-term and working memory, as well as domain-specific numerical skills like symbolic comparison and number line estimation. These numerical skills were statistically associated with indirect pathways linking executive functions and mathematical performance, suggesting that part of the association between cognitive factors and mathematical competence may operate through children's ability to estimate, process, and compare numerical symbols. Additionally, age was identified as a relevant precursor of mathematical performance, and thus, the impact of maturational development on mathematical competence was considered. The findings highlight the

importance of verbal executive functions and symbolic numerical skills in early mathematical development, providing a basis for improving mathematics education from the earliest years.

Miles & O'Banion. (2026). **How Community Colleges Organize Knowledge to Be Learned**. *Community College Journal of Research and Practice*, *50*(7-8), 718-725. https://doi.org/10.1080/10668926.2026.2659464

Moldabaeva, K., Telgozhayeva, K., & Azamat, K. (s. d.). ***Difficulties in Learning the Kazakh Language: Socio-Psycholinguistic and Motivational Factors*** (Working paper N° 15717030). Consulté à l'adresse International Institute of Social and Economic Sciences website: https://EconPapers.repec.org/RePEc:sek:iacpro:15717030
The article aims to identify the social, psycholinguistic, motivational reasons for the difficulties that arise in the process of learning Kazakh as a second language. Since in the case of Kazakhstan there is a clear gap between the recognition of the state language?s status and the language?s active use in everyday communication, an empirical analysis of the factors influencing language learning is relevant. The article aims to identify social, psycholinguistic and motivational barriers that arise in the process of learning Kazakh as a second language, and the task is to substantiate effective methodological recommendations on artificial intelligence, aimed at improving the state language teaching based on the identified factors.The source of the study was the survey results conducted using Google Forms among 1st-year Russian-speaking students at a higher educational institution (N = 43). The collected data was processed using descriptive statistics and qualitative interpretation methods. The results showed that most participants did not master the Kazakh language fluently, proving that the Kazakh language is often perceived at a passive level and that active speaking skills are insufficiently developed. The main obstacles identified by the respondents were the lack of use of the Kazakh language at home, absence of a linguistic environment, the school education?s formal nature, and low intrinsic interest.

Montano, V., Mercado, J., & Bulao, M. T. (2026). **A Bayesian Evaluation of Curriculum Mapping and Competency Trajectories: Optimizing Outcomes in Business Education**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 34-44. https://doi.org/10.59324/ejceel.2026.4(4).03
This research explores the effectiveness of the systematic curriculum and progressive competence development in the Bachelor of Business Administration majoring in Marketing Management at a University during the 2024-2025 academic year. By using macro-level institutional indicators from their Outcome Assessment Threshold (OATH) report, this study differs significantly from frequentist analyses based on sample sizes and instead uses the Bayesian inference approach. More specifically, this research evaluates the longitudinal impact on the five critical Student Outcomes (SOA to SOE) areas at three curriculum points – Introduction (I), Enhancement (E), and Demonstration (D). As for the descriptive data, there is high academic stability, as evidenced by an overall average of 90.00%. The paired Bayesian inference approach demonstrates small changes to pint scores in middle semesters (posterior mean for the difference between enhancement and Introduction equal to -1.00%, which gets corrected through a spike in instruction in the later semester (posterior mean for the difference between Demonstration and Enhancement equal to +1.20%, (P (Δ > 0) = 69.10%). In terms of quality control considerations, the posterior probability is nearly certain to be 99.85% that the true baseline competency exceeds the institutional standard of "Very Satisfactory." However, the probability that performance will be "Outstanding" or higher remains a pathetic 21.19%. This limitation is

determined by local deviations in terms of quantitative assessment, particularly in SO E (marketing analytics evaluation), which stands (87%). Based on these findings, the curriculum does not necessitate a complete restructuring but rather the introduction of analytical components within middle-level courses to minimize systematic deviation.

Montenegro-Rueda, M., & Fernández-Batanero, J. M. (2026). **Digital competence of special education teachers for the care of students with special needs**. *International Journal of Inclusive Education*, *30*(10), 2812-2825. https://doi.org/10.1080/13603116.2025.2575095
This study aims to identify special education teachers' level of training and digital knowledge. An ex post facto descriptive research method was used, where the sample consisted of 472 teachers specialised in therapeutic pedagogy. An ad hoc questionnaire was used as a data collection tool. The results reveal a low level of digital competence among of special education teachers regarding the use of technology to support students with special needs, whit the level of training determined by educational or professional factors but not by personal factors. The conclusions of this study point to the need to improve the digital training experiences of special education teachers to favour the practices and quality of education of students with special needs.

Nasi, M. N., Khanjani, Z., & Hashemi, T. (2026). **The efficacy of executive function-based play therapy on time perception and cognitive planning in children with dyslexia**. *International Journal of Inclusive Education*, *30*(10), 2706-2721. https://doi.org/10.1080/13603116.2025.2573009
Academic and social difficulties in children with dyslexia can be attributed to deficiencies in executive function abilities, such as cognitive planning and time perception. This study looked at how well play therapy focused on executive function can help dyslexic kids perceive time better and develop their cognitive planning skills. A total of thirty dyslexic kids were split into two groups at random: fifteen experimental kids and fifteen control kids. The control group did not receive any treatment, while the experimental group had an 8-session, 60-minute executive function-based play therapy intervention. Standardised computerised examinations were used to evaluate time perception and cognitive planning both before and after the intervention. The group significantly affected time perception ($F(1, 27) = 14.78$, $p < .001$, partial $\eta^2 = 0.35$) and cognitive planning ($F(1, 27) = 11.92$, $p = .002$, partial $\eta^2 = 0.31$), according to the ANCOVA results. Once pretest performance was taken into account, the experimental group outperformed the control group in terms of time perception and cognitive planning abilities. The use of play-based, executive function-focused therapies as a viable strategy for promoting the academic and cognitive development of children with dyslexia is supported empirically by this study.

Ngieng, S. Y., Yu, J., & Yeo, D. J. (2026). **Predicting Mental Rotation and Arithmetic Abilities in Adolescents Using Resting-State Functional Connectivity**. *Mind, Brain, and Education*, *20*(3), e70059. https://doi.org/10.1111/mbe.70059
Mental rotation (MR), a core spatial ability, is linked to arithmetic performance, with meta-analytic findings suggesting shared parietal and frontal neural correlates. While intrinsic functional connectivity has been shown to predict math ability in children, its predictive value for MR remains unclear. Baseline resting-state functional connectivity (rsFC) of nine-year-olds (n = 1037) from the Adolescent Brain Cognitive Development study, concurrent and prospective (baseline, and 2- and 4-year follow-up) MR ability, and prospective (3-year follow-up) arithmetic ability were analyzed using ridge regression predictive modeling. RsFC predicted prospective arithmetic performance most robustly, whereas predictions of MR were weaker and varied across time points. Despite these differences, predictive features for MR remained relatively stable over 4

years. Notably, networks predictive of MR diverge from those predictive of arithmetic, suggesting partially distinct neural substrates, offering limited support for a shared neural processing account. Overall, rsFC appears to be a less reliable biomarker for MR than for arithmetic.

Nguyen, M. G., & Dam, T. D. H. (2026). **The Process of Integrating Generative Artificial Intelligence into Litigation Skills Training for Law Students**. *Journal of Artificial Intelligence and Technological Development*, *2*(3), 76-83. https://doi.org/10.59324/jaitd.2026.2(3).06
The rapid development of Generative Artificial Intelligence (GenAI) is creating significant changes in legal practice, while simultaneously posing a demand for pedagogical innovation in higher education. Regarding litigation skills training, current traditional methods still have many limitations in creating practical and interactive environments that closely reflect reality for students. This study proposes a four-step pedagogical process to integrate GenAI into litigation training. The highlight of the research is positioning GenAI as a cognitive support tool, helping students alleviate pressure when drafting legal documents, while simultaneously creating a simulated court environment to hone their reflexes and situational handling capabilities. Furthermore, the study establishes ethical principles such as the human-in-the-loop mechanism and emphasizes the new role of educators as proactive designers of situations and cognitive challenges aimed at developing independent judgment capacities for learners. Thereby, the article provides a practical reference framework, contributing to the training of lawyers capable of mastering technology while upholding professional ethical values.

Nguyen, T. H. N. (2026). **Exploring the Impact Mechanisms of Generative Artificial Intelligence within Continuous Professional Development on Faculty Digital Competence: A Theoretical Model**. *Journal of Artificial Intelligence and Technological Development*, *2*(4), 39-46. https://doi.org/10.59324/jaitd.2026.2(4).05
In the era of digital transformation, Generative Artificial Intelligence (GenAI) is driving profound shifts in the professional competence of university faculty members. However, a significant knowledge gap persists regarding the theoretical mechanisms that explain how GenAI influences digital competences through professional development activities. This study aims to propose a theoretical model to elucidate the mechanisms of GenAI's impact on faculty digital competences via Continuous Professional Development (CPD). The research is built upon five core theoretical foundations: Social Constructivism, Social Learning Theory, intelligent TPACK framework, Self-Determination Theory (SDT), and the Unified Theory of Acceptance and Use of Technology (UTAUT/UTAUT2) model. The proposed model positions GenAI readiness as a triggering factor that stimulates engagement in CPD, which in turn facilitates the transformation of technological knowledge into digital competences. On this basis, the study develops six hypotheses focusing on direct, mediating, and moderating relationships involving factors such as responsible GenAI use, organizational support, and individual characteristics. Theoretical analysis suggests that GenAI can be viewed as a cognitive partner, assisting faculty in personalizing their learning pathways and enhancing the efficacy of digital pedagogical practices. The research not only makes an academic contribution by bridging the theoretical gap but also offers significant practical implications, assisting higher education administrators in designing CPD ecosystems that are flexible, sustainable, and responsible in the era of Artificial Intelligence (AI).

Nguyen, T. T. H., & Tram, N. T. B. (2026). **Agricultural and Food By-Products as STEM Learning Contexts: A Narrative Review of Educational Approaches and Sustainability Perspectives**.

European Journal of Contemporary Education and E-Learning, *4*(5), 11-21. https://doi.org/10.59324/ejceel.2026.4(5).02

Agricultural and food by-products are increasingly discussed as resources for circular production, yet their potential as authentic contexts for STEM learning has received less focused attention. This narrative review synthesizes research across integrated STEM education, inquiry- and project-based learning, food-waste education, agricultural and food by-product valorization, and sustainability education. The literature indicates that residues such as fruit peels, cereal residues, rice husk, sugarcane bagasse, and other processing by-products can provide concrete materials and real-world problems through which learners investigate properties, develop explanations, design solutions, test prototypes, analyze quantitative evidence, and consider sustainability trade-offs. Four complementary learning pathways are identified: inquiry into material properties and transformations; project-based valorization of residues; engineering-design challenges involving criteria, constraints, prototyping and testing; and circular-economy learning in which students analyze resource flows and alternative recovery pathways. The synthesis also shows that the educational value of a by-product depends on the learning design rather than on the material alone. A residue becomes a meaningful integrated STEM context when students explicitly connect disciplinary knowledge to an authentic problem and use evidence to justify design decisions. The review proposes a conceptual framework linking by-product identification, scientific inquiry, technological processing, engineering design, mathematical evaluation, and sustainability reflection. The framework provides a basis for future empirical research on by-product-based STEM learning and offers educators a practical route for connecting local agricultural and food-system challenges with STEM and sustainability competencies.

Nicoleau, E., Agaisse, J.-P., & Lipovac, J.-C. (2026). **Dynamique d'apprentissage dans les écosystèmes coopératifs territorialisés**. *Éducation Permanente*, *247*(2), 107-115. https://doi.org/10.3917/edpe.247.0107

À Saint-Nazaire, la coopérative Baobab démarre en 2019, initiative d'individus en quête de réponses pragmatiques à des enjeux sociaux et environnementaux. Son développement par étapes a permis de murir une offre d'accompagnement d'initiatives citoyennes complexes par nature. En effet, elles encastrent les intérêts, motivations et connaissances d'acteurs représentant une grande diversité professionnelle et sociale et répondent à des enjeux multiples et interreliés. L'activité de Baobab, soutenue par le référentiel de l'« économie de la fonctionnalité et de la coopération » et le concept de « coopérative de transition écologique » a révélé le besoin de développer des compétences fines, afin de naviguer dans cette complexité, de maîtriser les récits qui illustrent les trajectoires ou encore de rendre intelligible à un auditoire disparate ces moyens d'actions adaptés à cette complexité.

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

Social–emotional skills are multifaceted and interconnected. Identifying core skills and how they interconnect are essential for designing effective educational interventions. Using data from the Organization for Economic Co-operation and Development (OECD) 2019 Survey on Social and Emotional Skills (SSES), comprising 3631 10-year-olds and 3611 15-year-olds in Suzhou, China, this study applied network analysis to examine the network structure and interconnections among social–emotional skills. The results indicated that cooperation, persistence and optimism were central skills across both age groups. From childhood to adolescence, persistence and energy

exhibited higher centrality, while assertiveness and trust remained relatively peripheral. The social–emotional network of adolescents was denser, suggesting a shift in how these skills relate to one another across age groups. Age-related differences were also observed in specific skill associations, such as a stronger link between cooperation and trust among adolescents. These findings offer insights into the age-specific structure of social–emotional skills and provide a foundation for culturally and developmentally responsive social–emotional learning programs.

Nithichaiyo, E., Lertthahan, P., & Thepkeaw, J. (2026). **Fostering 4Cs in Thailand's rural school students using design thinking and experiential learning**. *International Journal of Inclusive Education*, *30*(10), 2960-2976. https://doi.org/10.1080/13603116.2025.2578422
Learning in rural areas faces numerous challenges, including limited resources, inadequate infrastructure and reliance on traditional didactic teaching methods, which hinder students' development of essential skills for the twenty-first century. This study investigated how integrating design thinking with experiential learning enhances essential twenty-first-century skills among rural students. The research involved 30 Grade 7 students in a remote school in Ratchaburi Province, Thailand, implementing a two-phase learning model that combined weekly experiential activities with a two-day design thinking workshop. Using self-assessments and external evaluations, findings revealed significant improvements: Critical Thinking increased by 47.76% ($p = 0.0012$, Cohen's $d = 0.68$), Communication by 28.62% ($p = 0.0001$, Cohen's $d = 0.75$), Collaboration by 40.97% ($p = 0.0045$, Cohen's $d = 0.75$) and Creativity by 30.30% ($p = 0.0097$, Cohen's $d = 0.80$). External evaluations supported these findings, demonstrating the effectiveness of integrating design thinking with experiential learning in enhancing rural students' skills. This research promotes quality education through innovative teaching methods, contributes to reduced inequalities by empowering rural students, and supports sustainable cities and communities through educational development. While the approach shows promise, structured teacher training programs are needed for successful implementation. Future research should explore the long-term sustainability and scalability of this approach across diverse educational contexts.

O'Banion, Weidner, & Wilson. (2026). **The Impact of Innovation**. *Community College Journal of Research and Practice*, *50*(7-8), 685-693. https://doi.org/10.1080/10668926.2026.2659451
With funding from MetLife Foundation, the League for Innovation in the Community College engaged in a yearlong study in 2009 of the nature of innovation in the community college. Using recipients of the League's Innovation of the Year Award at 19 community colleges during the period from 1999 through 2008 as a data set, the authors used document analysis, focus groups, surveys, and interviews to study the kinds of innovations awarded, the characteristics of a community college culture that support and encourage innovation, and the perspectives of the award winners regarding the impact of innovation and the impact of the award itself on the winners. This article focuses on the findings regarding the professional and personal impact of the innovation and the award on the award-winners, as well as the impact of the innovation and the award on various populations and the institution itself. Findings support that (a) innovations are acknowledged by college leaders as valuable and have changed the behavior of individuals for whom they were created; (b) award recipients were highly satisfied with the recognition they received from the League and from their colleagues, and were motivated to champion the innovation and to create more innovations; and (c) innovations in this study are evidence of highly creative use of resources and effective and efficient implementation practices, including, where warranted, improved student learning.

OCDE. (2026). **Navigating Life with Low Literacy and Numeracy New Results from the 2023 Survey of Adult Skills**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4258* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4258

One in three adults across OECD economies lack the foundational skills to participate effectively in the labour market and society. This share has grown over the past decade, making low foundational skills one of the most persistent structural challenges facing advanced economies. Drawing on the 2023 Survey of Adult Skills (PIAAC), this report examines the scale, nature and consequences of low foundational skills in OECD countries and beyond. It analyses how the depth of skill deficits varies across countries and domains; it pinpoints the strongest predictors of low skills and uncovers distinct profiles among low-skilled populations; it highlights how these findings can inform effective policy responses. The report underscores that adults with low foundational skills are not a homogeneous group: deficits differ in severity, are distributed differently across literacy and numeracy, and reflect varying roles of migration and language background. Adults with low foundational skills face substantial and compounding disadvantages in employment, earnings, health and civic participation. Yet those who would benefit most from adult learning are consistently the least likely to engage in upskilling activities. Closing this gap requires active outreach through trusted intermediaries, provision that is contextualised and sufficiently intensive, and a sustained commitment to reaching adults whom adult learning systems have repeatedly failed to serve. Nearly one in three adults across OECD economies has low foundational skills in literacy or numeracy, according to the 2023 Survey of Adult Skills. In 11 of the 27 countries that participated in both Cycle 1 and Cycle 2 of the survey, the share of adults with low skills has increased significantly over the past decade. Only two countries recorded a reduction: Denmark and Finland. Low foundational skills constrain employment opportunities, earnings, health, and participation in civic life. Adults with low foundational skills are around one-third less likely to be active in the labour market than those with medium proficiency. Among those in work, hourly earnings are around five dollars lower on average, with gaps exceeding ten dollars in Singapore and Switzerland. They report worse health, lower life satisfaction, and weaker trust in others and in institutions.

Onah, F. O., & Otor, D. O. (2026). **A Multi-Stage Analysis of the Effect of Graphic Organizers on Critical Thinking and Knowledge Retention in Learning: The Mathematics Classroom Situation**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 488-496. https://doi.org/10.59324/ejceel.2026.4(4).24

This study investigates how graphic organizers influence critical thinking development and knowledge retention among lower basic six pupils in mathematics learning in the education zone C area of Benue State, Nigeria. 200 basic six learners selected from 10 purposive randomly sampled lower basic schools were split into experimental group of 100 learners and control group of 100 learners. Three research questions and three hypotheses were formulated to guide the research. The researchers' self-constructed instruments (CriTaRT) with a reliability coefficient of 0.73 were administered at three stages (Pretest, Posttest, and Delayed-Posttest) to obtain data for analysis. Using the 2 3 mixed-design repeated measures ANOVA, the research compares an experimental group taught with graphic organizers such as concept maps, flowcharts, and matrix charts against a control group taught with conventional teaching methods. The study finds that Graphic Organizers significantly improved learners' scores and enhanced long-term retention compared to the Conventional method. The intervention is effective and recommended for implementation.

Onbasili, Ü. I. (2026). **Empowering pre-service teachers with generative AI: a GenAI-TPACK-based approach to digital storytelling**. *Education and Information Technologies*, *31*(13), 5133-5177. https://doi.org/10.1007/s10639-026-13991-5
This qualitative study adopts an experience-oriented design informed by phenomenological principles to explore pre-service primary teachers' experiences with AI-supported digital storytelling. Going beyond the traditional TPACK framework, the study is grounded in the recently proposed GenAI-TPACK model, highlighting the evolving interaction of technological, pedagogical, content, and ethical domains. It investigates how teacher candidates integrated generative AI tools, such as ChatGPT, Copilot, and Suno AI into storytelling practices aligned with national curriculum objectives. The participants included 40 second-year pre-service teachers at a public university in Türkiye during the 2024–2025 academic year. Data were collected via a Google Forms-based open-ended response form and reflective reports. Digital stories were used to contextualize the learning process, but they were not systematically analyzed. The analysis was conducted using reflexive thematic analysis. Findings indicate that participants reported enhancements in creative thinking, narrative development, and multimodal literacy. Candidates used AI for plot generation, visual and audio design, and curriculum-aligned instructional planning, yet they also encountered challenges related to prompt clarity, language precision, and ethical considerations (e.g., copyright and data use). Overall, the experience fostered reflective pedagogical thinking and supported the design of innovative, curriculum-relevant, and ethically informed learning activities. This study contributes to teacher education by showing how pre-service teachers used GenAI-TPACK-related knowledge within a scaffolded 14-week digital storytelling course, particularly when making prompt-mediated design decisions, iteratively refining multimodal outputs, and attending to ethical considerations such as copyright and responsible use.

Parker, M. J., & Zavala-Cerna, M. G. (2026). **What don't you understand? Using large language models to identify and characterize student misconceptions about challenging topics**. *Education and Information Technologies*, *31*(12), 4705-4744. https://doi.org/10.1007/s10639-026-13902-8
This study presents a systematic approach to identifying and characterizing student misconceptions in online learning environments through a novel combination of quantitative performance analysis and large language model (LLM) assessment. We analyzed data from 9 course periods across 5 online biomedical science courses, encompassing 3,802 medical student enrollments. Using data from 40–50 topic-focused quizzes per course, we developed a two-stage methodology. First, we identified challenging central topics using quiz-level performance metrics. Second, we employed LLMs to characterize the underlying misconceptions in these high-priority areas. By examining student performance on first attempts across primarily multiple-choice questions (MCQs), we identified consistently challenging topics that were also central to course objectives. We then leveraged recent advances in generative AI to analyze three distinct data sources in combination: quiz question content, student response patterns, and lecture transcripts. This approach revealed actionable insights about student misconceptions that were not apparent from performance data alone. The quality of the LLM-identified misconceptions was rated as excellent by subject matter experts. We also conducted teacher interviews to assess the perceived utility of our topic identification method. Faculty found that data-driven identification of challenging topics was valuable and corroborated their own classroom observations. This methodology provides a scalable approach to characterizing student difficulties in learning environments where quizzes are used. Our findings demonstrate the potential for targeted and

potentially personalized interventions in future course iterations, with clear pathways for measuring intervention effectiveness through follow-up quiz performance.

Pastore, S., Passalacqua, F., & Sbravati, G. (2026). **Summer learning loss: a scoping review (2014–2023)**. *Educational Research for Policy and Practice*, *25*(2), 225-250. https://doi.org/10.1007/s10671-025-09409-7
Despite the compelling evidence produced over the years regarding its impact on students' academic achievement, the concept of summer learning loss remains somewhat vague, as evidenced by the variety of terms and expressions used to describe this phenomenon (e.g. "summer learning setback", "summer slide", etc.). This paper provides a systematic review of the literature on summer learning loss, focusing on articles published in academic, peer-reviewed journals between 2014 and 2023. More specifically, a scoping review study was conducted. Definitions of summer learning loss were examined to gain insight into how the concept is understood. Exploring how summer learning loss is conceptualised has led to consideration of the theories or theoretical frameworks utilised to establish educational interventions. The characteristics of the research design have also been considered. A total of 28 studies were collected for the final panel. The results confirm that summer learning loss is generally considered a negative phenomenon impacting students' learning progress. However, there appears to be a lack of a clear theoretical or conceptual framework for its conceptualisation. Quantitative research, instead, is the most used research approach. This scoping review highlights the need for educational policies and interventions to mitigate the negative impact of summer holidays on students' learning outcomes.

Philion, R., Tremblay, K. N., & Moreau, A. C. (2026). **Changement de pratiques en littératie auprès d'élèves ayant une déficience intellectuelle : contributions d'un modèle de collaboration interprofessionnelle**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 131-148. https://doi.org/10.53967/cje-rce.7215
This article is based on the results of action research conducted with a school team specializing in moderate, severe, or profound intellectual disability, wishing to improve their literacy teaching to offer their students teaching activities adapted to their needs. To promote this change in practice, an innovative model of interprofessional collaboration, made up of the research team, the principal, the school's professionals, and a lead teacher was deployed in the form of a community of practice, a recognized lever for promoting the professional development of teachers. To this end, a professional development plan was used by each teaching team to determine the teaching practices to be recommended and deployed with their students, as well as the desired support to allow the practices to be updated. This article focuses on this model and its contribution to practice change. The data collection (semi-structured interviews and end-of-project report) highlights the main modalities that contributed to the professional development of the teachers, namely the professional development plan, interprofessional collaboration, and the duration of the project.

Piard, J., Guibert, C., Wustrow, A., Sécordel, B., Clavel, A., Benech, P., … Wieczny, V. (2026). **The French-Speaking Chemists' Tournament: A Laboratory-Based Team Debate Competition to Foster Research Skills through Challenge-Based Learning**. *Journal of Chemical Education*, *103*(8), 4398-4408. https://doi.org/10.1021/acs.jchemed.6c00484
In the context of teaching laboratory skills, research-and challenge-based approaches are increasingly valued for fostering inquiry, collaboration, and authentic (real-world context)

problemsolving. The Tournoi Francophone des Chimistes (French-speaking Chemists' Tournament, TFChim) implements these approaches through a laboratory-based team debate competition in which senior undergraduate and early graduate students from thirteen French-speaking institutions develop and defend original experimental solutions to open-ended chemistry problems. These problems use a challenge-based learning approach, providing authentic opportunities for research, design, and interdisciplinary exploration in real-world or imaginary contexts. Over several months, teams design these solutions before presenting theirs and critiquing others in structured debates during a two-day tournament. Survey responses from student participants, administered at the conclusion of the tournament indicate strong perceived gains, particularly in research competencies such as inquiry skills, with most gains occurring during the extended preparation phase. Analyses also show no significant differences between teams, highlighting the consistency of the learning experience across numerous institutions. TFChim offers a novel research-based learning format for laboratory work, and provides a solid framework for developing international online versions or institution-level competitions that engage multiple disciplines in addressing complex problems implemented in authentic situations.

Ranara, D. S. M., & Yap, H. M. (2026). **Impact of ChatGPT Acceptance on Critical Thinking Disposition among College Students in Butuan City: A Basis for Module Development**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 31-40. https://doi.org/10.59324/ejceel.2026.4(3).03

The rapid integration of generative AI, such as ChatGPT, in higher education has raised concerns about its role in shaping college students' thinking processes. This study investigates whether ChatGPT Acceptance translates into stronger Critical Thinking Disposition among college students in Butuan City and examines which dimensions of ChatGPT Acceptance contribute to this outcome. Using a quantitative descriptive-correlational design, data were collected from 359 students selected through stratified random sampling across three higher education institutions. Measures included ChatGPT Acceptance—perceived ease of use, perceived usefulness, intrinsic motivation, and behavioral intention, and Critical Thinking Dispositions. Data were analyzed using descriptive statistics, Spearman's rho, and multiple linear regression. Findings revealed high levels of both ChatGPT Acceptance ($M = 4.12$) and Critical Thinking Disposition ($M = 3.66$). However, the correlation analysis indicated a very weak, non-significant relationship between the two constructs ($\rho \approx .067$), suggesting that widespread ChatGPT Acceptance does not automatically translate into critical thinking. Notably, regression results demonstrated that only perceived ease of use significantly predicted Critical Thinking Disposition ($B = 0.177$, $p < .001$), accounting for 4.2% of the variance, while perceived usefulness, intrinsic motivation, and behavioral intention were not significant predictors. These findings challenge the idea that acceptance alone does not foster growth in critical thinking disposition. Instead, suggest reconceptualizing AI integration as a pedagogically mediated process. In response, this study advances a structured instructional intervention, ChatGPT-Assisted Training for Critical Thinking Disposition, designed to transform passive ChatGPT use into guided, cognitively engaging learning experiences.

Salvanes, K., & Skålholt, A. (2026). ***Business Cycles and School-to-Work Transitions for Vocational Students: The Role of General Skills and Educational Opportunities*** (Working paper N° 26219). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26219

This paper examines whether general skills and universal access to higher education (HE) shape vocational students' school-to-work transitions during recessions. We study how increased unemployment affects post-completion outcomes across institutional regimes that differ in curricular emphasis on general skills and access to HE - allowing us to identify effects of general skills alone and combined with HE access. Relative to a setting with limited general skills and no universal HE access, combining general skills with universal HE access more than halves labour-market scarring on earnings over the first six years after completion. General skills alone do not meaningfully affect labour-market scarring.

Sanga, L., Benister, N., Dyl, R., & Adefeso-Olateju, M. (2026). ***Learning what matters in Malawi. From policy to holistic skills development for secondary school student*** (p. 34). Consulté à l'adresse Center for Universal Education at Brookings (USA), CUE ; Network for Education Systems Transformation, NEST website: https://curated-library.iiep.unesco.org/fr/node/58544

Sarat, A. (2026, août 3). **Aux États-Unis, les universités peinent à enrayer le recul de la lecture**. https://doi.org/10.64628/AAK.yhqhgr7ck
Aux États-Unis, les enseignants du supérieur voient leurs étudiants lire de moins en moins. Face à ce recul, certains réduisent leurs exigences.

Savarimuthu, J. R. (2026). **The development and validation of the digital intelligence scale for students**. *Education and Information Technologies*, *31*(13), 5043-5069. https://doi.org/10.1007/s10639-026-14003-2
Digital intelligence is increasingly recognized as a vital skill in navigating both academic and personal digital environments, yet existing tools often use multidimensional or adult-oriented frameworks. This study aims to develop and validate the Digital Intelligence Scale for Students (DISS), a unidimensional self-report instrument designed to assess the general digital intelligence of school, college, and university students. The study was conducted in two phases. In the first phase, data was collected from 786 students in India to examine the factor structure of the model. The analysis supported a unidimensional model, indicating that all items measured a single underlying construct. In the second phase, data was collected from 611 students in India to confirm the unidimensional model. Results supported a robust unidimensional structure, with excellent internal consistency ($\alpha = 0.954$). The DISS was found to be significantly correlated with Internet Skills Scale and Digital Literacy Scale, providing evidence for convergent validity. Divergent validity was assessed using State-Trait Anxiety Inventory and Big Five Personality Inventory. This scale provides a practical framework for evaluating digital readiness in educational settings and guiding interventions. Subsequent studies could validate its relevance across cultural contexts and examine developmental trajectories in digital intelligence.

Shen, J. (2026). **Quantifying the influence of cultural sensitivity on translation accuracy: evidence from professional English translators**. *International Journal of Inclusive Education*, *30*(10), 2995-3012. https://doi.org/10.1080/13603116.2025.2579732
Language translation requires linguistic knowledge and cultural understanding. This study aims to clarify how cultural sensibility affects English Translation Accuracy (TA). The research analyzes the appropriateness of the language used, taking account of the cultural context in the language situation and how translators' particular cultural knowledge influences the accuracy of English translations. This study applied a quantitative method by obtaining a single online survey with 417 proficient English translators and tested descriptive statistics, reliability, performed correlation,

and carried out Structural Model Assessment with Statistical Package for Social Sciences (SPSS). The results have indicated that TA is influenced by Cultural Sensitivity (CS) and the nuances of the source culture. The biggest contributor to accuracy was Cultural Competence (CC) ($\beta = 0.651$, $p < 0.01$). This is followed by CS ($\beta = 0.536$), Source Culture Nuances (SCN) ($\beta = 0.532$), Language context Differences (LD) ($\beta = 0.462$), and Audience Cultural Awareness (ACA) ($\beta = 0.353$). Through the findings, the research revealed that cultural aspects must be integrated into translation training. In conclusion, the study demonstrates that the quality of translation increases when translators have high cultural knowledge and awareness. Therefore, training programmes that foster cultural knowledge and awareness are crucial for enhancing translators' skills.

Sitabkhan, Y., Rakhmatov, T. R., Dubeck, M., Burkholder, G., & Tukhtabaeva, Z. K. (2026). **Moving beyond foundational skills: Insights from Uzbekistan**. *PROSPECTS*, *56*(1), 201-219. https://doi.org/10.1007/s11125-025-09718-y
This article explores how students in Uzbekistan are developing 21st-century competencies within subject areas in the early grades. Through an exploratory study adapted from clinical interview methodology, the research focuses on the Uzbekistan Education for Excellence Program (UEEP), funded by USAID. The study involved interviews with 30 students who participated in the Program and 30 students who did not. Tasks in mathematics and language arts were developed to assess students' reasoning skills in a one-to-one format. Findings indicate that students engaged in the UEEP intervention were more likely to demonstrate sophisticated reasoning skills than their counterparts who were not part of the intervention. The study highlights how this methodology complements traditional assessments.

Tan, L.-P., Huang, W.-W., Lang, Y.-R., & Gong, S.-Y. (2026). **How do different concept map strategies and cognitive prompts impact middle school students' learning performance in video lectures?** *European Journal of Psychology of Education*, *41*(2), 47. https://doi.org/10.1007/s10212-026-01084-3
Instructional videos have been widely implemented in educational settings. This study used "chemical bonds" as learning material to test the effects of different concept map strategies and cognitive prompts on the learning performance of middle school students through instructional videos. Employing a quasi-experimental design, Experiment 1 ($N = 99$) examined the impact of generating different concept maps (the Novak concept maps vs. the multidimensional concept maps) during instructional video learning. Results showed that generating multidimensional concept maps could enhance the quality of concept maps and contributed to higher transfer scores compared to Novak concept maps, but simultaneously resulted in lower retention scores. Experiment 2 ($N = 197$) employed a 2 (concept maps: the Novak concept maps vs. the multidimensional concept maps) × 2 (cognitive prompts: with vs. without) between-subjects quasi-experimental design to test the effects of cognitive prompts when learners generated different types of concept maps. Results showed that multidimensional concept map groups scored higher on concept map quality compared to Novak concept map groups. Furthermore, Novak concept map groups demonstrated better retention than multidimensional concept map groups. Moreover, participants who generated Novak concept maps with cognitive prompts scored higher on the transfer test than those who did not receive cognitive prompts. However, providing cognitive prompts hindered learners' transfer performance when generating multidimensional concept maps. The findings of both experiments provided empirical support for the design of concept maps in instructional video learning.

Tan, Y., Mendoza, N. B., & Yeung, S. S. (2026). **Profiling ICT users and social-emotional and academic outcomes: a multilevel latent profile analysis**. *European Journal of Psychology of Education*, *41*(2), 48. https://doi.org/10.1007/s10212-026-01098-x
This study employs multilevel latent profile analysis to characterize information and communications technology (ICT) use profiles among students and schools, examining their associations with background factors, motivational factors, ICT availability and quality, and academic and social-emotional outcomes. A sample of 302,592 students nested within 13,650 schools from PISA 2022 data was used. The results showed four students' ICT use profiles: high-use (male-dominated/high self-efficacy/higher socioeconomic status), social-entertainment (female-predominant), creation-oriented (higher socioeconomic status), and low-use (lower socioeconomic status). Low-use students demonstrated optimal academic achievement (reading/mathematics/science) and social-emotional outcomes, while high-use profile showed the weakest outcomes. At the school level, three typologies were identified: creation oriented, low use, and mixed use. Mirroring individual patterns, low-use schools exhibited peak academic/socioemotional performance, whereas creation-oriented schools demonstrated comparatively lower performance in these domains. These findings challenge assumptions about the inherent educational value of technology and underscore the necessity of investigating ICT use subtypes to inform differentiated educational interventions.

Tanaka, S., & Ikeda, M. (2026). **Facilitating Unlearning: The Paradoxical Roles of Developmental Job Experience and Psychological Safety in Early-Career Employees**. *International Journal of Training and Development*, *30*(3), 258-269. https://doi.org/10.1111/ijtd.70021
Building on transformative learning theory, this study develops and tests a moderated mediation model to explain how developmental job experience fosters unlearning among early-career employees, while also illuminating the paradoxical role of psychological safety. Using two-wave survey data from 1382 young Japanese employees, hierarchical regression and moderated mediation analyses revealed that developmental job experiences directly and indirectly promote unlearning through the mediating effect of critical reflection. Paradoxically, while higher psychological safety encourages employees to undertake challenging tasks, which strengthens the positive influence of developmental job experience, it also weakens the link between developmental job experience and critical reflection by reducing the tension necessary for in-depth self-examination. These findings advance the literature on unlearning by elucidating the complex interplay between individual developmental experiences and the dynamics of organizational culture. From a practical perspective, human resource development professionals should strategically balance psychological safety and constructive tension to optimize adaptive learning and agility among younger employees.

Tham, D. T. H. (2026). **The Effectiveness of Smartphone-assisted Learning for English as a Second Language Students**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 216-229. https://doi.org/10.59324/ejceel.2026.4(4).10
The increasing integration of mobile technologies into education has created new opportunities for English as a Second Language learning. In line with Vietnam's Project "Making English the Second Language in Schools for the Period 2025–2035, with a Vision to 2045," this paper examines the effectiveness of smartphone-assisted learning in enhancing English as a Second Language education. Using a qualitative and literature-based approach, the study synthesizes previous research on mobile-assisted language learning and analyzes the pedagogical potential of smartphone applications for developing listening, speaking, reading, writing, grammar, and

vocabulary skills. The paper also reviews different types of mobile applications, including native, web-based, and hybrid applications, and discusses their advantages and limitations in educational contexts. In addition, a number of widely used applications and technology-supported classroom activities are introduced to illustrate practical implementation. The findings indicate that smartphone-assisted learning can improve learner autonomy, accessibility, engagement, and personalized learning experiences when supported by appropriate pedagogical strategies. However, challenges related to distraction, application quality, and digital literacy remain. The study recommends that teachers adopt suitable applications based on pedagogical objectives and utilize frameworks such as the SAMR model to maximize the educational benefits of mobile technologies in English as a Second Language instruction.

Towns, M., Sortheix, F., Upadyaya, K., & Abdulhamed, R. (2026). **The association between social factors and reading performance among the majority population and immigrant-origin adolescents in Finland**. *European Journal of Psychology of Education*, *41*(2), 72. https://doi.org/10.1007/s10212-026-01135-9

In Finland, research highlights a persistent academic achievement gap between majority population non-immigrant and immigrant-origin students. The present study examines whether and how social factors, such as the quality of teacher-student relationships, students' sense of school belonging, and the schools' proportion of immigrant-origin students, are associated with academic achievement among non-immigrant majority population, and first- and second-generation immigrant students in Finland. Using multilevel data from a Finnish sample (N = 10,239), this study investigates the associations between these social factors and reading comprehension test performance—a key indicator of overall cognitive development and cultural adaptation. Results suggest that the perceived quality of teacher-student relationship is positively associated with higher reading test performance for all students. Conversely, a strong sense of school belonging was positively associated with higher reading test performance for first-generation immigrant students. A higher proportion of immigrant-origin students at the school was negatively associated with reading test achievement only for first-generation immigrant students. Our study highlights the importance of fostering positive student-teacher relationships and a sense of belonging at school for narrowing the achievement gap and supporting positive educational trajectories for all.

Uhing, S., Smolarczyk, K., Mouratidis, M., & Kröner, S. (2026). **Recreational making–related beliefs in adolescents: developing a comprehensive belief category system**. *Education and Information Technologies*, *31*(12), 4455-4479. https://doi.org/10.1007/s10639-026-13969-3

Making activities, such as creating individual artifacts via 3D printing, offer great potential for adolescents to acquire skills beneficial for their digital empowerment. To develop interventions that may increase adolescents' making engagement, their making-related beliefs need to be explored and systematized. Therefore, based on the theory of planned behavior (TPB; Ajzen, 1991), this interview study elicited beliefs regarding recreational making with N = 29 adolescents. The sample included both female adolescents and those from a low socioeconomic status to ensure that beliefs specific to these groups were not overlooked. The key research output is a category system that aligns with the TPB and differentiates salient beliefs that are important for recreational making. The discussion focuses on how this category system may be applied in future studies to create qualitative interview guidelines and quantitative questionnaires regarding making-related beliefs. The study also discusses how this category system can inform the

development of tailored interventions and educational programs that resonate with adolescents' beliefs.

Vaillant-corroy, A., Egloff-juras, C., Faure, M., Ducret, M., Baraka, I. E., Kebir, Y., & De Almeida, V. S. D. (2026). **Innovative Psychosocial Skills Training Programme for Dental Students: A Pilot Study**. *European Journal of Dental Education*. https://doi.org/10.1111/eje.70252
Introduction Dental practice requires not only technical expertise but also well-developed psychosocial skills (PSS), including emotional regulation, communication and empathy. Emotional intelligence (EI) plays a key role in managing complex clinical interactions and supporting both patient outcomes and practitioner well-being. However, EI and PSS remain insufficiently integrated and monitored during dental curricula. Purpose This pilot study aimed to evaluate the feasibility and the short-term effects of an innovative PSS training programme on dental students' EI, with particular focus on self-control, emotionality and sociability dimensions of trait EI. Materials and Methods A quasi-experimental design compared an intervention group (n = 108) and a control group (n = 80) of fourth-year students from two French dental faculties. The intervention consisted of four structured sessions combining theoretical input, role-play simulations and guided reflection supported by a digital tool. EI was assessed before (T1) and after (T2) the programme using the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF). Quantitative analyses examined within- and between-group changes, complemented by qualitative feedback from participants. Results Ninety-four students completed both assessments (experimental: n = 74; control: n = 20). No statistically significant changes in global EI or its dimensions were observed between groups. However, descriptive patterns showed divergent trajectories between groups, with stable or slightly higher well-being and self-control scores in the experimental group and a tendency towards lower scores in the control group. Qualitative feedback highlighted increased reflection on communication practices, greater confidence in managing challenging interactions and favourable perceptions of the role-play-based simulation format. Conclusion Although no significant quantitative effects on EI dimensions were detected, this pilot study demonstrates the feasibility of integrating a role-play-based PSS training programme into dental education. These findings support further longitudinal and larger-scale studies using complementary outcome measures and examining sustainability conditions to better capture behavioural and clinical impacts.

Vanecek, D., Rehman, I. U., & Dobias, M. (2026). **Integrating virtual reality and eye-tracking as a gamified assessment tool for self-regulated learning**. *Education and Information Technologies*, *31*(12), 4145-4190. https://doi.org/10.1007/s10639-026-13967-5
Virtual reality (VR) provides immersive learning experiences, yet accurately assessing self-regulated learning (SRL) within these environments remains a significant challenge. Traditional subjective and post hoc assessment techniques frequently fail to capture the dynamic, real-time nature of SRL processes. Unlike prior research that typically integrates multimodal traces, such as logs, physiological data, or eye-tracking, in controlled laboratory settings, we propose a novel approach that seamlessly embeds eye-tracking data as an intrinsic, real-time input to the game's mechanics, creating a unified, three-component (Cognition, Metacognition, Motivation) assessment framework. This design represents a significant departure from controlled lab studies, allowing immediate, unobstructive, and holistic assessment of SRL metrics. Drawing on Zimmerman's cyclical model of SRL, the game operationalizes cognition, metacognition, and motivation through interactive mechanics, including information collection, strategic planning, and reflective self-reporting. This study presents a system that collects real-time data through eye-

tracking within a virtual environment to measure SRL. Currently, the system captures and analyzes learner behaviors and cognitive engagement in real-time, while adaptive feedback mechanisms will be developed in future iterations to provide personalized guidance based on the collected data. The multidimensional structure of SRL is validated through Structural Equation Modeling (SEM) along with Convergent and Discriminant Validity analyses, i.e., Confirmatory Factor Analysis (CFA) and Variance Inflation Factor (VIF), confirming that Cognition, Metacognition, and Motivation components are distinct yet interrelated components at the data level. An experimental study involving 103 students shows promising correlations between in-game metrics and established external instruments: cognition correlates with General Academic Prerequisites (OSP) test ($r = 0.504$, $p < 0.001$), metacognition by human raters and AI-based assessments ($r = 0.673$, $p < 0.001$), and a strong correlation between in-game parameters and expert-determined metacognition ($r = 0.783$, $p < 0.001$). Motivational indicators correlate with Intrinsic Motivation Inventory (IMI) scores ($r = 0.430$, $p < 0.001$). These findings provide preliminary evidence supporting the potential validity of the proposed tool, requiring further validation via future studies with more diverse populations. This study presents a foundational framework for objective, real-time, and gamified assessment of SRL, thereby providing preliminary evidence supporting the potential of the proposed tool as a base for developing personalized learning strategies. The findings need cautious interpretation and further validation in diverse populations.

Venegas Marin, S., Akmal, M., Farysheuskaya, V., Rogers, H., Cloutier, M.-H., & Stacy, B. W. (2026). ***Unlocking the Drivers of Learning for a Skilled Future: Insights from the Global Education Policy Dashboard***. https://doi.org/10.1596/45066

Vindigni, G. (2026). **Beyond Compliance: Future Skills 2030, Digital Accessibility and Democratic Participation in Higher Education – A Scoping Review**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 56-137. https://doi.org/10.59324/ejceel.2026.4(4).05
Purpose: In this research article, digital accessibility in higher education is not presented merely as a secondary technical, legal, or organizational compliance requirement but rather as a fundamental prerequisite for acquiring Future Skills 2030; democratic participation, in the sense of social mobility; and a socially sustainable – that is, adaptable, innovative, and future-proof – development of higher education. For this reason, this review focuses on whether digital higher education can genuinely promote digital competence, AI literacy, media literacy, participatory competence, diversity competence, critical judgment, and also democratic agency, given that the socio-technical conditions for access, use, interaction, assessment, recognition, and co-creation are selectively structured. Against this backdrop, digital accessibility – as also required by law – is therefore not viewed as an additional or even expanded category of support for specific student groups within the higher education sector, but rather as a normative and process-oriented framework against which the legitimacy, quality, and democratic inclusivity of digital higher education infrastructures can be assessed in practice. Design/Methodology/Approach: In this way, the research contribution is based on a PRISMA-oriented scoping review and theory-driven literature and document analysis. In this regard, it systematically maps international and German-language research from 2009 to April 2026 on Future Skills 2030, 21st-century skills, digital competence, AI literacy, media literacy, digital accessibility, Universal Design for Learning, user experience, assistive technologies, digital equity, student voice, co-creation, and democratic participation in higher education. In addition to academic literature, the review incorporates normative, legal, standards-based, and also policy-oriented reference architectures that structure the evaluation of digital accessibility in higher

education, including WCAG, EN 301 549, BITV, BFSG/EAA, DIN EN ISO 9241-11, DIN EN ISO 9241-110, DIN EN ISO 9241-210, and SDG 4. Analytically and more specifically, the study uses a deductive-inductive coding logic and reconstructs determinants, indicators, and premises through a theory-triangulated synthesis. Adaptive expertise is used not as an independent search strand, but as a theoretically adjacent sensitizing heuristic for specifying the didactic and task-related conditions under which future-oriented competencies can emerge in accessible digital learning environments. Findings: First, the analysis indicates that the research field remains structurally fragmented. Future skills models frequently under-theorize accessibility as an enabling condition; accessibility research often remains bound to compliance, assistive technology, or accommodation paradigms; and digitalization discourses tend to overestimate scalability while underestimating selective access conditions. Second, digital accessibility emerges as a mediating structural category that links Future Skills 2030, democratic participation, UDL, UX, AI literacy, digital equity, and higher education governance. Third, the review identifies several interdependent determinants of accessibility-sensitive future skills development: accessible digital infrastructure, didactic accessibility, faculty accessibility competence, UX and interaction quality, student agency, co-creation, institutional governance, algorithmic accountability, and socio-technical equity. Fourth, the analysis demonstrates that future skills do not develop abstractly within curricular frameworks but within concrete digital systems of learning, assessment, communication, feedback, recognition, and participation. Within this context, if these systems are not barrier-free, understandable, compatible with assistive technologies, user-centered, didactically adaptive, and institutionally accountable, they selectively pre-structure the conditions under which competence development, agency, and participation can emerge. Fifth, adaptive expertise clarifies that accessibility-sensitive higher education must also be task-sensitive: students require access not only to platforms and materials but also to authentic, ill-structured, complex, collaborative, autonomy-supportive, and reflective learning situations in which future-oriented competencies can be practiced and stabilized. Research Limitations/Implications: As a document-based and theory-triangulating study, the findings are based on a scoping review and a qualitative, theory-driven synthesis rather than on a meta-analysis of statistical effect sizes. Consequently, the study does not claim causal measurement of accessibility effects on future skills acquisition. The evidence base is heterogeneous and includes empirical studies, systematic reviews, conceptual contributions, legal standards, policy documents, and normative frameworks. This heterogeneity is methodologically necessary because digital accessibility in higher education cannot be adequately reconstructed without considering the interplay of pedagogical, technological, legal, organizational, and democratic conditions. In particular, terminological variation across the fields of future skills, accessibility, inclusion, digital equity, AI literacy, participation, and agency remains a limitation. Further research should therefore empirically examine how accessibility-sensitive, UDL-informed, UX-sensitive, and AI-accountable learning environments affect the acquisition of Future Skills 2030, adaptive expertise, student agency, democratic participation, and socially sustainable higher education outcomes. Practical Implications: At the level of higher education development, the findings imply that digital accessibility must be institutionalized as a cross-cutting governance and quality-development category across the entire socio-technical architecture of the university. These considerations suggest that this includes teaching and learning arrangements, assessment regimes, procurement logics, quality assurance, faculty qualification, platform design, AI governance, student support, and evaluative monitoring. Accordingly, digital materials, learning management systems, examination environments, feedback and communication structures, AI-supported tools, and support infrastructures should be designed according to accessibility-by-

design, UDL, human-centered design, and the relevant normative, legal, and standards-based reference architectures. Looking at the German (DQR) and European educational frameworks (EQF), it is therefore important to note that this requires the institutionalization of accessibility as a cross-cutting governance and quality-development principle, encompassing systematic faculty qualification, accessibility-sensitive procurement logics, participatory design and evaluation procedures, UX-based quality assurance, transparent accountability structures, and support architectures that prevent the responsibility for adaptation from being externalized to individual students. Taken together, digital accessibility can only support democratic higher education if it is institutionalized as an infrastructure of participation rather than treated as a reactive accommodation or post hoc compliance task. Originality/Value: From a didactic and pedagogical perspective, this research article shifts the debate on digital accessibility in higher education from a narrow compliance paradigm toward an integrated educational, democratic, and governance-theoretical framework. Its originality lies in reconstructing digital accessibility as a prerequisite, indicator, and touchstone of future-skill-sensitive and democracy-oriented higher education, while at the same time bringing Future Skills 2030, UDL, UX, AI literacy, digital equity, adaptive expertise, student agency, and democratic participation into a common accessibility-governance framework. In this respect, the review reconstructs digital accessibility not as a merely technical quality attribute of digital higher education, but as a structural enabling condition that determines whether students can access epistemic resources, understand and use digital systems, critically question algorithmic and institutional arrangements, participate in co-creative academic practices, and actively shape digital learning environments. The comparative perspective adopted in this study highlights that digital accessibility is conceptualized as a central evaluative category for democratic legitimacy, pedagogical quality, and social sustainability in higher education during the digital age.

Viola, S., Tremblay-Wragg, É., Vincent, C., & Dumond, M. (2026). **Le développement du savoir stratégique des enfants qui réalisent des projets en contexte d'éducation à domicile**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 251-275. https://doi.org/10.26443/mje/rsem.v60i2.10195

Cet article présente les résultats d'une recherche partenariale qui a été menée pour accompagner cinq familles choisissant de faire l'éducation à domicile pour la première fois dû à la pandémie de la Covid-19. Pendant 12 semaines, ces familles ont réalisé des projets ouverts qui permettaient aux enfants d'utiliser des stratégies métacognitives variées. Des entrevues ont permis de constater que le savoir stratégique des enfants a évolué durant cet accompagnement et que les outils utilisés ont favorisé le développement de leur autonomie, changeant simultanément la façon des mères-éducatrices de concevoir leurs rôles.

Vizcaíno-Verdú, A., Bonilla-del-Río, M., & Civila, S. (2026). **Rethinking family prosumption and media competence: Legitimizing children's technology use in multi-device households**. *Education and Information Technologies*, *31*(13), 4907-4928. https://doi.org/10.1007/s10639-026-14000-5

In family environments increasingly permeated by digital media, parents' competencies in understanding and managing technology critically shape how children engage with multiple devices. Using questionnaire data from 1,502 families in Andalusia, Spain, this study analyzes how parental education, age, and screen time relate to both the critical and production dimensions of media competence, and in turn, to children's use of mobile phones, tablets, computers, and gaming consoles. The results reveal a persistent generational gradient: higher education predicts

stronger critical awareness, whereas younger parents display greater technical fluency. As parents' media competence deepens, their mediation practices evolve toward more permissive and legitimizing forms, particularly regarding the use of mobile phones and computers. Critical competence operates less as a safeguard and more as a cultural lens through which digital technologies become normalized within everyday family life. These findings highlight the reconfiguration of parental prosumption as a process of legitimation in multi-device households, in which care, control, and connectivity converge.

Wang, X. S., Pengelley, J., & Perry, L. B. (2026). **Cultivating students' critical thinking in K–12 schools: A scoping review of experimental studies**. *PROSPECTS*, *56*(1), 179-200. https://doi.org/10.1007/s11125-025-09749-5

Critical thinking is crucial in the twenty-first century, fundamental to cultivating capable, adaptive, and socially responsible individuals, particularly in the context of rapid advancement in artificial intelligence and the global imperative to achieve the 17 Sustainable Development Goals. It is widely incorporated into curriculum frameworks globally, leading to a significant increase in experimental studies on teaching and learning strategies for promoting critical thinking. However, an overview of the research landscape on cultivating critical thinking in K–12 schools remains underdeveloped. This scoping review examined experimental studies on teaching and learning interventions aimed at cultivating critical thinking among K–12 students. Our review included 378 studies conducted in 51 countries over the past decade. Nearly half of these studies were conducted in four grade levels and primarily in science-related learning areas. Seventy per cent of the studies were conducted in Asia with a significant proportion in Indonesia, followed by the Middle East. Three critical thinking frameworks were commonly used and nearly 70 tools were used to measure critical thinking. The findings highlight the need for rigorous studies from diverse countries, learning areas, and grade levels. This review provides a comprehensive overview of critical thinking research in K–12 schools and identifies areas for future research to support teachers in cultivating critical thinking in school-aged children.

Wu, J., Canales, J. I., Zhou, P., & Yan, H. (2026). ***The Performative Role of Soft Skills Education: Reshaping Business Realities through Cross-Cultural Learning in Chinese Organizations*** (Working paper N° E2026/1). Consulté à l'adresse Cardiff University, Cardiff Business School, Economics Section website: https://EconPapers.repec.org/RePEc:cdf:wpaper:2026/1

This study examines how soft skills education performatively shapes business realities across cultural boundaries. While prior research has treated soft skills as static capabilities, we demonstrate their role as performative forces actively reshaping organizational practices. Through in-depth interviews with Chinese graduates of UK universities working in China, our findings reveal an inverted U-shaped relationship between structural performativity and organizational transformation, moderated by collective orientation (weakening effect) and absorptive capacity (strengthening effect) and pinpoint six key domains through which soft skills education acts as a performative mechanism. Our findings suggest that successful organizational transformation through soft skills education requires balancing international connections, cultural values, and knowledge integration capabilities. The study advances performativity theory in management education by demonstrating how educational practices actively construct organizational realities rather than merely describing them and provides insights for business schools on effectively harnessing performativity to create desirable organizational outcomes in cross-cultural contexts.

Wu, X. (2026). **Fostering global competence in Chinese university students within a diverse international and multilingual context**. *Asia Pacific Education Review*, *27*(3), 1001-1015. https://doi.org/10.1007/s12564-025-10062-1

Academia and higher education have increasingly emphasised the importance of global competence, driven by university efforts aimed at cultivating students capable of engaging with global sustainable development, which largely relates to pragmatic frameworks oriented towards the competitiveness of students and institutions. Informed by a theoretical exploration of global competence, this qualitative study involved semi-structured interviews to investigate the development of such competence among 21 students at three Chinese universities, situated within an international and multilingual environment, and examined the challenges they encountered. These challenges arose from pragmatic educational rationales; unbalanced geo-power relations; uneven access to international resources; foreign language and intercultural barriers; as well as familiar Chinese social, cultural, and educational norms and habits. This study presents recommendations for (Chinese) university educational policies and practices aimed at fostering dedicated (rather than pragmatic) and inclusive international, multilingual, and decolonised curricula, programmes, and learning environments. It emphasises the necessity of pedagogical support that encourages students to critically engage with significant global issues through an interdisciplinary lens within international and multilingual contexts. This support also involves minimising challenges related to pragmatic educational rationales, geo-power influences, insufficient foreign language competence, and cultural factors. Doing so may help nurture globally competent students who are capable of critical examination, understanding diverse international perspectives, engaging in effective intercultural interactions, and exercising social and moral agency to foster responsible action towards global sustainable development.

Xu, J. (2026). **Robot-Assisted Motor Skill Language Learning: Motivation, Enjoyment and Grit Pathways to EFL Learners' Language Achievement**. *European Journal of Education*, *61*(3), e70720. https://doi.org/10.1111/ejed.70720

Due to advancements in AI-based tools, robots have entered colleges and universities in the past few years. This trend towards robots has also led to the emergence of Educational Robots (ER) as a distinct field. The present research investigates the effect of NAO, a type of motor-skill robot, on students' achievement and considers the mediating role of mental elements, such as motivation, enjoyment and grit, in this process. 560 English as a Foreign Language (EFL) learners participated, and the researcher administered the three questionnaires and the Preliminary English Test (PET) as a Language Achievement Test. The research used a pretest-posttest design, and learners were assigned to two groups: the control and the experimental (EXP). The first group was taught using traditional methods, such as PowerPoint presentations; however, the second group was taught using robots. Those sessions were designed to foster an engaging, positive academic experience by providing quick feedback, support and motivational incentives. The results indicated that the improvement in language achievement of the EXP group was greater, and they also showed higher levels of motivation, grit and enjoyment. The results showed a significant mediation effect. Among the mediators, enjoyment was the strongest, uniquely accounting for 77.8% of the indirect effect and 63.0% of the total effect. Motivation and grit were also significant mediators, accounting for 12.1% and 10.1% of the indirect effect, respectively. These results indicate that all three mediators fully mediated the effect of robots on language achievement. The results indicate that robots can be incorporated into EFL teaching to create settings that foster learning, thereby encouraging educational success. By leveraging robots' ability to boost students'

motivation, enjoyment and grit, teachers can build more effective EFL classrooms, promising a pathway to boost EFL learners' academic achievement.

Yilmaz, B., & Isbulan, O. (2026). **Examining the relationship between teachers' technological pedagogical content knowledge (TPACK) and their self-efficacy for online assessment and evaluation within the scope of 21 st century skills**. *Education and Information Technologies*, *31*(12), 4563-4584. https://doi.org/10.1007/s10639-026-13974-6
This study examined the relationship between teachers' 21st-century technological pedagogical content knowledge (TPACK-21) and their self-efficacy for online measurement and evaluation (SESOME). Additionally, it investigated how these two dependent variables differed based on independent variables, such as gender, age, school level, subject field, professional experience, and general daily technology use. This quantitative research utilized descriptive and correlational designs. The sample consisted of 337 secondary and high school teachers working in 25 public schools in the Kocaeli province. Data were collected using a personal information form, the TPACK-21 Scale, and the SESOME Scale. The results revealed a moderate, positive, and significant relationship between teachers' TPACK-21 and SESOME total scores. Furthermore, TPACK-21 scores differed significantly based on gender, school level, subject field, and general daily technology use, whereas no significant differences were found for age or professional experience. Conversely, SESOME scores differed significantly according to age, subject field, and professional experience; however, no differences were observed based on gender, school level, or general daily technology use.

Zhang, Y., Men, M., & Zhang, E. (2026). **Unpacking the effect mechanisms of ICT integration self-concept and self-efficacy on ICT competency development among K12 teachers: A structural equation modeling approach**. *Education and Information Technologies*, *31*(12), 4397-4425. https://doi.org/10.1007/s10639-026-13977-3
Information and communications technology competency (ICT-C) has been widely recognized as crucial for enhancing K12 teachers' teaching quality and fostering their career development in 21st-century education. Previous studies have explored the positive effects of both external and internal factors on teachers' ICT-C. However, the underlying mechanisms through which these factors influence ICT-C have not been fully revealed. Particularly, the direct and indirect pathways linking ICT self-concept (ICT-SC), ICT self-efficacy (ICT-SE), and ICT-C, as well as the moderating roles of individual differences in these relationships, remain largely unexplored in the current literature. To examine the potential pathways among these factors, data collected from 280 teachers were analyzed. Confirmatory factor analysis (CFA) was conducted to validate the measurement instruments, and structural equation modeling (SEM) was used to examine the hypothesized relationships. Results indicated that K12 teachers' ICT-SC significantly predicts their ICT-C, suggesting that teachers who perceive themselves as more capable of using ICT tend to demonstrate higher ICT-C. K12 teachers' ICT-SE mediated the relationship between ICT-SC and ICT-C, indicating that strengthening teachers' ICT-SE is a key approach to transforming their broader ICT-SC into effective technology-integrated teaching practices. Additionally, this mediating effect was not significantly moderated by gender, teaching experience or their interaction. This study provides empirical evidence supporting both theoretical frameworks and practical strategies for promoting the integration and development of K12 teachers' ICT-C.

Zhao, T., Hu, Z., Wang, J., & Ye, L. (2026). **Explaining language learners' continuance intention to use GenAI beyond the classroom: integrating control-value appraisals of language learning with**

the expectation-confirmation model. *Education and Information Technologies*, *31*(13), 4991-5016. https://doi.org/10.1007/s10639-026-14001-4
With the growing integration of GenAI technologies into informal digital learning of English outside the classroom, this study sought to make a pioneering contribution by applying the expectation confirmation model to explain learners' intention to continue using GenAI technologies. It also examined how cognitive appraisals of language learning—specifically, perceived control and intrinsic value—served as antecedents to expectation confirmation. The survey data from 660 university students learning English as a foreign language (EFL) learners were analyzed using structural equation modeling. The results showed that learners' control appraisal and intrinsic value appraisal of language learning were both positively and indirectly related to their intention to continue using GenAI technologies. This relationship was sequentially mediated by higher expectation confirmation, followed by increased satisfaction or greater perceived usefulness of GenAI technologies. The study's findings offer practical insights for educators on how to support learners in maintaining the continued use of GenAI technologies as an autonomous learning resource alongside their formal studies.

Aspects économiques de l'éducation

Aksunger, N., Janssens, W., & Pradhan, M. (2026). ***From Grants to Loans: Mental Health and Adaptive Responses to the 2015 Dutch Student Finance Reform*** (Working paper N° 26-020/V). Consulté à l'adresse Tinbergen Institute website: https://EconPapers.repec.org/RePEc:tin:wpaper:20260020
This paper examines the causal relationship between student debt and mental health using the 2015 Dutch student finance reform as a natural experiment. The reform replaced a universal grant with income-contingent loans for higher-education students, leaving vocational students unaffected and serving as a natural comparison group. Low-income students were partly compensated through expanded targeted support. Using nationwide administrative data from Statistics Netherlands, we implement a difference-in-differences design comparing clinically diagnosed depression, anxiety, and broader mental health outcomes between higher education and vocational education students before and after the reform. We find no evidence of adverse mental health effects from the transition to debt-based financing. At the same time, students adjusted their behaviour by marginally increasing labour earnings and remaining longer in co-residence with their parents. These findings suggest that behavioural responses to the reform may have mitigated financial strain, although lenient repayment terms likely also cushioned the impact of the reform. Overall, the results indicate that the mental health impact of student debt may depend not only on financial exposure but also on institutional context and individualsâ€™ ability to adjust.

Amoros, P., & Messi, E. (2026). **La dépense de recherche et développement expérimental en 2024**. *Note Flash du SIES*, (2026-16). https://doi.org/10.5281/zenodo.19680060
En 2024, la dépense intérieure de R&D de la France s'établit à 64,1 milliards d'euros en valeur, soit une augmentation de 1,8 % en volume par rapport à 2023.

AndrÃ©s, R.-P., & Henry de Frahan, R. (2024). ***Does Private Education Pay Off?*** (Working paper N° 19624). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19624

Education plays a crucial role in fostering innovation, entrepreneurship, and equal opportunities in society, acting as a « social elevator. » However, an inequitable educational system can perpetuate inequalities, leading to significant social consequences. This paper examines two mechanisms through which schooling systems may generate or reinforce inequalities: private schooling and school composition. Earlier studies often suggested that private schooling, particularly government-dependent private schools, had a positive impact on student achievement. However, more recent research has challenged this view, highlighting the importance of contextual factors such as school composition and socio-economic background. Building on these findings, our analysis explores how the advantages attributed to private schools are shaped by the demographic profiles of their students. Using data from the OECD Program for International Student Assessment (PISA) 2015 and employing an education production function, we assess the effects of private schooling and school composition on student performance. Our findings contribute to the growing body of research questioning the comparative advantage of private schools, demonstrating that their perceived superiority often arises from the socio-economic advantages of the students they enroll, rather than the quality of education provided. The study also reveals significant variations across countries, underscoring the urgent need to address the segregation issues linked to private school networks.

Andreoli, F., Lefranc, A., & Prete, V. (2026). **Preschool Duration, Family Background and Long-Term Outcomes: Evidence From the Expansion of École Maternelle in France**. *Oxford Bulletin of Economics and Statistics*, *88*(5), 1032-1067. https://doi.org/10.1111/obes.70038
This paper analyses the long-term effects of preschool education in France. We focus on the effect of preschool duration on educational attainment and labour market earnings in adulthood. Building on an old tradition of free and universal pre-primary education, France implemented in the late 1960s a large-scale expansion of preschooling facilities, leading to a massive increase in the supply of preschool. We rely on the independent variation across counties and cohorts in preschool supply, induced by this policy, to assess the effect of preschool using a Two-Sample Two-Stage Least Squares estimator. While the preschool expansion increased preschool duration (+0.69 years per additional school created), we find on average small and non-significant long-term effects on employment and earnings, with some positive impacts on educational attainment. We also investigate heterogeneity by parental socio-economic status and find that children from an advantaged family background benefit significantly more in terms of both education and earnings than their peers from less advantaged backgrounds. One additional year in preschool thus increases the achievement gap for most outcomes including the likelihood of graduating from high school (+8.3 percentage points) or college (+13.7 pp), employment (+13.3 pp), unemployment (-6.4 pp) and earnings (+5.4%).

Araki, S. (2026). **The paradox of economic development and academic achievement: Evidence from PISA for 77 economies over 20 years**. *Studies in Educational Evaluation*, *90*, 101636. https://doi.org/10.1016/j.stueduc.2026.101636

Arendt, J. N., & Holm, A. (2026). **The demand for private schools and its impact on school segregation and student outcomes**. *Economics of Education Review*, *113*, 102809. https://doi.org/10.1016/j.econedurev.2026.102809
This study examines the impact of private school attendance on segregation and student achievement in compulsory school in Denmark. We show that increased private school attendance is driven by students from high socio-economic groups. Leveraging variation across

municipalities, grade and calendar years and instrumental variables based on private school openings, we find that higher private school enrollment is associated with higher segregation of disadvantaged children. From event study models of the private school openings and a mover design that controls for student parental background, peer parental background, past achievement and non-cognitive scores, we find small achievement effects of private school attendance.

Ben Mahjoub, L. (2026). **Institutional characteristics and ESG Performance in higher education institutions: evidence from an international ranking framework**. *Tertiary Education and Management*, *32*(2), 149-168. https://doi.org/10.1007/s11233-026-09166-z
This study examines ESG performance in higher education institutions using data from the 2024 QS World University Rankings. ESG performance is analyzed as it is operationalized and evaluated within a global ranking and benchmarking system, rather than as an abstract or universally defined sustainability construct. Using a cross-sectional sample of 1,277 universities, with effective sample sizes varying across models due to data availability, the analysis explores the association between selected institutional characteristics and observed ESG performance, as well as its governance, social, and environmental dimensions. The results show that institutional equality and knowledge exchange are consistently and strongly associated with higher ESG scores across all model specifications. Academic reputation and citations per faculty exhibit differentiated associations across ESG dimensions, while international student enrollment shows no statistically significant relationship. Gross tertiary education enrollment displays dimension-specific effects, being negatively associated with governance scores and positively associated with social performance. Overall, the findings highlight the close alignment between ESG performance and visible institutional characteristics within ranking systems. The results provide practical insights for university administrators while emphasizing the importance of the measurement context in shaping observed ESG outcomes. All findings should be interpreted in light of the cross-sectional design and the ranking-based operationalization of ESG performance.

Benos, N., Conti, M., Papazoglou, M., & Tsoumaris, S. (2026). ***When Universities Matter: Academic Quality, Market Access, and Urban Growth in Pre-Industrial Europe*** (Working paper N° 18781). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18781
We examine universities and urban growth in pre-industrial Europe using a panel of 2,247 cities from 1000 to 1800 and a staggered difference-in-differences design. Under the maintained identifying assumptions, university establishment is associated with approximately 20 percent higher city population, but estimates are highly heterogeneous. Population gains are strongest in earlier centuries and weaken as universities diffuse, while after 1500 they are concentrated among high-quality universities and commercially connected cities, especially near Atlantic and North Sea trade routes. University establishment is also followed by improved local market access. Overall, universities matter most where academic quality and commercial opportunities are greatest.

Berens, J., Henao, L., Rumert, L., & Schneider, K. (2026). **Keeping an eye on students: evidence from a low-cost early alert system**. *Education Economics*, *0*(0), 1-13. https://doi.org/10.1080/09645292.2026.2708756
We evaluate an early alert system intervention at a German university, where at-risk students received warning emails based on dropout probability. While the average effect was

insignificant, estimates point to heterogeneous responses. Previously active students, particularly in non-STEM fields, reduced exam registrations by up to two courses and modestly improved grades, indicating strategic workload adjustment. Inactive students showed no response, and dropout probability increased slightly in structured programs. Causal forests reveal further treatment heterogeneity. Our findings point towards the importance of pre-treatment academic activity and intervention timing, indicating that warnings must align with student engagement and program structure.

Bingley, P., Cappellari, L., & Tatsiramos, K. (2026). ***Assortative Mating and Education Gradients Within and Across Generations*** (Working paper N° 12763). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12763
We study how assortative mating shapes the composition of education–outcome gradients and how these gradients relate to intergenerational transmission. Using Danish administrative data on family quartets, we decompose own gradients in long-run earnings, disposable income, assets, and wealth into jointly transmitted parental factors, parent-specific transmission, nonparental shared influences, and individual-specific heterogeneity. Earnings and income gradients mainly reflect jointly transmitted parental factors and individual-specific heterogeneity; assets and especially wealth mainly reflect parent-specific transmission. Comparing families facing different parental access to middle schools, we show that the composition of financial gradients varies by educational opportunity, while labor market gradients are largely invariant.

Bleemer, Z., & Rothstein, J. (2026). ***The Meritocratic Consensus and Stratification in Higher Education*** [Working paper]. Consulté à l'adresse Center for Studies in Higher Education, UC Berkeley website: https://EconPapers.repec.org/RePEc:cdl:cshedu:qt2s7426hb
American colleges and universities are highly stratified by pre-college academic achievement, family background, and institutional resources. We study the meritocratic consensus in American higher education: colleges that high-testing students (who are generally also from high-income families) attend spend dramatically more on instruction than do those that enroll lower-testing students. Stratification by test scores has been largely stable since the 1960s, but the stratification of instructional resources has risen sharply since 1970 at both private and public institutions. Non-academic admissions criteria like athletics, legacy, and affirmative action are second-order in determining the allocation of students to universities. Potential economic justifications for the positive association of instructional expenditures with student prior achievement – q-complementarity between achievement and resources, convex social returns to high human capital, and incentives to invest in learning prior to college – have little empirical support. Resource stratification across universities has not increased in the past decade, largely due to increased public funding of universities that enroll lower-testing students through financial aid programs like California's CalGrant, but stratification within institutions is now rising swiftly. JEL Codes: I23, I24, N32, Z13

Bostwick, V., & Nguyen, T. (2026). **More often or longer? The effects of the academic schedule on postsecondary academic outcomes**. *Economics of Education Review*, *113*, 102812. https://doi.org/10.1016/j.econedurev.2026.102812
One of the most common scheduling decisions in higher education is the determination of biweekly or triweekly classes. On the surface, these two formats are equivalent in terms of the number of minutes in a course (75 min twice a week or 50 min three times a week). However, the two structures may have different pros and cons for both students and faculty, and it is

ambiguous which course format should yield better student outcomes. We leverage more than a decade's worth of administrative transcript data from a large public university in the Midwest to examine the effects of the academic schedule on postsecondary student outcomes. Across a range of model specifications employing department, faculty, course, and student fixed effects, we find that when a student enrolls in a triweekly class, they earn lower grades and are less likely to take a subsequent course in that same field. These effects are especially pronounced in the STEM fields, where we also find negative effects of the triweekly schedule on students' eventual choice of major.

Bovini, G., Cattadori, N., De Philippis, M., & Sestito, P. (2026). **The short and medium term effects of full-day schooling on learning and maternal labor supply**. *Economics of Education Review*, *113*, 102808. https://doi.org/10.1016/j.econedurev.2026.102808
We estimate the effects of longer school days in primary school on students' learning and mothers' labor supply. With novel data on primary school applications, we build an IV exploiting the fact that, due to class size rules set by the law, small changes in the mix of school applications can lead to non-linear changes in the probability of being assigned to the full-time (FT) scheme. We show that attending the FT scheme increases test scores in grades 2 and 5, but these effects fade away by grade 8. Conversely, the positive impact we find on mothers' labor force participation is long-lasting.

Butzbach, M. (2026, septembre 4). **Qui fera les frais de la hausse des droits d'inscription en écoles d'ingénieurs ?** Consulté 7 septembre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/qui-fera-les-frais-de-la-hausse-des-droits-d-inscription-en-ecoles-d-ingenieurs_04-09-2026
Plusieurs écoles d'ingénieurs publiques ont augmenté leurs droits d'inscription. Même s'ils sont établis selon les revenus des parents, la démarche laisse crai…

Canard, E. (2026, septembre 3). **Faut-il craindre une augmentation des droits d'inscription à l'université ?** Consulté 4 septembre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/faut-il-craindre-une-augmentation-des-droits-d-inscription-a-l-universite_03-09-2026
Face aux difficultés financières croissantes des universités, de plus en plus de voix se font entendre pour faire payer davantage les familles. Sans guère de p…

Cavalcanti, T., & Puccioni, F. (2025). ***Boosting Student Achievement through Cost-Effective Management*** (Working paper N° 20228). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20228
We investigate how cost-effective management practices boost student learning through a randomised field experiment conducted with 31,760 students from 80 grade 1â€“9 public schools in the municipality of Rio de Janeiro, Brazil. The inter- vention, delivered by municipal servants exclusively to school managers, involved one-to-one coaching and on-the-job training focused on implementing the World Management Surveyâ€™s â€œ23 best management practicesâ€ for the education sector. We also conducted two double-blind, in-depth management surveys, one prior to and one following the programme implementation, to evaluate precisely the quality of the management of the schools. After two years, the estimated average treatment effects were 0.928 (0.260) SD for school management, 0.226 (0.059) SD for reading, and 0.237 (0.059) SD for mathematics. Instrumental variable estimates indicate that a one-point improvement in school

management (on a 1â€“5 scale) led to gains of 0.680 (0.245) SD in reading and 0.714 (0.265) SD in mathematics. Students in schools achieving a one-point management improvement were more than two aca- demic years of learning ahead of peers in untreated schools. The programme costs only $15.22 (PPP-adjusted) per student per year, could be applied to any school and has expanded in Brazil.

Christensen, F., & Wallenius, J. (2025). ***Does Student Aid Improve Educational Mobility?*** (Working paper N° 20124). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20124
Universal education systems are often said to promote intergenerational mobility in education. However, despite tax-financed post-secondary education and generous student aid, educational mobility in Denmark remains low. To rationalize this, we develop a structural life cycle model in which education choice depends on preferences, graduation probabilities, and parental transfers, which in turn vary by child ability and parental education. After estimating the model on Danish register data, we first disentangle the drivers of intergenerational persistence in education. Subsequently, we conduct counterfactual policy experiments to assess the potential of education policy to improve mobility. We find that increasing current subsidies has only small positive effects on educational attainment and mobility. Similarly, relaxing the student debt limit has virtually no effect. Our decomposition exercises suggest that this is because the persistent transmission of ability and preference heterogeneity dominate immediate pecuniary incentives.

Cobb-Clark, D. A., Fisher, H., & Majeed, S. (2026). **Student Income Support and Participation in Higher Education: A Cohort Analysis**. *Australian Economic Review*, *59*(3), 239-255. https://doi.org/10.1111/1467-8462.70042
Background The 2008 Bradley Review introduced major reforms to Australian higher education, including a demand-driven funding system and changes to student income support, aimed at expanding participation and improving equity outcomes. Aims This study examines how student income support receipt and higher education participation evolve across socioeconomic status groups following the implementatino of the Bradley Review recommendations. Materials and Methods We use linked administrative data to examine trends in student income support receipt, higher education participation and Bachelor degree completion between 2004 and 2024. Results and Discussion We find that reforms to student income support successfully closed an access loophole for high-income students. However, receipt rates among students from low socioeconomic status backgrounds declined. Bachelor degree completion rates increased overall but with disproportionate increases among students from more advantaged backgrounds. These results are particularly salient in light of the 2024 Australian Universities Accord, which renews equity targets and proposes easing parental means testing for student income support. Conclusion Our results suggest that further easing of parental means testing may not effectively target students most in need.

Coelli, M., & Borland, J. (2026). **The Earnings Premium to a Bachelor's Degree in Australia**. *Australian Economic Review*, *59*(3), 266-285. https://doi.org/10.1111/1467-8462.70054
Introduction The income returns to a bachelor's degree in Australia declined in the period from 2001 to 2016. We attempt to uncover the drivers of this decline. Methods Our analysis investigates the income premium to a bachelor's degree through two lenses: (1) the effects of the demand for and supply of skill in the economy and (2) the effect of changes in the occupation composition of employment by education attainment and changes in weekly earnings within

occupations. Findings We find the 2001–2016 decline in returns is potentially explained by strong earnings growth in low-skill occupations, due to increases in real minimum and award wages, as well as possibly the mining boom. Downgrading of the occupations in which bachelor's degree holders worked was also a significant phenomenon from 1986 to 1996, but its (otherwise negative) impact on the income premium to a bachelor's degree was offset by higher relative growth in weekly earnings in occupations in which bachelor's degree holders were concentrated.

Correa, J. A., Morales, J., & Vargas, M. (2026). **Accelerated master's programs and early-career labor market outcomes: evidence from Chile**. *Education Economics*, *0*(0), 1-17. https://doi.org/10.1080/09645292.2026.2704755
Accelerated master's programs have expanded as a pathway to streamline postgraduate education, but their labor-market implications remain unclear. Using graduate survey data from a large Chilean university, this paper examines the relationship between articulated master's participation and early-career outcomes. To address selection, we exploit cohort-by-major peer enrollment as local variation in students' enrollment decisions. Results show no meaningful first-year earnings differences, but sizable earnings gaps emerge three to five years after graduation, with no evidence of delayed employment. Findings should be interpreted as local to peer-exposed students and conditional on survey participation.

Crespin, R. A. (2026). **The Value of School Social Climate Information: Evidence from Chicago Housing Transactions**. *American Economic Journal: Economic Policy*, *18*(3), 163-196. https://doi.org/10.1257/pol.20230136
Educational institutions increasingly measure and publish indicators of social climate. I exploit a plausibly exogenous shock of Chicago school information to examine how social climate information is capitalized into housing markets and affects homebuyer sorting. Using border discontinuities, event studies, and difference-in-differences designs, I find public disclosure raises prices for homes assigned to schools with better climate ratings, with suggestive evidence that higher-income families sort into these homes. A second, less publicized disclosure produced weaker price capitalization but significant responses among higher-income households, suggesting differences in access to information. The findings provide revealed-preference evidence that families value school climate quality.

Daniel, F.-K., & Trinh, T.-A. (2026). ***Private Schooling and Fertility Decline in India*** (Working paper N° 18771). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18771
India reached below-replacement fertility (TFR = 2.0) despite low income, persistent traditional gender norms, and declining female labour force participation. We study how the expansion of a decentralized, fee-based education market reshaped fertility decisions by increasing households' exposure to the cost of child quality. Because sons are more likely than daughters to be enrolled in private schools, this cost channel interacts with son preference to generate gender-differentiated fertility stopping behavior. We test predicitons from a dynamic model of parity progression using survey data from NFHS (2015â€"21) merged with administrative district-level UDISE data on 37,251 women in 525 districts at the parity-2-to-3 margin. We find that households with only daughters are less responsive to local private-school prevalence than otherwise similar households with sons. This result is stable across subsamples, the exclusion of recent migrants, controls for modernization proxies, and controls for differential baseline-fertility

trends. At the district level, private-school expansion is associated with lower parity progression, but this effect is sensitive to district-level confounding.

de Pleijt, A., & Frankema, E. (2025). ***The Deeper Roots of Human Capital Formation and Economic Development in Southeast Asia, 1900 - 2000*** (Working paper Nº 20079). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20079
Since 1970, Southeast Asiaâ€™s per capita GDP grew seven-fold and headcount poverty rates declined from ca. 70 to 5%. This paper explores the 20th century schooling revolution as one of the deeper roots of this major leap in human prosperity. Using micro-data on the educational attainment and migration status of ca. 123 million individuals, subdivided across 277 provinces in eight Southeast Asian countries, we establish a strong and significant relationship between early educational attainment and sub-national economic development at the start of the 21st century. Using a wide range of historical and geographic controls, we find that higher education shares are more strongly associated with regional development outcomes than mass education. We also find a strong and robust contribution of inter-regional and international migration to human capital accumulation and long-term development.

Desmet, K., KrisztiÃ¡n, N., & Rossi-Hansberg, E. (2025). ***Human Capital Accumulation Across Space*** (Working paper Nº 20671). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20671
This paper studies how human capital shapes the economic geography of development. We develop a model in which the cost of acquiring human capital varies across space, and regions with higher human capital innovate more. Locations are spatially connected through migration and trade. There are localized agglomeration economies, and human-capital-augmenting technology diffuses across space. Using high-resolution data on income and schooling, we quantify and simulate the model at the 1Â° x 1Â° resolution for the entire globe. Over the span of two centuries, the model predicts strong persistence in the spatial distribution of development â€" unlike spatial dynamic models without human capital, which predict convergence. Proportionally lowering the cost of education in sub-Saharan Africa or Central and South Asia raises local outcomes but reduces global welfare, whereas the same policy in Latin America improves global outcomes. An alternative policy equalizing educational costs across sub-Saharan Africa generates relatively worse outcomes, as population reallocates within the region toward less productive areas. Central to these results is the estimated negative correlation between the education costs and local fundamentals, as well as inefficiencies in the spatial allocation due to externalities.

Duflo, E., Dupas, P., & Kremer, M. (2024). ***The Impact of Secondary School Subsidies on Career Trajectories in a Dual Labor Market: Experimental Evidence from Ghana*** (Working paper Nº 19344). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19344
In 2008, we randomly assigned secondary school scholarships among 2,064 youths in Ghana. This paper exploits fifteen years of follow-up data to examine the impact of access to free secondary education on career trajectories over the first part of the life cycle. Winning a scholarship increases the probability of secondary school graduation from 45% (in the control group) to 73% (in the treatment group), and leads to an increase in knowledge and skills. However, the entry of secondary school graduates (with or without scholarship) in the labor market is very gradual, as

many attempt, over many years, to qualify for tertiary programs that are gateways for government jobs. By 2023, 12% of females and 15% of males in the control group have completed a tertiary program. The scholarship increases this share by 11 percentage points for females, but not at all for males. We do not observe significant labor market impacts for men at any point. In contrast, earnings gains of around 24% arise in 2020 and grow to 30% in 2023 for female scholarship recipients, who are 6.7 percentage points (100%) more likely than non-recipients to have a government job by then. We use a simple Harris-Todaro style model of a dual labor market with credit constraints to (a) explain the gendered impacts and (b) discuss the impact that generalized free secondary education would be expected to have in general equilibrium, under different regimes of hiring in the government sector.

Dustan, A., & Ngo, D. (2026). ***Unpacking the Socioeconomic Status Gap in Exam-Based School Admissions*** [Working paper]. https://doi.org/10.26300/qb4d-hv24
We analyze the large socioeconomic status (SES) gaps in public high school assignments in Mexico City, a centralized choice system with exam-based admissions. Using a rich structural model, decomposition, and simulations, we find that placement score differences explain 83% of the gap in assignment to elite schools, contrasted with preferences (6%) and location (5%). For less-preferred technical schools, preferences explain 64% of the gap, while score differences account for 34%. High-SES students have a substantial advantage on the placement test beyond what is predicted by multiple contemporaneous ability measures, raising concerns about the distributional impacts of exam-based admissions.

Epper, T. F., Fehr, E., Hvidberg, K. B., Kreiner, C. T., Leth-Petersen, S., & Zafar, B. (2026). ***Economic Preferences Predict Higher Education Choices*** (Working paper N° 26-18). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: https://EconPapers.repec.org/RePEc:kud:kucebi:2618
We examine whether individual preferences predict higher education choices. According to standard human capital theory, differences in individuals time and risk preferences lead to differences in educational investments. Testing this hypothesis is challenging, as it requires measuring individuals preferences, doing so before they make educational investments, and subsequently observing their educational choices. We combine incentivized, experimentally elicited measures of time and risk preferences for a large, representative sample of 18â€"19-year-old Danes with administrative data on subsequent higher education choices, programspecific earnings trajectories, prior school performance, and family background. In line with theory, we find that more patient individuals choose longer education programs and programs with steeper early career earnings profiles, while more risk averse individuals select programs with lower earnings dispersion and reduced downside risk. These relationships remain strong after controlling for cognitive ability, prior academic performance, and family background. Our findings suggest that preferences have a substantial impact on real world educational investments and have implications for educational sorting.

Epper, T. F., Fehr, E., Hvidberg, K. B., Kreiner, C. T., Leth-Petersen, S., Zafar, B., & Kreiner, C. T. (2026). ***Economic Preferences Predict Higher-Education Choices*** (Working paper N° 12954). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12954
We examine whether individual preferences predict higher education choices. According to standard human capital theory, differences in individuals' time and risk preferences lead to differences in educational investments. Testing this hypothesis is challenging, as it requires

measuring individuals' preferences, doing so before they make educational investments, and subsequently observing their educational choices. We combine incentivized, experimentally elicited measures of time and risk preferences for a large, representative sample of 18–19-year-old Danes with administrative data on subsequent higher education choices, program-specific earnings trajectories, prior school performance, and family background. In line with theory, we find that more patient individuals choose longer education programs and programs with steeper early-career earnings profiles, while more risk-averse individuals select programs with lower earnings dispersion and reduced downside risk. These relationships remain strong after controlling for cognitive ability, prior academic performance, and family background. Our findings suggest that preferences have a substantial impact on real-world educational investments and have implications for educational sorting.

Gao, X., & Li, M. (2026). **The urban–rural difference in returns to education in China from the perspective of household registration conversion**. *Asia Pacific Education Review*, *27*(3), 969-981. https://doi.org/10.1007/s12564-025-10058-x
Previous studies have indicated that returns to education in rural people are significantly lower than that in urban people in China, while in fact, rural people have a high demand for education. To explain the findings, we analyzed such a seemingly contradictory phenomenon from the perspective of the influence of education on household registration conversion. Using the data from the China Household Finance Survey 2019, the study found that an increase in the educational level of rural people, especially after investing in higher education, can help increase the possibility of conversion to an urban household registration for better employment opportunities and higher income levels. The study considered urban individuals who have converted their household registration from agricultural to non-agricultural status as samples from rural people to re-estimate returns to education in urban and rural people. The results showed that returns to education and higher education in urban people changed little before and after the adjustment of samples. Whereas returns to education in rural people increased by 49.55% from 2.24% before adjustment of samples to 3.35% after adjustment of samples. The returns to higher education in rural people increased from 25.41% to 35.05%, an increase of 37.94%. This means that returns to education in rural people have increased significantly after considering the influence of education on household registration. The government should further increase investment in education in rural China to facilitate the integration of more rural people into the urban systems, which is conducive to the structural transformation of China's economy.

Ghadiri, M., Garza, T., & McNaughtan, J. (2026). **Financial Vulnerability: A Latent Class Approach to Understanding the Relationship Between Student Success and Financial Situations at Community Colleges**. *The Journal of Higher Education*, *0*(0), 1-30. https://doi.org/10.1080/00221546.2026.2718016
As institutions strive to enhance their interventions for students facing financial stress, additional research into who these students are and how their financial choices are associated with their persistence is critical. In this study, we focus on how student tuition financing is associated with student persistence. The data for this study come from a unique data set that combines the Community College Survey of Student Engagement and the Integrated Postsecondary Education Data System. We applied latent class analysis, focusing on eight sources of tuition financing as well as students' self-declaration of the likelihood of course or college withdrawal and their intention to continue their studies in the coming semesters. The results of our study indicated that three latent classes of students were at greater risk of attrition, that is, employer-

dependent, loan and grant reliant, and diversified-resilient, reflecting distinct configurations of financial strain and work–study balance that can co-occur with other well-documented drivers of dropout such as mental health challenges and academic underpreparedness. The odds of attrition increased when students belonged to the class of employer-dependent at low-support institutions. We concluded this study by providing implications for policymakers, including the need for more alignment between institutional costs and financial aid allocation.

Global Education Monitoring Report Team. (2026). ***Bilan des pertes : l'aide à l'éducation en 2024 et 2025***. https://doi.org/10.54676/HINR3796

Goller, D., Lüthi, S., & Wolter, S. (2026). ***The Value of Practical Skills*** (Working paper N° 12881). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12881
Practical skills are widely believed to be a key determinant of labor market success, yet credible empirical evidence remains scarce, because these skills are occupation-specific, acquired primarily through workplace experience, and notoriously difficult to measure. We address these challenges using an exceptional dataset covering over 170 occupations. Our measure of practical skills is based on high-stakes expert evaluations of apprentices' performance in occupation-specific standardized practical examinations, conducted under authentic workplace conditions and lasting from several hours to several weeks. Combined with rich administrative data, this allows us to separate practical skills from general and vocational knowledge. We show that practical skills form a distinct dimension of human capital, only weakly correlated with traditional achievement measures. Practical skills are the strongest predictor of early labor market success, consistently associated with higher first-year earnings, lower NEET risk, greater retention by the training firm, and a higher likelihood of entering ertiary education. These relationships are robust across occupational task groups and by gender. Out-of-sample analyses show that practical skills ubstantially improve predictions beyond conventional educational achievement and background characteristics.

Goller, D., Samuel, L., & Wolter, S. (2026). ***The Value of Practical Skills*** (Working paper N° 18848). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18848
Practical skills are widely believed to be a key determinant of labor market success, yet credible empirical evidence remains scarce, because these skills are occupation-specific, acquired primarily through workplace experience, and notoriously difficult to measure. We address these challenges using an exceptional dataset covering over 170 occupations. Our measure of practical skills is based on high-stakes expert evaluations of apprenticesâ€™ performance in occupation-specific standardized practical examinations, conducted under authentic workplace conditions and lasting from several hours to several weeks. Combined with rich administrative data, this allows us to separate practical skills from general and vocational knowledge. We show that practical skills form a distinct dimension of human capital, only weakly correlated with traditional achievement measures. Practical skills are the strongest predictor of early labor market success, consistently associated with higher first-year earnings, lower NEET risk, greater retention by the training firm, and a higher likelihood of entering tertiary education. These relationships are robust across occupational task groups and by gender.

Greaves, E., & Venturin, A. (2026). ***Re-Examining the Property Price Premium Around â€˜Better' Schools*** (Working paper N° 18750). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18750
The established consensus from a large worldwide literature is that access to a â€˜better' school increases local property prices, which is typically interpreted as reflecting parents' demand for school quality. We show that this relationship does not hold universally. Using data on English secondary schools, we show that price premiums are concentrated in the minority of areas where the difference in quality between schools is large, and weak or absent elsewhere. Exploring other dimensions of heterogeneity, we find that households pay comparable premiums to avoid schools at the bottom of the quality distribution as to reach the top, conditional on the size of the quality gap. A sufficiently affluent school peer group is a necessary condition for higher attainment to raise prices, suggesting that households value a bundle of school attributes.

Gregg, P., Jiang, Y., Macmillan, L., Shure, N., & Wyness, G. (2026). ***Intergenerational income persistence in the Millennial generation*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepdps:dp2206
This paper provides new evidence on intergenerational income persistence for a recent UK cohort. Using Next Steps, a longitudinal study of people born in England in 1989-90 linked to administrative education records, we estimate the association between parental income in adolescence and sons' earnings at age 32, compare the results with the 1970 British Cohort Study, and decompose persistence by early cognitive skills, noncognitive traits and educational attainment. Our preferred estimates show an intergenerational income elasticity of 0.214 and a rank-rank coefficient of 0.287. The rank-rank estimate is almost identical to the comparable estimate for the 1970 cohort, suggesting little change in relative income persistence across cohorts, although age-32 elasticities are likely to understate lifetime persistence. Education is the main observed mechanism: GCSE attainment, A-level attainment and degree completion account for a substantial share of persistence, while measured noncognitive traits explain little once education is included. The findings show that, despite educational expansion, family-income gradients in attainment remain central to the intergenerational transmission of economic advantage.

Guo, N., & Zhong, L. (2026). ***The Price of Borrowing for College: Student Loan Interest Rates, Educational Choices, and Career Tradeoffs*** (Working paper N° 18768). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18768
Federal student loan interest rates affect college financing, education and job choices, and career outcomes. Using U.S. microdata, we exploit changes in federal loan rates over time and regional variation in expected loan reliance. Higher interest rates reduce student loan take-up and the amount borrowed without raising total interest payments, and students shift toward funding sources that do not require repayment. Students facing higher borrowing costs sort into higher-earning majors and occupations, increase labor supply, and move away from self-employment and small-firm jobs. Affected individuals earn more but report lower satisfaction with job independence and responsibility.

Insa-Sanchez, P., Ruiz-Buforn, A., & Ruiz-Tamarit, J.-R. (2026). ***Public versus Private Education in Leveraging Long-Run Growth*** (Working paper N° 2026014). Consulté à l'adresse Université catholique de Louvain, Institut de Recherches Economiques et Sociales (IRES) website: https://EconPapers.repec.org/RePEc:ctl:louvir:2026014

There is strong evidence that school quality, complemented by the quality of institutional arrangements, is one of the most important determinants of a country's long-run economic growth. Thus, understanding the role that private and public schools play in this relationship is highly important for both scholars and policymakers. We develop an endogenous growth model to study the effects of different education financing modes on long-run economic growth. We distinguish between public and private education provision by explicitly modeling their differing levels of efficiency based on the distinct characteristics associated with each mode of financing, incorporating their intrinsic features as pointed out by the empirical literature and their predicted effects on quality. By allowing us to model a wide range of policy scenarios commonly observed in practice, our framework shows that, under a plausible characterization of the educational conditions prevailing in many Western countries, the interplay between institutional and socio-educational factors shaping the efficiency of both types of education gives public systems a greater advantage in promoting long-run economic growth.

Isaacson, K. B., Kutscher, E. L., Tuckwiller, E. D., & Howard, L. C. (2026). **Counting the Costs: A Proposed Conceptual Model of Disabled Students' College-Going Decisions**. *The Journal of Higher Education*, *97*(6), 1146-1172. https://doi.org/10.1080/00221546.2025.2549196
In this qualitative study, we interviewed 20 disabled four-year college students to explore how disability-related financial concerns influenced their college decision-making processes. Findings highlight challenges related to the continuing influence of past disability-related expenses, navigating postsecondary financial aid forms, and securing external disability funding for college. Drawing on these insights as well as existing student decision theories and critical disability studies, we propose a new conceptual model of disabled student college decision-making. This model draws from empirical insights gleaned directly from disabled students to inform and advance disability equity in higher education. Recommendations for research, policymakers, and practitioners are discussed.

Kechnor Edmond, J. (2026). ***Transformations of private educational spaces into places of pleasure: community perceptions and socio-economic implications in Torbeck***. Consulté à l'adresse https://hal.science/hal-05694065
This study investigates the transformation of private schools in Torbeck into entertainment venues. This phenomenon is related to a multidimensional crisis involving economic insecurity, fragile family structures, insufficient managerial professionalism, and recurrent natural disasters. Using semi-structured interviews, focus groups, and participant observations, the research reveals how school directors, parents, teachers, and students prioritized survival and accessibility over the educational mission. This shift resulted in the closure of several institutions and their reconversion into more profitable activities, exposing the tension between entrepreneurial logic and the social mission of education. The findings highlight a reconfiguration of community priorities, where economic imperatives increasingly overshadow educational values. The study concludes by recommending stronger institutional regulation, enhanced managerial professionalization, improved pedagogical quality, equitable access to education, and resilience strategies to confront crises, thereby reaffirming education as a fundamental social good.

Kim, D. (2026). ***The Race for Elite Destinations: Education Competition and Low Fertility in Korea*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2608.27980

South Korea has the world's lowest fertility and an intense education race. Families devote nine percent of lifetime income to education, mostly to private tutoring with near-zero measured returns. I show that competition for coveted careers generates an assignment externality: when all families spend more, the admission bar rises and children become costly. In a quantitative model calibrated to this mechanism, replacing score-based assignment with a capacity-preserving lottery raises completed fertility by 0.24 children per couple. Pronatal transfers deliver one eighth of that increase. Education taxes deliver almost none. Preference shifts, not a fiercer race, explain the decline across cohorts.

Kodath, C., Valerio, A., Van Landeghem, B., & Wright, P. W. (2026). **An Econometric Evaluation of the Effectiveness of In-Work Support for Earnings Progression**. *Oxford Bulletin of Economics and Statistics*, *88*(5), 1068-1088. https://doi.org/10.1111/obes.70046
ABSTRACTIn many countries, jobseekers who receive unemployment insurance must commit to an action plan to support their return to work and are monitored and coached to ensure compliance. In some countries means-tested benefit claimants who are in regular but low income employment are also subject to monitoring and coaching (M&C), in order that they can progress into jobs with a higher level of income. In this paper we study the impact of M&C on in-work claimants in the United Kingdom using a difference-in-differences design. Drawing on data from a randomised controlled trial of Universal Credit claimants, we find that M&C leads to increased earnings over time. The results do however show considerable heterogeneity by gender, age and across the earnings distribution.

Leight, J., Gilligan, D. O., Mulford, M., & Zafar, S. (2026). ***The early bird gets the cash: Early notification and conditional cash transfers for secondary school*** (Working paper N° 2421). Consulté à l'adresse International Food Policy Research Institute (IFPRI) website: https://EconPapers.repec.org/RePEc:fpr:ifprid:183379
What is the optimal timing for a cash transfer targeting increased secondary school enrollment? We present evidence from a randomized trial in rural Ethiopia showing a CCT increases enrollment and reduces child marriage. The largest effects are observed for youth offered the transfer a year prior to their (potential) matriculation; in this cohort, there is also a significant increase in the probability students pass the primary school leaving exam. By contrast, reduced treatment effects are observed for prior dropouts, and a generalized random forest analysis suggests this primarily reflects different observable characteristics (lower academic performance) among this sub-sample.

Levin, V., Marston, L., Acevedo, K., & Latortue, A. (2026). ***Navigating Change: Review of Education Expenditure and Resilience in Barbados***. https://doi.org/10.1596/44953

Liu, X., Zeng, X., & Hunt, S. A. (2026). **The Regulation and Performance of Chinese Private Higher Education in the Stock Market: Dynamics, Impacts and Challenges**. *Higher Education Quarterly*, *80*(3), e70121. https://doi.org/10.1111/hequ.70121
This study focuses on stock market-listed private higher education (PHE) institutions in China, exploring how they have leveraged public listings to break free from traditional funding limitations, facilitate resource integration, and drive educational innovation amid an evolving policy landscape. Concurrently, it examines the complexities arising from the integration of market dynamics with educational missions, including risks to quality assurance, financial vulnerabilities, and potential compromises to educational integrity. Drawing on national policy

documents and interview transcripts with multiple stakeholders, this paper maps the developmental trajectory of listed PHE institutions in China and identifies patterns and divergences in how regulatory frameworks and market conditions influence the development of these institutions. The findings not only provide empirical evidence for understanding policy adjustments in China's PHE sector but also offer insights into policy choices related to balancing funding diversification and quality assurance in the emerging higher education system in Asia. This study also offers critical references for policymakers, educational administrators, and investors regarding the potential impacts and strategic considerations of higher education institutions stock market listings.

Liwin, L. K., & Payne, C. F. (2026). **Changing Dynamics of the Education–Overweight Relationship in Indonesia: An Instrumental Variables Analysis**. *Population Research and Policy Review*, *45*(4), 44. https://doi.org/10.1007/s11113-026-10026-2
In high-income countries, educational attainment is strongly negatively correlated with excess weight, but the education-obesity relationship is less clear in low- and middle-income countries (LMICs). The Population Education Transition (PET) theory suggests that at lower levels of development and in early stages of population's exposure to new obesity-related health risks, education may initially increase obesity risk, but over time, it could become protective with increasing in development and heath interventions. This study aims to investigate the PET curve in Indonesia by estimating the dynamic of education–excess weight relationship in a period of growing population's exposure to Western diets (1993–2014). Applying instrumental variable probit model, we estimate the effect of education, measured by years of schooling, on excess weight using panel data from the Indonesian Family Life Survey, which we link to data on a school construction program as an instrument for years of schooling. In total, the data of 13,254 panel respondents were examined in this study. We find a positive link between increased education attainment and excess body weight in later life, with the magnitude increasing over time concurrently with the nutritional transition. The positive effect of education was found consistently among men, but not among women. Our results are consistent with the early-stage PET prediction of a growing positive association between education and overweight during the initial stages of the nutritional transition. The findings also suggest a potentially gender-specific PET curve.

Luskova, M., Buliskeria, N., Elminejad, A., Havranek, T., Irsova, Z., Jurajda, S., & Kapicka, M. (2026). ***Publication bias and p-hacking in the effect of COVID-19 on learning*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2608.00580
We revisit a central estimate in the economics of education: the human-capital loss associated with COVID-19 school closures. Estimates of pandemic learning loss may be affected by publication bias, p-hacking, and the mechanical correlation between standardized effect sizes and their standard errors. We conduct a comprehensive multi-method assessment of bias by applying a wide range of correction techniques - including PET-PEESE, three-parameter selection models (3PSM), Robust Bayesian Meta-Analysis (RoBMA), Meta-Analysis Instrumental Variable Estimation (MAIVE), Right-Truncated Meta-Analysis (RTMA), and multi-bias sensitivity analysis. Our preferred specifications, RoBMA and MAIVE, rely on different assumptions yet converge on an effect size of approximately -0.12 SD, equivalent to a learning loss of about 30% of a school year. Although some methods reveal signs of publication bias and selective reporting, these findings do not explain away the central finding: the COVID-19 learning deficit is economically meaningful and statistically robust.

Molénat, X. (2026, septembre 5). **Eric Maurin : « Malgré les risques de déclassement, la hausse du niveau moyen d'éducation améliore la situation collective des générations »**. Consulté 7 septembre 2026, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/eric-maurin-malgre-les-risques-de-declassement-la-hausse-du-niveau-moyen-d-education-ameliore-la_05
Selon l'économiste Eric Maurin, les grandes vagues de démocratisation scolaire ont été largement bénéfiques collectivement, en France comme ailleurs, même si l…

Moschini, E. G., & Raveendranathan, G. (2026). **College Financial Aid Application Frictions**. *International Economic Review*, *67*(3), 1015-1041. https://doi.org/10.1111/iere.70062
We document that 11 percent of recent U.S. high school graduates did not apply for federal student aid due to difficulty in applying, mistaken beliefs, or lack of awareness. Not applying due to such application frictions negatively predicts college enrollment after controlling for other attributes. We represent application frictions as heterogeneous filing costs in a general equilibrium life cycle model of college enrollment. We find that eliminating these frictions generates modest gains on average because less than half of those affected would ultimately utilize aid. However, welfare gains are large for the affected few with high skill and poor parents.

Navarini, L., & Verhaest, D. (2026). ***Was Your Degree Worth It? Heterogeneous Returns to Higher Education, Fields of Study and Skill Mismatch*** (Working paper N° 26196). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26196
Returns to higher education vary substantially between and within fields of study. This paper studies whether occupational sorting at labor market entry contributes to this heterogeneity in early-career realized returns. We estimate a generalized sequential Roy model of yearly higher education enrollment choices, skill mismatch at entry, and subsequent labor market outcomes. Identification combines persistent latent heterogeneity with exclusion restrictions based on distance to programs and residual variation in graduation timing. Individuals with a higher probability of enrolling in higher education obtain higher returns, but also experience the largest losses in realized returns when they start in mismatched occupations. In counterfactual decompositions, entry mismatch accounts for a substantial share of low, and in some cases negative, early-career realized wage returns.

Nolan-Bock, M. (2021). ***Next Stage Marketization: Perceived effects of commercial infrastructure partnerships on academic life, professional autonomy, and institutional practice in the context of UK/US/Australian/Canadian international branch campuses*** (Theses, University of Bath). Consulté à l'adresse https://hal.science/tel-05704404
During the past several decades, higher education has undergone profound changes through internationalization, privatization, and marketization. Since many universities are now global entities operating in the style of New Public Management (NPM), there is a need to explore how this impacts the experiences of academic life. International Branch Campuses (IBCs) are interesting and complex sites because they represent various dimensions of marketization in both organizational structure and management. This study focuses on IBCs specifically those that are entered into private equity/commercial infrastructure partnerships. The intended aim of the research is to provide insight into how academics perceive the effects of marketization on academic life, professional autonomy, and institutional practice. The primary academic literature is focused on the wide-scale implications of the marketization of higher education. Therefore, this

study examines the theoretical literature at the micro-levels of institutional practice and professional experience. Using a critical realism paradigm, the research approach is dynamic, drawing on both grounded theory and multiple case studies. Instruments of data collection include semi-structured interviews and participant reflective responses, which are examined using a critical thematic analysis approach. The analysis suggests that the organizational qualities of a commercially partnered IBC may foster an environment where the effects of marketization and NPM are more pronounced, and critical and creative practices are less likely to be encouraged due to curriculum standardization, deprofessionalization, and efforts to involve faculty in sales and retail practices. As a result, the study recommends long-term investment in critical and creative teaching and more transparency through the reporting and publication of institutional and financial data.

Nozaki, Y. (2026). ***Who Absorbs a School Day? School Schedules and Household Time Allocation*** (Working paper N° 1808). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1808
When a school day disappears, who absorbs it? This paper observes the complete same-day time accounts of children and both parents around Japan's transition to a five-day school week. Under the biweekly regime of 2001, the national time-use survey administratively assigned households to adjacent school and no-school Saturdays, shifting attendance by 40 percentage points; the identical calendar positions in 2006 provide a placebo after the full abolition of Saturday classes in 2002. Mothers' daily market work is a precise zero: equivalence tests reject effects larger than 11 minutes, or 0.06 of a control standard deviation. Children aged ten and older absorb the half-day instead-a child induced to attend loses 58 minutes of sleep, along with television and family time-while fathers work about 25 minutes more. Prefecture-level reduced forms scale with the local first stage while intercepts are indistinguishable from zero, consistent with an attendance channel. After abolition, the baseline comparison shows mothers' Saturday participation falling 4.1 percentage points relative to women aged 25-59 without coresident children under 16; exact age standardization leaves a similar 3.3-point reform-interval estimate with lower precision. School childcare is capitalized into standing arrangements that adjust over longer horizons rather than expressed through mothers' day-to-day labor supply.

Osikominu, A., Pfeifer, G., & Ruberg, T. (2025). ***Characterizing the Returns to STEM: Marginal and Policy-Relevant Treatment Effects*** (Working paper N° 20112). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20112
We estimate heterogeneous returns to STEM education by leveraging regional differences in the relative distance to technical versus general universities as a cost factor driving college major choice. On average, individuals experience substantial wage gains from pursuing a STEM education. The declining Marginal Treatment Effect (MTE) curve indicates positive selection on gains, suggesting that those with the lowest resistance to choosing STEM benefit the most. This positive selection arises from heterogeneity in the conditional expectations of both potential STEM and non-STEM wages. Through policy simulations aimed at increasing STEM enrollment and estimating the corresponding policy-relevant treatment effects, we demonstrate that the effectiveness of such policies critically depends on the characteristicsâ€"both observable and unobservableâ€"of the individuals they affect. Furthermore, we highlight how these policies should be designed to both increase STEM enrollment and generate positive returns for targeted groups, particularly women.

Seim, K., & Vitorino, M. A. (2024). ***Drip Pricing When Consumers Have Limited Foresight: Evidence from Driving School Fees*** (Working paper N° 19258). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19258
This paper empirically investigates the add-on or â€œdrip" pricing behavior of firms. We present a model in which consumers purchase a base product and, with some probability, an add-on product from the same firm, but are not necessarily attentive to their possible need for the add-on product. We show that a loss leader pricing strategy emerges whereby firms price the base product below, and the add-on above, standalone pricing levels. We test the implications of the model in the Portuguese market for driving instruction where students frequently pay for repeat driving tests and additional lessons upon failing their initial test. Relying on a detailed, nationwide data set on student characteristics and preferences, school attributes including fees and costs, and market demographics for a cross-section of local markets with differing numbers of school competitors, we find evidence in support of the model predictions. Most notably, prices for the base course of instruction, but not the add-on repeat courses, decline in the number of competitors a firm faces. We complement these results with survey evidence on possible sources of consumer naivete that the observational data do not speak to. The survey suggests that at least one quarter of students are inattentive to repeat fees when making their school choice, driven both by an underestimation of fail propensities and an unawareness of the price of a repeat test.

Sethi, R., & Somanathan, R. (2026). **Meritocracy in the face of group inequality**. *Economica*, 93(372), 1446-1463. https://doi.org/10.1111/ecca.70063
Abstract Meritocratic systems are commonly understood as those that assign tasks to individuals who can best perform them. But future performance is not known prior to assignment, and must be inferred from other traits. We consider a model in which performance depends on two attributes—ability and training—where ability is endowed and unobserved, and training is acquired and observed. The potential to acquire training depends on ability and resource access, so ability affects performance through two channels: indirectly through training, and directly through the performance function. The population consists of two groups, each with the same ability distribution, but with differential access to resources. We show that performance-maximizing allocations are not necessarily group-blind or monotonic in training, and can involve greater representation of groups with lower resource access than would arise if the only criteria for selection were past performance. If policies are constrained to be monotonic due to the possibility of strategic applicant behaviour, then these representation effects can be mitigated or amplified, depending on the fraction of the population that is selected.

Sonedda, D., Matranga, M., Vernasca, G., Rossi, M., & Figari, F. (2026). ***Levelling up? The Role of Need and Merit Based University Grants in Non-Selective Higher Education*** [Working paper]. Consulté à l'adresse Centre for North South Economic Research, University of Cagliari and Sassari, Sardinia website: https://EconPapers.repec.org/RePEc:cns:cnscwp:202611
We study the interaction between need- and merit-based university grants in a non-selective higher education system. Using administrative data from a northern Italian university, we analyse how eligibility criteria affect enrolment, academic performance, and labour market outcomes. We document a trade-off between the two criteria, with merit requirements acting as endogenous screening. We rationalise this trade-off with a three-period model predicting that merit thresholds increase effort among students with higher expected ability but may discourage effort among students at risk of falling short, as losing the grant reduces expected utility. We

support these predictions using a difference-in-differences estimator for multiple treatments, separately analysing students switching into and out of need- and merit-based eligibility. Our results show that grants target disadvantaged but academically strong students, generate perverse incentive effects that vary by gender, and fail to retain a substantial share of initial recipients.

Sprenger, E., & Markowsky, E. (2026). ***The Grammar of Economic Behaviour: Future-Time Reference in Bilingual Speakers*** (Working paper N° 105). https://doi.org/10.25932/publishup-70928
Most economic decisions are fundamentally about the preference for larger rewards later over smaller rewards sooner, and a growing body of literature suggests that linguistic structures, in particular the grammatical marking of future time reference (FTR), may shape individuals' time preferences and future-oriented behaviour. This paper examines whether variation in language proficiency among bilingual adolescents exposed to both weak- and strong-FTR languages within the same institutional and cultural environment is associated with differences in future-oriented behaviour and educational outcomes. We analyse German–Turkish and German–Russian bilingual students and relate individual-level language proficiency to willingness to invest time in learning, mathematics grades and self-assessed patience. Across a range of specifications and robustness checks, we find no evidence that greater proficiency in a strong-FTR language is associated with less future-oriented behaviour; if anything, it is weakly positively associated with willingness to invest in learning. The absence of negative associations suggests that previously documented effects may operate through long-run cultural transmission rather than grammatical structure alone and has important implications for education policy in increasingly multilingual European societies.

(Tim), L., Roys, N., & Seshadri, A. (2025). ***The Causal Effect of Parents' Education on Children's Earnings*** (Working paper N° 20692). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20692
We present a model of endogenous schooling and earnings to isolate the causal effect of parents' education on children's education and earnings outcomes. The model suggests that parents' education is positively related to children's earnings, but its relationship with children's education is ambiguous. Identification is achieved by comparing the earnings of children with the same length of schooling, whose parents have different lengths of schooling. The model also features heterogeneous preferences for schooling, and is estimated using HRS data. The observed correlation between parents' and children's years of schooling is largely driven by the correlation between parents' schooling and children's unobserved preferences for schooling. This is partly offset by a slightly negative, structural relationship between parents' and children's schooling choices, resulting in an IV coefficient smaller than OLS when exogenously increasing parents' schooling. Nonetheless, an exogenous one-year increase in parents' schooling raises children's lifetime earnings by 2 percent on average.

UNESCO & SDG 4-Education 2030 High-Level Steering Committee. (2026). ***Transformer la dette en investissement dans l'éducation : document d'orientation sur le potentiel catalytique sur les conversions de dettes au profit de l'éducation*** (p. 19). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000398227_fre
Vindigni, G. (2026). **From Transaction-Based to Relationship-Based Marketing in the German-Speaking Higher Education Market: An Integrated 8P Relational Framework for Increasing Trust,**

Co-Creation, and Student Loyalty. *European Journal of Applied Science, Engineering and Technology*, *4*(2), 86-129. https://doi.org/10.59324/ejaset.2026.4(2).06
Purpose: The starting point for this research article is the structural change in recruitment and competition logic that can be observed in the German-speaking higher education market, in the course of which transaction-oriented marketing paradigms are losing their explanatory power and steering effect under market-ready conditions, digitized expectation architectures, and the increasing interchangeability of academic performance promises. In this constellation, the study will investigate a conceptual redefinition of the expanded 8P higher education marketing mix as a relational reference model that integrates trust—understood as brand belief—co-creation, and student loyalty as central, interdependent mechanisms of value creation and stabilization. This study addresses the gap between relationship marketing, participatory value creation, and impact-oriented control, which has previously been discussed only in a fragmented way, lacks empirical support, and is under-theorized regarding its measurement and performance implications. Design/methodology/approach: Accordingly, the study reported here follows a theory-driven framework development approach. Building on relational marketing literature, higher education marketing and brand management research, as well as co-creation and stakeholder perspectives, the 8P model (product, price, place, promotion, people, process, physical evidence, and participants) is systematically reconstructed for the DACH context. In addition, an integrative impact model is developed that contrasts transactional and relational logics, specifies central mediation paths (including trust, engagement, and identification), and conceptually substantiates a measurement logic for evaluating relational programs (including CRM and AI-supported measures). Findings: An integrated 8P relational framework is presented, which (1) clarifies the role of participants from a passive target group to active co-creators of value, (2) reoperationalizes the 8P elements along relational mechanisms (personalization, dialogue, service and experience architecture, community, and alumni ecosystems), and (3) establishes a coherent link between communication positioning (inbound logic), brand belief, co-creation, and retention. In addition, testable propositions are formulated that structure the effect of relational instruments on conversion and retention metrics as well as on reputation and advocacy-related outcomes, thus providing an empirically connectable research agenda. Research limitations/implications: However, the contribution is primarily conceptual; the proposed impact pathways and measurement models require context-sensitive empirical validation in different types of higher education institutions (universities, universities of applied sciences, and private providers) and across the student lifecycle (prospects–enrolled–alumni). Future research should use causal designs and longitudinal data to test the stability of trust, co-creation, and loyalty under digital interaction conditions and to increase the comparability of relational versus transactional measures using standardized ROI and retention metrics. Practical implications: For universities in the DACH region, this exploratory study provides a strategic and operational decision-making framework that conceptually underpins and logically structures the transition from campaign-centered, primarily acquisition-focused communication to data-based, relationship-oriented programs. In this context, we identify starting points for designing personalized CRM architectures, AI-supported segmentation and trigger logic, and service- and process-oriented moments of truth, linking them to alumni and community engagement mechanisms as a scalable retention infrastructure. The result is an operationalizable perspective for university management that can be used to integrate marketing, student services, and organizational development in a way that is connected, innovative, and sustainable, with a focus on long-term value contributions throughout the student lifecycle (enrollment, persistence, advocacy). Originality/value: In terms of content, the study therefore makes an original

contribution by relationally reconceptualizing the expanded 8P mix for the German-speaking higher education market, theoretically clarifying participatory student roles, and supplementing an explicit measurement and impact logic for relational programs. In this respect, the contribution positions itself as an integrative frame of reference at the interface of marketing, higher education management, and digital transformation, creating a robust basis for cumulative, empirically verifiable research as well as for implementable governance and control models in higher education practice. Beyond existing syntheses, the framework specifies the 8P mix as a journey- and governance-based control architecture by rigorously coupling determinants, indicators, and premises (including negative plausibility markers), thereby making trust/brand belief, co-creation, and loyalty empirically testable and managerially controllable.

Wells, K. (2026). **Early Education, Early Returns: NYC's Universal Pre-K and Short-Term Maternal Labor Gains**. *Journal of Family and Economic Issues*, *47*(3), 433-454. https://doi.org/10.1007/s10834-026-10106-7

The effects of universal pre-K on the enrolled child have been well researched, but it is less clear how such policies affect other members of the family. This paper contributes to the discussion by evaluating the effects of New York City's "Pre-K For All" initiative on its maternal labor force. Leveraging American Community Survey data, I employ two difference-in-differences models and synthetic control to assess the policy's impact. "Pre-K For All" significantly increases the treated labor force participation rate by about 4.2% points, with a similar rise in the maternal employment rate. Heterogeneity analyses reveal that the largest gains are observed among middle-income, college-educated, White non-Hispanic, and Asian non-Hispanic mothers. These findings underscore the potential of universal pre-K programs to facilitate higher maternal employment and enhance family economic stability, while also having current implications for NYC policymaking.

Zhang, C., Bai, J., & Li, Y. (2026). **Breaking Barriers: Free Education Reform and the Urban–Rural Disparities in China**. *Pacific Economic Review*, *31*(3), 245-266. https://doi.org/10.1111/1468-0106.70024

After the consistent implementation of the 'Two Exemptions and One Subsidy' reform for over 15 years, the first cohort of individuals who underwent this reform during their entire compulsory education has now transitioned into the adult labour force. This paper investigates the enduring effects of this reform on urban–rural disparities. Our cohort triple differences results reveal that the reform has significantly reduced the disparities in terms of years of education, admission rates to tertiary education institutions, employment rates (including non-agricultural employment) and personal income levels. By expanding our understanding of subsidised educational policies, we contribute to existing literature and provide important evidence that could help bridge the urban–rural divide in terms of long-term human capital development.

Zubovic, A. (2026). **What drives students' decision to enroll abroad for tertiary education?** *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2719675

A key question in understanding student mobility is how students weigh immediate considerations against the potential long-term benefits of studying abroad. Using subjective expectation data from students in Bosnia and Herzegovina, I find that students prioritize immediate factors – social life, parental support, and education quality – over later outcomes like career and financial stability. Removing admission and financial barriers raises study-abroad intentions and shifts attention toward career satisfaction and education quality. Networks also matter: larger

networks narrow focus to immediate concerns, while smaller ones broaden consideration. The findings highlight how student emigration differs from adult migration, emphasizing short-term motives and networks.

Aspects psychologiques de l'éducation

Agence européenne pour la sécurité et la santé au travail & Open Evidence. (2026). **Psychosocial risks in education. Understanding work-related factors affecting teachers' well-being**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4255* [Report]. Consulté à l'adresse https://op.europa.eu/s/AkiZ
This report examines psychosocial risks (PSRs) in the workplace and work-related mental and physical health outcomes in the education sector. The results combine a scoping literature review and interviews with key stakeholder representatives from the sector. The study also provides ten examples of good practices that can be implemented to prevent and manage PSRs and improve mental health and well-being among teachers. Finally, based on the study's findings, key considerations and policy pointers are presented to address occupational safety and health (OSH) in the education sector. This research is part of a series of projects coordinated by EU-OSHA that focus on psychosocial risks and mental health at work and that will lead to a European campaign on the topic in 2026–2028.

Aitken, A. A., Graham, S., Cao, Y., & Nusrat, A. (2026). **The Impact of Writing Instruction for English Language Learners in the United States: A Meta-Analysis**. *Educational Psychology Review*, *38*(1), 111. https://doi.org/10.1007/s10648-026-10197-6
Writing is a cornerstone of academic success, yet English language learners (ELL) in the United States must learn to write while also developing English proficiency. Although descriptive reviews suggest that writing instruction can benefit these learners, no prior meta-analysis has synthesized its effects quantitatively. This study addressed that gap by synthesizing 39 comparisons in 20 experimental and quasi-experimental investigations of writing interventions in K-12 classrooms with ELL students in the United States. From 122 effect sizes, the overall impact of writing instruction was statistically significant and positive (g = 0.33). Writing quality was the most frequently assessed outcome (in 33 comparisons across 16 studies) and showed an effect of 0.33. With regard to the most often implemented interventions, strategy instruction (g = 0.36) was statistically significant, while process writing (g = 0.51) yielded a meaningful but not statistically significant result. Moderator analyses found no significant variation by study quality indicators, participant characteristics, or intervention characteristics. Findings underscore the promise of writing interventions for English language learners in the United States and suggest directions for future research, including the importance of examining linguistic supports.

Antonio, V.-M., Reinaldo, M.-F. J., Laura B., G.-R., & Carla, Q.-P. (2026). **Evolution of learning patterns during the first years at university and their relationship with academic stress, effort, and performance**. *European Journal of Psychology of Education*, *41*(2), 83. https://doi.org/10.1007/s10212-026-01132-y
This study examines how learning beliefs and strategies—referred to as learning patterns—evolve among Ibero-American students during the first 2 years of university. It also explores the relationship between these patterns, academic stress, and performance. This study aims to shed

light on these dynamics (beliefs and learning strategies) to address the persistently high rates of early university dropout in Ibero-America. The participants are 458 students enrolled in Educational Sciences programmes across eight different universities. The Inventory of Learning patterns of Students (ILS) was applied to identify learning patterns (Meaning Directed, Application Directed, Reproduction Directed, and Undirected or the combination between their components). The Academic Stress Questionnaire at University (CEAU) was used to measure stressors, R-CEA for reactions to stress, and A-CEA for coping strategies. Additionally, effort was identified with a Likert scale under the student's perception, and academic performance was calculated based on grade point average. The results highlighted the notable advantages enjoyed by students with high level of self-regulation and academic stress coping strategies. Conversely, students who scored high on external regulation or lack regulation, who lacked effective coping strategies and exhibited certificate-oriented motivation, faced greater challenges in adapting to university and tended to perform less well academically. The study suggested how university teachers can help students with a lack of regulation or external regulation strategies to improve their academic performance and better cope with academic challenges, especially in cases with high levels of academic stress and difficulties in socio-emotional management, among others.

Argueta, P., Torres, L., Klapow, A., O'Kelley, S., & Kana, R. (2026). **Emotional and Cognitive Mechanisms Impacting Reading Skills in Autistic and Non-Autistic Children**. *Mind, Brain, and Education*, *20*(3), e70058. https://doi.org/10.1111/mbe.70058
This study focuses on the influence of anxiety on reading decoding and reading comprehension in autistic and non-autistic children, while also investigating the cognitive mechanisms underlying reading. Eighty-three participants (7–13 years of age, 46 autistic and 37 non-autistic) underwent neuropsychological assessments of reading skills. Participant caregivers completed a rating scale of their child's anxiety symptoms. Across all participants, higher anxiety symptoms emerged as significant predictors of poor reading decoding and comprehension. Furthermore, lower verbal IQ moderated the negative relationship between anxiety and reading comprehension ($B = -0.13$, $p < 0.01$), making the negative association stronger. These findings suggest that intact verbal comprehension skills may serve as a protective factor against reading difficulties in the presence of anxiety. Interventions targeting reading comprehension may be supplemented by anxiety coping techniques.

Artuso, C. (2026). **A Short-Term Utility-Value Intervention with First-Year University Students: Effects on Learning Goals**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 103-114. https://doi.org/10.7358/ecps-2026-033-artu
Perceiving any form of value in each activity significantly enhances an individual's motivation to engage in that activity. Prompting students to reflect on how course content relates to their personal experiences is expected to elevate perceived utility value. The present study investigated the effectiveness of a utility-value intervention (UVI) implemented throughout the duration of an introductory General Psychology course for firstyear university students. To assess the impact of the intervention, changes in students' learning goals were measured before and after the course and compared with a control group that was asked only to summarize the lesson content. The present data indicate that students in the UVI condition demonstrated a significant increase in mastery-oriented learning goals from the beginning to the end of the course. No such change was observed in the control group. These findings are consistent with prior research

demonstrating the positive effects of value-based educational interventions on academic engagement.

Asyhari, A., & Islamia, I. (2026). **The Role of Critical Thinking and Social Cure Approach in Collaborative Physics Learning Based on Project-Based Learning to Enhance Student Well-Being**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 27-44. https://doi.org/10.7358/ecps-2026-033-asis
This study examines the roles of critical thinking and the social cure approach in collaborative physics learning environments grounded in Project-Based Learning (PBL) and their impact on student well-being. Adopting a concurrent embedded QUAL+quan mixed-methods design, data were collected from 40 undergraduate physics students at Universitas Islam Negeri Raden Intan Lampung through surveys, focus groups, interviews, creative reflections, and ethnographic field notes across an 8-week intervention. Repeated measures ANOVA indicated large-effect improvements in critical thinking (CTDS; d = 1.0), sense of belonging (PSSM; d = 0.9), well-being (WEMWBS; d = 1.1), and self-efficacy (GSE-6; d = 0.9). Regression analysis confirmed that sense of belonging (β = .34), self-efficacy (β = .32), and critical thinking (β = .29) jointly explained 45% of the variance in well-being (R2 = .45). Qualitative themes of enhanced analytical skills, peer-supported belonging, and improved emotional confidence corroborated these patterns. Findings advocate for curricular reforms prioritizing critical thinking and social support within STEM PBL contexts to holistically enhance student well-being.

Barata, M. C., Leitão, C., Alexandre, J., Russo, V., & de Sousa, B. (2026). **Playgroups for inclusion: impacts of a playgroups intervention on child development, caregiving and connectedness goals using an experimental design**. *European Journal of Psychology of Education*, *41*(2), 49. https://doi.org/10.1007/s10212-026-01088-z
Playgroups are gatherings for young children and their caregivers to engage in play-based and social activities. Evidence shows significant positive impacts for playgroup participants, including diverse families and families in socioeconomically disadvantaged circumstances. Still, weaknesses in the design of previous studies limit the validity of findings. This paper describes the impacts of a playgroups intervention between 2015–2017 targeting families with children up to 4 years old not participating in any of the available Early Childhood, Education and Care (ECEC) services in Portugal on standardized international measures of child development, home environment and caregiving practices, and socialization goals. Participants included 257 children (M age at pretest = 17.74 months, s.d. 11.51 months) and caregiver dyads in five districts. After a pretest assessment, all families were randomly assigned to one of two groups: an intervention group which included 10 months of playgroup intervention; and a control group who after the 10 month post-test assessment point, received 3 months of the playgroup intervention. Children in the intervention group scored significantly higher on average on a measure of developing ability to reason through manual and visuospatial problems. Caregivers in the intervention group were, on average, more likely to endorse their children's ability to maintain positive and harmonious relationships with others. Subgroup benefits on caregiver involvement were found for employed caregivers, and receptive and expressive language for diverse ethnic children. These results are aligned with intervention foci on the promotion of learning though play and positive relationships.

Bauer, K., Grunewald, A., Hett, F., Jagow, J., & Speicher, M. (2026). ***Treatment Targeting by Scaled Behavioral Measurement*** (Working paper N° 12772). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12772
We study how behavioral economics and machine learning can jointly construct effective treatment-targeting rules. In a large field experiment at an online fashion retailer with approximately 500,000 consumers, we test a loss-framed discount message. We elicit individual loss aversion in a nested incentivized behavioral measurement experiment (N=582) and use machine learning to impute it from digital footprints. Targeting based on scaled behavioral measurement yields statistically significant revenue gains and outperforms causal forests. The results show how scaling behavioral measurement can improve algorithmic treatment assignment relative to purely data-driven approaches, especially when pilot data are unavailable, noisy, or costly.

Becker, S. J., & Börnert-Ringleb, M. (2026). **School-related stress and academic achievement: a longitudinal study on the moderating role of achievement orientations**. *European Journal of Psychology of Education*, *41*(2), 55. https://doi.org/10.1007/s10212-026-01116-y
Students commonly report increased levels of school-related stress that are related to various academic and psycho-emotional outcomes. The development of such stress is associated with students' experiences of external school-related stressors such as achievement evaluations and grades. At the same time, findings on the interplay of stress and achievement are ambiguous, and reciprocal effects might be assumed. In addition, intrinsic efforts and orientations of students might further reinforce the individual perception of stress as well as the development of learning outcomes and moderate the association of school-related stress and academic achievement. One such personal value might be seen in students' individual achievement orientation. Longitudinal insights into associations of school-related stress, academic achievement, and achievement orientations are lacking. The present paper addresses this desideratum and applies a three-wave survey to investigate the autoregressive and cross-lagged associations of school-related stress and academic achievement of N = 644 students. The results of (multigroup) cross-lagged panel models highlight significant autoregressive effects of school-related stress and academic achievement as well as cross-lagged effects of stress on achievement. No cross-lagged effects of achievement on stress became clear. Furthermore, the results indicate distinct relationships when differentiating between students with different levels of achievement orientation. In contrast to students with low or average achievement orientation, no significant stress–achievement link could be described in students with higher achievement orientation. Differences between groups were nonsignificant.

Bekova, S., & Smirnov, I. (2026). **'I Don't Want to Kill Any More Mice': Taboo and Silence in PhD Education**. *Higher Education Quarterly*, *80*(3), e70145. https://doi.org/10.1111/hequ.70145
Improving the experience and well-being of doctoral students requires a deep and nuanced understanding of their challenges. Traditionally, researchers have used reactive methods, such as surveys and interviews, to address these issues. However, some topics may be difficult to capture through these approaches, particularly those that are intentionally avoided or hard to discuss openly—what we might call 'taboo' topics. In this paper, we propose an approach to addressing this challenge by using nonreactive data sources, particularly from social media platforms and other online forums. We operationalise taboo as topics that are raised as explicitly anonymous questions by doctoral students, suggesting their prohibited or restricted nature. Our goal is twofold: first, to understand the whole range of challenges discussed by doctoral students

on social platforms, and second, to determine which of these challenges are considered taboo by comparing explicitly anonymous and nonanonymous questions. By relying on large-scale computational analysis of social media data, our approach offers a comprehensive and unfiltered view of graduate student concerns and experiences. Our results highlight the prevalence of questions related to the taboo in academia, particularly concerning mental health and supervision.

Bélanger, É., Moyon, M., Brault Foisy, L.-M., & Masson, S. (2026). **Primary School Learning Topics Involving Inhibitory Control: A Scoping Review**. *Educational Psychology Review*, *38*(1), 104. https://doi.org/10.1007/s10648-026-10198-5
By the time they enter primary school, students have already developed a range of intuitive conceptions, heuristics, and other automatisms (Borst, 2020; Houdé, 2014). In certain contexts, these automatisms can lead to inappropriate responses or reasoning errors, interfering with students' understanding of targeted learning topics (Jiang et al., 2019; Roëll et al., 2019). Research has highlighted the role of inhibitory control in overcoming such automatisms (Houdé & Borst, 2015; Mason & Zaccoletti, 2021; Medrano & Prather, 2023). However, because this research is dispersed across various fields, it remains difficult to grasp the full range of learning topics whose acquisition may involve inhibitory control. This scoping review aims to provide a structured overview of primary school learning topics for which there is empirical evidence consistent with the involvement of inhibitory control in overcoming interfering automatisms. A total of 27 articles reporting 54 experiments with children aged 6 to 12 were analyzed. The review identified learning topics primarily in mathematics, but also in science and language, suggesting that inhibitory control may be involved across multiple areas of the curriculum. Moreover, recurring characteristics emerged across the competing automatisms involved in these learning topics, including strong perceptual salience, reliance on the "more A–more B" intuitive rule, susceptibility to whole-number bias, and frequent reinforcement through instruction and experience. These four characteristics could help identify other learning topics that may require inhibitory control but have not yet been explicitly studied. Lastly, the review explores variations in negative priming effects across learning topics, suggesting that some interfering automatisms may be more difficult to inhibit than others.

Bello, P., Cristini, A., Falzoni, A. M., & Origo, F. (2026). **Study strategies during emergency-related distance learning. The role of gender and field of study**. *The Journal of Economic Inequality*, *24*(2), 531-555. https://doi.org/10.1007/s10888-025-09712-6
We study the impact of distance learning on students' exam choices and achievement in higher education, pointing to the mediating role of the field of study and gender. Identification relies on the exogenous shift from in-person to online teaching during the second semester of the 2019–2020 academic year in Italy due to the sudden outbreak of COVID-19. We estimate Difference-in-Differences models using administrative data for different cohorts of students from the University of Bergamo in Northern Italy. Results show that online teaching during the pandemic is associated with a lower number of credits earned and with an increase in the average grade; both outcomes are associated with a reduction in the number of exams, while postponing tougher exams pays only in terms of grades. Additional analyses provide evidence for significant heterogeneity by field of study and gender, with women in engineering degrees being those whose performance declined the most, especially in terms of passed exams. Survey evidence suggests that these results may be explained by gender differences in study-life balance, well-

being and learning efficacy related to the lack of in-person relations with both peers and teachers.

Bournaud, I., Fuchs Gallezot, M., Gueudet, G., Gerard, I., Mathias, H., & Ramage, M.-J. (2026). **Entrée à l'université : représentations de l'autonomie et décalages entre étudiantes et enseignantes**. In *Exploration*: *Vol. 220. Accompagnement à la réussite des personnes étudiantes dans l'enseignement supérieur : des regards multiples*. Consulté à l'adresse https://hal.science/hal-05709813
L'entrée à l'université représente un changement d'environnement d'études et de vie qui nécessite de s'adapter, d'ajuster son fonctionnement aux nouvelles contraintes et opportunités de l'environnement universitaire (De Clercq et al., 2023 ; De Ketele, 2023). La nouvelle étudiante va devoir comprendre le fonctionnement du monde universitaire et saisir les attentes des actrices avec qui elle interagit pour être en mesure d'exploiter au mieux son environnement de manière à répondre à ses besoins de formation et se mettre en situation de réussite. Or, les représentations et attentes des primo-entrantes concernant l'université et le métier d'étudiante peuvent être différentes de celles de leurs enseignantes. Ces décalages sont susceptibles d'altérer notamment la qualité des interactions entre étudiantes et enseignantes et compromettre ainsi le processus de transition lycée-université. Nous proposons d'explorer les représentations des primo-entrantes et des enseignantes relativement à la question de l'autonomie, particulièrement importante au moment de la transition vers l'université, afin d'identifier de potentiels décalages entre ces représentations. Pour cela, nous avons analysé des verbatims étudiantes et enseignantes ayant répondu à une question sur l'autonomie en 1ère année à l'université, en adoptant une approche mixte. Une analyse de contenu thématique a conduit à élaborer une grille de codage qui donne à voir les champs de compétence mobilisés en 1ère année à l'université concernant l'autonomie, évoqués par les étudiantes et par les enseignantes. La quantification du nombre de verbatims relevant de chaque catégorie a permis de repérer des décalages de représentations de l'autonomie entre étudiantes et enseignantes. Ces résultats devraient permettre de nourrir une réflexion sur des actions à mener et leurs contenus afin de faciliter l'entrée à l'université

Branchu, C., & Flaureau, E. (2026). **"I'm not listening to my teacher, I'm listening to my computer": online learning, disengagement, and the impact of COVID-19 on French university students**. *Higher Education*, 92(1), 19-36. https://doi.org/10.1007/s10734-022-00854-4
In a French context where universities are thought of and analysed as "weak institutions" that leave learners to themselves, the effects of the pandemic present great risks to students who already face structural obstacles to their education. This qualitative paper is based on the experience of 19 students in a typical non-selective university in France, who have disengaged or have thought of dropping out during the pandemic. We examine how lockdowns and distance learning have impacted French students' learning and living conditions unequally, unpacking ideas of student engagement and disengagement through a sociological lens looks at students within their social context and places importance on the role of institutions in "holding" students. By unpacking our participants' narratives, we address the implications of online learning for educational justice and the long-term opportunities of students. Our analysis shows that students' well-being and learning are entangled with an attachment to the institution, with seeing the worth, purpose, and recognition for what they do and the importance of emplaced learning to do so. We therefore highlight the importance of recognition and regulation in the learning process itself. Our findings allow us to also offer nuance to existing research and

discourse about the French university system being a "weak" institution that forces individuals to be autonomous. The article also points to the strategies employed by students and teachers with a view to maintain engagement that contribute to considering solutions to help student retention for the sector as a whole and in our pedagogical practice.

Breetzke, J., Wenker, T., & Bohndick, C. (2026). **Do motivational changes differ between academic disciplines? Investigating the context in situated expectancy-value theory**. *European Journal of Psychology of Education*, *41*(2), 74. https://doi.org/10.1007/s10212-026-01136-8
Students' expectancies for success and their subjective study values play a central role in academic motivation and achievement. Recent advances in research have highlighted the importance of contextual factors on individual motivation. In this regard, academic disciplines represent salient contexts that likely influence expectancies and values—but research on this topic has been lacking. To address this, we investigate how short-term changes in students' expectancies and subjective study values differ between academic disciplines. We conduct two separate studies and analyse our data using multi-group latent change score models. In Study 1, we compared N = 403 students of disciplines with a broad, medium, and narrow vocational orientation. In Study 2, we investigated motivational changes of N = 444 students of disciplines within the humanities and social sciences. Findings demonstrate that expectancies, intrinsic values, utility values, and attainment values declined, whereas costs increased over the three months of our study. Although students' initial motivation differed markedly across academic disciplines, motivational changes seem generalisable across academic disciplines. These results provide novel insights into both disciplinary differences and similarities in students' motivation. On a practical level, findings outline common motivational problems across various disciplines. To effectively address these issues and foster students' motivation, it seems most sensible and promising to target the motivational values (i.e. interest, vocational utility) that students lack.

Butkevičiūtė, E., Juškevičiūtė, A., & Gadeikytė, A. (2026). **Uncovering diverse digital motivational patterns in computer science students to enhance educational practice**. *Education and Information Technologies*, *31*(11), 3703-3741. https://doi.org/10.1007/s10639-026-13940-2
In the current digital environment, students often struggle to maintain motivation and focus due to continuous information flow and technology-related distractions. This study examined learning preferences and digitally supported engagement strategies, defined as teaching practices that use digital tools to support student participation (e.g., structured content delivery, end-of-lecture polls, teamwork tools, gamified materials, informal digital interaction, social media use, AI-supported activities, and peer help). The investigation addressed three aspects: (a) whether computer science students differ in their motivation to participate in lectures, (b) which features are preferred in lectures and lecturers, and (c) how peer-to-peer learning models with digital elements are perceived. Second-year computer science students at Kaunas University of Technology completed three surveys over one semester (n = 106). Responses on the eight digitally supported strategies were analyzed using K-means clustering, resulting in two motivational profiles. One cluster preferred interactive and socially supported strategies, while the other preferred structure and clarity and rated most social-digital strategies lower. Across both clusters, structured information and end-of-lecture questionnaires/polls were rated similarly, suggesting these strategies are broadly acceptable. Lecturer clarity, feedback, and subject expertise were consistently valued. Overall, the findings suggest that one teaching approach will not suit all computer science students. Combining clear structure and feedback with optional interactive digital activities may better match different motivational profiles.

Card, D., Domnisoru, C., Sanders, S., Taylor, L., & Udalova, V. (2026). ***The Impact of Female Teachers on Female Students' Lifetime Well-Being*** [Working paper]. Consulté à l'adresse U.S. Census Bureau, Center for Economic Studies website: https://EconPapers.repec.org/RePEc:cen:wpaper:26-39
We document an enduring influence of female primary school teachers on their female students in rural America circa 1940. Using historical US Census data linked to IRS records, later censuses, and death records, we find that exposure to female teachers significantly improved girls' educational attainment—particularly among those with poorly-educated parents and in areas with limited labor market opportunities for women. These educational gains translated into delayed marriage and childbearing, marriage matches to better-educated husbands and higher household income. We also find that exposure to female teachers increased longevity of women relative to men.

Castell, M., Sitges, C., Cantallops, J., Leguizamo, F., & Muntaner-Mas, A. (2026). **Association of Physical Activity, Perceived Physical Fitness, and Cognitive Performance in School-Aged Children: A Cross-Sectional Study From the Break4Brain Project**. *Mind, Brain, and Education*, *20*(3), e70055. https://doi.org/10.1111/mbe.70055
Physical activity (PA) has been associated with cognitive performance in children, although the underlying mechanisms remain unclear. Objective: This study examined whether perceived physical fitness mediates the association between PA and cognitive outcomes, while exploring sex differences. Sex-stratified multigroup structural equation modeling was conducted using cross-sectional baseline data from the Break4Brain project (n = 722 [354 girls], aged 10–12). PA was not associated with cognitive flexibility in either sex. In girls, PA was negatively associated with selective attention ($\beta = -0.22$, $p = 0.002$), whereas no significant associations with cognitive outcomes were observed in boys. PA was positively associated with perceived physical fitness in boys ($\beta = 0.51$, $p < 0.001$) and girls ($\beta = 0.56$, $p < 0.001$). In girls, perceived physical fitness was positively associated with selective attention ($\beta = 0.35$, $p < 0.001$) and significantly mediated the relationship between PA and selective attention ($\beta = 0.17$, 95% CI [0.08, 0.26]). These findings suggest sex-specific pathways linking PA, perceived physical fitness, and cognitive performance.

Chang, R., Beltran, D. R., Wong-Padoongpatt, G., & Robnett, R. D. (2026). **"Feeling out of place": A mixed methods investigation of the impostor phenomenon among BIPOC and LGBTQ STEM college students**. *Analyses of Social Issues and Public Policy*, *26*(2), e70070. https://doi.org/10.1111/asap.70070
This mixed-methods study examines the experience of the impostor phenomenon in a racially/ethnically and sexually diverse sample of undergraduates in majors related to science, technology, engineering, and math (STEM). Guided by an intersectionality framework, we examined whether experiences of the impostor phenomenon differ at the intersection of race, ethnicity, and sexual identity. Survey data from undergraduate STEM students (N = 735), consisting of 559 (76%) racial/ethnic minorities, 169 (23%) lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) individuals, and 119 (16.2%) racialized LGBTQ individuals, revealed racial/ethnic and LGBTQ differences in the impostor phenomenon. Findings also suggest that STEM students with at least one mentor reported lower levels of impostor phenomenon. This finding was not moderated by race/ethnicity or sexual identity, suggesting that mentoring may be a form of social support that offers equivalent benefits to students from diverse STEM educational backgrounds. To supplement the quantitative findings, we collected open and

closed-ended data from participants. Thematic analysis of these data provides insight into the range of coping strategies STEM students use when experiencing the impostor phenomenon. Implications and recommendations for research, theory, and policy are further discussed.

Cheng, S., Li, J., & Deng, L. (2026). **The effect of psychological stress on special education teachers' family quality of life: mindfulness as a moderator**. *International Journal of Inclusive Education*, *30*(9), 2353-2373. https://doi.org/10.1080/13603116.2025.2560004
Family quality of life (FQoL) has gained significant attention in the field of disability studies. However, there remains a dearth of research focusing on the FQoL of special education teachers. To address this research gap, the primary objective of this study is to investigate the FQoL of special education teachers in mainland China and examine its association with psychological stress and mindfulness. The study employed three measures: the Psychological Stress Questionnaire, the Mindfulness Attention Awareness Scale, and the Family Quality of Life Scale. The sample consisted of 462 special education teachers from China. The results revealed a negative predictive relationship between psychological stress and FQoL ($\beta = -0.245^{***}$, $p < 0.001$), while mindfulness demonstrated a positive predictive relationship with FQoL ($\beta = 0.169^{**}$, $p < 0.01$). Additionally, mindfulness moderated the association between psychological stress and FQoL ($\beta = 0.368^{***}$, $p < 0.001$). The contributions, limitations, and implications of the present research are discussed. The study suggests that mindfulness interventions can reduce stress-related declines in FQoL of special education teachers.

Çilingir Altiner, E., & Dinç Artut, P. (2026). **Influence of Pre-Service Teachers' Spatial Activity Interests Shape Spatial Anxiety, Perspective Taking, and Mistakes**. *European Journal of Education*, *61*(3), e70702. https://doi.org/10.1111/ejed.70702
This study aimed to investigate the pre-service teachers' interest in spatial activities and whether their spatial anxieties were related to their spatial perspective-taking abilities. Additionally, the study aimed to describe pre-service teachers' mistakes in spatial perspective-taking and the types of activities they were most interested in. A total of 45 pre-service elementary school teachers participated in the study, with data collected using the spatial perspective-taking test, spatial activity questionnaire, and Spatial Anxiety Scale. Descriptive statistics and linear regression were employed to analyse the collected data. The study results indicated no predictive correlation between spatial activities, spatial anxiety, and spatial perspective-taking variables. The most common mistakes made by pre-service teachers involved right–left direction signs and incorrect orientations between 0°–90° and 270°–360°. Interestingly, the findings also revealed that pre-service teachers preferred individual and feminine activities more than spatial activities.

Çimen, F., & Seçer, İ. (2026). **Academic adjustment in children and adolescents with adverse childhood experiences: a multi-level meta-analysis**. *European Journal of Psychology of Education*, *41*(2), 75. https://doi.org/10.1007/s10212-026-01139-5
This study aimed to provide the comprehensive quantitative synthesis of academic adjustment among children and adolescents exposed to adverse childhood experiences (ACEs). A systematic review and multilevel meta-analysis were conducted to examine the relationships between ACEs-related factors and the three core dimensions of academic adjustment: academic achievement, academic engagement, and academic motivation. A total of 58 studies were included in the systematic review, and 48 studies comprising 1,726,810 participants and 694 effect sizes were included in the meta-analysis. The findings revealed significant positive associations among academic motivation, engagement, and achievement, with the strongest

relationship observed between motivation and engagement. Trauma-related symptoms showed consistent negative associations with all dimensions of academic adjustment, indicating that ACEs exposure undermines not only academic performance but also students' motivation and active school participation. Significant negative associations were also found between academic achievement and depression, physical abuse, dissociation, and witnessing violence, whereas social competence and IQ were positively associated with achievement. In addition, internalizing and externalizing problems were significantly negatively related to academic engagement. Moderator analyses indicated that age significantly influenced the relationship between trauma and academic achievement, suggesting greater developmental vulnerability among younger children. Overall, the findings highlight academic adjustment as a multidimensional and trauma-sensitive construct and underscore the importance of trauma-informed school-based interventions targeting motivation, engagement, and social competence to promote resilience and academic functioning among youth exposed to ACEs.

Coballes, P. V. S., Israel, K. A. L., Divina, L. D. M., Baliton, J. J., & Wetherick, F. K. C. (2026). **Bridging the Gap: Student Accessibility, Willingness, and Preferences for Telemental Health Services in the School Setting**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 85-102. https://doi.org/10.7358/ecps-2026-033-coba
Although telemental health (TMH) services offer a promising solution to address students' mental health needs, their adoption in school settings remains limited, particularly in low-resource contexts. This study examined student accessibility, willingness, and preferences for TMH services in the school setting and identified key predictors influencing engagement. A concurrent convergent mixed-methods design was used, combining a survey of 717 college students with focus groups involving students and counselors from two private schools in Nueva Vizcaya, Philippines. Quantitative data were analyzed using multiple linear regression and binary logistic regression, while qualitative data were examined through thematic analysis. TMH was perceived as moderately accessible (M = 3.09) and underutilized, with only 14.8% of students reporting prior use, despite 66% expressing willingness. Accessibility was significantly influenced by communication medium, device ownership, and institutional trust ($R2 = .247$, $p < .05$). Willingness was predicted by perceived helpfulness of school mental health services (OR = 2.59, $p < .001$), free cost (OR = 4.93, $p < .001$), comfort discussing mental health with family (OR = 2.71, $p = .031$), family support (OR = 2.01, $p = .035$), and prior positive experience with mental health services (OR = 3.09, $p = .029$). Preferences were most strongly associated with confidentiality and privacy (M = 3.61), and the preference model explained 14.8% of the variance ($R2 = .148$). Qualitative findings supported these results while highlighting concerns related to rapport, personalization, and privacy. Students show high willingness to use TMH when barriers related to cost, trust, and privacy are addressed. Hybrid delivery models, family engagement, and institutionally endorsed, culturally responsive implementation may enhance the uptake of TMH services in school-based mental health systems.

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'accentue 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.

Crider, E., Lanford, M., Schaeffer, J., & Fisher, K. (2026). **A Pervasive, Yet Rectifiable Taboo: Addressing the Mental Health Challenges of International Doctoral Students in STEM Fields**. *Higher Education Quarterly*, *80*(3), e70143. https://doi.org/10.1111/hequ.70143
Open discussions about international students' mental health challenges remain a taboo in U.S. doctoral education. The taboo nature of mental health is especially powerful in doctoral environments which celebrate "grit," resilience, and self-sufficiency while either tacitly or openly discouraging students from seeking help. This qualitative study investigates the taboo of international doctoral students' mental health challenges by drawing upon multiple interviews with eight international doctoral students working in Science, Technology, Engineering, and Mathematics (STEM) fields at a U.S. research university. Data pertaining to mental health challenges point to four themes: (1) cultural isolation and displacement, (2) financial insecurity, (3) advising relationships, and (4) support networks. Analysing data through the lens of Bronfenbrenner's Ecological Systems Theory, this article then argues that institutions must consider how to address students' challenges on all five levels—micro, meso, exo, macro, and chrono—to destigmatize the taboo of mental health in doctoral education.

Cuadros, O., & León-del Barco, B. (2026). **Positive Interpersonal Relationships with Teachers and Classmates and Psychological Well-Being Among Chilean School Students**. *Child Indicators Research*, *19*(4), 1871-1896. https://doi.org/10.1007/s12187-026-10360-z
This study examined how positive interpersonal relationships with teachers and peers/classmates are statistically associated with psychological well-being among 1,273 Chilean primary and secondary students. Multinomial logistic regression analyses, based on distribution-defined levels of psychological well-being, indicated that teacher companionship (OR = 1.37, 95% CI [1.10–1.70]), emotional support (OR = 1.27, 95% CI [1.00–1.62]), instrumental support (OR = 1.27, 95% CI [1.00–1.61]), and affection (OR = 1.65, 95% CI [1.27–2.15]) were significantly associated with a higher likelihood of belonging to the upper well-being group. Similarly, peer companionship (OR = 1.52, 95% CI [1.22–1.90]) and peer affection (OR = 1.55, 95% CI [1.15–2.10]) were positively associated with higher relative well-being levels. Exploratory classification tree analyses described relational configurations linked to lower and higher well-being groups, revealing patterns across gender and age categories. The multinomial models correctly classified 57.3% (teacher model) and 53.2% (peer model) of cases. These findings highlight the potential relevance of relational dimensions in understanding student well-being and suggest the importance of fostering emotionally supportive school environments.

Dang, L. N. D. (2026). **Understanding Digitally Mediated Reading Assessments Through Literacy Backgrounds: A Comparative Study of the Vietnamese Undergraduate Readers**. *European Journal of Education*, *61*(3), e70622. https://doi.org/10.1111/ejed.70622

Digitally mediated assessment (DMRA) has become a central feature of contemporary higher education, particularly as institutions seek to evaluate key 21st-century competences such as reading in technology-rich environments. Grounded in Social Cognitive Theory, this mixed-methods study investigates Vietnamese EFL undergraduates' attitudes toward DMRA, with specific attention to differences between more and less literacy-advantaged students. A sequential explanatory design was employed. Quantitative data were collected from 562 undergraduates across two universities using a validated questionnaire, followed by semi-structured interviews with eight participants. Statistical analyses included group comparisons and correlational examination of attitude dimensions, while qualitative thematic analysis was used to interpret underlying mechanisms. The findings reveal a differentiated attitudinal pattern. More literacy-advantaged students expressed stronger cognitive endorsement of DMRA, whereas less literacy-advantaged students reported more positive affective responses. However, behavioural engagement did not differ significantly between groups, indicating an attitude–behaviour decoupling in digitally mediated assessment contexts. Correlational results further suggest that affective responses were more closely associated with engagement than cognitive evaluations. Qualitative insights highlight the mediating role of trust in grading, technical reliability, platform interface, and institutional support in shaping sustained engagement. This study advances understanding of digitally mediated reading assessment by demonstrating that while attitudes diverge across literacy backgrounds, engagement converges under institutional assessment conditions. The findings underscore the importance of designing DMRA systems that prioritize usability, transparency and feedback trust to ensure equitable assessment of reading as a critical 21st-century competence.

Dimakos, C., Loomis, C., O'Malley, B. Y., Budwal, G., Lamont, S., Pelletier, J., … Peters, R. DeV. (2026). **Positivity amid unfulfilled aspirations: educational reflections ten years after high school**. *Social Psychology of Education*, *29*(1), 86. https://doi.org/10.1007/s11218-026-10256-4
Nearly worldwide, the attainment of post-secondary education is regarded as a marker of success, and efforts to help young people realize their educational aspirations abound. Although this area has long been of interest to researchers, less is known about what actually becomes of aspirations beyond high school and how young adults engage with and make sense of their educational experiences and pathways. Semi-structured interviews were conducted with 44 young adults (24 women; Mage = 29 years, Mincome = $56,194.32) a decade after leaving high school. Despite high hopes and dreams in high school, most commonly in healthcare and the trades, the majority (71%) did not realize their educational aspirations. Nevertheless, they were able to reflect on their experiences and pathways without regret, and with appreciation for the personal and experiential growth their educational experiences provided. The most common future goal was returning to school or taking professional development courses. This study further contributes to the existing education literature through the novel application of time attitudes as an interpretive frame. Time attitudes refers to how individuals feel about and emotionally evaluate time, shaping behavior, motivation, and wellbeing. This construct may help explain the paradoxically positive outlook participants maintain towards their past, present, and future, despite largely unfulfilled aspirations. Examining how young adults subjectively perceive and integrate educational experiences, outcomes, and attitudes across time may offer valuable insights for educators and education policy.

Duc, T. M. (2026). **Generative AI and Cognitive Offloading in Higher Education: Implications for Learning, Knowledge Production, and Academic Thinking**. *European Journal of Applied Science, Engineering and Technology*, *4*(3), 58-69. https://doi.org/10.59324/ejaset.2026.4(3).06
The rapid use of generative artificial intelligence tools in higher education has changed the way students retrieve, create, and think with respect to academic content. AI tools, albeit helpful in writing, summarizing, and synthesizing information, are also changing some aspects of the thought processes involved in learning. The purpose of this study is to explore the implications of generative AI as a process of cognitive offloading, in which learners, in essence, push certain parts of the cognitive processes involved in learning to an external device and thus use that external device as an aid in the learning process. This study uses a conceptual and analytical approach to examine the implications of AI offloading as it pertains to learning processes, knowledge production, and academic thought in higher education environments. This analysis also attempts to differentiate productive offloading, which fosters high engagement, and substitutive offloading, which replaces cognitive processes and, as a result, lacks cognitive engagement. This study also explores the implications of AI-based cognitive hindrances that stifle learning, a lack of self-reflective mechanisms to regulate cognition, and the changing degree of authorship involved in academic writing. This study contends that, rather than instituting bans against the use of AI, higher education institutions should, as a first-order priority, focus on the re-engineering of pedagogical and evaluative processes to incorporate thinking and ownership. This paper addresses ongoing conversations about the ways in which universities can incorporate AI technologies while still preserving the fundamental objectives of academic learning by connecting generative AI to larger issues of cognition and epistemic governance.

Dumlao, J. M. Z., Wang, M., Xie, Z., Hu, J., Bar, I., Chaney, G., … Teplitskiy, M. (2026). ***Generative AI Availability, Grades, and Student Satisfaction at a Large University*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2607.21534
The spread of generative AI (GenAI) in higher education has raised concerns that students offload cognitive effort to AI, earning high grades without learning. If this « GenAI substitution hypothesis » is true, grades should rise disproportionately in GenAI-susceptible courses--those relying more on assessments like take-home problem sets and essays rather than in-class exams. Substitution could also affect student satisfaction, measured here as self-reported understanding and interest in the subject, which prior research links to assessments. We test the substitution hypothesis using syllabus and administrative data from a large U.S. university (2016-2025; 138,386 students; 72,730 course offerings). We measure courses' GenAI susceptibility using a human-validated LLM pipeline to extract assessment types from syllabi, and use a differences-in-differences design comparing outcomes across courses before and after ChatGPT's release, while modeling COVID-19 pandemic effects as either persistent or transient. We find no significant differential effect of GenAI availability on grades overall or among previously lower-performing students. Effects on self-reported understanding are likewise insignificant; effects on interest are significant only assuming transient pandemic effects. Our findings temper concerns that GenAI inflates grades and reduces students' satisfaction.

Edwin Joshua Jone, D., & Soundria, S. M. (2026). **Navigating emotional anguish: exploring AI's role in supporting women leaders with empathetic imposter syndrome**. *International Journal of Inclusive Education*, *30*(9), 2279-2299. https://doi.org/10.1080/13603116.2026.2621359
This research investigates the potential of AI-based emotional support tools in addressing Empathetic Impostor Syndrome among women leaders, pioneering a unique blend of leadership

psychology and artificial intelligence. Using an exploratory qualitative approach, semi-structured interviews were conducted with 47 women leaders across diverse sectors in India. The findings reveal that self-doubt, societal expectations, and challenging work environments contribute significantly to emotional stress, often manifesting as anger, frustration, and discomfort. Traditional peer support mechanisms frequently fall short, underscoring the need for alternative solutions. AI emerges as a promising avenue, offering structured guidance and enhanced accessibility, yet concerns remain regarding empathy, personalisation and data privacy. While AI can aid emotional regulation and strengthen resilience and confidence, it lacks the nuanced sensitivity inherent in human interaction. The study concludes that improving AI's emotional intelligence is essential for effectively addressing leadership challenges, self-doubt and rage. By integrating leadership psychology with AI-driven support, this research provides original insights into fostering emotional well-being, ethical AI practices and leadership development.

Epper, T. F., Ibsen, K., Koch, A. K., & Nafziger, J. (2026). ***Predicting University Dropouts: Evidence on the Value of Student Expectations and Motivation*** (Working paper N° 21263). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:21263
University dropout is costly, making it a policy priority to identify factors that predict dropout. Using a survey experiment with incoming first-year students linked to long-run administrative outcomes, we assess which information improves dropout prediction beyond standard university records. A small number of targeted, study-specific survey items â€" especially motivation and expectations about degree completion â€" substantially improve predictive performance. By contrast, widely used measures of general preferences and traits (such as grit and self-control) add little incremental value â€" a result that we qualitatively replicate in a large population. Our findings suggest inexpensive, scalable ways to improve dropout predictions.

Evadzi, C., & Mohammed, A.-R. (2026). **Involvement in Campus Organization and Student Psychological Well-Being at University for Development Studies, Tamale**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 89-106. https://doi.org/10.59324/ejceel.2026.4(3).07
The study assessed the association between involvement in campus-based organization and psychological well-being among students at the Dungu Campus of the University for Development Studies, Tamale. A quantitative cross-sectional survey design was employed. The study population consisted of 5,643 undergraduate students who were members of campus-based organizations, from which a sample of 374 respondents were selected using simple random sampling. Data were collected using adapted psychological well-being questionnaire based on established dimensions of well-being. Descriptive statistics, including means and standard deviations, were computed to summarize the data and One-way analysis of variance (ANOVA) was used to examine differences in psychological well-being across levels of organizational involvement. The results revealed a statistically significant difference in psychological well-being based on level of involvement, $F(2, 371) = 195.447$, $p < .001$. Post-hoc interpretations indicated that students with active involvement reported large effect size manifesting as higher psychological well-being than those with moderate or passive involvement. The study concludes that level of involvement in campus-based organization is positively associated with students' psychological well-being. It is recommended that university authorities and student leadership promote inclusive and structured participation in campus organizations to enhance student engagement and psychological well-being.

Fischer, L., Hübner, V., & Pfost, M. (2026). **Explaining academic risk-taking: the role of motivation and locus of control**. *European Journal of Psychology of Education*, *41*(2), 39. https://doi.org/10.1007/s10212-026-01076-3
Academic risk-taking denotes the individual tendency to choose demanding rather than easy learning tasks that entail the risk of making a visible error and ultimately appearing less competent in front of others. Academic risk-taking has been shown to be beneficial for learning outcomes, but students' reluctance is oftentimes high. The purpose of our study is to investigate whether motivation to study and locus of control are linked to students' propensity to engage in academic risk-taking. We computed Pearson correlations, latent variable models, and multiple linear regressions to analyze a sample of N = 245 German university students. Our results indicate that intrinsic motivation to study and internal locus of control are moderately correlated with academic risk-taking at the group dimension, and in parts with academic risk-taking at the peer dimension. Extrinsic motivation and external locus of control do not show any clear associations with academic risk-taking. These findings indicate that internal locus of control and intrinsic motivation play an important role in the tertiary education classroom for supporting students to achieve their academic goals.

Gao, L., Li, Z., Zhang, Z., & Wang, X. (2026). **Longitudinal Relations among Perceived Economic Stress, Teacher-Student Relationships, and Cybervictimization: Exploring Within-Person Links**. *Journal of Youth and Adolescence*, *55*(9), 2259-2273. https://doi.org/10.1007/s10964-026-02378-x
Family economic hardship has been identified as a risk factor for adolescents' cybervictimization. Nevertheless, existing studies have primarily focused on objective economic conditions, and little is known about the within-person association between perceived economic stress and adolescents' cybervictimization and the mediating mechanisms underlying this association. To fill these gaps, the random intercept cross-lagged model was employed to examine the dynamic relations among perceived economic stress, teacher-student relationships, and cybervictimization. The data were obtained from a sample of 2407 Chinese adolescents (Mage = 12.75, SD = 0.58, 50.23% girls at baseline) recruited from seven schools and assessed at three time points over one year. At the between-person level, there were no significant associations among perceived economic stress, teacher-student relationships, and cybervictimization. At the within-person level, perceived economic stress positively predicted later cybervictimization over time, and this effect was unidirectional. The bidirectional relations between perceived economic stress and teacher-student relationships remained stable over time. Cybervictimization significantly and negatively predicted subsequent teacher-student relationships across time, indicating a unidirectional predictive effect. Additionally, perceived economic stress indirectly predicted cybervictimization through teacher-student relationships. The findings highlight the importance of distinguishing within-person from between-person processes and shed light on the longitudinal role of teacher-student relationships in the association between perceived economic stress and cybervictimization.

Gonzálvez, M. T., Santaolalla, P., Espada, J. P., Orgilés, M., & Morales, A. (2026). **Children's Emotional Well-being in Family and Educational Contexts: A Qualitative Study with Parents, Children, and Professionals in Spain**. *Child Indicators Research*, *19*(4), 2089-2108. https://doi.org/10.1007/s12187-026-10373-8
Children's emotional well-being is shaped by family routines, relational dynamics, and everyday stressors. While mental health in childhood is gaining increased attention, little is known about

how children and their caregivers make sense of emotional well-being in daily life. This study explores the perspectives of children (aged 8 to 11), their parents, and professionals working in education and psychology. A total of nine focus groups (N = 58) were conducted across three Spanish autonomous communities located in the east, southeast, and south of the country, using a semi-structured script focused on routines, stress management, social pressure, family organization, and perceived support needs. Thematic analysis revealed that children associate emotional well-being with feeling safe, being heard, and having time for rest and play. Parents emphasized challenges related to time constraints, digital saturation, and emotional connection. Professionals highlighted systemic issues, including overstimulation, the absence of emotional education, and a lack of coordination between institutions. Despite their distinct perspectives, all groups consistently emphasized the importance of emotion regulation, caring relationships, and accessible support. The findings highlight the need for multi-level strategies that promote emotional well-being through both relational care and coordinated systemic interventions. By centering on lived experiences, this study offers valuable insights to guide the development of preventive strategies that are closely aligned with children's everyday realities. The findings support the design of contextually grounded and developmentally appropriate interventions with potential implications for both mental health policy and educational practice.

Goulet, J., Archambault, I., Maltais, C., Gilbert-Blanchard, O., & Janosz, M. (2026). **Promoting Engagement in Elementary School: A Systematic Review and Meta-Analysis of Intervention Effects**. *Educational Psychology Review*, *38*(1), 107. https://doi.org/10.1007/s10648-026-10204-w
Vital to long-term academic success, student engagement is a key intervention target, especially during the early years of schooling when initial signs of disengagement may appear. The primary goal of this systematic review was to identify interventions promoting elementary student engagement and determine the best intervention approaches. We systematically searched Education Resources Information Center, PsycINFO, and Web of Science (July 2024) to identify intervention studies examining behavioral, cognitive, or affective engagement among elementary students, as compared to standard instruction, through experimental or quasi-experimental designs. Methodological bias was assessed using the Mixed Methods Appraisal Tool (Hong et al., 2019). Data were synthesized through meta-analyses and subgroup analyses using a three-level model with robust variance estimation. Forty-six interventions (38,225 students) met inclusion criteria, reporting data for behavioral (k = 41; n = 36,122), affective (k = 14; n = 5,065), and cognitive engagement (k = 5; n = 1,907). Three main types of intervention were identified and compared for behavioral engagement: teacher support (i.e., professional development; g = .503, 95%CI [.105, .901], k = 9), student-directed (g = .370, 95%CI [.198, .542], k = 27), and multimodal interventions (g = .385, 95%CI [.202, .569], k = 4). Among student-directed interventions, three strategies were compared: social-emotional skills development (g = .171, 95%CI [.027, .314], k = 12), learning strategy development (g = .801, 95%CI [.318, 1.285], k = 6), and classroom physical activity (g = .478, 95%CI [-.100, 1.056], k = 7). Methodological biases were also used as moderators. Evidence is strongest for behavioral engagement, for which teacher-focused and learning-strategy interventions appear particularly promising. Conclusions for affective and cognitive engagement remain more tentative.

Granziera, H., & Evans, P. (2026). **Forms of social support relevant to teachers' wellbeing: a job demands–resources perspective**. *Social Psychology of Education*, *29*(1), 95. https://doi.org/10.1007/s11218-026-10265-3

The wellbeing of teachers has emerged as a significant global concern, prompting a substantial body of research examining the individual and contextual determinants of factors such as burnout and mental health. Although much research has focused on the precursors of burnout and the factors associated with attrition, comparatively less attention has been given to the role of interpersonal resources in shaping these processes. Harnessing the Job Demands-Resources (JD-R) framework the present study sought to extend understanding of how three different forms of social support (teachers' perceptions of support from colleagues, support from parents, support from supervisors) were associated with teachers' emotional exhaustion, and in turn, two occupational outcomes: occupational commitment and turnover intentions in a study of 274 Australian primary and secondary school teachers. Of the three forms of support examined, support from supervisors appeared to be particularly useful for supporting teachers to navigate challenge. Specifically, teachers who reported more support from their supervisors also reported lower emotional exhaustion. Comparatively, support from parents appeared to play both a motivational and protective role as it was negatively associated with emotional exhaustion, but also positively associated with occupational commitment. Collectively, the findings echo those made by previous research and support the JD-R model, while demonstrating support from parents as an important job resource for teachers.

Guo, L. (2026). **Integrating new media in ideological and political education: a pathway to enhanced student engagement and political awareness**. *International Journal of Inclusive Education*, *30*(10), 2649-2689. https://doi.org/10.1080/13603116.2025.2571713
New media plays a significant role in enhancing Ideological and Political Education (IPE) among college students, fostering greater civic involvement and political awareness. By integrating technology into education, IPE institutions encourage students to become more informed and responsible citizens. This study investigates the influence of new media on students' engagement, learning participation, and critical thinking within digital environments. Using a purposive sampling technique, data were collected from 455 college students of diverse genders and backgrounds through a structured questionnaire. The data were analyzed using the Statistical Package for the Social Sciences (SPSS). Findings reveal that exposure to multiple forms of new media enhances students' critical thinking about political issues and strengthens their understanding of political ideologies. Moreover, new media was found to significantly motivate civic engagement and participation in political discourse. The results underscore the transformative potential of digital platforms in promoting active learning and political awareness within IPE. This study contributes valuable insights into how educational practices can leverage new media to foster critical thinking and civic responsibility, offering a foundation for future research in political education.

Guo, Z. (2026). **The Well-Being of Chinese EFL Students Within AI-Based Context: Exploring the Role of Personality Traits and Psychological Capital**. *European Journal of Education*, *61*(3), e70703. https://doi.org/10.1111/ejed.70703
In the language learning domain, learner psychological well-being has emerged as a critical outcome influenced by different psychological resources. Given that artificial intelligence (AI) has entered language learning at a fast pace, the psychological impact of AI on learners is now more pertinent. Both personality traits and psychological capital have been individually linked to learners' success and well-being, yet their combined influence in technology-based language learning contexts remains underexplored. This study investigates the predictive roles of personality traits and psychological capital in predicting the well-being of English as a Foreign Language

(EFL) learners in AI-based environments. Adopting Seligman's PERMA theory, the study conceptualises personality traits (PTs) as stable internal resources and psychological capital (PsyCap) as a state element. A total of 373 EFL university students participated, and they completed the three questionnaires. The Structural equation modelling (SEM) demonstrated that PsyCap (β = 0.713) and PTs (β = 0.642) were both significant predictors of well-being among learners, with PsyCap being the stronger predictor. The study contributes to Positive Psychology (PP) in language learning by establishing a theoretically integrated model of well-being that bridges stable PTs and changeable psychological strengths.

Habók, A., Magyar, A., & Molnár, G. (2026). **Effect of vocabulary knowledge and learning-related affective factors on school achievement in reading**. *European Journal of Psychology of Education*, *41*(2), 45. https://doi.org/10.1007/s10212-026-01078-1
Vocabulary knowledge and reading comprehension are fundamental components of academic success during schooling's early years. In addition to these cognitive skills, learning-related affective factors play an essential role in students' reading development. Therefore, this study investigated grade-level differences and relationships among vocabulary knowledge, reading achievement, and reading-related affective factors, including reading attitude, reading enjoyment, and grit in reading, among primary school students. The sample consisted of 982 Hungarian-speaking students from Years 2 to 4. Students in higher grades achieved significantly higher scores on the vocabulary test, indicating steady developmental growth in vocabulary knowledge. In contrast, no significant grade-level differences were found in reading enjoyment or grit, and reading attitude showed only modest differences across grades. Correlational analyses revealed significant associations among variables, with the exceptions of vocabulary knowledge and reading attitude. Path analysis supported a revised, parsimonious model. Vocabulary knowledge showed a strong, direct effect on reading achievement, confirming its central role as a cognitive foundation of reading performance. Within the affective domain, reading attitude significantly predicted reading enjoyment, in turn predicting grit in reading. Grit also exerted a direct, although weaker, effect on reading achievement. Importantly, vocabulary knowledge did not directly predict reading attitude, enjoyment, or grit, and the affective pathway did not mediate vocabulary knowledge's effect on reading achievement. Overall, these findings suggest that cognitive and affective factors contribute to reading achievement through partially independent pathways, underscoring the importance of addressing domains in educational practice and research.

Haldimann, M., Collie, R. J., Hascher, T., & Flick-Holtsch, D. (2026). **Academic well-being profiles of pre-service teachers: links with resources and retention-related outcomes**. *Social Psychology of Education*, *29*(1), 75. https://doi.org/10.1007/s11218-026-10247-5
Recent work has highlighted well-being as a critical factor in teachers' career development and retention. However, there is limited empirical evidence on well-being before career entry and even less on potential academic well-being profiles. Using person-centered analyses, we identified six academic well-being profiles among 2867 Austrian pre-service teachers, including two adaptive, two mixed, and two maladaptive profiles. We also tested several factors (e.g., practicum quality, teaching self-efficacy) that predicted profile membership in distinct ways. In alignment with Job Demands-Resources theory, contextual and personal resources were positively related to membership in more adaptive academic well-being profiles. Some profiles also differed in levels of initial teacher education quitting intentions and profession quitting

intentions with more favorable values for more adaptive profiles. The results call for well-being interventions that are specific to the unique nature of the different profiles.

Hassan, A. (2026). **Leveraging artificial intelligence (AI) to enhance student engagement and academic performance in higher education**. *Education and Information Technologies*, *31*(11), 3835-3861. https://doi.org/10.1007/s10639-026-13946-w
This study examines the pedagogical impact of artificial intelligence (AI) tools on student engagement and academic performance in two undergraduate economics and business modules at a UK university. Using a mixed-methods design, the study compares three academic periods: the pre-AI era (2022/23, prior to the widespread adoption of generative AI tools such as ChatGPT), the AI era (2023/24, characterized by unguided AI use), and the AI intervention period (2024/25, involving structured pedagogical guidance). Quantitative data from institutional learning platforms, complemented by qualitative survey data, inform a two-stage mediation analysis assessing engagement as a mediator between AI use and academic outcomes. Results indicate that unguided AI use does not consistently improve performance and may negatively affect problem-solving in summative assessments. In contrast, structured AI interventions significantly increase independent study engagement, enhance critical thinking, communication skills, and problem-solving, and improve overall performance. Engagement emerges as a robust mediator, highlighting the importance of pedagogical framing in effective AI integration. The findings emphasize the need for instructional scaffolding and provide practical guidance for institutions seeking to promote responsible AI use, active learning, and deeper cognitive engagement in AI-enhanced educational environments.

He, A., & Mu, W. (2026). **Under the shadow of age: a moderated mediation model of academic stress, burnout, self-criticism, and depression among Chinese PhD students**. *Higher Education*, 92(1), 381-400. https://doi.org/10.1007/s10734-025-01539-4
Understanding the mental Health challenges faced by PhD students is becoming increasingly vital, given their implications for academic productivity and the sustainability of research systems. Drawing on the cognitive appraisal theory of stress, this study investigates the psychological mechanisms through which academic stress contributes to depression among PhD students, with a focus on the moderating role of age. A sample of 431 Chinese PhD students completed online self-report measures of academic stress, academic burnout, self-criticism, and depression. Mediation analysis revealed that academic burnout and self-criticism sequentially mediated the relationship between academic stress and depression. Additional moderated mediation analysis indicated that age significantly influenced these pathways: it attenuated the effect of academic stress on academic burnout, but amplified the effect of academic burnout on self-criticism. These findings highlight the complex and age-contingent dynamics through which stress affects mental health in PhD education. This study also underscores the need to consider age-sensitive interventions and structural adjustments within PhD education and employment systems. It also contributes to the growing international literature on PhD students' mental health by identifying culturally- and institutionally-shaped stressors that merit greater scholarly and policy attention.

Heilporn, G., Tchoupou, A. T., & Boulanger, C. (2026). **L'engagement des élèves dans une séquence d'activités d'apprentissage en enseignement secondaire : une échelle de mesure multidimensionnelle**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 149-176. https://doi.org/10.53967/cje-rce.7025

This study presents the development of a multidimensional measurement scale of student engagement in a sequence of learning activities in secondary education. Developed in collaboration with the teaching team in a Quebec secondary school program, the scale includes behavioural, emotional, cognitive, agentic, and social dimensions of student engagement in the classroom. It was tested with 595 students in all secondary school grades. Exploratory factor, internal consistency, and confirmatory factor analyses on two subsamples (n1 = 290; n2 = 305) provided validity evidence for the internal structure of the scale in the five above dimensions (first-order model), as well as for an overall student engagement factor (second-order model). Evidence of the measurement invariance of the scale across gender, subject, and sequence duration is also presented, as well as evidence of consequences of score interpretation and use in the proposed context. Thus, this study provides a robust instrument for measuring student engagement in the classroom, in a sequence of learning activities, providing detailed information to teachers, researchers, and decision makers.

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.

Huang, Y., & Chui, H. (2026). **Bullying victimization and school engagement: the role of subjective well-being**. *Asia Pacific Education Review*, *27*(3), 1135-1147. https://doi.org/10.1007/s12564-025-10078-7

Efforts have been made to understand the underlying mechanism between bullying victimization and school engagement but primarily focused on the mediating effects of depression and anxiety, despite that low subjective well-being (SWB) is more commonly experienced among victims of school bullying. This study compared the mediating effects of SWB, depression, and anxiety in the association between bullying victimization and overall school engagement and examined how SWB was related to each dimension of school engagement with a sample of 232 Chinese adolescents (44.4% boys, age *M* = 14.4, *SD* = 1.1). The results showed that SWB was a stronger mediator than depression and anxiety in the association between bullying victimization and overall school engagement. Furthermore, SWB fully mediated the associations between bullying victimization and each of the five dimensions of school engagement. These findings suggest that being bullied may not directly lower one's school engagement, but it significantly compromises one's SWB, which then predicts decreases in school engagement across various dimensions.

İkiz, S., & Gürsoy, F. (2026). **Investigation of the effect of a new emotional literacy skills training program on children's peer relationships**. *European Journal of Psychology of Education*, *41*(2), 53. https://doi.org/10.1007/s10212-026-01125-x
While family members are important in the socialization process of children in the first years of life, relationships with peers gain importance in the following years. In this process, children could experience conflicts and disagreements with their peers and fail to develop positive peer relationships. In this study, a new Emotional Literacy Skills Training Program was prepared. The effect of this program on children's ability to develop positive relationships with their peers was examined. The prepared training program focuses on children's abilities to recognize emotions, empathize, manage their emotions, heal emotional damage, and apply emotional literacy as a whole. This training program is organized as a 12-week course with 24 sessions, two per week. The study included 40 children aged 48–60 months (20 experimental and 20 control). The Education Program was only applied to the experimental group for 12 weeks. As a result of the research, it was determined that after the program, a significant difference occurred in favor of the experimental group both in terms of the total scores obtained from the Peer Relationship Rating Scale and in terms of positive social skills, aggression, emotional interaction, and communication skills, which constitute the sub-dimensions of the related scale. To assess the magnitude of the difference that emerged, the effect size was calculated, and it was determined that this difference was quite strong. As a result, it was determined that the Emotional Literacy Skills Training Program was effective in improving children's peer relationships.

Izgar, G., İlter, İ., & Saritepeci, M. (2026). **The Dynamics of Academic Buoyancy: The Impact of Amotivation and Teacher Support in Middle School**. *European Journal of Education*, *61*(3), e70697. https://doi.org/10.1111/ejed.70697
This study examines the impact of amotivation and perceived teacher support on academic buoyancy and explores their interactions. A correlational research model was used in a prediction design to survey 459 participants from various middle schools in Turkey. The findings indicate a negative relationship between academic amotivation and buoyancy. The multigroup analysis results indicate a positive relationship in the boy subsample and a negative one in the girl subsample. According to the result, there were positive relationships between academic amotivation and perceived teacher support factors. Of the teacher support factors, only the relationship between relatedness support and academic buoyancy is significant. Additionally, only the mediating role of perceived relatedness support in the relationship between academic amotivation and academic buoyancy is significant. The results indicate that the relationship between teacher support and academic buoyancy and the mediating effect of teacher support differed across gender subsamples. Therefore, this study emphasizes the need for gender-specific support strategies and the importance of establishing inclusive and supportive learning environments.

Jacinto, A., Albuquerque, S., Correia, S., Mendes, T., Gonzalez, B., & Paulino, P. (2026). **The role of social support in the link between well-being and dropout intention in higher education students: a moderated mediation approach**. *European Journal of Psychology of Education*, *41*(2), 61. https://doi.org/10.1007/s10212-026-01118-w
Higher education can pose significant challenges for students, including the need to adapt to new academic environments and social dynamics. These challenges may affect their well-being and increase the likelihood of dropping out. This study explores social support as a mediating mechanism through which well-being influences dropout intention among higher education

students—that is, higher levels of well-being may lead to more positive perceptions of social support, which may in turn contribute to a lower dropout intention. In addition, this study explores whether these relationships vary depending on moderating variables such as whether the course attended was the student's first choice, cycle of studies, student-worker status, having dependents, and being a displaced student. A total of 1404 Portuguese university students participated in the study by completing questionnaires related to socio-economic variables, emotional well-being, satisfaction with social support, and the dropout intention. The results suggest the following: (1) social support from family did not mediate the relationship between well-being and dropout intention; (2) social support from social activities and friends partially mediated the relationship between well-being and dropout intention; and (3) social support from intimacy fully mediated the relationship between well-being and dropout intention; and (4) the conditional indirect effect suggests that the mediation of social support in the relationship between well-being and dropout intention is stronger for students without dependents and non-displaced students. It is essential to implement interventions on higher education campuses that are personalised and that foster the most effective sources of support, while respecting the specificities of students at risk of dropping out.

Jiang, Y., Konorova, E., & King, R. B. (2026). **Linking environmental mindset climate to adolescents' sense of belonging and achievement goals: The moderating role of self-efficacy**. *European Journal of Psychology of Education*, *41*(2), 64. https://doi.org/10.1007/s10212-026-01122-0
Much of the work on mindsets has focused on individual beliefs. However, recent work has suggested that mindsets can also operate at the environmental level. In this study, we investigated whether and how students' perceived classroom fixed mindset climate could predict their sense of belonging, and how this, in turn, led to different levels of achievement goals. We also examined the potential moderating role of self-efficacy in this hypothetical model. Results from a sample of 823 Chinese adolescent students revealed that classroom fixed mindset climate positively predicted both performance-approach and performance-avoidance goals. Moreover, classroom fixed mindset climate indirectly and negatively predicted mastery goals through students' sense of belonging in the classroom. A multi-group comparison analysis further showed that students with low self-efficacy are more inclined toward performance-approach goals in a fixed mindset classroom climate compared to students with high self-efficacy. Our findings underscore the significant influence of classroom mindset climate, suggesting the need to broaden our theoretical purview beyond just personal fixed mindset beliefs.

Jiao, J., & Shakibaei, G. (2026). **AI-assisted language learning for visually impaired learners: efficiency, perceptions, and challenges**. *International Journal of Inclusive Education*, *30*(9), 2534-2559. https://doi.org/10.1080/13603116.2025.2565404
The integration of artificial intelligence (AI) into education is expanding, yet its effectiveness in supporting visually impaired learners, particularly in language acquisition, remains underexplored. This study investigates the impact of AI-assisted language learning on English proficiency, motivation, and engagement among visually impaired learners in Iran. Thirty participants (aged 18–30) from two language centers were purposively assigned to an experimental group (AI-supported instruction) or a control group (traditional instruction). A mixed-methods design was employed: quantitative data from pre- and post-tests, a Classroom Engagement Scale, and a Motivation Questionnaire were analyzed using paired-samples t-tests and Cohen's d; qualitative data from semi-structured interviews were examined through thematic analysis. Results showed significant gains for the experimental group in proficiency (d =

1.6), motivation (d = 2.4), and engagement (d = 2.9). Interviews confirmed these benefits, emphasizing personalization, interactivity, and enhanced learner autonomy. Challenges included speech recognition accuracy, interface navigation, and initial adaptation. Overall, findings suggest that AI-supported instruction can substantially enhance language learning for visually impaired learners, though refinement of accessibility features is critical for maximizing its potential.

Joya, S., & Vergel, R. (2026). **From collective consciousness to individual consciousness: Dialectical analysis of a fifth-grade class performing a pattern generalization task**. *European Journal of Psychology of Education*, *41*(2), 46. https://doi.org/10.1007/s10212-026-01077-2
This article is part of a broader investigation into algebraic thinking in primary education from the perspective of the theory of objectification. This study aims to characterize how collective consciousness is transformed into individual consciousness in a fifth-grade classroom as a pattern generalization task related to the function $$y=2x-1$$is addressed and developed. The emphasis is on the development of consciousness through joint activity, considering the layers of generality in algebraic thinking. The analysis identified five moments: (1) exploration of the first terms of the sequence, (2) transition toward non-perceptual forms of reasoning, (3) adoption of generalization schemes, (4) resolution of a distant case in which students make the generalization explicit, and (5) production of a message so that another person can calculate any given term. Each phase reveals how semiotic means of objectification —gestures, graphic representations, and language— mediate the construction of meanings and allow knowledge to be socialized and internalized. The results show that the class exhibited three characteristics of algebraic thinking: A sense of indeterminacy, analyticity, and symbolic designation, which developed and evolved as expressions of the emerging consciousness within the activity. Simultaneously, the appropriation of algebraic knowledge is a dialectical process in which collective interaction and the materialization of objects of knowledge lead to the development of individual consciousness and the consolidation of theoretical forms of mathematical thinking.

Kakimova, A., Urban, M., Seban, P., & Urban, K. (2026). **Enhancing science learning in fifth graders: Do narratives and visuals make a difference?** *European Journal of Psychology of Education*, *41*(2), 76. https://doi.org/10.1007/s10212-026-01137-7
Narratives and representational pictures are widely assumed to support children's science reading. This preregistered randomized study tested whether two format modifications of the same expository science text, adding brief narrative passages or adding three representational pictures, improve fifth graders' learning relative to the plain expository version. A total of 137 fifth graders from seven classes read one of the three text versions. Linear mixed-effects models showed no differences across formats in reading comprehension, either immediately or at a delayed post-test 1 week later; perceived difficulty and interest also showed no format effects. For problem-solving performance, the only reliable difference was that the expository control group generated more correct reasons in the ecological problem-solving task than the pictures group; narrativization showed no advantage. These findings suggest that single-exposure format modifications may not be sufficient to enhance science learning in classrooms.

Karimova, K., & Tu, H.-F. (2026). **Dimensionality, Reliability, and Validity of Academic Resilience Scales: A Systematic Review and Meta-analysis**. *Educational Psychology Review*, *38*(1), 112. https://doi.org/10.1007/s10648-026-10207-7

Academic resilience refers to students' capacity to maintain or regain adaptive academic functioning when confronted with academic stressors, setbacks, failure, or threat. Although the construct is often considered central to educational psychology, its psychometric foundations remain fragmented. This systematic review and meta-analysis synthesized evidence from 46 studies evaluating academic resilience and closely related academic buoyancy measures. Evidence on dimensionality was mixed. Unidimensional models showed higher pass rates for CFI, TLI, and SRMR, whereas multidimensional models showed a higher RMSEA pass rate; however, exploratory Welch comparisons showed significant differences for CFI and TLI, but not for RMSEA or SRMR, indicating that the available global-fit evidence does not clearly favor either model family. Pooled internal consistency was high, a/$$omega$$= 0.89, 95% CI [0.86, 0.90], 95% PI [0.62, 0.97], although heterogeneity was substantial. Construct validity evidence showed a moderate pooled association with theoretically relevant external criteria, r = .55, 95% CI [0.46, 0.63], 95% PI [-0.19, 0.89], with substantial variability across outcome domains. After direction alignment, associations were strongest for distress and vulnerability, learning strategy/self-regulation, and resilience-aligned constructs, and weakest for academic achievement. Overall, the findings suggest that current academic resilience measures are reliable and show theoretically coherent validity patterns. Dimensionality evidence indicates that many measures may be dominated by a broad general resilience factor, but the available global-fit comparisons do not establish whether proposed subdimensions provide differentiated explanatory, diagnostic, or predictive value beyond composite scores. Future research should further clarify construct boundaries, strengthen content-validity evidence, and directly compare competing measurement models.

Kim, S., Jeong, D., Nagengast, B., & Bong, M. (2026). **Socializers' mindsets predict students' mindsets and learning outcomes: evidence from nine countries**. *European Journal of Psychology of Education*, *41*(2), 36. https://doi.org/10.1007/s10212-026-01067-4
There has been growing interest in understanding the role of parents' and teachers' mindsets in shaping students' mindsets and learning outcomes. However, because most studies have examined the mindset of each socializer separately, the relative significance of parents' and teachers' mindsets in student outcomes remains relatively understudied. Using international data from the Survey on Social and Emotional Skills, we examined how parents' and teachers' mindsets relate to the mindsets, test anxiety, persistence, and reading and math grades of 10- and 15-year-old students around the globe. We further investigated whether these relationships differed by the age of students. The moderating effects of students' gender and socioeconomic status were also tested. Data collected from a total of 60,961 students, 34,650 parents, and 6,637 teachers in 10 cities from nine countries showed that both parents' and teachers' mindsets are significant predictors of students' mindsets, although the prediction coefficients associated with teachers' mindsets are generally weak. Parents' mindsets also significantly predicted students' persistence and reading and math grades. Notably, these results were generalizable across 10 different cities in Asia, Europe, North America, and South America. While neither student gender nor socioeconomic status moderated the relationships, further examination of age differences revealed a stronger association between parents' mindsets and students' mindsets in the older age group.

Laskay-Horváth, C., & Kemény, F. (2026). **Stability of reading and spelling difficulties**. *European Journal of Psychology of Education*, *41*(2), 37. https://doi.org/10.1007/s10212-026-01091-4
Reading and spelling can be impaired selectively and combined. Research with German-speaking children demonstrated that reading problems are stable over time, while many children

with spelling difficulties improve their skills (Moll et al., 2020). Our study aims to examine the stability of literacy impairments in Hungarian elementary school children and explore the cognitive factors that might play a role in remediating literacy deficits. We assessed pupils' reading fluency and spelling skills from grades 2 to 6, categorizing 189 children into four literacy groups. These are combined reading and spelling deficit (RSD), isolated reading deficit (IRD), isolated spelling deficit (ISD), and typically developing (TD) groups. Good performance means less than 0.5 SD deviation from average age-appropriate skills, and poor performance means skills more than 0.9 SD below average. After one to three semesters, we reassessed their literacy skills along with phonological awareness and rapid automatized naming (RAN). The RSD group showed the highest stability, followed by the TD group. Stability was significantly lower in the isolated deficit groups. ISD children who remediated their spelling at t2 performed better on the phonological awareness task than their peers whose spelling remained impaired. Many members of the initial IRD group have changed groups over time but there is no similar pattern as in the ISD group. Our results are in concert with the double deficit hypothesis of dyslexia (Wolf & Bowers, 1999); thus, the most persistent literacy deficit evolves when both reading and spelling are impaired.

LeBouef, S., Dworkin, J., & Colindres, M. (2026). **Applying the Family Fundamental Interpersonal Relations Orientation Model to the Study of First-Generation College Students**. *The Journal of Higher Education*, *97*(6), 1018-1043. https://doi.org/10.1080/00221546.2025.2522000
The present study aimed to address gaps in the first-generation college students (FGCS) literature by taking a strengths-based approach and integrating the Family Fundamental Interpersonal Relations Orientation (FIRO) Model. Specifically, we explored how family inclusion (connectedness, shared meaning, structure), intimacy, and control impact FGCS well-being (depression and anxiety), support seeking from family, and providing support to family. Family is defined as any person students believe to be family, familia, or kin (this person did not have to be biologically related and could include a friend, coach, or mentor.) FGCS (N = 345) participated in an online survey. Participants (Mage = 24.67) represented 44 states (61.1% female; 49.9% White; 91% attended a four-year institution). Control was not related to help and support-seeking behaviors but was significantly associated with feelings of depression and anxiety. Inclusion connectedness and inclusion shared meaning were positively associated with providing support to families and receiving family support. Intimacy was negatively associated with depression and anxiety. Results contribute to a better understanding of the strengths FGCS brings to the college experience; specific implications for universities are considered.

Lee, J., Fazez, N., Larose, L., Lafranchise, N., Daljeet, K., & Paquet, M. (2026). **Impacts de la participation à des groupes de pairs structurés sur la persévérance des étudiants de cycles supérieurs : revue systématique**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 177-204. https://doi.org/10.53967/cje-rce.6663
The identification of social factors that contribute to graduate student persistence has highlighted inherent limitations in individual supervision. Consequently, various structured peer group modalities (SPGM), including group supervision, group mentoring or tutoring, and structured writing groups, have been proposed as alternatives to, or supplements for, individual supervision. Using the PRISMA protocol, 13 articles, predominantly qualitative, were identified to investigate the effects of SPGM participation on graduate student persistence, explore potential explanations for these effects, and contribute to the development of a preliminary model reflecting these mechanisms. As a result, the benefits of SPGM on graduate students' persistence were categorized into three components: academic, social, and psychological support. Certain

characteristics of SPGM were identified as influencing variables, such as the group characteristics, the structure of the meetings, and the nature of the content discussed. The review concludes with a discussion on the current use of SPGM in academic settings and provides recommendations for future research, notably the need for more quantitative studies.

Lee, J. Y., Moon, J., Paas, F., Cho, M., Darejeh, A., Holmer, S., & Ayres, P. (2026). **Validity of Eye-Tracking Measures in Immersive Virtual Reality: Using Cognitive Theories of Learning**. *Educational Psychology Review*, *38*(1), 100. https://doi.org/10.1007/s10648-026-10186-9
Eye tracking is a promising research tool for investigating learning processes in immersive virtual reality (IVR). Grounded in cognitive theories of learning, this study proposes a classification of six key learning processes (i.e., cognitive, motivational, affective, social, metacognitive, media-specific) and nine associated constructs (i.e., attention, visual strategy, cognitive load, motivation, emotion, social attention, self-regulation, immersion, usability) measurable through eye tracking in IVR. Using this classification, a systematic review of 38 empirical studies published over a 10-year period (2014 − 2024) was conducted to evaluate the validity of eye-tracking measures. The results showed that the overall validity remains limited with an average score of 48% (± 19%), mainly due to insufficient control of data quality. Measures of cognitive load demonstrated relatively higher validity, likely due to their stronger alignment with performance outcomes. Methodological limitations, such as small sample sizes and dependence on default equipment configurations, were prevalent. To improve validity, future study should strengthen methodological foundations, provide detailed documentation of experimental setups, and use triangulation with complementary data. The classification and validity scoring schemes presented in this study contribute to the theory-driven application of eye tracking in IVR, and offer guidance for improving measurement validity in educational psychology.

Lee, S.-Y., Woo, J., & An, D. (2026). **Profiles of gifted science high school students and their academic self-concept and college major pursuits**. *Asia Pacific Education Review*, *27*(3), 1223-1237. https://doi.org/10.1007/s12564-026-10112-2
This study explored how gifted high school students perceived their academic self-concept and future college major intentions in schools where homogeneous grouping was implemented full-time throughout the academic year. Using survey responses from 389 gifted high school students, major findings included that mostly, the gifted students maintained favorable perceptions about their scholastic ability and considerations of college majors in STEM. Their academic self-concept significantly differed across the four latent profiles, whereas intentions to change college majors did not show statistically significant differences. The highest academic self-concept was found for the group with high levels of the need for cognition, mastery goal orientation, and resilience. In contrast, the lowest group was characterized by low need for cognition, low performance but high mastery goal orientations, and a minimal social comparison tendency. There were some profiles less likely to belong to male than female students. Even within an ostensibly homogeneous setting, gifted students would exhibit heterogeneous psychological configurations which shape qualitatively distinct psychological and learning experiences. Identifying gifted students' needs and profiles is one mode to better understand what makes homogeneous settings effective for the gifted and serve them better to fulfill their giftedness and talent.

Li, B., Sun, J., & Zhu, W. (2026). **The developmental characteristics and core structure of achievement emotion regulation processes: a network analysis based on and expanding the**

ERAS model. *European Journal of Psychology of Education*, *41*(2), 51. https://doi.org/10.1007/s10212-026-01092-3
The applicability of the model of Emotion Regulation in Achievement Situations and the developmental characteristics of achievement emotion regulation at different stages still need further supplementation.

Li, K., Richter, E., Richter, D., Huang, Y., & Chen, G. (2026). **Beyond Quality Features, Toward Teacher Needs: Unpacking How Professional Development Quality Relates to Teacher Engagement Through Self-Determination Theory**. *Journal of Teacher Education*, *77*(4), 333-347. https://doi.org/10.1177/00224871261458811
While the features of high-quality professional development (PD) have been well-explored, some feature-based PD programs yielded inconsistent teacher engagement, prompting investigations into how these features relate to teacher engagement. Drawing on Self-Determination Theory, this study collected data from 985 German in-service teachers to examine basic psychological needs (BPN) as a mediator between perceived PD quality and teacher engagement. Using both variable-centered and person-centered approaches, we (a) tested whether BPN mediates this relationship, (b) identified teachers' perceived PD quality profiles, and (c) explored whether this mediation varies across profiles. Latent profile analysis identified four profiles: High-Quality Balanced, Moderate-Quality Weak-Collaboration, Moderate-Quality Strong-Collaboration, and Low-Quality Strong-Collaboration. Both variable-centered and person-centered mediation analyses revealed that BPN consistently mediated the relationship between PD quality and engagement, with no significant differences in the BPN-engagement pathway across all profiles. These findings suggest a shift from merely including features toward designing them in ways that support teachers' psychological needs.

Li, X., Shek, E. Y. W., Shek, D. T. L., & Deng, M. (2026). **Peer Victimization, Depression, Conflict with Teachers, and Life Satisfaction: A Moderated Mediation Model Based on Hong Kong Children**. *Child Indicators Research*, *19*(4), 1917-1937. https://doi.org/10.1007/s12187-026-10369-4
Peer victimization is prevalent among school-age children worldwide, including the Hong Kong Special Administrative Region, China. Previous studies have identified the negative consequences of peer victimization for children, but few studies have examined the mediation mechanisms involved in the predictive relationship between peer victimization and life satisfaction. This study explored the predictive effect of peer victimization on children's life satisfaction by considering depression as a mediator, and teacher-student conflict as a moderator in the predictive relationship between peer victimization and depression among 1,144 children at Grade 6 (mean age = 11.43 years, SD = 0.61, 44.3% females) from 16 Hong Kong primary schools. Results demonstrated that peer victimization was positively associated with children's depression and teacher-student conflict, and it negatively predicted their life satisfaction. Depression partially mediated the relationship between children's peer victimization and life satisfaction, and teacher-student conflict moderated the association between peer victimization and depression as predicted. The present study contributes to our understanding of the underlying mechanisms involved in the predictive relationship between peer victimization and life satisfaction in children with depression serving as a mediator and teacher-student conflict as a moderator in the relationship between peer victimization and depression.

Liang, S., Chai, C. S., & King, R. B. (2026). **Who Thrives Where? A Multilevel Latent Profile Analysis of Students' Well-Being Across the Globe**. *Child Indicators Research*, *19*(4), 1803-1846. https://doi.org/10.1007/s12187-026-10359-6

Promoting student well-being has become a central concern in education, given its strong associations with academic success and long-term life outcomes. However, most research has emphasized hedonic aspects of well-being ignoring the eudaimonic dimensions of well-being. Additionally, prior studies have focused mostly on quantitative differences in well-being, overlooking the existence of qualitative differences in how various dimensions of well-being co-occur within individuals. Last, studies have mostly explored student well-being as an individual phenomenon, putting less emphasis on the collective aspects of well-being. To address these gaps, this study employs a multilevel latent profile analysis (MLPA) using data from the PISA 2018, encompassing 406,953 students nested within 10,173 schools in 76 regions worldwide, to examine both student- and school-level well-being profiles. At the student level, five distinct profiles were identified: Flourishing (17.6%), Moderate (53.7%), Languishing (5.1%), Low Hedonic (19.6%), and Low Eudaimonic (4.0%), reflecting meaningful variations in student well-being. At the school level, three well-being profiles emerged: High (33.9%), Moderate (28.0%), and Low (38.1%) Well-Being Schools. A range of individual and school-level factors, particularly school climate, were associated with profile membership. Various aspects of school climate such as cooperative peer environments, teacher enthusiasm, and lower bullying levels were particularly salient in distinguishing more adaptive profiles at both student and school levels. By uncovering multilevel patterns of well-being across a large and international sample, this study foregrounds student well-being as both an individual and collective phenomenon.

Liévano Taborda, C. A. (2026). ***Extended Reality in Collaborative Learning Applications : Evaluating the Interplay Between Attention, Engagement, and Learning*** (Theses, Université Paris-Saclay). Consulté à l'adresse https://theses.hal.science/tel-05726001

This thesis investigates the enhancement of learning experiences in collaborative, synchronous, and remote eXtended Reality (XR) environments, focusing on the critical roles of Engagement and Attention (E/A). While immersive Virtual Reality (VR) is positioned as a solution for complex remote education, the transition from 2D platforms introduces a central tension: a trade-off between the social benefits of collaboration and the cognitive load of coordination. This research specifically explores the potential correlation between these coordination costs and the resulting attentional bottlenecks. The research first establishes a foundational state-of-the-art through a systematic literature review (PRISMA). The review identified a significant gap: current studies focus predominantly on engagement (48.6 %) over attention (28.6 %) and favor single-user scenarios (60.6 %). Crucially, it highlights a lack of objective behavioral data to complement subjective metrics, limiting the evaluation of enhancement strategies in synchronous remote settings. A central contribution of this work is the development of a comprehensive methodological framework designed to find potential correlation between subjective experience reports and real-time behavioral logs. Focused on immersive remote settings these logs especially captured: interaction frequency, voice activity duration (as a proxy for social grounding), and eye-reticle positioning to precisely measure dwell time on pedagogical areas of interest. The experimental phase was structured into two core studies. A first experience isolated the « social effect » by comparing individual and collaborative task modes. Results indicate that while synchronous collaboration significantly enhanced reported engagement and co-presence, it also resulted in longer completion times, highlighting a « transaction cost » for social grounding. A second experience} built upon these findings to optimize the collaborative

experience using attention-guiding mechanisms (visual highlights, gaze-contingent scaling). This digital scaffolding significantly improved learning gains—achieving a mean of 57.55 % compared to 38.75 % in the baseline—with a large effect size d = 0.86. However, a critical discovery revealed a functional trade-off: these mechanisms led to a statistically significant decrease in co-presence, effectively « de-socializing » the experience to prioritize task efficiency. Ultimately, this thesis synthesizes these findings into design principles for « attention-aware » collaborative XR. It concludes that while collaboration acts as a powerful motivational asset, its inherent cognitive demands must be managed through validated scaffolding strategies. This ensures that the social benefits of remote tele-collaboration are not compromised by the need for focused task execution in complex 3D environments.

Lin, H., Ding, J., Leng, X., He, G., Li, Y., & Zheng, H. (2026). **Reciprocal Relationships Between Perceived Teachers' Moral Grandstanding, Self-Esteem, and Rumination Among Chinese Primary School Students: An RI-CLPM Study**. *Journal of Youth and Adolescence*, *55*(9), 2274-2289. https://doi.org/10.1007/s10964-026-02381-2
Moral grandstanding is the use of moral talk driven by egotistical motives to promote oneself or display moral superiority. Although moral grandstanding has been extensively examined in political and public health contexts, its relevance to educational settings remains understudied, especially in teacher–student interactions where teachers serve as moral authorities for children. The present research adapted the Perceived Teachers' Moral Grandstanding Scale and examined its longitudinal associations with students' socioemotional processes. In the first step, the Moral Grandstanding Motivation Scale was adapted to assess adolescents' perceptions of teachers' moral grandstanding in the Chinese cultural context. The validation sample consisted of 1,686 Chinese primary school students (Mage = 10.78 years, SD = 1.09; 43.59% male). In the second step, guided by Self-Discrepancy Theory, which suggests that distress can arise when individuals perceive a gap between how they see themselves and the standards they believe they should meet, a longitudinal study examined reciprocal associations among perceived teachers' moral grandstanding, self-esteem, and rumination. The longitudinal sample consisted of 811 Chinese adolescents (Mage = 9.93 years, SD = 0.98; 49.81% male) who completed a four-wave survey. Results indicated that the Perceived Teachers' Moral Grandstanding scale demonstrates good internal consistency, split-half reliability, structural validity, and discriminant validity relative to related constructs. In addition, the random intercept cross-lagged panel model revealed that perceived teachers' moral grandstanding and rumination were reciprocally predictive, with self-esteem serving as a mediator in this bidirectional relationship. The findings provide partial support for the view that students' perceptions of teachers' moral grandstanding, self-esteem, and rumination are linked through reciprocal processes over time. Understanding these links can help clarify how moralized teacher–student interactions are associated with students' socioemotional processes in school contexts.

Lintner, T. (2026). **Friendship fosters well-being, exclusion may hurt girls' mathematics: a two-wave cross-lagged panel model of peer relations, affect, and achievement**. *European Journal of Psychology of Education*, *41*(2), 79. https://doi.org/10.1007/s10212-026-01138-6
This study investigates longitudinal associations between peer relations, affective well-being, and academic achievement during early adolescence. Data were drawn from a two-wave study of a large nationally stratified sample of Czech students transitioning from Grade 6 to Grade 7 (N = 2,609, ages 12–13). Cross-lagged panel models were used to examine reciprocal links between friendship, social exclusion, positive and negative affect, and achievement in

mathematics and Czech language, assessed using item-response-theory-scaled tests. Friendship predicted increases in subsequent positive affect, whereas social exclusion predicted declines in positive affect. Exclusion was also associated with lower later achievement in Czech language across students and with reduced mathematics achievement specifically among girls, indicating domain- and gender-differentiated academic vulnerability. Affective well-being did generally predict achievement. These findings highlight the developmental importance of peer relations for emotional adjustment and suggest that experiences of exclusion may carry direct academic consequences, particularly for girls in mathematics.

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

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

Lisec, J., & Gillett-Swan, J. (2026). **Scoping review of student wellbeing policies for Australian school systems**. *Educational Research for Policy and Practice*, *25*(2), 251-277. https://doi.org/10.1007/s10671-025-09410-0

Academic wellbeing is critical for middle years students because they are at high risk of low wellbeing and achievement. Despite this, few studies seek student perspectives about this educationally relevant dimension of student wellbeing. This scoping review's content analysis identifies terms, links and themes related to student wellbeing elements (i.e. definitions, dimensions, skills), in Australian school system policies. Analysis found a common priority in research and policy is listening to student voice, to help educators understand students' school experiences. Increasingly, Australian national and state/territory jurisdictions are linking student voice with local policy emphasis on different student wellbeing elements. While the academic wellbeing dimension is identified in student wellbeing international research, it is not yet identified in Australian student wellbeing policies. Analysis also found value in policy language reflecting local priorities and intended meanings, which contextualise student wellbeing. However, policy language also needs to directly identify and define student wellbeing elements, including the academic wellbeing dimension. This will help policymakers and educators implement relevant and meaningful student wellbeing support, as intended from policy. Findings also suggest future

research could expand understanding about how student wellbeing can be linked to various school experiences, including learning, feedback and assessment.

Liu, Yingying, Xie, X., Yang, F., & Zhang, S. (2026). **Academic involution as a rat race at expense of health and well-being**. *Social Psychology of Education*, *29*(1), 91. https://doi.org/10.1007/s11218-026-10262-6
The term involution has been widely adopted by Chinese college students to describe experiences of over-competition and diminishing returns in education. Academic involution appears to provide little developmental benefit while imposing psychological and physiological costs, yet prior research has lacked a clear definition and standardized measurement. Across four studies, we advanced its conceptualization and assessment. Study 1 identified four recurrent features from the literature and confirmed that these also structure public understandings. Building on this foundation, Study 2 developed and validated the Core Academic Involution Scale (CAIS), confirming a three-factor structure with strong psychometric properties. Study 3 demonstrated that the CAIS aligns with students' lived experiences of academic involution, supporting its ecological validity. Study 4 further examined the nomological network of the CAIS, showing that CAIS scores were higher among individuals with stronger zero-sum beliefs, were associated with higher anxiety, poorer sleep, and lower life satisfaction, and were negligibly associated with creative tendency. Taken together, these studies provide an integrative framework and validated measurement tool for academic involution, laying a foundation for future research on its educational and psychological implications.

Liu, Yuqing, & Song, Y. (2026). **Enhancing creative writing with robot–LLM integration: The interplay of embodiment, AI creativity and user engagement**. *British Journal of Educational Technology*, *57*(5), 1320-1347. https://doi.org/10.1111/bjet.70071
Abstract This study explores the impact of robot?LLM (Large Language Model) integration on collaborative creative writing, focusing on how embodiment and AI creativity influence various aspects of creative output. A total of 150 undergraduate students participated in a structured experimental design with five collaboration conditions: Human?Human (HH), Human?Computer with High-Creativity LLM (HC), Human?Robot with High-Creativity LLM (HR), Human?Robot with Low-Creativity LLM (RL) and Human?Computer with Low-Creativity LLM (CL). Creativity was assessed through expert ratings and computational analysis of originality, imagery, voice and semantic flow. The results revealed that while the Human?Robot (High-Creativity LLM) condition significantly enhanced originality, Human?Human and Human?LLM (text-based) collaborations excelled in imagery and voice. The study identified an ?embodiment paradox?, where robot embodiment amplified creativity in high-creativity AI conditions, yet human collaboration remained superior in stylistic expression. Mediation analysis revealed that user engagement acted as a mediator, with embodiment compensating for low-creativity AI and amplifying the creative process with high-creativity AI. The findings have important implications for the design of collaborative AI systems, highlighting the need for a balanced integration of embodiment and AI creativity to optimize creative outcomes. This research contributes to our understanding of how human?robot?LLM collaborations can expand creative potential in writing, offering insights for future AI applications in educational and creative industries. Practitioner notes What is already known about this topic? Previous studies have explored the impact of AI in creative collaborations, with a focus on text-based models like LLMs enhancing writing quality. Embodiment in AI systems, such as humanoid robots, has been shown to affect user engagement and emotional responses, influencing creativity. Human collaboration has traditionally been seen

as superior in generating stylistic elements like imagery and voice, while AI excels in originality and idea generation. What this paper adds? This research demonstrates that robot?LLM collaboration significantly boosts originality, particularly when high-creativity AI is used. The study uncovers the ?embodiment paradox?, where embodied robots enhance creativity in high-creativity AI conditions but human collaboration remains superior in stylistic expression. The mediation role of user engagement is explored, showing how embodiment can enhance creative outcomes when AI creativity is low and amplify them when AI creativity is high. Implications for practice and/or policy Educators and trainers can utilize embodied AI systems in creative tasks to increase student or participant engagement and foster more original outputs. Training programmes can be structured to leverage the strengths of both human collaboration and AI, tailoring tasks based on AI's creativity levels for optimal outcomes. Policy around the integration of AI in educational and creative settings should encourage balanced AI systems that combine embodiment and creativity for enhanced collaborative work.

Llena, C., Coquart, J., & Crombez, L. (2026, juillet 19). **Santé des étudiants : plus d'un sur deux entre à l'université avec une fragilité physique ou mentale**. https://doi.org/10.64628/AAK.msg7haxdf
Plus d'un étudiant sur deux arrive à l'université avec une vulnérabilité physique ou mentale : la meilleure solution pourrait être l'activité physique individualisée.

Manchado Porras, M., Canto López, M. del C., Mateo Ramos, L., Reguera Lozano, S., Mera Cantillo, C., & Aragón Mendizábal, E. (2026). **Mathematical performance in primary education: Instructional context and cognitive and attitudinal factors**. *European Journal of Psychology of Education*, *41*(2), 77. https://doi.org/10.1007/s10212-026-01133-x
Despite the relevance of mathematics, many Spanish students encounter difficulties in the subject. It is essential to continue exploring the factors associated with mathematical performance, including cognitive, attitudinal, and methodological aspects. Given the presence of open scientific questions, this study aimed to contribute to theoretical and empirical knowledge in mathematical cognition by comparing students from instructional contexts using a traditional approach with those from contexts using the Open Algorithm Based on Numbers (ABN) method. The comparison focused on general mathematical competence, specific mathematical skills, and cognitive and attitudinal factors. Another key objective was to assess the association of these cognitive and attitudinal factors with mathematical competence. The sample consisted of 244 upper primary school students, divided into two groups (ABN and non-ABN). Various mathematical skills, cognitive variables (short-term memory, working memory, fluid intelligence, and processing speed), and negative predisposition toward mathematics were measured. The study followed a ex post facto design, and available socioeconomic and educational indicators were examined to support the comparability of the groups. The results showed differences between instructional contexts, with students from contexts using the ABN methodology obtaining higher scores in most assessed mathematical skills. Positive correlations were found between cognitive factors and mathematical competence, while a negative correlation was observed with negative predisposition. Additionally, cognitive and attitudinal variables accounted for 48.7% of the variance in general mathematical competence. In conclusion, the findings highlight the relevance of instructional context, together with cognitive and attitudinal factors, for understanding mathematical performance in Primary Education, and should be interpreted cautiously given the associational rather than causal nature of the study.

Maris, R., Anders, J., Campbell, T., & Wyness, G. (2026). ***Exhausting exams: the wellbeing effects of compulsory retakes*** (Working paper N° 26-08). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-08

Policies that require low-attaining students to continue investing in foundational skills may generate future human-capital benefits but also impose short-run psychological costs. We study this trade-off using England's compulsory GCSE English and mathematics resit requirement. Using longitudinal survey data from the Millennium Cohort Study (MCS), we estimate the effect of exposure to England's compulsory resit requirement on adolescent wellbeing, controlling for cognitive ability, prior wellbeing and a rich set of demographic and socioeconomic characteristics. We conduct a cross-country falsification test using Wales and Northern Ireland, where students also take GCSEs but face no comparable national resit requirement. We find that exposure to the requirement lowers wellbeing at age 17 by approximately 0.11 SDs. These effects are about exposure to retakes at the extensive margin - we find no evidence of an additional penalty for retaking in multiple subjects. Our average estimates conceal substantial heterogeneity: English resitting is associated with lower wellbeing among boys, while mathematics resitting is associated with lower wellbeing among girls. For boys resitting English, the negative estimates are concentrated among students further below the pass threshold, consistent with a discouragement mechanism; for girls resitting mathematics, they are concentrated among those who narrowly miss the threshold, consistent with a near-miss penalty. The results identify a potentially important non-pecuniary cost of compulsory remedial education and highlight a trade-off between policies designed to raise foundational skills and adolescent wellbeing.

Marsh, H. W. (2026). **Four Decades After the Big-Fish–Little-Pond Effect: Critical Boundary Tests and Integrative Models of Mean-Context, Ordinal-Standing, and Distributional-Scaling in 46 Countries**. *Educational Psychology Review*, *38*(1), 108. https://doi.org/10.1007/s10648-026-10200-0

The Big-Fish–Little-Pond Effect (BFLPE) is the negative association between class-average achievement and students' academic self-concept after controlling individual achievement. Over four decades, the BFLPE has become one of educational psychology's most robust cross-national findings. However, psychological, economic, and contextual-judgment traditions propose different representations of social comparison: adaptation-level models emphasize contextual means, ordinal-standing models emphasize relative rank, and distributional-scaling models emphasize broader properties of local achievement distributions. Using TIMSS 2019 Grade 8 mathematics data from 46 countries (11,684 classes; 262,988 students), this study provides the first large-scale cross-national test of these formulations within a unified modeling framework. Consistent with prior BFLPE research, higher individual achievement positively predicted mathematics self-concept, whereas higher classroom mean achievement negatively predicted it. Ordinal standing also positively predicted self-concept in simpler models. However, strong ordinal-standing formulations predict that the negative contextual-mean effect should substantially attenuate or disappear when ordinal position is fixed at the top of the classroom distribution. Inconsistent with this prediction, the BFLPE remained evident even for the highest-ranked student in each class. Models integrating all three approaches further indicated that much of the apparent ordinal-rank effect reflected broader forms of distributionally scaled relative achievement embedded within classroom distributions. The findings support an integrative interpretation in which ordinal standing is relevant, not sufficient: contextual means, ordinal standing, and distributional structure jointly shape comparative self-evaluation, while

contextual means remained the most robust comparative indicator. More broadly, the study highlights the Statistical–Mechanism Gap Fallacy: interpreting statistical contextual indicators as psychologically transparent representations of comparison mechanisms.

Martin-Requejo, K., Álvarez-Bardón, A., González-Andrade, A., & Santiago-Ramajo, S. (2026). **Early musical training and mathematical performance in 8- to 12-year-old schoolchildren: the mediating role of attitude towards studying and executive functions**. *European Journal of Psychology of Education*, *41*(2), 38. https://doi.org/10.1007/s10212-026-01096-z
Human behaviour develops through the interaction of neurobiological and environmental factors, with early experiences playing a critical role in shaping sensorimotor, socioemotional, and cognitive functions. Musical training, a multimodal and progressively complex activity, has been proposed as a powerful enhancer of neuroplasticity and higher-order cognition, particularly when initiated before the age of seven. Although the link between musical training and academic achievement has been widely reported, the mechanisms explaining this relationship remain poorly understood, particularly in childhood. This study examined the mediating role of study attitude and executive functions in the relationship between early musical training and mathematical performance in childhood. A sample of 162 Spanish children aged 8–12 years was assessed using standardised measures of executive functions (BRIEF-2), study attitude (CHTE), and mathematical performance (BADyG). Results showed that children with musical training achieved higher mathematical performance, with stronger effects observed in those who began before age seven. Mediation analyses revealed a significant chained effect: early musical training was associated with a more positive study attitude, which related to higher scores in working memory and, in turn, was linked to better mathematical outcomes. Inhibition and flexibility did not emerge as significant mediators. These findings suggest that the benefits of early musical training on mathematics extend beyond cognitive gains to include attitudinal and motivational pathways. The study suggests the potential educational value of early music training for supporting both cognitive and academic development, suggesting that structured music programmes could be considered a valuable component of early curricula to potentially support the development of core skills such as motivation, working memory, and mathematical abilities.

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.

Mella, N., Audrin, C., Biémar, S., Fischer, L., Romainville, M., Sander, D., & Dan-Glauser, E. (2026). **Mapping teachers' emotional and pedagogical dimensions: a network analysis of teachers' socio-emotional competencies, conceptions of teaching and implicit theories of emotions**. *Social Psychology of Education*, *29*(1), 94. https://doi.org/10.1007/s11218-026-10263-5
Teachers' socio-emotional competencies (SEC) are known to contribute to their well-being and classroom climate. Yet, little is known about how these competencies interact with their

conception of teaching and their implicit theories about emotions. We addressed this gap using a network analysis from 263 preservice teachers to explore the interrelations between preservice teachers' intra and interpersonal SEC, their conceptions of teaching, and their beliefs about utility, source and malleability of emotions in the classroom. Results show that a constructivist approach to teaching is positively associated with perceiving oneself as a key source of students' emotional experiences, with this association occurring alongside higher valuation of positive emotions in learning contexts. Intrapersonal SEC is associated with beliefs in the malleability of students' emotions and co-occurs with teachers' perceived capacity to support students' emotional regulation. The central position of malleability beliefs and intrapersonal competencies suggests that these dimensions are highly connected within this system and may represent priorities for future longitudinal or intervention research. Overall, the findings provide a basis for examining how emotional competencies and pedagogical conceptions become translated into classroom practices during teacher development.

Mera, C., Manchado, M., Aragón, E., del Carmen Canto, M., Mateo, L., & García-Sedeño, M. (2026). **Cognitive precursors of early mathematical competence in preschoolers: evidence from a multivariate model**. *European Journal of Psychology of Education*, *41*(2), 42. https://doi.org/10.1007/s10212-026-01097-y

Given the key role of mathematical competence in academic and personal development, this study analyzes the combined influence of domain-general and domain-specific cognitive precursors on early mathematical competence through a multivariate approach. It examines how different cognitive processes relate to mathematical performance in 5-year-old children, providing updated evidence to guide educational interventions. A total of 193 preschool children were assessed using a standardized battery of cognitive and mathematical tests administered in controlled school settings. Data were analyzed using a multivariate analytical approach, including regression and mediation analysis. Results indicate that early mathematical competence is significantly determined by executive functions such as short-term and working memory, as well as domain-specific numerical skills like symbolic comparison and number line estimation. These numerical skills were statistically associated with indirect pathways linking executive functions and mathematical performance, suggesting that part of the association between cognitive factors and mathematical competence may operate through children's ability to estimate, process, and compare numerical symbols. Additionally, age was identified as a relevant precursor of mathematical performance, and thus, the impact of maturational development on mathematical competence was considered. The findings highlight the importance of verbal executive functions and symbolic numerical skills in early mathematical development, providing a basis for improving mathematics education from the earliest years.

Meyer, K. E., Page, L. C., Mata, C., Smith, E., Walsh, B. T., Fifield, C. L., … Jung, E. E. (2026). ***Let's Chat: Leveraging Chatbot Outreach for Improved Course Performance*** (Working paper N° 35397). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35397

This study provides pre-registered, experimental evidence on the use of non-generative artificial intelligence (AI) chatbots to support students in large-enrollment undergraduate courses. We find the chatbot messaging increased students' final grades and engagement with academic supports, such as tutoring. Treatment effects were generally consistent across student demographics, with the exception of treated women in a Microeconomics course, who earned final grades that were seven percentage points higher than women in the control group. This

study provides evidence that integrating AI-enabled outreach and communication to students in their college courses can enhance student engagement, learning, and course performance.

Mo, Z., Jiang, R., & Li, X. (2026). **Understanding individual differences in algebraic word problem solving: A latent class analysis of Chinese students' performance across different problem formats**. *European Journal of Psychology of Education*, *41*(2), 40. https://doi.org/10.1007/s10212-026-01095-0
Reversal errors—where students incorrectly transpose relationships when translating word problems into algebraic equations—represent a persistent challenge in mathematics educations. This study examined how sentence structures variations influenced Chinese middle school students' performance on algebraic word problems. We administered paper-and-pencil tests featuring three problem types: Type I ("There are six times as many students as professors"), Type II ("There are six students for every professor"), and Type III ("The ratio of students to professors is 6:1"). Response accuracy and error patterns were analyzed using latent class analysis to identify distinct learning profiles. Results showed that students achieved significantly higher accuracy on Type III problems compared to Type II problems, with reversal errors reduced by 50%. Four distinct problem-solving profiles emerged: Adaptive solvers, developing algebraic solvers, surface-feature matching solvers, and direct-translation solvers. These profiles revealed substantial individual differences in cognitive approaches to algebraic translation. The findings support instructional strategies that consider both problem presentation format and individual learner characteristics, providing practical guidance for mathematics educators working in diverse linguistic contexts.

Moldabaeva, K., Telgozhayeva, K., & Azamat, K. (s. d.). ***Difficulties in Learning the Kazakh Language: Socio-Psycholinguistic and Motivational Factors*** (Working paper N° 15717030). Consulté à l'adresse International Institute of Social and Economic Sciences website: https://EconPapers.repec.org/RePEc:sek:iacpro:15717030
The article aims to identify the social, psycholinguistic, motivational reasons for the difficulties that arise in the process of learning Kazakh as a second language. Since in the case of Kazakhstan there is a clear gap between the recognition of the state language?s status and the language?s active use in everyday communication, an empirical analysis of the factors influencing language learning is relevant. The article aims to identify social, psycholinguistic and motivational barriers that arise in the process of learning Kazakh as a second language, and the task is to substantiate effective methodological recommendations on artificial intelligence, aimed at improving the state language teaching based on the identified factors.The source of the study was the survey results conducted using Google Forms among 1st-year Russian-speaking students at a higher educational institution (N = 43). The collected data was processed using descriptive statistics and qualitative interpretation methods. The results showed that most participants did not master the Kazakh language fluently, proving that the Kazakh language is often perceived at a passive level and that active speaking skills are insufficiently developed. The main obstacles identified by the respondents were the lack of use of the Kazakh language at home, absence of a linguistic environment, the school education?s formal nature, and low intrinsic interest.

Morello, L., Baraldsnes, D., ten Braak, D., & Fandrem, H. (2026). **A systematic scoping review on cyberbullying involving ethnic minority and Indigenous youth: toward culturally sensitive research and interventions**. *Social Psychology of Education*, *29*(1), 103. https://doi.org/10.1007/s11218-026-10273-3

Ethnic minority and Indigenous youth represent particularly vulnerable populations for involvement in cyberbullying. The existing literature is marked by conceptual confusion and methodological heterogeneity, highlighting the need for a scoping review to map current research in this area. This systematic scoping review provides an overview of empirical research conducted worldwide on cyberbullying involving ethnic minorities and Indigenous children and adolescents, with the goal of informing future research and offering relevant implications for interventions. The review was conducted in accordance with JBI guidelines, and results were reported following the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews). The following databases were searched: Academic Search Premier, ERIC, PsychINFO (OVID), PubMed, Scopus, SocINDEX, Web of Science, Medline, and ProQuest. The review included peer-reviewed studies published in English, involving children and adolescents (participants' mean age below 18 years) identified as ethnic minorities or Indigenous, and reporting data on cyberbullying related to ethnicity or indigeneity. Following a two-stage screening process, 166 articles were selected for inclusion. Findings suggest that research on this topic is expanding. However, literature remains characterized by limited geographical coverage, underrepresentation of ethnic and Indigenous groups, scarce contextual and theoretical positionality, and a predominance of quantitative approaches. A lack of intervention studies and of research addressing identity-based cyberbullying and perpetration is evident. By disentangling and focusing on the role of ethnicity and indigeneity in cyberbullying, this scoping review represents a crucial step toward guiding future research focusing on the development of contextually responsive prevention and intervention strategies.

Mulumba, P. K., & Virivusigha, J.-M. V. K. (2026). ***Stimuler la motivation des enseignants dans les contextes éducatifs en mutation: Propositions théoriques et pratiques***. Paris: Editions L'Harmattan.
La pluralité des défis engendrés par les mutations rapides de notre époque a profondément transformé le secteur de l'éducation, appelé désormais à y répondre avec efficacité et pertinence. Dans ce contexte, l'enseignant apparaît comme un acteur central et incontournable de toute réforme éducative. Sa motivation constitue ainsi un levier stratégique majeur, dans la mesure où elle influence directement son engagement professionnel, le sens qu'il attribue à sa mission éducative, sa persévérance face aux difficultés, ainsi que son efficacité pédagogique en classe. Par conséquent, la motivation de l'enseignant impacte de manière significative la qualité de l'enseignement dispensé et les apprentissages réalisés par les élèves.Cet ouvrage propose une revue conceptuelle approfondie des notions fondamentales liées à la motivation et à l'identité professionnelle des enseignants. Il analyse les différents facteurs susceptibles d'influencer leur engagement au travail, tout en présentant les principales théories motivationnelles. L'auteur s'intéresse également à l'évolution de l'appareil éducatif afin d'en comprendre les enjeux actuels. Enfin, l'ouvrage formule des propositions à la fois théoriques et pratiques visant à stimuler et renforcer durablement la motivation enseignante.

Nalipay, Ma. J. N., Li, J., Chai, C. S., Jong, M. S.-Y., & King, R. B. (2026). **Both Student and School Growth Mindsets are Linked with Well-being**. *Child Indicators Research*, *19*(4), 2133-2155. https://doi.org/10.1007/s12187-026-10375-6
Past studies on growth mindsets have mostly investigated the role it plays in students' learning. However, whether and how it relates to well-being has received less empirical attention. Furthermore, past studies have primarily focused on growth mindset as an individual belief (i.e., student-level growth mindset). However, research has shown that growth mindset can also be conceptualized as a collective belief of the group in which the individual belongs (i.e., school-

level growth mindset). To address these gaps, the present study aims to examine the associations between growth mindsets at both the individual and school levels and well-being. Drawing on data from 29,113 students from Greater China (Mainland China, Macau, Hong Kong, and Chinese Taipei), we examined the role played by student- and school-level growth mindsets on various aspects of hedonic (life satisfaction and positive and negative affect) and eudaimonic (meaning in life and social well-being) well-being. Results showed that student-level growth mindset was associated with all aspects of hedonic and eudaimonic well-being, whereas school-level growth mindset was related to life satisfaction, lower negative affect, and social well-being. More importantly, the relation between growth mindset and well-being was stronger in growth-oriented school contexts. The findings support the significant role played by the psychological affordances provided by the school context in the relation between students' growth mindset and well-being.

Navarro-Ibáñez, M., Balladares, J., Sprovera, I., Manaut, C., & Infante, M. (2026). **Help! I Need Somebody: A Systematic Review of Academic Help-Seeking Among Pre-Service Teachers**. *Educational Psychology Review*, *38*(1), 115. https://doi.org/10.1007/s10648-026-10208-6
Academic help-seeking (AHS) is widely recognized as an important component of self-regulated learning for preservice teachers, enabling them to address the challenges of their training. However, studies in this field show mixed results, reflecting the complexity of the phenomenon. To provide a comprehensive synthesis of the existing evidence, this review draws on 32 empirical studies published up to 2025 that met the established inclusion criteria and examines how AHS has been measured, which variables are associated with it, and which sources are accessed during training. Findings indicate substantial heterogeneity in measurement approaches, and AHS was frequently associated with academic achievement, self-regulation, and self-efficacy, although these associations were not consistent across studies. Additionally, preservice teachers tend to rely more on informal help sources. The results further suggest that contextual and social conditions play an important role in AHS, highlighting the importance of supportive learning environments and accessible formal guidance. Taken together, the evidence suggests that AHS may be understood as a contextually and motivationally influenced regulatory process rather than a stable individual disposition. In this sense, the review contributes to the literature by offering a more integrated conceptualization of AHS as a socially embedded regulatory process within self-regulated learning, highlighting the relational nature of AHS in teacher education and suggesting its potential implications for professional identity development. These findings have implications for teacher education programs, suggesting the value of fostering supportive learning environments and strengthening the relational accessibility of formal support structures.

Neuhaus, S., Grecu, A. L., Meyer, J., Yotyodying, S., & McElvany, N. (2026). **Long-term relations among perceived discrimination, self-esteem, and academic self-concept in adolescents with an immigrant background**. *European Journal of Psychology of Education*, *41*(2), 68. https://doi.org/10.1007/s10212-026-01126-w
Many adolescents with an immigration background report experiencing discrimination in their everyday lives, which can hinder their positive development. To better understand the impact of discrimination, this study investigates the associations between two types of perceived discrimination (personal and group) and the development of self-esteem and academic self-concept among students with an immigrant background in upper secondary schools in Germany. We examine a potential compensation effect of higher ethnic identity orientation with the country of origin. Four hundred twenty-two adolescents (52.5% female, Mage = 16.41 at t3)

participated in a longitudinal study (Grades 5, 10/11, 12). Structural equation modeling showed that, after controlling for student background and outcome variables in Grade 5, higher perceived personal discrimination in Grade 11 was associated with lower academic self-concept in Grade 12 but not with self-esteem, whereas perceived group discrimination in Grade 10 was unrelated to either outcome. Higher ethnic identity in Grade 12 did not moderate the effects of perceived discrimination and self-esteem and self-concept. Findings emphasize the adverse relation of discrimination on the development of self-esteem and academic self-concept among immigrant students in upper secondary schools, a group that remains underrepresented and often overlooked in educational research.

Nguyen, P. V., Pham, H. T., & Dang, V. H. (2026). **Self-efficacy, engagement, learning outcomes, well-being, and overall perceived satisfaction in university students**. *European Journal of Psychology of Education*, *41*(2), 82. https://doi.org/10.1007/s10212-026-01147-5
Student engagement is a critical determinant of success in higher education, influencing both academic achievement and personal development. Despite its importance, its conceptualization and measurement vary widely. This study aims to further explore the factor structure of student engagement, arguing for a more convergent approach to engagement in higher education. This study then investigates the relationship among students' self-efficacy, engagement, learning outcomes, well-being, and students' overall satisfaction with the university. Survey data from 371 students at a university in Ho Chi Minh City were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Results confirm engagement as a higher-order, three-factor construct (cognitive, behavioral, and emotional), with behavioral engagement as a second-order construct. Findings reveal that self-efficacy is significantly associated with both engagement ($\beta = 0.425$, $p < 0.001$) and learning outcomes ($\beta = 0.551$, $p < 0.001$), with engagement showing an indirect relationship linking self-efficacy to well-being ($\beta = 0.568$, $p < 0.001$) and to learning outcomes ($\beta = 0.235$, $p < 0.001$), consistent with full and partial mediation patterns, respectively. Gender moderates the link between learning outcomes and well-being (significant for females only), while academic rank influences the engagement-wellbeing relationship. These findings highlight the interconnectedness of these constructs and their implications for fostering student success. Overall satisfaction correlates positively with self-efficacy, engagement, learning outcomes, and well-being. These results extend engagement theory by clarifying its structure and patterns consistent with mediation roles in the Vietnamese context, offering theoretical and practical insights for fostering student success. We recommend targeted interventions to enhance self-efficacy and engagement, addressing gender-specific needs and academic progression. Methodologically, we recommend the need for longitudinal or experimental designs to properly test mediation of student engagement.

Ogunsakin, R., Okonu, D., & Nwokeocha, P. (2026). **Beyond MOOCs: How technical and structural factors shape learner engagement, retention and inclusivity across online learning platforms**. *British Journal of Educational Technology*, *57*(5), 1348-1373. https://doi.org/10.1111/bjet.70066
Abstract This study examines the critical influence of technical and structural factors?such as interface design, technical performance, payment barriers, certification access, pricing models and accessibility constraints?on learner Engagement, Retention and Inclusivity (ERI) in Massive Open Online Courses (MOOCs) and other large-scale online learning platforms. Employing a novel mixed-methods analytical method termed 2TS (Topic Modelling, Sentiment Classification, Systematic Keyword Selection and Thematic Analysis), we analysed over 226,000 user reviews from six globally recognised online learning platforms, including traditional MOOC providers and

other large-scale digital learning systems: Coursera, edX, Udemy, Alison, uLesson and Khan Academy. Our findings suggest that technical instability, limited offline functionalities and unclear pricing structures have a negative impact on learner engagement and retention. Furthermore, regional payment restrictions and ambiguous subscription terms disproportionately disadvantage learners in low-resource settings, significantly undermining the inclusivity of online learning platforms. The research highlights how carefully structured platform design and robust technical infrastructure have a significant influence on digital learning outcomes. Practical implications underscore the need for platform providers to enhance platform usability, promote transparent pricing and adopt inclusive technological solutions, particularly to ensure equitable access and engagement among diverse global audiences. Practitioner notes What is already known about this topic MOOCs have significantly expanded access to education globally, especially during the COVID-19 pandemic. Prior research on MOOCs has primarily focused on pedagogical design, course content and learner motivation. Technical performance and user interface (UI) design are recognised as important but underexplored among factors in influencing learner satisfaction and retention. Pricing models and digital access barriers are known to disproportionately affect learners in low-resource settings or non-Western contexts. What this paper adds Offers large-scale, cross-platform analysis of over 226,000 user reviews using a novel mixed-methods approach (2TS: Topic modelling, Sentiment classification, Systematic keyword selection and Thematic analysis). Identifies four global themes related to UI design and technical performance that directly influence learner engagement and retention. Reveals how opaque payment systems, app instability and regional access restrictions undermine trust and inclusivity. Demonstrates that mobile usability, offline access and language accessibility are critical enablers (or barriers) of equitable MOOC participation. Introduces evidence that even platforms perceived as reputable (e.g. Coursera, edX) exhibit technical and structural issues that deter learners. Implications for practice and/or policy MOOC designers should prioritise user-centred UI/UX design, especially for mobile interfaces, to improve navigability, reduce frustration and enhance retention. Technical teams should invest in backend performance optimisation and robust offline capabilities to support learners in low-connectivity regions. Platform administrators must ensure transparent pricing, flexible and region-sensitive payment options, along with transparent certification processes to build trust. Policymakers and funders should advocate for multilingual support, regional content localisation and device-inclusive design to promote educational equity. Customer support systems must be responsive and learner-focused to prevent minor technical or billing issues from escalating into significant dropout risks.

Passeggia, R., Fantozzi, A., Esposito, G., Freda, M. F., Ragozini, G., & Testa, I. (2026). **Investigating changes in university students' academic engagement and its relationships with motivation and performance: a quasi-longitudinal study based on latent change score analysis during the COVID-19 pandemic**. *European Journal of Psychology of Education*, *41*(2), 52. https://doi.org/10.1007/s10212-026-01094-1

Academic engagement (AE) has been widely recognized as a key determinant to address key challenges in the academic context as the student persistence and success at university. However, previous studies have mostly measured AE using cross-sectional data, so its development over time is still unexplored. To address this research gap, we involved 209 first-year STEM undergraduates (54% female) from April–May 2019 (t_0) to October–November 2021 (t_1) and investigated: (i) how AE changed from first to third year; (ii) how these changes in AE were affected by initial motivation; and (iii) how they affected students' academic performance. Using the six dimensions of SInAPSi Academic Engagement Scale (SAES) alongside the Relative

Autonomy Index (RAI) for motivation and total ECTS credits for performance, latent change score (LCS) models were performed to answer the research questions. In general, we found that a lower initial score was associated with greater changes, thus supporting AE as a dynamic process rather than a trait construct. Results indicated a significant increase in all dimensions except for engagement with university colleagues dimension. Moreover, higher autonomous regulations led to higher initial engagement, which remained stable over time. Finally, higher levels of engagement with colleagues and capability to persist in the first year were associated with better performance in the third year. Findings necessarily reflected effects of instruction disruption during COVID-19 pandemics. The study contributes to the debate about the role of engagement as a multidimensional dynamic construct influenced by social connections, that in turn affect academic achievement.

Pérez-Marco, M., Melvin, G., Gonzálvez, C., & Vicent, M. (2026). **Adolescent school absenteeism profiles and basic psychological needs: a self-determination theory perspective**. *Social Psychology of Education*, *29*(1), 76. https://doi.org/10.1007/s11218-026-10250-w
School absenteeism is a multifaceted and widespread issue during adolescence, often associated with psychological maladjustment, academic failure, and social difficulties. According to Self-Determination Theory, the frustration of basic psychological needs (autonomy, competence and relatedness) can undermine motivation and engagement. However, few studies have explored how these psychological needs relate to distinct profiles of school absenteeism based on multidimensional frameworks such as the Assessing Reasons for School Non-Attendance (ARSNA; Havik et al., 2015). This study aimed (1) to identify latent profiles of school absenteeism based on the four ARSNA dimensions (somatic symptoms, subjective health complaints, truancy, and school refusal), and (2) to examine whether these profiles differ in students' perceived autonomy and competence across general, academic, interpersonal, and leisure life domains. A sample of 1,130 Spanish adolescents (Mage = 14.85, SD = 1.83) completed the Assessing Reasons for School Non-Attendance, the Perceived Autonomy in Life Domains Scale, and the Perception of Competence in Life Domains Scale. Latent Profile Analysis and Multivariate Analysis of Variance (MANOVA) were conducted to identify school absenteeism profiles and examine intergroup differences. Three profiles emerged: Non-School Absenteeism, Moderate School Absenteeism, and High School Absenteeism. The High School Absenteeism profile reported significantly lower levels of perceived autonomy and competence across all domains, particularly in academic and leisure contexts. The High School Absenteeism profile showed significantly lower levels of perceived autonomy and competence across all domains compared to the other profiles, with the largest differences observed in academic and leisure domains.

Pierce, A., Hodgkin, K., & Packer, R. (2026, août 28). **Première rentrée au collège : qu'est-ce qui inquiète les enfants, et comment les rassurer ?** https://doi.org/10.64628/AAK.vp4chnvgw
Quitter une petite école primaire de quartier pour un grand collège peut être stressant pour les enfants. Mais se sentir bien préparés les aide à maîtriser leur appréhension.

Pinedo, L., Panadero, E., Fernández-Ruiz, J., García-Pérez, D., & Brown, G. T. L. (2026). **The affective cost of miscalibration: Effects of discovering self-assessment accuracy on emotions and self-efficacy**. *European Journal of Psychology of Education*, *41*(2), 67. https://doi.org/10.1007/s10212-026-01087-0

The alignment of self-assessment judgements to formal grading (i.e., accuracy) is an essential process by which students calibrate their thinking about work quality to disciplinary standards. However, extensive research shows that students are not well-calibrated in their self-assessments. Relatively little is known about how the realism of self-assessment affects positive or negative emotions and self-efficacy. In this study, we examined the relationships between self-assessment accuracy (over- or under-estimation) and students' emotions and self-efficacy. A total of 112 higher education students wrote an essay, self-assessed their performance, received feedback, self-assessed again, and subsequently received the tutor grades for their essays, creating a potential discrepancy between self-assessment and tutor assessment grades. Based on the sequence of events in the experiment, we used autoregressive path modeling to examine the repeated measures relationship of emotions and self-efficacy over time. Starting values for the two emotions and self-efficacy were strong predictors across time. The discrepancy between tutor and self-assessed grades was introduced after two rounds of self-reported emotions and self-efficacy and regressed onto the third round of those variables. Students who overestimated their performance experienced a decline in positive emotions, an increase in negative emotions, and a decrease in self-efficacy when confronted with their inaccuracies. In contrast, those who had underestimated their performance had a concomitant increase in positive emotions and self-efficacy, and a decrease in negative emotions. This study highlights the importance of fostering self-assessment accuracy for emotional well-being and self-efficacy. Future research should delve deeper into processes that support calibrated realism in student self-assessment.

Piquard-Kipffer, A., & Zytnicki, J. (Éd.). (2026). **Comment mieux comprendre l'impact de la santé mentale sur les apprentissages et la scolarité ?** *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (201). Consulté à l'adresse https://anae-publication.com/la-revue/anae-n-201-comment-mieux-comprendre-limpact-de-la-sante-mentale-sur-les-apprentissages-et-la-scolarite/

Polo, C., & Lund, K. (2026). **Emotion regulation as an interactional achievement: the case of kairos emergence in educational philosophical dialogue**. *European Journal of Psychology of Education*, *41*(3), 88. https://doi.org/10.1007/s10212-026-01154-6
Dialogic approaches to education have become the new predominant paradigm in socio-cultural perspectives on learning (e.g., Alexander, 2020). Yet little research has addressed emotion regulation of educational dialogues in relation to cognitive progress. The practice of Community of Philosophical Inquiry (CPI) with children offers a golden opportunity to investigate this literature gap. CPI aims at fostering reasoning thanks to kairos , these opportune, disruptive contributions that, when appropriately taken up, improve problem understanding. Such a process relies on astonishment , an inseparably cognitive-affective way to welcome and elaborate kairos (Thiévenaz, 2016). We focus on the affective dimension of taking advantage of kairos opportunities. On the basis of 8 video-taped CPI sessions in diverse contexts, involving French primary and secondary school students, and recorded in 2015–2018, we identify when kairos arises and compare the ways in which participants react emotionally to kairos. We also illustrate the educational outcomes provoked by specific reactions. Using qualitative and multimodal linguistic analysis (Mondada, 2016), we empirically define 6 typical scenarios of kairos emotion regulation, specify the resources that they require, the goals that they allow to achieve, and how they echo the strategies of the model of emotion regulation in achievement situations (Harley et al., 2019). A deep analysis of a short excerpt of dialogue illustrates how the emotional emphasis of kairos sets the ground for its further exploitation for collective reasoning . Our work

offers a better understanding of the role of emotions in educational dialogues and points out the interactional nature of emotion regulation.

Polo, C., Simonian, S., & Chaker, R. (2023). **Distant collaboration at university: Anticipatory and reactive emotion regulation of argumentation-based learning.** In C. Damsa, M. Borge, E. Koh, & M. Worsley (Éd.), *16th International Conference on Computer-Supported Collaborative Learning - CSCL* (p. 11-18). Consulté à l'adresse https://hal.science/hal-04438234

Roknuzzaman, M., Uddin, M. A., & Shimul, S. N. (2026). ***The Mental Health Consequences of Child Marriage: Evidence from Bangladesh*** (Working paper N° 404597). https://doi.org/10.22004/ag.econ.404597
This paper examines the relationship between child marriage and women's mental health in Bangladesh using nationally representative 2022 Bangladesh Demographic and Health Survey data on 18,987 ever-married women aged 15–49. Mental health is measured using PHQ-9 depression and GAD-7 anxiety scores. To address non-random selection into early marriage, we estimate doubly robust inverse-probability-weighted regression adjustment models using premarital demographic, geographic, educational, and community-level covariates. In the pooled sample, child marriage has no statistically significant average effect on depression or anxiety after adjustment, despite higher unadjusted scores among child brides. However, this average masks important heterogeneity. Child marriage significantly worsens mental health among women with secondary schooling or above, increasing PHQ-9 scores by 0.224 points and GAD-7 scores by 0.166 points. Threshold estimates show that adverse effects are concentrated among women married before age 14. These findings show that the standard below-18 definition dilutes genuine harm concentrated among the youngest brides and more educated women, with direct implications for prevention policy.

Ryan, C., & Leadbetter, R. (2026). **Creating and Testing a School Evaluation Tool Aligning Education Practices and Neurocognition Theory**. *Mind, Brain, and Education*, *20*(3), e70057. https://doi.org/10.1111/mbe.70057
There is a growing body of information around adolescent neurocognitive development and potential applications to education. In its pure research form, this information is largely inaccessible to educators and educational leaders. The aim of this article is to help translate that information into knowledge that can be applied to schools and education programs. We have built on the literature from the fields of psychology and neuroscience to develop a school review tool. This tool will allow educators to examine their programs and reflect on where their culture and practices align with the neuroscience literature. As a field test, the review tool was applied to two programs and their results shared in this article.

Schoots-Snijder, A. J. M., Tigelaar, E. H., & Admiraal, W. F. (2026). **Recognizing agentic potential in secondary education: exploring situated profiles of student agency and anticipated outcomes**. *European Journal of Psychology of Education*, *41*(2), 70. https://doi.org/10.1007/s10212-026-01134-w
Student agency, defined as the will and skill to intentionally shape one's own learning process, is considered malleable rather than a fixed trait. The environment in which students learn plays a significant role in activating their agency. Students differ in their will, skill, and agency-related outcomes such as academic performance, well-being, or stress reduction. Understanding these differences can help teachers tailor their support. This study aims to identify students' agency and

three main outcomes (academic performance, well-being, and stress reduction). Participants were students from three secondary schools (N = 1470) in the Netherlands (2) and Belgium (1). Students completed the Student Agency Scale, a questionnaire with items on their agency, well-being, and stress. The questionnaire was administered prior to an exam week. After the exam week, students' average grades in Dutch, English, and mathematics were collected. Based on cluster analysis, we identified eleven profiles of agency, linked to grades, well-being, and stress. These profiles can be grouped into three overarching categories: thriving, struggling, and at risk. Thriving students show moderate to high agency and well-being, no stress, and above-average performance. Struggling students experience varying levels of agency, well-being, and stress, and moderate performance. At-risk students display fluctuating agency, well-being, and stress, with below-average performance. Possible implications of these profiles are discussed for how teachers can adapt to students' needs to foster the development of student agency in relation to academic performance, well-being, and stress-reduction.

Schreiber, C., & Becker, M. (2026). **Intensive Longitudinal Methods in School Research: A Systematic Literature Review**. *Educational Psychology Review*, *38*(1), 114. https://doi.org/10.1007/s10648-026-10203-x
Intensive longitudinal methods—such as the experience sampling method, ambulatory assessments, or daily diaries—have increased in popularity in recent years. These new methods offer valuable real-time insights into individuals' daily lives by capturing phenomena as they occur. Their introduction, however, comes with challenges and uncertainties regarding study design, implementation, and reporting. This systematic literature review aims to provide an overview of the common practices in intensive longitudinal methods in school research and evaluates the transparency and consistency in the reporting of methods and rationales for methodological choices. Our review reveals substantial heterogeneity in the use of intensive longitudinal methods but a predominant focus on students and their experiences during school lessons. Methods and rationales for methodological choices are often insufficiently reported, and while we found an improvement in recent years, transparency still remains an issue. We also offer a comprehensive checklist of reporting criteria for intensive longitudinal methods. We emphasize the importance of reporting standards for intensive longitudinal studies to promote transparency and comparability.

Shen, D. (2026). **Integrating multimedia technology into folk music education: impacts on student engagement and learning**. *International Journal of Inclusive Education*, *30*(9), 2596-2620. https://doi.org/10.1080/13603116.2025.2567422
With the advancement of multimedia technology in higher education, music education has gained a new dimension. This study aimed to explore how multimedia technology can enhance the teaching of Chinese folk music in colleges and universities, and how it affects students' understanding, engagement, appreciation skills, attitudes, and participation in extracurricular activities. Data were collected through interviews and questionnaires administered to 970 students, and the relationships between multimedia use and various learning factors were analyzed. The results indicate that multimedia technology significantly improves students' understanding of folk music culture, fosters active participation in music-related courses, enhances appreciation skills, and positively shapes their attitudes toward folk music. Moreover, integrating folk music culture into regular lessons encourages greater involvement in extracurricular music programs, providing students with more opportunities to engage with cultural heritage. The novelty of this study lies in its focus on the educational and cultural value of

multimedia integration in Chinese folk music education, offering empirical evidence on the link between technology use and learning outcomes. Incorporating these findings into developmental curricula can stimulate students' interest, preserve traditional culture, and promote holistic learning experiences.

Song, S.-Y., & Chen, W.-L. (2026). **Educational Pathways, Parenting, and the Development of Self-Esteem from Adolescence to Young Adulthood: Evidence from South Korea**. *Journal of Youth and Adolescence*, *55*(9), 2336-2350. https://doi.org/10.1007/s10964-026-02385-y
Despite strong research traditions in educational stratification and parenting, few studies have simultaneously examined how educational tracks and parenting styles jointly predict self-esteem from adolescence into young adulthood, particularly in the East Asian context where status and pressure are markedly salient. This study examines how educational pathways and parenting dimensions shape self-esteem trajectories from early adolescence to post-high school in South Korea. Using three waves of data (2010–2016, ages 13 to 19) from the nationally representative Korean Children and Youth Panel Survey (KCYPS) (N = 1,484, 52% females; Mage = 15.89 years, SD = 0.34), results indicated pathway stratification in self-esteem. Compared with the academic-to-university pathway (56%), adolescents in the academic-to-junior (21%) and technical-to-postsecondary (10%) pathways reported significantly lower self-esteem across waves, though no significant differences emerged for the technical-to-labor market (9%) and academic-to-labor market (4%) pathways. Parenting dimensions showed robust associations: affection was positively associated with self-esteem, whereas excessive expectations and excessive interference were negatively associated. Moderation analyses revealed parenting operates as a context amplifier, primarily among the technical-to-postsecondary pathway. The results demonstrate that self-esteem development in adolescence is shaped by an integrated framework that combines macro-level educational structures with micro-level family processes, suggesting a practical need for school–family partnerships and parent education programs that emphasize warm and autonomy-supporting parenting, especially for youth experiencing major educational transitions.

Starr, C. R., & Shirefley, T. A. (2026). **"They told me to succeed where they couldn't": Parent support and STEM motivation among STEM majors from low socioeconomic status backgrounds**. *Social Psychology of Education*, *29*(1), 82. https://doi.org/10.1007/s11218-026-10252-8
Grounded in situated expectancy-value theory, this retrospective mixed-methods study examined how parent support during adolescence relates to STEM (science, technology, engineering, and math) motivation among low SES undergraduates currently majoring in STEM (n = 222; 86% women; 53% White, 19% Latine, 17% Asian, 7% Black). Past work has demonstrated that parent support positively relates to STEM motivation. However, few studies have examined this pattern amongst low socioeconomic status (SES) students, defined as students who are first-generation and/or from low-income backgrounds. Open-response thematic analysis revealed that socioemotional support, instrumental support, and role models were the most common forms of support for adolescent STEM pathways. Regression analyses revealed that quantitative measures of socioemotional support predicted student's STEM expectancy and value beliefs, while instrumental support predicted only STEM expectancy beliefs. The implications of such findings can assist educators and parents in creating family-centered outreach opportunities that emphasize parental values and encouragement to help broaden STEM participation among low SES youth.

Stupnisky, R. H., & Salahuddin, M. (2026). **Motivation is important, but can it be improved? Examining faculty perceptions of research motivation and productivity interventions**. *Higher Education*, *92*(1), 539-561. https://doi.org/10.1007/s10734-025-01546-5
Faculty motivation has been demonstrated to be a critical factor in research success; however, developers of interventions aimed at boosting research productivity have rarely explicitly focused on faculty motivation. This study explored faculty beliefs about whether their research motivation could be strengthened, their plans to improve research productivity, their opinions on standard interventions, and how their current levels of motivation and success influence their intentions to change. A survey of 580 USA STEM faculty revealed four differently motivated faculty groups based on self-determination theory: (1) improvement-striving faculty were mostly international, untenured faculty actively seeking to boost productivity through raising autonomous motivation; (2) high satisfaction of basic needs faculty were primarily domestic, tenured full professors who saw no need for change in motivation or productivity; (3) improvement-avoidant faculty recognized room for growth but delayed action, often driven by controlled motivation; and (4) faculty with low satisfaction of the basic needs were at risk of amotivation and not attempting to improve, possibly needing individualized support. The most common research interventions faculty previously participated in were "Research groups involving graduate students" and "Research skills training/workshop/seminar"; in contrast, "Designated research time (course release, sabbatical)" and "Monetary awards and/or recognition for research" were the research professional development interventions faculty most believed would improve their motivation, productivity, and likelihood to participate. The results of the current study will inform higher education institutions striving to increase faculty scholarly productivity by using motivation-based interventions to achieve measurable gains.

Swietlik, M., Pohlmann, A., Schwinger, M., & Trautner, M. (2026). **Stereotypes concerning first-generation university students and correlates in higher education**. *Social Psychology of Education*, *29*(1), 102. https://doi.org/10.1007/s11218-026-10271-5
First-generation students are no longer a minority in higher education. However, their experience differs from continuing-generation students in several ways: For example, many of them report a lower sense of belonging and lower study satisfaction. Research has suggested different explaining mechanisms for these findings, one of which are negative stereotypes about the competence of students with lower social status, which, in turn, may lead to social identity threat. However, it is not clear whether and to which extend findings about social status related stereotypes translate to the group of first-generation students - especially not outside of the U.S. In this study, N = 459 German university students reported stereotypes about first-generation students, continuing-generation students, and students in general. Based on a mixed methods approach using qualitative and quantitative data, results indicated that other than expected, first-generation students were perceived as more competent than continuing-generation students and were also ascribed attributes like resilient, independent, and brave. Yet, first-generation students expected the competence of their group to be perceived as lower by others than continuing-generation students did. Furthermore, social identity threat was not related to sense of belonging in first-generation students and sense of belonging was not stronger related to study satisfaction for first-generation students either. However, first-generation students reported a lower sense of belonging than continuing-generation students. Limitations and practical implications are discussed.

Tan, L.-P., Huang, W.-W., Lang, Y.-R., & Gong, S.-Y. (2026). **How do different concept map strategies and cognitive prompts impact middle school students' learning performance in video lectures?** *European Journal of Psychology of Education*, *41*(2), 47. https://doi.org/10.1007/s10212-026-01084-3

Instructional videos have been widely implemented in educational settings. This study used "chemical bonds" as learning material to test the effects of different concept map strategies and cognitive prompts on the learning performance of middle school students through instructional videos. Employing a quasi-experimental design, Experiment 1 (N = 99) examined the impact of generating different concept maps (the Novak concept maps vs. the multidimensional concept maps) during instructional video learning. Results showed that generating multidimensional concept maps could enhance the quality of concept maps and contributed to higher transfer scores compared to Novak concept maps, but simultaneously resulted in lower retention scores. Experiment 2 (N = 197) employed a 2 (concept maps: the Novak concept maps vs. the multidimensional concept maps) × 2 (cognitive prompts: with vs. without) between-subjects quasi-experimental design to test the effects of cognitive prompts when learners generated different types of concept maps. Results showed that multidimensional concept map groups scored higher on concept map quality compared to Novak concept map groups. Furthermore, Novak concept map groups demonstrated better retention than multidimensional concept map groups. Moreover, participants who generated Novak concept maps with cognitive prompts scored higher on the transfer test than those who did not receive cognitive prompts. However, providing cognitive prompts hindered learners' transfer performance when generating multidimensional concept maps. The findings of both experiments provided empirical support for the design of concept maps in instructional video learning.

Tan, Y., Mendoza, N. B., & Yeung, S. S. (2026). **Profiling ICT users and social-emotional and academic outcomes: a multilevel latent profile analysis**. *European Journal of Psychology of Education*, *41*(2), 48. https://doi.org/10.1007/s10212-026-01098-x

This study employs multilevel latent profile analysis to characterize information and communications technology (ICT) use profiles among students and schools, examining their associations with background factors, motivational factors, ICT availability and quality, and academic and social-emotional outcomes. A sample of 302,592 students nested within 13,650 schools from PISA 2022 data was used. The results showed four students' ICT use profiles: high-use (male-dominated/high self-efficacy/higher socioeconomic status), social-entertainment (female-predominant), creation-oriented (higher socioeconomic status), and low-use (lower socioeconomic status). Low-use students demonstrated optimal academic achievement (reading/mathematics/science) and social-emotional outcomes, while high-use profile showed the weakest outcomes. At the school level, three typologies were identified: creation oriented, low use, and mixed use. Mirroring individual patterns, low-use schools exhibited peak academic/socioemotional performance, whereas creation-oriented schools demonstrated comparatively lower performance in these domains. These findings challenge assumptions about the inherent educational value of technology and underscore the necessity of investigating ICT use subtypes to inform differentiated educational interventions.

Tan, Y., & Yang, T. (2026). **Pathways to mathematical success: the interplay of teacher support, intrinsic motivation, and school climate using multilevel moderated mediation models**. *European Journal of Psychology of Education*, *41*(2), 84. https://doi.org/10.1007/s10212-026-01143-9

Guided by self-determination theory and ecological systems theory, this study examines how teacher academic and emotional support shape mathematics achievement among Chinese primary students through intrinsic motivation, moderated by school climate. Using a nationally representative sample of 13,819 Grade 4 students across 1,495 schools, multilevel moderated mediation analyses revealed that: (1) both teacher academic and emotional support had a direct and positive effect on students' mathematics achievement; (2) the positive relationship between teacher support (i.e., academic and emotional support) and mathematics achievement was prominently mediated through intrinsic motivation; (3) school climate could negatively moderate the latter half path of "teacher academic/emotional support → intrinsic motivation → mathematics achievement ". These findings advance theoretical understanding of motivational mechanisms in educational ecosystems and offer practical insights for optimizing teacher-student interactions. Implications include prioritizing dual-dimensional teacher training programs and implementing climate-sensitive interventions to bridge achievement gaps in diverse school settings. Implications, limitations, and future research directions are discussed.

Tempelaar, D. (2026). **Exploring new dimensions of learning growth orientation: an empirical investigation**. *European Journal of Psychology of Education*, *41*(2), 73. https://doi.org/10.1007/s10212-026-01131-z
This study examines an expanded framework for understanding growth orientation in learning, grounded in the self-theories-based meaning system. Growth orientation models emphasize task-based and personal-best goals, alongside the concept of a growth mindset, as central to learning growth orientation. However, research suggests that additional self-beliefs, such as academic motivation and effort beliefs, may enrich the depth and predictive power of growth orientation frameworks. The primary objective of this study is to broaden the concept of growth orientation. A secondary goal is to operationalize growth goals through potential-based goals. Additionally, we emphasize the role of effort beliefs. Using Bifactor Exploratory Structural Equation Modelling (B-ESEM), we empirically evaluate this expanded growth orientation model, analysing its relationship with learning dispositions and performance outcomes in a quantitative methods course. Our sample comprises nine cohorts of first-year business and economics students (N = 8711). The findings align with prior research, highlighting the need to break down indicator variance into global factors, specific factors, and measurement error.

Toczyski, P., & Siemion-Tomczak, M. (2026). **Educational exclusion and mental health of Roma children in Poland: systemic problems and recommendations**. *International Journal of Inclusive Education*, *30*(10), 2944-2959. https://doi.org/10.1080/13603116.2025.2577268
Introduction: The Roma minority in Poland has been struggling with systemic educational exclusion for years, which affects their social and economic situation as well as their mental health. This article analyzes three key systemic issues in the Polish education system concerning Roma children: overrepresentation in special schools, a shortage of Roma education assistants, and a high dropout rate after primary school. Methodology and results: Based on data from the Educational Information System (SIO) and scientific research, the article highlights the mismatch of diagnostic tests to the linguistic and cultural needs of Roma children, leading to misdiagnoses and stigmatization. There are significant differences in the percentage of Roma children in special schools between Polish provinces. The lack of support from Roma education assistants and insufficient promotion of education within the Roma community exacerbate the problem. Discussion: The article provides recommendations for implementing tailored diagnostic tests, increasing the number of Roma education assistants, organizing anti-discrimination training, and

supporting programs to guide Roma children in choosing educational paths. It emphasizes the importance of inclusive education in improving the mental well-being of Roma children and calls for collaboration among state institutions, NGOs, and the Roma community. Implementing these actions could reduce educational inequalities, enhance social integration, and support the Roma minority in Poland.

van Tricht, L., Gubbels, J., Hoogeveen, L., & Bakx, A. (2026). **Motivation of high-ability secondary school students from low SES families: the Netherlands, compared to Belgium, Luxembourg, Denmark, and Germany**. *International Journal of Inclusive Education*, *30*(10), 2977-2994. https://doi.org/10.1080/13603116.2025.2578426

The current study aimed to gain insights into the relation between high-ability, low socioeconomic status (SES) and motivation in secondary school students in the Netherlands, Belgium, Denmark, Germany, and Luxembourg. The hypothesis was that low SES, high-ability students had a stronger probability to be in the group of 10% least motivated students, considering that they seem to be at risk of not being recognised for potential high abilities. Using the PISA data of two cohorts, N = 34,000 (2015) and N = 31,578 (2018), high-ability was operationalised by high-performance on one or more subjects. In general, students from the Netherlands were significantly less motivated for science and reading than students from the other countries. Relations between performance and motivation, and between SES and motivation, were similar in all five countries. A logistic regression showed that, after controlling for gender, there was an effect of SES in Belgium, Denmark and Germany, indicating that coming from a low SES family increased the chances of being low in motivation. An effect of performance showed that in all countries in both cohorts high-performance made it significantly less probable to be in the group of least motivated students. An interaction effect was found between SES and performance in Germany in 2018, indicating a moderating influence of SES on the relation between performance and motivation in average/high SES students, but not in low SES students. Future research is recommended on high-ability in addition to performance, qualitative research in addition to quantitative results.

Vicente-García, C., López-Crespo, G., & Sánchez-Pérez, N. (2026). **Domain-specific and -general factors involved on mathematical performance: similarities and differences between elementary school stages**. *European Journal of Psychology of Education*, *41*(2), 66. https://doi.org/10.1007/s10212-026-01090-5

Mathematical performance is crucial throughout students' academic experiences. Given its significance, researchers have examined which domain-specific and domain-general factors are related to math performance. However, most studies have primarily focused on analyzing these factors separately rather than in conjunction and considered elementary school years as a continuum, without exploring the potential differences between students at the first (1st–3rd grades) and second (4th–6th grades) stages of education. The present study aimed to analyze the influence of domain-specific and domain-general factors on mathematical performance comparing 1st–3rd graders vs 4th–6th graders. The sample comprised 282 schoolchildren (140 boys, 142 girls) aged between 6 and 12 years (M = 8.75, SD = 1.94). Paper-and-pencil and computer tasks were administered to schoolchildren to measure their domain-specific factors (numerical processing, math anxiety) and domain-general factors (non-verbal intelligence, working memory, inhibitory control; effortful control was reported by their families), whereas mathematical performance was informed by teachers at the end of the academic year. Results showed that child's age, numerical processing, numerical processing anxiety factor, and non-verbal intelligence were related to mathematical performance across elementary school years,

whereas numerical processing anxiety factor was the most powerful predictor for the first elementary stage (1st–3rd grades), and numerical processing for the second elementary stage (4th–6th grades). Moreover, educational stage was found not to moderate the relationship between domain-specific and domain-general factors and mathematical performance, suggesting that the developmental stage exerts a direct contribution, rather than a moderation effect, on mathematical performance.

Vindigni, G. (2025). **Digital Teaching-Learning Processes in Tertiary Education: An Empirical Analysis of Zoom Usage, Cognitive Control, and Psychological Stress from the Normative Perspective of DIN EN ISO 9241**. *European Journal of Contemporary Education and E-Learning*, *3*(6), 101-135. https://doi.org/10.59324/ejceel.2025.3(6).09

The effects of digitized courses, especially synchronous online teaching via Zoom in tertiary education, are the subject of controversial debate and are often associated with mental health problems and deficits in attention control. In the context of human-computer interaction (HCI), the focus is particularly on compliance with the normative requirements of DIN EN ISO 9241-11 (usability), DIN EN ISO 9241-110 (interaction principles), and DIN EN ISO 9241-210 (human-centered design of interactive systems). The present research therefore aims to clarify the relationships empirically between objectively measured Zoom usage time, cognitive inhibitory control performance, and psychological stress in a university context. The methodological ideation and invention consist of collecting objective Zoom usage data (minutes per online course or lecture) via digital devices, psychometric assessment using DASS-21, and measuring attention control using the antisaccade task (N = 300). The results show that longer periods of Zoom use tend to be associated with increased inhibitory attention control and a slightly increased level of psychological stress ($r \approx .15$), although the effect sizes remain small and, in some cases, insignificant. A moderating effect of attention control on the relationship between Zoom use and stress could not be confirmed. This suggests that studies that exclusively rely on self-report measures may overestimate the Zoom-related stress frequently reported in the literature. Learning-centered use—for example, in Zoom group rooms structured according to DIN EN ISO 9241-11—correlates positively with attention control and, at the same time, with increased stress experience. These results underscore the relevance of objective usage and cognitive measurement methods for validating assumptions about the effectiveness of media-based teaching methods. They demonstrate that a detailed review of the interaction and usability principles according to DIN EN ISO 9241 is indispensable for empirically confirming learner-centeredness, complexity reduction, and flow formation in digital higher education teaching. In this context, the combination of media didactic models, heuristic stress management, and operationalized instructional design represents the key insight for the further development of effective digital educational settings.

von Davier, A. A., & Hao, J. (2026). **Robert J. Mislevy and Computational Psychometrics**. *Educational Measurement: Issues and Practice*, *45*(3), e70024. https://doi.org/10.1111/emip.70024

As part of this EM:IP special issue honoring Robert (Bob) J. Mislevy, this paper highlights his critical role in shaping the emerging field of computational psychometrics, which integrates computational methods from data science and artificial intelligence (AI) with core psychometric principles to address the challenges posed by complex, high-volume multimodal data from interactive digital assessments. We discuss how Bob's vision, mentorship, and intellectual

leadership helped to establish the conceptual foundations of this field, and how his foresight continues to guide the ongoing transformation of assessment in the era of AI.

Walter, O., & Hazan-Liran, B. (2026). **Relations between autonomy, burnout, and psychological capital among kindergarten teachers in regular and special education in Israel**. *International Journal of Inclusive Education*, *30*(9), 2418-2440. https://doi.org/10.1080/13603116.2025.2560008
This study examined the relationship between psychological capital (PsyCap), autonomy, and burnout among kindergarten teachers, with comparisons between those in regular and special education. PsyCap, a construct rooted in positive psychology, comprises four components—hope, self-efficacy, optimism, and resilience—that are essential for fostering psychological strength. We hypothesized that PsyCap would be positively associated with autonomy, such that teachers with higher PsyCap would experience greater professional autonomy. We further hypothesized negative associations between PsyCap and burnout, as well as autonomy and burnout, and proposed that autonomy mediates the PsyCap—burnout link. Participants were 100 kindergarten teachers, aged 25–55, with at least one year of teaching experience. Independent-samples tests comparing age and seniority across education types revealed no significant differences. Regression analyses indicated that PsyCap significantly predicted greater autonomy, and both PsyCap and autonomy significantly predicted lower burnout. Mediation analysis supported autonomy's role as a significant mechanism through which PsyCap reduces burnout. These findings underscore the importance of cultivating psychological capital and professional autonomy among educators. Strengthening these resources can help mitigate burnout and promote teacher resilience, thereby improving the quality of the educational environment during a critical stage of child development.

Wang, C., & Zhang, D. (2026). **The Association of Music Teachers' Positive Psychological Capital and Grit in Their Job Burnout: A Structural Equation Modelling Analysis**. *European Journal of Education*, *61*(3), e70705. https://doi.org/10.1111/ejed.70705
The role of positive emotions in mitigating teachers' negative workplace experiences has been extensively examined over the past decade. However, limited attention has been given to how Positive Psychological Capital (PPC) and grit jointly influence music teachers' job burnout. Addressing this gap, the present quantitative study surveyed 400 Chinese music teachers using three standardised questionnaires to investigate the association of these two constructs with burnout. Structural equation modelling (SEM) and regression analyses revealed that positive psychological capital and grit, respectively, accounted for 52% and 39% of the variance in burnout, indicating strong and inverse predictive relationships with this detrimental outcome. These findings underscore the critical importance of cultivating teachers' internal psychological strengths as a strategic approach to reducing burnout. Practically, the results suggest that professional development programs integrating resilience-building, emotional regulation, and grit-enhancing interventions may substantially improve teachers' well-being and retention. Future research should explore longitudinal and cross-cultural designs to further validate and expand these insights within broader educational contexts.

Wang, H.-Y., & Sun, J. C.-Y. (2026). **Performance prediction in VR co-creation learning environments: Dual-phase vs. single-phase feature extraction and predictor evaluation in student engagement**. *Education and Information Technologies*, *31*(11), 4003-4039. https://doi.org/10.1007/s10639-026-13894-5

This experimental study examined the impact of feature extraction on predicting semester integrated performance assessment (IPA) in virtual reality (VR) co-creation learning environments. A total of 83 students attended an 18-week-long VR co-creation course at a northern Taiwan public high school using a blended online-merge-offline (OMO) model. Evidence-based multimodal data, including log data, assessment scores, electroencephalography (EEG), and demographics, were used for dual-phase and single-phase Random Forest (RF) models which predicted binary pass/fail semester IPA. The dual-phase RF model, with PCA for feature extraction, demonstrated superior accuracy compared to the single-phase model; however, the single-phase model still achieved acceptable performance. Additionally, both RF models achieved high accuracy in predicting outcomes using EEG data, highlighting the potential of integrating physiological responses into educational settings. Further, prior knowledge and age emerged as crucial demographic features, whereas gender showed minimal influence on prediction accuracy. The study indicates limitations such as the scarcity of diverse cognition data, the lack of performance dashboards, and the absence of longitudinal analysis. Future studies should expand cognition data diversity, develop real-time algorithm-driven dashboards, and employ longitudinal studies to explore growth and community dynamics in VR co-creation.

Wang, P., Viberg, O., Law, E. L.-C., & Greiff, S. (2026). **When Can AI Models Explain Learning? Validity Criteria for AI as Cognitive Models in Education**. *Educational Psychology Review*, *38*(1), 106. https://doi.org/10.1007/s10648-026-10202-y

Traditional verbal theories in educational psychology often remain underspecified at the mechanistic level. While they offer rich descriptive constructs and conceptual insights, they provide limited accounts of how learning processes unfold dynamically and causally. Here, "verbal" denotes theories stated in prose and qualitative relations rather than as formal, computational process models. This lack of mechanistic precision constrains rigorous theory testing, limits integration across levels of analysis, and reduces the potential to design interventions grounded in explanatory understanding of learning processes. In this Review, we synthesize an emerging paradigm that treats artificial intelligence (AI) systems not merely as predictive tools or instructional technologies, but as cognitive models of learners, explicit, runnable instantiations of theoretical assumptions about cognition and learning. Our central question is not whether AI systems can serve as cognitive models, but when they should be allowed to count as such. We therefore organize the Review around explicit validity criteria, theoretical grounding, construct validity, mechanistic transparency, alignment with human learning trajectories, error-signature matching, causal-intervention tests, ecological validity, and instructional usefulness, that an AI system must satisfy before its cognitive-model status is granted rather than assumed. We examine how major families of AI models, including neural networks, reinforcement learning agents, cognitive architectures, and large language models, have been used to operationalize core educational constructs such as memory, strategy use, motivation, self-regulation, and social learning. Across these approaches, we highlight how mechanistic transparency, interpretability, and alignment with human learning trajectories and error patterns are essential for explanatory validity. We further discuss methodological tools, such as representation analysis, ablation, and trajectory-level comparison, that enable causal inference about learning mechanisms within models. Finally, we outline key challenges and future directions, including construct validity, ecological realism, individual differences, and ethical accountability. By positioning AI as a theoretical instrument rather than solely an engineering solution, this Review argues that AI-based cognitive models can, when they satisfy these criteria,

help transform abstract learning theories into precise, testable, and educationally actionable accounts of how students learn.

Wild, S., Kunina-Habenicht, O., & Grassinger, R. (2026). **Harder, but more fun than expected—reciprocal effects of unmet expectancies of success and unmet study values**. *European Journal of Psychology of Education*, *41*(2), 60. https://doi.org/10.1007/s10212-026-01124-y
Expectancies of success and study values in the situated expectancy-value theory of motivation can explain why individuals enroll in certain study programs. When these motivational expectancies and assumptions are not fully met in the specific study program, they can become salient as the perception of differences in former motivational expectancies of success or former assumptions on study values compared to their recent motivational experiences. These changes in motivational expectancies are defined as "unmet motivational expectancies," which can be (more or less) unfulfilled, met, or (more or less) exceeded. We investigated the intra-individual change of ummet motivational expectancies of success and unmet study values during the first year of a study program (H1) and examined whether there is a reciprocal effect in these changes (H2, Q1). Furthermore, we assumed that these changes are associated with university lecturer support and counseling services related to the study program (H3). Data were collected from 203 prospective teachers at six Universities of Education in Germany at two measurement points in the first academic year. We used latent change score analysis to test our hypotheses. We could confirm that (1) perceptions of unfulfilled expectancies of success increase, (2) that unmet expectancies of success were positively associated with changes of unmet study values, and (3) that a high investment in support from the lecturer is positively associated with changes of unmet study values, but not unmet expectancies of success.

Wortha, F., Gerjets, P., Azevedo, R., Bernacki, M., Brucker, B., Bühler, B., … Trautwein, U. (2026). **A Conceptual Framework to Integrate Research Programs on Self-Regulation in Education**. *Educational Psychology Review*, *38*(1), 110. https://doi.org/10.1007/s10648-026-10196-7
Self-regulation (SR) has emerged as a pivotal construct in educational research, yet its diverse theoretical accounts often lack comprehensive integration. This paper addresses this by proposing an integrative conceptual framework that consolidates four core research traditions on SR in educational settings, each emphasizing distinct underlying mechanisms: (1) Stable Dispositions (e.g., personality traits; Matthews et al., 2009; Roberts et al., 2007; Song et al., 2020), (2) Limited Resources (e.g., working memory capacity and executive functioning; Friedman & Miyake, 2017; Paas et al., 2003; Sweller, 1994), (3) Driving Forces (e.g., motivation, interest, and affect; Eccles & Wigfield, 2002; Hidi & Renninger, 2006; Trautwein et al., 2019), and (4) Learning Activities (e.g., self-regulated learning, cognitive and metacognitive strategies; Winne & Hadwin, 1998; 2008; Zimmerman, 2000). By synthesizing these perspectives, our framework positions SR as a dynamic, interdependent system, emphasizing how interactions and compensatory mechanisms explain individual differences and influence learning outcomes. We further argue for an integrative methodological toolkit, leveraging advanced machine learning and computational models, to capture the multi-level, temporal, and social dynamics inherent in SR. This holistic approach is crucial for advancing a comprehensive and ecologically valid understanding of SR in educational contexts.

Wu, M., & Ouyang, F. (2026). **How Generative AI Influences Learning Outcomes in Programming Education: A Three-level Bayesian Meta-analysis**. *Educational Psychology Review*, *38*(1), 117. https://doi.org/10.1007/s10648-026-10211-x

Generative AI (GenAI) has shown promise in programming education, yet empirical evidence remains inconsistent due to varied pedagogical and technical contexts. This research addressed this inconsistency through a three-level Bayesian meta-analysis of 35 empirical studies with 131 effect sizes published between 2022 and 2025. Learning outcomes were classified into AI-assisted programming outcomes (AIPO), independent programming outcomes (IPO), higher-order skills (HOS), and motivational-emotional outcomes (MEO). Results demonstrated credible small-to-medium positive effects of GenAI on all four outcome categories, and no credible difference among categories was detected. The moderator analyses did not detect credible moderation by educational contexts, instructional designs, or GenAI system designs in any outcome category. A few exploratory pairwise differences were credible for MEO under specific educational contexts and strategy-training conditions. Within the current evidence, GenAI shows consistent positive average effects, whereas the conditions that strengthen or weaken these effects remain undetermined. Because the corpus is small and unevenly distributed across moderator levels, the absence of detected moderation may reflect limited statistical information rather than equivalence across conditions. Larger and more balanced studies with more complete reporting of implementation details are needed to identify these conditions.

Wu, S., & Zhou, X. (2026). **An ethnographic case study on the influence of family environment on Chinese rural migrant children's emotional literacy practice**. *Asia Pacific Education Review*, *27*(3), 1175-1193. https://doi.org/10.1007/s12564-025-10083-w

The cultivation of emotional competence is not only a key aspect of the educational process, but also a core component of personal socialization. This ethnographic case study conceived using sociocultural theory, studies two rural Chinese migrant families via 4-months of data collection. Subsequent thematic analysis of data surrounded self-emotional literacy, interpersonal emotional expression, and the family cultural environment. This study found that both cognitive and emotional factors were involved in the development of rural migrant children and jointly point to educational goals. Secondly, either overly high- or low-expectations and goals of family education can negatively affect children's cognitive and emotional learning. Therefore, it is important to explore the mechanisms and causes of emotional disorders among rural migrant children; the "family" needs to be incorporated into the emotional literacy curriculum of schools in practice; and rural migrant families at the bottom of the socio-economic class urgently require the help and guidance of schools as well as public welfare organizations and other institutions.

Wu, Y. (2026). **Teacher growth mindset as a buffer against hukou-based stereotypes in relation to student academic resilience**. *Social Psychology of Education*, *29*(1), 105. https://doi.org/10.1007/s11218-026-10274-2

To address persistent educational disadvantages among rural-to-urban migrant learners, this study examines whether teacher growth mindset is associated with weaker hukou-related differences in students' academic resilience. Using a multilevel cross-sectional survey design, data were collected from 53 teachers and 1,428 primary school students in China. After controlling for prior academic performance and demographic covariates, migrant hukou status was negatively associated with academic resilience. Teacher growth mindset moderated this association: the estimated hukou-related gap was larger when teacher growth mindset was low and much smaller when teacher growth mindset was high. Multilevel moderated mediation analyses further indicated that teacher expectations statistically mediated the association between teacher growth mindset and student academic resilience, with a stronger indirect

effect among migrant students than among local students. Although broader institutional reforms remain necessary, the findings suggest that growth-oriented teacher beliefs and high expectations may be associated with more equitable resilience-related experiences at the classroom level.

Xu, J. (2026). **Robot-Assisted Motor Skill Language Learning: Motivation, Enjoyment and Grit Pathways to EFL Learners' Language Achievement**. *European Journal of Education*, *61*(3), e70720. https://doi.org/10.1111/ejed.70720
Due to advancements in AI-based tools, robots have entered colleges and universities in the past few years. This trend towards robots has also led to the emergence of Educational Robots (ER) as a distinct field. The present research investigates the effect of NAO, a type of motor-skill robot, on students' achievement and considers the mediating role of mental elements, such as motivation, enjoyment and grit, in this process. 560 English as a Foreign Language (EFL) learners participated, and the researcher administered the three questionnaires and the Preliminary English Test (PET) as a Language Achievement Test. The research used a pretest-posttest design, and learners were assigned to two groups: the control and the experimental (EXP). The first group was taught using traditional methods, such as PowerPoint presentations; however, the second group was taught using robots. Those sessions were designed to foster an engaging, positive academic experience by providing quick feedback, support and motivational incentives. The results indicated that the improvement in language achievement of the EXP group was greater, and they also showed higher levels of motivation, grit and enjoyment. The results showed a significant mediation effect. Among the mediators, enjoyment was the strongest, uniquely accounting for 77.8% of the indirect effect and 63.0% of the total effect. Motivation and grit were also significant mediators, accounting for 12.1% and 10.1% of the indirect effect, respectively. These results indicate that all three mediators fully mediated the effect of robots on language achievement. The results indicate that robots can be incorporated into EFL teaching to create settings that foster learning, thereby encouraging educational success. By leveraging robots' ability to boost students' motivation, enjoyment and grit, teachers can build more effective EFL classrooms, promising a pathway to boost EFL learners' academic achievement.

Xu, K., Zhang, Q., Zhang, Y., Xu, H., Pi, Z., & Yang, J. (2026). **The synergy of pedagogical agents and metaphorical design: Reducing psychological distance to enhance video learning**. *British Journal of Educational Technology*, *57*(5), 1272-1298. https://doi.org/10.1111/bjet.70064
Abstract The effectiveness of video-based learning lies not in perfecting isolated elements such as pedagogical agents (PAs) or metaphorical content, but in their synergistic integration. While both have been shown to independently enhance learning outcomes, their combined potential remains underexplored. In this study, 129 learners engaged with biology content in a 2???2 between-subjects design to examine the effects of PAs type (real vs. virtual) and metaphorical design (no metaphor vs. metaphor) on learners' performance, attention, comprehension, psychological distance and agent evaluation and the mediating role of psychological distance. Metaphorical design used familiar concepts to make abstract biological content more relatable, whereas the no-metaphor condition presented the content in its abstract form. Results showed that both virtual pedagogical agents (VPAs) and metaphorical design improved learning performance, as they both reduced learners' attention allocation to the agent. Metaphorical design specifically increased cognitive effort, as indicated by larger pupil size, while also reducing spatial distance and enhancing VPAs' perceived human-likeness. Additionally, VPAs reduced hypothetical distance. Spatial and hypothetical distances, as well as learning comprehension,

mediated the effects of the two factors on learning performance. Temporal distance mediated the interaction effect of PAs type and metaphorical design on credibility. The study concludes that both VPAs and metaphorical design enhance learning effectiveness and reduce psychological distance. Metaphorical design compensates for VPAs' lack of realism by boosting their perceived human-likeness and credibility. These findings suggest that instructional designers should prioritize not only the visual realism of VPAs but also metaphor-based content design to create more immersive, effective learning experiences. Practitioner notes What is already known about this topic Video-based learning typically involves either real-human instructors or virtual pedagogical agents (VPAs). VPAs are increasingly used because they reduce distraction and allow scalable, consistent delivery; though they provide lower social presence. Research has mainly focused on agent visual design, while their pedagogical integration with instructional content has received far less attention. Metaphorical design supports learning in videos, yet little is known about its combined effects with agents or the mechanisms involved. What this paper adds Learners taught by VPAs or with metaphorical content performed significantly better than those taught by real-human teachers or with non-metaphorical content. Metaphorical design improved content-focused cognitive effort, reduced perceived spatial distance and enhanced the human-likeness of VPAs, demonstrating how representational strategies shape cognition and perception. Spatial and hypothetical distance and comprehension mediated the effects of agent type and metaphor on performance, while temporal distance mediated their interactive effect on credibility, identifying psychological distance as a key explanatory mechanism. Implications for practice and/or policy Combining metaphorical content design with VPA appearance can more effectively allocate learners' attention and enhance performance. Educators and designers should avoid overemphasizing agent visual realism and instead give equal weight to instructional content design, particularly metaphorical structuring.

Xu, W., & Liu, W. (2026). **Perceptual-motor synchronization and motivation in structured piano training: A mixed-methods study of MIDI-based learning tools**. *European Journal of Psychology of Education*, *41*(2), 62. https://doi.org/10.1007/s10212-026-01128-8

This study examined the psychological mechanisms that underlie the use of MIDI accompaniment for learning and its impact on perceptual-motor synchronization, temporal structuring, and engagement dynamics. The main task was to compare the effectiveness of Guide Mode with conventional MIDI accompaniments in structured piano instruction. The study employed a mixed-methods approach, incorporating pre-test and post-test assessment of performance, real-time MIDI tracking analytics, and self-report motivation scales. The experiment involved a group of 48 s-year piano students (with a gender ratio of 1:1). The sample was divided into two experimental groups (Guide Mode vs. MIDI accompaniment only), with data triangulated through quantitative error tracking (pitch and rhythm deviation), qualitative observations from the instructor, and self-esteem mapping based on a survey. Statistical analysis (ANOVA, t-tests, and Cronbach's alpha for reliability assessment) was used to identify inter-group differences and intra-individual learning trajectories. The Guide Mode group demonstrated excellent adherence to the prescribed tempo (an average improvement in tempo accuracy of 14.2% compared to 11.8% for the MIDI-only group) and increased engagement indicators (72% reported enhanced enthusiasm). Additionally, 22% of the students perceived MIDI as a mere extension of traditional methods rather than an innovative approach. This suggests that the effect of cognitive encapsulation occurs when digital learning tools permeate into existing learning patterns rather than revolutionizing musical cognition. These findings highlight the pedagogical value of MIDI in optimizing sensorimotor involvement and self-regulated learning. The results also

emphasize the need for adaptable implementation strategies that strike a balance between technological precision and expressive flexibility.

Yaghi, A., Yaghi, M., & Khammash, M. (2026). **Three-wave assessment of stress and coping mechanisms in post-COVID-19 university students**. *Tertiary Education and Management*, *32*(2), 169-186. https://doi.org/10.1007/s11233-026-09164-1
The novel Coronavirus (COVID-19) pandemic affected diverse sectors including university education. University students represent a vulnerable group that continues to experience post-pandemic stress. This longitudinal study took place over three academic semesters to assess the stress levels and coping styles of fourth-year students admitted during the onset of the COVID-19 pandemic in Jordan. We utilized a longitudinal design, incorporating the Brief COPE and PSS-10 scales, to survey a convenience sample of 1,861 students, predominantly male (71.7%) and explore the factors influencing their stress and coping styles in April 2022, October 2022, and April 2023. We found that students across these semesters reported sustained and relatively high post-pandemic stress levels and used varied coping strategies, particularly problem-focused coping strategies. Moreover, the demographic characteristics of the participating students correlated significantly with their perceived stress and coping styles. The results highlighted the pressing need for increased attention and support to ensure the mental health and well-being of university students in post-pandemic times. Additionally, they indicate that further research initiatives investigating the impact of different coping strategies and styles on the academic performance and satisfaction of students are needed. Our findings can inform policymaking, educational practices, and future research on post-pandemic stress and coping styles and strategies.

Yang, X., Li, X., Cao, C., & Gou, R. (2026). **The relationship between quality of parental homework involvement, students' homework procrastination, and homework motivation: a multi-group analysis of parental education level and students' grade level differences**. *Social Psychology of Education*, *29*(1), 96. https://doi.org/10.1007/s11218-026-10267-1
Students' homework procrastination significantly affects the quality of homework completion, learning satisfaction, emotional responses to homework, and even academic performance and workload. Reducing homework procrastination is therefore critical for fostering students' academic development and well-being. This study investigated the relationships between three distinct types of parental homework involvement—autonomy support, content support, and structure—and students' homework procrastination. Additionally, the study examined the mediating role of homework motivation, specifically competence beliefs and subjective task value, as well as the moderating effect of parental education level and students' grade level on these relationships. A total of 5394 elementary and middle school students (grades 3–8) participated in the study by completing validated survey measures. The findings revealed that: (1) parental autonomy support and content support were negatively associated with students' homework procrastination, while the effect of parental structure on homework procrastination was not statistically significant; (2) competence belief and subjective task value partially mediated the relationships between parental autonomy support, structure, and students' homework procrastination. However, although competence belief mediated the link between parental content support and homework procrastination, subjective task value did not significantly mediate this relationship; (3) parental education level moderated several relationships among quality of parental homework involvement, homework motivation, and students' homework procrastination and (4) students' grade level moderated the relationship between parental content support and students' homework procrastination. These findings

provide important implications for parental strategies to enhance homework-related motivation, foster effective home-school collaboration, and mitigate students' tendencies toward homework procrastination.

Yennek, N., Perche, L., Léger, L., & Fenouillet, F. (2026). **Understanding learner engagement through individual and situational interest in adult learning**. *European Journal of Training and Development*, 1-19. https://doi.org/10.1108/EJTD-09-2025-0201
This study aimed to develop and validate the adult learning interest scale (ALIS) to assess how different forms of interest contribute to learner engagement in adult contexts. Engagement is a key determinant of success in adult learning, yet the motivational factors that sustain it (particularly individual and situational interest) remain insufficiently understood. Existing tools for measuring interest were primarily designed for school populations, highlighting the need for a scale suited to adult education contexts.The ALIS comprises 14 items across three subscales: individual interest, activated situational interest (ASI) and maintained situational interest. In the first study (n = 306), exploratory factor analysis examined the factorial structure of the ALIS. A second study (n = 289) used confirmatory factor analysis to validate the three-dimensional structure and assess concurrent validity.Results demonstrate ASI has a direct effect on engagement behaviors in adult learning, highlighting its role as a proximal driver of learner's engagement in the learning situation. Moreover, the findings support a link between interest and self-determined motivation. These findings highlight the importance of measuring interest as an indicator of learner motivation and engagement.ALIS offers a practical, and cost-effective tool for assessing interest in adult learning, enabling the development of targeted strategies to enhance engagement and improve learning quality. While its applicability should be further examined across more diverse professional contexts and populations, this study provides initial evidence of its potential relevance and utility in adult education research and practice.

Yoon, H. (2026). **Multilevel relationships between learning strategy, learning attitude, self-efficacy, and math achievement: analysis based on HLM**. *Asia Pacific Education Review*, *27*(3), 955-967. https://doi.org/10.1007/s12564-025-10057-y
Understanding the factors that influence students' math achievement is a crucial area of research in the educational field, given the significance of mathematics in shaping students' academic and professional futures. This study focuses on examining the predictive effect of learning strategies, learning attitudes, and self-efficacy on math achievement at both the student and school levels among ninth-grade students in South Korea. The study also investigates cross-level interaction to better understand the multilevel nature of learning processes. Using a two-level hierarchical linear model, the study analyzed the 2017 GEPS's six waves of panel data, with a total sample size of 5311 9th grade students. The results indicate that students' learning strategies, learning attitudes, and self-efficacy in math are significant predictors of math achievement. The study also found a positive school contextual effect of self-efficacy in math learning on math achievement. Additionally, the positive cross-level moderating effect suggests that as the school mean self-efficacy value increases, the relationship between an individual's self-efficacy in math and math achievement becomes stronger. The findings of this study provide valuable insights into the functioning of self-efficacy in math learning among South Korean 9th grade students, while taking into account the school context.

Zhang, H., Zhou, Q., Tang, H., & Peng, W. (2026). **Civic Engagement and Persistence among Adolescents in China: the Mediating Roles of Student–Classmate Relationships and Growth Mindset**. *Child Indicators Research*, *19*(4), 1897-1915. https://doi.org/10.1007/s12187-026-10366-7
Persistence, a core component of social and emotional skills, is a critical psychological asset that enables adolescents to cope with challenges and pursue long-term developmental goals. Drawing on the China sample of the Survey on Social and Emotional Skills (SSES), this study explores the impact of civic engagement on students' persistence and its underlying mechanisms. The study finds that: (1) civic engagement was positively and significantly associated with students' persistence; (2) student–classmate relationships and growth mindset each independently mediate the association between civic engagement and persistence; and (3) civic engagement is also associated with persistence through a serial pathway from student–classmate relationships to growth mindset. By leveraging China's institutionalized and structured civic engagement context, the study provides mechanism-based evidence and helps clarify the contextual boundaries under which civic engagement may translate into non-cognitive developmental strengths. The findings suggest that schools can enhance the developmental returns of civic engagement by cultivating supportive peer networks, fostering a growth mindset, and designing tiered, differentiated civic practice programs.

Zhang, J., & Yan, Y. (2026). **A Q Method Study of Integrated English–Chinese Motivational Systems in Multilingual Education: Evidence From Three Southeast Asian Countries**. *European Journal of Education*, *61*(3), e70699. https://doi.org/10.1111/ejed.70699
In the multilingual education environment in Southeast Asia, English and Chinese are important for learners' academic and career development. However, there is little research on how learners integrate their motivations for learning these two languages. To fill this gap, this study uses Q methodology, a people-centred method, to collect data from 40 learners in three Southeast Asian countries and investigate the English-Chinese comprehensive motivation system. Results revealed two distinct motivational profiles accounting for 47% of the total variance: one prioritized Chinese as a pragmatic investment with a weak English future self, while the other was characterized by a strong English future self with fewer affective and mobility motives for Chinese. These findings contribute to multilingual motivation research by showing that learners organize English and Chinese motivation in integrated but asymmetrical ways within Southeast Asian multilingual contexts, and they also support differentiated pedagogical and programmatic responses.

Zhang, K., Zhou, Y., Zhang, C., & Chen, J. (2026). **The Effects of Intelligent Tutoring Systems on Self-Regulated Learning: A Meta-Analysis**. *Educational Psychology Review*, *38*(1), 103. https://doi.org/10.1007/s10648-026-10199-4
Intelligent tutoring systems (ITS) are increasingly used to support self-regulated learning (SRL), yet evidence from different educational settings remains scattered. This study reports a meta-analysis of 52 empirical studies that examined the impact of ITS on SRL outcomes. Using random effects models, the analysis yielded a positive overall effect (Hedges's $g = 0.755$), which appears to primarily reflect the combined impact of ITS platforms and specific SRL support features rather than standard ITS alone. Effects differed across outcome categories: skills/competencies and motivation/affect showed larger observed effect sizes ($g = 0.816$ and 0.800), while the process/behavior category showed a more conservative observed effect ($g = 0.585$), suggesting the possibility that self-report measures may overestimate ITS effects on SRL. Subgroup analyses showed that several design features systematically influenced these benefits. Hybrid systems

integrating multiple intelligent mechanisms showed the largest observed effect (g = 1.295). Systems that embedded regulatory support within subject learning showed larger observed gains (g = 1.048) than systems that offered SRL training alone (g = 0.403). Mixed feedback that combined immediate and delayed feedback showed a larger observed effect than purely immediate or purely delayed feedback (g = 1.554 vs. 0.650 and 0.621). Comparison type, regulation role, education level, disciplinary area, interaction patterns, peer support, and degree of personalization did not show significant moderating effects. These findings suggest that the most effective ITS designs integrate multiple forms of scaffolding, blend complementary feedback, and embed support for self-regulation in meaningful learning activities rather than treating it as a separate add-on.

Zhang, L., Mendoza, N. B., & Jiang, Y. (2026). **Perceived parental academic pressure and adolescent students' school burnout and achievement: Different types of cost as mediators**. *European Journal of Psychology of Education*, *41*(2), 44. https://doi.org/10.1007/s10212-026-01099-w

Drawing on Situated Expectancy-Value Theory, we examined how students' perceptions of parental academic pressure would predict different types of perceived cost, namely effort, opportunity, psychological, and emotional costs, which in turn lead to different levels of school burnout and academic achievement. Results based on a group of 616 Chinese seventh-grade students revealed that parental academic pressure positively predicted all four types of cost. In addition, emotional and opportunity costs mediated the relationship between parental pressure and school burnout, while effort and emotional costs mediated the relationship between parental pressure and achievement. Interestingly, psychological cost was positively associated with achievement, suggesting that concern over self-worth may motivate students under high parental expectations. Multi-group analyses revealed no significant gender differences in these cost-mediated pathways linking parental academic pressure to burnout and achievement, indicating broadly similar underlying psychological mechanisms across boys and girls. These findings underscore the multidimensional nature of cost and highlight the role of parental influences in shaping students' motivational beliefs and academic outcomes.

Zhang, Y., Men, M., & Zhang, E. (2026). **Unpacking the effect mechanisms of ICT integration self-concept and self-efficacy on ICT competency development among K12 teachers: A structural equation modeling approach**. *Education and Information Technologies*, *31*(12), 4397-4425. https://doi.org/10.1007/s10639-026-13977-3

Information and communications technology competency (ICT-C) has been widely recognized as crucial for enhancing K12 teachers' teaching quality and fostering their career development in 21st-century education. Previous studies have explored the positive effects of both external and internal factors on teachers' ICT-C. However, the underlying mechanisms through which these factors influence ICT-C have not been fully revealed. Particularly, the direct and indirect pathways linking ICT self-concept (ICT-SC), ICT self-efficacy (ICT-SE), and ICT-C, as well as the moderating roles of individual differences in these relationships, remain largely unexplored in the current literature. To examine the potential pathways among these factors, data collected from 280 teachers were analyzed. Confirmatory factor analysis (CFA) was conducted to validate the measurement instruments, and structural equation modeling (SEM) was used to examine the hypothesized relationships. Results indicated that K12 teachers' ICT-SC significantly predicts their ICT-C, suggesting that teachers who perceive themselves as more capable of using ICT tend to demonstrate higher ICT-C. K12 teachers' ICT-SE mediated the relationship between ICT-SC and

ICT-C, indicating that strengthening teachers' ICT-SE is a key approach to transforming their broader ICT-SC into effective technology-integrated teaching practices. Additionally, this mediating effect was not significantly moderated by gender, teaching experience or their interaction. This study provides empirical evidence supporting both theoretical frameworks and practical strategies for promoting the integration and development of K12 teachers' ICT-C.

Zouhir, E. B. (2026). ***Dynamique motivationnelle et apprentissage du français littéraire au sein des filières scientifiques et techniques : apport du technolecte mathématique et de la classe inversée*** (Theses, Unversité Ibn Tofail). Consulté à l'adresse https://hal.science/tel-05716145
This doctoral thesis adopts an action-research approach conducted with students from scientific and technical streams in a Moroccan high school. It addresses a frequently overlooked paradox: although these students display a strong preference for scientific subjects, particularly mathematics, they show significant demotivation in French classes, especially when the subject is taught through literary works. Drawing on insights from motivation psychology, French as a Foreign Language (FLE) didactics, and instructional design, we conducted a series of successive studies over two academic years (2023–2024 and 2024–2025). These studies combined empirical investigations, the design, implementation, and evaluation of a pedagogical intervention, with the aim of identifying the key factors underlying this demotivation (perceived value, perceived competence, and perceived control) and developing a contextualized pedagogical response. The experimental phase of our research introduces an innovative educational device combining the flipped classroom model with the use of mathematical technolect to explain literary figures of speech. This intervention was implemented throughout the second academic year. Although we presented only one instructional scenario for illustrative purposes, focused on figures of opposition, the results reported pertain to all the scenarios deployed during this phase. By leveraging students' cognitive preferences and disciplinary specialization, this approach aims to transfer the motivation they experience in mathematics to French, while ensuring effective learning of the prescribed literary content. The quantitative and qualitative data collected through a mixed-methods survey and a summative assessment reveal a marked improvement in students' motivation, interest, and academic performance in literary French, thereby validating the relevance and effectiveness of the proposed model, while minimizing time-related disparities. This research advocates that didactic innovation should not be reduced to digital tools or institutional directives, but should be rooted in a nuanced understanding of learners' needs. It calls for reasoned teacher autonomy in content adaptation, and for a redefinition of literary French, not as an end in itself, but as a meaningful and enjoyable medium, even for nonliterary learners.

Zoupanou, Z. (2026). **Fostering equitable collaboration: a study on Slido's impact on student engagement in higher education**. *Education and Information Technologies*, *31*(11), 4065-4090. https://doi.org/10.1007/s10639-026-13956-8
This mixed-methods study investigates how anonymous digital pedagogy impacts equitable participation within a diverse cohort of 39 undergraduate students. Grounded in the need for "meaningful and safe access" Dastyari & Jose, (Alternative Law Journal, 49(4) 282–287, 2024), the research utilized Slido's Q&A and polling features to remove traditional participation hierarchies that often silence marginalized students due to cultural differences or language anxieties (Amjad et al., (European Journal of Education, 2024) ; United Nations Office, (2022).Empirical results reveal a significant shift in engagement: the traditional verbal baseline of 15.38% rose to 54.54% during the digital intervention. Notably, 92.8% of contributions were anonymous, and all primary

Q&A contributors were international students. Quantitative analysis confirmed a robust correlation between user experience and perceived content quality (Rho = 0.659, p < .001), supporting the "Personalization-Agency Loop" (Singh, 2025). Qualitative analysis identified a "critical dichotomy" in feedback. While 53.85% of responses were non-specific, unique contributions highlighted vital pathways for improvement. Key themes included the need for deeper pedagogical integration, inclusive design for neurodiversity (e.g., color-coding for dyslexia), and dynamic tools for real-time collaborative feedback. Ultimately, the findings suggest that anonymity is a fundamental requirement for inclusion, allowing students to engage with formative assessment without fear of judgment. However, sustainable success depends on empowering teachers with the digital fluency to transition technology from a simple polling tool into a holistic collaborative platform.

Aspects sociaux de l'éducation

Adamecz, A., Lovász, A., & Vujić, S. (2025). ***Beyond the Degree: Fertility Outcomes of 'First in Family' Graduates*** (Working paper N° 2506). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: https://EconPapers.repec.org/RePEc:has:discpr:2506
This paper examines the link between higher education and fertility, with particular attention to the role of intergenerational educational mobility in shaping this relationship. Drawing on data from the 1970 British Cohort Study, we estimate differences in completed fertility across three groups: first-in-family university graduates (FiF), graduates with at least one university-educated parent (non-FiF graduates), and individuals who did not attend university (non-graduates). Our findings show that although graduate women generally have fewer children than non-graduates, this gap is primarily driven by FiF graduates. FiF women have lower fertility than both non-FiF graduates and non-graduates, who exhibit similar fertility patterns. The fertility gap between FiF and non-FiF graduates emerges after age 35, mainly on the extensive margin: FiF women are more likely to remain childless, but those who become mothers have an average number of children similar to non-FiF graduates. Similar patterns are observed for men, however, the gaps are smaller and not statistically significant. We identify child-related preferences, self-esteem, and exposure to maternal employment during childhood as potential drivers of the relationship between FiF status and fertility. In contrast, labour market outcomes, financial constraints, partnership status, and health outcomes do not appear to contribute to the FiF fertility gap. These findings highlight key considerations for policies aimed at supporting both intergenerational mobility and fertility.

Afonso, E. (2026, septembre 2). **Sur le terrain, les chercheuses face aux violences sexistes et sexuelles de leurs collègues**. https://doi.org/10.64628/AAK.gm9w4gwdy
Loin des laboratoires, les conditions de travail de terrain peuvent accroître les risques de violences sexistes et sexuelles et avoir des conséquences durables sur les carrières scientifiques.

Agence européenne pour la sécurité et la santé au travail & Open Evidence. (2026). **Psychosocial risks in education. Understanding work-related factors affecting teachers' well-being**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4255* [Report]. Consulté à l'adresse https://op.europa.eu/s/AkiZ

This report examines psychosocial risks (PSRs) in the workplace and work-related mental and physical health outcomes in the education sector. The results combine a scoping literature review and interviews with key stakeholder representatives from the sector. The study also provides ten examples of good practices that can be implemented to prevent and manage PSRs and improve mental health and well-being among teachers. Finally, based on the study's findings, key considerations and policy pointers are presented to address occupational safety and health (OSH) in the education sector. This research is part of a series of projects coordinated by EU-OSHA that focus on psychosocial risks and mental health at work and that will lead to a European campaign on the topic in 2026–2028.

Aguiar, J., Sá, M. J., & Magalhães, A. (2026). **Housing Experiences and Inequalities Among Higher Education Students in Portugal: Study-Related Housing Adequacy in Lisbon and Porto**. *Higher Education Quarterly*, *80*(3), e70147. https://doi.org/10.1111/hequ.70147
In Europe, rising rental costs and spatial inequalities in urban areas increasingly shape student housing conditions, with implications for student well-being and access to higher education. This study examines housing conditions among students in Portugal's two largest urban centres, Lisbon and Porto, cities deeply affected by housing shortages, rising rental costs, and competition from tourism and international rental market investment. The aim was to assess whether housing conditions differ between domestic students living in their home region, domestic students displaced from their region of origin (domestic mobile students), and international students. Data were collected through a cross-sectional online survey (N = 2929), targeting undergraduate students enrolled at institutions located in Porto and Lisbon metropolitan areas. Welch ANOVAs tested group differences and a generalised ordered logit model assessed whether differences in study-related housing adequacy persisted after adjusting for rent. Results show that while mobile and international students tend to live closer to their institution, they report lower study-related housing adequacy and face substantially higher rental costs than local students. These findings suggest that proximity does not guarantee better housing outcomes and that market forces and the commodification of urban student housing constrain students' choices. The study highlights structural inequalities in Portuguese higher education housing, with mobile and international students disproportionately affected. Implications for policy and institutional support include the need for targeted housing strategies that consider student mobility and economic vulnerability, and for closer coordination between universities and urban housing policy to ensure equitable access to adequate accommodation.

Ahmad, H., Javeed, F., & Khan, M. A. (2026). **Enhancing inclusivity in higher education; addressing physical barriers for blind and visually impaired individuals through universal design: a case study of U.E.T Lahore**. *International Journal of Inclusive Education*, *30*(10), 2766-2790. https://doi.org/10.1080/13603116.2025.2573829
Visual impairment is a serious issue in Pakistan, with over 1.12 million people classified as blind and millions more facing different levels of vision loss. Despite laws promoting inclusive education, Higher Education Institutions in Pakistan lack proper physical infrastructure to accommodate blind and visually impaired individuals (B.A.V.I.). This limits their access to education and leads to exclusion. This paper examines how universal design principles can be applied to higher education institutions to remove physical barriers and enhance accessibility for B.A.V.I. It has three main parts: First, a literature review that examines models for creating accessible environments and explores research on physical barriers in educational infrastructure. Second, a case study of a university that identifies challenges B.A.V.I. students face in navigating campus;

and finally, recommendations on how to improve physical accessibility using inclusive design principles. The study aims to contribute to barrier-free design in higher education institutions in Pakistan and highlights the need for better support for B.A.V.I. students in universities.

Alagjozovska, N. J., & Serafimovska, S. (2026). **Intercultural Pragmatics: Integrating Diverse Pragmatic Styles in Multicultural Academic Discourse**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 180-185. https://doi.org/10.59324/ejceel.2026.4(3).14
Globalization, migration and the mingling of cultures in one community has made this world highly multicultural. This interconnectedness brings the need to interact and have different relationships with people from various cultures which poses challenges for people who would cross the borders of the countries altogether with their cultural boundaries. While diversity brings rich academic environment it also includes contemporary challenges, particularly in terms of pragmatic competence. This paper's aim is to examine how language is used in academic contexts preserving divergent pragmatic styles for politeness, directness, argumentation and critical engagement in academic communication. A qualitative analysis of students' e-mails and their communication with professors is used to identify key points of intercultural pragmatic friction because different cultures have different norms which are essential to be taught in terms of concrete strategies for pragmatic norms and intercultural communication. Finally, the study concludes that teaching pragmatic norms explicitly can help students navigate academic discourse more effectively by fostering mutual respect for diverse communicative styles without demanding cultural assimilation.

Albornoz, F., Cabrales, A., Cruces, G., & MarÃa, L. (2025). ***Parental Involvement in Education*** (Working paper N° 19873). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19873
This paper examines how different types of school resources affect parental involvement in childrenâ€™s education and subsequent student effort. Using an original survey of UK primary school parents, we distinguish between school resources for in-person and remote learning. We find that parental involvement serves as a substitute for in-person school resources but complements remote learning resources. Incorporating these findings, we develop a new model of student effort demonstrating that in person learning investments, such as reducing class size, have a positive direct effect on student effort but also trigger a negative indirect effect as parents reduce their involvement. These opposing effects result in a neutral net impact. In contrast, remote learning investments have both a positive direct effect and a positive feedback effect by enhancing parental involvement. We provide evidence supporting these predictions and conduct counterfactual policy analyses, showing that investing in remote learning resources is more cost-effective than reducing class size , subsidizing parental time, or hiring tutors. Notably, ignoring the indirect effect of parental behavioral responses leads to a 15% overestimation of the cost of increasing student effort via remote learning investments.

'Ali, N., & Rosenberg, D. (2026). **What makes you feel this way? Predicting the sense of foreignness and rejection among Arab-speaking higher education students in Israel**. *International Journal of Inclusive Education*, *30*(9), 2560-2574. https://doi.org/10.1080/13603116.2025.2567418
The goal of this study was to understand which campus-related perceptions and experiences are associated with the sense of foreignness and rejection in students with an ethnic minority background. The social belongingness theory, the self-categorisation theory, and the contact theory comprised the study's theoretical framework. Data were collected from 596 Arab-

speaking higher education students in Israel in the early 2024. The data were analysed using a logistic regression model. The results showed that perceived promotion of the equality value by an academic institution was negatively associated with the sense of foreignness and rejection. Experience of discrimination from the institution's administrative, but not academic, staff was associated with a greater sense of foreignness and rejection. Neither the frequency of assistance received from Jewish students nor lecture hall sitting preference was associated with the studied phenomenon. The findings provided support for the social belongingness theory and the self-categorisation theory. They imply that it is up to academic institutions to mitigate the sense of foreignness and rejection among their ethnic minority students. This can be pursued by means of greater promotion of the equality value and mitigation of the discriminative behaviours from the staff's side.

Andreoli, F., Lefranc, A., & Prete, V. (2026). **Preschool Duration, Family Background and Long-Term Outcomes: Evidence From the Expansion of École Maternelle in France**. *Oxford Bulletin of Economics and Statistics*, *88*(5), 1032-1067. https://doi.org/10.1111/obes.70038
This paper analyses the long-term effects of preschool education in France. We focus on the effect of preschool duration on educational attainment and labour market earnings in adulthood. Building on an old tradition of free and universal pre-primary education, France implemented in the late 1960s a large-scale expansion of preschooling facilities, leading to a massive increase in the supply of preschool. We rely on the independent variation across counties and cohorts in preschool supply, induced by this policy, to assess the effect of preschool using a Two-Sample Two-Stage Least Squares estimator. While the preschool expansion increased preschool duration (+0.69 years per additional school created), we find on average small and non-significant long-term effects on employment and earnings, with some positive impacts on educational attainment. We also investigate heterogeneity by parental socio-economic status and find that children from an advantaged family background benefit significantly more in terms of both education and earnings than their peers from less advantaged backgrounds. One additional year in preschool thus increases the achievement gap for most outcomes including the likelihood of graduating from high school (+8.3 percentage points) or college (+13.7 pp), employment (+13.3 pp), unemployment (-6.4 pp) and earnings (+5.4%).

Angerhausen, P. (2026). **An intersectional perspective on disabled students' experiences in German higher education**. *Higher Education*, 92(1), 423-441. https://doi.org/10.1007/s10734-025-01541-w
The increasing number of disabled students in higher education highlights the urgent need to understand the multiple challenges they face, including persistent stigma, discrimination and isolation, which impede positive study experiences and academic outcomes. Adopting an intersectional approach to explore how disability intersects with factors such as socio-economic status, gender identity and cultural background, this study draws on data from biographical-narrative interviews with 33 disabled students from a single German university. The data is analysed using Straussian Grounded Theory methodology. Key findings show that disabled students often face financial burdens due to the inadequacy of public funding systems such as the German BAFöG, leading to experiences of stress and pressure to complete their studies. Those from lower educational or economic backgrounds report additional pressures as their families may not recognise the importance of higher education for an independent life, creating and exacerbating struggles with their working class identity. Gendered experiences, including 'medical gaslighting' for female students and fears of a potential 'loss of masculinity' for male

students in accepting and disclosing impairments, further highlight the distinct barriers associated with societal ableism and gender. The study calls for policies that reflect these different experiences through inclusive educational practices, such as universal design, to reduce stigma and promote equal participation. It also advocates for the wider use of intersectional methodologies to more accurately capture and address the complex realities faced by disabled students in higher education.

Aoki-Beattie, Y., Arulampalam, W., & Lloyd, N. (2026). ***Proximity to Fast-Food Outlets and Adolescent z-BMI: Accounting for Persistent Health Dynamics*** (Working paper N° 18770). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18770
We estimate the causal effect of exposure to fast-food outlets on adolescent z-BMI using the UK Millennium Cohort Study linked to comprehensive geospatial data. We develop a novel approach to modelling z-BMI persistence by clustering early childhood z-BMI trajectories, allowing us to distinguish baseline obesity susceptibility from contemporaneous environmental effects. Identification exploits the near-universal transition from primary to secondary school, generating plausibly exogenous variation in exposure to fast-food outlets around schools. We find that adolescents with at least one major-brand outlet near school have, on average, a 0.158 standard-deviation higher z-BMI. Effects decline with distance, are limited around the home, and do not extend to other food outlets.

Arday, J., & Jones, C. (2026). **Same storm, different boats: the impact of COVID-19 on Black students and academic staff in UK and US higher education**. *Higher Education*, 92(1), 53-74. https://doi.org/10.1007/s10734-022-00939-0
The permanence of systemic racism in the UK and USA means that Black people are disadvantaged in myriad ways, including within the Academy. While the disproportionate impact of COVID-19, alongside the Black Lives Matter movement, has increased awareness of the challenges faced by Black communities, these issues remain, both in and beyond higher education. Furthermore, there is still a paucity of research individualising the experiences of Black people, who are often homogenised with other ethnic minority groups. This paper explores the impact of COVID-19 on UK and US Black students and academic staff, utilising a critical race theory (CRT) framework. Analysis revealed that Black students and staff experienced COVID-19 against the backdrop of racism as a "pandemic within a pandemic" (Laurencin and Walker, Cell Systems 11:9–10, 2020), including racial (re)traumatisation, loneliness and isolation. Other themes included precarious employment and exploitation. Recommendations are offered for penetrative interventions that can support Black students and staff in the wake of strained race relations neglecting their adverse experiences and a global pandemic.

Arendt, J. N., & Holm, A. (2026). **The demand for private schools and its impact on school segregation and student outcomes**. *Economics of Education Review*, *113*, 102809. https://doi.org/10.1016/j.econedurev.2026.102809
This study examines the impact of private school attendance on segregation and student achievement in compulsory school in Denmark. We show that increased private school attendance is driven by students from high socio-economic groups. Leveraging variation across municipalities, grade and calendar years and instrumental variables based on private school openings, we find that higher private school enrollment is associated with higher segregation of disadvantaged children. From event study models of the private school openings and a mover design that controls for student parental background, peer parental background, past

achievement and non-cognitive scores, we find small achievement effects of private school attendance.

Ayyar, S., Bolt, U., French, E., & Cormac, O. (2025). ***Imagine your Life at 25: Gender Conformity and Later-Life Outcomes*** (Working paper N° 20741). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20741
Using a digitized sample of thousands of essays written by 11-year-olds in 1969, we construct an index which measures the extent to which girlsâ€™ imagined futures conform to gender norms in Britain at the time. We link this index to outcomes over the life-cycle. Conditional on a large set of age-11 covariates, a one standard deviation increase in our index is associated with a decrease in lifetime earnings of 3.5%, due to both lower wages and fewer hours worked. Half of this earnings decline is mediated by reduced educational attainment, selection into lower-paid occupations, and earlier family formation of those who conform more strongly to prevalent gender norms. Holding skills constant, girls whose essays conform less to gender norms, live in regions with higher female employment and educational attainment. This highlights that the wider environment in which girls grow up shapes gender conformity.

Barigozzi, F., Battilani, P., Bontempi, M., & Calenici, P. (2026). ***Against the Odds: Student Performance under Gender Discrimination in Fascist Italy*** [Working paper]. Consulté à l'adresse Dipartimento Scienze Economiche, Universita' di Bologna website: https://EconPapers.repec.org/RePEc:bol:bodewp:wp1228
This paper studies gender differences in student performance under explicit institutional discrimination, using a newly assembled panel of Italian secondary schools during Fascism. The regime sought to restrict women's access to advanced education, skilled employment, and teaching positions, yet the feminisation of secondary schooling continued among both students and teachers. Against this hostile institutional background, female students generally outperformed male students, especially in school tracks historically designed for male political and professional elites. The analysis shows that feminisation contributed to this result. A greater exposure to female classmates and female teachers is associated with improved outcomes for girls, particularly in historically male-oriented tracks, whereas the corresponding associations for boys are weaker or differ in sign. These patterns are consistent with peer and role-model mechanisms: female peers and teachers may have made academic success more visible and attainable for girls, lowering the perceived cost of effort in male-typed educational environments. The findings highlight behavioural responses to discriminatory institutions beyond access constraints.

Barizza, L. (2026). **Recherche en retrait, savoirs en présence : une socio-ethnographie de l'expérience vécue**. *Biennale internationale de l'éducation, de la formation et des pratiques professionnelles 2026*. Consulté à l'adresse https://hal.science/hal-05597496
Cette communication s'inscrit dans une recherche participative en Sciences de l'Éducation et de la Formation. Développée dans le cadre de l'étude d'un dispositif de démocratisation de la culture dans les quartiers politiques de la ville, cette étude est menée à l'intersection de l'ethnographie et de la concertation (Dziedzicki & Ballan, 2015). Nous interrogerons la manière dont le·la chercheur·e peut adopter une posture de retrait dans une démarche socio-ethnographique (Bordes, 2015). Ce positionnement, inspiré par les pratiques d'ATD Quart Monde (Groupe de Recherche Quart Monde-Université, 1999), engage une éthique de l'effacement. En adoptant une posture de retrait, il ne s'agit pas de sacrifier la rigueur scientifique, mais de se

rendre disponible au terrain, à ses rythmes, ses voix et ses enjeux. Nous nous intéressons à ce que signifie faire expérience de l'expérience des autres. Comment est-ce que le·la chercheur·e accède à une compréhension sensible des réalités vécues en acceptant de se décaler ? Quelles sont les conditions d'émergence d'une expérience partagée ? Le·la chercheur·e est en immersion, il·elle se laisse enseigner par ceux qu'il rencontre. Dès lors, la recherche est un espace de co-élaboration de sens, où les savoirs expérientiels (Blais, 2006) ne sont plus des objets d'étude, mais des ressources vivantes qui peuvent émerger et circuler. L'expérience devient ici le centre de la démarche. Elle est à la fois ce qui se vit, ce qui se partage, et ce qui transforme. Entre l'engagement éthique et la stratégie heuristique, cette posture permet de répondre à un double enjeu : limiter les effets de sa propre subjectivité en se confrontant à la pluralité des regards, mais aussi accueillir des savoirs expérientiels pour aller vers une connaissance plus fine, située et partagée. Cette posture fait de la recherche une expérience transformatrice, tant pour le·la chercheur·e que pour les personnes impliquées. L'effacement devient un levier d'apprentissage et de reconnexion au réel, vers une co-construction des savoirs.

Barrios Fernandez, A., Neilson, C., & Zimmerman, S. (2024). ***Elite Universities and the Intergenerational Transmission of Human and Social Capital*** (Working paper N° 19431). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19431
Do elite colleges help talented students join the social elite, or help incumbent elites retain their positions? We combine intergenerationally-linked data from Chile with a regression discontinuity design to show that, looking across generations, elite colleges do both. Lower-status individuals who gain admission to elite college programs transform their childrenâ€™s social environment. Children become more likely to attend highstatus private schools and colleges, and to live near and befriend high-status peers. In contrast, academic achievement is unaffected. Simulations combining descriptive and quasi-experimental findings show that elite colleges tighten the link between social and human capital while decreasing intergenerational social mobility.

Basiglio, S., Del Boca, D., & Pronzato, C. (2024). ***The Impact of the « Coding Girls » Program on High School Students' Skills, Awareness and Aspirations*** (Working paper N° 19477). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19477
This paper evaluates the impact of the â€œCoding Girlsâ€ educational enrichment program designed to address the underrepresentation of women and girls in the fields of science, technology, engineering, and math (STEM). Implemented in Italy, the program seeks to stimulate the interest of young female students in programming and science, encouraging them to consider STEMâ€ related fields of study. Through a randomized controlled trial involving 28 classes across 10 secondary schools in Turin, Italy, we assess the programâ€™s effectiveness. Our results show that Coding Girls significantly enhances the programming skills of both male and female students. Moreover, it raises awareness among students about gender disparities in STEMâ€ related professions. While the program positively influences boysâ€™ aspirations to pursue higher education in STEM disciplines, it does not have a similar effect on girls.

Bauer, T., Zviagintsev, R., & Kampa, N. (2026). **Credibility of intersectionality frameworks in question: evidence from a large-scale study in Austria**. *European Journal of Psychology of Education*, *41*(2), 63. https://doi.org/10.1007/s10212-026-01115-z

It has long been recognized that mathematical ability is strongly associated with an individual's educational and career success. At the same time, studies show significant inequalities in mathematical proficiency levels depending on student characteristics such as sex, socioeconomic status, and migrant background, as well as task characteristics such as language complexity. We applied an intersectional approach to investigate whether the above student characteristics have a multiplicative effect in their relationship with the level of Austrian students' mathematical proficiency (in general and in specific areas). We also aimed to identify differing effects regarding migrant background in relation to the language complexity of mathematics tasks. The methodological basis for this part of our study is a relatively new data analysis approach developed specifically for the assessment of intersectional effects, the multilevel analysis of individual heterogeneity and discriminatory accuracy. The sample for our analyses was 65,893 8th-grade students in Austria. The main findings of our study confirm already well-known general patterns in how mathematical ability, sex, socioeconomic status, and migrant background are related. However, we could not confirm an intersectional effect of the combination of these characteristics or a different pattern of association between migrant background and specific mathematical abilities differing in language complexity. Our conclusions and recommendations focus on political measures addressing the additive effects of socioeconomic status and migrant background. Regarding sex, measures should refrain from focusing on abilities per se but rather concentrate on so-called non-academic characteristics (e.g., interest and self-concept) that may affect later choices in upper secondary education.

Beaudoin, C., & Barbeau-Hénault, G. (2026). **Perceptions du personnel enseignant et des garçons à l'égard de la relation enseignant-élève au secondaire : des marques d'affectivité, d'attirance et de violence se dessinent**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 164-184. https://doi.org/10.26443/mje/rsem.v60i2.10057
Cet article a pour but de décrire les perceptions déclarées du personnel enseignant et des garçons concernant la relation enseignant-élève (REÉ) au secondaire. Située dans une perspective qualitative interprétative, cette étude met en exergue les propos du personnel enseignant et des garçons, analysés selon une approche thématique. Les principaux résultats montrent que des enseignants témoignent répondre difficilement aux besoins affectifs des garçons, que des enseignantes évoquent subir de la violence des garçons et que ceux-ci déclarent éprouver une attirance envers leurs enseignantes. Ces résultats soulèvent des questions relatives à l'affectivité, à la violence et à l'attirance dans la REÉ.

Bellamy, M.-J. ***Service public de l'éducation et spécificités des territoires ruraux***. (2026). https://www.senat.fr/dossier-legislatif/ppl25-923.html
proposition de loi visant à adapter l'organisation du service public de l'éducation aux spécificités des territoires ruraux

Bello, P., Cristini, A., Falzoni, A. M., & Origo, F. (2026). **Study strategies during emergency-related distance learning. The role of gender and field of study**. *The Journal of Economic Inequality*, *24*(2), 531-555. https://doi.org/10.1007/s10888-025-09712-6
We study the impact of distance learning on students' exam choices and achievement in higher education, pointing to the mediating role of the field of study and gender. Identification relies on the exogenous shift from in-person to online teaching during the second semester of the 2019–2020 academic year in Italy due to the sudden outbreak of COVID-19. We estimate Difference-in-Differences models using administrative data for different cohorts of students from the

University of Bergamo in Northern Italy. Results show that online teaching during the pandemic is associated with a lower number of credits earned and with an increase in the average grade; both outcomes are associated with a reduction in the number of exams, while postponing tougher exams pays only in terms of grades. Additional analyses provide evidence for significant heterogeneity by field of study and gender, with women in engineering degrees being those whose performance declined the most, especially in terms of passed exams. Survey evidence suggests that these results may be explained by gender differences in study-life balance, well-being and learning efficacy related to the lack of in-person relations with both peers and teachers.

Bellou, A., & Cardia, E. (2026). ***Great Depression, WWII and the College Gender Gap*** (Working paper N° 18846). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18846
This paper examines the short- and long-run effects of the Great Depression on college attainment by gender in the United States for cohorts born 1906â€“1920. Using state-level variation in Depression severity, we find that harsher conditions in the early 1930s are associated with small increases in educational attainment by 1940, with similar responses for men and women. Following these cohorts to 1960, more severe Depression exposure is linked to modest increases in menâ€™s college attainment at the one- and two-year margins, with little effect on four-year completion. Womenâ€™s responses are more heterogeneous and generally imprecisely estimated. We further show that these patterns are stronger in areas with greater WWII mobilization: male attainment rises more strongly in highly mobilized states, while womenâ€™s responses remain limited and mixed. Overall, the results suggest that early-life exposure to the Depression, combined with wartime opportunities, may have contributed to modest gender differences in college attainment in the mid-twentieth century.

Belluigi, D. Z., Czerniewicz, L., Gachago, D., Camps, C., Aghardien, N., & Marx, R. (2026). **'Deeply and deliciously unsettled'? Mis-reading discourses of equity in the early stages of Covid19**. *Higher Education*, 92(1), 75-98. https://doi.org/10.1007/s10734-022-00847-3
In the early stages of the 'pivot online', various conceptions of inequalities and their relations to educational equity peppered the discourses of higher education practitioners and the promotional discourses of their institutions. Concerned with what conditions subjectification and action within micro- and meso-curricula, this paper explores the cultural and structural discursive positions in which such agents are entangled, and the discourse conflicts they negotiated about what to adopt, shape, defer or resist. Offering deliberations on the possibilities and problematics for equity in higher education were insiders' perspectives of those who operate in the thresholds between academic and professional communities within South African and UK higher education—learning technologists, academic developers and Higher Education Studies scholars—in the period from March to June 2020. Careful not to provide a monovocal nor hierarchical interpretation of these discourses at that early stage in the pandemic, our analysis rather juxtaposes complex and at times conflicting local accounts and negotiations of three schisms around which their narratives skirted: (i) the substantial fault lines under and in societies, institutions and practitioner communities; (ii) the complexities which intersect with digital divides; and (iii) the in/visibility of differentially impacted individuals and groups during that period. As people with often strong ethico-political commitments, and responsibilities as members of evanescent interpretative communities, their acts of narration drew from and at times against

the dominant discourses situated within particular socio-economic and ideological higher education contexts.

Bernela, B., & Bonnal, L. (2026). **Introduction – Les parcours de formation à l'épreuve de la norme : discontinuités, mobilités et inégalités**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfh
L'enseignement supérieur français connaît depuis une quinzaine d'années des transformations d'une ampleur considérable. L'augmentation continue des effectifs étudiants, la généralisation des dispositifs de sélection, la montée des logiques d'individualisation des parcours, le développement de l'apprentissage, les réformes de l'orientation et de l'accès aux formations, ou encore l'injonction croissante à la professionnalisation ont redessiné en profondeur les expériences étudiantes et les cond...

Berniell, I., Raquel, F., Azul, M., & Onofri, M. (2026). ***Understanding Latin Americaâ€™s Fertility Decline: Age, Education, and Cohort Dynamics*** (Working paper N° 21071). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:21071
This paper examines the sharp decline in fertility across Latin America using both period and cohort measures. Combining Vital Statistics, Census microdata, and UN population data, we decompose changes in fertility by age, education, and joint ageâ€“education groups. We show that the decline in period fertility between 2000 and 2022 is driven primarily by reductions in within-group birth rates rather than by changes in population composition, with the largest contributions coming from younger and less-educated women. Comparing the cohort born in the mid 1950s and the one born in the mid 1970s, we find that the decline in completed fertility reflects not only delayed childbearing but also substantial reductions in the average number of children per woman. This is driven primarily by lower fertility among mothers rather than by rising childlessness. Our findings provide new evidence on the nature of Latin Americaâ€™s transition to below-replacement fertility and highlight several open questions for future research.

Bingley, P., Cappellari, L., Ovidi, M., & Sandi, M. (2026a). ***Crime Victims' Children*** (Working paper N° 26210). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26210
We provide the first causal evidence on the intergenerational effects of parental criminal victimization originating outside the family. Using population-wide Danish administrative data, we compare end-of-compulsory-school examination scores of children exposed to parental victimization with those of matched controls, and exploit victimizations occurring after compulsory schooling to account for residual selection. Violent, but not property, victimization lowers children's mathematics scores by 0.03 standard deviations, rising to 0.05 standard deviations for exposure in early childhood, a period when parental inputs are especially consequential for skill formation. Deterioration in family stability, paternal behavior, and labor market attachment following victimization emerge as the primary mechanisms, pointing to an underappreciated channel of intergenerational inequality.

Bingley, P., Cappellari, L., Ovidi, M., & Sandi, M. (2026b). ***Crime Victims' Children*** (Working paper N° 18855). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18855

We provide the first causal evidence on the intergenerational effects of parental criminal victimization originating outside the family. Using population-wide Danish administrative data, we compare end-of-compulsory-school examination scores of children exposed to parental victimization with those of matched controls, and exploit victimizations occurring after compulsory schooling to account for residual selection. Violent, but not property, victimization lowers childrenâ€™s mathematics scores by 0.03 standard deviations, rising to 0.05 standard deviations for exposure in early childhood, a period when parental inputs are especially consequential for skill formation. Deterioration in family stability, paternal behavior, and labor market attachment following victimization emerge as the primary mechanisms, pointing to an underappreciated channel of intergenerational inequality.

Blanco-Pardo, N., Carrera-Fernández, M. V., Castro-Faria, A., & Fernández-Simo, J. D. (2026). **Bullying through prejudice: the role of heteronormativity, racism, and ageism**. *Social Psychology of Education*, *29*(1), 99. https://doi.org/10.1007/s11218-026-10268-0
Bullying is a complex phenomenon that is fed by social discourses on normative and non-normative identities. However, it has so far been studied from a simplistic perspective, especially focused on micro variables related to the individual, the family, or the school. In this study, we analyzed the profile of students who engage in bullying behavior, examining how this profile differs by gender and is influenced by several forms of prejudice, considering bullies' adherence to gender stereotypes and their sexist (hostile and benevolent), homophobic, racist (blatant and subtle), and ageist (hostile and benevolent) attitudes. The study sample consisted of 2141 Spanish adolescents, of whom 50.5% identified as female, 47% as male, and 2.5% chose other identity options. Their mean age was 14.7 years, and they were attending 3rd and 4th grades of Compulsory Secondary Education (CSE). The two-way MANOVA (Gender x Bullying) reveals significant interactions, showing that girls and boys who engage in bullying behavior hold fewer expressive gender stereotypes and significantly more homophobic and more racist attitudes, both blatant and subtle, than students who do not bully. Likewise, the data show greater similarities between male and female bullies, whereas the group of boys and girls who do not bully their peers is more heterogeneous. The results of our work highlight the urgency of going beyond generic bullying prevention programs by designing interventions that recognize the influence of prejudices about normative and non-normative identities in the genesis of violence, aimed at disrupting normality regimes and following an intersectional, critical, and queer pedagogy.

Bleemer, Z., & Rothstein, J. (2026). ***The Meritocratic Consensus and Stratification in Higher Education*** [Working paper]. Consulté à l'adresse Center for Studies in Higher Education, UC Berkeley website: https://EconPapers.repec.org/RePEc:cdl:cshedu:qt2s7426hb
American colleges and universities are highly stratified by pre-college academic achievement, family background, and institutional resources. We study the meritocratic consensus in American higher education: colleges that high-testing students (who are generally also from high-income families) attend spend dramatically more on instruction than do those that enroll lower-testing students. Stratification by test scores has been largely stable since the 1960s, but the stratification of instructional resources has risen sharply since 1970 at both private and public institutions. Non-academic admissions criteria like athletics, legacy, and affirmative action are second-order in determining the allocation of students to universities. Potential economic justifications for the positive association of instructional expenditures with student prior achievement – q-complementarity between achievement and resources, convex social returns to high human

capital, and incentives to invest in learning prior to college – have little empirical support. Resource stratification across universities has not increased in the past decade, largely due to increased public funding of universities that enroll lower-testing students through financial aid programs like California's CalGrant, but stratification within institutions is now rising swiftly. JEL Codes: I23, I24, N32, Z13

Bouran, T. (2026). **Teacher and student led curriculum development: ainu indigenous education in Japan**. *Asia Pacific Education Review*, *27*(3), 1211-1222. https://doi.org/10.1007/s12564-025-10085-8
The purpose of this article is to examine the cooperation between a United World College (UWC) International Baccalaureate (IB) school and an indigenous Ainu community group to address the issues of empowerment within the field of education. This empowerment comes in the form of a collaborative curriculum design model, which depends on the integrative engagement of indigenous communities and the educator's role in involving student input. The study used a transformative worldview, qualitative research design, with a single case study approach to investigate the cooperation between an Ainu indigenous group and an IB school in the process of building a collaborative curriculum model in Japan. The was study was guided by the Freire (1970) theoretical framework and its principles in cognitive inquiry teaching. The researchers, the author and five students, collected data through an on-site visit to Hokkaidō in March 2023. (1) We interviewed three members of the Ainu community in Nibutani and one scholar in Sapporo; (2) We observed 10 instances of curriculum building during the Ainu family's visit to the school in November 2022 and 2023 with 40 students in each year respectively; and (3) we employed comparative analysis on education policy and curriculum from secondary literature sources of a UWC school in Bosnia and Herzegovina, and Māori social studies. The thematic analysis of the data demonstrates that a collaborative curriculum model actively promotes empowerment among research participants and institutions by reshaping pedagogical roles, integrating diverse perspectives, and enhancing cooperative engagement between educators, students, and indigenous community members.

Bowers, L., Mendoza, M., & Turner, L. A. (2026). **Racial differences in predictors of critical action among college students**. *Analyses of Social Issues and Public Policy*, *26*(2), e70080. https://doi.org/10.1111/asap.70080
Social and political activities take many forms with some efforts centered on the promotion of social justice. Critical consciousness underlies many social justice efforts. Critical consciousness refers to the perception of social and economic inequities and engagement in actions to reduce inequities. Diemer's model of critical consciousness suggests that critical reflection, efficacy, and critical action are interrelated. Additionally, researchers have demonstrated that experiencing discrimination is an important predictor of critical action. The goal of the current study was to examine predictors of critical action and determine if these predictors differed for Black and White students. College students reported critical reflection (perceptions of inequality), internal (personal) efficacy, external (government responsiveness to people) efficacy, discrimination, and critical action. For the Black students (n = 165), critical action was positively predicted by discrimination and external efficacy. For the White students (n = 418), critical action was positively predicted by discrimination and critical reflection. To further elucidate these findings, participants were asked to describe why they chose to either work to reduce injustice or why they chose not to get involved. The themes for students that reported they work to reduce injustice centered on values. They stressed the importance of fairness and justice, they reported a sense of responsibility

to help others and to make the world better. Even when experiencing discrimination, they reported a desire to protect others from similar experiences. Themes from participants who do not get involved focused on the self. Students reported the desire to avoid conflict, fearing repercussions, lacking interest, and lacking resources. These findings demonstrate the diversity in predictors of critical action among college students. Efforts to support emerging adults social/political engagement may need to be refined to fit the participants being addressed.

Bredtmann, J., Otten, S., & Vonnahme, C. (2026). ***Discrimination in Grading? Evidence on Teachers' Evaluation Bias Toward Minority Students*** (Working paper N° 26207). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26207
We analyze whether teachers discriminate against ethnic minority students with regard to grading. Using comprehensive data on students in German primary and secondary schools, we compare students' scores on standardized, anonymously graded achievement tests with non-anonymous teacher ratings within a difference-in-differences framework. Although minority students tend to score lower on the standardized test than majority students, this achievement gap is significantly reduced when graded by the teacher. This finding cannot be fully explained by differences in socioeconomic background, language-related differences in standardized test performance, or the sorting of students into educational contexts with different grading standards. Overall, our findings suggest that teachers have a positive evaluation bias toward ethnic minority students.

Brisson, G., & Dault, C. (2025). **Passerelles ou impasses ? Revue systématique de la littérature sur le passage des élèves immigrants de la classe d'accueil à la classe ordinaire au primaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 253-276. https://doi.org/10.7202/1126123ar
Le passage des élèves immigrants nouvellement arrivés de la classe d'accueil vers la classe ordinaire au primaire constitue une étape clé de leur parcours scolaire. Cette revue systématique de la littérature (en français et en anglais) vise à cerner les facteurs facilitants et les tensions entourant ce passage au primaire. L'analyse de 12 études situées dans divers pays et contextes scolaires met en lumière le rôle crucial de la collaboration entre personnes enseignantes, du soutien linguistique en classe ordinaire, d'interactions significatives au-delà de la classe d'accueil et des procédures d'intégration. Elle révèle aussi les défis liés aux attentes pédagogiques, aux contraintes administratives et à l'isolement que peut entraîner le modèle de la classe fermée.

Brown, K. Q. (2026). **Canaries in the Field: Admission Professionals, Racial Crisis, and Systemic Inequity in a Color-Evasive Organization**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2721832
Guided by a racism-conscious theoretical framework for understanding organizational behavior, this study illustrates how systemic inequity is reproduced in elite-college admissions. Using critical-qualitative case study methods, including interviews with 18 admission personnel, I examine four mechanisms of color-evasive racism: special-interest groups; clientele relationships; institutional priorities; and racial bias. I also examine how personnel framed mechanisms through the lenses of abstract liberalism and minimization of racism. This article affirms the utility of racism-conscious theory for understanding college-access issues and makes distinct methodological contributions, illustrating: (a) the applicability of elicitory methods in critical-qualitative research; and (b) the value of leveraging macro-level events, such as the current racial crisis, to understand modern

social phenomena via case study. By centering the understandings of personnel at the front line of college access, the findings unveil the black box of elite admissions, offering new insights into how an admission process works. Implications are discussed with emphasis on the current color-evasive policy context.

Brunner, E., Ross, S., & Wang, X. (2026). ***Racial Disparities in Education During and Following the Pandemic: Evidence in Connecticut through 2025*** (Working paper N° 35409). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35409
We examine pandemic related racial and ethnic disparities in test scores, absenteeism, and disciplinary incidents for K-12 students in the State of Connecticut through the 2024-25 school year. Notably, most existing pandemic studies only cover absenteeism through 2022-23, and minimal quantitative evidence exists on the post-pandemic incidence of student discipline related behaviors. Consistent with prior studies, we find persistent negative effects of the pandemic on test scores, as well as substantial disparities in test scores along racial and ethnic lines. For middle school, we also find persistent post-pandemic increases in both severe disciplinary incidents overall and racial and ethnic disparities in severe discipline incidents. However, we document substantial recovery in racial and ethnic disparities in attendance rates and chronic absenteeism by 2024-25. For all outcomes, most of the increases in disparities are associated with Black and Latinx students attending schools that had worse pre-pandemic outcomes and higher pre-pandemic shares of students who are either economically disadvantaged or face learning barriers.

Bueren, J., Pijoan-Mas, J., & Amengual, D. (2025). ***Education, Lifestyles, and Health Inequality*** (Working paper N° 19990). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19990
We study the effect of lifestyles on the education gradient of life expectancy. We use panel data on health behavior and health outcomes to estimate latent lifestyle types and their impact on health dynamics. We find that the higher frequency of health-protective lifestyles among the more educated individuals explains almost 1/2 of the education gradient in life expectancy. To understand lifestyle formation, we build a life cycle model where lifestyles and education are jointly chosen early in life. These two investments are complementary because of the more educatedâ€™s higher income and the higher yield of their health-protective behavior. Importantly, with these complementarities, individuals with lower costs of healthier lifestyles self-select into higher education. Quantitatively, we find the three mechanisms similarly important in explaining the correlation between education and healthy lifestyles. We also find that the increase in the college wage premium over the last decades has widened the education gradient in lifestyles, resulting in a one-year increase in the education gradient of life expectancy across cohorts born in the 1930s and 1970s. Of this increase, 40% is driven by the direct effect of wage changes and 60% by the induced changes in the composition of college graduates and high school dropouts.

Burland, E., Delaney, N., Dynarski, S., Leu, K. B., Cj, L., Michelmore, K., … Salinas, E. (2026). ***Degrees of Mobility: Shifting Low-Income Students to Higher Quality Colleges*** (Working paper N° 35434). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35434

Earnings inequality among college graduates has grown, and returns to a bachelor's degree (BA) vary substantially across colleges. We experimentally evaluate a program that shifted high-achieving, low-income students into higher-quality colleges. Students randomly offered a guarantee of four years of tuition and fees at the University of Michigan were 21 percentage points more likely to enroll at a UM campus. The offer shifted students across colleges rather than into college: most compliers would otherwise have attended less-selective four-year colleges. HAIL increased four-year BA completion by 4 percentage points, but had no effect on attainment after six years. It substantially increased degree quality: students offered the scholarship were 12 percentage points more likely to earn a bachelor's degree from a highly or most selective college. IV estimates indicate that students induced to attend a University of Michigan campus were 56 percentage points more likely to earn such a degree. The increase in college quality predicts earnings gains of 18 to 25 percent. Faster degree completion adds about another 1 percent to the present discounted value of lifetime earnings.

Buzard, K., Gee, L. K., & Stoddard, O. (2026, septembre 6). **Pour les écoles, la mère reste le parent à contacter en priorité : une charge mentale qui renforce les inégalités ?** https://doi.org/10.64628/AAK.ecmue5wmp
Lorsque les deux parents semblent également disponibles, les établissements scolaires ont 40 % plus de chances de contacter la mère plutôt que le père de l'élève, selon une étude réalisée aux États-Unis.

Cabrales, A., & Hauk, E. (2025). ***Parental Educational Styles with Externalities*** (Working paper N° 20190). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20190
This paper develops a model to understand the conditions under which groups within a society choose between a collaborative or individualist approach to education. A key feature of the model is the presence of externalities, which can lead to multiple equilibria. This framework helps explain the persistence of diverse local educational cultures, even within relatively homogeneous countries. These features yield important and subtle insights for public policy. Policymakers may need to focus either on shifting beliefs or on enhancing the abilities of parents and teachers. We also analyze the incentives driving segregation in education and explore potential policy responses.

Caeyers, B., Sosa, L. C., Cattan, S., Krutikova, S., & Siddique, A. (2026). ***Parents in the Classroom: Strengthening Government Capacity to Deliver Early Childhood Education*** (Working paper N° 12910). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12910
Preschool enrollment has expanded rapidly in low-income countries, but quality has lagged, and evidence on how governments can improve it remains limited. We evaluate Lively Minds, a scalable early childhood program adopted and implemented by Ghana's Ministry of Education that trains community mothers to deliver structured, play-based activities in public preschools and support children's learning at home. Using a cluster randomized controlled trial in 80 rural preschools, we find that the program increases cognitive development by 0.12 standard deviations and reduces problem behaviors by 0.10 SD on average. Cognitive gains are similar for children of participating and non-participating mothers, whereas behavioral improvements are concentrated among children of participating mothers. Consistent with this pattern, only participating mothers improve their knowledge of child development and engage in more

developmentally supportive interactions with their children at home. These findings suggest that engaging parents — even those with limited formal education — can generate additional benefits beyond those of approaches that rely solely on teachers and paraprofessionals. A cost-benefit analysis indicates that the program's private benefits substantially exceed its costs, with no adverse effects on mothers' well-being.

Calhoun, K. A. (2026). **Faith as Resistance: A Qualitative Examination of Black Doctoral Mothers in a Time of Covid-19**. *The Journal of Higher Education*, *97*(6), 1121-1145. https://doi.org/10.1080/00221546.2025.2549195
Black student-mothers encounter unique challenges at the intersection of pandemic recovery and ongoing racialized violence. During these concurrent crises, Black student-mothers navigate structural inequalities that are particularly exacerbated in graduate school settings. In this study, I employ a narrative methodology to examine how Black student-mothers at universities across the United States conceptualize their doctoral experience during this time. Using resistance theory, I examine the following questions: 1) How have systemic barriers and parental status impacted Black mothers' experiences in graduate school? 2) What strategies do Black student-mothers employ to resist and navigate these barriers? The findings indicate that Black student-mothers encounter multiple systemic barriers, including a lack of funding, unsupportive faculty, and microaggressions related to race, class, and parental status. The findings also indicate how Black student-mothers utilize faith and community as strategies of resistance during their doctoral journeys. Implications for practice include suggestions for institutional responsibility, creating safe spaces, and including Black student-mothers in equitable and inclusive practices.

Calvi, R., Farooqi, H., & Kandpal, E. (2024). ***The Perceived Marital Returns to Education and the Demand for Girls' Schooling*** (Working paper N° 19694). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19694
We study how marriage market considerations influence parental investments in daughters' education in Pakistan. Using a hypothetical choice methodology, we estimate parents' preferences and willingness-to-pay for marital customs and daughters' marital and post-marital outcomes. Our findings highlight considerable heterogeneity between mothers and fathers, even within the same family. On average, fathers prioritize adherence to traditional customs, while mothers emphasize daughters' post-marital agency. Using a model of schooling decisions that incorporates these preferences, perceived costs, and parental beliefs about marital returns to education, we examine educational investments. Counterfactual simulations show that belief-targeting campaigns and policies boosting mothers' decision-power could significantly improve girls' education.

Cappellari, L., Colussi, T., & Ovidi, M. (2026a). ***Gendered Honors: Graduation Committees, Academic Distinction, and Early-Career Outcomes*** (Working paper N° 18798). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18798
We study how committee dynamics affect the recognition of academic excellence and its consequences in the labour market. Using administrative records from a major Italian university and exploiting exogenous variation in the gender composition of graduation committees, we show that equally prepared female graduates are significantly less likely to receive laude honors when evaluated by male-majority committees, while males are unaffected. The effect is concentrated among students advised by female or early-career faculty and disappears when a woman chairs the committee, pointing to the role of authority and influence in deliberations.

We show pre-defense gender gaps in adivsors' official laude requests in male-majority committees, consistent with nominations responding to expected committee support. Gaps in academic distinction translate into meaningful entry-wage penalties, contributing to gender gaps at labor-market entry.

Cappellari, L., Colussi, T., & Ovidi, M. (2026b). ***Gendered Honors: Graduation Committees, Academic Distinction, and Early-Career Outcomes*** (Working paper N° def154). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: https://EconPapers.repec.org/RePEc:ctc:serie1:def154
We study how committee dynamics affect the recognition of academic excellence and its consequences in the labour market. Using administrative records from a major Italian university and exploiting exogenous variation in the gender composition of graduation committees, we show that equally prepared female graduates are significantly less likely to receive laude honors when evaluated by male-majority committees, while males are unaffected. The effect is concentrated among students advised by female or early-career faculty and disappears when a woman chairs the committee, pointing to the role of authority and influence in deliberations. We show pre-defense gender gaps in adivsors' official laude requests in male-majority committees, consistent with nominations responding to expected committee support. Gaps in academic distinction translate into meaningful entry-wage penalties, contributing to gender gaps at labor-market entry.

Caprais, A., Rouzaut, M., & Gruas, L. (2026). **Les violences de genre dans les relations d'enquête en sciences sociales du sport : entre silenciation et intérêt scientifique**. *Sciences sociales et sport*, *27*(1), 91-116. https://doi.org/10.3917/rsss.027.0091
Malgré de nombreux témoignages récents, les violences sexistes et sexuelles dans la recherche, notamment lors des enquêtes de terrain au cours du travail de thèse, restent invisibilisées. Cet article explore la façon dont les violences de genre s'expriment dans les relations d'enquête en sociologie du sport et les pratiques des jeunes chercheur·ses pour y faire face. À travers 23 entretiens semi-directifs, trois types de violences de genre ont été identifiés : la violence anticipée, la violence rapportée et la violence vécue. Toutes produisent des effets épistémiques. Dans un contexte professionnel marqué d'un côté, par le silence et le manque de soutien des institutions universitaires dans la prise en charge de ces violences, et de l'autre, par l'intériorisation de l'intérêt scientifique à les étudier, les jeunes chercheur·ses bricolent des stratégies pour composer avec.

Card, D., Domnisoru, C., Sanders, S., Taylor, L., & Udalova, V. (2026a). ***Technical Documentation for: The Impact of Female Teachers on Female Students' Lifetime Well-Being*** [Working paper]. Consulté à l'adresse Center for Economic Studies, U.S. Census Bureau website: https://EconPapers.repec.org/RePEc:cen:tnotes:26-14
We document an enduring influence of female primary school teachers on their female students in rural America circa 1940. We exploit the geographic structure of the 1940 US Census to construct a measure of the local fraction of female teachers (FFT) for each child. We estimate county, enumeration district, and household fixed effects models comparing outcomes of boys and girls across areas with different FFT. Exposure to female teachers significantly improved girls' educational attainmentâ€"particularly among daughters of poorly-educated parents and in areas with limited labor market opportunities for women. To understand whether these gains had long-term effects, we link internal 1940 Census records for children aged 7â€“14 to IRS Form 1040

tax records from 1974 and 1979, 2000 Census long-form records, and Social Security Administration death records via Protected Identification Keys (PIKs). We find that the educational gains we observed in 1940 translated into delayed marriage and childbearing, marriage matches to better-educated husbands, higher lifetime household income, and increased longevity of women relative to men. This technical report summarizes data construction, code workflow, and key findings. A full discussion of the results and methodology is available in the associated working paper (Card, Domnisoru, Sanders, Taylor, and Udalova, 2026).

Card, D., Domnisoru, C., Sanders, S., Taylor, L., & Udalova, V. (2026b). ***The Impact of Female Teachers on Female Students' Lifetime Well-Being*** [Working paper]. Consulté à l'adresse U.S. Census Bureau, Center for Economic Studies website: https://EconPapers.repec.org/RePEc:cen:wpaper:26-39
We document an enduring influence of female primary school teachers on their female students in rural America circa 1940. Using historical US Census data linked to IRS records, later censuses, and death records, we find that exposure to female teachers significantly improved girls' educational attainment—particularly among those with poorly-educated parents and in areas with limited labor market opportunities for women. These educational gains translated into delayed marriage and childbearing, marriage matches to better-educated husbands and higher household income. We also find that exposure to female teachers increased longevity of women relative to men.

Cecalupo, A., Scarci, F., Marini, M., Parisse, C., Prislei, L., & Livi, S. (2026). **Students' achievement goals: examining the impact of parental influences and perfectionism**. *Social Psychology of Education*, *29*(1), 77. https://doi.org/10.1007/s11218-026-10244-8
Grounded in the 2 × 2 framework of Achievement Goal Theory and recent refinements of perfectionism theory, the present study examined how perceived parental goals (mastery and performance) and perceived parental criticism/expectations shape adolescents' achievement goals (mastery-approach, mastery-avoidance, performance-approach, performance-avoidance), through the mediating role of perfectionism. Specifically, a mediation model was tested, with personal standards and concerns over mistakes/doubts about actions acting as sequential mediators. Six hundred fifty-one Italian ninth- and tenth-graders (Mage = 14.24, SD = 0.69) completed self-report measures. Path analysis supported the proposed sequential mediation model, showing that both adaptive (mastery-oriented) and less adaptive (performance-oriented and excessively critical) perceived parental stances were associated with higher personal standards, which in turn fostered concerns over mistakes/doubts about actions. These perfectionism dimensions differentially mediated the relations between parental influences and students' achievement goals: mastery-approach goals were primarily promoted by parents' mastery goals and personal standards. Mastery-avoidance goals exhibited more complex and less adaptive patterns, with parents' mastery goals, parental criticism/expectations, and concern over mistakes/doubts about actions, each exerting distinct influences. Performance-approach and performance-avoidance goals were both primarily related to parents' performance goals and perceived criticism/expectations, also through the mediation of personal standards and concern over mistakes, reflecting multifaceted pathways shaping performance-oriented goals. Overall, these findings highlight the distinct pathways through which interpersonal and intrapersonal factors may jointly shape students' goal orientations.

Chakma, U., & Li, B. (2026). **Navigating the Invisible Load: Taboos in the Experiences of Female CALD Doctoral Students Balancing Family and Study in Australia**. *Higher Education Quarterly*, *80*(3), e70149. https://doi.org/10.1111/hequ.70149
This study explores unspoken challenges faced by female doctoral students from culturally and linguistically diverse (CALD) backgrounds in Australia. Drawing on in-depth interviews with seven CALD women at two Australian universities and guided by Butler's gender performativity, Crenshaw's intersectionality, and postcolonial feminism, we examine how these women negotiate their multiple roles. The analysis reveals three intersecting taboos that shape their academic journeys: the taboo of vulnerability, which discourages disclosing personal or academic struggles; silencing as a result of cultural and gendered expectations, which compels them to manage conflicting scholarly and parenting roles privately; and the stigma surrounding mental health, which compels emotional restraint. These taboos intensify stress and reinforce existing structural inequalities in doctoral education. The paper underscores the need to acknowledge how gendered and cultural expectations are embedded in academic institutions and advocates for reform to create a more inclusive and equitable academic environment for CALD women scholars.

Chen, Y. Y., & Hur, C. (2026). **A narrative inquiry into Ghanaian international students' experiences in South Korea through the perspective of critical multiculturalism**. *Asia Pacific Education Review*, *27*(3), 1035-1048. https://doi.org/10.1007/s12564-025-10067-w
This study explores the campus life of Ghanaian international students in South Korea through the lens of critical multiculturalism. Since the early 2000s, South Korea has introduced programs for international students, leading to a significant increase in their numbers. Notably, Ghanaian international students constitute a high percentage of African students studying in South Korea, and this population continues to grow. However, cultural differences between international and local Korean students have led to rising incidents of cultural denial, exclusion, and neglect. This study, based on interviews with two Ghanaian international students, chronologically organizes their experiences in South Korea to identify recurring themes of denial, exclusion, and neglect. Drawing on critical multiculturalism, the analysis focuses on key issues such as the recognition of differences, cultural assimilation, marginalization and domination, and unconscious exploitation under capitalism, offering insights into the challenges faced by minority groups in similar contexts.

Chipalo, E., Bloomer, R., & Harley, D. (2026). **Association Between Adverse Childhood Experiences and Participation in Out-of-School and Community Activities Among Children in the United States**. *Child Indicators Research*, *19*(4), 2067-2088. https://doi.org/10.1007/s12187-026-10372-9
Adverse childhood experiences (ACEs) can hinder children's involvement in recreational, social and other developmentally enriching activities, thereby limiting opportunities for healthy growth and wellbeing. This study examines the association between ACEs and children's participation in out-of-school and community activities in the United States (U.S.). This cross-sectional study used parent-reported data of children aged 5 to 17 years from the 2022 National Survey of Children's Health (N = 38,099). Four logistic regression models were employed to estimate the association between individual and cumulative ACEs and children'sparticipation in out-of-school and community activities. The findings showed that individual ACEs (i.e., economic hardship, parental divorce/separation, parental death, household mental illness, and discrimination) were significantly associated with lower odds of children's participation in out-of-school activities. Similarly, cumulative ACEs were significantly associated with lower odds of children's

participation in out-of-school activities. On the other hand, individual ACEs (i.e., economic hardship and parental divorce/separation) were associated with lower odds of children's participation in community activities. However, being a victim or having witnessed neighborhood violence was associated with higher odds of participating in community activities before and after covariate adjustment in the models. However, after controlling for other factors, cumulative ACEs were not significantly associated with children's participation in community activities. Therefore, this study underscores the need for trauma-informed, inclusive programs that can be used to support and promote resilience and equitable access to recreational facilities for children in resource-constrained settings in the U.S. Implications for practice and policy are further discussed.

Ciccone, A., Cingano, F., & Garcia-Fontes, W. (2025). ***Double in Trouble: Boys and Learning in School in Texas, North Carolina, and Italy*** (Working paper N° 20432). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20432
Children have been found to learn less in school when there are more boys in the classroom. We make two contributions to the literature. First, we revisit the empirical approach based on within-school grade-level variation. We find that with grade retention (a feature of most school systems) the approach is subject to a selection bias that generates effects of boys on their classmates' skills in the absence of any peer effects. We propose an alternative based on variation across enrollment cohorts. Second, we implement both approaches using data on around 3.6 million children in 14,000 primary schools in Texas, North Carolina, and Italy. We find adverse effects of boys on how much children learn in school using both the grade-level and the enrollment-cohort approach. The enrollment-cohort approach yields adverse effects on boys that are at least double the adverse effects on girls in all three school systems. By contrast, consistent with the selection bias we highlight, the grade-level approach yields similar adverse effects on boys and girls in the school systems with substantial grade retention.

Colombe, R., & Bessaoud-Alonso, P. (2026). **Arrangements locaux et reconnaissances des savoirs en contexte de soin et d'éducation**. *Revue Education, Santé, Sociétés*, (Volume 11, Numéro 5), 7-20. https://doi.org/10.17184/eac.9809
Nous proposons ici d'interroger la façon dont les pratiques de santé, d'éducation et de formation dans une communauté sans-terre au Brésil et dans un espace médico-éducatif en Ile de France, sont reconfigurées en fonction des besoins spécifiques d'un territoire et de l'interprétation, par les professionnels, de la rencontre avec les usagers et l'émergence de leur demande. Une recherche s'est déroulée auprès d'une équipe de santé de la famille au Brésil. L'objectif a été de saisir la complexité et les tensions professionnelles spécifiques du travail des agents communautaires de santé. Les données recueillies (observations participantes, non participantes, entretiens) s'inscrivent à la fois dans une approche socio-historique (Savoye, 2003, Noiriel, 2006) et socio-clinique institutionnelle (Monceau, 2019). La seconde a été menée dans le cadre d'une thèse en sciences de l'éducation et de la formation, prenant notamment pour cadre théorique la clinique d'orientation psychanalytique (Blanchard et al., 2005) et les épistémologies féministes (Haraway,1988). La collecte empirique a pris la forme d'observations participantes (Lapassade, 2016) en Maison des Adolescents. En faisant dialoguer deux terrains de recherche, nous ne nous revendiquons pas d'une approche comparatiste, mais visons plutôt à comprendre comment, dans deux contextes géographiques, socio- économiques et politiques singuliers, et à partir des pratiques particulières qui s'y exercent, se dessinent des productions de savoirs localisés. Ces productions de savoirs hybridés, braconnés (De Certeau, 1980), posent alors

la question d'une reconnaissance de savoirs considérés comme «profanes» et des transformations institutionnelles et formatives qui les accompagnent.

Cordero, J. M., & Mateos-Romero, L. (2026). **Exploring the Role of Family Environment in Explaining Financial Literacy Levels of Students: Evidence from Spain**. *Journal of Family and Economic Issues*, *47*(3), 595-610. https://doi.org/10.1007/s10834-026-10090-y
This paper examines how family financial socialization relates to adolescents' financial literacy. Using Spanish microdata from PISA 2022 and applying a multilevel regression approach with complex survey adjustments, we analyze whether different forms of financial interaction within the household, as well as students' engagement in specific financial activities like holding a bank account, using payment cards or accessing mobile banking applications are associated with financial literacy scores. The results show that home-based practices and financial interactions are consistently associated with higher financial literacy, even after controlling for background characteristics. Moreover, the evidence reveals heterogeneous patterns, with parental involvement being particularly relevant for boys and for students from less advantaged socioeconomic backgrounds. Overall, the findings point to the importance of recognizing the household as a key environment for financial socialization and underline the value of policies that, alongside strengthening school provision, support parents in fostering their children's financial understanding.

Côté, H., Bélanger, A., & Simard, D. (2025). **Comment définir les repères culturels ? La contribution de la sociologie culturelle de Jeffrey C. Alexander**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 302-323. https://doi.org/10.7202/1126125ar
Dans le Programme de formation de l'école québécoise, le gouvernement du Québec (2006) invite les personnes enseignantes à recourir à des repères culturels afin d'amener les élèves à donner sens à leurs apprentissages. Il propose une définition large de ces repères, ce qui complexifie la distinction entre ce qui constitue un repère culturel et ce qui n'en constitue pas. Le présent article vise ainsi à définir la notion de repère culturel sur le plan théorique. Grâce à la sociologie culturelle de Jeffrey C. Alexander, il est possible de suggérer que les repères culturels doivent être pensés comme des «icônes» qui peuvent conduire les élèves à vivre une expérience immersive.

Cruz Neri, N., & Wülfken, A. (2026). **Effects of the gender colon on text comprehensibility, text comprehension and mental representation of women: an exploratory experimental study**. *Social Psychology of Education*, *29*(1), 100. https://doi.org/10.1007/s11218-026-10269-z
In grammatical gender languages such as German, the generic masculine is a linguistic convention argued to foster linguistic imbalances to the disadvantage of women and nonbinary individuals. The gender colon as a form of gender-fair language was introduced to combat this problem. Critics of gender-fair language, however, argue that gender-fair language impedes text comprehensibility and text comprehension without fostering individuals' mental representation of women. The present study aimed to examine these claims for the gender colon. The analytic sample consisted of 260 German-speaking participants (M = 29.67 years, 59.6% female). Applying multiple linear regression models, results showed that the gender colon did not significantly impact text comprehension. Results were less consistent regarding text comprehensibility: The text using the generic masculine was rated as more comprehensible, but this difference was not significant when covariates were included. In turn, participants' mental representation of women was significantly higher in the gender colon condition compared to the

generic masculine condition. These findings support the use of the gender colon to promote inclusive communication.

Das, G., & Wani, Z. A. (2026). **Breaking barriers: washroom accessibility for female students with disabilities in higher education in Assam, India**. *International Journal of Inclusive Education*, *30*(9), 2508-2533. https://doi.org/10.1080/13603116.2025.2564339
The relationship between access to Higher Education (HE) and access to water, sanitation, and hygiene (WASH) is crucial. Improving WASH is particularly pertinent for addressing the challenges faced by female students with disabilities in accessing higher education. The article examines the current situation of washroom infrastructures in Higher Education Institutions (HEIs) in Assam, India. While employing interpretative phenomenological analysis, the article investigates the lived experiences and perspectives of female students with disabilities regarding the obstacles they face in accessing washrooms in HEIs in Assam. The findings, drawn from 18 in-depth interviews, highlight a pressing need for HEIs in Assam to revamp their washroom infrastructure. Ensuring these facilities are accessible for female students with disabilities is not just a matter of compliance, but of creating an inclusive and equitable learning environment. Four themes were identified through thematic analysis of the data: impact on education; the intersection between washroom accessibility and attitudinal barriers; menstrual health and accessibility; and being dependent on others for washroom use. We conclude that without accessible washrooms, higher education remains a space of exclusion for female students with disabilities.

de las Mercedes Martínez, A., Esteban Moreno, R. M., & Hernández Fernández, A. (2026). **The impact of an inclusive education intervention on predictors of subtle and overt prejudice towards the Roma ethnic group**. *International Journal of Inclusive Education*, *30*(10), 2899-2921. https://doi.org/10.1080/13603116.2025.2575867
This study explores preliminary findings from a teaching innovation initiative focused on Roma history and culture and its impact on predictors of subtle and overt prejudice toward this ethnic group. The intervention consisted of five structured activities addressing key topics: Roma historical and cultural heritage, educational challenges, strategies against antigypsyism, the role of educators, and Roma contributions to Spanish society. A mixed–methods approach was used, combining a quasi–experimental pre–test/post–test design with cross–sectional correlational analysis. The study involved a non–probabilistic convenience sample of 41 university students enrolled in a bachelor's degree program in primary and early childhood education. Given the small sample size, nonparametric statistical methods were applied. The main instrument was the Questionnaire for Predictors of Blatant and Subtle Prejudice Toward Gypsies by Gómez–Berrocal and Navas (2000). Results showed measurable improvements in indicators of both subtle and overt prejudice following the intervention. Spearman's coefficient analysis revealed significant associations: prejudice correlated positively with collective self–esteem; social distance was linked to perceptions of intergroup power; and emotional responses aligned with perceived interdependence. These findings highlight the potential of targeted educational interventions to shift student attitudes and challenge discriminatory beliefs. Future research should refine the model and expand its application in teacher training.

Delaney, J., & Devereux, P. (2025). ***Levelling the Playing Field? SES Differences in Graduate Degree Choices*** (Working paper N° 19912). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19912

In many countries, subsidies towards higher education and financial aid to students from poorer backgrounds have reduced socio-economic status (SES) gaps in undergraduate study. The increasing importance of graduate studies that are typically more expensive may, however, provide a new avenue for outcome differences by SES. We use administrative data from Ireland that allows us to take account of the exact undergraduate programme of study as well as a rich set of covariates. We find differences by SES in the probability of undertaking graduate study and larger differences in the type of programme entered. Low SES students are less likely to enter business/economic fields and more likely to enter education -- the lowest SES group enter fields with expected earnings that are, on average, about 3% lower compared to the highest SES group. We find that, at age 33, students in the lowest SES group who studied a graduate degree earn about 10% less compared to the highest SES group -- even for this high achieving group of graduates, those from the poorest backgrounds still earn significantly less than those from the most privileged backgrounds. Interestingly, we find choice of graduate programme can explain about 40% of this gap.

Demba, H. A., Lapostolle, G., & Mabilon-Bonfils, B. (2026). **The Parents-Teachers Relationship During Lockdown: What if the Lockdown Experience Could Help Improve School in France?** *Education and Society*, *44*(1), 51-67. https://doi.org/10.7459/es/440104
The major health crisis we have been experiencing with the Covid-19 pandemic has revived questions about the school form in transmodern societies, the role of digital technology in education, but also the notion of knowledge as relationship. The school lockdown has brought new challenges. What were the experiences of students' parents of homeschooling? Certainly, the triple social, school, and digital divide has not been without its effects. But can we not also think of positive changes that have been seeded? Has lockdown changed the way parents view teachers and learning in France? Have we seen the beginnings of a new relationship between parents and teachers? What do parents whose experiences of school lockdown were overall positive, if not "wonderful", have to say? Our paper will draw on a questionnaire-based survey conducted with 565 parents of students in 2020.

Diebolt, C., & Jaoul-Grammare, M. (2026). **Choix des études et prestige des professions : une question de genre ?** *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfl
Les choix d'études ne relèvent pas d'un simple calcul individuel : ils s'inscrivent dans un univers de représentations, d'aspirations et de contraintes qui diffèrent selon le genre. Attentes contrastées, rapport au risque et à la rémunération, visions de l'avenir professionnel : autant d'éléments qui façonnent de manière différenciée les trajectoires des filles et des garçons. Mais qu'en est-il du prestige social des professions ? Son pouvoir d'attraction s'exerce-t-il avec la même intensité sur les unes et les autres ? Le phénomène de substitution entre filières prestigieuses, notamment entre droit et médecine, obéit-il à une logique sexuée ? Et le numerus clausus, en régulant l'accès à la sphère médicale, agit-il également comme un révélateur des écarts d'ambition ?

Dierker, P. (2026). ***Sibship size and the genetic prediction of education*** (Working paper N° WP-2026-034). https://doi.org/10.4054/MPIDR-WP-2026-034
Sibship size is a widely studied predictor of educational attainment. However, existing research documents its average effect on schooling, not whether it reshapes how strongly children's individual potential translates into attainment. This study tests that question using a child's

educational attainment polygenic index (EA PGI) as a marker of educational propensity. Controlling for parental genotype leaves any remaining variation in children's genetic marker randomized, providing a natural experiment that identifies direct genetic effects on completed education. Across more than 17,000 genotyped respondents from two large-scale surveys conducted in the United States, Add Health and the Wisconsin Longitudinal Study, each with parental EA PGIs Mendelian-imputed from genotyped sibling pairs, the EA PGI's effect on years of schooling declines by roughly 20-25 percent from one to six siblings (1.08-0.86 years per SD in Add Health; 0.90-0.68 in WLS). The attenuation is replicated in both cohorts and remains statistically significant in the WLS after conditioning on parental EA PGIs; a related analysis using a parental fertility PGI as a proxy for sibship size supports these findings. Because larger sibships are concentrated among disadvantaged families, this pattern is consistent with resource dilution, and represents a channel through which stratified fertility reproduces educational inequality.

Dierker, P., & Conley, D. (2026). ***Do Children's Genes Evoke Educational Expectations? Direct Genetic Effects on Parents' and Teachers' College Encouragement*** (Working paper N° 35576). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35576

Parents' and teachers' expectations and aspirations are critical drivers of educational outcomes, yet what causally shapes these expectations remains unclear. In the present study, we address this question by deploying the random experiment of meiosis: namely, conditional on parental genotype, offspring genotype is random, allowing for the unconfounding of unique child characteristics from the more general family and household environment. Using the Wisconsin Longitudinal Study, we employ Mendelian imputation to estimate the direct genetic effects of 18 polygenic indices on college encouragement, net of parental genetic background. The genetic propensity for educational attainment and mathematical ability predict stronger expectations of college attendance, while smoking behavior predicts weaker expectations. Psychiatric traits show no effects after multiple-testing correction, indicating that responses are concentrated on cognitive and behavioral traits. Mediation analysis finds that prospectively measured teachers' encouragement accounts for roughly a quarter of the genetic effects on educational attainment for cognitive traits, but not for psychiatric traits. Genetic effects on expectations are amplified among high-SES parents and first-born children. Thus, genetic influences on educational expectations are narrow in trait scope and uneven across families, with encouragement serving as one channel linking genetic differences to educational inequality.

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

Existing studies have primarily focused on migrant children's compulsory education, academic performance, and psychological wellbeing. Less attention has been paid to how migrant children themselves perceive, negotiate, and adjust their educational expectations towards the end of compulsory education under unequal institutional conditions. This study explores the complex process through which migrant children's educational expectations are formed and negotiated in urban China. Drawing on 51 interviews with migrant children, their parents, teachers and school principal in Shanghai, it examines how field, capitals and habitus shape this process at the end of the compulsory education. The findings show that some migrant children replicated their family members' perspectives and practices and adjusted their expectations under the restrictions of the policies. School classification practices as institutional habitus further

differentiated migrant children's educational expectations, whereas others became incorporated into the muddling through culture within migrant children's classes. The study also shows that tensions between familial habitus and institutional habitus generated ambivalence in educational decision-making, leading migrant children to negotiate, compromise, or strategically adjust their future educational trajectories.

Duflo, E., Dupas, P., Spelke, E., & Walsh, M. (2024). ***Intergenerational Impacts of Secondary Education: Experimental Evidence from Ghana*** (Working paper N° 19345). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19345
We provide experimental evidence on the intergenerational impacts of secondary education subsidies in a low-income context, leveraging a randomized controlled trial and 15-year longitudinal follow-up. For young women, receiving a scholarship for secondary school delays childbearing and marriage, and reduces unwanted pregnancies. Female scholarship recipients are more likely to marry a partner with tertiary education and their children have better early childhood development outcomes. In particular, we document a 45% reduction in under-three mortality as well as cognitive development gains of 0.25 standard deviations of test scores once children are of school age. The primary mechanism seems to be that more-educated caregivers have the knowledge and skills to safeguard their childrenâ€™s health and stimulate their cognitive development. In contrast, we find no evidence of a positive impact for the children of male scholarship recipients, who tend to marry less educated partners. Together, these results suggest a key role for maternal education in child outcomes. We also estimate the cost-benefit ratio for secondary school scholarships and find that the impact on child survival alone is sufficient to make them a highly cost-effective investment.

Duflo, E., Dupas, P., Spelke, E., & Walsh, M. (2026). **Intergenerational Impacts of Secondary Education: Experimental Evidence from Ghana**. *American Economic Review*, *116*(9), 3586-3621. https://doi.org/10.1257/aer.20241001

Dustan, A., & Ngo, D. (2026). ***Unpacking the Socioeconomic Status Gap in Exam-Based School Admissions*** [Working paper]. https://doi.org/10.26300/qb4d-hv24
We analyze the large socioeconomic status (SES) gaps in public high school assignments in Mexico City, a centralized choice system with exam-based admissions. Using a rich structural model, decomposition, and simulations, we find that placement score differences explain 83% of the gap in assignment to elite schools, contrasted with preferences (6%) and location (5%). For less-preferred technical schools, preferences explain 64% of the gap, while score differences account for 34%. High-SES students have a substantial advantage on the placement test beyond what is predicted by multiple contemporaneous ability measures, raising concerns about the distributional impacts of exam-based admissions.

Duval, S., & Fiset, A. (2026). **(Re)penser les façons de favoriser la qualité des transitions vers les services éducatifs offerts aux enfants de 0 à 8 ans**. *Revue hybride de l'éducation*, *10*(3), 1-11. https://doi.org/10.1522/rhe.v10i3.2124
Ce texte présente un résumé des articles qui composent le numéro thématique.

Duval, S., Kappeler, G., & Arapi, E. (2026). **Analyse des caractéristiques et des conditions de la relation école-famille lors de la transition scolaire en période de COVID**. *Revue hybride de l'éducation*, *10*(3), 1-42. https://doi.org/10.1522/rhe.v10i3.2057
Cet article présente les résultats d'une étude exploratoire menée au Québec et en Suisse qui vise à comprendre les caractéristiques et les conditions de la relation école-famille ayant facilité la transition vers l'école en contexte de pandémie. Les données, recueillies à l'automne 2020 auprès de parents d'enfants de 4 et 5 ans et d'enseignantes, mettent en évidence plusieurs leviers favorisant une transition réussie, dont les qualités relationnelles des enseignantes et le maintien d'une communication bidirectionnelle, parfois soutenue par les outils technologiques. L'étude révèle aussi des divergences de perception entre les acteurs, qui ne valorisent pas les mêmes caractéristiques de la relation école-famille. Enfin, les résultats mettent en lumière l'importance d'une collaboration renforcée entre les familles et les enseignantes pour établir une relation de qualité entre les acteurs, contribuant à favoriser la transition de l'enfant vers l'école, tant au Québec qu'en Suisse.

Edwin Joshua Jone, D., & Soundria, S. M. (2026). **Navigating emotional anguish: exploring AI's role in supporting women leaders with empathetic imposter syndrome**. *International Journal of Inclusive Education*, *30*(9), 2279-2299. https://doi.org/10.1080/13603116.2026.2621359
This research investigates the potential of AI-based emotional support tools in addressing Empathetic Impostor Syndrome among women leaders, pioneering a unique blend of leadership psychology and artificial intelligence. Using an exploratory qualitative approach, semi-structured interviews were conducted with 47 women leaders across diverse sectors in India. The findings reveal that self-doubt, societal expectations, and challenging work environments contribute significantly to emotional stress, often manifesting as anger, frustration, and discomfort. Traditional peer support mechanisms frequently fall short, underscoring the need for alternative solutions. AI emerges as a promising avenue, offering structured guidance and enhanced accessibility, yet concerns remain regarding empathy, personalisation and data privacy. While AI can aid emotional regulation and strengthen resilience and confidence, it lacks the nuanced sensitivity inherent in human interaction. The study concludes that improving AI's emotional intelligence is essential for effectively addressing leadership challenges, self-doubt and rage. By integrating leadership psychology with AI-driven support, this research provides original insights into fostering emotional well-being, ethical AI practices and leadership development.

Falk, A., Kosse, F., & Pinger, P. (2025). ***Mentoring and Schooling Decisions: Causal Evidence*** (Working paper N° 20915). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20915
Inequality of opportunity occurs when two children with the same academic performance are sent to different quality schools because their parents differ in socio-economic status. Based on a novel dataset for Germany, we demonstrate that children are significantly less likely to enter the academic track if they come from a low socio-economic status (SES) family, even after conditioning on prior measures of school performance. We then provide causal evidence that a low-intensity mentoring program can improve long-run education outcomes of low SES children and reduce inequality of opportunity. Low SES children who were randomly assigned to a mentor for one year are 20 percent more likely to enter a high track program. The mentoring relationship affects both parents and children and has positive long-term implications for children's educational trajectories. We show that the effects are both enduring and scalable.

Fendel, T. (2026). **Did the COVID-19 Pandemic Reduce Skill Mismatch Among Migrants in Germany's Health Sector?** *Population Research and Policy Review*, *45*(4), 48. https://doi.org/10.1007/s11113-026-10030-6

Most industrial countries face considerable demographic challenges, especially in the health and care sectors. The working conditions within a country are key to attracting workers from other countries. One of the greatest barriers for migrant workers is problems transferring foreign qualifications, often causing overeducation, which has negative effects on job satisfaction, and mental and physical health. In Germany, where almost 80% of health workers are female, overeducation is similarly low among migrant and native men, but approximately twice as high among migrant women as among native women. The outbreak of the COVID-19 pandemic strongly increased the demand for health workers. This study examined the effects of this increased labor demand on the overeducation of migrant and native health employees. The analysis was based on data from the 2013–2021 German Socio-Economic Panel, including 2,961 native-born and 1,081 foreign-born health employees. Descriptive and fixed-effects estimation results revealed that a significant pandemic-related reduction in overeducation observed in the health sector predominantly occurred among female health employees who migrated as refugees and family migrants from non-European Union countries. To reduce overeducation also in the absence of unusual situations such as the pandemic, support in transferring foreign qualifications is highly relevant, and this effort should specifically focus on women. Furthermore, expanding public childcare and removing obstacles to its use by migrant women are important for urgently needed existing qualifications, knowledge, and skills not to remain unused.

Fernández, A. B., Errázuriz, J. E., & Ramírez-Espinoza, F. (2026). ***Brief yet effective: group counseling and college access for disadvantaged students*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepdps:dp2205

Large socioeconomic gaps in higher-education access and completion persist even among similarly talented students with access to generous funding, pointing to an important role for information frictions and unequal support. We evaluate whether a brief, scalable program combining a customized information package with four one-hour group counseling sessions delivered during the school day by external counselors can improve postsecondary trajectories when students face complex financial-aid and higher-education decisions. In a randomized controlled trial with 26,853 students in 229 Chilean high schools, we assign schools to three groups: control, information only, and information plus group counseling. Linking administrative records and survey data, we find that information alone improves some dimensions of knowledge but does not significantly change funding applications or enrolment. By contrast, information plus counseling increases applications, enrolment, persistence, and short-degree completion. The counseling arm also generates larger gains in financial-aid knowledge and shifts students toward more reliable information sources, consistent with uncertainty reduction and procedural guidance as key mechanisms. Treatment effects are largest for students with less family support and weaker initial informational endowments, suggesting that counseling partly substitutes for missing support at home. The results indicate that in high-stakes, high-complexity settings, policy-relevant barriers extend beyond lack of information to difficulties in processing and acting on information. Structured counseling interventions of this kind can mitigate counselor scarcity and improve higher-education trajectories

Ferreira, J., & Martins, P. (2026). ***Vocational Training, Educational Attainment, and Inequality: Evidence from a Nationwide Expansion*** (Working paper N° 1810). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1810
We evaluate the impact of vocational education and training (VET) in a setting with high dropout rates and socio-economic inequality in educational attainment. We estimate that the introduction of VET courses across public upper secondary schools in Portugal was associated with a 2.7 percentage points increase in on-time graduation rates (6% of the baseline rate). Our identification strategy exploits the staggered introduction of the VET track, which created quasi-experimental variation in the local availability of VET across school districts and cohorts. Drawing on a comprehensive student-school matched panel spanning 2006-2017, we implement an event-study design and three complementary IV strategies. We find substantial positive effects of VET take-up on graduation rates, especially among previously low-achieving and socio-economically disadvantaged students.

Fiset, A., Mélançon, J., Maurice, G., Rhéaume, J., & Allard, L. (2026). **(Re)penser la place de la communauté dans la première transition scolaire : l'initiative inspirante des Aidants scolaires**. *Revue hybride de l'éducation*, *10*(3), 1-30. https://doi.org/10.1522/rhe.v10i3.2058
Cet article présente le service d'Aide à la première transition scolaire, une initiative communautaire inspirante visant à soutenir les enfants présentant des indices de vulnérabilité lors de leur entrée à l'école. À travers les expériences des différents acteurs ayant pris part au service, l'article met en lumière les apports de cette initiative ainsi que ses défis, ses limites et ses enjeux, tout en proposant une réflexion quant aux stratégies qui favorisent une collaboration école-famille-communauté efficace. Il invite ainsi à (re)penser la place de la communauté dans la première transition scolaire, en soulignant l'importance d'une mobilisation concertée pour assurer aux enfants une transition harmonieuse et sécurisante.

Furl, K. (2026). **Insta-Famous or Invisible: Social Media Use and Belonging at a Public Flagship University**. *Qualitative Sociology*, *49*(3), 603-638. https://doi.org/10.1007/s11133-026-09638-z
Social media and US public universities hold as-yet-unrealized potential for equity. Both institutions, however, also serve as reminders of social inequality while normalizing relatively privileged lifestyles. Past scholarship highlights how symbolic capital, felt stigma, and self-inflicted symbolic violence can maintain inequality, yet their operation across interconnected digital and higher educational contexts remains under-analyzed. Through 51 interviews with students at a US public flagship university, I investigate how social media use impacts perceived inequality in higher education. Social media—particularly image-centric platforms prompting users to share visual representations of their offline lives—more readily aided the accumulation of symbolic capital and digital prestige among students better equipped to emulate culturally dominant lifestyle content through proximity to hegemonic norms. The same platforms more readily amplified exposure to felt stigma and experiences with digital non-recognition among students distanced from these norms. Students experiencing felt stigma could exhibit learned invalidation, considering their lives unworthy of certain forms of digital documentation. Further, women students faced greater pressure to document their lives through image-centric platforms. I highlight a cross-institutional context where digital comparisons intertwine with access to perceived-vital resources for social integration and upward mobility, revealing digital platforms' potential to intensify unequal experiences in higher education

Gao, C., Gates, A. E., & Rivera, L. M. (2026). **Enhancing science-related social cognitions: effects of an active learning science intervention with high school students**. *Social Psychology of Education*, *29*(1), 101. https://doi.org/10.1007/s11218-026-10264-4

Educational environments play a critical role in shaping students' science-related social cognitions, such as identity, social belonging, and intentions to pursue science, which in turn influence future science pursuits and participation. However, traditional educational environments provide students from ethnic-racial underrepresented groups (URGs) in STEM with limited support in science, potentially undermining their science-related social cognitions. Active learning, which encourages student-driven learning activities and promote an inclusive learning culture, can be particularly beneficial to URG students' science-related social cognitions. The current research adopted a non-randomized quasi-experimental design to examine whether URG high school students' science-related social cognitions and ethnic-racial stereotypes changed after they participated in a four-week active learning-based geoscience education program. Overall, students who participated in the program showed higher levels of science-based social belonging and intentions to pursue science at the end of the program than at the start of the program. To further validate the program, we compared participants with two distinct comparison groups, one at the beginning and one at the end of the program. By the end of the program, intervention participants reported higher science identity, social belonging, self-efficacy, and intentions to pursue science than comparison participants. No differences emerged between intervention participants and comparison participants at the beginning of the program. The present research underscores the benefits of positive, inclusive educational climates in promoting science success among students from URGs in STEM, with implications for educational policies and programs aimed at improving STEM participation among URG adolescent students.

Gao, X., & Li, M. (2026). **The urban–rural difference in returns to education in China from the perspective of household registration conversion**. *Asia Pacific Education Review*, *27*(3), 969-981. https://doi.org/10.1007/s12564-025-10058-x

Previous studies have indicated that returns to education in rural people are significantly lower than that in urban people in China, while in fact, rural people have a high demand for education. To explain the findings, we analyzed such a seemingly contradictory phenomenon from the perspective of the influence of education on household registration conversion. Using the data from the China Household Finance Survey 2019, the study found that an increase in the educational level of rural people, especially after investing in higher education, can help increase the possibility of conversion to an urban household registration for better employment opportunities and higher income levels. The study considered urban individuals who have converted their household registration from agricultural to non-agricultural status as samples from rural people to re-estimate returns to education in urban and rural people. The results showed that returns to education and higher education in urban people changed little before and after the adjustment of samples. Whereas returns to education in rural people increased by 49.55% from 2.24% before adjustment of samples to 3.35% after adjustment of samples. The returns to higher education in rural people increased from 25.41% to 35.05%, an increase of 37.94%. This means that returns to education in rural people have increased significantly after considering the influence of education on household registration. The government should further increase investment in education in rural China to facilitate the integration of more rural people into the urban systems, which is conducive to the structural transformation of China's economy.

Garcia, G. A., Santos, N. J., Meza, A., Chic, D. D., & Yee, C. (2026). **Servingness 2.0: A Renewed Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs)**. *The Journal of Higher Education*, *0*(0), 1-29. https://doi.org/10.1080/00221546.2026.2715730
The Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs) made a significant contribution to HSI practice and research. Despite recent federal attacks on HSIs and loss of funding, HSIs will continue to enroll a significant number of Latine students and grapple with the question, "What does it mean to serve?" The servingness framework helps HSIs answer this question, providing a tool for assessment and reflection. Since its publication in 2019, the number of HSIs has increased by 11%, the number of articles published about HSIs has increased by 110%, and the concept of servingness has evolved, warranting an updated framework. Through a systematic review of peer-reviewed HSI articles published between 2018 and 2024, we propose the Servingness 2.0 Framework that includes updated structures for serving and indicators of serving and calls attention to external and peripheral influences, including systems of oppression, that help and hinder the institution's ability to adequately serve Latine students. The Servingness 2.0 Framework makes a significant advancement in theory and praxis and informs organizational processes and behaviors for advancing equity and inclusion. It is an organizational change framework that enables educators, leaders, students, alumni, and legislators to envision postsecondary transformation.

Garrouste, M., & Camille, H. (2025). ***Neighbor Effects and Early Track Choices*** (Working paper N° 20395). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20395
The choice between vocational and academic education at the end of secondary school has important long-run effects, and is made at an age where peers' influence might be paramount. In this paper, we investigate the effect of neighbors' track choices on 9th graders choices at the end of lower secondary education, in Paris. This question is central to understand the extent to which residential segregation can reinforce social segregation across vocational and academic tracks. We rely on neighbors from the preceding cohort in order to bypass the reflection problem, and use within-catchment-area variation in distance between pairs of students to account for residential sorting. We use a pair-wise model that enables us to carefully study the role of distance between neighbors, and to perform detailed heterogeneity analysis. Our results suggest that close neighbors do influence track choices at the end of 9th grade, particularly for pupils pursuing a vocational track. This effect is driven by neighbors living in the same building, and is larger for pairs of boys and for pairs of pupils from low social background. Overall, our results suggest that neighbor effects tend to accentuate social segregation across high school tracks.

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.

Gaur, D., Pant, A., & Sharma, D. P. (2026). **Inequalities in educational achievement: effect of group capabilities**. *The Journal of Economic Inequality*, *24*(2), 557-587. https://doi.org/10.1007/s10888-025-09713-5
Past research indicates that equitable distribution of resources to control educational achievements inequalities received limited success. Therefore, there is a need to find alternative

solutions. Consequently, this study examines the role of group capabilities in improving children's educational achievements. The extant literature explains group capabilities as a combination of externally and internally defined collectives. Externally defined collectives consider individual membership of social groups by birth. While internally defined collectives consider individual voluntary membership of the social institutions. Using country-level data, the findings of this research reveal that membership of professional and financial groups has positive effects on educational achievements. However, membership of event groups and marginalized social groups negatively impacts achievements. Furthermore, the study explores the moderating role of externally defined collectives in the relationship between internally defined collectives and educational achievements. The study offers several interesting findings that may guide policymakers. They can consider encouraging membership of professional and finance groups and social harmony to augment educational achievements. Furthermore, policymakers can adopt preventive measures to control the negative effect of events group membership.

Girard, H. (2025). **Quand la scolarité s'accélère : l'enracinement social et institutionnel des passages anticipés**. *Revue française de pédagogie*, (229), 49-66. https://doi.org/10.4000/16om9
En prenant pour objet les passages anticipés (ou sauts de classe) réalisés au cours de l'école élémentaire, cet article analyse l'avance scolaire comme un fait social et institutionnel plutôt que comme la simple manifestation de capacités cognitives exceptionnelles. À partir de l'exploitation secondaire de données issues de la statistique publique, il montre que l'accélération des scolarités constitue une pratique socialement située, à laquelle les différentes fractions de l'espace social ont un accès inégal selon les ressources dont elles disposent pour obtenir cette dérogation à l'ordre temporel ordinaire des carrières scolaires. L'avance scolaire apparaît ainsi comme le produit conjoint d'aptitudes socialement héritées, de pratiques familiales spécifiques et de configurations territoriales et institutionnelles particulières.

Girardin, A., Starkey, R., & de Bont, L. (2026). **Perspectives pour l'inclusion pédagogique des étudiants internationaux dans les universités françaises**. *AIPU 2026 : l'enseignement supérieur à l'épreuve des changements sociétaux*. Consulté à l'adresse https://nantes-universite.hal.science/hal-05690513
L'accueil des étudiants internationaux est aujourd'hui présenté comme un enjeu important pour l'attractivité des universités françaises dans un contexte où les équipes pédagogiques sont amenées à penser une internationalisation des parcours de formation. Pourtant, les conditions concrètes de l'inclusion pédagogique de publics issus d'aires culturelles et linguistiques diverses et parfois très éloignées des pratiques pédagogiques dominantes dans les universités françaises reste assez peu questionnées. A partir d'une enquête par entretien, portant sur les pratiques d'inclusion pédagogiques des étudiants internationaux, menée auprès des responsables des parcours de licence de Nantes Université dans le cadre de la chaire de développement pédagogique « Les langues à Nantes Université », cette communication vise à poser un diagnostic des difficultés rencontrées par les équipes pédagogiques et à ouvrir une discussion sur les leviers d'actions concrets pour garantir de meilleurs conditions d'études pour les étudiants internationaux au sein des universités françaises.

Global Education Monitoring Report Team. (2026a). ***Gender equity in access to education in Africa***. https://doi.org/10.54676/QSTC9213

Global Education Monitoring Report Team. (2026b). ***L'égalité entre les genres : accès à l'éducation en Afrique***. https://doi.org/10.54676/SMUY2978

González, M. T., Santaolalla, P., Espada, J. P., Orgilés, M., & Morales, A. (2026). **Children's Emotional Well-being in Family and Educational Contexts: A Qualitative Study with Parents, Children, and Professionals in Spain**. *Child Indicators Research*, *19*(4), 2089-2108. https://doi.org/10.1007/s12187-026-10373-8
Children's emotional well-being is shaped by family routines, relational dynamics, and everyday stressors. While mental health in childhood is gaining increased attention, little is known about how children and their caregivers make sense of emotional well-being in daily life. This study explores the perspectives of children (aged 8 to 11), their parents, and professionals working in education and psychology. A total of nine focus groups (N = 58) were conducted across three Spanish autonomous communities located in the east, southeast, and south of the country, using a semi-structured script focused on routines, stress management, social pressure, family organization, and perceived support needs. Thematic analysis revealed that children associate emotional well-being with feeling safe, being heard, and having time for rest and play. Parents emphasized challenges related to time constraints, digital saturation, and emotional connection. Professionals highlighted systemic issues, including overstimulation, the absence of emotional education, and a lack of coordination between institutions. Despite their distinct perspectives, all groups consistently emphasized the importance of emotion regulation, caring relationships, and accessible support. The findings highlight the need for multi-level strategies that promote emotional well-being through both relational care and coordinated systemic interventions. By centering on lived experiences, this study offers valuable insights to guide the development of preventive strategies that are closely aligned with children's everyday realities. The findings support the design of contextually grounded and developmentally appropriate interventions with potential implications for both mental health policy and educational practice.

Goulas, S., Griselda, S., Megalokonomou, R., & Zenou, Y. (2024). ***Disruptive Peers and Academic Performance: Short- and Long-Term Outcomes*** (Working paper N° 19793). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19793
How do disruptive peers shape academic and career paths? We examine this question by leveraging the random assignment of students to classrooms in Greece and identifying the effects of peer disruptiveness on academic performance and career paths. Using suspension hours as a measure of disruptiveness, we find that students assigned to more disruptive classrooms have lower academic achievement, a higher risk of grade retention, and reduced likelihood of graduating from high school on time. They are also less likely to pursue competitive STEM fields or enroll in selective postsecondary programs. The adverse effects are more pronounced for students from low-income areas, in larger classrooms, or with fewer female peers. Using a lab-in-the-field experiment, we find that exposure to multiple disruptors, compared to just one, reduces studentsâ€™ study motivation, college aspirations, and readiness for science studies and careers, especially for those seated closer to disruptive peers.

Goulas, S., Gunawardena, B., Megalokonomou, R., & Zenou, Y. (2024). ***Gender Role Models in Education*** (Working paper N° 19432). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19432

Using Greek administrative data, we examine the impact of being randomly assigned to a classroom with a same-gender top-performing student on both short- and long-term educational outcomes. These top performers are tasked with keeping classroom attendance records, which positions them as role models. Both male and female students are influenced by the performance of a same-gender top performer and experience both spillover and conformist effects. However, only female students show significant positive effects from the presence of a same-gender role model. Specifically, female students improved their science test scores by 4 percent of a standard deviation, were 2.5 percentage points more likely to choose a STEM track, and were more likely to apply for and enrol in a STEM university degree 3 years later. These effects were most pronounced in lower-income neighbourhoods. Our findings suggest that same-gender peer role models could reduce the underrepresentation of qualified females in STEM fields by approximately 3 percent. We further validate our findings through a lab-in-the-field experiment, in which students rated the perceived influence of randomized hypothetical top-performer profiles. The results suggest that the influence of same-gender top performers is primarily driven by exposure-related factors (increased perception of distinction feasibility and self-confidence) rather than direct interactions.

Goutagny, S. (2026, août 24). **Langue populaire, langue savante : des différences à reconsidérer pour mieux lutter contre les inégalités scolaires**. https://doi.org/10.64628/AAK.c4kw35wm5
Loin d'être la version sommaire de la langue savante, la langue populaire est tout aussi complexe et introduit un autre rapport à la parole. Le comprendre ne permettrait-il pas de mieux accueillir tous les élèves en classe ?

Grassi, E., & Savioli, M. (2026). **Breaking the glass ceiling? The gender wage gap in research-oriented careers for PhD graduates**. *Higher Education*, 92(1), 401-421. https://doi.org/10.1007/s10734-025-01540-x
The study investigates the gender wage gap among PhD recipients in Italy, focusing on whether research-oriented jobs mitigate wage discrimination. Utilizing data from the Professional Integration Survey of PhDs, it employs quantile and Recentered Influence Function regressions to analyze wage disparities across the wage distribution. Findings reveal a persistent gender wage gap across all quantiles, with research jobs offering a wage premium that does not entirely close the gap. The analysis contributes to understanding the impact of occupational segregation and job types on wage disparities, suggesting policy interventions to address gender wage inequalities in academia and beyond. The paper highlights the need for further research and policy efforts to achieve gender parity in professional fields, particularly high-skilled sectors like private and public research entities.

Guo, M. (2026). **The relationship between parental goals and child goals for mathematics learning: parental involvement and control as potential mediators**. *European Journal of Psychology of Education*, *41*(2), 81. https://doi.org/10.1007/s10212-026-01146-6
Previous research has highlighted a close relationship between parental and child goals, yet the underlying mechanisms of this association remain underexplored. This study investigates the potential mediating role of parental educational practices—specifically, parental involvement and control—in the relationship between parental goals and children's goals in mathematics learning. A total of 1,195 Chinese primary school students and their parents participated in a questionnaire survey for this study. Findings indicate that parental mastery goals positively predicted children's mastery, performance-approach, and family-support goals through

parental involvement. Parental performance goals have a complex relationship with children's mastery goals, showing both positive and negative pathways: a positive link through parental involvement and a negative link through parental control. Parents with high performance goals reported more frequent controlling behaviors, which, in turn, were associated with their children's adoption of performance-avoidance goals. Additionally, parental performance goals were positively linked to children's family-support goals through parental involvement. A direct association was also found between parental performance goals and corresponding child goals. This study discusses the reasons behind the findings and their implications.

Hall, R., Gill, R., & Gamsu, S. (2026). **'Whiteness is an immoral choice': the idea of the University at the intersection of crises**. *Higher Education*, *92*(1), 37-52. https://doi.org/10.1007/s10734-022-00855-3
Universities in the global North are shaped against intersecting crises, including those of political economy, environment and, more recently, epidemiology. The lived experiences of these crises have renewed struggles against exploitation, expropriation and extraction, including Black Lives Matter, and for decolonising the University. In and through the University, such struggles are brought into relation with the structures, cultures and practices of power and privilege. These modes of privilege are imminent to the reproduction of whiteness, white fragility and privilege, double and false consciousness, and behavioural code switching. In particular, whiteness has historical and material legitimacy, reinforced through policy and regulation, and in English HE this tends, increasingly, to reframe struggle in relation to culture wars. This article argues that the dominant articulation of the University, conditioned by economic value rather than humane values, has been reinforced and amplified during the Covid-19 pandemic. The argument pivots around the UK Government policy and guidelines, in order to highlight the processes by which intellectual work and the reproduction of higher education institutions connect value production and modes of settler-colonial and racial-patriarchal control.

Hamdan, S. R., Srisayekti, W., Fitriana, E., & Cahyadi, S. (2026). **Participation in higher education for people with disabilities in Indonesia: a scoping review**. *International Journal of Inclusive Education*, *30*(10), 2838-2859. https://doi.org/10.1080/13603116.2025.2575855
Participation in higher education can be a useful tool for helping people with disabilities to improve their quality of life. Indonesia, as a lawful nation, has legal protection for people with disabilities and established inclusive education policies; however, disabled student participation remains low. The purpose of this research is to investigate the existing English-language papers on the issue of inclusivity in higher education for people with disabilities in Indonesia by using a scoping review method as a systematic review method used to comprehensively explore evidence and research gaps within a certain topic area. The findings of this study, which analysed 21 research publications on inclusivity in higher education for people with disabilities in Indonesia, indicate that there are a variety of barriers that prevent people with disabilities from pursuing higher education, particularly psychological ones that haven't gotten much attention. To enforce inclusivity in higher education, psychosocial issues must be taken into account in addition to legislation and infrastructure, given Indonesia's different social and individual conditions. There is a discussion of suggestions for additional study and application to addressed barriers in university level. The findings of this study are limited in the Indonesian setting, but they could be expanded in developing nations that share Indonesia's traits.

Hendrix, S., Spilt, J., Cadima, J., Camacho, A., Ferreira, T., Gregoriadis, A., … Verschueren, K. (2026). **Cross-cultural differences in preschool teachers' perceptions of student-teacher emotional dependency: evidence from seven European countries**. *Social Psychology of Education*, *29*(1), 78. https://doi.org/10.1007/s11218-026-10249-3
Previous research often frames teacher–student dependency as negative, largely based on evidence from individualistic contexts, while studies in collectivistic settings suggest it may reflect a positive relational quality. However, the role of cultural values and potential subtypes of emotional dependency—seeking attention and approval versus clinginess and affection seeking— remains underexplored. This study examined (a) associations between cultural values and teachers' perceptions of closeness and conflict with emotionally dependent children and (b) whether these perceptions differ across dependency subtypes. The sample consisted of 1,680 preschool teachers from seven European countries using a within-participant vignette design. Multilevel analyses showed that independent self-construal was associated with higher closeness and lower conflict, whereas interdependent self-construal predicted higher conflict. At the country level, higher individualism was linked to more conflict and less closeness. Teachers perceived seeking attention and approval as less conflictual than clinginess and affection seeking.

Heyting, E. (2026). **Perceptions of "The Gift" amongst scholarship students at an elite international school in a major South East Asian City**. *Asia Pacific Education Review*, *27*(3), 1255-1269. https://doi.org/10.1007/s12564-025-10088-5
Within international schools, not all young people have the same expectations. This study adopted a standpoint perspective when using a qualitative descriptive approach to interviewing ten Grade 11 participants. The study aimed to address the research question of: How do students attending an elite international school in a major South East Asian City on scholarship perceive "the gift" that underpin their presence? Here, 'the gift' is a scholarship to attend the K-12 international school. A critical lens was applied to the notion of « the gift » in scholarships, including unintended negative consequences. A reflexive thematic analysis was used to analyse the data. Findings suggest that participants view the gift as an exchange for academic achievement, permission to be, but not belong in the school community and have obscured expectations of the exchange. Conclusions and implications for other international schools, and as well as other elite schools with scholarship programmes are discussed.

Hofstetter, R., Kolly, B., & Riondet, X. (2026). ***Cultiver la nature et reconnaître l'altérité : des concepts voyageurs. Transferts de réformes et sciences de l'enfance***. https://doi.org/10.3726/b23427
« Cultiver la nature » et « reconnaître l'altérité » constituent les fils rouges discutés dans cet ouvrage qui porte sur les sciences de l'enfance et les transferts de réformes pédagogiques. Il embrasse les 19e et 20e siècles dans des espaces défiant les frontières culturelles : de la Chine à l'Amérique du Sud, du Québec à la Russie, des États-Unis à l'Afrique, entre la France métropolitaine et l'Outre-mer, comme l'Empire ottoman et l'Europe, et réciproquement. Des dialogues féconds entre histoire, philosophie, sociologie, psychologie, ethnographie, didactique, permettent ainsi de cerner la fabrication ambiguë des identités et naturalités, des altérités et étrangetés. Quelles représentations et classifications génèrent-elles, en contextes sensibles – guerres, migrations, dé-colonisations –, mais aussi au cœur de nos entreprises éducatives, traversées de discriminations en tout genre. La polyphonie du volume invite à désoccidentaliser l'histoire des réformes, sans renoncer au pari d'élargir l'accès à l'éducation : une universalité

susceptible de se reconfigurer aux prismes des luttes d'émancipations qui se jouent dans nos sociétés contemporaines.

Hoiting, J., & Halpern-Meekin, S. (2026). **"I teach her at home": Home learning environments amid resource constraints**. *Family Relations*, *75*(4), 2731-2751. https://doi.org/10.1111/fare.70200
Objective This study examined how mothers with low incomes think about and enact investments of time and money for their infants and toddlers. Background Infancy and toddlerhood are pivotal years for development. Home learning environments in these earliest years can also set the stage for later home learning environments. Yet there are few institutional supports available to children at this age, underscoring the role of parental investments and the salience of resource access in parenting approaches. Methods This analysis used longitudinal, semistructured interviews with 80 mothers who were participating in an unconditional cash transfer experiment. Results Mothers described intentionally structuring their time, allocating resources, and shaping their spaces to construct the home learning environments they desired for their young children. The analysis of their narratives resulted in four characterizations of how mothers described investing in home learning environments for their infants and toddlers. Conclusion Mothers exercised agency in fostering the growth and development of their infants and toddlers by prioritizing and investing in home learning environments, highlighting how resources of time and money shaped their parenting. Implications Parents exert their agency in supporting the development of their young children, which policy can potentially activate and leverage by ensuring parents have adequate resources.

Holzman, B., Lewis, B., Zhao, J., & Ma, H. (2026). **Who Lives in a STEM Desert?** *Educational Researcher*, *55*(6), 407-410. https://doi.org/10.3102/0013189X261424909
STEM deserts, similar to education deserts, are rural, suburban, and urban areas where students have limited access to school-based STEM curriculum and coursework opportunities. Using administrative data from the Houston Independent School District following a state policy change to high school graduation requirements, this study develops measures of STEM deserts and identifies the students most likely to live in them. Findings reveal that Black and Asian/Pacific Islander students, students from non-English-speaking households, and those from lower socioeconomic neighborhoods are disproportionately likely to live in STEM deserts compared to White students, students from English-speaking households, and those from higher socioeconomic neighborhoods.

Holzman, B., & Wang, S. (2026). ***Inequality in College Knowledge among Children of Immigrants*** (Working paper N° mf9ux_v1). https://doi.org/10.31235/osf.io/mf9ux_v1
As students from immigrant families comprise a growing share of the U.S. student population, understanding their access to postsecondary education is increasingly critical. Drawing on nationally representative survey data, this study investigates generational differences in high school students' college knowledge, including their ability to estimate college costs and expected earnings, their accuracy in doing so, and their awareness of financial aid. The findings show that students across immigrant generations substantially overestimate college costs, especially for public institutions. Compared with third- and higher-generation students, first- and second-generation students show some initial disadvantages in tuition knowledge, but these differences are largely reduced after accounting for background characteristics. Subgroup analyses suggest that first-generation gaps in public four-year tuition accuracy are most evident among relatively advantaged and college-oriented students. In contrast, first-generation

students are less likely than third- and higher-generation students to report not knowing what the Free Application for Federal Student Aid is after controls are added. This study contributes to the literature on immigrant-generation differences and postsecondary choice by showing that college financial knowledge is multidimensional: students from immigrant families may be less calibrated in their understanding of college costs while also demonstrating awareness of specific financial aid tools.

Hongcai, X., Bin, Z., & Yue, J. (2026). **Inclusive education for children with autism spectrum disorder in China: predicaments and support needs**. *International Journal of Inclusive Education*, *30*(10), 2826-2837. https://doi.org/10.1080/13603116.2025.2575848
Little work focused on how children with autism navigate mainstream school life in China. This study aims to identify the challenges faced by autistic children in mainstream schools and to explore the support and assistance they need. Through semi-structured interviews, insights were gathered from 25 parents of students with autism. The data was analyzed using a grounded theory approach, revealing six primary challenges faced by children with autism: sensory sensitivities, emotional distress, aggressive behaviour, loneliness, bullying, and low academic achievement. These challenges can result in partial inclusion, marginalisation, or even withdrawal from inclusive schools. On the positive side, practical support for these children involves creating a suitable environment and promoting positive behaviour, emotional regulation, social relationships, and academic success. Such support is essential for enhancing the development and well-being of autistic children in mainstream classrooms. Collaboration among the state, communities, schools, and parents is crucial to achieving these goals.

Horn, D., & Pető, R. (2026). ***The Effect of Maternal Job Loss on School Dropout and Track Choice*** (Working paper N° 2610). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: https://EconPapers.repec.org/RePEc:has:discpr:2610
Maternal job loss may deepen educational inequality by disrupting children's schooling at critical transition points. Using linked Hungarian administrative and educational data, we compare children whose mothers experience sustained non-employment after grade 6 with those whose mothers experience it only after grade 10. Maternal job loss increases school dropout by 4.3 percentage points, relative to a mean of 6.7 percent. Its average effect on maturity-track enrollment is largely associated with increased dropout rather than track reallocation among enrolled students. The larger adverse effects observed in the top baseline maternal earnings tertile provide suggestive support for a financial mechanism, while the smaller maturity-track effects among children of more-educated mothers are consistent with a compensatory role for parental resources.

Houlette, H. (2026). **Faculty Resource Mobilization During the 2024 Liberate Palestine Student Protest Movement**. *The Journal of Higher Education*, *97*(6), 1070-1094. https://doi.org/10.1080/00221546.2025.2546766
In the Spring of 2024, students across U.S. colleges and universities protested Israel's aggression against Gazan Palestinians following Hamas' October 7th terrorist attack. The history of higher education activism is long, and faculty consistently engage in activities to support student-led protests. Leveraging resource mobilization theory, this qualitative thematic analysis study explores how faculty, both tenured and contingent, supported the 2024 Liberate Palestine student protest movement. Based on semi-structured interviews with 21 participants across 11 U.S. higher education institutions, the findings of this study reveal that faculty supported student protesters

by providing material resources and counsel during direct action activities, contesting administrative punishments exacted on activist students, and bearing witness to the potential and unfolding violence. Drawing on faculty experiences as an evaluative lens, this research contributes to the pro-Palestine activism literature and showcases the applications of resource mobilization during student-led campus activism via the activist faculty resource mobilization framework. Practically, this study highlights the role that faculty play and the power they possess in supporting student-led protests, which serves to counter the normative socio-political structures present within U.S. higher education institutions. The findings can be leveraged to improve situational outcomes when future campus protest movements arise.

Huang, M. (2026). **Unraveling the Finnish Paradox: chain mediation pathways of mindset and support fail to explain girls' superior mathematics achievement based on PISA 2022**. *European Journal of Psychology of Education*, *41*(2), 65. https://doi.org/10.1007/s10212-026-01120-2
In the Finnish low-stress and highly equitable education system, girls' math performance is significantly superior to that of boys. This advantage cannot be explained by common psychological mediating variables such as support from math teachers, growth mindset, or mathematics anxiety—although these factors are usually regarded as key mechanisms in prior research contexts. Using data from Finnish 15-year-old students participating in PISA 2022 (N = 10,239; 4995 girls and 5244 boys), this study employed path analysis within a structural equation modeling framework based on the Control-Value Theory and the Growth Mindset Theory. The results indicated that mathematics anxiety remained the strongest predictor of mathematics performance ($\beta = -0.281$, $p < .05$), and a significant chain mediation pathway was identified from gender to achievement (gender → teacher support → growth mindset → mathematics anxiety → achievement). However, these psychological paths all point to the relative advantage of boys, but failed to explain the actual lead of girls' mathematics achievement. The analysis showed that mathematics teacher support did not mediate the association between socioeconomic status and achievement, and the predictive effect of growth mindset was relatively small in this sample. This study contributes to understanding gender and socioeconomic differences in mathematics achievement within the Finnish educational context by examining the mediating roles of mathematics teacher support, growth mindset, and mathematics anxiety.

Hutchings, Quortne. R. (2026). **"So Proud of That Moment": Black Queer Men Disrupting Masculinity and Heteronormativity in Mentorship Programs**. *The Journal of Higher Education*, *97*(6), 969-992. https://doi.org/10.1080/00221546.2025.2524293
Currently, mentorship programs scholarship has historically been centered on experiences of heterosexual, masculine collegiate men. Traditional forms of masculinity and heteronormativity have been omnipresent within Black male initiative (BMI) and men of color (MoC) mentorship programs. Yet, there is continued attention on shifting these programmatic heteronormativity and masculinity practices. In using phenomenology, this research explored the following research questions: (1) How do Black queer men (BQM) participants experience masculinity and heteronormativity in BMI and MoC mentorship programs? Through phenomenology, utilizing queer of color critique framework, the findings illuminated how BQM experienced sense of belonging; BQM staff members implemented inclusive recruitment, retention efforts and programmatic curriculum that disidentify from racialized heteronormativity and traditional masculine programing norms. BQM acknowledged navigating challenging experiences with their mentorship program due to their sexuality. This scholarship alluded to how Blackness and

queerness are experienced in heteronormative and hypermasculine environments within mentorship programs in higher education environments.

Jain, D., & Jain, T. (2026). ***When Science Feels like Math: Quantitative Content in Science Assessments and the Gender Achievement Gap*** (Working paper N° 4). https://doi.org/10.5281/zenodo.21907670
This paper shows how math-intensive evaluation drives science gender gaps. Using question-level data from a large standardized exam in grades 3 to 10 in India, we find boys outperform girls in mathematics in each grade. In science, girls outperform boys in early grades when few questions are math-intensive, but underperform in later grades as math intensity increases. A substantial portion of the gender gap is explained by question type: girls perform comparably to boys on non-quantitative science questions, but underperform on quantitative ones across all grades. Conditional on previous year performance, girls face a larger penalty from increasing math intensity in science exams. These findings show that gender differences in science are primarily driven by quantitative content in science assessments, helping explain why gender gaps are concentrated in math-intensive science fields. Strengthening foundational mathematics skills and confidence for girls could reduce gender gaps in science, with implications for gender-based sorting in higher education and careers.

Järvinen, M., & Mik-Meyer, N. (2026). **The Silent Standpoint: How Professors Explain Gender Disparities in Academia**. *The British Journal of Sociology*, *77*(4), 602-611. https://doi.org/10.1111/1468-4446.70095
Based on 77 qualitative interviews with professors in higher education, this article explores the interviewees' opinions on how gender disparities in academia should be explained. We show that male professors relate women's career barriers to family factors and women's own interests and preferences. In contrast, female professors favour explanations at the university level, for example lack of recognition of women, implicit bias in evaluations, male networks and an unwelcoming academic culture. Furthermore, we identify a 'silent standpoint' among the participating male professors: the idea that women are generally less qualified than men as candidates for full professorships. The article draws on sociological accounting theories, focussing on the 'excuses' and 'justifications' used by professors when discussing gender issues. Male professors 'excuse' gender disparities in academia by referring to women's preferences or 'justify' them by appealing to meritocratic standards. Entangled in these 'neutralising' accounts is the silent standpoint regarding women's low qualifications, a standpoint, however, that is difficult for male professors to articulate in an interview with a female colleague.

Jiang, S., Simpkins, S. D., Wan, S., & Eccles, J. S. (2026). **Parental STEM support in high school: the predictors, college correlates, and differences by gender and college generation status**. *Social Psychology of Education*, *29*(1), 87. https://doi.org/10.1007/s11218-026-10254-6
Parents' science, technology, engineering, and mathematics (STEM) support is theorized to influence adolescents' choices to pursue STEM majors and careers (Eccles & Wigfield, 2020). Theory posits that parents' STEM support is situated within the immediate contexts and, thus, is shaped by both parents' beliefs about education and STEM as well as adolescents' achievements and interests (Eccles & Wigfield, 2020), but the current empirical evidence testing these theoretical tenets remains limited. Using data from the nationally representative High School Longitudinal Study (HSLS; n = 12,070; Mage = 14.37; 50% female adolescents; 57% White, 16% Latine, 10% Black, 8% Asian, and 10% other ethnic adolescents), this paper examined two

parent-level factors (i.e., parents' educational expectations for adolescents and their math/science parenting self-efficacy) and two adolescent-level factors (i.e., adolescents' math/science interests and math achievement) to understand what predicts parents' STEM support in 11th grade, controlling for parents' STEM support in 9th grade. In addition, we examined the extent to which parents' STEM support in 11th grade predicted adolescents' STEM college major, controlling for other major predictors. Parents' math/science parenting self-efficacy beliefs positively predicted the relative changes in parents' STEM support from 9th to 11th grade, which positively predicted adolescents' STEM college major. Additionally, the parents of female and male continuing-generation college students provided more STEM support and had higher educational expectations for their adolescents than parents of first-generation college students. This study provides insights for policymakers and practitioners to focus on the potential precursors of parental socialization of STEM choices during high school and college.

Karlen, Y., & Compagnoni, M. (2026). **Do not blame the teacher: exploring the link between parental failure mindsets and student-teacher relationships in early adolescence**. *Social Psychology of Education*, *29*(1), 79. https://doi.org/10.1007/s11218-026-10246-6
This study examines how parents' beliefs about failure, specifically, whether failure is perceived as debilitating or as an opportunity for learning, are associated with adolescents' relationships with teachers in lower secondary education. Drawing on research on parental belief systems and developmental perspectives on early adolescence, we propose that parental failure mindsets shape how parents interpret teachers' competence, with implications for adolescents' relational experiences at school. Using cross-sectional data from 124 parent-student dyads, we assessed parental failure mindsets, parents' perceptions of teacher competence, adolescents' perceived student-teacher relationships, and students' academic achievement. Results showed that a failure-is-enhancing parental mindset was positively associated with student-teacher relationships, even after controlling for academic achievement. Patterns of association were consistent with an indirect pathway via parents' perceptions of teacher competence, particularly among lower-achieving students; however, these indirect effects should be interpreted cautiously, given the study design. Taken together, the findings suggest that parents' mindsets about failure represent an important yet often overlooked contextual factor linked to adolescents' relational experiences with teachers during a developmentally sensitive educational phase. The study underscores the role of parental meaning-making about failure and feedback during adolescence, particularly in efforts to strengthen parent-school partnerships and supportive learning environments.

Khalid, S., & Tadesse, E. (2026). **Understanding doctoral students' socialization process for research: a comparison of students' experiences across genders and disciplines in two research-intensive public universities in Pakistan**. *Asia Pacific Education Review*, *27*(3), 983-1000. https://doi.org/10.1007/s12564-025-10061-2
The socialization framework has become the most frequently adopted theoretical perspective on doctoral students' experiences; however, the corresponding evidence has focused on Western countries, making it feasible to design strategies to foster the benefits of doctoral education in that context only. This study extends the literature by exploring doctoral students' socialization process for research, which influences their professional identity development, in terms of how this process differs across genders and disciplinary cultures in the context of two research-intensive public universities in Pakistan. Thus, the study involved semistructured interviews of 24 doctoral students, i.e., 12 from each university. The findings suggest that students face a

challenging and desperate learning environment that does not facilitate a successful socialization process. The study confirms that the sociocultural context of the country in question determines the orientation of students' socialization process based on the complementary impacts of being a woman and working in the soft sciences on the double-edged sword effect observed among women with regard to social and academic sharing and disciplinary segregation. Consequently, feasible implications for practice, policy, and future research are addressed.

Khan, S., Giannelli, G., & Ferrone, L. (2026). ***Can Maternal Education Improve Children's Dietary Diversity and Nutritional Outcomes? Evidence from the 2003 Education Reform in Kenya*** (Working paper N° 18737). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18737
Education is widely associated with better health outcomes, but whether this relationship is causal remains unclear, especially in low-income countries. This study examines the causal effect of maternal education on child nutrition and dietary diversity in Kenya. Using a fuzzy regression discontinuity design, with exposure to the 2003 school reform as an instrument for educational attainment, the analysis finds that an additional year of maternal schooling significantly improves children's nutritional status and dietary diversity. Positive effects are observed for both boys and girls, although they are slightly stronger for boys. The results are robust to a range of sensitivity tests. Further analysis suggests that maternal education improves child health through several channels, including delayed first birth, fewer children under age five, higher paternal education, greater use of prenatal care, increased access to information through newspapers and television, improved literacy, and higher employment rates among mothers. These findings indicate that expanding educational opportunities for girls can be an effective policy tool for improving child nutrition and feeding practices in developing countries such as Kenya.

Kim, S. (2026). **"What I Had Experienced Was, in Fact, a Microaggression": A Phenomenological Inquiry into International Students of Color Developing Critical Racial Consciousness**. *The Journal of Higher Education*, *97*(6), 1044-1069. https://doi.org/10.1080/00221546.2025.2522037
While international students' experiences with race and racism have received increasing scholarly attention, relatively little empirical research explores how they develop critical racial consciousness. This gap is significant, as such development has implications for racial and social justice in the U.S. their home countries, and the global community, given their transnational lives. To fill this gap, this study employed interpretive phenomenology to examine the shared experiences of 19 international students of color developing critical racial consciousness in the U.S. The analysis revealed three themes in the participants' lived experiences: (1) gaining clarity about race and racism in the U.S.; (2) acquiring language and tools to articulate systemic oppression at both interpersonal and structural levels; and (3) reflecting on their identities and positionality within the broader sociocultural and historical contexts of systemic racism. The study also discusses implications for future higher education research and practice to better support international students' development of critical racial consciousness.

Koh, Y., & Lee, A. E. (2026). **Beyond the Binary: How Asian American Students at Elite Universities Make Meaning of Race-Conscious Admissions**. *The Journal of Higher Education*, *0*(0), 1-26. https://doi.org/10.1080/00221546.2026.2721833
Following the 2023 U.S. Supreme Court decision on race-conscious admissions, Asian Americans are often characterized as either victims of reverse discrimination or proof that meritocracy works.

This qualitative study challenges these binaries by examining how ten second-generation Asian American undergraduates attending elite universities understand race-conscious admissions and how their experiences shape their perspectives. Drawing on Asian Critical Theory and Community Cultural Wealth, semi-structured interviews revealed three themes: contextual racialization; intergenerational cultural wealth; and unsettled positions in race-conscious admissions policy. Findings suggest that participants interpreted race-conscious admissions through familial responsibility, educational pursuit, and racial justice. Rather than simply accepting or rejecting meritocracy, they understood hard work as familial and aspirational capital while recognizing that merit is rewarded within racialized structures of belonging. Their complex perspectives reveal a contradictory form of knowledge: educational pursuit serves as a source of survival, responsibility, and bounded resistance, yet remains insufficient to overcome the structural inequalities shaping Asian American experiences in U.S. higher education and society.

Kudrnáč, A., & Davenport, A. (2026). **The role of parental attitudes and behaviour in the development of adolescents' gender housework stereotypes**. *European Sociological Review*, *42*(4), 527-544. https://doi.org/10.1093/esr/jcaf040
The enduring imbalance in the distribution of housework between men and women persists as a factor perpetuating gender inequality. Attitudes acquired during the 'formative years' often persist into adulthood; thus, it is crucial to identify the ways in which individuals develop gender norms during adolescence. While studies have provided convincing evidence that parents influence their children's support for gender equality, both through passing on their attitudes directly and by setting an example through behaviours, we still know very little about how these influences affect the development of gender stereotypes about housework among adolescents. We build on social learning theory and existing literature to test if parents' gender attitudes and distribution of housework influence whether their children stereotypically associate certain chores with men or women. In addition, we propose a further parental influence on their children's gender stereotypes: the nature of parental decision-making arrangements. Using four waves of the Czech Household Panel Survey, we find evidence that all three factors affect adolescents' housework gender stereotypes. Notably, we contribute to the literature by demonstrating the importance of consensual decision-making arrangements in promoting lower gender stereotypes in adolescence. Furthermore, we find that the effect of housework distribution is moderated by adolescents' gender.

Lavigne, A. (2026). **Le potentiel de l'utilisation des vidéos captées à la maison et en classe pour favoriser la collaboration école-famille dans la transition de l'enfant autiste vers l'éducation préscolaire**. *Revue hybride de l'éducation*, *10*(3), 1-36. https://doi.org/10.1522/rhe.v10i3.2055
Cet article propose une réflexion sur le potentiel des captations vidéos faites en milieu familial et à l'école pour soutenir la transition vers l'éducation préscolaire des enfants autistes ayant des besoins complexes en communication. Un parent a autocapté huit courtes interactions à la maison avec son enfant et les a présentées à la chercheuse. Ces vidéos ont été soumises à l'enseignante de classe d'adaptation scolaire en entretien. Des indices du contexte sur lesquels s'appuient les adultes et l'enfant pour s'ajuster dans leur interaction et des stratégies de soutien utilisées par l'adulte ont émergé. De nouvelles idées collaboratives école-maison sont ressorties pour mieux soutenir l'enfant et repenser l'implication du parent dans la transition à partir de captations vidéos.

LeBouef, S., Dworkin, J., & Colindres, M. (2026). **Applying the Family Fundamental Interpersonal Relations Orientation Model to the Study of First-Generation College Students**. *The Journal of Higher Education*, *97*(6), 1018-1043. https://doi.org/10.1080/00221546.2025.2522000
The present study aimed to address gaps in the first-generation college students (FGCS) literature by taking a strengths-based approach and integrating the Family Fundamental Interpersonal Relations Orientation (FIRO) Model. Specifically, we explored how family inclusion (connectedness, shared meaning, structure), intimacy, and control impact FGCS well-being (depression and anxiety), support seeking from family, and providing support to family. Family is defined as any person students believe to be family, familia, or kin (this person did not have to be biologically related and could include a friend, coach, or mentor.) FGCS (N = 345) participated in an online survey. Participants (Mage = 24.67) represented 44 states (61.1% female; 49.9% White; 91% attended a four-year institution). Control was not related to help and support-seeking behaviors but was significantly associated with feelings of depression and anxiety. Inclusion connectedness and inclusion shared meaning were positively associated with providing support to families and receiving family support. Intimacy was negatively associated with depression and anxiety. Results contribute to a better understanding of the strengths FGCS brings to the college experience; specific implications for universities are considered.

Leckie, G., & Maragkou, K. (2026). **Tracing the origins of teacher gender bias**. *Economics of Education Review*, *113*, 102814. https://doi.org/10.1016/j.econedurev.2026.102814
This paper examines whether teachers form gendered expectations that deviate from students' actual academic performance. We exploit a unique institutional setting in England, where university admissions rely on teacher-predicted grades, and use rich administrative data linking student performance and teacher assessments across multiple STEM and non-STEM subjects. We find that, conditional on achieved grades, teachers systematically predict lower grades for boys relative to observationally similar girls within the same school across all subjects. In the second part of the analysis, we examine the extent to which observable student characteristics account for this pattern. We find that including measures of students' cross-disciplinary skills reduces the gender gap in predicted grades by up to 70% in non-STEM subjects and fully explains or even reverses it in STEM. These results indicate that what appears to be a pro-girl bias is, at least in part, associated with students' broader competencies rather than necessarily reflecting differential treatment by teachers. These findings have important implications for the fairness and effectiveness of teacher-based assessments in high-stakes contexts such as university admissions.

Lee, J., Fazez, N., Larose, L., Lafranchise, N., Daljeet, K., & Paquet, M. (2026). **Impacts de la participation à des groupes de pairs structurés sur la persévérance des étudiants de cycles supérieurs : revue systématique**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 177-204. https://doi.org/10.53967/cje-rce.6663
The identification of social factors that contribute to graduate student persistence has highlighted inherent limitations in individual supervision. Consequently, various structured peer group modalities (SPGM), including group supervision, group mentoring or tutoring, and structured writing groups, have been proposed as alternatives to, or supplements for, individual supervision. Using the PRISMA protocol, 13 articles, predominantly qualitative, were identified to investigate the effects of SPGM participation on graduate student persistence, explore potential explanations for these effects, and contribute to the development of a preliminary model reflecting these mechanisms. As a result, the benefits of SPGM on graduate students' persistence were categorized into three components: academic, social, and psychological support. Certain

characteristics of SPGM were identified as influencing variables, such as the group characteristics, the structure of the meetings, and the nature of the content discussed. The review concludes with a discussion on the current use of SPGM in academic settings and provides recommendations for future research, notably the need for more quantitative studies.

Lehoux, E. (2026). **L'éducation à l'orientation, porte d'entrée du patronat dans l'école:Entre canalisation et socialisation des élèves des couches populaires**. *La Pensée*, *427*(3), 75-86. https://doi.org/10.3917/lp.427.0075
L'article propose d'étudier, à l'aune des mutations contemporaines de l'orientation, le rôle joué par une nouvelle galaxie d'associations qui, au nom de l'égalité des chances, proposent d'informer et d'accompagner les jeunes dans leur parcours d'orientation. Dans cette perspective, ces nouveaux acteurs de l'orientation interviennent avant tout dans les lycées situés dans les périphéries populaires ou en zone rurale, ciblant en priorité les élèves considérés comme les moins favorisés. L'article montre cependant que les actions qu'ils proposent participent d'une orientation à deux vitesses et renforcent la canalisation des vœux et des aspirations des élèves issus des couches populaires par un rappel des règles du marché éducatif, et leur socialisation aux normes et valeurs de l'entreprise.

Lintner, T. (2026). **Friendship fosters well-being, exclusion may hurt girls' mathematics: a two-wave cross-lagged panel model of peer relations, affect, and achievement**. *European Journal of Psychology of Education*, *41*(2), 79. https://doi.org/10.1007/s10212-026-01138-6
This study investigates longitudinal associations between peer relations, affective well-being, and academic achievement during early adolescence. Data were drawn from a two-wave study of a large nationally stratified sample of Czech students transitioning from Grade 6 to Grade 7 (N = 2,609, ages 12–13). Cross-lagged panel models were used to examine reciprocal links between friendship, social exclusion, positive and negative affect, and achievement in mathematics and Czech language, assessed using item-response-theory-scaled tests. Friendship predicted increases in subsequent positive affect, whereas social exclusion predicted declines in positive affect. Exclusion was also associated with lower later achievement in Czech language across students and with reduced mathematics achievement specifically among girls, indicating domain- and gender-differentiated academic vulnerability. Affective well-being did generally predict achievement. These findings highlight the developmental importance of peer relations for emotional adjustment and suggest that experiences of exclusion may carry direct academic consequences, particularly for girls in mathematics.

Liu, Z., & Wang, J. (2026). **"An academic chameleon": navigating the localization and reproduction of cultural capital of Chinese returned scholars**. *Asia Pacific Education Review*, *27*(3), 1101-1114. https://doi.org/10.1007/s12564-025-10075-w
This study examines the strategies employed by these returnees as they negotiate the localization and reproduction of their cross-cultural knowledge within the Chinese academic sphere, by drawing upon the experiences of 24 scholars who have returned to a university in southern China. Findings reveal that these individuals encounter symbolic violence, where their internationally acquired cultural capital is devalued by the domestic academic field. Such challenges prompt a recalibration of their academic identities and the adoption of a "dual capital strategy" involving a delicate balancing act: simultaneously accumulating capital recognized within the local Chinese academic field (e.g., Chinese-language publications and national grants) while maintaining their capital in the international arena. By framing the returnees' experience as a

struggle against symbolic violence and a strategic deployment of dual capital, this study contributes to our understanding of the intricate processes of capital reproduction in a globalized higher education landscape. It underscores not only the resilience of these "academic chameleons" but also the pervasive power structures that shape academic life.

Macours, K., Vera Rueda, J., & Webb, D. (2026). ***Menstrual Stigma and Human Capital: Experimental Evidence from Madagascar*** (Working paper N° 21167). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:21167
Menstrual stigma affects adolescent girls worldwide, yet its impact on human capital development remains largely unexamined. We use a field experiment in 140 schools in Madagascar to evaluate interventions designed to reduce menstrual stigma and promote hygiene behaviors (N=2,250). Teacher-led sensitization on stigma and hygiene, menstrual products, and sanitation infrastructure together substantially improve girlsâ€™ learning outcomes on standardized tests (+0.2 SD). These gains do not operate by improving school attendance or health, the channels typically invoked to justify menstrual hygiene programs. Instead, the improvements appear to arise from psychosocial mechanisms, including reduced menstrual stigma (measured using lab-in-the-field exercises, enumerator observations, and self-reports) and reduced stress (lower heart rate). We also test a novel approach for norm change by identifying â€œpositive deviantsâ€ â€“ girls within schools willing to openly challenge menstrual stigma. Selecting and training these positive deviants to serve as peer ambassadors for norm change produces significant additional improvements in self-reported stigma and hygiene behavior. The results demonstrate that addressing gender-specific psychosocial barriers can substantially improve girlsâ€™ education outcomes in highly deprived contexts, while highlighting both the promise and limitations of leveraging positive deviance for social norm change.

Mardon, A., Ottogalli-Mazzacavallo, C., & Quidu, M. (2026). **(En)quête de genre dans les sciences sociales du sport : enjeux épistémologiques et méthodologiques**. *Sciences sociales et sport*, *27*(1), 7-18. https://doi.org/10.3917/rsss.027.0007

Maris, R., Anders, J., Campbell, T., & Wyness, G. (2026). ***Why is vocational education stigmatised? Evidence from Europe*** (Working paper N° 26-07). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-07
It is a widely recognised problem that vocational education and training (VET) is stigmatised around the world. This stigma affects student choices, life satisfaction and the provision of skills, and is of growing concern to policymakers and researchers. Prior work suggests these attitudes are determined, in-part, by four closely related mechanisms: perceptions of quality, information and awareness of VET, direct and indirect experience and social class. Drawing on theories of institutional skill formation and educational stratification, we examine how these mechanisms are associated with negative attitudes towards VET and how their associations vary across European systems. We show that perceptions of quality explain a large amount of the variation in attitudes towards VET. We find significant variation in stigma by social class, even after accounting for differences in the perceived quality of VET. Individuals from the upper and middle classes are significantly more likely to stigmatise VET than respondents from the working class. There is considerable heterogeneity across countries and this is driven in-part by the type of VET system they have. Countries with stronger links between VET and employers tend to have more positive attitudes and exposure to these types of systems (through experience and other information

sources) could improve perceptions. These results have important implications for policy and future research, pointing to key areas of focus for improving the social perceptions of VET around the world.

Martin, M. A., Leiter, V. K., Kemp, K. M., & Smith, R. A. (2026). **Gender Differences in Employed Parents' Self-Rated Health During COVID-19 School Closures in an Affluent US Community**. *Sociological Inquiry*, 96(3), e70039. https://doi.org/10.1111/soin.70039
We examine whether the timing and duration of COVID-19 school closures during fall 2020 and winter 2020/21 are associated with employed parents' self-rated health compared to non-parents and parents unexposed to closures. Data come from a longitudinal survey of 227 employed parents of school-aged children and 497 employed community residents without minor children in an affluent, semi-rural mid-Atlantic county. School closure exposure is measured using interview dates, residential addresses, children's ages, and district-specific closure dates. Multivariate models predict high self-rated health as a function of (1) whether the interview occurred before, during, or after a closure and (2) cumulative days of exposure, adjusting for pandemic-related experiences, social status, proximity to the 2020 election, and school district fixed effects. In fall 2020, fathers reported lower self-rated health during closures and with greater cumulative exposure, while mothers reported higher self-rated health. By winter 2020/21, parental health declined, and closures were nearly universal, eliminating associations. Results highlight gendered health impacts shaped by community resources and pre-pandemic norms about parenting.

McCambly, H., Liera, R., Rodgers, A. J., & Park, B. (2026). **Analyzing the Purposes and Mechanisms of Faculty Cluster Hiring Initiatives to Promote Racial Equity**. *The Journal of Higher Education*, *97*(6), 943-968. https://doi.org/10.1080/00221546.2025.2546765
Since the Supreme Court's 2023 ruling against race-conscious admissions, anti-diversity, equity, and inclusion efforts have grown, creating challenges for leaders committed to advancing racial equity on their campuses. Using racialized change work as a lens, we analyze faculty cluster hiring as a potential strategy toward racial equity that could hold up in the current political climate. This study uses data from four historically white research universities, focusing on how leaders used faculty cluster hiring as a strategy to promote racial equity. Our findings reveal that cluster hire leaders leveraged racialized expertise as hiring capital, creating a "strategic side door" to diversify faculty demographics while sidestepping risks associated with affirmative-action-like approaches. Cluster hire leaders also leveraged faculty lines to challenge — or attempt to challenge — practices that sustain a racist status quo. However, this approach could also create additional racialized labor expectations on newly hired Faculty of Color. We offer recommendations for leaders to consider when designing and implementing cluster hiring initiatives to support racial equity effectively.

Megalokonomou, R., Vlassopoulos, M., & Zenou, Y. (2025). ***The Impact of Talented Peers: Evidence from Exposure to Math Award Winners*** (Working paper N° 20351). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20351
We study how public recognition of academic talent affects peers' academic outcomes and university choices. Using unique data on national award winners from the Hellenic Mathematical Society linked to administrative records, we estimate the causal impact of exposure to a publicly recognized high-achiever within a studentâ€™s school or classroom. Identification relies on (i) across-cohort variation within schools, comparing cohorts with and without an award winner,

and (ii) quasi-random classroom assignment, comparing classrooms with and without a randomly assigned math award winner within school-cohorts. We find that exposure to a male award winner improves male peersâ€™ outcomes: performance rises by 4.5% of a standard deviation on standardized exams, and STEM and academic university enrollments increase by 3 and 1.4 percentage points, respectively. Female peers show no overall gains, though math scores improve in a representative subsample. Spillovers are strongest in subjects related to the winnerâ€™s strength and are amplified by classroom proximity, suggesting that closer interaction enhances the effects.

Montez, J. K., Gutin, I., Finan, J. M., Zajacova, A., & Landes, S. (2026). **Changes in the Education-Health Gradient Within U.S. States, 1993–2019**. *Population Research and Policy Review*, *45*(4), 37. https://doi.org/10.1007/s11113-026-10020-8
The association between educational attainment and health (i.e., the education-health gradient) among U.S. adults has strengthened in recent decades; however, explanations for this trend are incomplete. This study builds on recent work showing that the strength of the gradient differs across U.S. states. We asked, how and why has the gradient changed over time in each U.S. state? Using 27 years of cross-sectional data from the 1993–2019 Behavioral Risk Factor Surveillance System on adults ages 30–64 years, we estimated how the association between educational attainment and self-rated health changed over time in each state. We also assessed the contribution of six individual-level factors, such as adults' income, and three state-level contextual factors, such educational composition and policy context, to changes in the association in each state. The gradient increased significantly in 49 of the 50 states during the period, but the magnitude of the increase differed notably by state. In most states, the largest single contributor to the increasing gradient was household income. Adults' employment and obesity also contributed to the increasing gradient to varying degrees in many states, while smoking suppressed the increase in the gradient in over half of states. The state-level contextual factors contributed little to the increasing gradient. The findings underscore the value of a subnational focus for explaining and potentially reversing the growth in the education-health gradient.

Morello, L., Baraldsnes, D., ten Braak, D., & Fandrem, H. (2026). **A systematic scoping review on cyberbullying involving ethnic minority and Indigenous youth: toward culturally sensitive research and interventions**. *Social Psychology of Education*, *29*(1), 103. https://doi.org/10.1007/s11218-026-10273-3
Ethnic minority and Indigenous youth represent particularly vulnerable populations for involvement in cyberbullying. The existing literature is marked by conceptual confusion and methodological heterogeneity, highlighting the need for a scoping review to map current research in this area. This systematic scoping review provides an overview of empirical research conducted worldwide on cyberbullying involving ethnic minorities and Indigenous children and adolescents, with the goal of informing future research and offering relevant implications for interventions. The review was conducted in accordance with JBI guidelines, and results were reported following the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews). The following databases were searched: Academic Search Premier, ERIC, PsychINFO (OVID), PubMed, Scopus, SocINDEX, Web of Science, Medline, and ProQuest. The review included peer-reviewed studies published in English, involving children and adolescents (participants' mean age below 18 years) identified as ethnic minorities or Indigenous, and reporting data on cyberbullying related to ethnicity or indigeneity. Following a

two-stage screening process, 166 articles were selected for inclusion. Findings suggest that research on this topic is expanding. However, literature remains characterized by limited geographical coverage, underrepresentation of ethnic and Indigenous groups, scarce contextual and theoretical positionality, and a predominance of quantitative approaches. A lack of intervention studies and of research addressing identity-based cyberbullying and perpetration is evident. By disentangling and focusing on the role of ethnicity and indigeneity in cyberbullying, this scoping review represents a crucial step toward guiding future research focusing on the development of contextually responsive prevention and intervention strategies.

Mullick, J., Noman, M., Wang, H., & Pan, X. (2026). **A narrative inquiry into generational ethos: unravelling the evolution of educational ideologies and practices in China**. *Asia Pacific Education Review*, *27*(3), 893-907. https://doi.org/10.1007/s12564-025-10051-4
This study investigates generational perspectives on educational ideologies and practices in China, providing insights into how socio-economic transformations have influenced educational perceptions across different historical periods. Using a narrative inquiry approach, data were gathered from twenty-three participants across seven Chinese families. Each family's three biologic generations from four different time periods shared their viewpoints and experiences, which were recorded on video, transcribed, and translated into English for inductive thematic analysis. The findings revealed a range of educational ideologies articulated by participants across three generations, illustrating how these ideologies evolved alongside changing societal contexts and historical periods. The study identified diverse understandings and expectations regarding education among different generational cohorts. While some consistency in views on education was observed within families, significant intergenerational differences emerged due to distinct upbringing experiences. The findings highlight how societal contexts and historical events have influenced the perceptions of biologic generations, including grandparents, parents, and youngsters. This research reveals the dynamic interplay between socio-economic changes and educational ideologies in China, offering valuable insights for educators, policymakers, and researchers.

Neuhaus, S., Grecu, A. L., Meyer, J., Yotyodying, S., & McElvany, N. (2026). **Long-term relations among perceived discrimination, self-esteem, and academic self-concept in adolescents with an immigrant background**. *European Journal of Psychology of Education*, *41*(2), 68. https://doi.org/10.1007/s10212-026-01126-w
Many adolescents with an immigration background report experiencing discrimination in their everyday lives, which can hinder their positive development. To better understand the impact of discrimination, this study investigates the associations between two types of perceived discrimination (personal and group) and the development of self-esteem and academic self-concept among students with an immigrant background in upper secondary schools in Germany. We examine a potential compensation effect of higher ethnic identity orientation with the country of origin. Four hundred twenty-two adolescents (52.5% female, Mage = 16.41 at t3) participated in a longitudinal study (Grades 5, 10/11, 12). Structural equation modeling showed that, after controlling for student background and outcome variables in Grade 5, higher perceived personal discrimination in Grade 11 was associated with lower academic self-concept in Grade 12 but not with self-esteem, whereas perceived group discrimination in Grade 10 was unrelated to either outcome. Higher ethnic identity in Grade 12 did not moderate the effects of perceived discrimination and self-esteem and self-concept. Findings emphasize the adverse relation of discrimination on the development of self-esteem and academic self-concept among

immigrant students in upper secondary schools, a group that remains underrepresented and often overlooked in educational research.

Nguyen-Trung, K., Vo, T. D., Ly, A. T., Le, K., Pham, T., Vu, T.-V., … Do, T. T. (2026). **Place-making in times of crisis: A thematic analysis of how Vietnamese students abroad reconfigure spaces**. *Higher Education*, 92(1), 519-537. https://doi.org/10.1007/s10734-025-01545-6
Crises of various forms, such as economic instability, political upheavals, and health emergencies like the COVID-19 pandemic, affect international students' ability to configure places when living abroad. However, existing research has largely overlooked the place-making process of international students. This study explores how Vietnamese students studying in foreign countries adapt to and reconfigure their sense of place during times of uncertainty. Drawing on qualitative interviews with 20 Vietnamese students studying abroad in Australia, Taiwan, and France, this paper investigates how crises reshape their notions of home, private space, and belonging. The findings reveal a double reconfiguration of place as students face migration challenges and unexpected crises, a shifting sense of "home" driven by the desire for safety and stability, and an evolving concept of private space as a site for self-care and retreat.

Nozaki, Y. (2026). ***Who Absorbs a School Day? School Schedules and Household Time Allocation*** (Working paper N° 1808). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1808
When a school day disappears, who absorbs it? This paper observes the complete same-day time accounts of children and both parents around Japan's transition to a five-day school week. Under the biweekly regime of 2001, the national time-use survey administratively assigned households to adjacent school and no-school Saturdays, shifting attendance by 40 percentage points; the identical calendar positions in 2006 provide a placebo after the full abolition of Saturday classes in 2002. Mothers' daily market work is a precise zero: equivalence tests reject effects larger than 11 minutes, or 0.06 of a control standard deviation. Children aged ten and older absorb the half-day instead-a child induced to attend loses 58 minutes of sleep, along with television and family time-while fathers work about 25 minutes more. Prefecture-level reduced forms scale with the local first stage while intercepts are indistinguishable from zero, consistent with an attendance channel. After abolition, the baseline comparison shows mothers' Saturday participation falling 4.1 percentage points relative to women aged 25-59 without coresident children under 16; exact age standardization leaves a similar 3.3-point reform-interval estimate with lower precision. School childcare is capitalized into standing arrangements that adjust over longer horizons rather than expressed through mothers' day-to-day labor supply.

Obregón, L. J., Coca, J. R., Gómez, N. P., & Redondo, S. G. (2026). **Rare diseases and socio-educational dimension: a systematic review**. *International Journal of Inclusive Education*, *30*(10), 2922-2943. https://doi.org/10.1080/13603116.2025.2577267
The article presents a systematic review on the socio-educational dimension of rare diseases in childhood and adolescence, a field that has been scarcely addressed compared to the predominant focus of biomedical research. The aim is to shed light on the difficulties of inclusion and learning faced by these students and to provide the basis for a transdisciplinary framework of action. To this end, the PRISMA method was applied, identifying an initial 368 documents, and after applying strict inclusion and exclusion criteria, 18 articles were selected. The studies were classified into six emergent categories: docents, family, community participation and intra- and inter-institutional coordination, school organisation and structure, barriers and facilitators, and

school organisation. The main findings highlight that teachers play a crucial role in curricular adaptation; families experience significant emotional and economic burdens; school organisation and the availability of material and human resources largely determine inclusion; and community and technological supports, especially online networks, can act as facilitators of integration. The study concludes that addressing the needs of this population requires a global and coordinated approach among education, healthcare, and the community. Ultimately, the review underlines that rare diseases represent a socio-educational challenge that demands comprehensive and inclusive.

Ompoc, J. H. (2026). ***Influence of Teacher Competence and Perceived Parental Involvement on Schooling Readiness among Kindergarten to Grade 1 Learners | Asian Journal of Advanced Research and Reports***. Consulté à l'adresse https://journalajarr.com/index.php/AJARR/article/view/1429

Schooling readiness is shaped by conditions in both home and school environments. This study examined the relationships and predictive contributions of teacher competence and perceived parental involvement to schooling readiness among Kindergarten and Grade 1 learners in the West and East Buhangin Districts of Davao City, Philippines. A quantitative correlational design was used. Data were obtained from 104 public-school teachers selected through stratified random sampling using questionnaires measuring teacher competence, perceived parental involvement, and schooling readiness. Descriptive statistics, Pearson product-moment correlation, and multiple linear regression were applied. Teacher competence had a mean of 3.69, perceived parental involvement had a mean of 3.47, and schooling readiness had a mean of 3.40; all were interpreted as very high. Teacher competence was positively correlated with schooling readiness (r = .330, p = .001), while perceived parental involvement showed a stronger positive correlation (r = .529, p < .001). The regression model was significant, F(2, 101) = 20.720, p < .001, and explained 29.1% of the variance in schooling readiness. Perceived parental involvement independently predicted schooling readiness (B = .439, β = .476, p < .001), whereas teacher competence did not (B = .152, β = .119, p = .208). These findings indicate that constructive parental involvement is a particularly important correlate of readiness in the surveyed setting, while teacher competence remains positively associated with readiness. Strengthening coordinated home-school engagement may support learners' preparation for formal schooling.

Osikominu, A., Pfeifer, G., & Strohmaier, K. (2025). ***When Parents Get to Decide: Choice of Secondary School Track and Student Outcomes*** (Working paper N° 20528). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20528

We exploit a German state-level reform that shifted the right to decide on studentsâ€™ secondary school track from teachers to parents. Applying a disaggregated synthetic control approach to administrative data, we find that transition rates to higher tracks increase substantially, with stronger responses in richer districts. Simultaneously, grade repetition in the first grades of secondary school almost doubles, which has implications on graduation rates at the end of secondary school. Evidence from micro-level data allowing linkage of student achievement to family, teacher, and school characteristics confirms: when high-SES parents are given the right, they disproportionately place their children in higher-than-recommended tracks. This comes at the expense of worse achievement gains for their children.

Parey, B. (2026). **Exploring education experiences of students with disabilities in regular primary and secondary schools in Trinidad**. *International Journal of Inclusive Education*, *30*(9), 2403-2417. https://doi.org/10.1080/13603116.2025.2560007
Children with disabilities are continuously denied the right to equal and quality education. This study explores the education experiences of students with disabilities in regular primary and secondary schools in Trinidad considering online and physical settings. Data were collected from twenty students with disabilities and twenty-two parents/guardians via interviews across all education districts in Trinidad. Findings revealed ableist perceptions of differences leading to marginalisation, inadequate school systems causing students to be left behind, and limited provision of services beyond school systems creating strain for students and parents/guardians. Achieving inclusive education requires the transformation of ableist ideas through sustained public discourse and systemic education reform, including increased collaboration with parents/guardians and the adoption of strategies to facilitate dialogue between students and teachers.

Perry, R. C., Tolmie, A., Toledano, M. B., Shen, C., Thomas, M. S. C., & Dumontheil, I. (2026). **Increasing Social Inequalities in Educational Attainment Over Adolescence Follow Increasing Inequalities in Working Memory**. *Mind, Brain, and Education*, *20*(3), e70048. https://doi.org/10.1111/mbe.70048
By the end of primary school, the poorest UK pupils are around a year behind their peers in terms of educational attainment. This gap doubles by the age of 16. Using longitudinal data from the demographically representative Study of Cognition, Adolescents, and Mobile Phones (SCAMP), we previously showed that working memory (WM) gaps also widen during adolescence. In the current study, SCAMP data were linked with data from the UK Department for Education's National Pupil Database (n = 2726). Analyses showed that differences in WM skill development mediated some of the widening socioeconomic gradient in educational attainment during adolescence. Interestingly, some (parental occupation and income poverty), but not all aspects of socioeconomic status (parental education), predicted individual differences in academic progress via WM. While correlational, these results provide an important starting point for understanding different ways in which socioeconomic status might impact attainment during adolescence.

Piness, J., & Harger, B. (2026). **Unsettled Lives in Unsettled Times: College Student Strategies of Action in Response to COVID-19 Regulations on Campus**. *Sociological Inquiry*, *96*(3), e70040. https://doi.org/10.1111/soin.70040
We use in-depth interviews to explore the ways that on-campus students at a selective liberal arts college responded to COVID-19 regulations in spring 2021. We contribute to the literature on risky behaviors by showing that the "risk frames" these students adopted emphasized the social (wanting to be with friends) and situational (wanting to avoid punishment) concerns for their risky behavior in a setting where the risk of getting others sick was not a salient influence on their behaviors. We also provide a novel case study for "tool kit" approaches to culture by examining the "unsettled" lives of students in "unsettled" times while responding to calls for cultural sociologists to pay increased attention to interactional contexts. Finally, the focus on students at a selective liberal arts college also allows us to make an important addition to research on student responses to risk during the COVID-19 pandemic, which typically focuses on quantitative surveys of students at large institutions and provides insight into student responses to college behavioral regulations more broadly.

Plaud, C., & Texier-Picard, R. (2026). ***Écarts entre étudiant(e)s et enseignant(e)s en première année d'université en filières de sciences expérimentales : Aspects liés au genre***. Consulté à l'adresse Études sur les sciences et techniques, Université Paris Saclay website: https://hal.science/hal-05658681

Poissant, J., Charette, J., Stéphanie, L., France, C., Christa, J., & Francois, P. (2026). **Regards croisés sur les stratégies favorisant la participation au volet Parents de la maternelle 4 ans au Québec**. *Revue hybride de l'éducation*, *10*(3), 1-35. https://doi.org/10.1522/rhe.v10i3.2027
Au Québec, le programme-cycle de l'éducation préscolaire s'adresse aux enfants de la maternelle 4 ans et 5 ans. Dans la maternelle 4 ans, en plus d'un volet éducatif destiné aux enfants, un volet pour les parents vise à créer des liens avec le milieu scolaire et à soutenir la transition vers l'école de l'enfant et sa famille. S'intéressant aux stratégies qui favorisent la participation au volet Parents, cette étude qualitative exploratoire croise les points de vue de 17 enseignantes de maternelle 4 ans et de 25 parents d'un enfant de leur classe, recrutés dans trois centres de services scolaires. Une analyse thématique des entretiens semi-structurés a permis de faire ressortir dix stratégies. Nos analyses montrent les stratégies utiles pour soutenir la participation parentale tout en mettant en lumière les limites d'une approche centrée uniquement sur le volet Parents.

Poulsen, S. M. (2026). **The Meritocratic Glass Ceiling: Students' Perception of Meritocracy in Two Highly Selective Study Programs With Opposing Gender Compositions**. *The British Journal of Sociology*, *77*(4), 591-601. https://doi.org/10.1111/1468-4446.70094
This paper explores gendered dynamics of meritocracy by examining how the meritocratic ideology is either perpetuated or contested within two highly selective university programs with contrasting gender compositions. Through an analysis of interviews with students from two of the most selective and sought-after programs in Denmark, the study examines the students' perceptions of meritocracy, deservingness, legitimacy and their views on the gender imbalance of their program. Drawing on Bourdieu's concepts of capital conversion, symbolic capital, and meritocracy as a legitimating ideology, the analysis shows that while students in both programs have succeeded within a merit-based system, the meritocratic ideology is upheld in the male-majority program and contested in the female-majority program. The paper suggests that women may encounter a meritocratic glass ceiling, which prevents them from accessing the legitimacy and self-assurance that typically accompany success in an educational system grounded in meritocratic ideology.

Raabe, I. J., & Steinmann, I. (2026). **Gender Gaps in School Grades: Resistance Behavior and Class Compositions in England, Germany, The Netherlands, and Sweden**. *Journal of Youth and Adolescence*, *55*(9), 2319-2335. https://doi.org/10.1007/s10964-026-02384-z
Gender differences in school grades remain poorly understood, especially the extent to which behavioral factors and classroom contexts contribute to these gaps. School resistance behavior, i.e. non-adherence to school norms and rules, rejection of authority, and defiance of educational goals through lack of effort, is more frequently observed among boys. This study examines whether such behavior could help to account for gender differences in school grades and that class-level gender composition may also factor in. Data are drawn from the Children of Immigrants Longitudinal Survey in Four European Countries (CILS4EU), comprising 18,234 students (Mage = 14.4, SD = 0.5; 50% female) in 886 classes across England, Germany, the Netherlands,

and Sweden, to examine gender gaps in language and mathematics grades. Controlling for cognitive and language ability and demographic characteristics, results show that gender gaps do not consistently favor girls; boys hold an advantage in mathematics. School resistance behavior strongly predicts grades and boys report higher levels of resistance behavior. However, including resistance behavior in the models does not meaningfully reduce the gender gap in grades, indicating that resistance functions as an independent correlate of grades rather than a mechanism explaining gender differences. Moreover, results show that girls are more strongly penalized for resistance behavior in some countries. This pattern is consistent with the interpretation that gender differences in the academic consequences of resistance behavior may offset the expected reduction in the gender gap that would arise from boys' higher levels of resistance. There is no evidence that class gender composition relates to individual grades. These findings demonstrate that resistance behavior is an important correlate of grading outcomes, yet it does not explain gender gaps, highlighting the need for continued research into the mechanisms underlying gender differences in academic performance.

Razavi, G. (2026). ***The Major Divide: Student Sorting, Meritocratic Admissions & Upward Mobility*** (Working paper N° 10/2026). Consulté à l'adresse Norwegian School of Economics, Department of Economics website: https://EconPapers.repec.org/RePEc:hhs:nhheco:2026_010
Large earnings gaps by socio-economic status (SES) persist among college applicants even where tuition is free. Using the universe of Danish applications linked to administrative earnings, I ask whether these gaps reflect low returns to selective majors, admission rules, or students' own choices. Leveraging GPA admission cutoffs from a centralized matching algorithm, I apply a regression discontinuity design (RDD) to examine whether low-SES students benefit from selective college majors. Scoring just above the cutoff for admission to a more selective major raises low-SES students' income by 9% at age 30, partially closing the class gap in earnings. For high-SES students I find no detectable gain. To disentangle the contribution of major-specific returns from that of students' choices as sources of inequality, I then estimate a joint model of college major choice and earnings in which returns depend on peer composition, using students' rank-ordered application lists to correct for selection on unobservables. Low-SES returns exceed high-SES returns, relative to their outside options, across most of the major selectivity distribution. Current GPA-based meritocratic admissions are inefficient in terms of maximizing earnings: implementing need-affirmative admissions, holding capacity fixed, would reduce the class gap by 15% through upward mobility of disadvantaged students. Notably, the class gap in earnings could largely be eliminated if students selected college majors based on returns, though this requires expanding capacity. Thus, disparities persist not because disadvantaged students experience low returns from selective majors, but because of how seats are allocated and which majors students choose.

Reyes-Rodríguez, A. C., Valdés-Cuervo, A. A., García-Vázquez, F. I., Parra-Pérez, L. G., & Morales-Álvarez, A. (2026). **Influence of students' perceptions of teachers' prejudice on attitudes toward LGB peers: mediating roles of diversity affinity and masculine norms conformity, and the moderating role of gender**. *Social Psychology of Education*, *29*(1), 88. https://doi.org/10.1007/s11218-026-10257-3
This study examined the relationship between perceived teacher prejudice and students' positive attitudes toward lesbian, gay, and bisexual (LGB) peers. The research also investigated the mediating roles of students' affinity for diversity and conformity to masculine norms, as well as the moderating effect of students' gender. A sample of 539 secondary and high school students

from two Mexican states completed self-report surveys. Path analyses were conducted using robust maximum likelihood estimation and cluster-robust standard errors to account for the nesting of students within schools. The results indicated that perceived teacher prejudice was not directly associated with students' positive attitudes toward LGB peers. However, significant indirect effects were observed through both students' affinity for diversity and their conformity to masculine norms. Furthermore, gender moderated these mediational effects: the negative impact of perceived teacher prejudice on students' affinity for diversity and the positive effect on conformity to masculine norms were significantly stronger among male students than among female students. These findings highlight the critical role of educators in shaping students' attitudes and underscore the importance of addressing teacher bias in school environments. Interventions designed to promote inclusivity and acceptance of sexual diversity should focus on reducing teacher prejudice and addressing gender-specific influences on student attitudes.

Rivière, J. B., & Cacouault-Bitaud, M. (s. d.). ***Les moniteurs des maisons familiales rurales: Sociologie d'un groupe professionnel méconnu***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-moniteurs-des-maisons-familiales-rurales/86062
Nés dans l'élan des mouvements paysans de l'entre-deux guerres, les moniteurs du mouvement des maisons familiales rurales (MFR) demeurent des figures discrètes, pourtant essentielles, de l'accompagnement des jeunesses agricoles et rurales.À partir de leurs récits biographiques et des archives du mouvement, cet ouvrage retrace la manière dont leur fonction s'est façonnée puis transformée : du « moniteur agricole » proche de l'instituteur et enraciné dans son territoire au pédagogue chargé de remobiliser des adolescents en difficulté scolaire.Il offre une plongée vivante dans l'histoire d'un groupe professionnel méconnu et dévoile, à travers eux, les mutations de la formation en alternance et des mondes ruraux.

Rogne, A. F., Knutsen, T. K., & Modalsli, J. (2026). **A college on every cape: gender equality, gender segregation and local college openings**. *European Sociological Review*, *42*(4), 655-674. https://doi.org/10.1093/esr/jcaf060
The expansion of higher educational systems in Western countries in the latter half of the 20th century is central to the reversal of the gender gap in education. In Norway, major reforms starting in the late 1960s aimed at making higher education more accessible for large segments of the population. This occurred through the establishment, upgrading, and gradual expansion of local colleges across the country, especially in female-dominated fields associated with work in expanding welfare sectors. Previous research has suggested that the gendered profile of educational expansions contributed to the cementing of horizontal gender segregation patterns in education and the labour market. We shed light on these processes using new and detailed data on the establishment and upgrading of higher educational institutions between 1969 and 1992. Linking these to individual-level register data, we study how regional variation in educational opportunities affected the educational attainment and field of study choices of young women and men, using an event study approach. While increased access to college education was a prerequisite for the reversal of the gender gap, our results suggest that the location of colleges had, at most, a very modest impact on local educational attainment and gendered field of study choices.

Salvanes, K. G., Cattan, S., & Tominey, E. (2025). ***First Generation Elite: The Role of School Social Networks*** (Working paper N° 20004). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20004

High school students from non-elite backgrounds are less likely to have peers with elite educated parents than their elite counterparts in Norway. We show this difference in social capital is a key driver of the high intergenerational persistence in elite education. We identify a positive elite peer effect on enrolment in elite programmes and disentangle underlying mechanisms. Exploiting a lottery in the assessment system, a causal mediation analysis shows the overall positive peer effect reflects a positive effect on application behaviour (conditional on GPA), which dominates a negative effect on student GPA. We consider implications for income mobility finding that encouraging further mixing between elite and non-elite students in high school could improve mobility across the whole distribution.

Sato, Y. (2026). **Crossing Borders and Telling Stories: A Narrative Inquiry of Asian International Students' Engagement in U.S. Racial Justice Activism**. *The Journal of Higher Education*, *0*(0), 1-26. https://doi.org/10.1080/00221546.2026.2722487
International students' engagement in racial justice activism remains understudied. Guided by International Student Critical Race Theory (IntlCrit) and using narrative inquiry, this study examines how transnational and institutional influences shaped Asian international students' engagement in U.S. racial justice activism. Drawing on five illustrative participant cases and a cross-case analysis, the findings reveal three themes. First, participants developed transnational racial consciousness by connecting U.S. racial injustice to histories and inequalities in their home countries, leading them to reconsider their positionalities. Second, their engagement was shaped by unfamiliar protest norms, peer relationships, emotional strain, and immigration-related risks. Third, participants perceived institutional power as limiting their recognition within equity efforts and weakening their trust in universities. These findings demonstrate how racial justice activism is interpreted and reshaped across borders, challenging assumptions about international students' political passivity. The study extends student activism and CRT scholarship and highlights universities' responsibility to recognize international students' racialized experiences and political agency.

Sethi, R., & Somanathan, R. (2026). **Meritocracy in the face of group inequality**. *Economica*, 93(372), 1446-1463. https://doi.org/10.1111/ecca.70063
Abstract Meritocratic systems are commonly understood as those that assign tasks to individuals who can best perform them. But future performance is not known prior to assignment, and must be inferred from other traits. We consider a model in which performance depends on two attributes—ability and training—where ability is endowed and unobserved, and training is acquired and observed. The potential to acquire training depends on ability and resource access, so ability affects performance through two channels: indirectly through training, and directly through the performance function. The population consists of two groups, each with the same ability distribution, but with differential access to resources. We show that performance-maximizing allocations are not necessarily group-blind or monotonic in training, and can involve greater representation of groups with lower resource access than would arise if the only criteria for selection were past performance. If policies are constrained to be monotonic due to the possibility of strategic applicant behaviour, then these representation effects can be mitigated or amplified, depending on the fraction of the population that is selected.

Shao, X., Ding, W., Chen, Y., Wu, L., Li, W., & Xie, R. (2026). **Intergenerational transmission of academic anxiety in China: Linking parental work–family conflict to children's learning**

engagement under "double reduction". *Family Relations*, *75*(4), 3026-3043. https://doi.org/10.1111/fare.70208
Objective This study aimed to systematically investigate how parental work–family conflict influences children's learning engagement through the mechanism of intergenerational anxiety transmission, as well as to explore potential differential pathways between fathers and mothers. Background Although China's "Double Reduction" policy reduces students' academic load, it also reshapes family educational roles and emotional climates. Yet, how parental work–family conflict influences children's learning in this new context remains underexplored. Method A total of 387 families participated in the study. Mothers and fathers completed the questionnaire, including questions regarding work–family conflict and educational anxiety. Children completed scales measuring academic anxiety and learning engagement. Results The results indicate that at the overall family level, parental work–family conflict is significantly correlated with children's learning engagement, with children's academic anxiety serving as an independent mediator, and the chained mediation pathway of "parental conflict → parental educational anxiety → children's academic anxiety → learning engagement" is established. In the father–child pathway, only the chained mediation is significant, whereas in the mother–child pathway, both the independent mediation of children's academic anxiety and the chained mediation are significant. Conclusion The findings indicate that parental work–family conflict is a risk factor affecting children's learning engagement under the Double Reduction policy, with intergenerational anxiety transmission serving as the key mechanism. It is recommended that policy implementation should focus on the family emotional ecosystem by alleviating emotional burdens through school–family collaborative support and workplace family-friendly policies, while providing targeted family education guidance based on parental gender differences.

Small, P. A., Eshetu, M., Kangriwala, D., Kwafo, H., & Lui, J. (2026). **Not "seeing race": The effects of institutionalized racial colorblindness on college admissions decisions**. *Analyses of Social Issues and Public Policy*, *26*(2), e70074. https://doi.org/10.1111/asap.70074
Racial colorblindness refers to the prescriptive belief that race should not influence institutional practices or interpersonal interactions. Though racial colorblind ideology was championed in the 2023 Supreme Court ruling reversing affirmative action in college admissions, existing research suggests that such beliefs may perpetuate racial inequality by neglecting the importance of policies that consider historical and social factors. Two studies investigate how institutionalized racial colorblindness shapes evaluations of student applicants of color. In two online samples of US adults, participants act as college admissions officers and evaluated hypothetical applications. In Study 1, students of color—who mentioned race in their personal statement—were rated as less qualified for admission when the Supreme Court ruling was mentioned relative to those evaluated without this policy cue. Study 2 further demonstrated that applicants who described experiences of racial injustice were penalized compared to those who expressed racial pride or did not mention race. Overall, the findings highlight the potential consequences of institutionalizing racial colorblindness in the admissions landscape and the risks this poses for students of color.

Soares, P. S. M. (2026). **Number of Books at Home as a Proxy for Socioeconomic Status: Assessing Their Role in Predicting Adolescent Mental Health Inequalities in PISA 2018 and 2022**. *Child Indicators Research*, *19*(4), 1847-1870. https://doi.org/10.1007/s12187-026-10364-9
Given the substantial influence of socioeconomic background on adolescent mental-health outcomes, there is a need for reliable, valid, and cost-effective indicators of socioeconomic

status (SES) for this age group. One potential indicator is the number of books in the home. This study therefore aimed to: (1) examine the extent to which the number of books in the home explains variation in SES, operationalised through parental education and occupational status; and (2) compare the degree to which adolescent mental-health inequalities are predicted by the number of books in the home versus SES based on parental education and occupational status. The study used public-use data files from the Programme for International Student Assessment (PISA), administered in 2018 and 2022 to 15-year-old students from 16 participating countries. The proportion of variance in SES scores explained by the number of books in the home ranged from 4.5% (95% CI: 3.9%–5.1%) in the United Arab Emirates to 23.4% (95% CI: 21.1%–25.8%) in Bulgaria. Among the countries analysed, the predicted inequalities in mental health using socioeconomic level differed from those using the number of books in the household only in Georgia, Serbia, Spain, and the United Arab Emirates. These findings suggest that, while the number of books in the home holds potential as an SES indicator in certain contexts, its universal application should be approached with caution.

Starr, C. R., & Shirefley, T. A. (2026). **"They told me to succeed where they couldn't": Parent support and STEM motivation among STEM majors from low socioeconomic status backgrounds**. *Social Psychology of Education*, *29*(1), 82. https://doi.org/10.1007/s11218-026-10252-8
Grounded in situated expectancy-value theory, this retrospective mixed-methods study examined how parent support during adolescence relates to STEM (science, technology, engineering, and math) motivation among low SES undergraduates currently majoring in STEM (n = 222; 86% women; 53% White, 19% Latine, 17% Asian, 7% Black). Past work has demonstrated that parent support positively relates to STEM motivation. However, few studies have examined this pattern amongst low socioeconomic status (SES) students, defined as students who are first-generation and/or from low-income backgrounds. Open-response thematic analysis revealed that socioemotional support, instrumental support, and role models were the most common forms of support for adolescent STEM pathways. Regression analyses revealed that quantitative measures of socioemotional support predicted student's STEM expectancy and value beliefs, while instrumental support predicted only STEM expectancy beliefs. The implications of such findings can assist educators and parents in creating family-centered outreach opportunities that emphasize parental values and encouragement to help broaden STEM participation among low SES youth.

Steiber, N., & Siegert, C. (2026). **Educational hypogamy and gender equality within couples: a review of competing hypotheses and evidence from the Generations and Gender Survey**. *European Sociological Review*, *42*(4), 507-526. https://doi.org/10.1093/esr/jcaf059
This study examines the implications for gender equality of the increasing prevalence of heterosexual couples in which the woman is more highly educated than the man ('educational hypogamy'). It provides a structured overview of competing theoretical predictions regarding the association of hypogamy with gender equality within couples and formulates specific hypotheses that address selection into hypogamous unions. Using data from the Generations and Gender Survey and employing diagonal reference models, the study investigates how hypogamy relates to gender attitudes and the gender division of labour within couples, net of partners' educational attainment levels. Results indicate that hypogamy is associated with a more egalitarian division of paid work, particularly among parents, and with fathers expressing more supportive attitudes towards maternal employment. However, although hypogamous women are more strongly engaged in the labour market after becoming mothers than their

counterparts in homogamous unions, their partners' contributions to household chores do not increase proportionately, reflecting a pattern consistent with the 'stalled gender revolution' theory. Thus, hypogamy is associated with more gender equality in labour market participation but not with a more equitable sharing of household tasks.

Stein, F. (2026). **Participation in Primary Schools from the Perspective of Children with and Without Special Educational Needs**. *Child Indicators Research*, *19*(4), 2015-2040. https://doi.org/10.1007/s12187-026-10370-x
Empirical studies show that participation in primary schools improves the well-being, development, and skills of children with and without Special Educational Needs (SEN). However, it remains unclear to what extent children's experiences of participation vary across (diverse) SEN and non-SEN groups and school types. The present study (n = 147) addresses this research gap using qualitative interviews conducted in German primary schools and analyzed via a Grounded Theory approach, supplemented by descriptive quantitative analyses to capture the prevalence of children's experiences of participation. The findings show that some children experience everyday school life as externally controlled and report that teachers normally decide learning content, tasks, and organizational processes. This is reported particularly often by children with SEN (SEN, i.e. intellectual development, learning, and social-emotional development) who attend special schools (71%). Furthermore, some children view participation as unfair, seeing it as favoring certain individuals. In creative learning contexts, some children report only limited opportunities for participation, particularly children (with or without SEN) in mainstream schools (45%). These children interpret a lack of participation as unjust. By contrast, in so-called "democracy schools", which focus on child participation, 80% of children report extensive opportunities to get involved. There, teachers are described as learning facilitators, and participation is understood as fair and self-evident. Yet such participation is also experienced as challenging, particularly by girls and by children with SEN. The findings have implications particularly with regard to children's rights and the structural exclusion of children with SEN.

Takahashi, Y., Takayama, N., & Unayama, T. (2026). ***Trends in Completed Fertility Rates by Educational Attainment in Japan: A new method for measuring demographic indicators using Japanese census data (Japanese)*** [Working paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://EconPapers.repec.org/RePEc:eti:rdpsjp:26032
This paper proposes a method for estimating the distribution of completed parity by combining information on co-residing children across multiple censuses. Applying the method to the Japanese population censuses conducted from 1980 to 2020, we construct data on completed parity and completed fertility rates, by single year of birth and educational attainment, for women born between 1940 and 1980. The data reveal five key findings. First, completed fertility declined from 2.0 for the 1955 cohort to 1.4 for the 1970 cohort and then leveled off. The expansion of higher education accounts for only about 5 percent of the decline, while most of the decline reflects behavioral changes within educational groups. Second, the parity distribution shifted from one centered on two children to one with a high share of childless women. Third, an average decline in mothers' mean completed parity, an increase in lifetime unmarried rate, and increase in lifetime childlessness among married women each account for about one-third of the fertility decline. Fourth, many of the additional lifetime unmarried women lived with their parents at age 50. Fifth, among lifetime unmarried women living with their parents, the proportion whose primary activity is "work" has remained high, while the proportion whose

primary activity is "housework" has declined. These patterns are observed regardless of educational attainment, although the contribution of each factor differed across educational groups.

Tan, Y., Mendoza, N. B., & Yeung, S. S. (2026). **Profiling ICT users and social-emotional and academic outcomes: a multilevel latent profile analysis**. *European Journal of Psychology of Education*, *41*(2), 48. https://doi.org/10.1007/s10212-026-01098-x
This study employs multilevel latent profile analysis to characterize information and communications technology (ICT) use profiles among students and schools, examining their associations with background factors, motivational factors, ICT availability and quality, and academic and social-emotional outcomes. A sample of 302,592 students nested within 13,650 schools from PISA 2022 data was used. The results showed four students' ICT use profiles: high-use (male-dominated/high self-efficacy/higher socioeconomic status), social-entertainment (female-predominant), creation-oriented (higher socioeconomic status), and low-use (lower socioeconomic status). Low-use students demonstrated optimal academic achievement (reading/mathematics/science) and social-emotional outcomes, while high-use profile showed the weakest outcomes. At the school level, three typologies were identified: creation oriented, low use, and mixed use. Mirroring individual patterns, low-use schools exhibited peak academic/socioemotional performance, whereas creation-oriented schools demonstrated comparatively lower performance in these domains. These findings challenge assumptions about the inherent educational value of technology and underscore the necessity of investigating ICT use subtypes to inform differentiated educational interventions.

Toczyski, P., & Siemion-Tomczak, M. (2026). **Educational exclusion and mental health of Roma children in Poland: systemic problems and recommendations**. *International Journal of Inclusive Education*, *30*(10), 2944-2959. https://doi.org/10.1080/13603116.2025.2577268
Introduction: The Roma minority in Poland has been struggling with systemic educational exclusion for years, which affects their social and economic situation as well as their mental health. This article analyzes three key systemic issues in the Polish education system concerning Roma children: overrepresentation in special schools, a shortage of Roma education assistants, and a high dropout rate after primary school. Methodology and results: Based on data from the Educational Information System (SIO) and scientific research, the article highlights the mismatch of diagnostic tests to the linguistic and cultural needs of Roma children, leading to misdiagnoses and stigmatization. There are significant differences in the percentage of Roma children in special schools between Polish provinces. The lack of support from Roma education assistants and insufficient promotion of education within the Roma community exacerbate the problem. Discussion: The article provides recommendations for implementing tailored diagnostic tests, increasing the number of Roma education assistants, organizing anti-discrimination training, and supporting programs to guide Roma children in choosing educational paths. It emphasizes the importance of inclusive education in improving the mental well-being of Roma children and calls for collaboration among state institutions, NGOs, and the Roma community. Implementing these actions could reduce educational inequalities, enhance social integration, and support the Roma minority in Poland.

Towns, M., Sortheix, F., Upadyaya, K., & Abdulhamed, R. (2026). **The association between social factors and reading performance among the majority population and immigrant-origin**

adolescents in Finland. *European Journal of Psychology of Education*, *41*(2), 72. https://doi.org/10.1007/s10212-026-01135-9
In Finland, research highlights a persistent academic achievement gap between majority population non-immigrant and immigrant-origin students. The present study examines whether and how social factors, such as the quality of teacher-student relationships, students' sense of school belonging, and the schools' proportion of immigrant-origin students, are associated with academic achievement among non-immigrant majority population, and first- and second-generation immigrant students in Finland. Using multilevel data from a Finnish sample (N = 10,239), this study investigates the associations between these social factors and reading comprehension test performance—a key indicator of overall cognitive development and cultural adaptation. Results suggest that the perceived quality of teacher-student relationship is positively associated with higher reading test performance for all students. Conversely, a strong sense of school belonging was positively associated with higher reading test performance for first-generation immigrant students. A higher proportion of immigrant-origin students at the school was negatively associated with reading test achievement only for first-generation immigrant students. Our study highlights the importance of fostering positive student-teacher relationships and a sense of belonging at school for narrowing the achievement gap and supporting positive educational trajectories for all.

Turner, E. O., & Freidus, A. J. (2026). **Justice-Oriented Visions for Public Education in a Multiracial Democracy: Insights From Research on School Integration**. *Educational Researcher*, *55*(6), 399-406. https://doi.org/10.3102/0013189X261428085
Brown v. Board of Education has played a central role in imagining educational justice in the United States. However, the lessons that we should draw from school desegregation is contested terrain, and desegregation efforts have largely failed both to grapple with the country's multiracial constituency and to offer a positive vision for schools. In this essay, we use theoretical conceptualizations of justice, relational theories of race, and research literature to offer a more robust vision of public schooling for a multiracial democracy. This multidimensional, situated, and relational framework is one powerful tool for those designing research, policies, and practices that help us move toward multiracial democracy.

UNESCO, Equimundo, & University of East Anglia. (2026). ***Lifting barriers: boys' disengagement from education, volume 1: scoping study***. https://doi.org/10.54675/OPEX9796

van Tricht, L., Gubbels, J., Hoogeveen, L., & Bakx, A. (2026). **Motivation of high-ability secondary school students from low SES families: the Netherlands, compared to Belgium, Luxembourg, Denmark, and Germany**. *International Journal of Inclusive Education*, *30*(10), 2977-2994. https://doi.org/10.1080/13603116.2025.2578426
The current study aimed to gain insights into the relation between high-ability, low socioeconomic status (SES) and motivation in secondary school students in the Netherlands, Belgium, Denmark, Germany, and Luxembourg. The hypothesis was that low SES, high-ability students had a stronger probability to be in the group of 10% least motivated students, considering that they seem to be at risk of not being recognised for potential high abilities. Using the PISA data of two cohorts, N = 34,000 (2015) and N = 31,578 (2018), high-ability was operationalised by high-performance on one or more subjects. In general, students from the Netherlands were significantly less motivated for science and reading than students from the other countries. Relations between performance and motivation, and between SES and motivation, were similar in all five countries. A logistic

regression showed that, after controlling for gender, there was an effect of SES in Belgium, Denmark and Germany, indicating that coming from a low SES family increased the chances of being low in motivation. An effect of performance showed that in all countries in both cohorts high-performance made it significantly less probable to be in the group of least motivated students. An interaction effect was found between SES and performance in Germany in 2018, indicating a moderating influence of SES on the relation between performance and motivation in average/high SES students, but not in low SES students. Future research is recommended on high-ability in addition to performance, qualitative research in addition to quantitative results.

Verbena, S., & Palladino, B. E. (2026). **A systematic review of racial/ethnic microaggressions assessment in formal educational settings**. *Social Psychology of Education*, *29*(1), 104. https://doi.org/10.1007/s11218-026-10276-0
Racial/ethnic microaggressions in educational settings are subtle daily manifestations of interpersonal racism that may communicate harmful messages and disrespectful behaviors toward students belonging to marginalized groups. Given the pivotal role of schools and universities in students' emotional, cognitive, and relational growth, it is critical to thoroughly understand the nuanced ways in which racial/ethnic microaggressions may manifest in education through accurate target- and context- specific measurement. In recent years, despite the growing amount of research in this area, there has been no systematic research specifically directed at comparing and analyzing the measurement tools used to assess students' unique perspectives and experiences in formal educational settings. A systematic literature search on PsychINFO, Web of Science, Scopus, and PubMed was conducted in March 2024 following PRISMA guidelines. The search identified 8,406 papers and a final set of 83 papers has been selected. The specificities of the tools for the context, the theoretical dimensions evaluated, the characteristics of the samples, and the psychometric properties of the measurement tools were examined. The results revealed 28 different tools used in the educational settings to assess racial/ethnic microaggressions. However, only five (17.86%) of them are specifically designed to address racial/ethnic microaggressions that happen within secondary or higher education. Additionally, findings underline that although current measures reference Sue's (2007) original taxonomy, many instruments only partially align with this framework and often incorporate additional themes reflecting group-specific stereotypes and contextual experiences. Even in the case of the most commonly used measurement tools, a proper evaluation of the psychometric properties has been found to be scarce. Considering the specificity of the educational settings, there is a clear need for developing contextually and developmentally appropriate instruments, with good psychometric properties that can effectively evaluate students' experiences of racial/ethnic microaggressions. This will support an advancement of the current knowledge of underlying processes and impact of this phenomenon.

Verneuil, Y. (2025). **Régénérer les élites par l'enseignement moral dans les lycées et collèges ? L'échec d'une réforme inspirée de l'éducation nouvelle (1944-1948)**. *Revue française de pédagogie*, *229*(4), 89-103. https://doi.org/10.4000/16omb
En 1944, l'instruction morale et civique est introduite dans l'enseignement secondaire. Il s'agit d'une part, dans un contexte de souci de démocratisation de l'enseignement secondaire, de donner une apparence de continuité entre l'enseignement primaire et le secondaire ; et d'autre part, après la propagande du régime de Vichy, d'organiser la « purification morale » des lycées et collèges. Un programme est établi en 1945, qui distingue instruction morale et instruction civique. Cependant, le directeur de l'Enseignement secondaire au ministère de l'Éducation

nationale, Gustave Monod, entend profiter de l'innovation que constitue l'introduction d'un enseignement de la morale dans l'enseignement secondaire pour rénover la vie scolaire dans le sens du self-government. Ce projet est en phase avec les conceptions de la Commission Langevin-Wallon, mais s'avère un échec, l'enseignement de la morale ayant pris une tournure livresque.

Wang, Y., Ji, S., Zhang, Y., Huang, C., & Guo, Y. (2026). **Social mobility beliefs enhance academic persistence among middle school students from disadvantaged socioeconomic backgrounds**. *Social Psychology of Education*, *29*(1), 85. https://doi.org/10.1007/s11218-026-10248-4
Students from disadvantaged socioeconomic backgrounds often face greater academic challenges and exhibit lower levels of academic persistence. How can this phenomenon be understood and addressed? Across three studies, we examined the impact of social class on academic persistence and its underlying psychological mechanisms. Study 1 (N = 9,083), based on nationally representative data from the China Education Panel Survey (CEPS), showed that social class positively predicted academic persistence. Study 2 (N = 454), a correlational study, replicated this association and identified internal attributions for wealth as a mediating mechanism. Study 3 (N = 288), an experimental study, manipulated beliefs in social mobility to test their moderating effect on the proposed mediation model. Results revealed that: (1) Students from lower social class backgrounds were less likely to make internal attributions of wealth, which in turn reduced their academic persistence; (2) Beliefs in social mobility moderated this indirect effect—under low perceived mobility, internal attributions were lower and persistence lower among students from disadvantaged socioeconomic backgrounds, whereas high perceived mobility mitigated this pattern, reducing the persistence gap between social classes. These findings offer theoretical insights into the psychological processes linking social class and academic outcomes, and provide practical implications for promoting educational equity.

Weingarten, Z., Behrman, J. R., & Postlewaite, A. (2026). ***Local Signals in a Global Tournament:Information Frictions, Optimism, and College Completion*** [Working paper]. Consulté à l'adresse Penn Institute for Economic Research, Department of Economics, University of Pennsylvania website: https://EconPapers.repec.org/RePEc:pen:papers:26-012
Families frequently receive local signals about children's skills, such as class rank in high school, yet the college market in which most students ultimately compete is much broader. Using nationally representative data, we show that student effort, parental investment, and beliefs about college degree attainment all respond predominantly to local ranks as opposed to global ranks, despite both strongly predicting college completion. We develop and estimate a dynamic model separating optimistic beliefs, information frictions, and peer interactions. Counterfactual-policy experiments show that more precise information, provided sufficiently early, raises skill accumulation and college completion. Eliminating optimism has the opposite effects on all outcomes.Length: 76 pages

Whitehead, M. A., Briscoe, K. L., Ford, J. R., Wallace, J. K., & Smith, T. C. (2026). **The Specificity of Anti-Blackness: A Critical Co-Constructed Autoethnography on the Marginalizing Experiences of Early-Career Black Faculty**. *The Journal of Higher Education*, *97*(6), 993-1017. https://doi.org/10.1080/00221546.2025.2545162
A large body of empirical research has revealed U.S. Black faculty's experiences with racism, sexism, and heterosexism within historically white institutions (HWIs). These studies point to the lack of structural support they receive from the institutions, their experiences with racist and sexist

microaggressions, challenges to their credibility and competence, their experiences with invisibility and hypervisibility, and barriers to tenure. Most of this scholarship has used critical race theory and intersectionality in foregrounding both Black faculty's narratives and structural analyses of racism and sexism. However, we sought to understand how anti-Blackness and whiteness (as distinct forms of racialized oppression) shape Black faculty's marginalizing experiences within the academy. Accordingly, this critical co-constructed autoethnography foregrounds analyses of anti-Blackness and whiteness within the marginalizing experiences of five early-career Black faculty members. Findings from this study revealed the interconnected themes of (a) multi-layered surveillance (contexts of monitoring Black faculty's teaching in ways that protect dominant white interests); (b) defining worth, merit, and competence (in ways that reified whiteness as property); and (c) multi-layered pathologization (how other faculty, staff, administrators, and students discursively positioned Blackness and Black bodies). We conclude by offering implications for policy, practice, and research.

Wu, Y., Qi, D., & Xu, S. (2026). **How Do Family Conflicts Affect Adolescents' Academic Performance: An Empirical Study Based on the Data of China Family Panel Studies (CFPS)**. *Journal of Family and Economic Issues*, *47*(3), 527-540. https://doi.org/10.1007/s10834-026-10086-8
The family plays a vital role in adolescent growth and development, but family conflicts, like parent-child conflict and parental conflict, may negatively affect adolescents' academic performance. This study uses the data of China Family Panel Studies (CFPS) 2020 and selects adolescents aged 9 to 16 as the sample, to empirically examine the effects of parent-child conflict and parental conflict on adolescents' academic performance and analyze the heterogeneity of these effects. This paper also uses structural equation modeling to explore the mediating mechanism in the relationship between family conflicts and adolescents' academic performance. The regression results show that both parent-child conflict and parental conflict negatively affect adolescents' self-rated academic scores, language performance, and math performance. Heterogeneity analysis further reveals that, in the group of parents with low-level education background, and in the group of boys, the impacts of parent-child conflict on adolescents' academic performance is more significant. Structural equation modeling finds that family conflict indirectly affects adolescents' academic performance mediated by deteriorations in adolescents' psychological condition, disruptions in study habits, and harsher or neglectful parenting styles. Therefore, it is important to reduce family conflicts and improve the family atmosphere to promote adolescents' academic performance.

Yao, A. A. (s. d.). ***Alphabétisation et réinsertion socioprofessionnelle des jeunes filles bénéficiaires du programme « Girl power » de l'Office du Service Civique National***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/alphabetisation-et-reinsertion-socioprofessionnelle-des-jeunes-filles-beneficiaires-du-programme-girl-power-de-l-office-du-service-civique-national-oscn/86097
Cet ouvrage est le fruit d'une recherche approfondie visant à mettre en lumière l'impact de l'alphabétisation sur le parcours des jeunes filles bénéficiaires dudit programme, dans la perspective de favoriser leur insertion durable dans la vie socioprofessionnelle.En effet, cette étude met en évidence les effets positifs de ce programme sur cette frange de la population, notamment à travers l'acquisition de compétences éducatives et de compétences de vie, ainsi que l'émergence de changements rapides et durables de comportements favorisant leur autonomie, leur indépendance et leur liberté financière.Ainsi, l'alphabétisation, en tant qu'outil d'aide à la décision et socle de la « formation à la racine », se situe au cœur d'un processus

d'autonomisation. Elle conduit les apprenantes à prendre conscience de leurs potentialités, contribuant ainsi à la réduction de leur vulnérabilité sociale.Cet ouvrage s'inscrit, dès lors, dans une dynamique de proposition de solutions à forte portée sociale. Il met en lumière une dimension essentielle du quotidien des femmes, actrices et piliers du développement endogène de leur pays, en quête d'épanouissement personnel.

Zenou
, R. M. M. V. Y. (2025). ***Recognizing Talent: Evidence from Exposure to Math Award Winners*** (Working paper N° 2026-16). Consulté à l'adresse Monash University, Department of Economics website: https://EconPapers.repec.org/RePEc:mos:moswps:paper_1785128045785_804
We study how public recognition of academic talent affects schoolmates' outcomes and university choices. Using unique data on national award winners from the Hellenic Mathematical Society linked to administrative records, we estimate the causal impact of exposure to a publicly recognized high-achiever within a student's school or classroom. Identification relies on (i) across-cohort variation within schools, comparing cohorts with and without an award winner, and (ii) quasi-random classroom assignment, comparing classrooms with and without a randomly assigned math award winner within school-cohorts. We find that exposure to a male award winner improves male peers' outcomes: performance rises by 4.5% of a standard deviation on standardized exams, and STEM and academic university enrollments increase by 3 and 1.4 percentage points, respectively. Effects are concentrated in mathematics, are stronger in smaller cohorts, and are amplified by same-class exposure, consistent with visibility and interaction. Within-school comparisons to cohorts with high-achieving non-winners suggest recognition amplifies effects beyond peer quality alone. Female peers show no overall gains, though math scores improve in a representative subsample.

Zenou, S. G. S. G. R. M. Y. (2026). ***Disruptive Peers and Academic Performance: Short- and Longer-Term Outcomes*** (Working paper N° 2026-18). Consulté à l'adresse Monash University, Department of Economics website: https://EconPapers.repec.org/RePEc:mos:moswps:paper_1785128387068_55
How do disruptive peers shape academic and career paths? We examine this question by leveraging the random assignment of students to classrooms in Greece and identifying the effects of peer disruptiveness on academic performance and career paths. Using suspen- sion hours as a measure of disruptiveness, we find that students assigned to more disruptive classrooms have lower academic achievement, a higher risk of grade retention, and reduced likelihood of graduating from high school on time. They are also less likely to pursue compet- itive STEM fields or enroll in selective postsecondary programs. The adverse effects are more pronounced for students from low-income areas, in larger classrooms, or with fewer female peers. Using a lab-in-the-field experiment, we find that exposure to multiple disruptors, com- pared with just one, reduces students' study motivation, college aspirations, and readiness for science studies and careers, especially for those seated closer to disruptive peers.

Zhang, C., Bai, J., & Li, Y. (2026). **Breaking Barriers: Free Education Reform and the Urban–Rural Disparities in China**. *Pacific Economic Review*, *31*(3), 245-266. https://doi.org/10.1111/1468-0106.70024
After the consistent implementation of the 'Two Exemptions and One Subsidy' reform for over 15 years, the first cohort of individuals who underwent this reform during their entire compulsory education has now transitioned into the adult labour force. This paper investigates the enduring

effects of this reform on urban–rural disparities. Our cohort triple differences results reveal that the reform has significantly reduced the disparities in terms of years of education, admission rates to tertiary education institutions, employment rates (including non-agricultural employment) and personal income levels. By expanding our understanding of subsidised educational policies, we contribute to existing literature and provide important evidence that could help bridge the urban–rural divide in terms of long-term human capital development.

Zhang, L., Mendoza, N. B., & Jiang, Y. (2026). **Perceived parental academic pressure and adolescent students' school burnout and achievement: Different types of cost as mediators**. *European Journal of Psychology of Education*, *41*(2), 44. https://doi.org/10.1007/s10212-026-01099-w
Drawing on Situated Expectancy-Value Theory, we examined how students' perceptions of parental academic pressure would predict different types of perceived cost, namely effort, opportunity, psychological, and emotional costs, which in turn lead to different levels of school burnout and academic achievement. Results based on a group of 616 Chinese seventh-grade students revealed that parental academic pressure positively predicted all four types of cost. In addition, emotional and opportunity costs mediated the relationship between parental pressure and school burnout, while effort and emotional costs mediated the relationship between parental pressure and achievement. Interestingly, psychological cost was positively associated with achievement, suggesting that concern over self-worth may motivate students under high parental expectations. Multi-group analyses revealed no significant gender differences in these cost-mediated pathways linking parental academic pressure to burnout and achievement, indicating broadly similar underlying psychological mechanisms across boys and girls. These findings underscore the multidimensional nature of cost and highlight the role of parental influences in shaping students' motivational beliefs and academic outcomes.

Climat de l'école

Afonso, E. (2026, septembre 2). **Sur le terrain, les chercheuses face aux violences sexistes et sexuelles de leurs collègues**. https://doi.org/10.64628/AAK.gm9w4gwdy
Loin des laboratoires, les conditions de travail de terrain peuvent accroître les risques de violences sexistes et sexuelles et avoir des conséquences durables sur les carrières scientifiques.

Alan, S., Biswas, K., Hauser, C. S., & Sabarwal, S. (2025). ***Adolescent Behavior, Learning, and Knowledge Spillovers: Evidence from a Randomized Experiment*** (Working paper N° 20127). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20127
We evaluate a program that shifts the responsibility for establishing positive behavioral norms and reducing classroom disruptions from teachers to students. Covering over 7,500 adolescents from 127 middle schools in Bangladesh, we find that the program significantly improves the classroom social climate, fostering greater cooperation, stronger behavioral norms, and more supportive peer networks. High-performing students emerge as the primary beneficiaries of this improved social climate, exhibiting significantly higher performance in math and verbal tests immediately after the program. A follow-up 1.5 years later reveals that while social climate improvements fade, math gains persist and extend to more students, though they remain concentrated among higher-ability peers. We identify a key mechanism behind this effect: the program strengthens

academic support networks among high-ability students, enhancing knowledge spillovers within this group. Our findings suggest that a student-led, cohesive classroom environment creates conditions that help high-ability students excel and facilitate peer learning.

Aune, K., Peacock, L., Rockenbach, A. N., Guest, M., & Mayhew, M. J. (2026). **How can universities support students' interfaith learning? Findings from a longitudinal survey of students in the UK**. *Higher Education*, *92*(1), 255-273. https://doi.org/10.1007/s10734-025-01533-w
Across the globe, on-campus religious diversity generates opportunities for learning and growth. But how can universities prepare students to learn about and engage positively with people with different religions and beliefs from their own? Put another way, how can universities best support students' interfaith learning? This article explores how the university environment, or 'campus climate', influences one measure of interfaith learning, students' positive engagement with religion and worldview difference (what we call 'pluralism'). The data are drawn from a longitudinal survey of 1,000 university students in the United Kingdom (UK), surveyed twice during their studies, in 2021 and 2022. Statistical analysis reveals that increases in pluralism are shaped by the perception of a religiously diverse campus, safe spaces for spiritual expression, and provocative encounters which challenge students' assumptions about their own, and others', worldviews. Meanwhile, the analysis found that students who experience religion or worldview-related insensitivity or coercion at university are more likely to decline in their pluralism. Implications for higher education institutions are discussed.

Baron, E. J., Baum, M. Y., Doyle, J. J., Fitzpatrick, M., Jacob, B., & Ryan, J. P. (2026). ***Institutional Variation in Child Maltreatment Reporting*** (Working paper N° 35619). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35619
Involvement with the child welfare system varies dramatically across places. While some of this variation may reflect differences in underlying maltreatment risk, it may also result from differences in institutional responses to similar circumstances. To disentangle these explanations, we study Michigan public school data linked to Child Protective Services reports from 2017–2024. School-level reporting rates range from virtually none to more than half of students reported between kindergarten and fifth grade. We estimate school-specific reporting tendencies using value-added methods and document substantial variation in reporting behavior after accounting for differences in student risk. Using student movers, we show that these estimates are forecast-unbiased. Our estimates imply that school-specific reporting practices account for roughly 40 percent of the variation in reporting rates across schools. We then estimate a structural model that decomposes reporting practices into diagnostic skill and preferences. Differences in skill explain more than twice as much variation as differences in preferences, and higher-reporting schools tend to be more skilled at identifying high-risk cases. Counterfactual simulations imply that improving detection skill would yield significant welfare gains, while recent policy proposals aimed at reducing or equalizing reporting rates generally lower welfare by increasing the number of high-risk cases that go unreported.

Beaudoin, C., & Barbeau-Hénault, G. (2026). **Perceptions du personnel enseignant et des garçons à l'égard de la relation enseignant-élève au secondaire : des marques d'affectivité, d'attirance et de violence se dessinent**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 164-184. https://doi.org/10.26443/mje/rsem.v60i2.10057

Cet article a pour but de décrire les perceptions déclarées du personnel enseignant et des garçons concernant la relation enseignant-élève (REÉ) au secondaire. Située dans une perspective qualitative interprétative, cette étude met en exergue les propos du personnel enseignant et des garçons, analysés selon une approche thématique. Les principaux résultats montrent que des enseignants témoignent répondre difficilement aux besoins affectifs des garçons, que des enseignantes évoquent subir de la violence des garçons et que ceux-ci déclarent éprouver une attirance envers leurs enseignantes. Ces résultats soulèvent des questions relatives à l'affectivité, à la violence et à l'attirance dans la REÉ.

Bell, M., & Øverland, K. (2026). **Students' perspectives on stakeholders' cooperative efforts to overcome cyberbullying in Norwegian primary schools**. *Social Psychology of Education*, *29*(1), 90. https://doi.org/10.1007/s11218-026-10260-8
This study examines students' perspectives on stakeholder cooperation to address cyberbullying in Norwegian elementary and middle schools (grades 7–10). Q methodology was employed to reveal adolescents' subjective perspectives on what they expect stakeholders to help them with to prevent and stop cyberbullying. Participants were presented with a hypothetical scenario in which their peer was subjected to cyberbullying. Exploratory factor analysis revealed three distinct perspectives: 'Active users who need capable adults' (perspective 1), 'Independent digital enthusiasts' (perspective 2), and 'Peer-oriented users' (perspective 3). Findings suggest capable adults may be requested to help if their actions are based on a genuine understanding of cyberbullying and expected to improve the situation and support the child's developing agency. Findings also indicate that children value their autonomy and peer relations, which may influence their perception of cooperative efforts.

Belluzzo, M., Caceffo, S., Amodeo, A. L., Giaquinto, V., Borrelli, G., Tiscini, G., & Cervini, A. (2026). **Teachers' perceived competence and professional uncertainty when managing micro-exclusions and identity-related classroom dynamics**. *Social Psychology of Education*, *29*(1), 98. https://doi.org/10.1007/s11218-026-10272-4
Teaching is increasingly recognised as emotionally and relationally demanding work, particularly when teachers manage subtle peer dynamics and identity-related classroom interactions. While research on teachers' social and emotional competence has highlighted its importance for classroom climate, less is known about how teachers experience competence and uncertainty in specific, high-stakes situations involving micro-exclusions and identity-sensitive dynamics. This study examines teachers' perceived competence and professional uncertainty in managing micro-relational classroom processes and identity-related interactions, and explores how these domains intersect across levels. The sample comprised 346 in-service teachers from primary, lower secondary, and upper secondary schools in Italy. A convergent mixed-methods design was adopted. Teachers completed two self-report measures assessing perceived competence in managing micro-relational processes (MEPRC) and identity-sensitive classroom dynamics (I-ISEC), alongside open-ended questions. Quantitative data were analysed using descriptive and correlational analyses, while qualitative data were examined through reflexive thematic analysis. Integration was achieved through a joint display. Teachers reported relatively high perceived competence overall, alongside lower confidence in post-conflict repair, protection from peer pressure, and prevention of microaggressions. Micro-relational competence showed a school-level gradient, with increasing difficulty in secondary settings, whereas identity-sensitive competence did not vary by school level. Qualitative findings highlighted invisible peer dynamics, identity-related language, and professional uncertainty linked to boundary

negotiation. Teachers' difficulties in managing micro-exclusions and identity-sensitive dynamics reflect situated professional dilemmas rather than attitudinal deficits. These findings refine conceptualisations of teacher competence by foregrounding the normative and relational conditions under which emotionally demanding classroom work is enacted.

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.

Blanco-Pardo, N., Carrera-Fernández, M. V., Castro-Faria, A., & Fernández-Simo, J. D. (2026). **Bullying through prejudice: the role of heteronormativity, racism, and ageism**. *Social Psychology of Education*, *29*(1), 99. https://doi.org/10.1007/s11218-026-10268-0
Bullying is a complex phenomenon that is fed by social discourses on normative and non-normative identities. However, it has so far been studied from a simplistic perspective, especially focused on micro variables related to the individual, the family, or the school. In this study, we analyzed the profile of students who engage in bullying behavior, examining how this profile differs by gender and is influenced by several forms of prejudice, considering bullies' adherence to gender stereotypes and their sexist (hostile and benevolent), homophobic, racist (blatant and subtle), and ageist (hostile and benevolent) attitudes. The study sample consisted of 2141 Spanish adolescents, of whom 50.5% identified as female, 47% as male, and 2.5% chose other identity options. Their mean age was 14.7 years, and they were attending 3rd and 4th grades of Compulsory Secondary Education (CSE). The two-way MANOVA (Gender x Bullying) reveals significant interactions, showing that girls and boys who engage in bullying behavior hold fewer expressive gender stereotypes and significantly more homophobic and more racist attitudes, both blatant and subtle, than students who do not bully. Likewise, the data show greater similarities between male and female bullies, whereas the group of boys and girls who do not bully their peers is more heterogeneous. The results of our work highlight the urgency of going beyond generic bullying prevention programs by designing interventions that recognize the influence of prejudices about normative and non-normative identities in the genesis of violence, aimed at disrupting normality regimes and following an intersectional, critical, and queer pedagogy.

Camus, J., & Besse, L. (2026, septembre 3). **Périscolaire : derrière le scandale des violences sexuelles, un secteur en manque de projet politique ?** https://doi.org/10.64628/AAK.ya45aarp6

Le scandale des violences dans le périscolaire a révélé des failles dans le recrutement et la formation des animateurs. Mais le secteur ne souffre-t-il pas, avant tout, d'un désintérêt global, qui freine son cadrage et sa régulation ?

Chen, Z., Li, J., & Chu, X. (2026). **Understanding the dynamics of school connectedness and bystanders' defending behavior in bullying: the mediating role of personal mastery**. *Social Psychology of Education*, *29*(1), 81. https://doi.org/10.1007/s11218-026-10253-7
Existing evidence has suggested a positive association between school connectedness and bystanders' defending behavior in bullying contexts. However, the directionality and underlying mechanisms of this effect remain unclear. The present study examined the bidirectional relationships between school connectedness and bystanders' defending behavior in bullying, as well as investigated personal mastery as a mediator in these relationships. A total of 803 elementary school students (girls = 46.33%; Mage = 10.12, SDage = 1.16) completed three waves of assessments, with six-month intervals between waves. This study combined the traditional cross-lagged panel model (CLPM) with the random-intercept cross-lagged panel model (RI-CLPM) to disentangle between-person and within-person effects. CLPM results showed a bidirectional association between school connectedness and personal mastery. The RI-CLPM results indicated that there was a bidirectional positive relation between bystanders' defending behavior in bullying and personal mastery, and that personal mastery mediated the positive feedback cycle from defending behavior to itself. Both CLPM and RI-CLPM showed that defending behavior increased school connectedness through improved personal mastery. Meanwhile, the multi-group analyses of the RI-CLPM revealed no significant moderating effects of gender or socioeconomic status (SES). These findings underscore the importance of personal mastery for healthy development and highlight its pivotal role in bystanders' defending behavior in bullying, offering insights for future anti-bullying interventions.

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'accentue 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.

Cordier, A. (2026, août 28). **Téléphone au lycée : comment transformer une interdiction en éducation ?** https://doi.org/10.64628/AAK.etnsvc7dt
À partir du 1er septembre, les téléphones portables seront interdits au lycée. Mais une interdiction ne peut suffire à une véritable éducation numérique.

Crespin, R. A. (2026). **The Value of School Social Climate Information: Evidence from Chicago Housing Transactions**. *American Economic Journal: Economic Policy*, *18*(3), 163-196. https://doi.org/10.1257/pol.20230136
Educational institutions increasingly measure and publish indicators of social climate. I exploit a plausibly exogenous shock of Chicago school information to examine how social climate information is capitalized into housing markets and affects homebuyer sorting. Using border discontinuities, event studies, and difference-in-differences designs, I find public disclosure raises prices for homes assigned to schools with better climate ratings, with suggestive evidence that higher-income families sort into these homes. A second, less publicized disclosure produced weaker price capitalization but significant responses among higher-income households, suggesting differences in access to information. The findings provide revealed-preference evidence that families value school climate quality.

Erol, M., & Erol, A. (2026). **Friendship Quality, Loneliness, and Subjective Well-Being among Roma Primary School Children in Türkiye**. *Child Indicators Research*, *19*(4), 1743-1767. https://doi.org/10.1007/s12187-026-10357-8
This study examines the relationships between friendship quality, loneliness, and subjective well-being among Roma primary school children in Türkiye, who face socio-cultural disadvantages and structural barriers in educational processes. Additionally, the study examines whether loneliness serves as a mediator in the relationship between friendship quality and subjective well-being. A total of 279 Roma children participated, and data were collected using the Friendship Quality Questionnaire (FQQ), the Children's Loneliness Scale (CLS), and the Subjective Well-Being Scale (ESSWBS). The data were analyzed using a general linear mediation (GLM) analysis. The study's findings revealed a positive correlation between subjective well-being and friendship, and a negative correlation between friendship and loneliness. Additionally, a negative relationship between subjective well-being and loneliness was found, and loneliness mediated the relationship between subjective well-being and the quality of friendships. These results highlight the role of friendship as a protective factor for children with novels.

Fitzpatrick, M. D., Sadowski, K., Chen, C., Day, S., Konty, K., & Argenio, K. (2026). **Asthma management in schools: A tool for reducing absenteeism?** *Economics of Education Review*, *113*, 102813. https://doi.org/10.1016/j.econedurev.2026.102813
Asthma is a leading chronic condition among school-aged children and a major driver of absenteeism. Since attendance is linked to academic success, graduation, and earnings, interventions reducing asthma-related absences may improve educational trajectories. We evaluate a program that placed asthma case managers in New York City public schools to engage directly with students and families. Using novel linked health-education data and a triple-differences design exploiting staggered rollout and asthma targeting, we find significant gains in school-based asthma management: absenteeism among children with asthma fell by 5%, narrowing the asthma/no-asthma gap by 20%, and active asthma prescriptions rose by nearly 10%. These results show that school-embedded supports can improve children's health while also boosting educational outcomes.

Gao, L., Li, Z., Zhang, Z., & Wang, X. (2026). **Longitudinal Relations among Perceived Economic Stress, Teacher-Student Relationships, and Cybervictimization: Exploring Within-Person Links**. *Journal of Youth and Adolescence*, *55*(9), 2259-2273. https://doi.org/10.1007/s10964-026-02378-x

Family economic hardship has been identified as a risk factor for adolescents' cybervictimization. Nevertheless, existing studies have primarily focused on objective economic conditions, and little is known about the within-person association between perceived economic stress and adolescents' cybervictimization and the mediating mechanisms underlying this association. To fill these gaps, the random intercept cross-lagged model was employed to examine the dynamic relations among perceived economic stress, teacher-student relationships, and cybervictimization. The data were obtained from a sample of 2407 Chinese adolescents (Mage = 12.75, SD = 0.58, 50.23% girls at baseline) recruited from seven schools and assessed at three time points over one year. At the between-person level, there were no significant associations among perceived economic stress, teacher-student relationships, and cybervictimization. At the within-person level, perceived economic stress positively predicted later cybervictimization over time, and this effect was unidirectional. The bidirectional relations between perceived economic stress and teacher-student relationships remained stable over time. Cybervictimization significantly and negatively predicted subsequent teacher-student relationships across time, indicating a unidirectional predictive effect. Additionally, perceived economic stress indirectly predicted cybervictimization through teacher-student relationships. The findings highlight the importance of distinguishing within-person from between-person processes and shed light on the longitudinal role of teacher-student relationships in the association between perceived economic stress and cybervictimization.

Grasmeijer, A. J., Mendoza-Berjano, R., & Gómez-Baya, D. (2026). **The mediating role of positive youth development in the relationship between school connectedness and academic outcomes in secondary education students**. *European Journal of Psychology of Education*, *41*(2), 69. https://doi.org/10.1007/s10212-026-01129-7

School connectedness has been shown to support adolescents' academic adjustment by fostering academic performance. However, the specific association between school connectedness and attentional difficulties in class has not been previously examined, nor have the potential mediating factors underlying the broader relationship between school connectedness and academic adjustment. Positive Youth Development (PYD) has also been identified as a predictor of academic adjustment in youth. This study aimed to examine the mediating role of PYD in the relationship between school connectedness and two indicators of academic adjustment, perceived academic performance and difficulty paying attention, in a sample of Spanish students enrolled in compulsory secondary education (n = 1,036; 50.3% boys; Mage = 14.17; SDage = 1.34). A cross-sectional study was carried out using an anonymous questionnaire. School connectedness was associated with higher perceived academic performance and fewer difficulties paying attention in class. Three dimensions of PYD (i.e., character, confidence and competence, but not connection and caring) partially accounted for the relationship between school connectedness and the indicators of academic adjustment. These findings have implications for interventions aimed at enhancing students' academic adjustment, highlighting the importance of integrating the promotion of PYD and school connectedness to achieve more effective outcomes.

Huang, Y., & Chui, H. (2026). **Bullying victimization and school engagement: the role of subjective well-being**. *Asia Pacific Education Review*, *27*(3), 1135-1147. https://doi.org/10.1007/s12564-025-10078-7

Efforts have been made to understand the underlying mechanism between bullying victimization and school engagement but primarily focused on the mediating effects of depression and

anxiety, despite that low subjective well-being (SWB) is more commonly experienced among victims of school bullying. This study compared the mediating effects of SWB, depression, and anxiety in the association between bullying victimization and overall school engagement and examined how SWB was related to each dimension of school engagement with a sample of 232 Chinese adolescents (44.4% boys, age M = 14.4, SD = 1.1). The results showed that SWB was a stronger mediator than depression and anxiety in the association between bullying victimization and overall school engagement. Furthermore, SWB fully mediated the associations between bullying victimization and each of the five dimensions of school engagement. These findings suggest that being bullied may not directly lower one's school engagement, but it significantly compromises one's SWB, which then predicts decreases in school engagement across various dimensions.

Li, X., Shek, E. Y. W., Shek, D. T. L., & Deng, M. (2026). **Peer Victimization, Depression, Conflict with Teachers, and Life Satisfaction: A Moderated Mediation Model Based on Hong Kong Children**. *Child Indicators Research*, *19*(4), 1917-1937. https://doi.org/10.1007/s12187-026-10369-4
Peer victimization is prevalent among school-age children worldwide, including the Hong Kong Special Administrative Region, China. Previous studies have identified the negative consequences of peer victimization for children, but few studies have examined the mediation mechanisms involved in the predictive relationship between peer victimization and life satisfaction. This study explored the predictive effect of peer victimization on children's life satisfaction by considering depression as a mediator, and teacher-student conflict as a moderator in the predictive relationship between peer victimization and depression among 1,144 children at Grade 6 (mean age = 11.43 years, SD = 0.61, 44.3% females) from 16 Hong Kong primary schools. Results demonstrated that peer victimization was positively associated with children's depression and teacher-student conflict, and it negatively predicted their life satisfaction. Depression partially mediated the relationship between children's peer victimization and life satisfaction, and teacher-student conflict moderated the association between peer victimization and depression as predicted. The present study contributes to our understanding of the underlying mechanisms involved in the predictive relationship between peer victimization and life satisfaction in children with depression serving as a mediator and teacher-student conflict as a moderator in the relationship between peer victimization and depression.

Llorent, V. J., Yuste-Hidalgo, F., & Núñez-Flores, M. (2026). **Teachers' profile for the promotion of educational actions against cyberhate, cyberbullying, and cyber-dating violence in secondary education**. *Education and Information Technologies*, *31*(13), 4763-4782. https://doi.org/10.1007/s10639-026-13971-9
Teachers play a crucial role in the promotion of educational actions against cyberhate, cyberbullying, and cyber-dating violence among their students. This study aimed to analyse the relation between the characteristics and competencies of secondary education teachers and their promotion of educational actions against cyberhate, cyberbullying, and cyber-dating violence. The sample was composed by 728 teachers (55.8% female, meanage = 44.66, SD = 9.50) from 40 secondary schools in the province of Cordoba (Spain). This cross-sectional, ex-post-facto, and multilevel study was conducted with self-report surveys. Teachers' educational actions against cyberhate, cyberbullying, and cyber-dating violence were predicted by having a higher level of experience with students with specific diversity, social and emotional competencies, and digital competence. These findings emphasise the need for tailored teacher training programs

and comprehensive school policies to strengthen teachers' profile to address antisocial cyberbehaviours.

Morello, L., Baraldsnes, D., ten Braak, D., & Fandrem, H. (2026). **A systematic scoping review on cyberbullying involving ethnic minority and Indigenous youth: toward culturally sensitive research and interventions**. *Social Psychology of Education*, *29*(1), 103. https://doi.org/10.1007/s11218-026-10273-3

Ethnic minority and Indigenous youth represent particularly vulnerable populations for involvement in cyberbullying. The existing literature is marked by conceptual confusion and methodological heterogeneity, highlighting the need for a scoping review to map current research in this area. This systematic scoping review provides an overview of empirical research conducted worldwide on cyberbullying involving ethnic minorities and Indigenous children and adolescents, with the goal of informing future research and offering relevant implications for interventions. The review was conducted in accordance with JBI guidelines, and results were reported following the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews). The following databases were searched: Academic Search Premier, ERIC, PsychINFO (OVID), PubMed, Scopus, SocINDEX, Web of Science, Medline, and ProQuest. The review included peer-reviewed studies published in English, involving children and adolescents (participants' mean age below 18 years) identified as ethnic minorities or Indigenous, and reporting data on cyberbullying related to ethnicity or indigeneity. Following a two-stage screening process, 166 articles were selected for inclusion. Findings suggest that research on this topic is expanding. However, literature remains characterized by limited geographical coverage, underrepresentation of ethnic and Indigenous groups, scarce contextual and theoretical positionality, and a predominance of quantitative approaches. A lack of intervention studies and of research addressing identity-based cyberbullying and perpetration is evident. By disentangling and focusing on the role of ethnicity and indigeneity in cyberbullying, this scoping review represents a crucial step toward guiding future research focusing on the development of contextually responsive prevention and intervention strategies.

Pelissier, D. (2026). **Protecting students from harm: how teachers' experiences of violence influence reporting**. *Educational Research*, *0*(0), 1-20. https://doi.org/10.1080/00131881.2026.2691745

Schools play a central role in child protection, with teachers on the front line in identifying violence against children. Despite mandatory reporting obligations, many identified situations remain unreported. While institutional barriers to reporting are well documented internationally, the influence of prior victimisation experiences on reporting practices remains underexplored. This article explores the effects of the experience of violence during childhood or adolescence on teachers' professional practices in protecting students who are victims of such violence. Based in France, the study aims to answer the following research question: To what extent do teachers' experiences of familial violence influence their propensity to report familial violence of which their pupils may be victims? The study adopted an explanatory sequential design combining data from a questionnaire sent to teachers from kindergarten (pupils aged from 2.5 years) to high school (pupils aged 18 and older) and answered by 640. Teacher testimonials were also collected during semi-structured interviews with a subset of questionnaire respondents (n = 39). Cross-analysis of results revealed that reporting of concerns of child abuse took place independently of victimisation experience. The practice was largely subject to collective institutional dynamics, in which professional legitimacy, power relations and organisational norms

determined the conditions for expression and the scope of teachers' action. Even those with expertise in identification found that their vigilance could be neutralised or their words delegitimised in decision-making processes. This research shows that institutional constraints, rather than personal histories of violence, shaped these teachers' protection practices. It makes a case for the training, recognition and legitimacy of teachers to be strengthened so that their expertise can fully contribute to the protection of children who are victims of violence.

Pérez-Marco, M., Melvin, G., Gonzálvez, C., & Vicent, M. (2026). **Adolescent school absenteeism profiles and basic psychological needs: a self-determination theory perspective**. *Social Psychology of Education*, *29*(1), 76. https://doi.org/10.1007/s11218-026-10250-w
School absenteeism is a multifaceted and widespread issue during adolescence, often associated with psychological maladjustment, academic failure, and social difficulties. According to Self-Determination Theory, the frustration of basic psychological needs (autonomy, competence and relatedness) can undermine motivation and engagement. However, few studies have explored how these psychological needs relate to distinct profiles of school absenteeism based on multidimensional frameworks such as the Assessing Reasons for School Non-Attendance (ARSNA; Havik et al., 2015). This study aimed (1) to identify latent profiles of school absenteeism based on the four ARSNA dimensions (somatic symptoms, subjective health complaints, truancy, and school refusal), and (2) to examine whether these profiles differ in students' perceived autonomy and competence across general, academic, interpersonal, and leisure life domains. A sample of 1,130 Spanish adolescents (Mage = 14.85, SD = 1.83) completed the Assessing Reasons for School Non-Attendance, the Perceived Autonomy in Life Domains Scale, and the Perception of Competence in Life Domains Scale. Latent Profile Analysis and Multivariate Analysis of Variance (MANOVA) were conducted to identify school absenteeism profiles and examine intergroup differences. Three profiles emerged: Non-School Absenteeism, Moderate School Absenteeism, and High School Absenteeism. The High School Absenteeism profile reported significantly lower levels of perceived autonomy and competence across all domains, particularly in academic and leisure contexts. The High School Absenteeism profile showed significantly lower levels of perceived autonomy and competence across all domains compared to the other profiles, with the largest differences observed in academic and leisure domains.

Rodríguez-Pérez, L., Santos-Carrasco, D., Nappa, M. R., & Muñoz-Fernández, N. (2026). **Outcomes of teachers' responses to general and stigma-based bullying: a systematic review**. *Social Psychology of Education*, *29*(1), 83. https://doi.org/10.1007/s11218-026-10251-9
Most research on teachers' responses to bullying has focused factors leading to intervention. Moreover, research on the outcomes of teachers' responses to bullying situations is still nascent, particularly when differentiating among response types. This systematic review aims to synthesize the available evidence regarding the outcomes of teachers' responses to general and stigma-based bullying. A comprehensive search was conducted across six distinct databases, resulting in 18 studies that met the inclusion criteria for this review. The QualSyst tool was used to assess the methodological quality of each study. Non-intervention is associated with an increase in bullying and victimization, greater moral disengagement, and a negative perception of teachers. Passive responses are linked to greater victimization and student emotional distress. Authoritarian punitive responses show mixed outcomes: they may enhance reporting rates but can also increase victimization, particularly in stigmatizing contexts. Individual and cooperative supportive responses improve students' perceptions of their teachers, promote willingness to seek help, and

positively influence students' perceptions of the responses' success. The outcomes of multiple strategies are unclear due to the complexity of the different combinations, though promising results are noted. The results of this systematic review underscore the crucial role of teachers' responses, which significantly impact student involvement in bullying as well as other related outcome factors. Future research should adopt a longitudinal design to analyze short-, medium-, and long-term outcomes of teachers' responses, especially concerning stigma-based bullying.

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.

Smarrelli, G., Kadzamira, E., Le, T., & Saka, T. (2026). ***Advancing the Measurement of Violence in and Around Schools: Evidence from Malawi*** (Working paper N° 751). Consulté à l'adresse Center for Global Development website: https://EconPapers.repec.org/RePEc:cgd:wpaper:751
Approximately one billion children worldwide report having experienced physical, emotional, or sexual violence, yet existing evidence suggests this figure substantially underestimates true prevalence, as individuals often avoid disclosing their experiences of violence. We study which survey methods yield more reliable measures of violence against children. We randomly assigned 6,000 children aged 8 to 12 years across 251 schools in Malawi to respond to a survey using face-to-face (F2F) interviews or audio computer-assisted self-interviews (ACASI), administered either at the child's home or school. We find that ACASI, relative to F2F, substantially increases the disclosure of physical and emotional violence from peers and school staff, regardless of survey location. Disclosure of sexual violence more than doubles when using ACASI and when surveys are conducted at school rather than the child's home. These effects are consistent with the greater privacy provided by ACASI and the additional reassurance offered by school settings, which provide physical spaces that may more strongly signal to respondents that their answers are unlikely to be overheard, reducing social and emotional barriers to disclosure. Our results are robust to multiple checks examining social desirability bias, lapses in attention, and misunderstanding of survey questions, and suggest that ACASI offers a cost-effective approach to reducing systematic measurement error in surveys on sensitive topics.

Verbena, S., & Palladino, B. E. (2026). **A systematic review of racial/ethnic microaggressions assessment in formal educational settings**. *Social Psychology of Education*, *29*(1), 104. https://doi.org/10.1007/s11218-026-10276-0
Racial/ethnic microaggressions in educational settings are subtle daily manifestations of interpersonal racism that may communicate harmful messages and disrespectful behaviors toward students belonging to marginalized groups. Given the pivotal role of schools and

universities in students' emotional, cognitive, and relational growth, it is critical to thoroughly understand the nuanced ways in which racial/ethnic microaggressions may manifest in education through accurate target- and context- specific measurement. In recent years, despite the growing amount of research in this area, there has been no systematic research specifically directed at comparing and analyzing the measurement tools used to assess students' unique perspectives and experiences in formal educational settings. A systematic literature search on PsychINFO, Web of Science, Scopus, and PubMed was conducted in March 2024 following PRISMA guidelines. The search identified 8,406 papers and a final set of 83 papers has been selected. The specificities of the tools for the context, the theoretical dimensions evaluated, the characteristics of the samples, and the psychometric properties of the measurement tools were examined. The results revealed 28 different tools used in the educational settings to assess racial/ethnic microaggressions. However, only five (17.86%) of them are specifically designed to address racial/ethnic microaggressions that happen within secondary or higher education. Additionally, findings underline that although current measures reference Sue's (2007) original taxonomy, many instruments only partially align with this framework and often incorporate additional themes reflecting group-specific stereotypes and contextual experiences. Even in the case of the most commonly used measurement tools, a proper evaluation of the psychometric properties has been found to be scarce. Considering the specificity of the educational settings, there is a clear need for developing contextually and developmentally appropriate instruments, with good psychometric properties that can effectively evaluate students' experiences of racial/ethnic microaggressions. This will support an advancement of the current knowledge of underlying processes and impact of this phenomenon.

Évaluation des dispositifs d'éducation-formation

Alves, A., Pantaleão, B., & Santos, A. (2026). ***Full day schooling crime reductions concentrate on school hours: evidence from São Paulo, Brazil*** (Working paper N° 8a6t7_v1). https://doi.org/10.31235/osf.io/8a6t7_v1

We examine the mechanisms through which full-time schooling reduces crime, exploiting the staggered rollout of São Paulo's Integral Education Program (2012 - 2024) using a difference-in-differences estimator. Full-time school adoption reduces property crime by 18.8 incidents per hexagon-year (7%), driven primarily by robbery. Crucially, effects are temporally concentrated: robbery falls 12.1% during school hours versus 8.8% outside them, and theft falls 25.8% during school hours while increasing 4.2% outside. This pattern provides direct evidence for an incapacitation mechanism—crime reduction is largest when school supervision is most direct. Underage-perpetrator crimes are reduced disproportionately (65% for theft, 23% for robbery), indicating school-based supervision particularly deters youth. Full-time schooling operates primarily through direct supervision rather than longer-run opportunity-cost mechanisms, a finding relevant for developing country policy

Basiglio, S., Del Boca, D., & Pronzato, C. (2024). ***The Impact of the « Coding Girls » Program on High School Students' Skills, Awareness and Aspirations*** (Working paper N° 19477). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19477

This paper evaluates the impact of the â€œCoding Girlsâ€ educational enrichment program designed to address the underrepresentation of women and girls in the fields of science,

technology, engineering, and math (STEM). Implemented in Italy, the program seeks to stimulate the interest of young female students in programming and science, encouraging them to consider STEMâ€ related fields of study. Through a randomized controlled trial involving 28 classes across 10 secondary schools in Turin, Italy, we assess the programâ€™s effectiveness. Our results show that Coding Girls significantly enhances the programming skills of both male and female students. Moreover, it raises awareness among students about gender disparities in STEMâ€ related professions. While the program positively influences boysâ€™ aspirations to pursue higher education in STEM disciplines, it does not have a similar effect on girls.

Betthäuser, B. A., Konechni, B., Wittemann, V. A., Grassi, G., Swingler, S., Bach-Mortensen, A., … Oljaca, U. (2026). ***Publication bias inflates estimates of the effectiveness of common educational interventions*** (Working paper N° rf8kx_v2). https://doi.org/10.31235/osf.io/rf8kx_v2
While there is a large body of evidence on the effectiveness of educational interventions, the robustness of this evidence has not been systematically assessed. Here we conduct a preregistered systematic review, quality appraisal, and meta-analysis of all available estimates of the effects of four common supplementary learning interventions—tutoring, summer programs, afterschool programs, and extended instruction time—on children's learning in mathematics and reading. We use multiple diagnostic techniques to assess the risk of bias of individual effect size estimates and to test for publication bias in the evidence base on supplementary learning interventions as a whole. We find that about half of all effect size estimates are at serious or critical risk of bias, with confounding and deviation from intended treatment being the most prominent risk-of-bias domains. We find substantial publication bias in the existing evidence base, indicated by a marked discontinuity in the distribution of test statistics at the conventional significance threshold and a significant association between magnitude and precision of effect size estimates. We combine five bias-correction techniques to estimate bias-adjusted effects for the four intervention types. Correcting for publication bias substantially reduces effect size estimates for tutoring, summer programs, and extended instruction time and renders estimates for afterschool programs statistically insignificant. After correction, tutoring is the only intervention that consistently yields positive and statistically significant effects. Our findings suggest that the existing evidence base substantially overestimates the effectiveness of commonly implemented supplementary learning interventions.

Boland, W. C. (2026). **Hispanic Serving? Exploring the Impact of the Developing Hispanic-Serving Institutions Program**. *The Journal of Higher Education*, *0*(0), 1-32. https://doi.org/10.1080/00221546.2026.2708354
Approximately 20 percent of all U.S. postsecondary institutions are eligible to apply for a Hispanic-Serving Institution (HSI) grant, with over a 90 percent increase since 2010. Despite extensive descriptive and qualitative research on Latine-serving institutions (HSIs), fewer quantitative studies have examined how an institution receiving a Higher Education Act Title V Developing Hispanic-Serving Institutions (DHSI) grant affects college outcomes. Using an institution-year panel data set spanning 2004–2020, I analyze the effect of institutions receiving DHSI grants on Latine credential attainment. I find that grant receipt increases Latine bachelor's degree completion in public and private four-year colleges by nine percent and nearly 30 percent respectively and associate degrees by almost 25 percent using recent innovations to the quasi-experimental difference-in-differences research design. This effect is not due to an increase in Latine enrollment. Additional analyses provide evidence that colleges receiving a DHSI grant contributed to the expansion of Latine college attainment.

Caeyers, B., Sosa, L. C., Cattan, S., Krutikova, S., & Siddique, A. (2026). ***Parents in the Classroom: Strengthening Government Capacity to Deliver Early Childhood Education*** (Working paper N° 12910). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12910
Preschool enrollment has expanded rapidly in low-income countries, but quality has lagged, and evidence on how governments can improve it remains limited. We evaluate Lively Minds, a scalable early childhood program adopted and implemented by Ghana's Ministry of Education that trains community mothers to deliver structured, play-based activities in public preschools and support children's learning at home. Using a cluster randomized controlled trial in 80 rural preschools, we find that the program increases cognitive development by 0.12 standard deviations and reduces problem behaviors by 0.10 SD on average. Cognitive gains are similar for children of participating and non-participating mothers, whereas behavioral improvements are concentrated among children of participating mothers. Consistent with this pattern, only participating mothers improve their knowledge of child development and engage in more developmentally supportive interactions with their children at home. These findings suggest that engaging parents — even those with limited formal education — can generate additional benefits beyond those of approaches that rely solely on teachers and paraprofessionals. A cost-benefit analysis indicates that the program's private benefits substantially exceed its costs, with no adverse effects on mothers' well-being.

Canaan, S., Fischer, S., Mouganie, P., & Schnorr, G. (2026). ***The Disparate Impacts of Academic Probation*** (Working paper N° 18896). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18896
Institutional rules that appear neutral can produce unequal outcomes when applied to students who differ in how they respond to them. We study this in the context of academic probation, a policy used by nearly every U.S. college to warn students whose grades fall below a fixed threshold that continued enrollment is conditional on improvement. To do so, we draw on student records from a large California public university, linked to state administrative earnings data. We identify the causal effects of probation using a regression discontinuity design comparing students who narrowly scored above the cutoff to those who just missed it. We find that probation raises dropout, lowers degree completion, and reduces earnings at ages 24 to 31 among low-income students, while high-income students are largely unaffected. We then contrast the standard policy with an alternative, at the same institution, which incorporates a coaching program. We find that the alternative policy eliminates these effects and improves academic performance. Taken together, these results suggest that the design of institutional policies is critical for closing socioeconomic gaps in degree completion.

Dee, T., Gibbs, C., Margolit-Chan, R., Morrell, L., & Sullivan, J. (2026a). ***Unpacking Treatment Effect Heterogeneity in a Large-Scale Dropout-Prevention Experiment*** (Working paper N° 35558). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35558
Timely high school completion is a critical step in successful transitions to post-secondary schooling and the labor market. This randomized controlled trial, deployed in two urban, disadvantaged school districts, tests the effectiveness of a mature and comprehensive student-support program on an unusually large scale (n=2,528). While overall effects on graduation rates are small and statistically insignificant, exploratory analyses reveal notable variation by site and

over time, mirroring heterogeneity in treatment timing and program implementation. These findings highlight the challenges of scaling interventions and raise concerns about generalizing results from small-scale, single-site evaluations.

Dee, T., Gibbs, C., Margolit-Chan, R., Morrell, L., & Sullivan, J. (2026b). ***Unpacking Treatment Effect Heterogeneity in a Large-Scale Dropout-Prevention Experiment*** (Working paper N° 18840). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18840
Timely high school completion is a critical step in successful transitions to post-secondary schooling and the labor market. This randomized controlled trial, deployed in two urban, disadvantaged school districts, tests the effectiveness of a mature and comprehensive student-support program on an unusually large scale (n=2,528). While overall effects on graduation rates are small and statistically insignificant, exploratory analyses reveal notable variation by site and over time, mirroring heterogeneity in treatment timing and program implementation. These findings highlight the challenges of scaling interventions and raise concerns about generalizing results from small-scale, single-site evaluations.

Dinarte-Diaz, L., Gresham, J., Lemos, R., Patrinos, H., & Rodriguez-Ramirez, R. (2025). ***Investing in Human Capital During Wartime: Experimental Evidence from Ukraine*** (Working paper N° 20693). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20693
This paper provides insights into human capital investments during wartime by presenting evidence from three experiments of an online tutoring program for Ukrainian students amid Russiaâ€™s invasion of Ukraine. Conducted between early 2023 and mid-2024, the experiments reached nearly 10,000 students across all regions of Ukraine. The program offered three hours per week of small-group tutoring in math and Ukrainian language over six weeks, and used academic and psychosocial tools to address student challenges at different intensities of disruption. We find that the program led to substantial improvements in learning â€" up to 0.49 standard deviations in math and 0.40 standard deviations in Ukrainian language â€" and consistent reductions in stress â€" up to 0.12 standard deviations. We document high take-up and engagement, and identify four mechanisms driving impact: structured peer interactions, improved attitudes toward learning, enhanced socio-emotional skills, and increased student investments. A complementary experiment using information nudges to increase parental engagement highlights challenges in promoting parental investments in a conflict setting. The program was cost-effective across all experiments, with benefit-to-cost ratios ranging from 31 to 56, and scalable given its reliance on existing infrastructure and teaching capacity.

Guitton, C. (2026). **Le projet "Réussir Ensemble" porté par ATD Quart Monde : une " troisième chance " pour les recalés de l'école et des politiques jeunes**. In Z. Khelfaoui & S. Michun (Éd.), *Trajectoires de formation et d'emploi : quelles marges de manøeuvre sur un marché du travail segmenté ?* https://doi.org/10.4000/16d2i
La sélectivité du système scolaire et des politiques jeunes aboutit à une segmentation en cascade des voies d'accès au diplôme et à l'emploi : - la voie royale : enseignement général et supérieur, classes préparatoires, grandes écoles ; - la voie de délestage : enseignement professionnel, apprentissage, écoles de production ; - la voie de raccrochage : dispositifs de remédiation scolaire et professionnelle dits de seconde chance parce que contre-sélectifs, en réalité de deuxième chance parce que sélectifs ; - la voie de rattrapage : expérimentations de

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

Gullo, G., Gentile, A., Imai-Matsumura, K., Yamamoto, N., & Alesi, M. (2026). **Italian adaptation of the Japanese START Program for enhancing self-regulation in kindergarteners: a pilot study**. *European Journal of Psychology of Education*, *41*(2), 54. https://doi.org/10.1007/s10212-026-01123-z

Transitioning from kindergarten to primary school is crucial for children's development and often challenges their adaptation to classroom rules. To ensure well-being and success, children need behavioural self-regulation skills. To our knowledge, few intervention programs focus on activities supporting self-regulation related to classroom rules. This pilot study aims to validate the START Program by testing its six academic readiness lessons in Italy, comparing the Italian and Japanese samples to assess the program's effectiveness across countries. The total sample consisted of 47 children (24 Italian and 23 Japanese) attending the final year of kindergarten, aged 62 to 72 months ($M = 66.87$, $SD = 2.24$). The Italian sub-sample consisted of 24 children (15 boys and 9 girls), while the Japanese sub-sample consisted of 23 children (11 boys and 12 girls). Repeated-measures ANOVA results showed significant between-subjects effects of nationality on auditory working memory ($F1,42 = 8.32$, $p = 0.006$, $\eta2 = 0.17$). A significant effect of the group ($F1,43 = 4.21$, $p = 0.046$, $\eta2 = 0.09$) was found on inhibitory control. Furthermore, results on self-regulation showed significant effects of time ($F1,43 = 17.03$, $p < .001$, $\eta2 = 0.28$) and nationality ($F1,43 = 5.45$, $p = 0.024$, $\eta2 = 0.11$). Significant effects of time ($F1,42 = 16.05$, $p < .001$, $\eta2 = 0.28$) and the interaction of nationality-per-group ($F1,42 = 4.21$, $p = 0.046$, $\eta2 = 0.09$) were found on auditory working memory. No significant between-subjects effects were found on visuospatial working memory. Findings provide a preliminary support of the Italian adaptation of the START Program as a feasible class-based approach supporting children's self-regulation, in particular their inhibitory control.

Ibrahim, H., de Barros, A., Deschênes, S., & Glewwe, P. (2026). ***The Best Buy? From Global Evidence to Government Practice*** (Working paper N° 12866). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12866

Can governments translate evidence on « what works » into learning gains in public schools? Morocco combined targeted remediation and structured pedagogy (two approaches ranked as « great buys » by a global evidence panel) and delivered them through the existing public-school workforce in 626 schools. Using a pre-registered matched difference-in-differences design

across 276 schools and 22,846 students, we estimate that the program increased scores on an independent assessment after one year by 0.90 standard deviations: 0.52 in Arabic, 1.30 in French, and 0.93 in mathematics. Administrative records also show higher grade promotion (1.7 percentage points), while enrollment, which is nearly universal, remained unchanged.

Lee, J., Fazez, N., Larose, L., Lafranchise, N., Daljeet, K., & Paquet, M. (2026). **Impacts de la participation à des groupes de pairs structurés sur la persévérance des étudiants de cycles supérieurs : revue systématique**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 177-204. https://doi.org/10.53967/cje-rce.6663
The identification of social factors that contribute to graduate student persistence has highlighted inherent limitations in individual supervision. Consequently, various structured peer group modalities (SPGM), including group supervision, group mentoring or tutoring, and structured writing groups, have been proposed as alternatives to, or supplements for, individual supervision. Using the PRISMA protocol, 13 articles, predominantly qualitative, were identified to investigate the effects of SPGM participation on graduate student persistence, explore potential explanations for these effects, and contribute to the development of a preliminary model reflecting these mechanisms. As a result, the benefits of SPGM on graduate students' persistence were categorized into three components: academic, social, and psychological support. Certain characteristics of SPGM were identified as influencing variables, such as the group characteristics, the structure of the meetings, and the nature of the content discussed. The review concludes with a discussion on the current use of SPGM in academic settings and provides recommendations for future research, notably the need for more quantitative studies.

Mallol Macau, C., & Alsina Tarrés, M. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools**. *European Journal of Education*, *61*(3), e70707. https://doi.org/10.1111/ejed.70707
This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Oreopoulos, P., & Low, N. (2026). ***One Click Away: AI Tutoring with Khanmigo in a Two-Year School Experiment*** (Working paper N° 35620). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35620
Generative AI has been promoted as the technology that could transform education by providing every student a personal tutor. We provide some of the first large-scale experimental evidence, from a two-year cluster randomized trial in 18 Tennessee middle schools in which

randomly assigned students used Khan Academy with its AI tutor, Khanmigo, configured to coach rather than give answers, during existing daily remedial mathematics sessions. Assignment raises math achievement by 1.3 national percentile ranks per term, or about 0.06 to 0.08 standard deviations over a school year; the implied effect of a full year of active participation reaches 0.14 standard deviations. These gains resemble those from Khan Academy practice without AI assistance. One explanation is that students used the tutor infrequently and, when they did, rarely engaged it in substantive mathematical dialogue: 96 percent of students tried Khanmigo at least once, but the median student messaged it on only a third of the days they practiced, and in only 17 percent of the exercise sessions in which they made a mistake. Messages that students did send were mostly bare answers or clicks on suggested prompts. The binding constraint appears to be engagement: realizing the promise of AI tutoring will require getting students to use it, not just giving them access.

Sugita, S., & Nakamuro, M. (2026). ***The Effect of Class-size Reduction on Quality of Classroom Environment*** [Working paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://EconPapers.repec.org/RePEc:eti:dpaper:26060
This paper estimates the effects of class-size reduction on the quality of the classroom environment, exploiting the discontinuous variation in class size generated by Japan's statutory 40-student cap. A 10-student reduction improves composite indices of teacher-student relationships and classroom climate by 0.03–0.04 standard deviations respectively; school-reported discipline and violence also improve. Effects are stable across the pre- and post-COVID periods, concentrated in elementary grades, and largest where the prior classroom environment was weak, consistent with Lazear's disruption model. Effects on test scores are essentially zero. The benefits of smaller classes operate on the classroom environment rather than on academic achievement.

Waaland, E., Rønneberg, V., & ten Braak, D. (2026). **Effects and Characteristics of Mathematics Interventions for Students with Co-Occurring Difficulties in Mathematics and Reading: A Systematic Review with Meta-Analysis**. *Educational Psychology Review*, *38*(1), 99. https://doi.org/10.1007/s10648-026-10184-x
Among students who have learning difficulties in mathematics and reading, co-occurring difficulties in both domains are highly prevalent. Research has shown that students with co-occurring mathematics and reading difficulties tend to have greater cognitive challenges than students who have difficulties with either mathematics or reading. It is plausible that these cognitive difficulties can influence the responsiveness to interventions. This systematic review with meta-analysis investigated the effects and characteristics of mathematics interventions in early elementary students (G1-G3) with co-occurring difficulties in mathematics and reading, as well as how these students had been identified in the included studies. Based on a comprehensive literature search, only nine studies (k = 1036) met the predefined inclusion criteria. The available evidence indicates a positive overall mean effect of mathematics interventions on mathematical outcomes for students with co-occurring mathematics and reading difficulties (g = 0.47 for the model with outliers; g = 0.52 for the model without outliers). However, this result should be interpreted with caution, given the heterogeneity of the evidence and the relatively small evidence base. The synthesis of intervention characteristics highlighted that effective mathematics interventions commonly included explicit instruction, which was classified as potentially relevant for low-performing students, as well as overall structure, repetition, and strategy learning, which were classified as potentially relevant to support executive function.

Finally, findings revealed considerable variation in the cut-off criteria used to identify students with co-occurring mathematics and reading difficulties. Implications of the findings and directions for future research are discussed.

Wang, X. S., Pengelley, J., & Perry, L. B. (2026). **Cultivating students' critical thinking in K–12 schools: A scoping review of experimental studies**. *PROSPECTS*, *56*(1), 179-200. https://doi.org/10.1007/s11125-025-09749-5
Critical thinking is crucial in the twenty-first century, fundamental to cultivating capable, adaptive, and socially responsible individuals, particularly in the context of rapid advancement in artificial intelligence and the global imperative to achieve the 17 Sustainable Development Goals. It is widely incorporated into curriculum frameworks globally, leading to a significant increase in experimental studies on teaching and learning strategies for promoting critical thinking. However, an overview of the research landscape on cultivating critical thinking in K–12 schools remains underdeveloped. This scoping review examined experimental studies on teaching and learning interventions aimed at cultivating critical thinking among K–12 students. Our review included 378 studies conducted in 51 countries over the past decade. Nearly half of these studies were conducted in four grade levels and primarily in science-related learning areas. Seventy per cent of the studies were conducted in Asia with a significant proportion in Indonesia, followed by the Middle East. Three critical thinking frameworks were commonly used and nearly 70 tools were used to measure critical thinking. The findings highlight the need for rigorous studies from diverse countries, learning areas, and grade levels. This review provides a comprehensive overview of critical thinking research in K–12 schools and identifies areas for future research to support teachers in cultivating critical thinking in school-aged children.

Yao, A. A. (s. d.). ***Alphabétisation et réinsertion socioprofessionnelle des jeunes filles bénéficiaires du programme « Girl power » de l'Office du Service Civique National***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/alphabetisation-et-reinsertion-socioprofessionnelle-des-jeunes-filles-beneficiaires-du-programme-girl-power-de-l-office-du-service-civique-national-oscn/86097
Cet ouvrage est le fruit d'une recherche approfondie visant à mettre en lumière l'impact de l'alphabétisation sur le parcours des jeunes filles bénéficiaires dudit programme, dans la perspective de favoriser leur insertion durable dans la vie socioprofessionnelle.En effet, cette étude met en évidence les effets positifs de ce programme sur cette frange de la population, notamment à travers l'acquisition de compétences éducatives et de compétences de vie, ainsi que l'émergence de changements rapides et durables de comportements favorisant leur autonomie, leur indépendance et leur liberté financière.Ainsi, l'alphabétisation, en tant qu'outil d'aide à la décision et socle de la « formation à la racine », se situe au cœur d'un processus d'autonomisation. Elle conduit les apprenantes à prendre conscience de leurs potentialités, contribuant ainsi à la réduction de leur vulnérabilité sociale.Cet ouvrage s'inscrit, dès lors, dans une dynamique de proposition de solutions à forte portée sociale. Il met en lumière une dimension essentielle du quotidien des femmes, actrices et piliers du développement endogène de leur pays, en quête d'épanouissement personnel.

Zhang, R., Zhang, Y., Jin, Y., Zheng, F., & Zhang, M. (2026). ***Targeting Children or Caregivers? Educational Interventions and Information Spilloversin Children's Sugar-Sweetened Beverage Choices*** (Working paper N° 404553). https://doi.org/10.22004/ag.econ.404553

Nutrition information interventions are widely used to improve children's dietary choices, yet it remains unclear whether they should target children or caregivers. We study this question in a randomized field experiment with 574 child-caregiver pairs in a rural elementary school in China using an incentivized sugar-sweetened beverage (SSB) choice experiment. We compare two student-targeted nutrition education interventions and one caregiver-targeted intervention, and measure both students' own beverage choices and caregivers' proxy choices immediately after the intervention and one month later. The student-targeted intervention reinforced with visual cues improves students' SSB-related knowledge but does not generate robust behavioral change. By contrast, the student-targeted intervention reinforced with peer incentives produces the largest and most persistent improvements in students' own SSB choices and also generates child-to-caregiver spillovers in caregivers' proxy choices. The caregiver-targeted intervention improves caregivers' proxy choices both immediately and one month later, and generates delayed caregiver-to-child spillovers. Spillovers are therefore bidirectional but asymmetric. Heterogeneity analyses show that peer-based effects are stronger among children with greater purchasing autonomy and social ability, whereas caregiver-side responses are stronger in households with greater caregiver engagement and communication. Overall, nutrition education is more effective when it is reinforced by peers on the student side and by changes in household food provision on the caregiver side, highlighting the importance of school-home collaboration.

Formation continue

Ajouaou, J. (2026). **L'expérience de l'hybridation de la formation professionnelle infirmière vue par les cadres de santé formateurs**. *Biennale internationale de l'éducation, de la formation et des pratiques profesionnelles*. Consulté à l'adresse https://hal.science/hal-05671975

The research paper we propose to present analyses the experiences of healthcare training managers in the face of the shift towards hybrid nursing training. It explores their subjective experiences and the changes in practice brought about by this rapid evolution. This experience is often perceived as an adaptation necessitated by the pressures of the current context (the Covid-19 pandemic). It required a rapid shift to distance learning to ensure educational continuity, the acquisition of new tools, and the adaptation of content and methods. At the heart of this experience lies the need to come to terms with new developments and to master digital tools, often through informal self-training (trial and error, piecing things together), in the face of a perceived lack of dedicated institutional training. This leads to an uneven level of proficiency with the tools and a sense of insecurity. The experience of hybrid learning reveals relational challenges, particularly with video conferencing, which makes it difficult to recreate socio-emotional presence and connection. Trainers attempt to mitigate this (through humour and dramatisation). Hybrid learning also raises questions about the transmission of core professional skills and professional socialisation, as face-to-face interaction is considered fundamental. Trainers feel they may be losing their central role in this socialisation process. The experience highlights a need for support, which is met through collective mutual aid. This qualitative study sought to capture the meaning attributed to this complex experience. The analysis draws on a multidisciplinary theoretical framework: psycho-sociology (social representations) to understand shared meaning; philosophy to conceptualise the hybrid as a 'third place'; and sociology to analyse professional dynamics, socialisation and the impact of institutional constraints. These disciplines shed light on the experience in its cognitive, social and conceptual dimensions.

Akoka, N., Cayon, M., Dassé, F., Le Gallic, S., & Silini, A. (2026). **Face aux injonctions écologiques et sociétales : élargir le périmètre d'intervention en prévention:Le cas de la santé au travail agricole**. *Éducation Permanente*, *247*(2), 57-68. https://doi.org/10.3917/edpe.247.0057
À travers l'évolution de ses pratiques de prévention, la MSA cherche à répondre à une transformation profonde du travail agricole. Les interventions en santé-sécurité au travail montrent que les difficultés rencontrées par les agriculteurs sont liées à des arbitrages permanents entre performance économique, exigences environnementales, contraintes réglementaires et attentes sociales. L'article met en lumière l'intérêt d'une approche centrée sur l'analyse du travail réel pour comprendre ces tensions et accompagner les capacités d'adaptation des professionnels. Cette orientation amène les services SST à développer de nouvelles compétences d'intervention, de formation et de coopération afin de mieux prendre en compte la complexité des transitions agricoles contemporaines.

Barbier, S., & Helly, S. (2026). **Développer les capacités d'intervention d'une structure d'intermédiation : L'expérience de l'association ARVIVA**. *Éducation Permanente*, *247*(2), 51-56. https://doi.org/10.3917/edpe.247.0051
Sous la forme d'un entretien avec la déléguée générale de l'association ARVIVA-Arts vivants, arts durables, cet article analyse la forme particulière d'accompagnement du secteur culturel à la transition écologique mise en place par la structure, depuis 2020. Il montre une professionnalisation de l'équipe fondée sur l'attention fine portée au travail des acteurs du secteur et le développement d'un point de vue qui assume la complexité du réel. Ce parcours donne à voir la place singulière d'intervention que peut prendre une structure d'intermédiation, dans le cadre d'une action qui vise à transformer des pratiques collectives, à condition de reconnaître l'inutilité d'objectifs fixés abstraitement par avance, et de s'appliquer à repérer les éléments transformatifs dans les trajectoires, pour mieux les soutenir..

Bélanger, É., Brault Foisy, L.-M., Charland, P., Malebranche, B., & Alama, A. (2026). **Proposal for an evaluation tool for the quality of pre-primary teacher training**. *PROSPECTS*, *56*(1), 65-83. https://doi.org/10.1007/s11125-025-09744-w
The quality of teacher training is a predictor of the quality of education delivered in educational settings. However, unlike the training provided to primary and secondary school teachers, fewer established guidelines govern the training of early childhood and pre-primary education teachers. As part of a curriculum reform support project in Haiti, an evaluation tool was developed to assess the quality of training modules developed for educators and teachers working in preschool centers. This tool was structured around five evaluation criteria: (a) internal and external coherence, (b) alignment with international trends in early childhood and pre-primary education, (c) relevance and organization of targeted training content, (d) relevance of training modalities, and (e) overall quality. Each criterion was operationalized using observable and independent indicators. Evaluation grids were then developed to assess the quality of training modules, highlighting their strengths and weaknesses. This tool can be used in other contexts to evaluate pre-primary teacher training, with the aim of providing young children with the best educational quality.

Capus, E. (2026). ***La régulation du compte personnel de formation***. Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r25-887/r25-887.html

Cavard, C.-M., & Sahuc, P. (2026). **De la transition agro-écologique à la transition sociétale par le théâtre-forum**. *Éducation Permanente*, *247*(2), 33-41. https://doi.org/10.3917/edpe.247.0033
La transition agro-écologique, l'une de celles auxquelles l'humanité est appelée, peut difficilement s'imaginer sans une transition sociétale modifiant profondément les relations sociales mais aussi l'entrée dans le jeu social d'entités nouvelles. Le théâtre-forum est justement une pratique de mise en œuvre d'intelligence collective et de conscientisation. Après un rappel de ses fondements et de sa méthode, un cas vécu par l'un des auteurs permet de montrer comment se découvrent, par le jeu partagé, des rapports divers à une même question mais surtout offre l'expérience de la venue de la Nature dans un cénacle humain, ce qui rejoint, par le sensible, les tentatives actuelles pour doter d'un statut juridique des forêts, des rivières…

da Silva, E., & Gouvêa Lousada, E. (2025). **Du dispositif d'intervention formative à l'émergence de nouvelles formes de signification : une intervention-recherche avec des professeurs de français langue étrangère (FLE)**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 132-154. https://doi.org/10.7202/1126118ar
Cette étude est issue d'un dispositif d'intervention formative auprès d'un collectif enseignant de français-LE qui a eu pour but de mieux comprendre ce métier, ainsi qu'observer des effets possibles sur leur développement. Cet article s'intéresse aux apports d'une analyse linguistico-discursive pour comprendre les indices langagiers d'un potentiel développement des capacités praxéologiques des enseignantes et enseignants. L'étude s'appuie sur le socio-interactionnisme (Vygotski, 1997), sur le rôle du langage dans le développement (Bronckart, 2008) et sur les apports de la clinique de l'activité (Clot, 1999). Le dispositif a accompagné un collectif enseignant pendant trois ans à travers des allo et des autoconfrontations. L'analyse a montré une configuration linguistico-discursive marquée par l'émergence de nouvelles possibilités d'agir, à la suite de débats interprétatifs sur des difficultés professionnelles.

Duvivier, J., & Léon, X. (2026). **Accompagner des dirigeants associatifs face à la crise écologique**. *Éducation Permanente*, *247*(2), 22-32. https://doi.org/10.3917/edpe.247.0022
La crise écologique vient questionner l'agir humain, souvent sous la forme d'injonctions que le sujet peine à s'approprier dans un contexte social situé, lui-même porteur de nombreuses prescriptions. Une action-recherche menée auprès de dirigeants associatifs, dans le cadre d'un dispositif interinstitutionnel, fonde la base de cette réflexion sur la manière dont le travail des dirigeants est rejoint par cet enjeu social et existentiel. À partir de deux récits de dirigeants, les auteurs analysent le passage d'une polysémie désincarnée à un processus « sensible et sensé d'élaboration » au sein des groupes accompagnés, permettant d'avancer l'idée que l'engagement pour les enjeux écologiques et sociaux de notre temps ne peut être dissocié d'un travail réflexif sur l'activité et sa dimension subjectivante. Face aux empêchements rencontrés, deux perspectives de dégagement sont ensuite proposées.

Falco, L. (2026). **Mettre en œuvre la transition écologique : former l'individu ou transformer l'organisation ?** *Éducation Permanente*, *247*(2), 80-90. https://doi.org/10.3917/edpe.247.0080
L'article analyse empiriquement le couplage entre formation des agents publics et transformation organisationnelle dans le cadre du programme ITEEnéraire, dédié à la transition écologique. Inscrit dans la littérature sur le changement multiniveau, il met en évidence les interactions des changements individuels avec les changements organisationnels. Il montre que ce lien n'est ni automatique ni linéaire, mais repose sur des mécanismes spécifiques, souvent situés. Trois leviers sont identifiés : l'implication des agents dans la conception des formations ; la

requalification de la transition écologique en enjeu de compétences ; l'hybridation avec des dynamiques existantes.

Félix, C., & Mouton, J.-C. (2025). **La photographie adressée comme méthode d'intervention en formation des personnes enseignantes**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 86-109. https://doi.org/10.7202/1126116ar
Cet article analyse la méthode de la photographie adressée comme dispositif de co-analyse du travail mobilisé dans des ingénieries de formation professionnelle des personnes enseignantes. Il s'intéresse aux connaissances que ce dispositif produit sur l'activité enseignante et sur les processus de développement de l'expérence professionnelle en formation par alternance. À partir de l'expérience de Nina, jeune professeure en alternance, nous montrons comment ce dispositif de formation rend visibles les tensions vécues dans le métier et les stratégies mises en place, tout en faisant émerger les écarts entre prescriptions institutionnelles et réalité du travail. Au-delà de la singularité de ce cas, l'étude interroge les conditions de production des connaissances sur l'activité enseignante et le développement de l'expérience professionnelle dans des dispositifs de formation intégrant analyse du travail et accompagnement.

Ferreira Rodrigues, L., & Leurquin, E. (2025). **Pour favoriser l'apprentissage du métier de professeur de langue française à partir de l'expérience vécue en stage : analyse d'une méthode de développement professoral et de recherche**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 63-85. https://doi.org/10.7202/1126115ar
Cette recherche a pour but d'analyser des séances d'autoconfrontation simple (Clot et Faïta, 2000) réalisées avec des stagiaires qui enseignent le français au Brésil. Dans l'intervention, les stagiaires ont produit des verbalisations sur l'apprentissage du métier de professeur et de la langue étrangère. Les analyses s'appuient sur le cadre de l'interactionnisme socio-discursif (Bronckart, 2022; 2023), par la voie des figures d'action (Bulea-Bronckart, 2010; 2014). Les résultats montrent un parcours méthodologique qui permettrait d'assurer des transformations durables de l'activité d'enseigner et de problématiser des orientations théoriques et prescriptives dans la formation de professeurs de français.

Gabriel, P. (2025). **Artificial Intelligence and Adult Education: Tensions and Transformations in Professional Development**. *ECER 2025*. Consulté à l'adresse https://hal.science/hal-04949156
The growing need for home care services for people with loss of autonomy and chronically ill patients outside of collective structures presents significant challenges, particularly in rural areas where the training offer is scarce and not adapted to the demand. The ACSADOM project, emerging from a collaboration between industry and research institutions, aims to develop an innovative training engineering approach to contribute to addressing medical desertification by promoting home care services in rural areas. University-Industry collaboration: The project is carried out by a team composed of two education and training research laboratories in the Occitanie region, located in France, and a training and consulting organization specializing in home care and medical-technical services. This partnership combines complementary expertise in evaluation, digital applications in education and training, norms and representations, and professionalization of all actors in the medico-technical sector. Theoretical framework: The project's theoretical foundation is based on empowerment evaluation in education and training ([1], [2]), drawing from research on adult learning ([3], [4]), curriculum evaluation [5], and ecological studies [6]. This approach emphasizes enhancing individuals' capacities and evolving programs or institutions by providing stakeholders with tools to assess and improve their activities

or projects. Methodology: The ACSADOM project combines quantitative analysis (questionnaire and data processing) with qualitative (focus group) analysis focusing on the actions, intentions, and interpretations of actors involved in digital training experiences and the informational contexts in which these experiences occur. This iterative approach aims to capture the reality and meaning of the experiences to develop a training proposal and deploy the associated system. Project phases: The ACSADOM project has successfully completed its initial investigation phase, yielding valuable data for adapting training programs and enhancing trainers' skills through a field survey among home care training candidates. The project now enters its second phase, focusing on designing training proposals. However, the implementation of such an approach may face challenges, which will be addressed in future project phases. References: [1] Fetterman, DM. « Empowerment Evaluation. » Evaluation Practice, vol. 15, no. 1, pp. 1-15, 1994. [2] Wandersman, A, Snell-Johns, J, Lentz, BE, et al. « The Principles of Empowerment Evaluation. » In: Fetterman, DM, et al., eds. Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability, pp. 39-54. SAGE Publications, Inc., 2005. [3] Mezirow, J. « Perspective transformation. » Adult Education, vol. 28, no. 2, pp. 100–109, 1978. [4] Mezirow, J. « Transformative learning theory. » In: Mezirow, J, Taylor, EW, eds. Transformative Learning in Practice: Insights from Community, Workshop, and Workplace Settings. Jossey-Bass; 2009. [5] McCutcheon, G. « What in the world is curriculum theory? » Theory Into Practice. Curriculum Theory, vol. 21, pp. 18-22, 1982. [6] Hamilton, MA. « An ecological approach to curriculum evaluation. » Educational Evaluation and Policy Analysis, vol. 5, no. 3, pp. 263-273, 1983.

Holgado, O., & Rappe, J. (2025). **Retour en terrain connu : atouts et défis de l'analyse d'une activité familière en vue de la formation**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 110-131. https://doi.org/10.7202/1126117ar
Cet article documente la manière dont l'expérience sur le terrain de sa recherche constitue une ressource ou un obstacle à l'analyse du travail, à partir d'une recherche sur des enseignants du domaine de la formation professionnelle qui sont des anciens travailleurs expérimentés dans le métier qu'ils enseignent. Lorsqu'ils se forment à la didactique professionnelle, ils sont amenés à retourner dans leur ancien milieu de travail pour observer un collègue à l'oeuvre et recueillir un matériau d'analyse. Les résultats montrent que cette expérience constitue une ressource lorsqu'ils arrivent à dépasser une posture de jugement et à affiner le degré d'approfondissement de la description. Parallèlement, cette expérience constitue un obstacle dans le sens où elle occulte la complexité des situations de travail.

Kotsis, K. T. (2026). **Aligning Pre-Service Primary Physics Teacher Preparation with the New Greek Inquiry-Based Science Curriculum: A Four-Condition Implementation Agenda**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 161-186. https://doi.org/10.59324/ejceel.2026.4(4).07
The 2024 Greek primary science curriculum has reorganised primary science around inquiry as a pedagogical logic, treating the epistemic practices of science as learning objectives in their own right and integrating digital tools as inquiry instruments rather than as presentation media. Greek Departments of Primary Education, however, remain structured around the previous curricular logic, with limited physics-related coursework and an empirical record of pre-service primary teachers showing low physics self-efficacy, procedural-rather-than-epistemic understanding of inquiry, persistent physics misconceptions, and uneven readiness for digital and AI tools. The result is a structural lag between curricular ambition and teacher preparation that course-level adjustments cannot close. This article applies the Four-Condition Framework, developed for the

in-service implementation problem in Greek primary schools, to the pre-service redesign problem. The framework identifies four mutually dependent conditions of inquiry-based curricular success: epistemological preparation, assessment alignment, institutional mediation, and digital-inquiry integration. Each condition is examined as a set of concrete redesign moves for Greek Departments of Primary Education, drawing on the cumulative empirical record on Greek pre-service primary teachers and on the international literature on inquiry-based science teacher preparation. A four-phase implementation roadmap, with course-level, programme-level, institutional, and policy phases running in parallel rather than sequentially, operationalises the redesign agenda. The article is offered as a worked agenda rather than a finished blueprint, and invites Greek institutions and European reform settings to test it against their own conditions.

Lakomý, M., Šácha, J., & Stopka, P. (2026). **Further Education and Training in ICT: Inequalities Among European Workers Before and After the COVID-19 Outbreak**. *International Journal of Training and Development*, *30*(3), 245-257. https://doi.org/10.1111/ijtd.70020
Further education and training (FET) should form a foundation for increasingly dynamic and digital European economies. Policies aim to support ongoing workforce development and retain as many individuals as possible in the labour market. However, limited existing evidence supports the Matthew effect in this area—FET tends to be more accessible for workers with higher qualifications in better jobs. This study uses data from the EU Labour Force Survey and examines the relationship between individual and job characteristics with FET, as well as its shift during the COVID-19 outbreak. The findings confirm that FET is more common among younger and middle-aged workers, those in higher-level positions, workers in larger companies, and those not working under a supervisor. Some of these patterns changed with the onset of the pandemic, notably the link between FET in ICT and higher education becoming stronger. This study identifies several robust factors that influence participation in FET, serving as a foundation for policies that aim to provide accessible, targeted FET opportunities for groups at risk of exclusion in a digitalised labour market.

Li, K., Richter, E., Richter, D., Huang, Y., & Chen, G. (2026). **Beyond Quality Features, Toward Teacher Needs: Unpacking How Professional Development Quality Relates to Teacher Engagement Through Self-Determination Theory**. *Journal of Teacher Education*, *77*(4), 333-347. https://doi.org/10.1177/00224871261458811
While the features of high-quality professional development (PD) have been well-explored, some feature-based PD programs yielded inconsistent teacher engagement, prompting investigations into how these features relate to teacher engagement. Drawing on Self-Determination Theory, this study collected data from 985 German in-service teachers to examine basic psychological needs (BPN) as a mediator between perceived PD quality and teacher engagement. Using both variable-centered and person-centered approaches, we (a) tested whether BPN mediates this relationship, (b) identified teachers' perceived PD quality profiles, and (c) explored whether this mediation varies across profiles. Latent profile analysis identified four profiles: High-Quality Balanced, Moderate-Quality Weak-Collaboration, Moderate-Quality Strong-Collaboration, and Low-Quality Strong-Collaboration. Both variable-centered and person-centered mediation analyses revealed that BPN consistently mediated the relationship between PD quality and engagement, with no significant differences in the BPN-engagement pathway across all profiles. These findings suggest a shift from merely including features toward designing them in ways that support teachers' psychological needs.

Martin, V., & Homier, M. (2025). **Récit de la transformation des activités d'intervention-recherche d'un chercheur et d'une chercheure : « On avait envie de tenir le micro à deux »**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 227-252. https://doi.org/10.7202/1126122ar
Ce texte porte sur la transformation de nos activités de chercheur et d'auxiliaire dans le cadre d'un projet d'intervention-recherche visant à soutenir le développement professionnel de personnes enseignantes dans l'enseignement-apprentissage des probabilités au primaire. Notre processus de recherche, inspiré de la clinique didactique de l'activité, nous a amenés à transformer nos activités et notre puissance d'agir. Dans une démarche duoethnographique, les concepts d'incident critique, de puissance d'agir et d'hétérarchie sont mobilisés pour structurer et analyser le récit de cette transformation. Nous l'organisons autour de trois mouvements, soit l'émergence d'un leadership plus égalitaire, des activités d'intervention plus fluides et dynamiques et l'ouverture au partage de ressources et d'idées avec les enseignantes. Ce faisant, nous réfléchissons à certains effets de notre travail d'intervention-recherche sur nous-mêmes comme chercheur et chercheure, sur nos manières de penser ou d'agir.

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 coeur du parcours de chaque apprenant en FP ou en FGA.

Nguyen, T. H. N. (2026). **Exploring the Impact Mechanisms of Generative Artificial Intelligence within Continuous Professional Development on Faculty Digital Competence: A Theoretical Model**. *Journal of Artificial Intelligence and Technological Development*, *2*(4), 39-46. https://doi.org/10.59324/jaitd.2026.2(4).05
In the era of digital transformation, Generative Artificial Intelligence (GenAI) is driving profound shifts in the professional competence of university faculty members. However, a significant knowledge gap persists regarding the theoretical mechanisms that explain how GenAI influences digital competences through professional development activities. This study aims to propose a theoretical model to elucidate the mechanisms of GenAI's impact on faculty digital competences via Continuous Professional Development (CPD). The research is built upon five core theoretical foundations: Social Constructivism, Social Learning Theory, intelligent TPACK framework, Self-Determination Theory (SDT), and the Unified Theory of Acceptance and Use of Technology (UTAUT/UTAUT2) model. The proposed model positions GenAI readiness as a triggering factor that stimulates engagement in CPD, which in turn facilitates the transformation of technological knowledge into digital competences. On this basis, the study develops six hypotheses focusing on direct, mediating, and moderating relationships involving factors such as responsible GenAI use, organizational support, and individual characteristics. Theoretical analysis suggests that GenAI can be viewed as a cognitive partner, assisting faculty in personalizing their learning pathways and enhancing the efficacy of digital pedagogical practices. The research

not only makes an academic contribution by bridging the theoretical gap but also offers significant practical implications, assisting higher education administrators in designing CPD ecosystems that are flexible, sustainable, and responsible in the era of Artificial Intelligence (AI).

Nguyen, T. H. N., & Nguyen, M. G. (2026). **Personalizing Professional Development Pathways for Primary School Teachers: An Integrated Model of Self-Determined Learning and Generative Artificial Intelligence**. *European Journal of Science and Modern Technologies*, *2*(4), 39-46. https://doi.org/10.59324/ejsmt.2026.2(4).04
In the context of Education 4.0, the rapid development of Generative Artificial Intelligence (GenAI) is causing professional skills to rapidly become obsolete if not promptly updated, thereby creating an urgent need for the professional development and reskilling of primary school teachers. However, traditional professional development programs are often imposed and uniform, making them unsuitable for the need to foster autonomy and self-determination in the digital era. This article proposes the AI-Supported Heutagogical Development (AI-SHD) model, a novel theoretical framework that integrates self-determined learning (Heutagogy) with the personalization capabilities of GenAI. Utilizing the Backward Design method and the 4E Framework, the study constructs a non-linear professional development process along the Pedagogy-Andragogy-Heutagogy continuum. The results demonstrate that GenAI serves as effective digital scaffolding, facilitating the personalization of professional development resources at scale and fostering a double-loop learning mechanism. Through this, teachers are empowered to self-direct their goals, re-evaluate their prior pedagogical assumptions, and proactively design their own professional development pathways. The study affirms that integrating GenAI into the Heutagogy framework is not merely a technological solution, but also a shift in pedagogical mindset, enabling primary school teachers to become self-determined learners ready to adapt to the uncertainties of the future.

Nicoleau, E., Agaisse, J.-P., & Lipovac, J.-C. (2026). **Dynamique d'apprentissage dans les écosystèmes coopératifs territorialisés**. *Éducation Permanente*, *247*(2), 107-115. https://doi.org/10.3917/edpe.247.0107
À Saint-Nazaire, la coopérative Baobab démarre en 2019, initiative d'individus en quête de réponses pragmatiques à des enjeux sociaux et environnementaux. Son développement par étapes a permis de murir une offre d'accompagnement d'initiatives citoyennes complexes par nature. En effet, elles encastrent les intérêts, motivations et connaissances d'acteurs représentant une grande diversité professionnelle et sociale et répondent à des enjeux multiples et interreliés. L'activité de Baobab, soutenue par le référentiel de l'« économie de la fonctionnalité et de la coopération » et le concept de « coopérative de transition écologique » a révélé le besoin de développer des compétences fines, afin de naviguer dans cette complexité, de maîtriser les récits qui illustrent les trajectoires ou encore de rendre intelligible à un auditoire disparate ces moyens d'actions adaptés à cette complexité.

Núñez-Regueiro, F., Watt, H. M. G., Richardson, P. W., Marsh, H. W., & Pekrun, R. (2026). **Professional learning supports teacher well-being through needs-supplies fit and control-value processes**. *Scientific Reports*, *16*(1), 26198. https://doi.org/10.1038/s41598-026-57946-9
Teacher well-being has become a critical challenge for contemporary education systems, yet the role of continuous professional learning (CPL) in supporting it remains poorly understood. We advance an integrative framework combining needs-supplies fit theory and control-value theory to explain when CPL supports teachers' self-efficacy and, in turn, their well-being. Using nationally

representative TALIS 2024 data from secondary teachers in France (N = 2877) and Australia (N = 3035), we show that CPL effects on teacher self-efficacy depend on needs-supplies fit: Supplies more strongly relate to self-efficacy when they exceed needs for CPL, whereas deficient supplies relate negatively to self-efficacy. Moreover, well-being levels peak when teachers both feel self-efficacious and value their work, but drop when either appraisal is lacking. These findings delineate conditions under which CPL may meaningfully support teacher well-being, with implications for systems confronting rising teacher attrition rates.

OCDE. (2026a). **A Conceptual Foundation for the Development of a Lifelong Learning Measurement Framework**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4257* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4257
This report proposes a conceptual framework for measuring lifelong learning (LLL) aimed at improving policy design and evaluation. Lifelong learning is understood as learning across the life course and diverse contexts. The report identifies key limitations in current data systems, including narrow age coverage, lack of longitudinal tracking, overemphasis on labour-market outcomes, and insufficient measurement of informal learning. To address these gaps, the framework is structured around three interconnected pillars: demand, supply, and coordination. Demand captures learning needs at individual, organisational, and societal levels; supply maps opportunities across formal education, workplaces, welfare systems, and communities; and coordination focuses on mechanisms that align needs with provision. The framework also redefines learning by introducing a two-dimensional model based on formalisation and digitalisation, better capturing hybrid and emerging forms. Finally, it outlines practical steps for implementation, including improved surveys, longitudinal data linkages, administrative data integration, skills passports, and advanced analytics to support more comprehensive and effective lifelong learning systems. The report will be of interest to education policy makers, whether interested in formal education or adult learning, to statisticians as well as other education stakeholders. This report develops a conceptual foundation for a measurement framework that captures learning trajectories across the life course and diverse contexts, and enables systematic assessment of how policies shape participation and outcomes. It provides policymakers with a comprehensive approach to understanding how lifelong learning (LLL) systems function, where gaps exist, and how interventions can strengthen opportunities across populations. LLL has become a central policy lever for productivity, inclusion, and resilience in the face of demographic ageing, technological change, and evolving skill demands. Yet existing data systems were designed mainly to measure educational attainment and training participation at specific life stages. They do not adequately capture learning as a lifelong and life-wide phenomenon, creating four major limitations that constrain policy design and evaluation. First, coverage is too narrow across the life course. Most international measurement focuses on adults aged 25-64, offering limited visibility into learning outside formal schooling in childhood and excluding adults over 64. Learning through families, communities, and digital environments is largely invisible, despite its growing importance. As a result, critical phases of human development, skill maintenance, and the links between them remain poorly understood. Second, measurement is largely cross-sectional, providing static snapshots rather than tracking learning over time. Current instruments do not follow how skills evolve through key life transitions such as entering the workforce, changing occupations, forming families, or retiring. The absence of systematic longitudinal linkages between surveys like the Programme for International Student Assessment (PISA) and Programme for the International Assessment Competencies (PIAAC)

prevents a coherent view of skill development across decades. Policymakers cannot assess whether early investments yield long-term returns or identify where trajectories diverge. Third, outcomes are too focused on the labour market. While employability and earnings matter, learning also produces broader social benefits, including civic participation, health literacy, social cohesion, personal agency, and wellbeing. These wider returns are largely absent from current metrics, limiting understanding of the full value of LLL and narrowing policy debates to economic productivity alone. Fourth, informal learning is insufficiently captured. Much skill development occurs through everyday activities in workplaces, families, communities, and increasingly through digital resources such as online tutorials and platforms. These forms of learning remain weakly measured, creating blind spots precisely where learning is expanding most rapidly.

OCDE. (2026b). **Navigating Life with Low Literacy and Numeracy New Results from the 2023 Survey of Adult Skills**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4258* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4258
One in three adults across OECD economies lack the foundational skills to participate effectively in the labour market and society. This share has grown over the past decade, making low foundational skills one of the most persistent structural challenges facing advanced economies. Drawing on the 2023 Survey of Adult Skills (PIAAC), this report examines the scale, nature and consequences of low foundational skills in OECD countries and beyond. It analyses how the depth of skill deficits varies across countries and domains; it pinpoints the strongest predictors of low skills and uncovers distinct profiles among low-skilled populations; it highlights how these findings can inform effective policy responses. The report underscores that adults with low foundational skills are not a homogeneous group: deficits differ in severity, are distributed differently across literacy and numeracy, and reflect varying roles of migration and language background. Adults with low foundational skills face substantial and compounding disadvantages in employment, earnings, health and civic participation. Yet those who would benefit most from adult learning are consistently the least likely to engage in upskilling activities. Closing this gap requires active outreach through trusted intermediaries, provision that is contextualised and sufficiently intensive, and a sustained commitment to reaching adults whom adult learning systems have repeatedly failed to serve. Nearly one in three adults across OECD economies has low foundational skills in literacy or numeracy, according to the 2023 Survey of Adult Skills. In 11 of the 27 countries that participated in both Cycle 1 and Cycle 2 of the survey, the share of adults with low skills has increased significantly over the past decade. Only two countries recorded a reduction: Denmark and Finland. Low foundational skills constrain employment opportunities, earnings, health, and participation in civic life. Adults with low foundational skills are around one-third less likely to be active in the labour market than those with medium proficiency. Among those in work, hourly earnings are around five dollars lower on average, with gaps exceeding ten dollars in Singapore and Switzerland. They report worse health, lower life satisfaction, and weaker trust in others and in institutions.

Osty, F. (2026). **« Réensauvager » l'intervention pour une gestion en commun de la ressource en eau**. *Éducation Permanente*, *247*(2), 11-21. https://doi.org/10.3917/edpe.247.0011
Cet article rend compte d'une action-recherche portant sur la gestion collective de l'eau dans deux territoires ruraux de l'ouest de la France. Face à la raréfaction de la ressource, les tensions entre usages agricoles, environnementaux et domestiques s'intensifient, révélant les limites des

dispositifs institutionnels de gouvernance existants. La complexité du terrain – enchevêtrement territorial, pluralité des acteurs et des référentiels – désoriente l'intervenant sociologue et l'oblige à «réensauvager» sa pratique. L'article plaide pour une posture renouvelée, fondée sur l'écoute, et la mise en dialogue comme levier de construction d'une gestion en commun de l'eau.

Perdrigeat, J. (2026). **La transition écologique au prisme du travail réel**. *Éducation Permanente*, *247*(2), 91-99. https://doi.org/10.3917/edpe.247.0091
Cet article propose de saisir la transition écologique à partir d'une double focale : la coopération interprofessionnelle et l'évaluation de la valeur créée par les dépenses évitées. À partir du cas d'une unité interdisciplinaire d'un service public départemental de rénovation de l'habitat, il montre que l'efficacité de l'action ne peut être réduite ni aux volumes de travaux engagés ni aux indicateurs de performance usuels. Elle repose sur une coopération située entre métiers hétéro gènes, permettant d'ajuster les interventions à la complexité des situations et de prévenir des coûts sociaux, techniques et humains ultérieurs. L'analyse conduit ainsi à déplacer le regard, d'une logique de résultats immédiats vers une approche servicielle attentive aux effets utiles, aux interdépendances professionnelles et aux formes invisibilisées de valeur publique.

Rupieper, L. K. K., & Thomsen, S. (2026). ***Adult Education and Political Participation: Evidence from East German Volkshochschulen*** (Working paper N° 1240). Consulté à l'adresse DIW Berlin, The German Socio-Economic Panel (SOEP) website: https://EconPapers.repec.org/RePEc:diw:diwsop:diw_sp1240
This paper examines the effects of voluntary, non-formal adult education on political attitudes, participation, and partisanship, exploiting the expansion of courses at East German Volkshochschulen (VHS) after reunification. Combining administrative VHS data with individual survey data and federal election results, we use quasi-random variation in local course availability to identify causal effects in two-way fixed effects models. We find no significant impact on political attitudes and partisanship, suggesting that political socialization and ideologization play limited roles in adult education. Yet, courses significantly affect some forms of political participation, as they increase volunteering and reduce turnout. These effects are not driven by civic education courses. Further participatory behaviors remain unaffected. This variation in effects across participatory behaviors hints to a more complex relationship than commonly assumed: One may only understand the effect of adult education on political participation when understanding its effects on other areas of life as well, given the interplay of the productive and political roles of human capital.

Simonet, P. (2025). **Intervenir en formation avec la méthodologie de l'instruction au sosie : question d'action et de recherche**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 181-203. https://doi.org/10.7202/1126120ar
Cet article mobilise le cadre méthodologique de l'instruction au sosie et plus spécifiquement le parcours de Mme F. dans une unité d'enseignement de la formation de formateur d'enseignants à l'INSPE 1. À partir de résultats qui analysent les relances du sosie et les savoirs activés dans les commentaires produits par l'instructrice, cette contribution interroge, d'une part, la posture de formateur-intervenant du sosie et ses effets sur l'activité créatrice de l'instructrice-apprenante et, d'autre part, la composition des savoirs de métier activés dans ce cadre méthodologique qui vise le développement professionnel.

Tabka, M., & Soudani, M. (2026). **Développement professionnel dans le contexte tunisien : le récit d'expérience comme outil d'analyse, individuelle et collective de la pratique professionnelle**. *Contextes et Didactiques*, *27*. https://doi.org/10.4000/16fks
Dans le contexte tunisien, le système de formation continue des enseignants, bien que régulièrement restructuré, reste marqué par des lacunes dans sa conception, sa mise en œuvre et son évaluation. Ce constat soulève la nécessité de repenser les modalités de formation afin qu'elles répondent réellement aux besoins professionnels des enseignants. Ce travail explore une modalité innovante fondée sur le récit d'expérience, intégré dans un dispositif collaboratif, comme outil de développement professionnel. Ancré dans le paradigme de la professionnalisation, ce modèle met l'accent sur l'analyse réflexive des pratiques, la co-construction des savoirs et l'engagement dans une dynamique identitaire. L'étude s'appuie sur une méthodologie qualitative exploratoire. Les sessions de formation menées dans le cadre de cette étude ont été assurées par le chercheur, assumant simultanément les rôles de chercheur et de formateur. Vingt-huit enseignants tunisiens, débutants et expérimentés, ont participé à des séances collectives au cours desquelles ils ont partagé et analysé des situations professionnelles vécues. Les résultats montrent que le récit d'expérience favorise une prise de conscience des gestes professionnels, une meilleure compréhension de soi dans l'exercice du métier et une reconnaissance mutuelle entre pairs. Le dispositif crée également un espace de parole sécurisé, où l'altérité et la confrontation constructive permettent l'émergence de savoirs d'action contextualisés. Cette recherche met ainsi en lumière l'intérêt d'une formation ancrée dans l'expérience et orientée vers une dynamique collective d'apprentissage.

Valle, W. A. D., Varella, C. V. S., & Souza, C. A. de. (2026). **Transformation des savoirs et valorisation du travail dans les activités de recyclage**. *Éducation Permanente*, *247*(2), 127-138. https://doi.org/10.3917/edpe.247.0127
L'article analyse les interventions ergonomiques auprès des récupérateurs de déchets recyclables (catadores) au Brésil. Face à la transition socio-écologique, le positionnement méthodologique passe d'une posture technique à une appro-che clinique et dialogique, centrée sur l'activité réelle et les expériences des catadores. L'étude montre les limites d'un modèle productiviste et souligne l'importance d'élargir le périmètre d'intervention aux enjeux institutionnels et territoriaux, où la valorisation des externalités, la coopération et le développement de nouveaux savoirs apparaissent essentiels pour dépasser la précarité et soutenir une transition durable.

Vuidel, P. (2026). **Construire une capacité d'intervention au service de la transition économique**. *Éducation Permanente*, *247*(2), 100-106. https://doi.org/10.3917/edpe.247.0100
Le programme Coop'ter, conçu et copiloté par ATEMIS et l'ADEME, vise à mobiliser l'approche servicielle de l'économie de la fonctionnalité et de la coopération dans une vingtaine de bassins de vie en France. Le programme permet à des acteurs engagés dans une transition économique à l'échelle de leur territoire d'être accompagnés par un binôme de professionnels. L'article revient sur les enjeux et les modalités de constitution de la communauté des accompagnateurs, à partir d'une attention aux nécessaires déplacements professionnels occasionnés par leur intégration dans le programme. Formation, mise en place de dispositifs réflexifs, mais aussi recherche de résonance entre les transformations promues et celles de leur propre modèle économique ont fait émerger une démarche formative renouvelée, inscrite dans la durée et dans des cadres collectifs, faisant de la réflexivité une modalité centrale de l'évolution des pratiques professionnelles.

Yennek, N., Perche, L., Léger, L., & Fenouillet, F. (2026). **Understanding learner engagement through individual and situational interest in adult learning**. *European Journal of Training and Development*, 1-19. https://doi.org/10.1108/EJTD-09-2025-0201
This study aimed to develop and validate the adult learning interest scale (ALIS) to assess how different forms of interest contribute to learner engagement in adult contexts. Engagement is a key determinant of success in adult learning, yet the motivational factors that sustain it (particularly individual and situational interest) remain insufficiently understood. Existing tools for measuring interest were primarily designed for school populations, highlighting the need for a scale suited to adult education contexts.The ALIS comprises 14 items across three subscales: individual interest, activated situational interest (ASI) and maintained situational interest. In the first study (n = 306), exploratory factor analysis examined the factorial structure of the ALIS. A second study (n = 289) used confirmatory factor analysis to validate the three-dimensional structure and assess concurrent validity.Results demonstrate ASI has a direct effect on engagement behaviors in adult learning, highlighting its role as a proximal driver of learner's engagement in the learning situation. Moreover, the findings support a link between interest and self-determined motivation. These findings highlight the importance of measuring interest as an indicator of learner motivation and engagement.ALIS offers a practical, and cost-effective tool for assessing interest in adult learning, enabling the development of targeted strategies to enhance engagement and improve learning quality. While its applicability should be further examined across more diverse professional contexts and populations, this study provides initial evidence of its potential relevance and utility in adult education research and practice.

Insertion professionnelle

Babaci-Wilhite, Z., & Motyka, M. (2026). **Teaching and learning for the common good: A case study on pedagogical engagement in the US higher education**. *PROSPECTS*, *56*(1), 125-136. https://doi.org/10.1007/s11125-025-09733-z
This article introduces a course entitled Professional Pathways Through Ignatian Pedagogical Engagement, recently developed at the University of San Francisco. The course aims to bridge theory and practice by fostering ethical civic engagement, personal reflection, and professional development through internships and role-based communication and drama activities. Drawing on the Jesuit educational tradition—specifically the Ignatian pedagogical paradigm (IPP)—the course supports intellectual, emotional, and spiritual growth regardless of students' faith backgrounds. Students explore concepts of humanization inspired by Paulo Freire, John Dewey, and Martha Nussbaum, encouraging development toward the common good. In an era shaped by the increasing presence of artificial intelligence (AI), the course helps students critically reflect on professional praxis and societal responsibility. Designed for students in their final years, it promotes lifelong learning and the Jesuit ideal of cura personalis—care for the whole person.

Barwick, P., Chen, S., Fu, C., & Li, T. (2024). ***Digital Distractions with Peer Influence: The Impact of Mobile App Usage on Academic and Labor Market Outcomes*** (Working paper N° 19579). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19579
Concerns about excessive mobile phone use among youth are mounting. We present estimates of both behavioral and contextual peer effects, along with comprehensive evidence on how

students' own and their peers' app usage affect academic performance, physical health, and labor market outcomes. Our analysis draws on administrative data from a Chinese university covering three student cohorts over four years. We exploit random roommate assignments, differential exposure to a policy shock (gaming restrictions for minors), and differential exposure to a discrete event (the introduction of a blockbuster video game) for identification. App usage is contagious: a one s.d. increase in roommates' in-college app usage raises own usage by 5.8%. High app usage is harmful across all measured outcomes. A one s.d. increase in app usage reduces GPAs by 36.2% of a within-cohort-major s.d. and lowers wages by 2.3%. Roommates' app usage reduces a student's GPAs and wages through both disruptions and behavioral spillovers, generating a total negative effect that exceeds half the magnitude of the impact from the student's own app usage. Extending China's three-hour-per-week gaming restriction for minors to college students would boost their initial wages by 0.9%. High-frequency GPS and app usage data show that heavy app users spend less time in study halls, are more frequently late or absent from class, and get less sleep.

Beck, J., Kopka-Peretti, A., & Miousset, K. (2026a). **Le taux d'emploi salarié en France des diplômés 2024 de Master et de diplôme Bac+5 grade Master à 18 mois**. *Note Flash du SIES*, (2026-19), 1-3. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/le-taux-d-emploi-salarie-en-france-des-diplomes-2024-de-master-et-de-diplome-bac5-grade-master-18-103827
69,3 % des diplômés 2024 français de master hors enseignement et 61,1 % de ceux de Bac +5 grade master occupent un emploi salarié en France à 18 mois, en retrait par rapport à la promotion précédente.

Beck, J., Kopka-Peretti, A., & Miousset, K. (2026b). **Le taux d'emploi salarié en France des diplômés de 2024 de Formation Ingénieur et en management de niveau Bac+5 à à 18 mois**. *Note Flash du SIES*, (2026-20), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-07/NF_inge_mana_juillet_2026.pdf
Le taux d'emploi salarié en France des diplômés 2024 de master hors enseignement ne poursuivant pas leurs études en France s'établit à 69,3 % à 18 mois. Il atteint 87,3 % pour ceux de master enseignement et 61,1 % pour les diplômés d'un diplôme visé Bac +5 grade master. Il s'inscrit en retrait par rapport à la promotion précédente pour le master hors enseignement et le diplôme gradé master, et demeure quasi stable pour le master enseignement. L'insertion salariée en France est plus importante pour les femmes. Le taux d'emploi non salarié, plus répandu parmi les diplômés gradés master, est particulièrement élevé en lettres-langues-arts et en sciences-technologies-santé. Les diplômés gradés master perçoivent les salaires les plus élevés, et les salaires des hommes sont globalement plus élevés quel que soit le diplôme.

Beck, J., Kopka-Peretti, A., & Miousset, K. (2026c). **Les taux d'emploi salarié en France des diplômés 2024 de licence professionnelle, licence générale et BUT à 18 mois**. *Note Flash du SIES*, (2026-18), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-taux-d-emploi-salarie-en-france-des-diplomes-2024-de-licence-professionnelle-licence-generale-et-103824
76,5 % des diplômés 2024 français de licence professionnelle et 53,5 % de ceux de licence générale occupent un emploi salarié en France à 18 mois, en retrait par rapport à la promotion précédente.

Demoulin, T., Helmer, M., & Lefebvre, A. (2026). **Approcher poétiquement le « travail nouveau » dans une SIAE**. *Éducation Permanente*, *247*(2), 42-50. https://doi.org/10.3917/edpe.247.0042
Cet article explore une expérimentation menée dans une société d'insertion par l'activité économique pour repenser l'évaluation du travail. Face aux limites des indicateurs chiffrés, le projet articule l'économie de la fonctionnalité et de la coopération avec la critique littéraire pour envisager la valeur comme une production de sens par une communauté d'interprétation. Quatre portraits d'anciens salariés, issus d'entretiens retranscrits et versifiés, ont été utilisés dans les ateliers déontiques des chargées d'insertion professionnelle. Leur interprétation collective lors d'un événement a favorisé la coopération et la création d'une communauté d'action où la valeur émerge d'un processus interprétatif plutôt que d'une mesure figée. Cette intervention montre que la poésie peut agir comme un opérateur stratégique, révélant les dimensions politique et subjective du travail et contribuant à « saluer la naissance du travail nouveau» dans les pratiques concrètes de l'économie servicielle.

Duflo, E., Dupas, P., & Kremer, M. (2024). ***The Impact of Secondary School Subsidies on Career Trajectories in a Dual Labor Market: Experimental Evidence from Ghana*** (Working paper N° 19344). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19344
In 2008, we randomly assigned secondary school scholarships among 2,064 youths in Ghana. This paper exploits fifteen years of follow-up data to examine the impact of access to free secondary education on career trajectories over the first part of the life cycle. Winning a scholarship increases the probability of secondary school graduation from 45% (in the control group) to 73% (in the treatment group), and leads to an increase in knowledge and skills. However, the entry of secondary school graduates (with or without scholarship) in the labor market is very gradual, as many attempt, over many years, to qualify for tertiary programs that are gateways for government jobs. By 2023, 12% of females and 15% of males in the control group have completed a tertiary program. The scholarship increases this share by 11 percentage points for females, but not at all for males. We do not observe significant labor market impacts for men at any point. In contrast, earnings gains of around 24% arise in 2020 and grow to 30% in 2023 for female scholarship recipients, who are 6.7 percentage points (100%) more likely than non-recipients to have a government job by then. We use a simple Harris-Todaro style model of a dual labor market with credit constraints to (a) explain the gendered impacts and (b) discuss the impact that generalized free secondary education would be expected to have in general equilibrium, under different regimes of hiring in the government sector.

Ilardi, V., Lercari, L., & Merlin, F. (2026). **S'insérer dans un monde instable : le diplôme reste une valeur sûre**. *Céreq Bref*, (487-488). Consulté à l'adresse https://hal.science/hal-05726731
Les premiers résultats de l'enquête Génération du Céreq éclairent l'entrée sur le marché du travail des jeunes sortis du système éducatif en 2021, dans un contexte marqué par les chocs économiques. Malgré un accès à l'emploi globalement favorable, ces jeunes affrontent des débuts de carrière instables où la qualité des emplois se dégrade avec la conjoncture. Replacés dans le temps long, ces résultats disent cependant surtout la permanence des hiérarchies scolaires : plus le diplôme est élevé, plus l'insertion reste favorable, et l'absence de diplôme continue de peser lourdement sur l'accès à l'emploi. S'appuyant sur une comparaison avec les précédentes Générations, ce Céreq Bref offre un regard sur l'évolution de la valeur des diplômes en vingt ans, et montre qu'ils gardent un fort rôle protecteur face au chômage.

Jeong, S. J. (2026). **Quality of Employment of High School Graduates: Focusing on the Effect of Student Vocational Education and Training Experience**. *International Journal of Training and Development*, *30*(3), 304-319. https://doi.org/10.1111/ijtd.70024
This study aims to identify latent employment quality patterns among vocational high school graduates and examine how these patterns are influenced by their upper-secondary vocational education and training (VET) experiences. Grounded in the International Labour Organisation's concept of decent work, this study considers employment quality within diverse indicators: job relevance to education, decent hours, social protection, employment status, adequate earnings, work–life balance, and social dialogue and workplace relations. Using nationally representative data from 1463 Korean vocational high school graduate workers, latent class analysis is employed to classify individuals into distinct employment quality patterns based on multiple dimensions of decent work. The analysis reveals three latent groups: stable (26.7%), partially stable (54.8%), and precarious (18.5%). Results from multinomial logistic regression indicate that students' active participation in vocational coursework, acquisition of industry certifications, and work experience are significantly associated with these latent patterns. Moreover, these relationships vary across different occupational programmes, including STEM, business and services, and others tracks. This study underscores the importance of incorporating diverse indicators of employment quality rather than relying on a single metric. It also suggests that VET strategies should be tailored to the unique characteristics of each occupational programme to improve employment outcomes for vocational high school graduates.

Leibing, A. (2026). ***Skill Substitution, Expectations, and the Business Cycle*** (Working paper N° 18835). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18835
Using administrative data on more than six million German high school graduates from 1995 to 2018, this paper studies how labor market conditions around high school graduation affect postsecondary skill investments. Exploiting cyclical deviations from secular state-specific trends, I find procyclical overall university enrollment, especially at academic universities. Long-run attainment effects are procyclical for academic universities and countercyclical for applied universities. Using large-scale survey data, I present changes in expected returns to different degrees as a potential mechanism. During downturns, graduates expect lower returns to university degrees, while expected returns to the outside option, apprenticeships, are stable.

Merlin, F., & Robert, A. (2026). **Les pauses en cours d'études à la française. Expérimenter dans la linéarité**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfj
Les parcours d'études en France restent encore aujourd'hui très marqués par un modèle linéaire. Pourtant une relative délinéarisation semble s'être engagée, observable à la fois par l'augmentation des interruptions temporaires d'études et par l'institutionnalisation en 2015 de la césure. S'intéressant aux jeunes sortis de l'enseignement supérieur en 2017 à partir des données Génération, ce travail vise à quantifier et caractériser les interruptions temporaires en cours d'études, puis à mesurer leurs effets sur l'insertion professionnelle. Il en ressort que la norme de linéarité reste en vigueur en France, où le marché du travail dévalorise globalement les parcours d'études discontinus. Seules les pauses « justifiées » procurent un avantage, et pour les publics les mieux dotés.

Stern, C., & Allstrin, S. (2026). ***Shortening the path — from the host organisation's side: A demand-side study of internship matching for foreign-born academics*** (Working paper N° 392). Consulté à l'adresse The Ratio Institute website: https://EconPapers.repec.org/RePEc:hhs:ratioi:0392
Many high-income labour markets combine persistent skills shortages with the underemployment of foreign-born academics, whose qualifications and experience tend to yield a lower return after migration. Work-based internships are a common policy response, expected to help migrants rebuild context-specific human capital, improve host-country language, and access the informal networks through which much hiring occurs. Yet the evidence base is almost entirely supply-side: it examines what internships do for interns, while the organisations that must agree to host them remain largely unstudied. What makes a placement work from the employer's point of view is therefore poorly understood. Drawing on human capital theory, we address this gap through semi-structured interviews with managers and supervisors at 24 Swedish organisations that had hosted one or more foreign-born academic interns through the national programme Korta vägen (« the academic fast track »). Using inductive thematic analysis, we identify factors operating at three levels — individual, organisational, and institutional — that shape how well an intern's human capital can be put to use. Education quality is less salient to hosts than the literature would predict; language matters chiefly as a vehicle for social integration; cultural friction is workable when expectations are made explicit; and institutional rules around credentials and licensing constrain placement quality in regulated professions. Hosts also report substantial, sometimes unanticipated, organisational gains. We argue that demand-side evidence requires human capital theory to be broadened to incorporate language, culture, and social capital if it is to explain matching.

Wang, Y., Xie, Y., & Jing, X. (2026). **The multi-dimensional, multi-level impact of social capital on academic job search in China: A comparison between domestic PhDs and PhD returnees in the social sciences**. *Higher Education*, *92*(1), 235-254. https://doi.org/10.1007/s10734-025-01532-x
In the recent decade, with the increasing number of PhD graduates, the Chinese academic labor market has become highly competitive. To support PhD graduates to navigate the Chinese academic labor market, this study investigates how social capital shapes the academic job search of domestic PhDs and PhD returnees in the social sciences. Drawing on Claridge's (2020) multi-dimensional, multi-level framework, we conducted in-depth interviews with 11 domestic PhDs and 16 PhD returnees to analyze their social capital across structural, relational, and cognitive dimensions and at micro, meso, and macro levels. The findings reveal marked differences between the two cohorts. Domestic PhDs benefit from deep-rooted local networks, particularly advisor-related ties (shimen), institutional prestige, and informal job-search channels. In contrast, PhD returnees face disadvantages due to the devaluation of overseas networks and limited access to domestic academia. This study also uncovers a dualistic evaluation system that hierarchically stratifies social capital based on university rankings, privileging domestic universities over those of overseas. Underpinning these dynamics is China's renqing society (a moral system of intimacy, reciprocity and obligation), where guanxi (personal connections embedded in trust, exchange, and hierarchy) remains central to academic recruitment. Together, these findings shed light on the uneven value of domestic and international networks and offer practical implications for navigating China's guanxi-driven academic hiring culture.

Wild, A. N., Leventhal, B. C., & Kush, J. M. (2026). **Uncovering the Landscape: A Closer Look at Internships in Educational Measurement**. *Educational Measurement: Issues and Practice*, *45*(3), e70045. https://doi.org/10.1111/emip.70045

High-impact practices such as internships have long been recognized for enhancing student learning and development. Yet, in educational measurement graduate training, internships remain underexamined. The current three-part study explored the structure, expectations, and implications of graduate-level internships in educational measurement and assessment. Part 1 reviewed 19 internship calls from summer 2024, identifying trends in required skills, application materials, and internship logistics. Part 2 surveyed 22 internship mentors and organizers to better understand specifics pertaining to mentorship, project supervision, the application review/interview process, and internship logistics. Part 3 surveyed 28 current graduate students, examining the value of internships from the intern perspective. Findings suggest that graduate internships in the fields of educational measurement and assessment are valuable and impactful experiences that serve a variety of stakeholders. Study limitations and directions of future research are discussed. Implications are provided for graduate students, graduate programs/faculty, internship organizers/mentors, and the field.

Xu, H., Shen, W., & Shuai, Y. (2026). **Geography and Gains of Doctoral Mobility: Origin, Training Site and Employment Location Among Recent PhDs From Chinese Universities**. *Higher Education Quarterly*, *80*(3), e70134. https://doi.org/10.1111/hequ.70134
The mobility of doctoral graduates shapes both early-career trajectories and the geography of research talent. In China, doctoral training, research resources and high-value employment opportunities are concentrated in a limited number of cities, so the transition from doctoral education to first employment is closely structured by educational hierarchy and regional inequality. Using a 2025 survey of doctoral graduates matched to city-level indicators of economic, research and digital capacity, this study examines doctoral mobility through the linked locations of origin, training site and employment. It distinguishes between the likelihood of taking employment outside the PhD city and the gains associated with destination sorting among inter-city movers. The findings show that graduates' location after doctoral training is central to subsequent mobility outcomes. Among movers, origin-to-employment gains are explained primarily by the extent to which the employment city exceeds the PhD city in economic, research and digital capacity. Remaining in the PhD city may still involve substantial spatial advantage, because apparent immobility can reflect an earlier move into a stronger training location. Mobility is also socially differentiated, with gender, age, marriage, institutional background, overseas exposure and sectoral pathways associated with distinct patterns of destination access and mobility gains. The study conceptualizes doctoral mobility through the relationship among origin, training site and employment location. It also suggests that talent policy should address the spatial concentration of doctoral training and research capacity alongside post-graduation recruitment.

Yao, A. A. (s. d.). ***Alphabétisation et réinsertion socioprofessionnelle des jeunes filles bénéficiaires du programme « Girl power » de l'Office du Service Civique National***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/alphabetisation-et-reinsertion-socioprofessionnelle-des-jeunes-filles-beneficiaires-du-programme-girl-power-de-l-office-du-service-civique-national-oscn/86097
Cet ouvrage est le fruit d'une recherche approfondie visant à mettre en lumière l'impact de l'alphabétisation sur le parcours des jeunes filles bénéficiaires dudit programme, dans la perspective de favoriser leur insertion durable dans la vie socioprofessionnelle.En effet, cette étude met en évidence les effets positifs de ce programme sur cette frange de la population, notamment à travers l'acquisition de compétences éducatives et de compétences de vie, ainsi

que l'émergence de changements rapides et durables de comportements favorisant leur autonomie, leur indépendance et leur liberté financière.Ainsi, l'alphabétisation, en tant qu'outil d'aide à la décision et socle de la « formation à la racine », se situe au cœur d'un processus d'autonomisation. Elle conduit les apprenantes à prendre conscience de leurs potentialités, contribuant ainsi à la réduction de leur vulnérabilité sociale.Cet ouvrage s'inscrit, dès lors, dans une dynamique de proposition de solutions à forte portée sociale. Il met en lumière une dimension essentielle du quotidien des femmes, actrices et piliers du développement endogène de leur pays, en quête d'épanouissement personnel.

Marché du travail

Acton, R., Morales, C., Turner, J., 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° 18786). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18786

Despite most community college students intending to earn a bachelor's degree, few successfully transfer and complete one. Community College Baccalaureate (CCB) programs offer an alternative by allowing community colleges to confer bachelor's degrees directly, yet little is known about how employers value these credentials. We address this question with the first resume audit study of CCB degrees, submitting fictitious applications to real job vacancies while experimentally varying applicants' credentials, institutions, and demographics. This pilot focuses on the early childhood education (ECE) labor market, a growing CCB field marked by labor shortages and rising educational requirements. We find that employers view CCB degrees similarly to traditional bachelor's and associate degrees, with statistically indistinguishable interview-request rates. Callback text shows little evidence of differential employer responses, while a net-price simulation suggests sticker-price comparisons overstate CCB affordability. These findings provide new evidence on the labor market value and affordability of CCB degrees and inform an ongoing audit study across additional fields.

Albagli, P., Cominetti, N., Costa, R., Eyles, A., & Ventura, G. (2026). **Changing jobs: worker mobility and wages in the UK labour market**. *Economica*, *93*(372), 1501-1532. https://doi.org/10.1111/ecca.70067

We study the role of job-to-job transitions in shaping wage dynamics in the UK. We show that job moves have continued to generate substantial wage gains for movers even during a period of real wage stagnation and declining labour market mobility. Using an econometric model that accounts for worker, firm and match heterogeneity, we decompose the job mobility premium, and find a limited role for worker and firm effects, with most of the return explained by match-specific factors. We also examine the determinants of job mobility, and show that much of its recent decline reflects compositional changes in the workforce, particularly ageing and increasing occupational professionalization. We conclude by discussing the policy challenges of promoting job mobility as a driver of wage growth and more efficient labour market reallocation.

Arduini, T., Iorio, D., & Marazzi, F. (2026). ***Standing Tall at Sixteen: The Labor Market Value of Relative Height in Adolescence*** (Working paper N° 12911). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12911

We study whether social standing during adolescence has persistent effects on later labor market outcomes, using relative height within school cohorts as a visible, predetermined marker. Using Add Health data, we reinterpret the height premium as positional rather than a return to absolute stature. Being one inch shorter than the tallest classmate is associated with 1.4% lower earnings for males, with no effect for females. The relationship is asymmetric, driven by a penalty for low standing, and persists into mature career. It operates through social integration rather than schooling or occupational sorting, suggesting adolescent hierarchies have long-lasting economic consequences.

Arellano, M., Attanasio, O., Borella, M., De Nardi, M., & Paz-Pardo, G. (2026a). ***Subjective Earnings and Employment Dynamics*** (Working paper N° 2509). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: https://EconPapers.repec.org/RePEc:cwl:cwldpp:2509
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.

Arellano, M., Attanasio, O., Borella, M., De Nardi, M., & Paz-Pardo, G. (2026b). ***Subjective earnings and employment dynamics*** (Working paper N° 3264). Consulté à l'adresse European Central Bank website: https://EconPapers.repec.org/RePEc:ecb:ecbwps:20263264
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. JEL Classification: C23, C81, D15

Bičáková, A., Cortes, G. M., Foley, K., Mazza, J., & McHenry, P. (2026). **Unpacking the countercyclicality of post-secondary enrollment in the United States**. *Economics of Education Review*, *113*, 102810. https://doi.org/10.1016/j.econedurev.2026.102810

Using data from the Current Population Survey's Education Supplement, we examine the countercyclicality of post-secondary education (PSE) enrollment in the U.S. between 1977 and 2023. The unemployment–enrollment relationship is weak prior to 2000 and when Covid-19 years are included, but it is much stronger in 2000-2019. Focusing on these two decades, we show that higher unemployment increases enrollment at both 2- and 4-year colleges. We also show that persistence (continued enrollment among prior PSE participants) accounts for a larger share of the countercyclicality than matriculation (new enrollments). As for matriculation, eighteen-year-olds experience a particularly pronounced increase in the probability of starting a 2-year college degree when unemployment is high. We also find that men in their 20s are more likely to start a 4-year college degree when economic conditions deteriorate.

Bigi, M., Méda, D., Tenret, É., & Verley, É. (2026). **Des jeunes actifs satisfaits mais en quête d'ailleurs : les ressorts d'un paradoxe**. *Céreq Bref*, (489), 1-4. Consulté à l'adresse https://www.cereq.fr/publications/cereq-bref/des-jeunes-actifs-satisfaits-mais-en-quete-dailleurs-les-ressorts-dun
À rebours des discours sur leur désengagement professionnel, les jeunes actifs déclarent majoritairement s'épanouir dans leur travail. Pourtant, une part importante d'entre eux souhaite changer d'emploi ou se réorienter dès les premières années de vie active, y compris parmi ceux qui se réalisent professionnellement. Mobilisant à la fois l'enquête Génération du Céreq et des sources de données complémentaires, ce Céreq Bref cherche à approfondir la compréhension de ces aspirations apparemment contradictoires. Issu d'une recherche collective soutenue par l'INJEP, il explore l'hypothèse que ce paradoxe reflète moins une insatisfaction qu'une adaptation aux transformations du marché du travail, à un système éducatif rigide et à des conditions de travail souvent dégradées

Bindler, A., Boelmann, B., Janys, L., & Santiago-Wolf, L. (2026). ***A Missed Opportunity? Labor Demand and Workforce Diversity*** (Working paper N° 18756). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18756
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., Boelmann, B., Janys, L., & Wolf, L. (2026). ***A missed opportunity? Labor demand and workforce diversity*** (Working paper N° 26174). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26174
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.

Black, I., & Figueiredo, A. (2024). ***The Illusion of Cyclicality in Entry Wages*** (Working paper N° 19430). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19430
We show that occupation mobility creates the illusion of cyclical hiring wages. Using administrative data, we find that wages of new hires who remain in the same occupation are no more cyclical than those of existing workers, whereas wages of occupation switchers are highly cyclical. We uncover higher wage cyclicality also among workers who switch occupations within the same firm. Moreover, wage cyclicality increases, the more different current and previous occupationsâ€™ required skills. Our results suggest that the widely documented cyclicality of entry wages reflects composition effects due to changes in match quality in workerâ€™s occupation, rather than wage flexibility.

Caliendo, M., Huber, K., Isphording, I., & Wegmann, J. (2026). ***On the Extent, Correlates, and Consequences of Reporting Bias in Survey Wages*** (Working paper N° 103). https://doi.org/10.25932/publishup-70765
We study the extent, correlates, and consequences of reporting bias in survey wages using German linked survey-administrative data (SOEP-CMI-ADIAB). Survey wages differ systematically from administrative records: mean survey wages are 7% lower, and discrepancies follow a mean-reverting pattern. Individual characteristics explain little of the reporting bias, whereas firm context explains most of the variation. Since neither data source alone is sufficient, we construct a hybrid wage that combines their respective strengths. Measurement choice matters, but in ways that depend on how administrative top-coding is handled across the full wage distribution: when wages are outcomes, censoring administrative wages at the assessment limit understates returns to education by 4–11% and the gender wage gap by up to 23%, while imputation reverses the bias for returns to education. When wages are regressors, wage-satisfaction gradients are 9–28% steeper with survey than with administrative wages below the assessment limit, a pattern inconsistent with classical attenuation bias and pointing to non-classical, context-dependent misreporting. We provide guidance for choosing between administrative, survey, and hybrid wages depending on the application, with lessons that extend to any setting where self-reported wages are collected alongside top-coded administrative records.

Cappellari, L., Colussi, T., & Ovidi, M. (2026). ***Gendered Honors: Graduation Committees, Academic Distinction, and Early-Career Outcomes*** (Working paper N° 26194). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26194

We study how committee dynamics affect the recognition of academic excellence and its consequences in the labour market. Using administrative records from a major Italian university and exploiting exogenous variation in the gender composition of graduation committees, we show that equally prepared female graduates are significantly less likely to receive laude honors when evaluated by male-majority committees, while males are unaffected. The effect is concentrated among students advised by female or early-career faculty and disappears when a woman chairs the committee, pointing to the role of authority and influence in deliberations. We show pre-defense gender gaps in adivsors' official laude requests in male-majority committees, consistent with nominations responding to expected committee support. Gaps in academic distinction translate into meaningful entry-wage penalties, contributing to gender gaps at labor-market entry.

Caruso, M. (2026). **Environmental Regulations and Skill Demand: Evidence From the U.S. Fuel Economy Standards**. *LABOUR*, *40*(3), 343-385. https://doi.org/10.1111/labr.70024
This paper examines how environmental regulation reshapes the demand for skills not only between but also within broad categories of workers. The 2010 tightening of the U.S. Corporate Average Fuel Economy (CAFE) standards induced technological innovation in the automotive industry, centred on more efficient internal combustion engines and hybrid powertrains. Using a synthetic control method, I estimate the effect of this regulation-induced innovation on occupation-level wages in the motor vehicle parts industry. The wage effects are strongly heterogeneous within broad skill categories: industrial engineers experience losses of almost 10% while mechanical engineers—their closest occupational counterpart—are unaffected; first-line supervisors, whose coordination expertise is bound to the legacy production process, lose around 6%, while general managers and assembly workers are insulated. The results are robust to alternative specifications and inference methods; worker-level evidence from more than 1.3 million IPUMS observations confirms that wages shifted toward occupations whose skills align with the new technology. This pattern is explained by comparative advantage in the specific skills the new technology rewards—not by education, broad task categories, or the general level of skill. Being highly skilled offers no protection when those skills are tied to the superseded technology: the largest loss of all falls on industrial engineers, among the most skilled occupations in the industry. As environmental regulation pushes for new technologies, labour-market adjustment will depend less on how skilled workers are than on whether their skills align with it.

Caselli, M., Locatelli, A., & Schiavo, S. (2026). **Labor Market Imperfections and Reforms: Evidence From Italy**. *LABOUR*, *40*(3), 310-320. https://doi.org/10.1111/labr.70021
This paper investigates the impact of two major labor market reforms enacted in Italy during the 2010s, namely the 2012 Fornero reform and the 2015 Jobs Act, on labor market imperfections. Building on recent methodological advances in the estimation of markups and markdowns, we estimate firm-level measures of the labor wedge, defined as the ratio between the marginal revenue product of labor and its unit cost. Exploiting the institutional setup of the reforms, which affected firms above or below a 15-employee threshold differently, we adopt a difference-in-differences framework to assess whether the reduction in employment protection legislation altered the degree of labor market imperfections. The results show that the reforms favored firms over their employees, in line with a simple theoretical framework predicting an increase in the distance between labor compensation and productivity following a reduction in employment protection legislation. The effect is found to be stronger vis-à-vis white-collar workers compared to blue-collar workers. JEL Classification: D22, J31, J38, J42, L19

Cnam, R., Sarfati, F., & Simha, J. (2026). **Les directrices et directeurs du social : trois générations face à la norme gestionnaire**. *Connaissance de l'emploi*, (224), 1-4. Consulté à l'adresse https://ceet.cnam.fr/publications/connaissance-de-l-emploi/les-directrices-et-directeurs-du-social-trois-generations-face-a-la-norme-gestionnaire-1625112.kjsp?RH=1507626697168

Dale-Olsen, H., & Svarstad, E. (2026). **Strike, Wage Bargaining and the Cost of Conflict**. *LABOUR*, *40*(3), 238-262. https://doi.org/10.1111/labr.70022

The right to strike is protected under both EU and Norwegian law, reflecting the principle that participation in collective action should not have long-term consequences for workers' careers. Following a major strike in 2016, the Norwegian hotel and restaurant sector introduced rights to local wage bargaining, which had previously been negotiated only at the central level. Using Norwegian administrative linked employer–employee data for 2015–2019, we compare outcomes for hotel and restaurant workers with those in retail trade, where wages remained centrally determined. We find that, among workplaces covered by collective agreements, hotel and restaurant workers experienced little change in average wages but increased wage compression at the top. However, the striking workers themselves faced lower hourly wages, weaker labour market attachment, and a higher likelihood of receiving welfare benefits. These findings suggest that, for participants, the strike entailed lasting economic costs beyond those incurred during the dispute itself.

Duflo, E., Dupas, P., & Kremer, M. (2024). ***The Impact of Secondary School Subsidies on Career Trajectories in a Dual Labor Market: Experimental Evidence from Ghana*** (Working paper N° 19344). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19344

In 2008, we randomly assigned secondary school scholarships among 2,064 youths in Ghana. This paper exploits fifteen years of follow-up data to examine the impact of access to free secondary education on career trajectories over the first part of the life cycle. Winning a scholarship increases the probability of secondary school graduation from 45% (in the control group) to 73% (in the treatment group), and leads to an increase in knowledge and skills. However, the entry of secondary school graduates (with or without scholarship) in the labor market is very gradual, as many attempt, over many years, to qualify for tertiary programs that are gateways for government jobs. By 2023, 12% of females and 15% of males in the control group have completed a tertiary program. The scholarship increases this share by 11 percentage points for females, but not at all for males. We do not observe significant labor market impacts for men at any point. In contrast, earnings gains of around 24% arise in 2020 and grow to 30% in 2023 for female scholarship recipients, who are 6.7 percentage points (100%) more likely than non-recipients to have a government job by then. We use a simple Harris-Todaro style model of a dual labor market with credit constraints to (a) explain the gendered impacts and (b) discuss the impact that generalized free secondary education would be expected to have in general equilibrium, under different regimes of hiring in the government sector.

Goerke, L., Grabka, M. M., Hilbert, V., & Huang, Y. (2026). **Industrial Relations and Working From Home in Germany During the COVID-19 Pandemic**. *LABOUR*, *40*(3), 321-342. https://doi.org/10.1111/labr.70020

We investigate the role of industrial relations for working from home during and after the COVID-19 pandemic in Germany. Using data from the German Socio-Economic Panel (SOEP) for the years 2020 to 2023 and a special COVID sample (SOEP-CoV) for 2020 and 2021, we examine how

collective bargaining and plant-level co-determination are associated with the incidence and frequency of working from home. Controlling for worker, firm, occupation, and industry characteristics, we find that employees covered by a collective bargaining agreement are less likely to work from home and do so less frequently than uncovered employees. In contrast, the incidence and frequency of working from home are positively associated with the presence of a works council.

Gould, E., & Lichtinger, G. (2024). ***Child Penalties, Child Outcomes, and Family Culture*** (Working paper N° 19722). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19722
This paper analyzes how the â€œchild penaltyâ€ associated with career interruptions for women after becoming a mother is influenced by preferences absorbed during childhood, and how the child penalty, in turn, is related to the quantity and quality (education) of her own children. Using linked administrative data on Israeli parents and children, the analysis shows that mothers who grew up in larger and more traditional families marry men from larger families, and together they have more children. Growing up with more siblings is also associated with a larger child penalty for a mother in earnings and employment, as well as in terms of commuting less and moving to â€œmother friendlyâ€ firms at the expense of higher wage firms. The results also indicate that the child penalty produces two opposing effects on child human capital â€“ a negative impact due to the loss of parental income, and a positive influence of increased maternal time away from work. Overall, the evidence suggests that the family preferences and norms absorbed during childhood significantly influence a womanâ€™s choices of spouse, fertility, and child penalty later in life â€“ but with little overall impact on her childrenâ€™s high school achievements.

Grasso, G., & Tatsiramos, K. (2026). **Demand for Skills and Wage Inequality**. *LABOUR*, *40*(3), 291-309. https://doi.org/10.1111/labr.70023
We study the relationship between skill demand and wage inequality, and its association with worker and firm heterogeneity, across province-by-sector-by-occupation labor market cells. Combining Italian linked employer–employee data with aggregate skill requirements from online vacancies, we find a strong positive relationship between wages and demand for cognitive and social skills, especially when jointly required, highlighting their complementarity. When both skills are demanded more, higher wages are driven by AKM worker effects—reflecting the higher market value of a hybrid skill set—rather than firm pay, whereas higher specialized skill demand is associated with larger firm premiums but lower market-level valuations.

Gros, L. L. (2025). **Se reconvertir entre cadres : socialisation par saturation et régulation des aspirations**. *Sociétés contemporaines*, *139*(3), 109-140. https://doi.org/10.3917/soco.139.0109
À partir d'une ethnographie menée au sein d'un programme collectif d'accompagnement à la reconversion professionnelle destiné aux cadres, complétée par des entretiens réalisés a posteriori avec une partie des participant·es, cet article met au jour une forme spécifique de socialisation secondaire, caractérisée par une intensité relationnelle et normative. Cette socialisation par saturation repose sur la répétition, en nombre, en formats et via une pluralité de canaux, de représentations convergentes diffusées au sein d'un collectif marqué par un fort entre-soi. Elle contribue à faire de la reconversion professionnelle une norme implicite, présentée comme une voie attendue et valorisée. En outre, ce processus tend à homogénéiser les parcours envisagés, tout en reconduisant des rapports sociaux de classe et de genre.

Hausman, N., Rigbi, O., & Weisburd, S. (2025). ***Generative AI's Impact on Student Achievement and Implications for Worker Productivity*** (Working paper N° 20206). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20206
Student use of Artificial Intelligence (AI) in higher education is reshaping learning and redefining the skills of future workers. Using student-course data from a top Israeli university, we examine the impact of generative AI tools on academic performance. Comparisons across more and less AI-compatible courses before and after ChatGPTâ€™s introduction show that AI availability raises grades, especially for lower-performing students, and compresses the grade distribution, eroding the signal value of grades for employers. Evidence suggests gains in AI-specific human capital but possible losses in traditional human capital, highlighting benefits and costs AI may impose on future workforce productivity.

Kodath, C., Valerio, A., Van Landeghem, B., & Wright, P. W. (2026). **An Econometric Evaluation of the Effectiveness of In-Work Support for Earnings Progression**. *Oxford Bulletin of Economics and Statistics*, *88*(5), 1068-1088. https://doi.org/10.1111/obes.70046
ABSTRACTIn many countries, jobseekers who receive unemployment insurance must commit to an action plan to support their return to work and are monitored and coached to ensure compliance. In some countries means-tested benefit claimants who are in regular but low income employment are also subject to monitoring and coaching (M&C), in order that they can progress into jobs with a higher level of income. In this paper we study the impact of M&C on in-work claimants in the United Kingdom using a difference-in-differences design. Drawing on data from a randomised controlled trial of Universal Credit claimants, we find that M&C leads to increased earnings over time. The results do however show considerable heterogeneity by gender, age and across the earnings distribution.

Laboratoire de l'Égalité. (2026). **Leadership et plafond de verre**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4260* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4260
Ce guide s'inscrit dans la continuité d'un travail de recherche approfondi mené dans le cadre de la thèse doctorale de Hana Foughali, intitulée L'éclatement du plafond de verre ? Entre maquillage politique et gender patchworking identitaire : visions du monde et vie professionnelle de femmes cadres supérieures et dirigeantes ». À l'occasion des 5 ans de la loi Rixain, ce guide revient sur les évolutions en matière d'accès des femmes aux postes à responsabilité et donne la parole aux principales intéressées afin de mieux comprendre leur perception du leadership, les freins qu'elles rencontrent encore et les leviers permettant de faire progresser l'égalité professionnelle. Collecter des témoignages auprès de femmes cadres et dirigeantes, a permis à notre équipe du Laboratoire de répertorier les inégalités professionnelles, de repérer leur manifestation et d'analyser les stratégies adoptées pour y faire face Madame la députée Marie-Pierre Rixain, a elle-même travaillé à la rédaction du mot d'introduction de ce guide, cinq ans après l'adoption de la loi qui porte son nom. Le corps des femmes demeure un lieu de contrôle et de pouvoir dans les organisations. Cela démontre un sexisme systémique qui fragilise à la fois la légitimité professionnelle et la santé mentale des femmes au travail. Les témoignages recueillis montrent l'urgence de transformer les normes culturelles et organisationnelles qui encadrent encore le corps féminin au travail. Cet outil, a pour vocation d'équiper les acteurs et actrices du monde professionnel qui souhaitent faire évoluer leurs organisations vers plus d'égalité.

Lillard, D. R., Sabia, J. J., Sheng, Z., & Warman, C. (2026). ***The Effect of School Disruptions on Parental Labor Supply: Evidence from Canadian Panel Data*** (Working paper N° 35432). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35432
This study explores the effects of COVID-19 school closures on labor market outcomes of Canadian parents of school-aged children. Using newly collected data on grade-level-specific school closures across 141 Canadian cities along with individual-level panel data from the Labour Force Survey, difference-in-differences estimates provide robust evidence that restrictions on in-person schooling reduced employment among partnered mothers of school-aged children by approximately 2 percentage points. For fathers, labor supply adjustments are much weaker and concentrated on single fathers. Finally, auxiliary analyses using administrative tax records provide suggestive evidence that school closures increased public benefit receipt among single parents.

Murillo-Rojas, J.-V., Brinckmann, J., & van Essen, M. (2026). ***Hatching and fledging? A meta-analysis of the performance effects of business incubators*** [Working paper]. https://doi.org/10.1002/sej.70032
Research Summary: Business incubators are among the most widely implemented instruments to foster entrepreneurship. Yet empirical evidence on their effectiveness remains fragmented and often contradictory. Limited research systematically compares how different types of incubators influence multiple venture performance outcomes, including innovation, survival, growth, profitability, and employment. In this meta-analysis of 39 empirical studies encompassing 55,219 firms, we synthesize the relationship between business incubation and different venture performance dimensions. Our results reveal a significant positive overall effect, moderated by the types of support mechanisms provided and the incubators' ownership identities. We find strong positive effects on innovation and a modest but statistically significant effect on growth, whereas effects on survival, profitability, and employment are weaker and, in part, statistically insignificant. Managerial Summary: Policymakers regularly invest in incubators, yet uncertainty remains about which models deliver meaningful value to supported firms. Drawing on evidence from 39 studies covering more than 55,000 firms, this meta-analysis shows that incubators can improve innovation and firm growth, while effects on survival, profitability, and job creation are limited or inconsistent. Incubator design and governance are central drivers of support effectiveness. Programs that emphasize bridging-that is, linking startups to investors, customers, and expert networks-generate stronger outcomes than models focused primarily on buffering, such as subsidized space or administrative support. Private and university incubators outperform public models, which often face bureaucratic constraints. These findings provide guidance on how managers and policymakers can align an incubator's support model and governance with the specific outcomes they seek to achieve.

Petersen, A. J., & Strabo, J. R. (2026). ***Does High School Grade Variability Explain Long Run Labour Market Income?*** (Working paper N° 26-15). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: https://EconPapers.repec.org/RePEc:kud:kucebi:2615
We investigate how performance variability is associated with long run labor market outcomes. Using administrative data on complete grade distributions for all general high-school graduates from 2001 to 2006, we measure within-student grade variability as the standard deviation of final grades and relate it to long-run labour market income. Conditional on identical GPA and a long list of background controls, a one standard deviation increase in grade variability predicts a 4.8

percent lower income. The income differences are primarily driven by both extensive and intensive labor supply. Our results are robust in various specifications and even in a twin fixed effects analysis. In the second part of the paper, we further investigate potential mechanisms. We conjecture that performance stability is an underlying trait which impacts sorting behaviour into different higher education- and career tracks: Individuals with higher performance instability tend to sort into programmes and professions where instability is not punished or even rewarded but where the income trajectories are much more volatile. This differential sorting behaviour, especially into different fields and industries, can explain most of the income differences.

Scoppa, V., & Spanò, I. F. (2026). **Do Women Ask for Less? Evidence From Reservation Wages in Italy**. *LABOUR*, *40*(3), 216-237. https://doi.org/10.1111/labr.70025
Gender gaps in labor market outcomes have traditionally been attributed to differences in individual productivity or to discrimination. More recently, however, several studies have documented the role of gender differences in psychological attitudes. To shed light on this issue, rather than using data on realized wages, we rely on data on reservation wages—the lowest wage workers are willing to accept—for a sample of Italian graduates. Reservation wages tend to reflect individual attitudes and beliefs more directly, while being less affected by employer discrimination. Using a descriptive approach, we first examine the association between reservation wages and educational background, academic performance, individual characteristics, and family background, and investigate how they depend on job seekers' labor market expectations. We then analyze how reservation wages depend on preferences over specific job attributes, such as part-time arrangements, permanent positions, geographical mobility, commuting time, etc. Applying the Gelbach decomposition to quantify the contribution of each group of factors, we find a substantial role for preferences for job attributes and labor market expectations. However, our estimates reveal a large unexplained component which—in line with recent studies—is likely driven by gender differences in psychological and social attitudes, such as risk aversion, overconfidence, and adherence to social norms.

Sessa, V. (2026). **The Spatial Impact of Judicial Administration on Firms' Performance**. *LABOUR*, *40*(3), 263-290. https://doi.org/10.1111/labr.70019
This paper investigates the indirect effects of judicial adminstration (JA) on neighbouring firms operating in southern Italian regions characterised by endemic organised crime. When a mafia-affiliated firm is placed under JA, the sector-specific relational networks it sustained are abruptly severed. Using difference-in-differences estimators, we find negative spillovers on other firms operating within a 10-km radius of the sanctioned enterprise: average cumulative effects of −2.27% on revenues, −2.08% on employment, and −4.98% on value added. Effects intensify with sectoral proximity and attenuate with physical distance, consistent with the disruption of territorially embedded mafia networks.

Smirdec, M. (2026, avril 16). **Ce que démissionner de la fonction publique veut dire**. Consulté 31 août 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/opinion/2026/04/16/ce-que-demissionner-de-la-fonction-publique-veut-dire/
Rendre sa blouse blanche, décider que l'école est finie, quitter son travail dans le service public – un mouvement qui semble s'étendre. Quel sens revêt aujourd'hui la démission, cette tentative de faire autrement en commençant par ne plus faire ?

Yavuz, C., Nagy, A., Marion, P., Córdova-Aráuz, D. B., Kinengyere, A., & Snilstveit, B. (2026). ***Improving labour market outcomes through learning-to-earning interventions in low- and middle-income countries: An evidence gap map*** (2026e éd.). https://doi.org/10.23846/EGM037

Métiers de l'éducation

Afonso, E. (2026, septembre 2). **Sur le terrain, les chercheuses face aux violences sexistes et sexuelles de leurs collègues**. https://doi.org/10.64628/AAK.gm9w4gwdy
Loin des laboratoires, les conditions de travail de terrain peuvent accroître les risques de violences sexistes et sexuelles et avoir des conséquences durables sur les carrières scientifiques.

Agence européenne pour la sécurité et la santé au travail & Open Evidence. (2026). **Psychosocial risks in education. Understanding work-related factors affecting teachers' well-being**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4255* [Report]. Consulté à l'adresse https://op.europa.eu/s/AkiZ
This report examines psychosocial risks (PSRs) in the workplace and work-related mental and physical health outcomes in the education sector. The results combine a scoping literature review and interviews with key stakeholder representatives from the sector. The study also provides ten examples of good practices that can be implemented to prevent and manage PSRs and improve mental health and well-being among teachers. Finally, based on the study's findings, key considerations and policy pointers are presented to address occupational safety and health (OSH) in the education sector. This research is part of a series of projects coordinated by EU-OSHA that focus on psychosocial risks and mental health at work and that will lead to a European campaign on the topic in 2026–2028.

Aguilar-Bohorquez, J., Mykerezi, E., & Johnson, J. E. (2026). ***Would Longer Weekends Keep Teachers in Rural Schools? Evidence from Minnesota's Four-Day School Week Program*** (Working paper No 404607). https://doi.org/10.22004/ag.econ.404607
Teacher turnover is an issue that has long been a concern for rural educators. In parallel, the four-day school week has being introduced in several states and, despite the fact that it was never intended as a solution for teacher retention, several think that four day school schedules could be helping rural districts retain teachers. The aim of this study is to address this question using policy variation from 11 school districts in Minnesota that implemented this policy at different points in time since the school year 2008-09. We use three different approaches (Generalized Difference-in-Difference, event studies and duration analysis) to determine whether the four-day school week has an effect on teacher retention. Our data observe teachers that have worked in all public school districts in Minnesota at any point between the school year 2001-02 and 2018-19. We find that the average effect of introducing the schedule on retention is small and imprecisely estimated. However, we find significant heterogeneous effects; teachers who start working under the new schedule are more likely to stay than their peers who started in other districts or those who started before the schedule change. On the other hand, incumbents who had been working on a traditional district when the switch happens are more likely to exit after the change. Overall we do not find evidence that the four day week has large effects on rural teacher retention, but due to heterogeneous preferences of workers, allowing some districts to use the option may provide opportunities for sorting that increase efficiency in the labor market.

Al-chikh, I., Alladatin, J., & Poizat, G. (2025). **Les préoccupations quotidiennes des directions d'établissements scolaires : enseignements sur leur travail et perspectives pour le développement professionnel**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 204-226. https://doi.org/10.7202/1126121ar
Cette recherche 1 inscrite dans le cadre du cours d'action, vise à documenter les principales préoccupations des directions des écoles au Maroc. L'étude repose sur des observations directes et des entretiens d'autoconfrontation menés auprès de quatre directeurs d'école primaire. Nos résultats mettent en évidence les préoccupations types spécifiques de chaque situation filmée, et identifie également trois modalités de leur évolution: enchaînement linéaire, juxtaposition simultanée et persistance d'une préoccupation dominante.

Álvarez-López, G., & Neubauer, A. (2026). **UNESCO discourse on the teaching profession: An exploratory study from key global reports**. *PROSPECTS*, *56*(1), 85-103. https://doi.org/10.1007/s11125-026-09765-z
UNESCO recently issued a new global report in which it considered a new social contract that updates the organization's discourse on the teaching profession. This research study therefore pursues two goals: on the one hand, analysis of the discourse in the UNESCO's two latest reports (1996, 2021), and on the other hand, identification of the role played in them by the main characteristics of teaching. This involved two complementary methodologies: content analysis and critical discourse analysis. The two reports were analyzed using MAXQDA Analytics Pro2022 software, with reference to the study by Donaire Gallardo et al. (2022), which described the main characteristics of teaching policies. This revealed a change in discourse in the latest UNESCO report, with a humanist approach prevailing over a functionalist one, and with teachers considered to be the key stakeholders in policies for developing the new social contract in question.

Arias-Sánchez, S., Vera-Gil, S., Matías-García, J. A., & Saavedra-Macías, F. J. (2026). **Academic writing groups for publication: a systematic review**. *Educational Research for Policy and Practice*, *25*(2), 189-209. https://doi.org/10.1007/s10671-025-09407-9
A systematic literature review was conducted to analyse academic publication writing group programmes designed for researchers. Databases were searched for published articles that had been independently assessed for methodological quality by three researchers. A total of 43 articles met the inclusion criteria and are summarized in this paper. An in-depth review of methodological approaches, group characteristics, as well as their results and conclusions was conducted. Despite a clear demand for this type of programme and the universities that have implemented them reporting different types of benefits, several methodological concerns should be considered.

Bélanger, É., Brault Foisy, L.-M., Charland, P., Malebranche, B., & Alama, A. (2026). **Proposal for an evaluation tool for the quality of pre-primary teacher training**. *PROSPECTS*, *56*(1), 65-83. https://doi.org/10.1007/s11125-025-09744-w
The quality of teacher training is a predictor of the quality of education delivered in educational settings. However, unlike the training provided to primary and secondary school teachers, fewer established guidelines govern the training of early childhood and pre-primary education teachers. As part of a curriculum reform support project in Haiti, an evaluation tool was developed to assess the quality of training modules developed for educators and teachers

working in preschool centers. This tool was structured around five evaluation criteria: (a) internal and external coherence, (b) alignment with international trends in early childhood and pre-primary education, (c) relevance and organization of targeted training content, (d) relevance of training modalities, and (e) overall quality. Each criterion was operationalized using observable and independent indicators. Evaluation grids were then developed to assess the quality of training modules, highlighting their strengths and weaknesses. This tool can be used in other contexts to evaluate pre-primary teacher training, with the aim of providing young children with the best educational quality.

Belhaj, A. (2026). **Action research: Between methodological reconfigurations and challenges of scientificity**. *International Journal of Accounting, Finance, Auditing, Management and Economics*, *7*(9), 182-187. https://doi.org/10.5281/zenodo.21494862
The social sciences, by studying human interactions and the functioning of organizations, aim to produce knowledge useful for transforming reality. This article offers a critical, reflexive study based on an extensive review of theoretical literature, without period delimitation, drawing on general and disciplinary databases to identify the main currents of thought related to action research and to examine their scientific validity. Founded by Lewin and Collier in the 1940s, action research is distinguished by the direct involvement of the researcher and the active participation of social actors, prioritizing social transformation and the resolution of concrete problems over neutral and detached observation. The analysis pursues three objectives: to characterize the position of the researcher-actor, to demonstrate the methodological rigor inherent in this approach, and to assess its potential as an emerging paradigm. Faced with the uncertainties of fieldwork, action research establishes its scientific validity on four qualitative criteria: credibility, guaranteed by data triangulation and peer review; Transferability, supported by a detailed description of the contexts studied; the reliability of the analytical procedures; and confirmability, ensured by transparency regarding the researcher's stance. Structured around an iterative and cyclical approach, action research is establishing itself as an autonomous paradigm in the social sciences, particularly in management and education. The article, however, highlights certain limitations and calls for future work empirically testing these criteria. Keywords:Action research, methodology, scientific rigor, social transformation, researcher-practitioner relationship. ClassificationJEL:B41, C18, O35, Z13

Bergmüller-Hauptmann, C., Lang-Wojtasik, G., & Hitzelberger, M. (2026). **Teacher professionalisation at the intersection of open, moral and critical Global Citizenship Education: Reflections from an international comparative study**. *International Review of Education*, *72*(4), 667-686. https://doi.org/10.1007/s11159-025-10207-9
New social contracts for education, such as those promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Dublin Declaration on Global Education to 2050, outline the need to prepare student teachers to be change agents who can help address growing global challenges, using innovative Global Citizenship Education (GCE) approaches. To create and offer their students experimental learning opportunities on how to deal with these challenges, student teachers need to develop global sensitivity and position themselves to think globally, act locally and reflect "glocally". While various models have been developed to describe these competencies in teacher education, research about their effectiveness is still emerging. The study presented in this article outlines the formal evaluation of an Erasmus+ project on developing global sensitivity in 301 student teachers (187 female, 114 male) from five partner universities. The project developed an interculturally sensitive teacher

training concept designed to facilitate an international virtual exchange between the student teachers. It included four key elements: content introduction, lesson planning, international virtual dialogues and reflection. The findings illustrate how the student teachers transferred GCE perspectives into their own teaching practice and outline associated qualification affordances. They also show how didactical arrangements such as international dialogues about "hot topics" influenced the student teachers' global knowledge, values and dispositions to (at least potentially) better address the pedagogic challenges of teaching global citizenship. Conceptual ideas and empirical results on didactic challenges in the university context are thus reported to stimulate further debate on future GCE implementation in higher education.

Bodenhausen, G. (2026). **La science à l'épreuve du profit**. *La Pensée*, *427*(3), 64-71. https://doi.org/10.3917/lp.427.0064
De nombreux facteurs semblent conspirer pour faire obstacle à la recherche scientifique, dans le but de promouvoir une recherche effrénée du profit de certains intérêts privés, ce qui a pour effet de décourager des chercheurs qui sont souvent contraints d'abandonner.

Bowman, N. A., Hung, S. L., & Trolian, T. L. (2026). **Perhaps You Should Use a Colon: Predicting Citation Counts of U.S. Higher Education Journal Articles**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2706433
The reputations of researchers and journals alike are substantially based on the frequency with which their publications are cited. Some inquiry has examined predictors of citation counts, but these studies generally do not examine education research, and the findings often diverge considerably across disciplines or fields of study. The present study examined predictors of citation counts within 17,114 articles published in 30 Scopus-indexed U.S. higher education journals over a 25-year period. Negative binomial regression analyses identified various significant predictors of citation counts, including the length of the article and abstract; whether the article is a review paper or is published open access; the number of authors; the gender, publication productivity, institutional prestige, and country of the first author; the topic of the article; and even whether the title has a colon. Some of these observed relationships vary as a function of the ranking of the journal. Implications for higher education scholars, journal editors, publishers, academic departments, and institutions are discussed.

Byrne, T., Leggett, S. E., Mallampooty, V., Zapata, A., Blodgett, P., Smithing, F., & Wu, L. (2026). **The Commodification of Doctoral Student Agency in STEM Lab Supervision: A Phenomenologically Directed Study**. *The Journal of Higher Education*, *0*(0), 1-26. https://doi.org/10.1080/00221546.2026.2715286
Higher education research on STEM lab supervision has often addressed the dynamics of doctoral agency through three parallel strands of scholarship: the restriction of research judgment, the redefinition of scholarly self-understanding, and the redirection of agency toward productivity-oriented self-management. What remains less clear is how these pressures combine within supervision to affect universities' capacity to form independent scholars. This study addresses that gap by demonstrating that restriction, redefinition, and redirection are best understood as connected moments in one continuous reorganization of doctoral agency within PI-supervised STEM labs. We develop this account through in-depth interviews with nineteen STEM doctoral students in the United States, drawing on the phenomenological philosophy of Heidegger and Sartre to examine agency as students' lived capacity to exercise research judgment and claim intellectual ownership. Our findings show that — within this continuous reorganization — students'

agency remained active, while becoming increasingly alien to them and redirected toward sustaining supervisory authority and productivity regimes. On this basis, we argue that STEM programs cannot safeguard doctoral agency by tracking productivity or progress alone. They should make supervisory conditions visible, build recognition beyond the PI, and protect students' research judgment before compliance is misread as scholarly formation.

Café pédagogique. (2026a, août 25). **Un pouvoir d'achat toujours plus bas pour les professeur.es des écoles**. Consulté 31 août 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/08/25/un-pouvoir-dachat-toujours-plus-bas-pour-les-professeures-des-ecoles/
Salaires gelés, pouvoir d'achat en berne : le SNUipp-FSU alerte sur le décrochage des professeur·es des écoles. Payés 1 100 euros de moins que les autres fonctionnaires de catégorie A

Café pédagogique. (2026b, septembre 3). **Crise d'attractivité : le rapport qui appelle à revaloriser le métier enseignant**. Consulté 3 septembre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/09/03/crise-dattractivite-le-rapport-qui-appelle-a-revaloriser-le-metier-enseignant/
La question salariale est au centre de la rentrée, et cela continue avec le rapport de France stratégie publié lundi 31 août. Dans son rapport sur le niveau scolaire, le

Café pédagogique. (2026c, septembre 8). **PISA 2025 : Éric Charbonnier appelle à « ouvrir un grand chantier sur le métier d'enseignant »**. Consulté 9 septembre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/09/08/pisa-2025-eric-charbonnier-appelle-a-ouvrir-un-grand-chantier-sur-le-metier-denseignant/
Que peut nous apprendre PISA sur l'école française ? « L'enquête PISA a permis de casser les idées reçues et d'ouvrir de vraies réflexions sur les systèmes éducatifs », estime

Café pédagogique. (2026d, septembre 10). **Enseignement privé : près d'un professeur sur deux envisage de se reconvertir**. Consulté 10 septembre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/09/10/enseignement-prive-pres-dun-professeur-sur-deux-envisage-de-se-reconvertir/
Selon une enquête interne du Snec-CFTC, les 2/3 des professeurs du privé sous contrat se disent non reconnus, près d'un 1 sur 2 envisage une reconversion. Plus de 8 professeurs

Caldwell, J., & Drewniok, M. (2026). **'Almost but Not Quite': Professional Services Working in Doctoral Education**. *Higher Education Quarterly*, *80*(3), e70150. https://doi.org/10.1111/hequ.70150
Professional Services staff who hold doctoral qualifications and remain research-active can make important contributions to doctoral supervision and scholarly activity. Yet, despite their expertise, they are often formally excluded from doing so because their employment contracts often categorise them as outside the scope of academic activities. These contractual and structural restrictions form an unspoken but pervasive 'taboo' within doctoral education, the assumption that only staff on academic contracts are legitimate participants in supervision and scholarly practice. Drawing on the autoethnographic reflections of two such professionals with distinct disciplinary and career trajectories, this article explores how these constraints generate processes of marginalisation and 'othering' for doctoral-qualified Professional Services staff. The paper

argues for a more inclusive model of doctoral education that recognises and utilises the supervisory expertise and research contributions of research-active Professional Services colleagues.

Card, D., Domnisoru, C., Sanders, S., Taylor, L., & Udalova, V. (2026). ***The Impact of Female Teachers on Female Students' Lifetime Well-Being*** [Working paper]. Consulté à l'adresse U.S. Census Bureau, Center for Economic Studies website: https://EconPapers.repec.org/RePEc:cen:wpaper:26-39
We document an enduring influence of female primary school teachers on their female students in rural America circa 1940. Using historical US Census data linked to IRS records, later censuses, and death records, we find that exposure to female teachers significantly improved girls' educational attainment—particularly among those with poorly-educated parents and in areas with limited labor market opportunities for women. These educational gains translated into delayed marriage and childbearing, marriage matches to better-educated husbands and higher household income. We also find that exposure to female teachers increased longevity of women relative to men.

Chauvigné, C. (2026). **Un métier au coeur de la démarche éthique : le cas des conseillers principaux d'éducation (CPE) en France**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 56-69. https://doi.org/10.7202/1126870ar
Morale ou éthique, le cas des conseillers principaux d'éducation ? Si la morale concerne les règles et les normes à adopter, dans une acceptation ricoeurienne (1990), l'éthique se révèle davantage une réflexion du sujet sur ses actions en le questionnant là où, précisément, il pense être la règle. Les conseillers principaux d'éducation, personnel hybride – ni dans la direction des établissements, ni enseignant – chargé de la réussite scolaire et de l'épanouissement personnel des élèves en France, se trouvent bien souvent confrontés à des dilemmes quant aux décisions éducatives relatives aux problématiques multiples des adolescents. Faut-il punir, interdire, accompagner, conseiller, laisser faire… ? Facile à dire, pas toujours facile à faire ? À partir de la littérature professionnelle, nous montrerons l'importance de la démarche éthique dans ce métier de l'humain (Cifali, 1994) axé sur la relation à autrui et les tensions qui le traversent.

Chavagneux, C. (2026, août 21). **Publications scientifiques : toujours plus d'économistes, toujours moins de place dans les revues qui comptent**. Consulté 31 août 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/publications-scientifiques-toujours-plus-d-economistes-toujours-moins-de-place-dans-les-revues-qui
Une étude montre que l'explosion du nombre d'économistes ne s'est pas traduite par une démocratisation de la publication dans les cinq revues académiques les p…

Çilingir Altiner, E., & Dinç Artut, P. (2026). **Influence of Pre-Service Teachers' Spatial Activity Interests Shape Spatial Anxiety, Perspective Taking, and Mistakes**. *European Journal of Education*, *61*(3), e70702. https://doi.org/10.1111/ejed.70702
This study aimed to investigate the pre-service teachers' interest in spatial activities and whether their spatial anxieties were related to their spatial perspective-taking abilities. Additionally, the study aimed to describe pre-service teachers' mistakes in spatial perspective-taking and the types of activities they were most interested in. A total of 45 pre-service elementary school teachers participated in the study, with data collected using the spatial perspective-taking test, spatial activity questionnaire, and Spatial Anxiety Scale. Descriptive statistics and linear regression

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

Culpepper, D. K., & Yu, W. (2026). **A Muddy Climb: Organizational Conditions That Enhance Perceptions of Fairness for Non-Tenure Track Faculty Navigating Promotion**. *The Journal of Higher Education*, *0*(0), 1-26. https://doi.org/10.1080/00221546.2026.2718017
Although higher education institutions have increasingly put in place promotion policies and processes for non-tenure-track faculty (NTTF), little research has examined how NTTF navigate these nascent organizational structures. This qualitative case study investigates the experiences of 26 full-time NTTF at a large public research university in the United States. Using a critical organizational justice framework, we examine how organizational conditions influence NTTF's perceptions of justice, or fairness, in the promotion process. Findings reveal three major themes of organizational conditions that shaped perceptions of justice: unequal rewards, resources, and recognition; departmental variation; and tenure system defaults. Under each theme, we identify specific organizational conditions linked to NTTF's perceptions of justice and connect them to the underlying dimensions of justice. We conclude with a discussion of the interplay between perceptions of fairness and organizational conditions, highlighting how these dynamics shape NTTF's experiences with promotion and the broader implications for developing equitable working conditions for NTTF.

da Silva, E., & Gouvêa Lousada, E. (2025). **Du dispositif d'intervention formative à l'émergence de nouvelles formes de signification : une intervention-recherche avec des professeurs de français langue étrangère (FLE)**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 132-154. https://doi.org/10.7202/1126118ar
Cette étude est issue d'un dispositif d'intervention formative auprès d'un collectif enseignant de français-LE qui a eu pour but de mieux comprendre ce métier, ainsi qu'observer des effets possibles sur leur développement. Cet article s'intéresse aux apports d'une analyse linguistico-discursive pour comprendre les indices langagiers d'un potentiel développement des capacités praxéologiques des enseignantes et enseignants. L'étude s'appuie sur le socio-interactionnisme (Vygotski, 1997), sur le rôle du langage dans le développement (Bronckart, 2008) et sur les apports de la clinique de l'activité (Clot, 1999). Le dispositif a accompagné un collectif enseignant pendant trois ans à travers des allo et des autoconfrontations. L'analyse a montré une configuration linguistico-discursive marquée par l'émergence de nouvelles possibilités d'agir, à la suite de débats interprétatifs sur des difficultés professionnelles.

Deneault, C., & Riehl, E. (2026). ***Should States Reduce Teacher Licensing Requirements? Evidence from the Rise of For-Profit Training Programs in Texas*** (Working paper N° 2618). https://doi.org/10.24149/wp2618
We provide a comprehensive analysis of a Texas policy that relaxed teacher licensing requirements and created a large for-profit training industry. Using detailed administrative data, we show that for-profit-trained teachers have higher turnover and lower value-added than standard-trained teachers. But the policy significantly increased the supply of certified teachers, reducing schools' reliance on uncertified teachers with even worse outcomes. Exploiting variation in policy exposure across schools, we find a zero net impact on student achievement

due to these offsetting forces. Thus lower licensing requirements improved access to teaching and reduced training costs without harming students.

Deniz, Ü., & Pinar, W. F. (2026). **Invoking teacher agency and professional identity through Currere: insights from within Türkiye's centralized education system**. *Journal of Curriculum Studies*, *58*(4), 605-633. https://doi.org/10.1080/00220272.2025.2506431
This study examines how teachers' professional agency and identity development emerge through their sensemaking of critical incidents across the temporal dimensions of currere within Türkiye's centralized education system. Using the phenomenological methodology, in-depth interviews were conducted with 16 teachers selected through maximum variation sampling from public schools in Ankara. Data were analysed through an integrated approach combining critical incident analysis with thematic analysis within currere's framework. The findings suggest how teachers construct and exercise their agency through critical incidents across four temporal and agentic dimensions: regressive, progressive, analytic, and synthetic. The study potentially extends currere methodology by demonstrating its effectiveness in understanding teacher agency development within centralized systems, particularly highlighting how critical incidents serve as catalysts for professional growth across temporal dimensions. Results illustrate how teachers successfully integrate personal agency with institutional requirements through temporal reflection on critical incidents, developing professional identities characterized by autobiographically-mediated institutional agency. This research contributes to understanding how structured temporal reflection enhances teacher agency and professional identity, offering practical recommendations for teacher education and development programmes in centralized systems.

Di Liberto, A., Giua, L., Schivardi, F., Sideri, M., & Sulis, G. (2025). ***Managerial Practices and Student Performance: Evidence from Changes in School Principals*** (Working paper N° 19919). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19919
We study how managerial practices of school principals affect student performance and aspirations. For 2011 and 2015, we merge administrative data on Italian high school students with the management quality indices of their principals, constructed using the World Management Survey methodology. The frequent principals' turnover over this period allows us to causally interpret school-fixed-effect estimates. We find that management quality positively and substantially impacts standardized math and language tests and student desire to attend college. The comparison to pooled-OLS suggests that fixed effects correct for the downward bias arising from selection of better principals into more difficult schools.

Doyle, A., O'Grady, S., & Conroy Johnson, M. (2026). **Making the invisible visible: introducing the Pico site of curriculum making at Initial Teacher Education**. *Journal of Curriculum Studies*, *58*(4), 676-702. https://doi.org/10.1080/00220272.2025.2524724
This theoretical paper aims to identify and analyse the specific ways in which teacher educators, involved in Initial Teacher Education (ITE), act as curriculum makers and where exactly do they play out this role. It proposes that their role is crucial in shaping curriculum making for future teachers. The paper utilizes Priestley, Alvunger, Philippou, & Soini's (2021) curriculum-making framework. Drawing on complexity theory, the paper argues that the existing framework does not adequately account for the teacher educator's role in Initial Teacher Education as a curriculum making site. To address this gap, the authors propose adding a new site, "Pico," to the

framework. This "Pico" site is designed to highlight the curriculum-making role of key actors and activities within ITE. The "Pico" site provides a theoretical and practical foundation for a teacher's approach to curriculum making by fostering a deep understanding of underlying principles, theory, and rationale. This helps bridge the gap between educational policy and its practical enactment. By emphasizing the teacher educator's dynamic connections and relationships across all curriculum-making sites, "Pico" promotes teacher agency, adaptability, and responsiveness, ultimately empowering systemic thinking and facilitating real emergence and transformation in curriculum reform and educational change.

Dragoni, D., Epure, M. D., Palazzi, C., Colì, E., Poggi, I., Careri, S., … Caligiore, D. (2026). **Generative AI and Teacher Education: Evidence from the PRAXIS Framework in Italian Educational Contexts**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 45-63. https://doi.org/10.7358/ecps-2026-033-drag
This article reports findings from a cross-sectional survey of 662 participants in Italian educational contexts, including secondary school students, university students, pre-service teachers, and in-service teachers. Using the PRAXIS framework, which organises GenAI adoption across six dimensions, usage patterns, perceived competence, adequacy of training, expectations of change, interpersonal and institutional trust, and scepticism, the study examines differences in uses, beliefs, and concerns across educational groups. Results show a marked generational divide in adoption, a consistent gap between practical and theoretical competence, and training perceived as inadequate across groups. A pattern of defensive distancing also emerges: teachers recognise that GenAI is changing education, but perceive a smaller impact on their own teaching. Overall, GenAI adoption appears to be advancing faster than the institutional development of critical and pedagogically grounded competences. The study provides an empirical basis for rethinking teacher education as a matter not only of digital upskilling, but also of educational responsibility and learning rights in the transition to GenAI.

Drégoir, M. (2026). **L'évolution du salaire des enseignants fonctionnaires ou assimilés entre 2023 et 2024**. *Note d'Information*, (26.36), 1-4. Consulté à l'adresse https://www.education.gouv.fr/depp/l-evolution-du-salaire-des-enseignants-fonctionnaires-ou-assimiles-entre-2023-et-2024-505401
En 2024, un enseignant de l'éducation nationale fonctionnaire ou assimilé perçoit en moyenne 3 090 euros nets par mois.

Economou, A., Stupurienė, G., Laanpere, M., Bocconi, S., & Lucas, M. (2026). **SELFIEforTEACHERS: Validation of a Tool Supporting Teachers' Self-Reflection on Their Digital Competence**. *European Journal of Education*, *61*(3), e70559. https://doi.org/10.1111/ejed.70559
Supporting teachers to build their digital competence remains key to educational systems for responding to the continuous implications that new technologies entail. SELFIEforTEACHERS was designed to support teachers across Europe in reflecting on and improving their digital competence. Grounded in the DigCompEdu conceptual framework, the tool supports a guided and structured self-reflection process to scaffold and promote teachers' agency and self-directed professional learning. This study assesses the validity, reliability, and participants' perceived relevance of SELFIEforTEACHERS, using a mixed-methods approach with 3218 teachers in four European countries. Psychometric analysis confirmed the tool's validity and reliability, while qualitative data revealed that teachers found it highly relevant for identifying strengths, weaknesses, and areas for improvement. Overall, SELFIEforTEACHERS provides a tool for fostering

evidence-based improvement of teachers' digital competence and enhancing their capacity to integrate digital technologies meaningfully in education.

Faucon, H. (2026). **Le début de carrière des enseignants du second degré public : une baisse des affectations dans les collèges REP+**. *Note d'Information*, (26.37), 1-4. Consulté à l'adresse https://www.education.gouv.fr/depp/le-debut-de-carriere-des-enseignants-du-second-degre-public-une-baisse-des-affectations-dans-les-505329
En début de carrière, les enseignants du second degré public occupent des postes aux caractéristiques spécifiques.

Félix, C., & Mouton, J.-C. (2025). **La photographie adressée comme méthode d'intervention en formation des personnes enseignantes**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 86-109. https://doi.org/10.7202/1126116ar
Cet article analyse la méthode de la photographie adressée comme dispositif de co-analyse du travail mobilisé dans des ingénieries de formation professionnelle des personnes enseignantes. Il s'intéresse aux connaissances que ce dispositif produit sur l'activité enseignante et sur les processus de développement de l'expérence professionnelle en formation par alternance. À partir de l'expérience de Nina, jeune professeure en alternance, nous montrons comment ce dispositif de formation rend visibles les tensions vécues dans le métier et les stratégies mises en place, tout en faisant émerger les écarts entre prescriptions institutionnelles et réalité du travail. Au-delà de la singularité de ce cas, l'étude interroge les conditions de production des connaissances sur l'activité enseignante et le développement de l'expérience professionnelle dans des dispositifs de formation intégrant analyse du travail et accompagnement.

Fidan, A., Ertuna, L., & Kölemen, E. B. (2026). **Bridging policy and practice: addressing micro-exclusion in early childhood education through teacher self-efficacy and professional development in Türkiye**. *International Journal of Inclusive Education*, *30*(9), 2316-2336. https://doi.org/10.1080/13603116.2026.2645182
This study investigates early childhood education teachers' self-efficacy and professional learning and development (PLD) needs in the context of inclusive education in Türkiye, with a particular focus on micro-exclusion. Using an explanatory sequential mixed-methods design, quantitative data were collected from 276 public pre-school teachers via the validated Teacher Efficacy for the Inclusion of Young Children with Disabilities Scale ($\alpha = .97$, $\omega = .97$), followed by qualitative interviews with 15 teachers selected based on self-efficacy levels. Quantitative results indicate that while teachers express confidence in their theoretical knowledge of special educational needs, their self-efficacy in practice, particularly instructional adaptation and inclusive teaching – is moderate. Total efficacy scores are moderate ($M = 3.40$, $SD = 0.85$). Significant differences emerged based on education level and professional seniority ($p < .05$, $\eta^2 = .02 – 06$), with a notable 'mid-career dip' in self-efficacy. Although various PLD experiences were linked to small-to-moderate gains in self-efficacy, the overall impact of current PLD offerings remains limited. Qualitative findings underscore the demand for practical, sustained, and context-sensitive PLD, emphasising expert-led and collaborative formats to enhance teachers' inclusive education competencies.

Filippi, P.-A., & Benoit, D. (2025). **Le problème de l'intervention dans les dispositifs de recherche en analyse du travail des personnels de l'éducation**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 1-15. https://doi.org/10.7202/1126112ar

Un article de la revue Nouveaux cahiers de la recherche en éducation, diffusée par la plateforme Érudit.

Fischer, M., Hackl, J., Sitte, J., & Göller, R. (2026). **From 17 watermelons to 17 SDGs: How pre-service teachers reflect on their own ESD tasks**. In Krzywacki, H., Hähkiöniemi, M., Haataja, E., … P. (Éd.), *Proceedings of the 49th conference of the international group for the psychology of mathematics education: Research reports* (p. 451-459). Consulté à l'adresse https://hal.science/hal-05697590
This research report examines how 41 pre-service teachers design sustainabilityrelated tasks for lower secondary school and reflect on them after a short, theoryinformed intervention. We analyse which topics are addressed, how far tasks meet key mathematics-educational quality criteria, and the depth of participants' theoryinformed reflections. The results inform teacher education by indicating which criteria are salient in participants' reflections and where explicit scaffolding is needed.

Flogie, A., Hari, D., Skrbinjek, V., & Brejc, M. (2026). **Use and aspects of generative artificial intelligence in the educational system among leadership personnel**. *Education and Information Technologies*, *31*(13), 4929-4963. https://doi.org/10.1007/s10639-026-13986-2
The rapid emergence of generative artificial intelligence (GenAI) technologies such as ChatGPT, Microsoft Copilot, and Canva AI is driving profound changes in educational leadership and administration. This qualitative study examines how Slovenian school leaders perceive and use GenAI in their work and which opportunities, risks, and support needs they identify. Drawing on four focus groups across primary, secondary, and higher education within the national project "Generative artificial intelligence",, we used a qualitative methodology; explicitly a reflexive thematic analysis in ATLAS.ti. We identifed five main themes: (i) pragmatic, low-risk adoption focused on administrative efficiency; (ii) uneven AI literacy and demand for hands-on professional development; (iii) ethical and legal concerns (GDPR/EU AI Act) around privacy, authorship, and transparency; (iv) infrastructural and cost constraints limiting high-stakes use; and (v) emergent opportunities for data-informed decision-making and individualized support. We theorize these patterns using Diffusion of Innovations and Technology Acceptance perspectives to explain why administrative use predominates and pedagogical integration remains tentative. Findings show that GenAI is predominantly used for streamlining administrative work, document preparation, and routine communication. Its application in teaching and learning remains limited and experimental. Participants highlighted both the benefits of GenAI such as increased efficiency, support for creative work, and potential for individualized learning and a range of persistent challenges, including gaps in digital literacy, concerns over data privacy and academic integrity, and unequal access to advanced technologies. The study draws on Diffusion of Innovations, the Technology Acceptance Model, Sensemaking Theory, Educational Change Theory, and Distributed Leadership to explain how school leaders interpret and implement GenAI in practice. We offer actionable implications for leadership development, assessment redesign, and policy aligned with the EU AI Act. The contribution is a leadership-centred, EU-contextualized account that clarifies conditions under which GenAI currently shifts not replaces leadership practice.

Frantz, F. (2026). **Good Science from Below: Of Early-Stage Researchers' Registers of Valuing, Response-Abilities, and Care for Good Research**. *Minerva*, *64*(3), 689-711. https://doi.org/10.1007/s11024-025-09588-w

Evermore studies suggest that the working conditions and environments in contemporary academia subtly undermine the integrity of research. And yet, the group most affected by the changes in academia, early-stage researchers, are given little voice in the debates. They are talked about, mainly along two deficit narratives of lacking either knowledge or portraying moral insufficiencies, but rarely talked to. The common narratives about early-stage researchers fail to capture the complex tensions early-stage researchers find themselves in, being simultaneously learners and practitioners of research. Early-stage researchers are central for knowledge production, in many groups responsible for data gathering, analysis, and presentation, practices that are under scrutiny in debates about research integrity. This article aims to take them, their experiences, and concerns seriously, describing how they value and care for good research along four registers of valuing: Experimenting, Collaborating, Complying, and Feeling. Attuning to a situated understanding of good research, negotiated in concrete, mundane value constellations, invites us also to reflect on early-stage researchers' response-abilities for good research, characterizing integrity as an active accomplishment of aligning (potentially) conflicting valuations, and not a stable quality.

Fu, M. (2026). **Reimagining the academic landscape: the rise of online learning and AI as catalysts for hidden unemployment among educators**. *Higher Education*, *92*(1), 295-315. https://doi.org/10.1007/s10734-025-01535-8
This research effort attempts to investigate the phenomenon of disguised unemployment among academics in the setting of online learning and AI. In this form of disguised unemployment, teachers would experience a gradual reduction in their responsibilities, influence, and career development opportunities while still maintaining their positions. Rapid development and extensive use of online learning platforms and AI technologies since the COVID-19 pandemic have relegated traditional teaching functions to a marginal position and thus have caused role function weakening and increased career anxiety. This study used grounded theory to identify the significant factors leading to this: outdated teaching methods, obsolete teaching content, limited teachers' ability to learn how to work with new technologies, and academic inbreeding. These factors directly influence teachers' teaching ability and research capacity, hence hampering their career achievement. The results indicate that online learning and AI, though improving the learning experience of students, have increased the marginalization of teachers, especially those who cannot keep pace with the advancement in technology. The results point out the pressing need for reform in the curriculum system and professional skills development to keep teachers competitive in the technology-driven academic environment.

Gani, D. (2026, août 25). **Salaire des enseignant.es : rétablir la vérité**. Consulté 31 août 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/08/25/salaire-des-enseignant-es-retablir-la-verite/?utm_campaign=Lexpresso_25-08-2026&utm_medium=email&utm_source=Expresso

Geraci, A., Scifo, L., D'Amico, A., Fernández-Berrocal, P., & Cabello, R. (2026). **Emotional intelligence training programs for teachers: a systematic review**. *Social Psychology of Education*, *29*(1), 84. https://doi.org/10.1007/s11218-026-10255-5
Emotional Intelligence (EI) intervention programs have gained increasing attention for their potential to enhance various aspects of individuals' lives. Within the teaching population, where stress and burnout are prevalent, the efficacy of EI training programs holds particular significance. Despite previous research indicating positive outcomes of EI training, there remains a need to

comprehensively evaluate the effectiveness of these interventions within educational settings. This study aims to address this gap by examining the impact of such training programs on teachers' EI, well-being, and work-related outcomes. A systematic review was conducted, analyzing 27 studies that investigated the efficacy of EI intervention programs among teachers. Overall, the reviewed studies suggest that EI training programs can contribute to improvements in teachers' emotional competencies and several work-related and well-being outcomes. However, the strength of this evidence is limited by methodological shortcomings, including heterogeneous intervention designs, inconsistent theoretical frameworks, and the predominant use of self-report measures. This review critically synthesizes the existing literature and outlines recommendations to support the development of more theoretically grounded and methodologically rigorous EI interventions for teachers.

Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2026). **Irreplaceable teachers in the AI era are teacher leaders**. *Education and Information Technologies*, *31*(13), 5243-5261. https://doi.org/10.1007/s10639-026-14006-z

This study examined how school principals conceptualised "irreplaceable" teachers in AI-enabled schools and how these portrayals intersected with teacher leadership. Using an interpretive qualitative design, semi-structured interviews were conducted with 16 principals from AI-active K–12 private schools in five Arab countries. Principals were recruited through a regional professional network, and data were analysed using reflexive thematic analysis. Findings showed that teachers whom principals regarded as indispensable positioned AI as a tool that followed their professional judgement, using it as an assistant while keeping explanation, questioning, and feedback human-led. These teachers used AI to deepen rather than replace thinking, turning AI outputs into prompts for justification, critique, and improvement, and requiring students to make visible how they had used AI. They deliberately cultivated student agency and digital ethics, adopted autonomy-supportive pedagogies, and assumed informal leadership roles with colleagues by modelling AI use, redesigning tasks and assessments, and shaping school-level guidelines. They also built their AI professionalism through participation in virtual communities of practice and ongoing self-study. Collectively, these patterns appeared to map closely onto core dimensions of teacher leadership, suggesting that leadership is potentially one mechanism through which teachers can retain a distinctive, non-automatable contribution and that policies concerned with teacher replacement may need to focus on leveraging teachers as leaders for the AI era.

Granziera, H., & Evans, P. (2026). **Forms of social support relevant to teachers' wellbeing: a job demands–resources perspective**. *Social Psychology of Education*, *29*(1), 95. https://doi.org/10.1007/s11218-026-10265-3

The wellbeing of teachers has emerged as a significant global concern, prompting a substantial body of research examining the individual and contextual determinants of factors such as burnout and mental health. Although much research has focused on the precursors of burnout and the factors associated with attrition, comparatively less attention has been given to the role of interpersonal resources in shaping these processes. Harnessing the Job Demands-Resources (JD-R) framework the present study sought to extend understanding of how three different forms of social support (teachers' perceptions of support from colleagues, support from parents, support from supervisors) were associated with teachers' emotional exhaustion, and in turn, two occupational outcomes: occupational commitment and turnover intentions in a study of 274 Australian primary and secondary school teachers. Of the three forms of support examined,

support from supervisors appeared to be particularly useful for supporting teachers to navigate challenge. Specifically, teachers who reported more support from their supervisors also reported lower emotional exhaustion. Comparatively, support from parents appeared to play both a motivational and protective role as it was negatively associated with emotional exhaustion, but also positively associated with occupational commitment. Collectively, the findings echo those made by previous research and support the JD-R model, while demonstrating support from parents as an important job resource for teachers.

Gümüş, S., Bellibaş, M. Ş., Esen, M., & Gümüş, E. (2026). **Review of leadership models in education: Exploring geographical, methodological, and conceptual variations**. *Educational Management Administration & Leadership*, 17411432261451468. https://doi.org/10.1177/17411432261451468
Various leadership models have been increasingly used in educational research over the last few decades. While there have been ample systematic reviews of individual leadership models in the past decade, a review of multiple leadership models to identify comparable trends and variations has been lacking. This study aims to fill this gap by reviewing a comprehensive body of literature on a broad range of leadership models in education, using a hybrid review approach that combines scoping and bibliometric methods. Relying on 1047 peer-reviewed journal articles, the review provides several important insights. First, teacher leadership, instructional leadership, distributed leadership, and transformational leadership have been identified as the four most-studied leadership models in the field. Second, social justice leadership, pedagogical leadership, authentic leadership, system leadership, digital leadership, inclusive leadership, and culturally responsive leadership have emerged or gained greater attention over the last decade. Third, integrated leadership studies have also shown an increasing trend across various forms, including shared instructional leadership, transformational teacher leadership, and digital instructional leadership. Finally, the geographical, methodological, and conceptual variations among the most prominent models are presented in detail, and the potential drivers of these variations and trends, along with their implications for future research, are discussed.

Haldimann, M., Collie, R. J., Hascher, T., & Flick-Holtsch, D. (2026). **Academic well-being profiles of pre-service teachers: links with resources and retention-related outcomes**. *Social Psychology of Education*, *29*(1), 75. https://doi.org/10.1007/s11218-026-10247-5
Recent work has highlighted well-being as a critical factor in teachers' career development and retention. However, there is limited empirical evidence on well-being before career entry and even less on potential academic well-being profiles. Using person-centered analyses, we identified six academic well-being profiles among 2867 Austrian pre-service teachers, including two adaptive, two mixed, and two maladaptive profiles. We also tested several factors (e.g., practicum quality, teaching self-efficacy) that predicted profile membership in distinct ways. In alignment with Job Demands-Resources theory, contextual and personal resources were positively related to membership in more adaptive academic well-being profiles. Some profiles also differed in levels of initial teacher education quitting intentions and profession quitting intentions with more favorable values for more adaptive profiles. The results call for well-being interventions that are specific to the unique nature of the different profiles.

Hallinger, P. (2026). **The myths of instructional leadership: conceptual drift, construct ambiguity, and the limits of principal-centered reform**. *School Leadership & Management*, 1-22. https://doi.org/10.1080/13632434.2026.2697983

Hibbert, K., Ott, M., Sidhu, J., & Sanjeevan, T. (2026). **Transforming Teacher Education: The Case for "Going Gradeless"**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 60-80. https://doi.org/10.53967/cje-rce.7131
In teacher education, grading practices not only evaluate learning but also shape emerging professional identities. Traditional numerical systems tend to constrain reflection, collaboration, and ethical judgement; the very qualities professional programs aim to cultivate. This study examines a teacher education program's transition to a pass/fail (gradeless) model designed to align assessment with formative, dialogic approaches to learning that align with assessment in professional practice. Using critical narrative research informed by Ricoeur's threefold mimesis, we analyzed interview data from teacher candidates to explore how they experienced assessment without grades. Findings show that ungrading reduced performance anxiety, encouraged openness to feedback, and supported a release of control that enabled candidates to take up more exploratory, risk-tolerant stances toward learning. Candidates described feeling "like explorers," navigating unfamiliar terrain where feedback, not ranking, guided their progress. At the same time, the shift surfaced tensions around consistency, fairness, and institutional accountability. The study contributes empirical evidence to limited research on ungrading in professional programs and provides insight into how assessment reform can support reflective judgement and professional becoming within Canadian teacher education.

Hsieh, T.-L., & Shen, J.-S. (2026). **Evaluating taipei's itinerant teacher program: solving challenges of short-term substitute teacher instability and qualification**. *Educational Research for Policy and Practice*, *25*(2), 279-293. https://doi.org/10.1007/s10671-025-09411-z
This study examines Taipei's Itinerant Teacher Program (ITP) and its potential as a solution for addressing the challenges of short-term substitute teacher stability and quality. Based on six policy evaluation criteria, this study interviewed nine policy's implementers and itinerant teachers. The findings indicated that the ITP effectively stabilizes the supply of short-term substitute teachers and ensures a certain level of teaching quality, which is particularly beneficial for disadvantaged schools. The study also highlights both the program's effectiveness and areas for improvement. Key challenges include the administrative burden, fairness in teacher evaluations (service feedback), and legal consistency between regular and itinerant teachers. Diverging stakeholder perspectives -administrative officials focusing on resources and teachers concerned with role stability and fairness-underscore the complexity of policy execution. Recommendations include piloting the ITP on a smaller scale, streamlining processes, improving handover mechanisms, and aligning itinerant teachers' rights with those of regular teachers to attract high-quality candidates.

Huan, N. D. (2026). **Developing Professional Competence of Lower Secondary School Teachers to Meet the Requirements of the 2018 General Education Curriculum: Lessons from Japan**. *European Journal of Arts, Humanities and Social Sciences*, *3*(3), 160-169. https://doi.org/10.59324/ejahss.2026.3(3).15
This study examines the theoretical and practical foundations of developing professional competence among lower secondary school teachers in the context of implementing Vietnam's 2018 General Education Curriculum. Using a mixed-method approach combining document analysis and a survey of 220 administrators and teachers, the findings indicate that although teachers widely participate in professional development activities, the transfer of training into classroom practice remains limited. Drawing on Japan's experience, particularly the Lesson Study model, the study highlights the importance of school-based and continuous professional

development. Based on these findings, several key measures are proposed, including improving pre-service teacher education, reforming in-service training with a focus on competency and digital competence, strengthening educational leadership, enhancing teacher policies, and promoting international collaboration. The study contributes to the evidence base for teacher development policies in Vietnam and similar educational contexts.

Intervenir en contexte de transition écologique : pratiques d'intervention et approches territoriales (Dossier). (2026). *Éducation Permanente*, (247). Consulté à l'adresse https://shs.cairn.info/revue-education-permanente-2026-2
Intervenir en contexte de transition écologique

Ismail, N. B., Ayub, A. F. M., & Zhang, T. (2026). **A systematic review of TVET teacher retention, attrition, and factors influencing teachers' intentions to stay in the teaching profession**. *Cogent Education*, *13*(1), 2673624. https://doi.org/10.1080/2331186X.2026.2673624

Kallio, T. J., Lehtivuori, A., Kallio, K.-M., Tienari, J., & Funck, E. (2026). **Academic systems, career models, and experienced performance pressure—a comparative study of Sweden and Finland**. *Higher Education*, *92*(1), 145-167. https://doi.org/10.1007/s10734-025-01528-7
As universities compete for higher standings in global rankings and implement performance management measures, performance pressure is imposed on scholars. This paper explores the influence of academic systems and career models on scholars in Sweden and Finland, with a focus on experienced performance pressure. Comparable qualitative and quantitative data from these Nordic countries were collected. Despite their numerous similarities, the external contingency factors related to academic systems and career models differ between Sweden and Finland. We found that due to systemic differences the nature of experienced performance pressure differs between the two countries. While scholars in both countries experience high pressure related to performance management, the analysis indicates that the Swedish system primarily directs the pressure to the organizational level, whereas the Finnish system causes more explicit and intense individual level performance pressure. The analysis further indicates that the disparities are most pronounced in the experiences of scholars on fixed-term contracts. The paper suggests that the most decisive characteristic of performance pressure in scholarly work is not its overall magnitude but its nature and intensity from the perspective of individual scholars.

Kellecî Alkan, Ö., Kulaksız, T., Aksoy, N. C., Durmaz, B. N., Uçar, F. M., Özcan, M., & Kalkavan, B. (2026). **Simulation-based learning approach in teaching practicum to support pre-service teachers' teaching skills**. *Education and Information Technologies*, *31*(11), 3897-3923. https://doi.org/10.1007/s10639-026-13951-z
A simulation-based learning (SBL) approach that enables pre-service teachers (PSTs) to develop practice-based teaching skills within simulated classroom environments can be effective as a complementary element in increasing their teaching skills in teaching practicum. This research aims to test the effectiveness of an SBL approach in teaching practicum on PSTs' Technological Pedagogical Content Knowledge (TPACK), classroom management, and lesson planning skills. A quasi-experimental design with a pre-post test control group was used. A total of 129 PSTs were divided into two groups. An SBL approach was applied to the experimental group, while the control group received training within the current teaching practicum course. The results show that, compared to the control group, the experimental group's use of an SBL approach in teaching practicum significantly improved their TPACK, classroom management, and lesson

planning skills. Overall, the findings of this study reveal the effectiveness of SBL-based teaching practicum and contribute to bridging theory and practice in teacher education by supporting the development of future teachers' teaching skills.

Kokodwang, A., Kipkenei, S., & Likoko, S. (2026). **Effect of Promotional Opportunities on Teacher Turnover Intention in Public Secondary Schools in West Pokot County, Kenya**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 45-55. https://doi.org/10.59324/ejceel.2026.4(4).04

This study examined the effect of promotional opportunities on teacher turnover intention in public secondary schools in West Pokot County, Kenya. The study was anchored on Equity Theory, Herzberg's Two Factor Theory, and Vroom's Expectancy Theory, and was guided by a descriptive correlational survey design. Data were collected from 213 teachers using a structured five point Likert scale questionnaire covering the clarity of promotion criteria, the extent to which promotion decisions were merit based, perceived equity of access to promotion within the Teachers Service Commission, satisfaction with current promotion chances, and the timeliness of promotion, complemented by interview schedules administered to school principals to provide qualitative context. Quantitative data were analysed using descriptive statistics, Pearson product moment correlation, and simple linear regression, while qualitative data were analysed thematically. The findings revealed mixed perceptions among teachers: while a majority agreed that promotion criteria were clear and that decisions were merit based, the majority disagreed that there were equal opportunities for promotion within the Teachers Service Commission, expressed dissatisfaction with their current promotion chances, and disagreed that promotions were conducted in a timely manner. Promotional opportunities were found to have a statistically significant positive effect on teacher turnover intention (R = 0.427, R square = 0.329, F (1, 212) = 31.356, p less than 0.001, beta = 0.365), leading to the rejection of the null hypothesis. Correlation analysis indicated that clarity of promotion criteria and merit based decision making were the most strongly associated factors, while satisfaction with promotion chances and promotion timeliness were not significantly correlated with turnover intention. Qualitative evidence from school principals corroborated these findings, illustrating how prolonged stagnation in job groups and delayed advancement diminished teacher morale and increased the likelihood of attrition. The study concluded that promotional opportunities, and particularly the perceived clarity, fairness, and merit basis of promotion decisions, were significant determinants of teacher turnover intention in West Pokot County, though they explained only a partial share of the variance in turnover intention. The study recommended that the Teachers Service Commission strengthen the transparency, consistency, and equity of promotion processes for teachers serving in hardship areas, with particular attention to improving communication of promotion criteria and reducing the logistical barriers faced by teachers in remote postings.

Kokodwang, A., Likoko, S., & Kipkenei, S. (2026). **Performance Appraisal Procedures and Teacher Turnover Intention in Public Secondary Schools in West Pokot County, Kenya**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 186-198. https://doi.org/10.59324/ejceel.2026.4(3).15

Teacher turnover continues to threaten the stability and quality of secondary education in Kenya and beyond. This study examined the effect of performance appraisal procedures on teacher turnover intention in public secondary schools in West Pokot County, testing the null hypothesis that no statistically significant effect exists. A convergent mixed-methods design combined a structured questionnaire administered to 213 teachers with key informant interviews with school

principals. Quantitative data were analysed descriptively and through Pearson correlation and simple linear regression, while interview data were analysed thematically. Teachers generally viewed the appraisal process as transparent and well understood, yet rated it weak at motivating retention or linking outcomes to reward. Regression analysis showed that performance appraisal procedures explained a meaningful share of the variance in turnover intention ($R = .513$, $R^2 = .368$, Adjusted $R^2 = .305$, $F(1, 212) = 26.97$, $p < .001$), leading to rejection of the null hypothesis. Principals' accounts reinforced the statistical pattern: appraisal framed around growth and feedback was reported to reduce teachers' intention to leave, while appraisal experienced as punitive was reported to raise it. The study concludes that appraisal procedures shape retention chiefly through their developmental and motivational dimensions rather than procedural fairness alone, and recommends that the Teachers Service Commission and school leaders strengthen feedback, mentorship, and reward linkages within the Teacher Performance Appraisal and Development (TPAD) system.

Kotsis, K. T. (2025a). **A Literature Review on the Misconceptions of Pre-Service Teachers on Inquiry-Based Learning in Science Education**. *European Journal of Contemporary Education and E-Learning*, *3*(3), 91-98. https://doi.org/10.59324/ejceel.2025.3(3).07
This literature review critically examines the misconceptions held by pre-service teachers regarding inquiry-based learning (IBL) in science education. The study synthesizes findings from multiple research studies that illustrate how inadequate exposure to IBL methodologies and entrenched traditional teaching paradigms contributes to a superficial understanding of inquiry-based strategies. The review elucidates that pre-service teachers frequently misconceive IBL as a mere hands-on or unstructured activity, undermining their confidence and ability to foster student-centered learning environments. Through exploring the theoretical underpinnings, including constructivist and social cognitive frameworks, the paper highlights the role of prior educational experiences and the necessity for curriculum reform in teacher preparation programs. The review integrates qualitative case studies, quantitative surveys, and mixed-methods research to analyze the barriers to effective IBL implementation comprehensively. This data triangulation underscores the complexity of dismantling entrenched misconceptions while suggesting the potential benefits of targeted professional development and mentorship as avenues for corrective intervention. The review also critically evaluates the limitations of existing studies, particularly the overreliance on quantitative measures that may obscure individual beliefs and contextual factors influencing teacher preparation. The findings underscore the critical need for holistic, reformative strategies in teacher education to bridge the gap between theoretical IBL principles and their practical application in science classrooms.

Kotsis, K. T. (2025b). **Toward an Integrated Model of Science Teacher Education in Greece**. *European Journal of Contemporary Education and E-Learning*, *4*(1), 45-58. https://doi.org/10.59324/ejceel.2026.4(1).04
This study presents a comprehensive approach for revamping science teacher education in Greece, amalgamating theoretical, empirical, and comparative findings into a cohesive framework that integrates didactic competency, reflective pedagogy, and professional ethics. The paradigm, informed by global research traditions in didactics and teacher development, tackles the persistent separation between disciplinary and pedagogical elements in Greek teacher education. It positions Pedagogical Content Knowledge, reflective inquiry, and collaborative professionalism as the fundamental concepts directing curriculum design, practicum organization, and professional development. The framework conceptualizes teacher

education as a dynamic continuum that connects university coursework, research involvement, and school-based practice via organized collaborations and mentorship structures. The essay delineates options for institutional implementation at the policy level, which encompass the establishment of a national competence framework for scientific educators, the formation of university–school research networks, and the professionalization of teacher educators as research-active scholars. It contends that successful transformation necessitates congruence among educational governance, institutional culture, and professional ethics. The conclusion proposes a redefinition of science teacher professionalism as reflective, ethically based, and informed by research, a framework that enables teachers to serve as architects of pedagogical knowledge and catalysts for educational change. This approach merges conceptual depth with institutional viability, offering a framework to match Greek science teacher education with worldwide norms while maintaining its intellectual and cultural uniqueness.

Kotsis, K. T. (2026a). **Aligning Pre-Service Primary Physics Teacher Preparation with the New Greek Inquiry-Based Science Curriculum: A Four-Condition Implementation Agenda**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 161-186. https://doi.org/10.59324/ejceel.2026.4(4).07

The 2024 Greek primary science curriculum has reorganised primary science around inquiry as a pedagogical logic, treating the epistemic practices of science as learning objectives in their own right and integrating digital tools as inquiry instruments rather than as presentation media. Greek Departments of Primary Education, however, remain structured around the previous curricular logic, with limited physics-related coursework and an empirical record of pre-service primary teachers showing low physics self-efficacy, procedural-rather-than-epistemic understanding of inquiry, persistent physics misconceptions, and uneven readiness for digital and AI tools. The result is a structural lag between curricular ambition and teacher preparation that course-level adjustments cannot close. This article applies the Four-Condition Framework, developed for the in-service implementation problem in Greek primary schools, to the pre-service redesign problem. The framework identifies four mutually dependent conditions of inquiry-based curricular success: epistemological preparation, assessment alignment, institutional mediation, and digital-inquiry integration. Each condition is examined as a set of concrete redesign moves for Greek Departments of Primary Education, drawing on the cumulative empirical record on Greek pre-service primary teachers and on the international literature on inquiry-based science teacher preparation. A four-phase implementation roadmap, with course-level, programme-level, institutional, and policy phases running in parallel rather than sequentially, operationalises the redesign agenda. The article is offered as a worked agenda rather than a finished blueprint, and invites Greek institutions and European reform settings to test it against their own conditions.

Kotsis, K. T. (2026b). **From Campus to Classroom: Strengthening University-School Collaborations for Teacher Development**. *European Journal of Contemporary Education and E-Learning*, *4*(1), 133-149. https://doi.org/10.59324/ejceel.2026.4(1).11

University–School partnerships (USPs) have gained prominence as a powerful mechanism for enhancing teacher development across the continuum of initial preparation, induction, and ongoing professional learning. This article examines how collaborative structures between universities and schools can address persistent challenges in teacher education, including fragmentation between coursework and practicum, misalignment between research and practice, and limited opportunities for sustained professional inquiry. Drawing on recent empirical and conceptual research, the article highlights how USPs function as dynamic learning

environments that integrate academic knowledge with situated classroom practice. Models such as professional learning communities, third-space collaborations, and research–practice partnerships illustrate how shared governance, co-design of curriculum, and inquiry-based learning foster more coherent and context-responsive teacher development. The analysis also identifies enduring barriers, such as unstable funding, unclear role expectations, and institutional cultural differences, that constrain the sustainability and impact of partnerships. Strategies for strengthening collaboration are discussed, including mentor preparation, institutionalized inquiry cycles, equitable power-sharing, and robust evaluation systems. Implications for policy and practice emphasize the need for structural support, long-term resourcing, and recognition of practitioner expertise to ensure that USPs become integral infrastructures for educational improvement rather than peripheral initiatives. The article concludes that well-designed partnerships can promote reflective, adaptive, and research-informed teaching, offering a promising approach for addressing the complex demands of contemporary schooling.

Kotsis, K. T. (2026c). **From Legislation to Reform: Mandate, Institutional Resistance, and Secondary Science Teacher Preparation in Greece**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 428-443. https://doi.org/10.59324/ejceel.2026.4(4).19
This article examines the 2019 Greek legislative reform that introduced a statutory requirement for secondary school teaching candidates to demonstrate competencies in both Pedagogy and the Didactics of their specific scientific discipline. Building on a structural diagnosis of the Greek science teacher preparation system, in which a productive science education research community has remained largely disconnected from the university science departments responsible for preparing most future secondary science teachers. Using a critical policy and literature-based analytical approach, the article examines the institutional responses to the 2019 mandate and the conditions shaping its implementation. It argues that some of these responses risk producing simulated rather than substantive reform. The article introduces three analytical concepts, the sufficiency assumption, the displaced sufficiency assumption, and simulated reform, to explain why formal policy change may fail to produce substantive transformation in science teacher education. Drawing on international evidence concerning successful science teacher education systems, the article concludes that genuine reform requires coordinated intervention at the cultural, structural, and programmatic levels and discusses the implications of the Greek case for broader European debates on the professionalisation of science teaching.

Kotsis, K. T. (2026d). **Implementing Reform: Challenges and Policy Implications for Science Teacher Education in Greece**. *European Journal of Contemporary Education and E-Learning*, *4*(2), 176-189. https://doi.org/10.59324/ejceel.2026.4(2).14
This paper systematically investigates structural and governmental barriers to science teacher education reform in Greece. It compares the European Higher Education Area and OECD policy publications to show the discrepancy between formal adherence to European standards and meaningful educational reform. Excessive centralization, poor university-institutional collaboration, and a lack of a competence-based framework hamper Greek teacher development. The research examines ESF-funded innovation projects, practicum reforms, and university–school relationships, finding ephemeral experimentation without institutional continuity. The findings show that legislative fragmentation, limited autonomy, and insufficient scientific research on teacher education have prevented the development of a reflective, inquiry-based teacher education system. The study proposes a strategic reform plan based on global best practices. The construction of a National Framework for Teacher Competences, university-

affiliated professional practice schools, and research-informed professional development pathways across career phases is essential. It also promotes educational governance, moving from bureaucratic monitoring to professional trust and teaching as an intellectually rigorous, research-informed profession. Combining institutional analysis with policy repercussions, the article argues that systemic coherence, research integration, and professional empowerment are necessary for lasting transformation. Its goal is to create a teacher education system that aligns Greece with top European models while preserving its educational and cultural characteristics.

Kotsis, K. T., & Tsiouri, E. (2025). **From Practice Schools to University Schools: Structural Evolution of Teacher-Education Sites in Europe**. *European Journal of Contemporary Education and E-Learning*, *4*(1), 3-14. https://doi.org/10.59324/ejceel.2026.4(1).01
Across Europe, initial teacher education is undergoing a major structural transformation, shifting from traditional training and practice schools toward university schools and, in some contexts, research-embedded laboratory schools. This article interprets this change as a system-level reconfiguration of university–school ecosystems rather than a set of isolated practicum reforms. Using a comparative institutional framework and documentary analysis of European teacher-education systems, the study examines how teacher-education sites are being repositioned in relation to governance, epistemic authority, research integration, and professional learning. Findings indicate that training-school-dominated systems continue to deliver strong professional preparation but remain largely disconnected from sustained educational knowledge production. University schools mark a decisive institutional transition by integrating teacher education, school development, and research within shared governance structures. Laboratory schools extend this model further by embedding teacher education within permanent research infrastructures. The analysis also reveals strong regional asymmetries in the pace and depth of this transformation, closely linked to national research capacity, governance stability, and policy coherence. The study concludes that contemporary teacher-education reform in Europe cannot be adequately understood solely through curriculum, mentoring, or competency frameworks, but must instead be viewed as an infrastructural transformation of professional learning environments that requires long-term institutional investment rather than short-term project-based innovation.

Lam, M. H. A. (2026). **Teaching for, as, and with an undergraduate interdisciplinary curriculum in Hong Kong: dynamic positionings of teaching assistants**. *Asia Pacific Education Review*, *27*(3), 1017-1033. https://doi.org/10.1007/s12564-025-10063-0
Teaching assistants are increasingly important in assisting, facilitating, and supporting interdisciplinary undergraduate courses, especially among large research-intensive universities. Nonetheless, there is limited attention on their perceptions and experiences of process, content, and structure of their role identity formation and enactment. This study involves a series of individual interviews with 25 teaching assistants involving in the undergraduate interdisciplinary Common Core Curriculum at the University of Hong Kong. Using the framework of Dynamic Systems Model of Role Identity, this study illustrates these teaching assistants' dynamic positionings as they construct and navigate their identities among the university, course instructors and teachers, and students. This study reveals that there is a variety of conceptualisations and constructions of identity among these teaching assistants in response to who they are and what it is that they do in the undergraduate interdisciplinary curriculum context. On the one hand, they remain passive and reactive when fitting themselves as teaching assistants with assigned roles

and responsibilities in alignment with the institutional expectations and norms. On the other hand, they remain active and purposive under the drive of being and becoming teaching assistants they desire and aspire under their unique beliefs and actions. Such seemingly paradoxical tension reveals the conscious and agential identity construction among teaching assistants as mediated by and interacted with institutional structures and professional forces in the wider university landscape. This study contributes to the field by revealing how university teaching assistants involved in interdisciplinary education navigate the interplay between institutional cultures and frontline realities through individual and collective identity negotiation.

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).

Latorre Medina, M. J., & Borja Tomás, C. (2026). **Teacher performance from an ethical perspective. A study based on the perceptions of pre-service teachers [El desempeño docente desde parámetros éticos. Un estudio basado en las percepciones de futuros maestros]**. *Punto Cunorte*, *12*(23), e23306. https://doi.org/10.32870/punto.v12i23.306
Recognition of the most promising international approaches to teacher training forms the basis of this study, which focuses on the field of teacher professional ethics. Specifically, it addresses the perceptions of future teachers as to teaching performance from the perspective of professional ethics. In this descriptive and inferential study, the sample of Spanish future teachers were administered a questionnaire related to teacher ethics. The results reveal that perceptions of teacher profes-sional ethics are influenced by variables such as gender and the degree and specialty pursued. The findings raise the call for more rigorous education in ethics during training programmes so as to develop teachers more committed to the profession.

Li, K., Richter, E., Richter, D., Huang, Y., & Chen, G. (2026). **Beyond Quality Features, Toward Teacher Needs: Unpacking How Professional Development Quality Relates to Teacher Engagement Through Self-Determination Theory**. *Journal of Teacher Education*, *77*(4), 333-347. https://doi.org/10.1177/00224871261458811

While the features of high-quality professional development (PD) have been well-explored, some feature-based PD programs yielded inconsistent teacher engagement, prompting investigations into how these features relate to teacher engagement. Drawing on Self-Determination Theory, this study collected data from 985 German in-service teachers to examine basic psychological needs (BPN) as a mediator between perceived PD quality and teacher engagement. Using both variable-centered and person-centered approaches, we (a) tested whether BPN mediates this relationship, (b) identified teachers' perceived PD quality profiles, and (c) explored whether this mediation varies across profiles. Latent profile analysis identified four profiles: High-Quality Balanced, Moderate-Quality Weak-Collaboration, Moderate-Quality Strong-Collaboration, and Low-Quality Strong-Collaboration. Both variable-centered and person-centered mediation analyses revealed that BPN consistently mediated the relationship between PD quality and engagement, with no significant differences in the BPN-engagement pathway across all profiles. These findings suggest a shift from merely including features toward designing them in ways that support teachers' psychological needs.

Liu, Y., Qu, X., & Hilts, D. (2026). **School counseling development and practice in China: a 20-year systematic review**. *Asia Pacific Education Review*, *27*(3), 857-871. https://doi.org/10.1007/s12564-025-10045-2

Scholars have documented historical contexts and contemporary practice of school counseling in China, highlighting the increase of school-based mental health services in schools and government support. We identified some sporadic empirical evidence concerning school counseling interventions in Chinese schools within various geographic regions. There is a lack of comprehensive and critical review of school counseling development and practice in China. In response to the gap, we performed a systematic review of articles on school counseling in China published between 2004 and 2023. Our review generated five categories: (1) Development of the Profession; (2) Social–Cultural Contexts; (3) School Counselor Roles and Activities, Counseling Interventions, and Outcomes; (4) Theoretical Models; and (5) China–West Comparison. Our findings further illuminated sociopolitical and sociocultural contexts intertwined with the development and practice of school counseling in China. We also noted stark contrasts within school counseling practice across school settings and geographic regions of China. We advocate for legitimacy and unification of school counselors' professional identity and allocation of resources for school counseling practice in rural China.

Liu, Z., & Wang, J. (2026). **"An academic chameleon": navigating the localization and reproduction of cultural capital of Chinese returned scholars**. *Asia Pacific Education Review*, *27*(3), 1101-1114. https://doi.org/10.1007/s12564-025-10075-w

This study examines the strategies employed by these returnees as they negotiate the localization and reproduction of their cross-cultural knowledge within the Chinese academic sphere, by drawing upon the experiences of 24 scholars who have returned to a university in southern China. Findings reveal that these individuals encounter symbolic violence, where their internationally acquired cultural capital is devalued by the domestic academic field. Such challenges prompt a recalibration of their academic identities and the adoption of a "dual capital strategy" involving a delicate balancing act: simultaneously accumulating capital recognized within the

local Chinese academic field (e.g., Chinese-language publications and national grants) while maintaining their capital in the international arena. By framing the returnees' experience as a struggle against symbolic violence and a strategic deployment of dual capital, this study contributes to our understanding of the intricate processes of capital reproduction in a globalized higher education landscape. It underscores not only the resilience of these "academic chameleons" but also the pervasive power structures that shape academic life.

Loye, A. S., Kaboré, N. D., Ouoba, N. E., & Ouedraogo, E. (2026). **Unlicensed teachers and learning quality in Francophone Sub-Saharan Africa: profiles, working conditions, and effects on mathematics performance**. *Éducation et francophonie*, *54*(1). https://doi.org/10.7202/1125162ar
This article examines the use of unlicensed teaching personnel (UTP) in Francophone Sub-Saharan Africa, in a context of a global teacher shortage and international efforts to increase the number of qualified teaching personnel (QTP). Drawing on PASEC 2019 data, the study describes the sociodemographic and economic profile of UTP, documents their professional experiences, and assesses their effects on the mathematics performance of students finishing primary school. The sample includes 599 teachers and 10,095 students. Descriptive statistical analyses and binary logistic regression models are used. The results show that approximately one in five teachers is not legally qualified. UTP are more frequently hired in the private sector and experience salary irregularities. They often report a lack of school supplies. However, the proportion of students performing well in mathematics is similar to that of students taught by QTP. The effects on learning are nuanced. Student performance is influenced by the age, level of education, salary regularity, resource availability, certain professional relationships and professional development training of the UTP. The article concludes that UTP ensure the continuity of educational services but highlights risks of system fragility and calls for further research, particularly qualitative studies, on UTP practices and career paths.

Martin, V., & Homier, M. (2025). **Récit de la transformation des activités d'intervention-recherche d'un chercheur et d'une chercheure : « On avait envie de tenir le micro à deux »**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 227-252. https://doi.org/10.7202/1126122ar
Ce texte porte sur la transformation de nos activités de chercheur et d'auxiliaire dans le cadre d'un projet d'intervention-recherche visant à soutenir le développement professionnel de personnes enseignantes dans l'enseignement-apprentissage des probabilités au primaire. Notre processus de recherche, inspiré de la clinique didactique de l'activité, nous a amenés à transformer nos activités et notre puissance d'agir. Dans une démarche duoethnographique, les concepts d'incident critique, de puissance d'agir et d'hétérarchie sont mobilisés pour structurer et analyser le récit de cette transformation. Nous l'organisons autour de trois mouvements, soit l'émergence d'un leadership plus égalitaire, des activités d'intervention plus fluides et dynamiques et l'ouverture au partage de ressources et d'idées avec les enseignantes. Ce faisant, nous réfléchissons à certains effets de notre travail d'intervention-recherche sur nous-mêmes comme chercheur et chercheure, sur nos manières de penser ou d'agir.

Matusz, D. K., Kim, M. H., & Osterhage, J. (2026). **Growth mindset beliefs and practices among students and academic advisors: a conceptual replication of Muenks et al. (2024)**. *Social Psychology of Education*, *29*(1), 89. https://doi.org/10.1007/s11218-026-10258-2
Growth mindset beliefs and behaviors have been well documented among students and instructors. Such beliefs and behaviors—along with students' perceptions of their instructors—comprise a growth mindset culture that reflects a broader meaning system that shapes

academic pursuits. Yet virtually no empirical work in educational psychology has considered these beliefs and behaviors in the academic advising context. To address this critical research gap, the goal of the present study was to conduct a conceptual replication of Muenks et al. (2024), which examined associations between instructor growth mindset beliefs and behaviors and how students perceive their instructors' beliefs and behaviors. Extending this work in a new context, the present study examined these associations in a separate sample of undergraduate students (N = 434, 74% female, Mage = 18.93, SD = 2.06) and professional academic advisors (N = 13, 67% female, Mage = 38.27, SD = 8.67) at a large public research university in the southeast United States. Using survey measures, students rated their own mindset, their advisors' mindset, and their advisors' advising style; advisors rated their own mindset and advising style. Results closely mirrored those of the original findings in both magnitude and pattern of significance, except that the present study found a small negative association between advisors' self-reported growth mindset beliefs and student perceptions of their advisor's growth mindset beliefs. The present findings raise important questions regarding the similarities and differences in instructional and advising contexts and point to exciting new directions in mindset research that consider the important roles of both instructors and professional academic advisors in shaping student success.

McElroy, K. (2026). **Salary and teacher retention across the performance distribution**. *Economics of Education Review*, *113*, 102799. https://doi.org/10.1016/j.econedurev.2026.102799
Retention of effective teachers has significant implications for student outcomes. Thus, understanding factors that influence teacher retention is a central concern in education research. I use a performance pay scheme to study the relationship between salary and teacher decisions to exit or become an assistant principal along the performance distribution of teachers. Applying a regression discontinuity design, I find that teachers whose salary can increase across the cutoff are 4.2 percentage points less likely to exit the district public school system when they score just above the cutoff, even in the absence of dismissal threats. I find no statistically significant effect for teachers with no financial incentive around the cutoff. Exploring heterogeneity in teacher responses across the performance distribution yields suggestive evidence that high-performing teachers are less responsive to salary. While low-performing teachers, who are subject to additional performance requirements to advance in the salary schedule, are more likely to exit when they face no financial incentive and score just above the cutoff. I find suggestive evidence that performance burdens can be as effective as dismissal threats in incentivizing attrition, but only among low-performing teachers with competitive outside options.

Morgan, A., Nguyen, M., Hanushek, E., Ost, B., & Rivkin, S. (2026). **Attracting and Retaining Highly Effective Educators in Hard-to-Staff Schools**. *American Economic Journal: Economic Policy*, *18*(3), 1-37. https://doi.org/10.1257/pol.20240356
Attracting and retaining effective teachers in high-poverty schools remains a persistent challenge. We evaluate the impact of an initiative that offered substantial performance-based compensation to highly effective teachers in the lowest-achieving schools. We find that the program led to dramatic improvements in achievement, nearly closing the gap between the targeted schools and the district average. When the program was later reversed for some campuses, effective teachers departed at high rates, resulting in an immediate decline in student achievement. The results underscore the potential for effectiveness-based compensating differentials to attract and retain effective teachers in disadvantaged schools.

Mulumba, P. K., & Virivusigha, J.-M. V. K. (2026). ***Stimuler la motivation des enseignants dans les contextes éducatifs en mutation: Propositions théoriques et pratiques***. Paris: Editions L'Harmattan.
La pluralité des défis engendrés par les mutations rapides de notre époque a profondément transformé le secteur de l'éducation, appelé désormais à y répondre avec efficacité et pertinence. Dans ce contexte, l'enseignant apparaît comme un acteur central et incontournable de toute réforme éducative. Sa motivation constitue ainsi un levier stratégique majeur, dans la mesure où elle influence directement son engagement professionnel, le sens qu'il attribue à sa mission éducative, sa persévérance face aux difficultés, ainsi que son efficacité pédagogique en classe. Par conséquent, la motivation de l'enseignant impacte de manière significative la qualité de l'enseignement dispensé et les apprentissages réalisés par les élèves.Cet ouvrage propose une revue conceptuelle approfondie des notions fondamentales liées à la motivation et à l'identité professionnelle des enseignants. Il analyse les différents facteurs susceptibles d'influencer leur engagement au travail, tout en présentant les principales théories motivationnelles. L'auteur s'intéresse également à l'évolution de l'appareil éducatif afin d'en comprendre les enjeux actuels. Enfin, l'ouvrage formule des propositions à la fois théoriques et pratiques visant à stimuler et renforcer durablement la motivation enseignante.

Navarro-Ibáñez, M., Balladares, J., Sprovera, I., Manaut, C., & Infante, M. (2026). **Help! I Need Somebody: A Systematic Review of Academic Help-Seeking Among Pre-Service Teachers**. *Educational Psychology Review*, *38*(1), 115. https://doi.org/10.1007/s10648-026-10208-6
Academic help-seeking (AHS) is widely recognized as an important component of self-regulated learning for preservice teachers, enabling them to address the challenges of their training. However, studies in this field show mixed results, reflecting the complexity of the phenomenon. To provide a comprehensive synthesis of the existing evidence, this review draws on 32 empirical studies published up to 2025 that met the established inclusion criteria and examines how AHS has been measured, which variables are associated with it, and which sources are accessed during training. Findings indicate substantial heterogeneity in measurement approaches, and AHS was frequently associated with academic achievement, self-regulation, and self-efficacy, although these associations were not consistent across studies. Additionally, preservice teachers tend to rely more on informal help sources. The results further suggest that contextual and social conditions play an important role in AHS, highlighting the importance of supportive learning environments and accessible formal guidance. Taken together, the evidence suggests that AHS may be understood as a contextually and motivationally influenced regulatory process rather than a stable individual disposition. In this sense, the review contributes to the literature by offering a more integrated conceptualization of AHS as a socially embedded regulatory process within self-regulated learning, highlighting the relational nature of AHS in teacher education and suggesting its potential implications for professional identity development. These findings have implications for teacher education programs, suggesting the value of fostering supportive learning environments and strengthening the relational accessibility of formal support structures.

Nguyen, T. D., Torres, C., Moyer, A., & Rodriguez, L. A. (2026). **Distributional Trends and the Induction Supports and Preparedness of Early Career Teachers: Evidence From Longitudinal Nationally Representative Data**. *Educational Researcher*, *55*(6), 362-375. https://doi.org/10.3102/0013189X251410916
Using nationally representative data from 2000 to 2021, we examine the distribution of teacher characteristics and qualifications over time, with an emphasis on early career teacher (ECT) qualifications, access to induction supports, and perceptions of preparedness and their

distribution across majority-minority, high-poverty, and rural schools. We find the proportion of ECTs and first-year teachers has remained mostly stable and even declined slightly between 2000 and 2021. Despite efforts to diversify the profession in recent years, there is little change in the proportion of teachers of color. ECTs have greater access to induction supports and feelings of preparedness on most measures over time, particularly in nonrural schools. However, we find growing disparities between teacher qualifications and preparedness in rural and nonrural school contexts.

Nguyen, T. H. N., & Nguyen, M. G. (2026). **Personalizing Professional Development Pathways for Primary School Teachers: An Integrated Model of Self-Determined Learning and Generative Artificial Intelligence**. *European Journal of Science and Modern Technologies*, *2*(4), 39-46. https://doi.org/10.59324/ejsmt.2026.2(4).04
In the context of Education 4.0, the rapid development of Generative Artificial Intelligence (GenAI) is causing professional skills to rapidly become obsolete if not promptly updated, thereby creating an urgent need for the professional development and reskilling of primary school teachers. However, traditional professional development programs are often imposed and uniform, making them unsuitable for the need to foster autonomy and self-determination in the digital era. This article proposes the AI-Supported Heutagogical Development (AI-SHD) model, a novel theoretical framework that integrates self-determined learning (Heutagogy) with the personalization capabilities of GenAI. Utilizing the Backward Design method and the 4E Framework, the study constructs a non-linear professional development process along the Pedagogy-Andragogy-Heutagogy continuum. The results demonstrate that GenAI serves as effective digital scaffolding, facilitating the personalization of professional development resources at scale and fostering a double-loop learning mechanism. Through this, teachers are empowered to self-direct their goals, re-evaluate their prior pedagogical assumptions, and proactively design their own professional development pathways. The study affirms that integrating GenAI into the Heutagogy framework is not merely a technological solution, but also a shift in pedagogical mindset, enabling primary school teachers to become self-determined learners ready to adapt to the uncertainties of the future.

Nolan-Bock, M. (2021). ***Next Stage Marketization: Perceived effects of commercial infrastructure partnerships on academic life, professional autonomy, and institutional practice in the context of UK/US/Australian/Canadian international branch campuses*** (Theses, University of Bath). Consulté à l'adresse https://hal.science/tel-05704404
During the past several decades, higher education has undergone profound changes through internationalization, privatization, and marketization. Since many universities are now global entities operating in the style of New Public Management (NPM), there is a need to explore how this impacts the experiences of academic life. International Branch Campuses (IBCs) are interesting and complex sites because they represent various dimensions of marketization in both organizational structure and management. This study focuses on IBCs specifically those that are entered into private equity/commercial infrastructure partnerships. The intended aim of the research is to provide insight into how academics perceive the effects of marketization on academic life, professional autonomy, and institutional practice. The primary academic literature is focused on the wide-scale implications of the marketization of higher education. Therefore, this study examines the theoretical literature at the micro-levels of institutional practice and professional experience. Using a critical realism paradigm, the research approach is dynamic, drawing on both grounded theory and multiple case studies. Instruments of data collection

include semi-structured interviews and participant reflective responses, which are examined using a critical thematic analysis approach. The analysis suggests that the organizational qualities of a commercially partnered IBC may foster an environment where the effects of marketization and NPM are more pronounced, and critical and creative practices are less likely to be encouraged due to curriculum standardization, deprofessionalization, and efforts to involve faculty in sales and retail practices. As a result, the study recommends long-term investment in critical and creative teaching and more transparency through the reporting and publication of institutional and financial data.

Núñez-Regueiro, F., Watt, H. M. G., Richardson, P. W., Marsh, H. W., & Pekrun, R. (2026). **Professional learning supports teacher well-being through needs-supplies fit and control-value processes**. *Scientific Reports*, *16*(1), 26198. https://doi.org/10.1038/s41598-026-57946-9
Teacher well-being has become a critical challenge for contemporary education systems, yet the role of continuous professional learning (CPL) in supporting it remains poorly understood. We advance an integrative framework combining needs-supplies fit theory and control-value theory to explain when CPL supports teachers' self-efficacy and, in turn, their well-being. Using nationally representative TALIS 2024 data from secondary teachers in France (N = 2877) and Australia (N = 3035), we show that CPL effects on teacher self-efficacy depend on needs-supplies fit: Supplies more strongly relate to self-efficacy when they exceed needs for CPL, whereas deficient supplies relate negatively to self-efficacy. Moreover, well-being levels peak when teachers both feel self-efficacious and value their work, but drop when either appraisal is lacking. These findings delineate conditions under which CPL may meaningfully support teacher well-being, with implications for systems confronting rising teacher attrition rates.

Odugbesan, J. A., Aghazadeh, S., & Tafamel, A. E. (2026). **Engaging for green: Linking educational staff sustainability programs to enhanced productivity, satisfaction, and retention**. *Tertiary Education and Management*, *32*(2), 187-210. https://doi.org/10.1007/s11233-026-09167-y
This study explores the intricate dynamics of sustainability and employee engagement in Northern Cyprus higher education institutions, leveraging Social Exchange Theory and Stakeholder Theory. By examining how sustainability initiatives and engagement programs influence organizational outcomes, the research provides critical insights into institutional effectiveness. Employing a rigorous cross-sectional design, we surveyed 286 university personnel across six institutions using validated, multi-dimensional questionnaires. Our comprehensive methodology captured nuanced data on employee engagement programs, sustainable practices, job productivity, satisfaction, and retention through carefully adapted measurement scales with robust reliability coefficients. Key findings reveal significant positive relationships between employee engagement programs and sustainable practices, demonstrating their collective impact on job productivity and satisfaction. Notably, while sustainable practices positively influenced job outcomes, they showed no direct significant effect on employee retention. The study uncovered complex mediating mechanisms: sustainable practices mediated engagement programs' impact on job outcomes, while engagement programs mediated sustainable practices' organizational influence. Our research provides transformative implications for higher education management, suggesting that integrated sustainability and engagement strategies, rather than siloed approaches, can optimize institutional performance. By bridging theoretical frameworks with empirical evidence, this study advances understanding of organizational dynamics in academic settings and offers actionable insights for strategic human resource development. These findings underscore the strategic importance of holistic, interconnected organizational

approaches that simultaneously address sustainability, employee engagement, and institutional effectiveness.

Penner, E. K., Liu, Y., & Ainsworth, A. J. (2026). **Revolving School Doors? A Longitudinal Examination of Teacher, Administrator, and Staff Contributions to School Churn**. *Educational Researcher*, *55*(6), 376-388. https://doi.org/10.3102/0013189X261419503
Non-teaching staff comprise over half of all school employees, and their turnover may be consequential for school operation, culture, and student success, yet we lack evidence documenting their attrition. We use 17 years (2007–2023) of administrative data from Oregon to examine mobility and exit among teachers, administrators, paraprofessionals, licensed staff, and non-licensed staff. Although teacher turnover dominates turnover conversations, teachers are consistently the most stable employee group, even as turnover surged following the COVID-19 pandemic. School factors, such as colleague experience, predict turnover rates for all employees, but within-school turnover between staff groups is not highly correlated, and associations with some school context factors vary by employee groups. Results suggest that employee turnover is not a homogeneous phenomenon across staffing groups.

Point, C., & Lepage, F. (2026). **Exploring Difficult Ethical Situations : The Case of Novice Primary School Teachers in Quebec**. *Philosophical Inquiry in Education*, *2*(33), 99-118. Consulté à l'adresse https://hal.science/hal-05734837
This article presents results from a study of problematic ethical situations faced by novice primary school teachers in Quebec. Around 30 teachers were interviewed in order to understand what are the situations in which their values are challenged and action is rendered difficult because of this ethical dimension. First, we define what we mean by "problematic ethical situation" through the theoretical framework of professional teaching ethics. Second, we describe the different aspects of 73 situations brought to light by our interviews of novice teachers, before analyzing which ethical obligations are faced, using the Code of ethics for all members of the personnel of the educational organization and for any person required to work with minor students or students with handicaps, or be regularly in contact with them, published by the Ministry of Education of the Government of Quebec in April 2025.

Rivas, A., Cox, C., Vaillant, D., Cabrera Borges, C., Fredes, J. P., & Deza, L. G. (2026). **Exploring the pedagogical field: A comparative study of the teacher education curriculum in Latin America**. *PROSPECTS*, *56*(1), 7-30. https://doi.org/10.1007/s11125-025-09745-9
The texts that future teachers read in their pre-service training offer a way to understand the teacher education pedagogical field. In this research, we studied 12,193 texts read by prospective teachers in 25 primary teacher education institutions in Argentina, Chile, and Uruguay. This approach is a new methodology for the empirical study of the teacher education curriculum. Significant differences emerged across the four fields of knowledge examined: pedagogical knowledge, foundations of educational sciences, content knowledge, and learning sciences. The study shows that authors from the intellectual field of education, theories, and disciplines are totally different in each country. Chilean future teachers read more recent, international, and pedagogical content knowledge oriented texts. Argentine future teachers read mostly Argentine authors, and Uruguay future teachers read older texts, with a mix of authors and a more psychology-based orientation. The article shows that comparative study of the pedagogical field in different countries is a fundamental step to unravelling the importance of context in teacher initial education.

Rivière, J. B., & Cacouault-Bitaud, M. (s. d.). ***Les moniteurs des maisons familiales rurales: Sociologie d'un groupe professionnel méconnu***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-moniteurs-des-maisons-familiales-rurales/86062
Nés dans l'élan des mouvements paysans de l'entre-deux guerres, les moniteurs du mouvement des maisons familiales rurales (MFR) demeurent des figures discrètes, pourtant essentielles, de l'accompagnement des jeunesses agricoles et rurales.À partir de leurs récits biographiques et des archives du mouvement, cet ouvrage retrace la manière dont leur fonction s'est façonnée puis transformée : du « moniteur agricole » proche de l'instituteur et enraciné dans son territoire au pédagogue chargé de remobiliser des adolescents en difficulté scolaire.Il offre une plongée vivante dans l'histoire d'un groupe professionnel méconnu et dévoile, à travers eux, les mutations de la formation en alternance et des mondes ruraux.

Skelton, L. (2026). **Pushed to the periphery: A review of the literature on the salient issues facing internationally educated teachers in the Canadian education system**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 113-138. https://doi.org/10.26443/mje/rsem.v60i2.10214
Cet article propose une recension des recherches portant sur les enjeux auxquels font face les enseignant·e·s formé·e·s à l'étranger (EFE) dans le système éducatif canadien, notamment la requalification et la reconnaissance des diplômes, le linguicisme ainsi que les questions de diversité, de discrimination et d'inclusion. À la suite d'une analyse de ces enjeux, l'article examine les formes de soutien financier, académique, linguistique et d'acculturation auxquelles les EFE peuvent avoir accès, de même que les initiatives visant à diversifier le personnel enseignant, comme moyens de faire face à ces défis. Certaines lacunes ressortent de la littérature, notamment l'absence d'harmonisation des processus de requalification entre les provinces, d'où un appel à la recherche pour mieux comprendre l'expérience des EFE.

Soudani, M. (2026). **La nature de la science (NOS), un pilier de la professionnalité des enseignants encore peu exploré en France. Vers un changement de paradigme**. *Recherches en éducation*, *62*. https://doi.org/10.4000/163jh
Mon habilitation à diriger des recherches (HDR) fut une analyse rétrospective et rationalisante d'un ensemble de travaux empiriques sur la professionnalisation à l'enseignement des sciences (PrES), en sciences physiques et chimiques (SPC), en premier et second degrés. Elle porte sur des approches concrètes d'intégration en formation initiale de la dimension épistémologique des savoirs en jeu (ou nature de la science, NOS), comme objet et contexte d'apprentissage des sciences. Cette démarche s'inscrit dans la continuité de recherches initiées dès ma thèse de doctorat en 1998. Cela a permis l'élaboration progressive d'un cadre théorique innovant dit sémioépistémologique, signe-objet-interprétant (SOI). De nature triadique, ce cadre offre une grille d'analyse des modèles et activités de modélisation (MAM) et de contextualisation didactique en SPC, plus fine que le paradigme jusqu'alors dominant, de nature binaire, dit théorie des deux mondes. L'approche méthodologique est du type ingénierie de formation, permettant de contextualiser la NOS par des situations fondamentales sur les MAM. Cet ancrage multiple, à la fois disciplinaire (SPC), théorique et méthodologique, a permis de construire des dispositifs originaux dont l'efficacité et les limites ont été étudiées en contexte réel de formation. Ces études contribuent à documenter les conditions d'intégration de la NOS à la PrES. Elles ont permis d'élargir le concept de contextualisation didactique au-delà des situations concrètes pour englober les expériences de pensée et la fiction réaliste. L'HDR esquisse des perspectives

de recherche dans la continuité de mes réalisations à l'échelle locale ; appelant la communauté française à investir ce champ encore peu exploré. Mais vu la complexité et l'étendue de l'étude, cette synthèse en présente uniquement la problématique et un aperçu du cadre d'analyse et son potentiel heuristique.

Stupnisky, R. H., & Salahuddin, M. (2026). **Motivation is important, but can it be improved? Examining faculty perceptions of research motivation and productivity interventions**. *Higher Education*, *92*(1), 539-561. https://doi.org/10.1007/s10734-025-01546-5
Faculty motivation has been demonstrated to be a critical factor in research success; however, developers of interventions aimed at boosting research productivity have rarely explicitly focused on faculty motivation. This study explored faculty beliefs about whether their research motivation could be strengthened, their plans to improve research productivity, their opinions on standard interventions, and how their current levels of motivation and success influence their intentions to change. A survey of 580 USA STEM faculty revealed four differently motivated faculty groups based on self-determination theory: (1) improvement-striving faculty were mostly international, untenured faculty actively seeking to boost productivity through raising autonomous motivation; (2) high satisfaction of basic needs faculty were primarily domestic, tenured full professors who saw no need for change in motivation or productivity; (3) improvement-avoidant faculty recognized room for growth but delayed action, often driven by controlled motivation; and (4) faculty with low satisfaction of the basic needs were at risk of amotivation and not attempting to improve, possibly needing individualized support. The most common research interventions faculty previously participated in were "Research groups involving graduate students" and "Research skills training/workshop/seminar"; in contrast, "Designated research time (course release, sabbatical)" and "Monetary awards and/or recognition for research" were the research professional development interventions faculty most believed would improve their motivation, productivity, and likelihood to participate. The results of the current study will inform higher education institutions striving to increase faculty scholarly productivity by using motivation-based interventions to achieve measurable gains.

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.

Walter, O., & Hazan-Liran, B. (2026). **Relations between autonomy, burnout, and psychological capital among kindergarten teachers in regular and special education in Israel**. *International Journal of Inclusive Education*, *30*(9), 2418-2440. https://doi.org/10.1080/13603116.2025.2560008

This study examined the relationship between psychological capital (PsyCap), autonomy, and burnout among kindergarten teachers, with comparisons between those in regular and special education. PsyCap, a construct rooted in positive psychology, comprises four components—hope, self-efficacy, optimism, and resilience—that are essential for fostering psychological strength. We hypothesized that PsyCap would be positively associated with autonomy, such that teachers with higher PsyCap would experience greater professional autonomy. We further hypothesized negative associations between PsyCap and burnout, as well as autonomy and burnout, and proposed that autonomy mediates the PsyCap—burnout link. Participants were 100 kindergarten teachers, aged 25–55, with at least one year of teaching experience. Independent-samples tests comparing age and seniority across education types revealed no significant differences. Regression analyses indicated that PsyCap significantly predicted greater autonomy, and both PsyCap and autonomy significantly predicted lower burnout. Mediation analysis supported autonomy's role as a significant mechanism through which PsyCap reduces burnout. These findings underscore the importance of cultivating psychological capital and professional autonomy among educators. Strengthening these resources can help mitigate burnout and promote teacher resilience, thereby improving the quality of the educational environment during a critical stage of child development.

Wang, C., & Zhang, D. (2026). **The Association of Music Teachers' Positive Psychological Capital and Grit in Their Job Burnout: A Structural Equation Modelling Analysis**. *European Journal of Education*, *61*(3), e70705. https://doi.org/10.1111/ejed.70705
The role of positive emotions in mitigating teachers' negative workplace experiences has been extensively examined over the past decade. However, limited attention has been given to how Positive Psychological Capital (PPC) and grit jointly influence music teachers' job burnout. Addressing this gap, the present quantitative study surveyed 400 Chinese music teachers using three standardised questionnaires to investigate the association of these two constructs with burnout. Structural equation modelling (SEM) and regression analyses revealed that positive psychological capital and grit, respectively, accounted for 52% and 39% of the variance in burnout, indicating strong and inverse predictive relationships with this detrimental outcome. These findings underscore the critical importance of cultivating teachers' internal psychological strengths as a strategic approach to reducing burnout. Practically, the results suggest that professional development programs integrating resilience-building, emotional regulation, and grit-enhancing interventions may substantially improve teachers' well-being and retention. Future research should explore longitudinal and cross-cultural designs to further validate and expand these insights within broader educational contexts.

Wang, T., Wang, W., & Dai, K. (2026). **What organizational supports matter in scholar development? An investigation of early career academics' experiences in China**. *Asia Pacific Education Review*, *27*(3), 909-922. https://doi.org/10.1007/s12564-025-10054-1
Early career academics (ECAs) face significant challenges transitioning into academic roles, yet research on comprehensive organisational support needed for their development remains limited. This qualitative study investigated how higher education institutions (HEIs) support ECAs' career development in China's neoliberal academia. Based on organisational support theory, we conducted semi-structured interviews with 32 untenured academics at two Chinese research universities within their first five years in the current job. Thematic analysis revealed three key dimensions of organisational support: instrumental (resources and facilities), emotional (care and integration), and academic (training and mentoring). While instrumental and emotional support

helped address ECAs' basic needs, academic support turned out to be crucial yet often insufficient for professional growth. The findings suggest HEIs should provide comprehensive and tailored support across all three dimensions while considering disciplinary differences and academics' career stages. This study extends organisational support theory in higher education by highlighting academic support as a distinct dimension beyond traditional instrumental-emotional frameworks. The findings inform policies for developing more effective support systems for ECAs in research universities, particularly in countries implementing neoliberal reforms.

Ward, L. W. M., & Petty, R. D. (2026). **"The COVID-19 Extension Needs to Be Unpacked": Tenure-Seeking BIPOC Faculty Perspectives at Research-Intensive Institutions**. *The Journal of Higher Education*, *97*(6), 1095-1120. https://doi.org/10.1080/00221546.2025.2547526
Beginning in March 2020, higher education institutions transitioned to virtual learning as the government implemented shutdowns and restrictions to reduce the spread of COVID-19. Simultaneously, many institutions of higher education offered COVID-19 tenure clock extensions. Guided by an intersectional-barriers-to-tenure framework, the authors analyzed 35 BIPOC faculty responses at US research-intensive institutions about whether they used a COVID-19 tenure clock extension and their perspectives of them. We identified three salient themes: (1) BIPOC faculty decisions to take an extension were influenced by perceptions of being tenure eligible and receipt of institutional affirmation for their performance; (2) a one-year extension is helpful and stressful; and (3) a one-year tenure extension is inadequate and a potentially punitive solution. Several BIPOC academics questioned the value of extensions. Therefore, the authors suggest ways that institutional leaders can enact critical procedural justice to be F.A.I.R in tenure reviews: (1) Focus on equitable policies and implementation; (2) Affirm BIPOC faculty dignity and professional realities; (3) Invite critically conscious BIPOC faculty to conversations about P&T processes and implementation; and (4) Rely on intersectional evidence about BIPOC faculty experiences.

Waterlot, P. (2026, août 26). **Les enseignants gagnent-ils vraiment 3 090 euros net par mois ?** Consulté 31 août 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/les-enseignants-gagnent-ils-vraiment-3-090-euros-net-par-mois_26-08-2026
La publication par le ministère de l'Education nationale du salaire moyen des enseignants vient de faire couler beaucoup d'encre. Un chiffre à prendre avec des…

Watrelot, P. (2026, août 28). **Les enseignants en panne de sens**. Consulté 31 août 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/les-enseignants-en-panne-de-sens_28-08-2026
A l'approche de la présidentielle de 2027, les propositions pour l'école se multiplient. A droite, elles visent souvent à restaurer l'autorité, à revenir aux «…

Wispelaere, M. D. (2026, septembre 3). **Le collège par en bas : les adjoint·es techniques**. Consulté 7 septembre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/09/03/le-college-par-en-bas-les-adjoint·es-techniques/
On connaît la ritournelle : « De toute façon c'est simple, petit à petit ils vont remplacer les titulaires par des contractuels et d'ici cinq ans, ce seront des sociétés extérieures qui feront le boulot. » Entre contractualisations, privatisations et externalisations, quand l'État se défait, comment ses agent·es subalternes réagissent-ils·elles à la dégradation de leurs conditions d'emploi ? L'étude

des adjoint·es techniques et territoriaux des établissements d'enseignement donne des éléments de réponse.

Yang, S., & Ward, N. A. (2026). **English Language Arts curriculum design and use: pre-service teachers' perspectives and interpretations**. *Journal of Curriculum Studies*, *58*(4), 703-724. https://doi.org/10.1080/00220272.2025.2522456
This study examines how preservice teachers (PSTs) at a predominantly white, rural institution in the southeastern United States interpret and plan to implement an adopted elementary English Language Arts (ELA) curriculum. Grounded in culturally sustaining pedagogy and inquiry as a stance, the research analyzes PSTs' survey responses to a curriculum analysis assignment. Findings indicate that while PSTs generally viewed the curriculum as a useful foundation for teaching, many expressed concerns about its limited representation of diverse voices and cultural perspectives. They emphasized the need to support all students through more inclusive texts and culturally responsive teaching approaches. The study also found that mentor teachers during field placements played a significant role in shaping PSTs' perceptions of curriculum use. These findings underscore the importance of preparing PSTs to critically analyze curriculum and focus on reflexivity in their curriculum decisions. Implications for teacher education include fostering deeper curriculum engagement and assisting PSTs in developing pedagogical agency within standardized educational settings.

Yvon, F. (2025). **Intervention et développement des connaissances en clinique de l'activité : analyse critique d'une recherche sur le métier enseignant**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 40-62. https://doi.org/10.7202/1126114ar
Cet article prend place dans un dossier thématique portant sur l'articulation entre démarche d'intervention et démarche de recherche dans le domaine de l'analyse du travail. Il se focalise sur un courant spécifique, la clinique de l'activité. L'analyse prend appui sur des données tirées d'une intervention qui portait sur le métier enseignant et qui s'est déployée de 2001 à 2012. L'objectif de cette contribution est d'évaluer à la fois les effets de cette recherche-intervention sur le métier enseignant et sur les concepts mobilisés en clinique de l'activité.

Zhu, G. (2026). **Exploring professional identity tensions among novice physical education teachers: insights from the cultural-historical activity theory and the dilemmatic space**. *Asia Pacific Education Review*, *27*(3), 1087-1099. https://doi.org/10.1007/s12564-025-10074-x
This qualitative study explores the professional identity tensions experienced by novice physical education (PE) teachers in rural China from the perspectives of the cultural-historical activity theory and dilemmatic space. Multiple sources of evidence indicate that PE policy implementation creates a dilemmatic space in which these educators find themselves. The qualitative data further reveal that PE teachers' professional identity tensions involve dilemmas related to beliefs about PE, the role of the PE teacher, PE pedagogy, and the quality of PE delivered in rural Chinese schools. These discrepancies between the requirements of the reformed PE core competency curriculum and the traditional didactic instructional model; conflicts between teaching sport skills and promoting whole-person education; contradictions between the marginalized status of PE teachers and their multiple professional responsibilities; and a perceived strain between PE as a learning process and as a performative product create challenges for novice PE teachers. Additionally, PE as a discipline in rural China, which received insufficient attention, may be viewed disparagingly. This study concludes with implications for supporting the development of PE teachers' professional identities in rural China.

Numérique et éducation

Abuhmaid, A. (2026). **The Impact of Online Teaching on Teachers' Personal and Professional Lives**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 65-84. https://doi.org/10.7358/ecps-2026-033-abuh
Increasingly, teachers face demands and pressure to embrace online learning. However, the blurring boundaries between home and school may cause overlap between teachers' personal and professional lives which is expected to be at a cost. This study sought out to investigate the complex interplay between teachers' personal and professional lives in home-based online instruction, considering their sex, age, marital status, and type of school variables. A 20-item survey was developed, which comprised two dimensions focusing on teachers' personal and professional lives in home-based online instruction. To ensure the validity of the survey, experts were consulted and alpha Cronbach was used to ensure its reliability. The survey was administered online to a stratified random sample of 3,162 teachers across the three regions of Jordan (North, Middle, and South). The findings showed high impact of online instruction on both personal and professional domains of teachers' lives. In addition, teachers' age and marital status in the private sector showed stronger impact on their online teaching than teachers in public schools. Based on the findings the studies recommended taking these factors into account when designing and assigning online learning courses to teachers.

Abu-Tineh, A. M., Alazaizeh, M., Ghamrawi, N., Alshaboul, Y., & Shal, T. (2026). **Culture and technology acceptance model at Arab higher education institutions**. *Educational Research for Policy and Practice*, *25*(2), 319-333. https://doi.org/10.1007/s10671-026-09413-5
The role of culture in utilizing and adopting information technology remains a subject of debate. This study aimed to contribute to the ongoing discussion by investigating cultural dimensions' overall and unique effect on the technology acceptance model. Two hundred and thirty-six students of one of the Arab higher education institutions participated in the study. A Multiple Regression Model was utilized to analyze the collected data. Results revealed that the overall effect of the combined dimensions of culture on the technology acceptance model and each of ease of use and usefulness separately was relatively positive, modest, and significant, explaining approximately one-fourth of the variability of technology acceptance model and about one-fifth of the variability of each of ease of use and usefulness of digital learning. The results validate the proposed hypothesis in the literature that culture significantly affects students' acceptance of technology in Arab higher education institutions.

Acar Güvendir, M., Kılıç, A. F., Güvendir, E., & Kaçak, T. (2026). **Bridging minds and machines: a comparative study of AI and human rater agreement and reliability in educational assessment**. *Education and Information Technologies*, *31*(11), 3781-3804. https://doi.org/10.1007/s10639-026-13949-7
Building on cognitive theories, this study investigates interrater reliability (IRR) and interrater agreement (IRA) between human raters and artificial intelligence (AI) models (ChatGPT-4 and Gemini) in scoring open-ended (constructed response) and single best answer questions. The study involved 73 third-year undergraduate students from the Department of Primary School Education, enrolled in the Measurement and Evaluation course. Of these, 46 students answered the open-ended question, and 69 answered the

single best answer question. The analysis focused on comparing IRR and IRA between human raters and AI models, as well as between the AI models themselves. Results indicated that AI models demonstrated higher IRR and IRA than human raters for the open-ended question, characterized by less structured responses and multidimensional scoring criteria, while human raters performed slightly better for the single best answer question. AI models showed relatively consistent scoring performance across task types, whereas human raters exhibited greater variability, particularly for the open-ended task. These findings highlight task-dependent differences in scoring consistency that are interpretable through cognitive theories, contributing to ongoing debates about the appropriate role of AI in educational assessment.

Adamu, A., Belachew, M., Mengistie, S., Ashete, A., Alemu, Y., & Ferede, B. (2026). **Digital competence of students with visual impairment in Ethiopian higher education institutions**. *International Journal of Inclusive Education*, *30*(9), 2300-2315. https://doi.org/10.1080/13603116.2025.2594165
Digital literacy empowers students with visual impairments to navigate the digital world, access educational information and engage in online learning and communication independently. Thus, the main purpose of this study is to examine the digital competence of students with visual impairment in Ethiopian higher education. Quantitative research approach, particularly a cross-sectional survey design, was applied. Using simple random sampling techniques, 134 students with visual impairment were selected from three universities. An adapted questionnaire, consisting of 24 items with five dimensions, was used to measure the digital competence of students. The data were analysed using frequency, percentage, mean, SD, one-sample t-test and independent t-test. The study revealed low digital competence of students with visual impairment in the selected universities. They score significantly below the expected mean in technological literacy, critical thinking, problem solving and decision-making, collaboration and communication and creativity and innovation dimensions. Whereas their competence in the search and processing of information is not significantly different from the expected mean. Moreover, their gender and perceived status of visual impairment did not significantly impact their digital competence. To ensure inclusive and equitable quality education in Ethiopian higher education, interventions, such as training, policy frameworks and further empirical exploration, are important.

Adıyaman, M., & Geçgel, H. (2026). **Digital Literacy, Digital Well-Being, and Digital Moral Values Among Syrian Migrant Students: A Structural Equation Model**. *Child Indicators Research*, *19*(4), 1629-1648. https://doi.org/10.1007/s12187-026-10349-8
This study examines the relationships among Digital Literacy (DL), Digital Well-being (DWb), and Digital Moral Values (DMV) perceptions among Syrian Migrant middle school students in Türkiye. Using a Structural Equation Modeling (SEM) approach, data were collected from 526 students in grades 5–8 at a Migrant camp school located in a city in Eastern of Türkiye during the 2024–2025 academic year. Confirmatory factor analyses demonstrated satisfactory construct validity for the adapted measures used in the study. The structural model results indicated that DL negatively predicted both DWb and DMV, contrary to the expected positive direction. Furthermore, the direct effect of DWb on DMV was not statistically significant, and no mediation effect was observed. These findings suggest that higher DL may heighten students' sensitivity to online risks and ethical challenges, potentially leading to lower scores in perceived well-being and moral values. Consequently, the study highlights that educational programs for migrant

students should prioritize not only technical skills but also ethical reflection and digital well-being to foster safer digital integration.

Ajouaou, J. (2026). **L'expérience de l'hybridation de la formation professionnelle infirmière vue par les cadres de santé formateurs**. *Biennale internationale de l'éducation, de la formation et des pratiques profesionnelles*. Consulté à l'adresse https://hal.science/hal-05671975
The research paper we propose to present analyses the experiences of healthcare training managers in the face of the shift towards hybrid nursing training. It explores their subjective experiences and the changes in practice brought about by this rapid evolution. This experience is often perceived as an adaptation necessitated by the pressures of the current context (the Covid-19 pandemic). It required a rapid shift to distance learning to ensure educational continuity, the acquisition of new tools, and the adaptation of content and methods. At the heart of this experience lies the need to come to terms with new developments and to master digital tools, often through informal self-training (trial and error, piecing things together), in the face of a perceived lack of dedicated institutional training. This leads to an uneven level of proficiency with the tools and a sense of insecurity. The experience of hybrid learning reveals relational challenges, particularly with video conferencing, which makes it difficult to recreate socio-emotional presence and connection. Trainers attempt to mitigate this (through humour and dramatisation). Hybrid learning also raises questions about the transmission of core professional skills and professional socialisation, as face-to-face interaction is considered fundamental. Trainers feel they may be losing their central role in this socialisation process. The experience highlights a need for support, which is met through collective mutual aid. This qualitative study sought to capture the meaning attributed to this complex experience. The analysis draws on a multidisciplinary theoretical framework: psycho-sociology (social representations) to understand shared meaning; philosophy to conceptualise the hybrid as a 'third place'; and sociology to analyse professional dynamics, socialisation and the impact of institutional constraints. These disciplines shed light on the experience in its cognitive, social and conceptual dimensions.

Akanzeele, G. A., Ayimbila, E. A., & Azure, J. A. (2026). **Video-Based Assisted Instruction as a Catalyst for Students' Academic Performance and knowledge Retention in Biological Digestion**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 457-471. https://doi.org/10.59324/ejceel.2026.4(4).21
The rapid increase in the integration of technology in teaching and learning has changed classroom interaction, where a learner-centered approach has replaced the teacher-centered approach, leading to improved student participation in the teaching and learning process. The study was conducted to examine the effect of video-based assisted instruction on students' academic performance and knowledge retention in the concept of biological digestion at OLL Senior High School in the Kassena Nankana Municipality of the Upper East Region. A pre-test, post-test non-equivalent control design was adopted for the study. A convenience sampling technique was adopted in sampling two intact classes for the study. One class was assigned as control group and was taught through traditional method, and another class was assigned as experimental group and was taught through video-based assisted instruction. The instruments used for data collection were pre-test, post-test, retention test, and a questionnaire. The data was analyzed using descriptive statistics (percentage, mean, and standard deviation) and inferential statistics (t-test). The results of the pre-test proved that there was statistically no

significant difference in the mean scores of students in the control and experimental groups, (t(48) = 0.59, P = 0.73). The results of the post-test also revealed that there was statistically significant difference between the post-test mean scores of students taught digestion through video-based assisted instruction and those taught through traditional method, (t(48) = 2.31, p =0.00). The study also proved that there was statistically significant difference in knowledge retention between students taught digestion through video-based assisted instruction and those taught through traditional method (t(48) = 3.09, p =0.00). The study also found that students had positive perceptions towards the adoption of video-based assisted instruction in teaching and learning the concept of digestion (weighted mean =4.26, SD= 0.63). It was concluded that video-based assisted instruction is an effective teaching method capable of improving students' academic performance and knowledge retention in the concept of digestion. It was therefore recommended that video-based assisted instruction should be adopted by biology and integrated science teachers in teaching the concept of biological digestion.

Aljura, A. N., & Retnawati, H. (2026). **Casey's error analysis and GeoGebra-assisted scaffolding to remediate high school students' error in solving mathematical story problems: a grounded theory study**. *Education and Information Technologies*, *31*(11), 3947-4002. https://doi.org/10.1007/s10639-026-13922-4
One reason for hindered learning outcomes in math at schools is students' struggles with solving mathematical story problems (MSP), which can result in errors. This may suggest a deficiency in students' mathematical reasoning (MRA) and mathematical communication abilities (MCA). This study aims to analyze high school students' errors in solving MSP based on Casey's error analysis (CEA) and the provision of GeoGebra-assisted scaffolding as part of a remedial program. Through a grounded theory (GT) analytical framework, research participants were purposively selected from grade XI students at a high school in East Bintan. After conducting CEA and providing GeoGebra-assisted scaffolding through MSP tests, interviews, and focus group discussions, the data obtained were analyzed using the systematic procedure of GT and the stages of Miles-Huberman-Saldaña (MHS). The results showed that students experienced almost all levels of Casey errors, with 10 factors that might cause errors identified. The GeoGebra-assisted scaffolding process was carried out leading to a decrease in student error percentages, an increase in students' MRA and MCA, and stimulation of scaffolding agents from students. Additionally, a model and 12 theoretical propositions for future quantitative research were obtained. This research is valuable for educators, especially math teachers, and future research and education. The GeoGebra-assisted scaffolding is a demonstration of how technology can enhance mathematics education and learning.

An, S., Song, Y., & Jiang, B. (2026). **Unveiling Patterns of Generative AI Integration That Enhance Learning: A Systematic Review of Empirical Studies**. *Educational Psychology Review*, *38*(1), 105. https://doi.org/10.1007/s10648-026-10201-z
The surge in Generative AI (GenAI) research highlights its potential for learning. A growing body of empirical studies has examined the application of GenAI across diverse contexts. However, there remains an underexplored research field concerning how GenAI can be integrated into learning processes and what recurring patterns are observed across studies reporting positive outcomes. Addressing this gap, this systematic review synthesized a corpus of 315 eligible empirical studies with three aims: (a) synthesizing reported outcome directions associated with GenAI-mediated learning across diverse stakeholders and disciplinary contexts; (b) identifying the instructional stages in which

GenAI is integrated and the functions it performs; and (c) linking these recurring patterns to learning-outcome evidence reported in the included studies. Findings revealed that empirical research remains concentrated in higher education and language-related disciplines, with predominantly positive reported outcome directions for affective and behavioral outcomes. Pattern analysis identified a guided generative feedback configuration that integrates the functional triad of content generation, teaching support, and feedback across the instructional implementation stages. Nonetheless, more variable cognitive and metacognitive outcomes point to possible boundary conditions, suggesting that positive reported outcome directions may depend on whether learners remain active agents in the learning process. This review provides an evidence-informed mapping of GenAI integration patterns in the reviewed corpus to inform future theory-driven research and evidence-based instructional practice in educational psychology.

Anfoud, S., & Alami Talbi, L. F. Z. (2026). ***L'éducation 5.0 dans des systèmes éducatifs Japonais et Zimbabwéen : analyse comparative***. Consulté à l'adresse https://hal.science/hal-05682621

Après la pandémie de la COVID-19, le monde a connu une accélération sans précédent de sa transition vers un environnement numérique, entraînant de profondes transformations dans de nombreux secteurs, notamment celui de l'éducation. Cette évolution s'inscrit dans le contexte de l'émergence de l'Industrie 5.0, dont les avancées technologiques marquent une rupture avec les modèles traditionnels de développement. Elles favorisent ainsi le passage d'une économie fondée sur l'industrie à une économie reposant principalement sur la connaissance, l'innovation et le capital humain. Le concept de l'éducation 5.0 a émergé dans ce contexte pour offrir un enseignement humanisé centré sur l'apprenant, favorisant son développement social et émotionnel, basé par ailleurs, sur l'utilisation de technologies avancées telles que l'intelligence artificielle et l'Internet des objets (IoT). Ce modèle éducatif, recommandé par des organisations telles que l'UNESCO et l'UNICEF, promeut une approche holistique et multidimensionnelle de l'apprentissage, visant à former des citoyens et travailleurs responsables. Cette étude se propose d'examiner l'adoption de l'éducation 5.0 dans le contexte d'un pays développé le Japon, et d'un pays en voie de développement le Zimbabwe avec une approche comparative. Celle-ci prend appui sur une grille d'analyse évaluant la performance d'apprentissage, le bien-être des apprenants et l'acquisition des valeurs du travail. En analysant les retours d'expérience de ces deux pays, cette étude vise à mieux comprendre comment l'éducation 5.0 peut être adaptée à des contextes différents pour répondre aux besoins de l'économie de la connaissance et la société de connaissances.

Autor, D., Rodchenko, T., Martin, J., Iscenko, Z., Strand, S., Pearl, D., & Ferere, M. (2026). ***Does AI Assistance Enhance or Erode Expertise? Evidence from a Three-Month Field Experiment in Patent Drafting*** (Working paper N° 35720). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35720

Whether AI assistance builds or erodes professional expertise is unsettled. In a pre-registered three-month randomized controlled trial, we gave 133 practicing patent lawyers at eleven U.S. intellectual property law firms access to a custom AI drafting assistant and measured both their performance while using AI and their professional judgment afterward without it. All work was scored by blinded expert patent attorneys.

Paralleling findings from other white-collar domains, AI access raised the quality of work delivered on benchmark patent drafting tasks at 10 days (0.34 SD, p = 0.03) and 90 days (0.38 SD, p = 0.01), with larger gains among junior lawyers. After three months, all subjects redlined an existing patent application without AI, a core task of patent practice requiring expert judgment. Treated lawyers outperformed controls by 0.32 SD (p = 0.04), but this advantage was concentrated entirely among senior lawyers (0.45 SD, p = 0.02). Junior lawyers showed no average gain; their scores instead bifurcated, with sharply fewer mediocre scores offset by more poor and more good ones. The largest gains from AI thus accrued to the lawyers who retained the least. Foundational expertise may be a prerequisite for extracting durable skill from AI-assisted practice.

Ayasrah, M. N., Al-Rousan, A. H., Almulla, M. O., & Almulla, A. A. (2026). **Assessing teachers' AI-algorithmic competence: development and validation of the Metacognitive-Algorithmic Alignment Scale (MAAS)**. *Education and Information Technologies*, *31*(12), 4525-4561. https://doi.org/10.1007/s10639-026-13941-1
Artificial intelligence (AI) integration in education is advancing, but to use AI algorithmic systems, such as adaptive learning platforms and intelligent tutoring systems, productively and ethically in instruction, teachers require a degree of metacognitive malleability to 'align' their thinking with machine logic. Despite the need, existing instruments assess only proximal constructs (teacher metacognition; algorithmic/AI literacy). A validated, integrated, AI-education-context-specific instrument that operationalizes teachers' metacognitive calibration of reliance on algorithmic decision support for instructional judgment in the Jordanian secondary-school context does not exist. This study aimed to design and validate an instrument, the Metacognitive–Algorithmic Alignment Scale (MAAS), to assess secondary school teachers' capacity for reflective, ethical, and strategic thinking in AI-supported instructional settings in Jordan. A sequential exploratory mixed-methods study design was used. In Jordan, the study was conducted in 2025. For face and content validity, a panel of experts reviewed and pilot-tested the scale's initial items. The final 43-item scale was administered to a sample of 832 secondary school teachers selected using stratified random sampling. The psychometric properties were examined using EFA, CFA (first- and second-order), and EGA. Reliability and measurement invariance were assessed by calculating Cronbach's alpha, McDonald's omega, Composite Reliability (CR), and Intraclass Correlation Coefficient (ICC), and by testing measurement invariance across gender. Five factors were generated by EFA: Ethical Alignment in Metacognitive–AI Processes; Reflective–Algorithmic Thinking; Cognitive Co-authoring with AI; Algorithmic Transparency for Teacher Metacognition; and Algorithmic–Cognitive Self-Regulation, which explained 64.30% of the total variance. CFA confirmed the five-factor structure (CFI = 0.994; RMSEA = 0.073), and EGA supported the stability of the network structure. The scale's internal consistency was high (α = 0.92–0.96; ω = 0.90–0.96), the composite reliability was good (CR = 0.951–0.982), and the test–retest reliability was acceptable (ICC = 0.757–0.857). Structural invariance was upheld across genders. Overall, the MAAS is a valid and reliable instrument for measuring teachers' metacognitive–algorithmic alignment, with implications for teacher training, policy-making, and future research on the educational use of AI.

Azmat, G., Denis, F., & Lobut, C. (2025). ***Digital Tools in the Classroom: Evidence from a Large-Scale Natural Experiment*** (Working paper N° 20096). Consulté à l'adresse Centre

for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20096
We study the impact of the French « Digital Plan, » a large-scale educational information and communication technologies (ICT) program that provides middle school students with access to mobile digital devices (i.e., either individual or shared access tablets), on students' skills. Employing conditional random assignment and comprehensive administrative and survey data spanning several years, we establish a causal link between ICT access in the classroom and students' academic, digital, and sociocognitive skills. On average, we find large positive treatment effects on academic and digital skills and collaborative capabilities but a negative effect on creativity. However, substantial variation in treatment effectiveness suggests important complementarities and substitutability of these tools given student, school or instructor characteristics. Tracking students into high school, we identify the lasting impact of treatment on performance in national exams and college-relevant choices, especially within STEM disciplines.

Barbosa, I., & de Oliveira, E. R. (2026). **Beyond the digital divide: exploring older adults' experiences of digital inclusion and socialisation**. *Education and Information Technologies*, *31*(13), 4745-4761. https://doi.org/10.1007/s10639-026-13980-8
This study examines how older adults engage with digital technologies, with a particular focus on social media and online communities, and how these experiences reflect and shape their Digital Maturity. Moving beyond deficit-based views of ageing and technology, it explores how older adults perceive and navigate their digital engagement, the strategies they use to overcome challenges and leverage opportunities, and how cognitive, emotional, and social dimensions intersect in their digital lives. Drawing on in-depth narrative interviews with 17 participants aged 55–75, the study analyses personal accounts of digital meaning-making, barriers and enablers, and online socialisation through the Digital Maturity framework. The findings reveal the heterogeneous nature of older adults' digital trajectories, highlighting individual agency, emotional resilience, and the role of digital platforms in sustaining social connectivity in later life. By articulating how Digital Maturity manifests in everyday digital practices, the study contributes to debates in social gerontology and digital inclusion, and offers person-centred insights for policymakers, practitioners, and technology designers seeking to foster equitable, age-inclusive digital environments. These results also point towards future research on technology adoption and digital well-being across the life course, calling for more nuanced, context-sensitive approaches to understanding digital engagement among diverse older populations.

Barwick, P., Chen, S., Fu, C., & Li, T. (2024). ***Digital Distractions with Peer Influence: The Impact of Mobile App Usage on Academic and Labor Market Outcomes*** (Working paper N° 19579). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19579
Concerns about excessive mobile phone use among youth are mounting. We present estimates of both behavioral and contextual peer effects, along with comprehensive evidence on how students' own and their peers' app usage affect academic performance, physical health, and labor market outcomes. Our analysis draws on administrative data from a Chinese university covering three student cohorts over four years. We exploit random roommate assignments, differential exposure to a policy shock (gaming restrictions for minors), and differential exposure to a discrete event (the

introduction of a blockbuster video game) for identification. App usage is contagious: a one s.d. increase in roommates' in-college app usage raises own usage by 5.8%. High app usage is harmful across all measured outcomes. A one s.d. increase in app usage reduces GPAs by 36.2% of a within-cohort-major s.d. and lowers wages by 2.3%. Roommates' app usage reduces a student's GPAs and wages through both disruptions and behavioral spillovers, generating a total negative effect that exceeds half the magnitude of the impact from the student's own app usage. Extending China's three-hour-per-week gaming restriction for minors to college students would boost their initial wages by 0.9%. High-frequency GPS and app usage data show that heavy app users spend less time in study halls, are more frequently late or absent from class, and get less sleep.

Basarmak, U., & Ates, H. (2026). **Integrating UTAUT-2 and protection motivation theory to explain pre-service teachers' adoption of AI-supported game-based learning**. *Education and Information Technologies*, *31*(12), 4481-4523. https://doi.org/10.1007/s10639-026-13975-5
Despite growing interest in artificial intelligence (AI)–supported game-based learning (GBL), adoption among pre-service teachers remains uneven. Drawing on survey data from 864 pre-service teachers enrolled in public universities in Turkey, this study integrates the Unified Theory of Acceptance and Use of Technology 2 (UTAUT-2) and Protection Motivation Theory (PMT) to examine motivational and psychological determinants of adoption intention. Structural equation modeling revealed that habit, hedonic motivation, performance expectancy, self-efficacy, and response efficacy positively predicted behavioral intention, whereas perceived response cost acted as a significant barrier. The integrated model explained 74% of the variance in behavioral intention, outperforming standalone UTAUT-2 and PMT models. These findings indicate that adoption decisions are shaped by both approach-oriented motivations and risk-related coping appraisals. Practically, teacher-education programs should prioritize repeated hands-on exposure to AI-supported GBL, strengthen pre-service teachers' efficacy beliefs, and reduce perceived implementation costs through pedagogically grounded training and institutional support. As the sample was limited to public universities in Turkey, the findings may not generalize to private institutions, in-service teachers, or countries with differing teacher-education structures.

Behrens, J. T., DiCerbo, K. E., & DeMark, S. F. (2026). **Bob Mislevy and Assessment as an Enabling Technology in the Digital Revolution**. *Educational Measurement: Issues and Practice*, *45*(3), e70042. https://doi.org/10.1111/emip.70042
This paper traces more than a decade of collaboration between Bob Mislevy and Cisco, documenting his pivotal role in transforming educational assessment during the emerging digital revolution (2000–2014). The Cisco Networking Academy Program, serving millions of students globally, became the first large-scale implementation of Evidence Centered Design (ECD) and a proving ground for his ideas. Five innovations are described: (a) application of ECD to a global assessment ecosystem; (b) NetPASS, a pioneering system for automated performance assessment using Bayesian inference networks; (c) integration of assessment into the Packet Tracer simulation platform; and (d) extensions to game-based assessment through projects like SimCityEDU, and (e) broad impacts of the ECD logic on software development in general. The paper illustrates how Mislevy contributed to a paradigm shift from technology-enhanced assessment to assessment-enhanced technology and concludes with reflections on the intellectual and

personal qualities that distinguished his contributions, including his integration of epistemological rigor with practical problem-solving and his concern for the social impacts of assessment.

Belbouah, A., & Khotbi, T. (2026). **Defining the Boundaries of AI Use in EFL Writing: Teacher Agency and Pedagogical Boundary Work in Moroccan High School Classrooms**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 163-179. https://doi.org/10.59324/ejceel.2026.4(3).13
This study examines Moroccan high school EFL teachers' agency in AI-assisted writing as a form of pedagogical boundary work, where teachers are not simply adopters or resistors of AI tools but active decision-makers who negotiate the limits between support and substitution, assistance and dependence, and innovation and the preservation of students' writing effort. Using an explanatory sequential mixed-methods design with a qualitative emphasis, the study first collected questionnaire data from 50 Moroccan public high school EFL teachers in Rabat, Salé, and Témara, followed by semi-structured interviews with 12 selected participants to further explore and contextualize the findings. Convenience sampling enabled the inclusion of teachers with varying levels of familiarity and engagement with AI-assisted writing tools. The results indicate that teachers' cautious stance toward AI does not reflect resistance to technological change, but rather a pedagogically grounded effort to safeguard the learning value of writing in a rapidly evolving instructional context. The study concludes that teacher agency is central to the future of AI integration in EFL writing, and that effective implementation depends on teachers' ability to regulate AI use through clear pedagogical principles, writing-specific guidance, and institutional support.

Bell, M., & Øverland, K. (2026). **Students' perspectives on stakeholders' cooperative efforts to overcome cyberbullying in Norwegian primary schools**. *Social Psychology of Education*, *29*(1), 90. https://doi.org/10.1007/s11218-026-10260-8
This study examines students' perspectives on stakeholder cooperation to address cyberbullying in Norwegian elementary and middle schools (grades 7–10). Q methodology was employed to reveal adolescents' subjective perspectives on what they expect stakeholders to help them with to prevent and stop cyberbullying. Participants were presented with a hypothetical scenario in which their peer was subjected to cyberbullying. Exploratory factor analysis revealed three distinct perspectives: 'Active users who need capable adults' (perspective 1), 'Independent digital enthusiasts' (perspective 2), and 'Peer-oriented users' (perspective 3). Findings suggest capable adults may be requested to help if their actions are based on a genuine understanding of cyberbullying and expected to improve the situation and support the child's developing agency. Findings also indicate that children value their autonomy and peer relations, which may influence their perception of cooperative efforts.

Bellaarabi, E. M. (2026). **Generative AI and Intercultural Education: Moroccan EFL Teachers' Perceptions of Cultural Representation and Algorithmic Bias**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 254-274. https://doi.org/10.59324/ejceel.2026.4(4).12
The integration of Artificial Intelligence (AI) tools, namely generative AI chatbots and large language models (LLMs), into the educational platform has emerged as a viable option to further educational aims. This integration of AI into language education warrants enhancing an intercultural education that conforms to the global intercultural

reality of the status quo. However, it is crucial to assent that these AI technologies might not be neutral; they could often be calibrated and ideologically imbued by vast data sets that are conditioned by and/or derived from cultural misrepresentation and stereotypes, especially those pertaining to the Global South, embedded in the Western/Northern perspective. This qualitative study explores EFL Moroccan in-service language teachers' perception of, and pedagogical responses to, AI-included cultural representation. This study employed semi-structured interviews with 15 EFL high school teachers. The overall objective is to investigate how teachers identify and navigate algorithmic bias when using AI to design intercultural lessons. Through a rigorous process of thematic analysis, this study aims to examine (a) teachers' awareness of AI's potential to mirror unrealistic cultural misrepresentation, and (b) the pedagogical repertoire they exercise to unsettle and critically analyze AI-generated content. The findings of this study reveal that the participants possess an acute cognitive awareness of the inherent bias in AI outputs, frequently encountering simplified, traditional stereotypes that fail to capture complexities of modern Moroccan culture. Also, teachers deploy a « pedagogy of unsettling, » actively intervening to disrupt the algorithmic flow and expose unrealistic representations. This study contributes a critical perspective on the issue of maintaining authenticity and neutrality of intercultural education amid an AI-mediated educational transformation.

Bello, P., Cristini, A., Falzoni, A. M., & Origo, F. (2026). **Study strategies during emergency-related distance learning. The role of gender and field of study**. *The Journal of Economic Inequality*, *24*(2), 531-555. https://doi.org/10.1007/s10888-025-09712-6
We study the impact of distance learning on students' exam choices and achievement in higher education, pointing to the mediating role of the field of study and gender. Identification relies on the exogenous shift from in-person to online teaching during the second semester of the 2019–2020 academic year in Italy due to the sudden outbreak of COVID-19. We estimate Difference-in-Differences models using administrative data for different cohorts of students from the University of Bergamo in Northern Italy. Results show that online teaching during the pandemic is associated with a lower number of credits earned and with an increase in the average grade; both outcomes are associated with a reduction in the number of exams, while postponing tougher exams pays only in terms of grades. Additional analyses provide evidence for significant heterogeneity by field of study and gender, with women in engineering degrees being those whose performance declined the most, especially in terms of passed exams. Survey evidence suggests that these results may be explained by gender differences in study-life balance, well-being and learning efficacy related to the lack of in-person relations with both peers and teachers.

Bennett, R. E. (2026). **An Educational Measurement Perspective on Dealing with Uncertainty and Bias in Classroom Formative Assessment**. *Educational Measurement: Issues and Practice*, *45*(3), e70031. https://doi.org/10.1111/emip.70031
This article describes what educational measurement can contribute to the theory and practice of classroom formative assessment. Three contributions are highlighted. The first contribution, assessment as evidentiary reasoning, serves as the conceptual frame within which the other two contributions are elaborated. Those contributions are (1) uncertainty and strategies for its reduction and (2) bias with a focus on approaches to facilitating fairness. The foundational concept running through all three contributions is that of inference as to what students know and can do at a given time, the basis for taking next

instructional steps. Such inferences may be strengthened when response consistency is observed across problem variations generated by the teacher or by the teacher in partnership with Large Language Models (LLMs).

Biroli, P., Di Girolamo, A., Sorrenti, G., & Totarelli, M. (2025). ***Talent is Everywhere, Opportunity is Not: Online Role Model Mentoring and Students' Aspirations*** (Working paper N° 20950). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20950
Educational disparities often limit students'access to relatable role models, constraining their aspirations and educational outcomes. We design and implement the Online Role Model Mentoring Program (ORME), a scalable, low-cost intervention connecting middle school students with successful role models from similar backgrounds. Using a randomized controlled trial with over 450 students in Campania, Italy, we find that ORME improves studentsâ€™ beliefs about the returns to effort, increases alignment between aspirations and expectations, and boosts school effort. Treated students also become more academically ambitious: they are more likely to enroll in academically oriented tracks and perform better on standardized language tests. These findings show that brief online mentoring sessions can have a meaningful impact on studentsâ€™ attitudes and choices at a critical stage of schooling, highlighting a promising tool to support students in low-opportunity contexts.

Boer, J. W., & Spoelstra, H. (2026). **Linguistic differences between self-written and generative AI-assisted student texts in Dutch bachelor CS education**. *Education and Information Technologies*, *31*(11), 3683-3702. https://doi.org/10.1007/s10639-026-13939-9
Generative AI, such as ChatGPT, has made it possible for students to generate texts and submit them as their own work. This has implications for assessment in formal education, and therefore institutions are exploring ways to detect their use. This study investigates the potential of linguistic analysis for this purpose, focusing on text characteristics such as readability, perplexity and sentiment. A quantitative experiment examined the extent to which student-written texts differ from texts that were written with the help of ChatGPT. For the study, first-year students in a bachelor computer science program at a Dutch university of applied sciences wrote 65 short texts, approximately half of which were written with the help of ChatGPT. Although the multivariate test did not show significant results, univariate analyses indicated that the student-written texts were easier to read, showed higher perplexity and contrary to expectation, less evaluative language. A discriminant analysis showed that text origins could be determined with 94% accuracy using these characteristics. Additionally, 21 teachers classified random subsets of texts. 76% were correctly classified, but 19% of self-written texts were mistakenly identified as written with the help of generative AI. The results suggest that linguistic characteristics can provide an indication of text origin, but both automatic and human analysis should be approached with caution due to their limited accuracy.

Borzanović, A., Simić, A., Papić-Blagojević, N., Klašnja-Milićević, A., Sanin, C., Levula, A., … Ivanović, M. (2026). **Student perceptions of generative AI tools in higher education: A cross-regional study of use, ethics, and educational utility**. *Education and Information Technologies*, *31*(12), 4327-4367. https://doi.org/10.1007/s10639-026-13964-8
Despite the rapid uptake of generative AI (GAI) tools in higher education, there is limited empirical understanding of how students balance perceived educational utility with ethical concerns such as privacy, bias, and overreliance, including risks of cognitive

offloading and weakened epistemic authority. This study provides a cross-regional comparison of students' perceptions and use of GAI by focusing on Europe and Australia, two higher education contexts shaped by contrasting policy and institutional cultures, with Europe often characterised by stronger regulatory attention (e.g., data protection and academic integrity governance) and Australia by comparatively pragmatic, implementation-oriented approaches. Using a cross-sectional mixed-methods design, we surveyed 788 university students (Europe n = 402, Australia n = 386) via an online questionnaire and analysed the data using ANOVA and chi-square tests, complemented by qualitative content analysis of open-ended responses. Across both regions, students reported strong perceived benefits, most notably accessibility to a fast knowledge base (72.5%) and support for personalised learning (66.4%). Importantly, ethical concerns were widely acknowledged but did not consistently deter adoption, suggesting a pattern of risk normalisation and pragmatic prioritisation of efficiency. However, the results also reveal a statistically meaningful nuance: privacy concerns were more clearly linked to willingness to adopt among Australian students, whereas concerns about bias and dependence showed weaker or non-significant relationships with adoption. Qualitative responses help explain these patterns by indicating that students often recognise ethical risks but accept them as manageable trade-offs when academic productivity gains are salient, while also referencing regional differences in integrity and data-protection expectations. The findings provide actionable implications for higher education institutions and policymakers by supporting the need for structured, multidimensional AI literacy initiatives that integrate technical, ethical, and critical competencies, and by highlighting the value of context-specific guidance aligned with distinct regulatory and pedagogical cultures. Limitations include self-reported measures, convenience sampling with disciplinary overrepresentation, and aggregation of diverse European countries into a single regional category, which constrain generalisability and call for longitudinal and more differentiated cross-cultural analyses in future work.

Branchu, C., & Flaureau, E. (2026). **"I'm not listening to my teacher, I'm listening to my computer": online learning, disengagement, and the impact of COVID-19 on French university students**. *Higher Education*, *92*(1), 19-36. https://doi.org/10.1007/s10734-022-00854-4

In a French context where universities are thought of and analysed as "weak institutions" that leave learners to themselves, the effects of the pandemic present great risks to students who already face structural obstacles to their education. This qualitative paper is based on the experience of 19 students in a typical non-selective university in France, who have disengaged or have thought of dropping out during the pandemic. We examine how lockdowns and distance learning have impacted French students' learning and living conditions unequally, unpacking ideas of student engagement and disengagement through a sociological lens looks at students within their social context and places importance on the role of institutions in "holding" students. By unpacking our participants' narratives, we address the implications of online learning for educational justice and the long-term opportunities of students. Our analysis shows that students' well-being and learning are entangled with an attachment to the institution, with seeing the worth, purpose, and recognition for what they do and the importance of emplaced learning to do so. We therefore highlight the importance of recognition and regulation in the learning process itself. Our findings allow us to also offer nuance to existing research and discourse about the French university system being a "weak" institution that forces individuals to be autonomous. The article also points to the strategies employed by

students and teachers with a view to maintain engagement that contribute to considering solutions to help student retention for the sector as a whole and in our pedagogical practice.

Bråten, I., Latini, N., & Strømsø, H. I. (2026). **Exploring students' (mis)conceptions about ChatGPT-generated text: A qualitative study**. *Education and Information Technologies*, *31*(12), 4637-4658. https://doi.org/10.1007/s10639-026-13938-w
With the advent of large language models (LLMs), a major concern has become how students can be taught artificial intelligence (AI) literacy. Arguably, a necessary starting point for teaching AI literacy is knowledge about students' pre-existing understanding of how LLMs work and the output they generate. Therefore, the main purpose of this study was to explore students' understanding of ChatGPT-generated text, that is, their understanding of the origin of ChatGPT's information and of how ChatGPT uses that information in generating textual output. Two hundred sixty-seven Norwegian high-school students responded in writing to broad open-ended questions about these issues, and we used thematic analysis in qualitatively exploring their conceptions and misconceptions. Students held a range of adequate and adaptive conceptions regarding the sources, the output, the function, and the use of ChatGPT-generated text. However, they also held several misconceptions that may hamper constructive use of ChatGPT as a literacy and learning tool. In particular, there was considerable confusion regarding the information sources that ChatGPT draws on in generating text, with an overestimation of the general quality of those sources also associated with a tendency to put unwarranted trust in ChatGPT-generated textual output. Potential implications concern both the conceptualization of AI literacy and efforts to promote such literacy among students.

Busobozi, N., & Ekadu, P. E. (2026). **Between Promise and Pragmatism: Teacher and Student Perceptions of Artificial Intelligence in Secondary School Music Education in Mbarara City, Western Uganda**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 394-407. https://doi.org/10.59324/ejceel.2026.4(4).16
Artificial intelligence (AI) is increasingly positioned as a transformative force in global education, yet its implications for music education in sub-Saharan African secondary schools remain critically underexplored. This study examined teacher and student perceptions of AI in secondary school music education in Mbarara City, Western Uganda, with particular attention to opportunities, structural constraints, and ethical dimensions. A qualitative multiple-case study design was employed across six purposively selected schools two urban modern, two peri-urban, and two remote to capture the full spectrum of resource conditions in the region. Data were collected through semi-structured interviews with 12 music teachers (T1–T12) and 6 head teachers (HT1–HT6), four focus group discussions with 60 lower secondary students (FGD-1 to FGD-4), and key informant interviews with 2 curriculum specialists (CS1–CS2) between February and June 2026 (N = 80). Thematic analysis produced three salient themes: guarded optimism about AI's pedagogical affordances, structural and institutional constraints limiting access and implementation, and ethical and cultural tensions arising from concerns about AI's alignment with indigenous Ugandan musical values. Guided by the Technology Acceptance Model (Davis, 1989), Vygotsky's (1978) sociocultural theory, and Gay's (2010) culturally responsive pedagogy framework, the findings reveal a pronounced digital divide between urban and remote schools and a coherent pattern of principled pragmatism among participants. Ethical concerns centred on cultural authenticity, data

bias, and intellectual ownership. The study contributes to the emerging discourse on AI in African music education and offers evidence-based recommendations for policy, practice, and research.

Butkevičiūtė, E., Juškevičiūtė, A., & Gadeikytė, A. (2026). **Uncovering diverse digital motivational patterns in computer science students to enhance educational practice**. *Education and Information Technologies*, *31*(11), 3703-3741. https://doi.org/10.1007/s10639-026-13940-2
In the current digital environment, students often struggle to maintain motivation and focus due to continuous information flow and technology-related distractions. This study examined learning preferences and digitally supported engagement strategies, defined as teaching practices that use digital tools to support student participation (e.g., structured content delivery, end-of-lecture polls, teamwork tools, gamified materials, informal digital interaction, social media use, AI-supported activities, and peer help). The investigation addressed three aspects: (a) whether computer science students differ in their motivation to participate in lectures, (b) which features are preferred in lectures and lecturers, and (c) how peer-to-peer learning models with digital elements are perceived. Second-year computer science students at Kaunas University of Technology completed three surveys over one semester (n = 106). Responses on the eight digitally supported strategies were analyzed using K-means clustering, resulting in two motivational profiles. One cluster preferred interactive and socially supported strategies, while the other preferred structure and clarity and rated most social-digital strategies lower. Across both clusters, structured information and end-of-lecture questionnaires/polls were rated similarly, suggesting these strategies are broadly acceptable. Lecturer clarity, feedback, and subject expertise were consistently valued. Overall, the findings suggest that one teaching approach will not suit all computer science students. Combining clear structure and feedback with optional interactive digital activities may better match different motivational profiles.

Campos, C., & Singleton, J. (2026). ***AI Diffusion Gaps: Unequal Integration of AI Across K-12 Schools*** (Working paper N° 26195). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26195
Although use of generative AI tools has quickly become widespread in education settings, emerging evidence suggests that effects on learning will depend on how that use is supported and guided. This paper reports findings from an original national survey of K-12 school principals designed to measure institutional integration of AI in schools through policies, teacher training, guidance for student use, leadership engagement, and the availability of AI-enabled tools. We find that AI use has spread rapidly across schools, largely as a productivity aid. Students mainly use AI for homework help and writing, while educators primarily use it for lesson planning and administrative tasks. The development of teacher training, guidance, and school policies has lagged adoption. We next document two diffusion gaps across schools: First, lower AI integration is associated with a higher share of disadvantaged students (a one standard deviation increase in disadvantage is associated with a 0.07-0.11σ lower score on an index of AI integration); Second, private and charter schools score 0.23-0.44σ lower on the AI integration index than traditional public schools. Although several surveyed school-level factors strongly predict AI integration, they do little to explain these gaps. Differences in district size account for roughly one-third of the disadvantage gap between public

schools. These findings suggest that the factors associated with greater AI integration differ from those needed to narrow disparities in how schools support and guide AI use.

Carey, M. D., Martin, D. A., McMaster, N., Williams, K., & Kidd, N. (2026). **Mapping digital confidence in initial teacher education: a Rasch-based self-audit tool for curriculum improvement**. *Education and Information Technologies*, *31*(11), 3629-3654. https://doi.org/10.1007/s10639-026-13948-8
This study evaluates the effectiveness of a higher education initial teacher education (ITE) programme in preparing primary school preservice teachers (PSTs) to integrate information, communication, digital, and robotics technologies (ICDRTs) into classroom teaching. While situated in an ITE programme, the methodology, based on a Rasch-calibrated self-audit, offers an actionable approach to evaluating PSTs' digital confidence and learning needs across higher education disciplines. Using a Rasch-validated 77-item self-audit instrument, responses from 490 final-year PSTs were analysed to identify curriculum gaps and assess the programme's capacity to develop digital pedagogical readiness. Regression analysis examined associations between readiness and socio-demographic variables (sex, age group, and qualification) to explore equity-related differences. Age and sex were associated with digital readiness. Mature-age PSTs showed higher readiness in workplace-associated tools, while school-leavers were more confident in classroom applications. The association among sex and readiness varied across digital readiness indices. The findings also revealed consistent shortfalls in ICDRT readiness related to spreadsheets, robotics, and commonly used classroom technologies, aligning with broader concerns about digital capability in initial teacher preparation. These results offer actionable evidence for curriculum redesign and institutional evaluation within higher education and demonstrate the value of structured student self-audits as institutional evaluation tools. The study contributes to equity-focused, data-driven approaches to programme improvement in higher education.

Cena, E., McParland, A., Toivo, W., Dalton, B., Mundy, M., O'Connor, P. A., … Duncan, C. (2026). **Studying with GenAI: Student views on the opportunities and risks of GenAI in higher education**. *Education and Information Technologies*, *31*(11), 3655-3681. https://doi.org/10.1007/s10639-026-13923-3
The emergence of Generative Artificial Intelligence (GenAI) technology and the increasing sophistication of such tools have raised concerns about their impact on teaching, learning, and assessment in higher education. To gain an understanding of how students are using GenAI tools for studying and assessments, and to explore their perceptions of its benefits and challenges in higher education, this qualitative study examined the views of Psychology students from two UK universities. Six focus groups (N = 28), consisting of postgraduate psychology students and a few UG students were conducted using semi-structured interview questions to explore their experiences and attitudes toward the use of GenAI during their studies. Students reported using GenAI to summarise content, clarify complex ideas, and ease the writing process. While they recognised its value, especially for accessibility and time management, they also expressed concerns about plagiarism, reduced critical thinking, and unclear boundaries of ethical use. Many felt anxious about academic integrity due to inconsistent guidance. Notably, some students viewed AI use as ethically problematic, particularly in group work. The findings underscore the urgent need for clearer institutional policies and targeted training to promote ethical, effective engagement with GenAI in academic contexts.

Chan, A. Y. W., & Sung, C. C. M. (2026). **Enhancing students' digital literacy skills through their technology use in a course-based research project: a Hong Kong case study**. *Asia Pacific Education Review*, *27*(3), 843-856. https://doi.org/10.1007/s12564-025-10038-1
Rapid technological developments in the digital era have led to substantial changes to higher education curricula. This paper reports on a qualitative study which examined students' perceptions of digital literacy skills development through the completion of a course-based digital research project. Consisting of a digital skills training workshop and assessment tasks including the production of a website and a video, the research-oriented project was designed to be incorporated into a sociolinguistics course offered to undergraduate students at a university in Hong Kong. 57 Students participated in the group project as part of the coursework and wrote a reflective essay on their learning experiences upon the completion of the project. Reflexive thematic analysis was conducted to analyze students' written responses in relation to their development of various digital literacy skills, including branching literacy, information literacy, reproduction literacy, photo-visual literacy, socio-emotional literacy, and technical literacy. The findings of the study showed that students considered their use of technology in the project facilitative of their development of digital literacy. While the nature and requirements of the assessment tasks may have limited students' development of photo-visual literacy, positive experiences with regard to students' development of the other literacy skills were reported. It is recommended that similar technologically mediated, discovery-enriched assessment tasks be implemented within the existing curricula in the higher education sector. To enhance students' development of photo-visual literacy, teachers are also recommended to provide students with more opportunities for them to make use of visual graphics in their coursework.

Chen, C.-H., Shao, C.-J., Yu, S.-J., Kuo, H.-Y., & Tseng, J.-S. (2026). **Evaluating collaboration scripts for VR content co-creation and experience in a classroom context**. *Education and Information Technologies*, *31*(12), 4225-4248. https://doi.org/10.1007/s10639-026-13960-y
Virtual reality (VR) provides immersive and interactive learning opportunities, but the effective integration of collaborative learning within VR environments still requires further investigation. Collaboration scripts can guide students to participate in learning and creation activities in a structured manner. Therefore, this study aims to evaluate the effects of implementing computer-supported collaborative learning (CSCL) scripts to support students' VR content co-creation and experience activities, assist them in completing project tasks smoothly, improve their co-creation experience, and enhance their learning outcomes. This study adopted a quasi-experimental design. A total of 104 sixth-grade students from an elementary school in southern Taiwan were recruited. They were separated into scripted and non-scripted groups. The collaboration script group engaged in a VR content co-creation learning activity in an orderly manner through a phased collaborative framework, and conducted group discussions, role assignment, and task execution according to the script's design. Results showed that students in the scripted group achieved better higher-order and lower-order learning achievement than those in the non-scripted group. Furthermore, in terms of social engagement and goal clarity of student engagement in technology-rich classrooms, the collaboration script group also outperformed the non-scripted group. Therefore, the implementation of CSCL scripts represents an effective collaborative approach for enhancing VR content co-creation learning. The findings should be interpreted with caution due to the use of different documentation tools across conditions. This study provides empirical evidence

for the validation of VR-supported collaborative learning practices, focusing on practical application rather than the development of a new instructional design model.

Chen, C.-Z., Wang, W.-S., & Huang, Y.-M. (2026). **Designing adaptive feedback for hands-on learning in VR: Feedback intervention theory**. *Education and Information Technologies*, *31*(11), 4115-4139. https://doi.org/10.1007/s10639-026-13968-4
By providing an immersive and interactive learning environment, virtual reality demonstrates a potential practice before hands-on learning in STEM. However, the cognitive load associated with high immersion, together with the lack of immediate guidance from teachers or peers, can readily lead to learner disorientation, frustration, and even anxiety, thereby impairing performance. Feedback mechanisms are therefore essential; yet many VR courses still employ static feedback that delivers identical error and corrective messages to all tasks carried out by learners, without considering an individual learning state, which may draw attention back to the self and intensify negative affect. This effect is especially pronounced when face-to-face teacher and peer interaction is absent, potentially challenging learners' motivation. Grounded in Feedback Intervention Theory (FIT), this pilot study explored an adaptive feedback mechanism for VR that dynamically adjusts the feedback focus according to learners' states, preventing shifts toward self-focus and supporting sustained task engagement. To evaluate the feasibility of this approach, we developed a VR hands-on embedded-systems course and conducted a preliminary quasi-experimental study with 67 undergraduates, randomly assigning participants to an experimental group (FIT-based adaptive feedback) or a control group (static feedback). Both groups used head-mounted displays to complete three sequential units over three weeks. Learning outcomes, learning motivation, and learning anxiety were assessed with pre–post instruments while controlling for prior knowledge and demographic variables. Results showed that, compared with static feedback, adaptive feedback improved learning outcomes and motivation and reduced learning anxiety. Overall, this pilot study demonstrates the feasibility of using FIT as a theoretical basis for VR feedback design and addresses limitations in prior VR research that has often relied on static feedback.These preliminary findings provide a foundation for future large-scale investigations into adaptive VR pedagogical agents.

Chen, Y., Chen, Z., Zhang, K., Chen, J., Lin, K., & Chen, Z. (2026). **Toward sustainable education: exploring Chinese college students' acceptance of AI- and VR-integrated smart classroom**. *Education and Information Technologies*, *31*(13), 4783-4802. https://doi.org/10.1007/s10639-026-13984-4
In the era of digital transformation and sustainable development, smart classroom (SC) integrating Artificial Intelligence (AI) and Virtual Reality (VR) technologies have emerged as a crucial force in educational innovation. These technologies align with Sustainable Development Goal (SDG) 4 by promoting inclusive and equitable quality education; however, user acceptance in such hybrid environments remains complex. Grounded in the Technology Acceptance Model (TAM), this study investigates the determinants of Chinese college students' adoption of AI- and VR-integrated SC. Analyzing online survey data from 259 participants, the research finds that Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Perceived Enjoyment (PE) directly and positively influence students' Behavioral Intention (BI) to adopt AI- and VR-integrated SC. PU, PEOU, and PE have β values of 0.404, 0.061, and 0.349 respectively (all $p < 0.05$). Crucially, the study identifies a specific pathway where Perceived Sociability (PS) and Social Presence (SP)

act as essential antecedents, indirectly driving adoption by significantly enhancing PE. This study provides evidence that hedonic and social factors are central, rather than peripheral, drivers of adoption in immersive AI-VR environments. These findings offer actionable insights for educators to design sustainable learning spaces that bridge the gap between technological utility and human connection, thereby supporting the long-term viability of smart education initiatives.

Cheruiyot, langat G., & Molnár, G. (2026). **Adapting Computer-Based Assessments of Collaborative Scientific Reasoning in the Kenyan Educational Context: A pilot study**. *Education and Information Technologies*, *31*(12), 4659-4680. https://doi.org/10.1007/s10639-026-13981-7
Kenya's competency-based curriculum highlights the role of STEM education and the development of skills of the 21st century. However, computer-based assessment (CBA) of these skills has not yet been conducted in Kenya. This study aimed to investigate the applicability of newly developed international computer-based skill assessments for developing scientific inquiry, experimentation, reasoning, argumentation, and collaboration skills in public junior high school students in Kenya (N = 60). We employed inductive reasoning (IR), deductive reasoning (DR), control of variables (CoV), collaborative skill (CS), and scientific reasoning (SR) to evaluate their contribution to the development of collaborative scientific reasoning (CSR). Instrument reliabilities and construct validities confirmed the general applicability of the tests; however, the internationally widely used Lawson test was shown to have limited applicability. The IR, DR, and CoV were found to be predictive of CSR when measured alone, the overarching model explaining 60% of the variance in CSR; however, the direct predictive role of IR became non-significant. The results reflect the complexity of CSR and the significant limitations of studies that have individually examined the effects of cognitive and/or affective skills. Therefore, future research should adopt a longitudinal design that assesses these skills. Our findings can inform the development of STEM education in Kenya's national assessment strategy and ensure alignment with its competency-based curriculum.

Cho, H. (2026). **Relocating the Locus of Generation: The AI-GLM Framework for Generative Learning in AI-Mediated Mathematics Education**. *Educational Psychology Review*, *38*(1), 116. https://doi.org/10.1007/s10648-026-10210-y
Generative learning theory holds that learning depends on the learner's own construction of relations between prior knowledge and new material, and its evidential practice has long inferred that construction from what the learner produces. External provision of such work is not new, but generative AI extends it across every generative strategy, supplies it on demand, and leaves little trace of its origin, so the locus of generative activity becomes instructionally and empirically ambiguous. Determining who performed the cognitive work that learning requires thus becomes a design and measurement problem. This paper examines that problem in mathematics learning. Through an integrative conceptual analysis of Fiorella and Mayer's eight generative learning strategies, I identify four cross-cutting themes: the production-to-evaluation shift, metacognitive displacement, the scaffolding–substitution continuum, and reconfigured generative activity. Synthesizing these themes, I propose the AI-Enhanced Generative Learning in Mathematics (AI-GLM) framework, comprising (a) a typology of three AI roles, in which Generation Partner and Generation Substitute occupy the poles of a scaffolding–substitution continuum while Generation Catalyst is distinguished by a

functional criterion rather than by a position on it; (b) a role determination mechanism specifying how tool design, task design, learner orientation, and teacher mediation combine to determine the role AI occupies in a given episode; and (c) five design principles. The framework addresses the representational, symbolic, and justificatory demands especially prominent in mathematics and yields propositions stated with the operationalizations and falsification conditions needed to test them.

Choi, W.-Y. (2026). **Integrating Generative AI in University Mathematics: reflective and collaborative learning as pedagogical safeguards**. *Education and Information Technologies*, *31*(11), 3925-3946. https://doi.org/10.1007/s10639-026-13945-x
Generative artificial intelligence (GenAI) tools such as ChatGPT have rapidly spread across higher education, offering new possibilities for feedback, problem-solving support, and collaborative idea generation. Yet empirical evidence from real-world STEM classrooms where GenAI use is permitted—particularly in mathematics—remains limited. This study investigated relationships between students' engagement in course-embedded safeguards (CLA and RLJ) and academic achievement in a first-year university calculus course in South Korea (N = 230; 16-week semester) where GenAI use was permitted throughout. The course integrated Collaborative Learning Activities (CLA) and Reflective Learning Journals (RLJ), with learning outcomes assessed via exams and team projects. RLJ participation showed a strong association with academic achievement ($r = .705$, $p < .001$), with achievement increasing across participation levels before approaching a plateau at the highest levels. Students also scored higher on exam items aligned with CLA than on non-aligned items, although the effect was small (paired-samples t test, $n = 211$, $t(210) = 2.53$, $p = .012$, $dz = 0.17$). In exploratory comparisons, performance did not differ significantly between an AI-solvable and an AI-unsolvable exam item, suggesting that achievement in a GenAI-permitted context may depend less on direct AI assistance and more on students' reflective verification and peer dialogue. Overall, the findings underscore the value of designing AI-permitted environments that cultivate reflective checking and collaborative reasoning, alongside guidance for responsible use.

Chuang, H.-H., Singco, M. D., & Wei, J.-H. (2026). **Toward sustainable digital innovation in education: Contextualizing LMS adoption through perceived complexity, organizational support, and teacher positionality in the post-pandemic era**. *Education and Information Technologies*, *31*(11), 3591-3628. https://doi.org/10.1007/s10639-026-13913-5
This study addresses the need for sustainable digital practices in education by examining the sustained adoption of Learning Management Systems (LMSs) among K–12 teachers in the post-pandemic era. Specifically, it investigates how perceived complexity and organizational support interact to shape LMS adoption, extending the Diffusion of Innovation (DOI) framework by adding teacher-level and contextual factors often overlooked in prior research. A survey was conducted with 253 K–12 teachers. Using structural equation modeling (SEM) and moderation analyses, the study explored how perceived complexity and organizational support are associated with LMS adoption. It also examined the moderating roles of job rank and school location. Perceived complexity showed a positive association with LMS adoption, particularly among teachers in rural schools who showed stronger adoption despite challenges. Organizational support, however, showed a significant negative association with LMS adoption, particularly among lower-ranked teachers, who reported more negative adoption behaviors in response to these support structures. The findings highlight the

importance of differentiated, participatory support strategies that involve teachers meaningfully and consider their positionality and local context. Educational leaders should craft policies and interventions that address the unique needs of teachers across job levels and school locations, promoting sustainable LMS use through collaboration, and context-sensitive solutions. By enriching the DOI framework and centering teacher experiences, this study offers a nuanced, context-aware understanding of sustainable LMS adoption in today's shifting educational environment.

Cong-Lem, N., & Thuy-Dung, N. T. (2026). **Towards a framework for understanding and assessing critical thinking in generative AI-enhanced learning environments: a scoping review**. *European Journal of Psychology of Education*, *41*(2), 41. https://doi.org/10.1007/s10212-026-01089-y
This scoping review synthesises 29 empirical studies examining how generative artificial intelligence (GenAI) has been conceptualised, assessed, and linked to critical thinking (CT) outcomes in educational contexts. A systematic search of Scopus, Web of Science, and Google Scholar (November 2022–January 2025) yielded 1991 records, of which 29 met the inclusion criteria. The findings indicate a discernible reorientation in how CT is framed in GenAI-related research. While 48% of studies retained classical conceptions of CT as reflective judgement and reasoned decision-making, a substantial proportion re-operationalised CT in AI-specific terms, emphasising learners' capacity to detect GenAI errors, evaluate credibility, and verify sources. Assessment approaches mirrored this conceptual diversification: although 37.9% of studies relied on standardised psychometric instruments, the majority evaluated CT through context-embedded performance tasks—such as structured debates, synthesis activities, proof correction, and appraisal of GenAI-generated claims—designed to capture CT as enacted within human–AI interaction rather than as a decontextualised cognitive trait. Regarding reported impacts, the evidence reveals a bimodal pattern. In most studies (72.4%), GenAI functioned as a scaffold by reducing lower-order cognitive demands (e.g. information retrieval or drafting), thereby enabling greater investment in higher-order reasoning and synthesis. However, a contrasting offloading pathway was also identified, indicating that unregulated or frictionless use may encourage superficial engagement and reduced epistemic effort. Overall, the synthesis suggests that GenAI is more likely to strengthen CT when instructional designs sustain epistemic accountability through systematic verification, justification, and self-regulated use, rather than treating AI-generated outputs as epistemic endpoints.

Contractor, Z., & Reyes, G. (2026a). ***Experimental Evidence on the Learning Impact of Generative AI*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2607.08849
We study how generative AI affects student learning in a randomized experiment. In proctored, in-person sessions, undergraduates learn about an unfamiliar topic and write an analytical essay with or without access to off-the-shelf generative AI, then complete unaided assessments immediately and one week later. We measure learning with knowledge tests (factual and conceptual understanding) and open-ended essays (higher-order skills). AI access raises immediate test scores by 0.27 standard deviations. These gains persist one week later. Essay quality, by contrast, changes little while students have AI access but improves in style and relevance one week later, when students write unaided. These delayed gains are larger among augmentation users-who use AI to explain concepts rather than generate text-whereas automation users' short-run quality

gains vanish once AI is removed. We find evidence for two mechanisms behind the learning gains: students shift time away from drafting text and toward reading and searching for information, and they report greater learning enjoyment.

Contractor, Z., & Reyes, G. (2026b). ***Experimental Evidence on the Learning Impact of Generative AI*** (Working paper N° 18792). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18792
We study how generative AI affects student learning in a randomized experiment. In proctored, in-person sessions, undergraduates learn about an unfamiliar topic and write an analytical essay with or without access to off-the-shelf generative AI, then complete unaided assessments immediately and one week later. We measure learning with knowledge tests (factual and conceptual understanding) and open-ended essays (higher-order skills). AI access raises immediate test scores by 0.27 standard deviations. These gains persist one week later. Essay quality, by contrast, changes little while students have AI access but improves in style and relevance one week later, when students write unaided. These delayed gains are larger among augmentation usersâ€"who use AI to explain concepts rather than generate textâ€"whereas automation users' short-run quality gains vanish once AI is removed. We find evidence for two mechanisms behind the learning gains: students shift time away from drafting text and toward reading and searching for information, and they report greater learning enjoyment.

Cordier, A. (2026, août 28). **Téléphone au lycée : comment transformer une interdiction en éducation ?** https://doi.org/10.64628/AAK.etnsvc7dt
À partir du 1er septembre, les téléphones portables seront interdits au lycée. Mais une interdiction ne peut suffire à une véritable éducation numérique.

Cui, X., Zhang, H., Lu, L., Liu, B., Weng, S., Liu, H., & Shen, J. (2026). **Unpacking the multidimensional predictors of college students' deep learning: an empirical study in smart learning environments**. *Education and Information Technologies*, *31*(13), 4849-4878. https://doi.org/10.1007/s10639-026-13992-4
Smart education has emerged as a critical global trend in educational transformation, with the primary goal of fostering learners' deep learning. Smart learning environments (SLEs), as the main platforms for implementing smart education, offer advanced technological affordances. However, the mechanisms through which they actually facilitate deep learning remain underexplored, and their potential has not been fully translated into learning outcomes. To address this research gap, this study drew on Triadic Reciprocal Determinism and a systematic review of the literature to identify eight influencing factors through expert consultation and to develop a hypothetical model of college students' deep learning in SLEs. Based on data from 605 valid questionnaires, structural equation modeling was employed to test the proposed model. The results revealed that self-regulation and teacher factors significantly promoted deep learning strategies, whereas self-efficacy and teacher factors were significant predictors of deep learning motivation. Student-student interaction positively influenced learning engagement, while course factors unexpectedly exerted a negative effect. Moreover, deep learning motivation, engagement, and strategies all had significant positive impacts on learning outcomes. This study revealed the multidimensional factors influencing deep learning in SLEs and clarified their underlying mechanisms. From a practical perspective, the findings highlight the importance of fostering students' self-directed learning and intrinsic motivation, enhancing teachers' professional

competence, and optimizing interaction and course resources in order to strengthen the role of SLEs in supporting deep learning.

Dang, L. N. D. (2026). **Understanding Digitally Mediated Reading Assessments Through Literacy Backgrounds: A Comparative Study of the Vietnamese Undergraduate Readers**. *European Journal of Education*, *61*(3), e70622. https://doi.org/10.1111/ejed.70622
Digitally mediated assessment (DMRA) has become a central feature of contemporary higher education, particularly as institutions seek to evaluate key 21st-century competences such as reading in technology-rich environments. Grounded in Social Cognitive Theory, this mixed-methods study investigates Vietnamese EFL undergraduates' attitudes toward DMRA, with specific attention to differences between more and less literacy-advantaged students. A sequential explanatory design was employed. Quantitative data were collected from 562 undergraduates across two universities using a validated questionnaire, followed by semi-structured interviews with eight participants. Statistical analyses included group comparisons and correlational examination of attitude dimensions, while qualitative thematic analysis was used to interpret underlying mechanisms. The findings reveal a differentiated attitudinal pattern. More literacy-advantaged students expressed stronger cognitive endorsement of DMRA, whereas less literacy-advantaged students reported more positive affective responses. However, behavioural engagement did not differ significantly between groups, indicating an attitude–behaviour decoupling in digitally mediated assessment contexts. Correlational results further suggest that affective responses were more closely associated with engagement than cognitive evaluations. Qualitative insights highlight the mediating role of trust in grading, technical reliability, platform interface, and institutional support in shaping sustained engagement. This study advances understanding of digitally mediated reading assessment by demonstrating that while attitudes diverge across literacy backgrounds, engagement converges under institutional assessment conditions. The findings underscore the importance of designing DMRA systems that prioritize usability, transparency and feedback trust to ensure equitable assessment of reading as a critical 21st-century competence.

de Aldama, C., Cabellos, B., & Pozo, J.-I. (2026). **Secondary teachers´ beliefs about opportunities and threats of using generative artificial intelligence for teaching and learning**. *Education and Information Technologies*, *31*. https://doi.org/10.1007/s10639-026-13990-6
Generative Artificial Intelligence (GenAI) is a disruptive technology that presents significant challenges for educators. Its pedagogical opportunities and risks largely depend on teachers' beliefs and practices. While university teachers' beliefs on GenAI have been studied to some degree, research on secondary school teachers remains limited. This study aims to replicate the research conducted by Cabellos et al. (Frontiers in Psychology, 15, 1468900, 2024) on university teachers' beliefs about GenAI for teaching and learning, applying it to secondary school educators. To this end, a survey aiming to identify whether teachers perceive GenAI as an opportunity or threat for teaching and learning was conducted with a sample of 266 secondary teachers. The findings revealed that those with constructivist beliefs perceived greater potential in GenAI compared to those with interpretative and reproductive beliefs. Likewise, teachers with previous educational use of GenAI had more positive views of their educational applications than those who used them only occasionally or not at all. However, despite recognizing the benefits of GenAI for their teaching practices, teachers also expressed concerns that its

use could negatively affect students' learning processes due to overreliance on these tools. Factors such as gender, teaching experience, and subject area did not significantly influence teachers' beliefs. The results are generally similar to those found previously with university professors, although there are some differences in how pedagogical beliefs influence the perception of GenAI use. To enhance the educational benefits of GenAI while mitigating potential risks, it is important to provide secondary teachers with opportunities to explore and experiment with its pedagogical applications, fostering constructivist beliefs. Increasing familiarity with the technology, offering targeted training, and promoting a student-centred pedagogical approach can support the effective adoption of GenAI in secondary education.

Dorsah, P. (2026). **Developing the Attitude Towards AI in Education Scale (ATAIES)**. *European Journal of Science and Modern Technologies*, *2*(3), 30-43. https://doi.org/10.59324/ejsmt.2026.2(3).04
This study developed and validated an AI attitude scale to measure undergraduate and postgraduate students' perceptions, trust, and behavioral intentions toward artificial intelligence in educational contexts. Exploratory factor analysis (EFA) conducted on the first half of the sample (n = 200) revealed a clear three-factor structure, comprising Perceived Usefulness (PU), Trust and Ease of Use (TEU), and Behavioral Intention (BI), accounting for 68.3% of the total variance. The items demonstrated strong factor loadings (0.615–0.846), and the subscales exhibited satisfactory reliability, with Cronbach's alpha values ranging from 0.778 to 0.815 and an overall alpha of 0.865. Confirmatory factor analysis (CFA) conducted on the second half of the sample (n = 318) further supported the three-factor model, with all items loading significantly on their respective constructs and model fit indices meeting recommended thresholds. Convergent validity was confirmed through composite reliability values above 0.70 and average variance extracted values largely above 0.50, while discriminant validity was supported using the Fornell–Larcker criterion. The results indicate that students' attitudes toward AI are influenced by both the perceived benefits of AI and their confidence in using AI tools, and these attitudes are predictive of their intention to adopt AI in learning and teaching activities.

Dragoni, D., Epure, M. D., Palazzi, C., Colì, E., Poggi, I., Careri, S., … Caligiore, D. (2026). **Generative AI and Teacher Education: Evidence from the PRAXIS Framework in Italian Educational Contexts**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 45-63. https://doi.org/10.7358/ecps-2026-033-drag
This article reports findings from a cross-sectional survey of 662 participants in Italian educational contexts, including secondary school students, university students, pre-service teachers, and in-service teachers. Using the PRAXIS framework, which organises GenAI adoption across six dimensions, usage patterns, perceived competence, adequacy of training, expectations of change, interpersonal and institutional trust, and scepticism, the study examines differences in uses, beliefs, and concerns across educational groups. Results show a marked generational divide in adoption, a consistent gap between practical and theoretical competence, and training perceived as inadequate across groups. A pattern of defensive distancing also emerges: teachers recognise that GenAI is changing education, but perceive a smaller impact on their own teaching. Overall, GenAI adoption appears to be advancing faster than the institutional development of critical and pedagogically grounded competences. The study provides an empirical basis for rethinking teacher education as

a matter not only of digital upskilling, but also of educational responsibility and learning rights in the transition to GenAI.

Duc, T. M. (2026). **Generative AI and Cognitive Offloading in Higher Education: Implications for Learning, Knowledge Production, and Academic Thinking**. *European Journal of Applied Science, Engineering and Technology*, *4*(3), 58-69. https://doi.org/10.59324/ejaset.2026.4(3).06
The rapid use of generative artificial intelligence tools in higher education has changed the way students retrieve, create, and think with respect to academic content. AI tools, albeit helpful in writing, summarizing, and synthesizing information, are also changing some aspects of the thought processes involved in learning. The purpose of this study is to explore the implications of generative AI as a process of cognitive offloading, in which learners, in essence, push certain parts of the cognitive processes involved in learning to an external device and thus use that external device as an aid in the learning process. This study uses a conceptual and analytical approach to examine the implications of AI offloading as it pertains to learning processes, knowledge production, and academic thought in higher education environments. This analysis also attempts to differentiate productive offloading, which fosters high engagement, and substitutive offloading, which replaces cognitive processes and, as a result, lacks cognitive engagement. This study also explores the implications of AI-based cognitive hindrances that stifle learning, a lack of self-reflective mechanisms to regulate cognition, and the changing degree of authorship involved in academic writing. This study contends that, rather than instituting bans against the use of AI, higher education institutions should, as a first-order priority, focus on the re-engineering of pedagogical and evaluative processes to incorporate thinking and ownership. This paper addresses ongoing conversations about the ways in which universities can incorporate AI technologies while still preserving the fundamental objectives of academic learning by connecting generative AI to larger issues of cognition and epistemic governance.

Dumlao, J. M. Z., Wang, M., Xie, Z., Hu, J., Bar, I., Chaney, G., … Teplitskiy, M. (2026). ***Generative AI Availability, Grades, and Student Satisfaction at a Large University*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2607.21534
The spread of generative AI (GenAI) in higher education has raised concerns that students offload cognitive effort to AI, earning high grades without learning. If this « GenAI substitution hypothesis » is true, grades should rise disproportionately in GenAI-susceptible courses--those relying more on assessments like take-home problem sets and essays rather than in-class exams. Substitution could also affect student satisfaction, measured here as self-reported understanding and interest in the subject, which prior research links to assessments. We test the substitution hypothesis using syllabus and administrative data from a large U.S. university (2016-2025; 138,386 students; 72,730 course offerings). We measure courses' GenAI susceptibility using a human-validated LLM pipeline to extract assessment types from syllabi, and use a differences-in-differences design comparing outcomes across courses before and after ChatGPT's release, while modeling COVID-19 pandemic effects as either persistent or transient. We find no significant differential effect of GenAI availability on grades overall or among previously lower-performing students. Effects on self-reported understanding are likewise insignificant; effects on interest are significant only assuming transient pandemic effects. Our findings temper concerns that GenAI inflates grades and reduces students' satisfaction.

Economou, A., Stupurienė, G., Laanpere, M., Bocconi, S., & Lucas, M. (2026). **SELFIEforTEACHERS: Validation of a Tool Supporting Teachers' Self-Reflection on Their Digital Competence**. *European Journal of Education*, *61*(3), e70559. https://doi.org/10.1111/ejed.70559
Supporting teachers to build their digital competence remains key to educational systems for responding to the continuous implications that new technologies entail. SELFIEforTEACHERS was designed to support teachers across Europe in reflecting on and improving their digital competence. Grounded in the DigCompEdu conceptual framework, the tool supports a guided and structured self-reflection process to scaffold and promote teachers' agency and self-directed professional learning. This study assesses the validity, reliability, and participants' perceived relevance of SELFIEforTEACHERS, using a mixed-methods approach with 3218 teachers in four European countries. Psychometric analysis confirmed the tool's validity and reliability, while qualitative data revealed that teachers found it highly relevant for identifying strengths, weaknesses, and areas for improvement. Overall, SELFIEforTEACHERS provides a tool for fostering evidence-based improvement of teachers' digital competence and enhancing their capacity to integrate digital technologies meaningfully in education.

Edwin Joshua Jone, D., & Soundria, S. M. (2026). **Navigating emotional anguish: exploring AI's role in supporting women leaders with empathetic imposter syndrome**. *International Journal of Inclusive Education*, *30*(9), 2279-2299. https://doi.org/10.1080/13603116.2026.2621359
This research investigates the potential of AI-based emotional support tools in addressing Empathetic Impostor Syndrome among women leaders, pioneering a unique blend of leadership psychology and artificial intelligence. Using an exploratory qualitative approach, semi-structured interviews were conducted with 47 women leaders across diverse sectors in India. The findings reveal that self-doubt, societal expectations, and challenging work environments contribute significantly to emotional stress, often manifesting as anger, frustration, and discomfort. Traditional peer support mechanisms frequently fall short, underscoring the need for alternative solutions. AI emerges as a promising avenue, offering structured guidance and enhanced accessibility, yet concerns remain regarding empathy, personalisation and data privacy. While AI can aid emotional regulation and strengthen resilience and confidence, it lacks the nuanced sensitivity inherent in human interaction. The study concludes that improving AI's emotional intelligence is essential for effectively addressing leadership challenges, self-doubt and rage. By integrating leadership psychology with AI-driven support, this research provides original insights into fostering emotional well-being, ethical AI practices and leadership development.

Ergül, S., & Demirci Güler, M. P. (2026). **Primary school students' experiences in developing digital stories on environmental issues: An action research**. *Education and Information Technologies*, *31*(12), 4369-4396. https://doi.org/10.1007/s10639-026-13966-6
This study explores the experiences of fourth-grade primary school students during the process of developing digital stories about environmental issues. Curriculum-based learning outcomes related to environmental topics were identified, and students were asked to create digital stories aligned with these outcomes. A distinctive feature of the study is that both the story-writing process and the transformation of written narratives into digital formats were carried out entirely by the students. The research was designed

as qualitative action research. The study group consisted of 26 students selected through criterion sampling from a primary school. The implementation lasted seven weeks during the 2022–2023 academic year. Data were collected through questionnaires, semi-structured interviews, and researcher observation notes, and were analyzed using descriptive analysis. The findings indicate that the digital storytelling process improved students' imagination and writing skills and fostered positive attitudes toward integrating technology into education. Students reported that they learned to use a new web-based application and that collaborative group work and the presentation phase contributed positively to their learning experience. They also stated that digital storytelling could be applied in different subjects. The results suggest that digital storytelling can serve as an effective instructional tool in primary education, particularly in environmental education. However, due to the qualitative design and limited number of participants, the findings are context-specific and should not be generalized. The study is grounded in constructivist learning theory and frames digital storytelling as a pedagogical approach supporting experiential and differentiated learning.

Éthier, M.-A., Lefrançois, D., Desormeaux, R., Deschenaux, F., & Péloquin, K. (2026). **Contribution à la critique du baratin génératif : une auto-enquête sur l'usage de l'intelligence artificielle générative en didactique des sciences humaines et sociales**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 276-288. https://doi.org/10.26443/mje/rsem.v60i2.10753
La recherche et l'éducation attendent beaucoup de l'intelligence artificielle générative (IAg), mais celle-ci favorise une confiance rapide et peu contrôlée de la part des usagers. Cette note de terrain présente une auto-enquête fondée sur plus de 500 échanges avec ChatGPT, outillée par journalisation, macros et typologies. Elle propose le concept de baratin génératif (discours plausible simulant autorité et rigueur sans preuve suffisante, sans intention de tromper). L'analyse relie ces dérives à l'éthos savant en sciences humaines et sociales et à la phronêsis, et montre que l'IAg n'est pas un partenaire, mais un dispositif opaque dont il faut limiter les dérives. Ses limites peuvent devenir des ressources didactiques pour former des pratiques critiques durables.

Fayda-Kinik, F. S. (2026). **Digital educational environments in higher education: an organizational perspective on contextual predictors of e-learning attitudes**. *Education and Information Technologies*, *31*(13), 4803-4827. https://doi.org/10.1007/s10639-026-13973-7
Students' attitudes towards e-learning are primarily determined by the context in which e-learning is administered in higher education. Therefore, this study aims to explore the influence of digital educational environments, including learning process satisfaction, learning motivation in distance education, support for learning activity, and assessment and evaluation, on student attitudes towards e-learning regarding the tendency to use technology, satisfaction, motivation, and usability. Employing a quantitative design, the study was conducted on 381 undergraduate students enrolled in online courses at universities. The research model was hypothesized to investigate the extent to which four dimensions in digital educational environments predict four key aspects of students' attitudes in e-learning. Structural equation modeling was employed to analyze the data. According to the results, support for learning activities within digital educational environments consistently emerged as the most influential factor across all dependent variables by enhancing students' tendency to technology use, satisfaction, and perceptions of usability. However, assessment and evaluation exhibited a bidirectional

role, which was negatively associated with the tendency in technology use, yet positively affected satisfaction and perception of usability. On the other hand, learning process satisfaction and learning motivation in distance education demonstrated limited or non-significant effects in most instances, except for their substantial contribution to increasing student motivation. The results highlight the significance of context in e-learning ecosystems of the organization and provide practical implications for designing effective e-learning systems and strategies that align with students' needs and preferences in diverse educational settings.

Flogie, A., Hari, D., Skrbinjek, V., & Brejc, M. (2026). **Use and aspects of generative artificial intelligence in the educational system among leadership personnel**. *Education and Information Technologies*, *31*(13), 4929-4963. https://doi.org/10.1007/s10639-026-13986-2
The rapid emergence of generative artificial intelligence (GenAI) technologies such as ChatGPT, Microsoft Copilot, and Canva AI is driving profound changes in educational leadership and administration. This qualitative study examines how Slovenian school leaders perceive and use GenAI in their work and which opportunities, risks, and support needs they identify. Drawing on four focus groups across primary, secondary, and higher education within the national project "Generative artificial intelligence",, we used a qualitative methodology; explicitly a reflexive thematic analysis in ATLAS.ti. We identifed five main themes: (i) pragmatic, low-risk adoption focused on administrative efficiency; (ii) uneven AI literacy and demand for hands-on professional development; (iii) ethical and legal concerns (GDPR/EU AI Act) around privacy, authorship, and transparency; (iv) infrastructural and cost constraints limiting high-stakes use; and (v) emergent opportunities for data-informed decision-making and individualized support. We theorize these patterns using Diffusion of Innovations and Technology Acceptance perspectives to explain why administrative use predominates and pedagogical integration remains tentative. Findings show that GenAI is predominantly used for streamlining administrative work, document preparation, and routine communication. Its application in teaching and learning remains limited and experimental. Participants highlighted both the benefits of GenAI such as increased efficiency, support for creative work, and potential for individualized learning and a range of persistent challenges, including gaps in digital literacy, concerns over data privacy and academic integrity, and unequal access to advanced technologies. The study draws on Diffusion of Innovations, the Technology Acceptance Model, Sensemaking Theory, Educational Change Theory, and Distributed Leadership to explain how school leaders interpret and implement GenAI in practice. We offer actionable implications for leadership development, assessment redesign, and policy aligned with the EU AI Act. The contribution is a leadership-centred, EU-contextualized account that clarifies conditions under which GenAI currently shifts not replaces leadership practice.

Fu, M. (2026). **Reimagining the academic landscape: the rise of online learning and AI as catalysts for hidden unemployment among educators**. *Higher Education*, *92*(1), 295-315. https://doi.org/10.1007/s10734-025-01535-8
This research effort attempts to investigate the phenomenon of disguised unemployment among academics in the setting of online learning and AI. In this form of disguised unemployment, teachers would experience a gradual reduction in their responsibilities, influence, and career development opportunities while still maintaining their positions. Rapid development and extensive use of online learning platforms and AI technologies since the COVID-19 pandemic have relegated traditional teaching functions to a

marginal position and thus have caused role function weakening and increased career anxiety. This study used grounded theory to identify the significant factors leading to this: outdated teaching methods, obsolete teaching content, limited teachers' ability to learn how to work with new technologies, and academic inbreeding. These factors directly influence teachers' teaching ability and research capacity, hence hampering their career achievement. The results indicate that online learning and AI, though improving the learning experience of students, have increased the marginalization of teachers, especially those who cannot keep pace with the advancement in technology. The results point out the pressing need for reform in the curriculum system and professional skills development to keep teachers competitive in the technology-driven academic environment.

Gabriel, P. (2025). **Artificial Intelligence and Adult Education: Tensions and Transformations in Professional Development**. *ECER 2025*. Consulté à l'adresse https://hal.science/hal-04949156

The growing need for home care services for people with loss of autonomy and chronically ill patients outside of collective structures presents significant challenges, particularly in rural areas where the training offer is scarce and not adapted to the demand. The ACSADOM project, emerging from a collaboration between industry and research institutions, aims to develop an innovative training engineering approach to contribute to addressing medical desertification by promoting home care services in rural areas. University-Industry collaboration: The project is carried out by a team composed of two education and training research laboratories in the Occitanie region, located in France, and a training and consulting organization specializing in home care and medical-technical services. This partnership combines complementary expertise in evaluation, digital applications in education and training, norms and representations, and professionalization of all actors in the medico-technical sector. Theoretical framework: The project's theoretical foundation is based on empowerment evaluation in education and training ([1], [2]), drawing from research on adult learning ([3], [4]), curriculum evaluation [5], and ecological studies [6]. This approach emphasizes enhancing individuals' capacities and evolving programs or institutions by providing stakeholders with tools to assess and improve their activities or projects. Methodology: The ACSADOM project combines quantitative analysis (questionnaire and data processing) with qualitative (focus group) analysis focusing on the actions, intentions, and interpretations of actors involved in digital training experiences and the informational contexts in which these experiences occur. This iterative approach aims to capture the reality and meaning of the experiences to develop a training proposal and deploy the associated system. Project phases: The ACSADOM project has successfully completed its initial investigation phase, yielding valuable data for adapting training programs and enhancing trainers' skills through a field survey among home care training candidates. The project now enters its second phase, focusing on designing training proposals. However, the implementation of such an approach may face challenges, which will be addressed in future project phases. References: [1] Fetterman, DM. « Empowerment Evaluation. » Evaluation Practice, vol. 15, no. 1, pp. 1-15, 1994. [2] Wandersman, A, Snell-Johns, J, Lentz, BE, et al. « The Principles of Empowerment Evaluation. » In: Fetterman, DM, et al., eds. Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability, pp. 39-54. SAGE Publications, Inc., 2005. [3] Mezirow, J. « Perspective transformation. » Adult Education, vol. 28, no. 2, pp. 100–109, 1978. [4] Mezirow, J. « Transformative learning theory. » In: Mezirow, J, Taylor, EW, eds.

Transformative Learning in Practice: Insights from Community, Workshop, and Workplace Settings. Jossey-Bass; 2009. [5] McCutcheon, G. « What in the world is curriculum theory? » Theory Into Practice. Curriculum Theory, vol. 21, pp. 18-22, 1982. [6] Hamilton, MA. « An ecological approach to curriculum evaluation. » Educational Evaluation and Policy Analysis, vol. 5, no. 3, pp. 263-273, 1983.

Gao, L., Li, Z., Zhang, Z., & Wang, X. (2026). **Longitudinal Relations among Perceived Economic Stress, Teacher-Student Relationships, and Cybervictimization: Exploring Within-Person Links**. *Journal of Youth and Adolescence*, *55*(9), 2259-2273. https://doi.org/10.1007/s10964-026-02378-x

Family economic hardship has been identified as a risk factor for adolescents' cybervictimization. Nevertheless, existing studies have primarily focused on objective economic conditions, and little is known about the within-person association between perceived economic stress and adolescents' cybervictimization and the mediating mechanisms underlying this association. To fill these gaps, the random intercept cross-lagged model was employed to examine the dynamic relations among perceived economic stress, teacher-student relationships, and cybervictimization. The data were obtained from a sample of 2407 Chinese adolescents (Mage = 12.75, SD = 0.58, 50.23% girls at baseline) recruited from seven schools and assessed at three time points over one year. At the between-person level, there were no significant associations among perceived economic stress, teacher-student relationships, and cybervictimization. At the within-person level, perceived economic stress positively predicted later cybervictimization over time, and this effect was unidirectional. The bidirectional relations between perceived economic stress and teacher-student relationships remained stable over time. Cybervictimization significantly and negatively predicted subsequent teacher-student relationships across time, indicating a unidirectional predictive effect. Additionally, perceived economic stress indirectly predicted cybervictimization through teacher-student relationships. The findings highlight the importance of distinguishing within-person from between-person processes and shed light on the longitudinal role of teacher-student relationships in the association between perceived economic stress and cybervictimization.

Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2026). **Irreplaceable teachers in the AI era are teacher leaders**. *Education and Information Technologies*, *31*(13), 5243-5261. https://doi.org/10.1007/s10639-026-14006-z

This study examined how school principals conceptualised "irreplaceable" teachers in AI-enabled schools and how these portrayals intersected with teacher leadership. Using an interpretive qualitative design, semi-structured interviews were conducted with 16 principals from AI-active K–12 private schools in five Arab countries. Principals were recruited through a regional professional network, and data were analysed using reflexive thematic analysis. Findings showed that teachers whom principals regarded as indispensable positioned AI as a tool that followed their professional judgement, using it as an assistant while keeping explanation, questioning, and feedback human-led. These teachers used AI to deepen rather than replace thinking, turning AI outputs into prompts for justification, critique, and improvement, and requiring students to make visible how they had used AI. They deliberately cultivated student agency and digital ethics, adopted autonomy-supportive pedagogies, and assumed informal leadership roles with colleagues by modelling AI use, redesigning tasks and assessments, and shaping school-level guidelines. They also built their AI professionalism through participation in virtual

communities of practice and ongoing self-study. Collectively, these patterns appeared to map closely onto core dimensions of teacher leadership, suggesting that leadership is potentially one mechanism through which teachers can retain a distinctive, non-automatable contribution and that policies concerned with teacher replacement may need to focus on leveraging teachers as leaders for the AI era.

Gousopoulos, D. (2026). **Can AI-Assisted Inquiry Enhance Students' Decision-Making Skills in Socio-Scientific Issues? A Three-Group Experimental Study on Climate Change**. *International Journal of Advanced Multidisciplinary Research and Studies*, 6(3), 1956-1966. https://doi.org/10.62225/2583049X.2026.6.3.6516
Climate change is a socio-scientific issue: it rests on science but cannot be settled by science, because any serious response forces people to weigh costs, values, and competing interests under uncertainty. Helping students make such decisions well is a central aim of science education, and the arrival of generative artificial intelligence raises a sharp question: does a conversational AI partner deepen students' reasoning, or simply do the thinking for them? This study tested whether AI-assisted inquiry improves secondary students' decision-making about climate change. Using a pretest-posttest design with three groups (AI-assisted inquiry, inquiry without AI, and traditional instruction; 270 students, 90 per group), reasoning was assessed across seven decision-making steps, from defining the problem to monitoring with adaptive management, using a four-level analytic rubric scored through content analysis with high inter-coder agreement. All three groups began at comparable, mostly low levels and all improved, but the gains differed sharply. The AI-assisted group improved most, ahead of inquiry-only and of traditional instruction. Between-group effect sizes on gains were large for AI-assisted versus traditional instruction and moderate-to-large for AI-assisted versus inquiry-only, with the clearest advantages on stakeholder engagement, alternatives, implementation, and monitoring. Within the AI group, the number of times students checked the AI's claims against the sources predicted their gains, and no student was flagged for over-reliance. The findings suggest that AI helps most when it is designed to question rather than to answer, and that the inquiry it is embedded in carries much of the benefit.

Guo, L. (2026). **Integrating new media in ideological and political education: a pathway to enhanced student engagement and political awareness**. *International Journal of Inclusive Education*, *30*(10), 2649-2689. https://doi.org/10.1080/13603116.2025.2571713
New media plays a significant role in enhancing Ideological and Political Education (IPE) among college students, fostering greater civic involvement and political awareness. By integrating technology into education, IPE institutions encourage students to become more informed and responsible citizens. This study investigates the influence of new media on students' engagement, learning participation, and critical thinking within digital environments. Using a purposive sampling technique, data were collected from 455 college students of diverse genders and backgrounds through a structured questionnaire. The data were analyzed using the Statistical Package for the Social Sciences (SPSS). Findings reveal that exposure to multiple forms of new media enhances students' critical thinking about political issues and strengthens their understanding of political ideologies. Moreover, new media was found to significantly motivate civic engagement and participation in political discourse. The results underscore the transformative potential of digital platforms in promoting active learning and political awareness within IPE. This study contributes valuable insights into how educational

practices can leverage new media to foster critical thinking and civic responsibility, offering a foundation for future research in political education.

Guo, Q., Zhao, W., Jiang, Q., & Xu, X. (2026). **The impact of group awareness on CSCL regulated learning process: Insights from an ordered network analysis (ONA)**. *Education and Information Technologies*, *31*(11), 3805-3834. https://doi.org/10.1007/s10639-026-13953-x
With the growing adoption of Computer-Supported Collaborative Learning (CSCL), learners' regulatory abilities have become crucial for enhancing learning quality and collaborative efficiency. Group awareness, an information mechanism integrating behavioral, cognitive, and social data and feedback, helps learners perceive their own and others' collaborative states, thereby supporting individual and group regulation. However, research on the impact of group awareness on regulatory learning remains limited. This study developed three AI-based group awareness tools (behavioral, cognitive, and social) to enable real-time group awareness during collaborative discussions in CSCL. A quasi-experimental design was conducted in an authentic teaching context with three experimental groups and one control group. Multiple data sources, including log records, discussion texts, learning outcomes, and questionnaires, were analyzed using one-way ANOVA and Ordered Network Analysis (ONA) to evaluate regulatory abilities, learning performance, and regulation pathways. Results indicated that all three tools improved regulatory abilities, though the differences were not statistically significant. The behavioral group performed better in formative assessments, while the cognitive and social groups excelled in summative assessments; the control group performed the weakest. Methodologically, ONA combines node temporal information, directionality, and hierarchical structure to reveal the evolution of interactive behaviors and collaborative relationships, overcoming the limitations of static network analysis. ONA identified distinct regulatory patterns: the control group followed a loose "monitoring-planning" sequence, the behavioral group formed a closed loop of "planning-monitoring-adjustment-re-planning", the cognitive group adopted a post-regulation pattern of "adjustment-monitoring", and the social group showed a dynamic collaborative chain of "planning-monitoring-adjustment". These findings provide theoretical and practical implications for designing intelligent, personalized regulation support strategies and instructional interventions.

Hatot, F. (2025). **Accessibilisation numérique des enseignements dans l'enseignement supérieur et la recherche en France : expérience (trans)formatrice vécue par quatre enseignants-chercheurs dans un projet gouvernemental**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (21), 12-39. https://doi.org/10.52358/mm.vi21.467
This article analyzes the effects of pedagogical and digital transformations on teaching and research practices as well as on the professionalisation of teacher-researchers, based on a digital accessibility project funded within a governmental initiative. The study, grounded in a comprehensive approach and a thematic analysis of four teacher-researchers experience narratives, highlights the (trans)formations (Josso, 2011) generated by this transformative process. It draws on Self-Determination Theory (Deci et al., 2017) as well as a conception of academic work that articulates personal, impersonal, transpersonal, and interpersonal dimensions (Miossec & Clot, 2011). Findings show concrete pedagogical changes: scenario design, content clarification, hybridisation, and greater attention to digital accessibility. The project meets the need

for autonomy and competence but responds ambivalently to the need for belonging. Despite strong individual commitment, institutional recognition remains limited, collective support scarce, and organizational tensions significant. These constraints hinder the dissemination of innovation and weaken the sustainability of intrinsic motivation. The article advocates for a systemic approach to professionalisation, integrating all dimensions of academic work in a holistic vision. It stresses the need for structural recognition digital accessibility structural recognition in teaching as a key lever for transforming higher education and research.

Hausman, N., Rigbi, O., & Weisburd, S. (2025). ***Generative AI's Impact on Student Achievement and Implications for Worker Productivity*** (Working paper N° 20206). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20206
Student use of Artificial Intelligence (AI) in higher education is reshaping learning and redefining the skills of future workers. Using student-course data from a top Israeli university, we examine the impact of generative AI tools on academic performance. Comparisons across more and less AI-compatible courses before and after ChatGPTâ€™s introduction show that AI availability raises grades, especially for lower-performing students, and compresses the grade distribution, eroding the signal value of grades for employers. Evidence suggests gains in AI-specific human capital but possible losses in traditional human capital, highlighting benefits and costs AI may impose on future workforce productivity.

He, M., & Song, Y. (2026). **Exploring Chinese EFL Teachers' Perceptions About the Authenticity and Naturalness of Artificial Intelligence (AI)-Generated Language: A Qualitative Study**. *European Journal of Education*, *61*(3), e70708. https://doi.org/10.1111/ejed.70708
An increasing bulk of research has recently focused on the role of artificial intelligence (AI) in second/foreign language (L2) education. However, few studies have examined users' perceptions about AI-generated language and content in English as a foreign language (EFL) context. To fill this gap, the present study drew on the computers as social actors (CASA) framework and the technology acceptance model (TAM) to explore Chinese EFL teachers' perceptions about the authenticity and naturalness of AI-generated language/content. The findings of thematic analysis indicated that the participants had perceived AI-generated language as inauthentic and unnatural for eight reasons. Specifically, AI-generated language was considered inauthentic because it is database-oriented, ignores culture, emotions, semantics, and idiomatic expressions, does not produce genuine feelings in users, and lacks creativity and originality. Furthermore, the teachers saw AI-generated language as unnatural because it lacks deep understanding and awareness, follows repetitive and predictable patterns, is too formal, and overlooks technicalities and idiosyncrasies. Each theme is discussed comprehensively, and implications are provided for teachers, students, teacher educators and AI designers to think deeper about the quality of texts and content produced by AI bots and chatbots before being injected into L2 classes.

Heilemann, M., & Stoeger, H. (2026). **A STEM dictionary for quantitative text analysis in online education: development and validation**. *Education and Information Technologies*, *31*(13), 5179-5215. https://doi.org/10.1007/s10639-026-13979-1

Effective online STEM education programs depend on participants' engagement in discussions about STEM-related topics. The lack of efficient and validated measurement instruments for systematically analyzing such communication, however, limits the collection of behavioral data in this area. This article presents the development and assessment of the main psychometric properties of a LIWC-based STEM dictionary designed to measure STEM-related communication. A series of 10 studies examined the dictionary using classical test theory criteria, including objectivity (particularly objectivity of scoring and interpretation), reliability (parallel-test, split-half, and retest reliability), and validity (construct and criterion validity, including both concurrent and predictive validity). These studies were conducted within the context of a nationwide online mentoring program for girls, focusing on participants' STEM communication on a secure mentoring platform. Results indicate that the STEM dictionary provides a reliable and valid instrument for measuring STEM-related communication in online educational contexts. We discuss the potential of the dictionary-based approach for evaluating computer-based educational measures in STEM and its use as an efficient method for analyzing communication processes in digital learning environments.

Howard, S. J., Lewis, K., Day, N., Peach, L., & Kervin, L. K. (2026). **A framework for characterising and capturing the quality of digital interactions and experiences in early childhood education**. *British Journal of Educational Technology*, *57*(5), 1299-1319. https://doi.org/10.1111/bjet.70063
Understanding what constitutes quality in digital interactions within Early Childhood Education and Care (ECEC) settings has become paramount in an increasingly technology-enabled world. This imperative has grown, with diverse ingrained positions about the role of digital technology in ECEC, and limited evidence and guidance to support beneficial educator use with young children. This study introduces a Digital Interactions Quality (DigIQ) framework and scale as a protocol to observe and index the quality of interactions and experiences that involve digital technologies with children in ECEC settings. Informed by established frameworks for observation that are rendered into quality ratings, this research introduces a scale that considers children's interests and agency, opportunities for engagement, interactions and conversations, and digital transformations of play and learning. To evaluate this scale we conducted observations in 50 pre-school classrooms, guided by the DigIQ and Sustained Shared Thinking and Emotional Well-being scales, supplemented by in-depth field notes to characterise the range of current digital practices. By characterising and capturing the multifaceted nature of ECEC practice quality when digital technologies are involved, this framework aims to support educators, policymakers and researchers in making informed decisions about digital integration in ECEC. The study underscores the need for differentiation in understanding quality in digital contexts to ensure use of digital technology serves as a meaningful extension and transformation to what traditional early childhood education practices already offer to children's outcomes.

Hsu, T.-C., & Chen, M.-S. (2026). **School ecosystem of technology education model (SETEM) for P-12: Comparing perceived importance and current situations from principals' perspectives**. *Education and Information Technologies*, *31*(12), 4281-4301. https://doi.org/10.1007/s10639-026-13963-9
This study examines technology integration in P–12 education by comparing principals' perceptions of the current state (School Ecosystem of Technology Education Model, SETEM) and the perceived ideal state (Ideal SETEM) of school-level technological

readiness and teacher competence. Using a quantitative research design, survey data were collected from 66 school principals in northern Taiwan and analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings reveal clear discrepancies between perceived importance and current practice. While instructional material resource readiness and human resource readiness are emphasized in the ideal model, the current model prioritizes object readiness. Across both models, leadership support consistently emerges as a key factor influencing teachers' Technological Pedagogical Content Knowledge (TPACK) and its foundational knowledge domains. By adopting a dual-model perspective, this study highlights gaps between ideal expectations and actual practices in school-level technology integration and underscores the critical role of school leadership in shaping conditions that support teachers' development of technology integration competencies.

Huang, Y., Huang, B., & Yang, Z. (2026). **Factors influencing teaching innovation at a university: an extension of the job demands-resources (JD-R) model in the digital age**. *Higher Education*, 92(1), 169-187. https://doi.org/10.1007/s10734-025-01529-6
This study aims to extend the job demands-resources (JD-R) model to the realm of higher education in China, seeking to provide valuable insights into teaching innovation in the digital era. Specifically, it explores how critical decisions related to teaching innovation are shaped by the intricate interplay between the digital resources available to university faculty members and the digital demands placed upon them. The data was collected from a survey of 1,612 faculty members from universities across China, and was analyzed using structural equation modeling (SEM) and moderated mediation effect model to investigate these complexities. Our findings highlight the significant mediating role played by teacher self-efficacy in the relationship between digital resources and teaching innovation. Notable differences are also observed in how organizational and personal digital resources influence innovative teaching. Furthermore, our findings support the moderating role of digital demands. Specifically, digital demands negatively impact the relationship between digital resources and teaching innovation. These demands are found to dampen the mediating effect of teacher self-efficacy on the association between digital resources and teaching innovation. Overall, the study depicts an intricate and dynamic interaction between digital resources and demands, emphasizing their importance in achieving an optimal balance to encourage faculty members' adoption of innovative teaching practices.

Integrating AI in TVET: A practical guide for institutions. (2026). https://doi.org/10.64043/BOWG1644
Artificial intelligence (AI) is becoming part of everyday life and the fast-evolving world of work. This is creating a gap between how people already use AI and the formal training required to do so ethically and effectively. Technical and vocational education and training (TVET) institutions need to prepare learners for changing occupational tasks and skill demands, as well as making informed decisions about AI use within institutional practice. This practical guide supports TVET institutions in developing a coherent approach to AI integration that keeps educational purpose, human agency, equity and safety at the centre. It helps institutions harness the potential of AI with a clear understanding of its impacts, limitations and risks.

Jelić, M. M., Stojković, I. B., & Veselinović, M. D. (2026). **Digital skills self-assessment tool for youth based on the DigComp framework**. *Education and Information Technologies*, *31*(12), 4427-4454. https://doi.org/10.1007/s10639-026-13978-2
This study aimed to develop and validate a digital skills self-assessment tool for Serbian youth (DSATy), based on the Digital Competence Framework (DigComp). Following scale development procedures, an initial set of 54 constructed items was refined to 45 after piloting and cognitive interviews with students. In a cross-sectional survey, the questionnaire was completed by 914 secondary school and undergraduate students. Subsequently, the sample was divided into two balanced subsamples by gender and educational level: an index sample (n = 452) for exploratory factor analysis and a reserve sample (n = 462) for confirmatory factor analysis. The analyses revealed a valid and reliable seven-factor structure with 33 items, integrating four practical/technical skills (Managing Data and Collaboration, Content Creation, Device Protection, Problem Solving) and three cognitive digital skills (Evaluating Information and Content, Critical Knowledge for Online Communication, Health and Environmental Protection). This sophisticated structure of practical and cognitive digital skills was confirmed through a second-order model and measurement invariance testing across gender and educational level. Validated and reliable, DSATy fills the existing gap in Serbia for the target population by providing policymakers and educational institutions with a tool for comprehensive assessment, monitoring, and promotion of digital skills to enhance learning outcomes and prepare students for active, safe, and responsible participation in the digital society. Grounded in the European DigComp framework, DSATy also offers opportunities for future cross-cultural validation.

Jézégou, A., Zhao, Y., & Déro, M. (2024). **Socio-affective Presence in e-Learning: The theoretical reference model, the development and validation of the EMPSA e-Learning measurement scale**. *Mesure et Evaluation en Education*, *47*(3), 199-232. https://doi.org/10.7202/1119634ar
The article outlines the development and validation process of the measurement scale for socio-affective presence in e-learning. This scale was constructed based on the theoretical model of social presence in e-learning (Jézégou, 2022). The study is based on a sample of 309 students enrolled in a fully online Master's program in Education and Training Sciences, offered by French universities. First, an exploratory factor analysis reveals a three-factor structure with strong internal consistency. Second, a confirmatory factor analysis validates this structure and confirms the relationships between the three identified factors. The results demonstrate that this scale serves as a robust psychometric instrument for studying and analyzing socio-affective presence in e-training while opening new avenues for future research.

Jiao, J., & Shakibaei, G. (2026). **AI-assisted language learning for visually impaired learners: efficiency, perceptions, and challenges**. *International Journal of Inclusive Education*, *30*(9), 2534-2559. https://doi.org/10.1080/13603116.2025.2565404
The integration of artificial intelligence (AI) into education is expanding, yet its effectiveness in supporting visually impaired learners, particularly in language acquisition, remains underexplored. This study investigates the impact of AI-assisted language learning on English proficiency, motivation, and engagement among visually impaired learners in Iran. Thirty participants (aged 18–30) from two language centers were purposively assigned to an experimental group (AI-supported instruction) or a control group (traditional instruction). A mixed-methods design was employed: quantitative

data from pre- and post-tests, a Classroom Engagement Scale, and a Motivation Questionnaire were analyzed using paired-samples t-tests and Cohen's d; qualitative data from semi-structured interviews were examined through thematic analysis. Results showed significant gains for the experimental group in proficiency (d = 1.6), motivation (d = 2.4), and engagement (d = 2.9). Interviews confirmed these benefits, emphasizing personalization, interactivity, and enhanced learner autonomy. Challenges included speech recognition accuracy, interface navigation, and initial adaptation. Overall, findings suggest that AI-supported instruction can substantially enhance language learning for visually impaired learners, though refinement of accessibility features is critical for maximizing its potential.

Kaqinari, T., Makarova, E., Audran, J., Döring, A., Göbel, K., & Kern, D. (2022). **A Latent Class Analysis of University Lecturers' Switch to Online Teaching during the First COVID-19 Lockdown: The Role of Educational Technology, Self-Efficacy, and Institutional Support**. *Education Sciences*, *12*(9), 607. https://doi.org/10.3390/educsci12090607
The switch to emergency remote teaching (ERT) due to the first COVID-19 lockdown demanded a lot from university lecturers yet did not pose the same challenge to all of them. This study sought to explain differences among lecturers (n = 796) from universities in France, Germany, Switzerland, and the UK in their use of educational technology for teaching, institutional support, and personal factors. Guided by the Social Cognitive Theory (SCT), lecturers' behavior (educational technology use), environment (institutional support), and personal factors (ERT self-efficacy, continuance intentions, and demographics) were examined. Latent class analysis was employed to identify different types of lecturers in view of educational technology use, while multinomial regression and Wald chi-square test were used to distinguish classes. The largest latent class were Presenters (45.6%), who focused on content delivery, followed by Strivers (22.1%), who strived for social interaction, Routineers (19.6%), who were ready for online teaching, and Evaders (12.7%), who evaded using technology for educational purposes. Both personal factors and perceived institutional support explained class membership significantly. Accordingly, Evaders were older, less experienced, and rarely perceived institutional support as useful. Routineers, the Evaders' counterparts, felt most self-efficient in ERT and held the highest continuance intentions for educational technology use. This research suggests that universities engage lecturers in evidence-based professional development that seeks shared visions of digital transformation, networks and communities, and design-based research.

Kaqinari, T., Makarova, E., Audran, J., Döring, A. K., Goebel, K., & Kern, D. (2021). **The switch to online teaching during the first COVID-19 lockdown: A comparative study at four European universities**. *Journal of University Teaching and Learning Practice*, *18*(5). https://doi.org/10.53761/1.18.5.10
In 2020, for the first time in history, COVID-19 measures necessitated emergency online teaching to ensure continuity of education. Although institutional support was offered to lecturers, the situation posed an extraordinary challenge for university teaching. Using a comparative approach, this study surveys lecturers from different countries and their use of educational technology for emergency online teaching. Its focus lies on the relationships between use of educational technology, online teaching self-efficacy and attitudes towards educational technology. Overall and according to reports, the use of educational technology increased significantly compared to pre-pandemic conditions. The universities studied had different levels of digitalization, which influenced lecturers'

use of educational technology. Furthermore, lecturers differed in terms of self-efficacy, attitude, and perception. Regarding factors affecting educational technology use, results showed that especially pre-pandemic experiences with educational technology, as well as self-efficacy and perceptual variables influenced the use of educational technology during the pandemic. Based on these results, it is advisable for universities to embrace this ad hoc switch to online teaching as an opportunity for purposeful digitalization of university teaching.

Karakuş Yılmaz, T., Başcı Namlı, Z., Meral, E., & Avinç Kara, Z. (2026). **Guidance in museum virtual tours: The impact of a gamified mobile guide on elementary students' learning experiences**. *Education and Information Technologies*, *31*(12), 4585-4608. https://doi.org/10.1007/s10639-026-13959-5
This randomized between-groups experiment examined how guidance modality shapes students' learning in a virtual museum tour. Fifty-six students (grades 4–7) were alternately assigned to one of two conditions; a gamified, well-structured, task-based mobile guide providing immediate feedback, and a paper guide offering partially structured, text-based prompts without built-in feedback. After completing the tour, students were assessed on museum knowledge, three dimensions of museum learning experience (engagement, meaningful learning, emotional connection), and overall satisfaction. The mobile guide yielded significantly higher museum knowledge, greater meaningful learning, and higher satisfaction than the paper guide; differences in engagement and emotional connection were not observed. These findings indicate that guidance packaged with game mechanics, tight task structuring, and instant feedback can compensate for typical shortcomings of virtual tours and better support learning than text-only guidance. We discuss implications for the design of technology-enhanced guidance in virtual museum environments and recommend future factorial studies to disentangle the unique contributions of gamification, feedback, and delivery medium. However, these results should be interpreted in light of contextual limitations such as significant design imbalance between the richly structured mobile guide and the minimally supported paper guide, device diversity, linear navigation constraints, and the additional cognitive demands of using the mobile guide for the first time.

Kechnor Edmond, J. (2026). ***The integration of artificial intelligence into educational practices and curricula: issues, advantages, and limitations."***. Consulté à l'adresse https://hal.science/hal-05694047
This article explores the integration of artificial intelligence (IA) into educational practices and curricula through a qualitative approach focusing on the perceptions and practices of teachers, learners, and educational managers. The literature review highlights three main axes: personalized learning, the transformation of the teacher's role, and ethical issues. The results confirm that AI can support pedagogical differentiation and foster inclusion, while raising concerns related to professional autonomy, algorithmic transparency, and inequalities in access. The discussion shows strong convergence with previous studies but introduces nuances regarding the revalorization of the teaching profession and learner's autonomous appropriation strategies. The article argues that AI integration is meaningful only when embedded in a contextualized, ethical, and curriculum-oriented approach that preserves the centrality of human meditation in education. Keywords : Artificial intelligence ; Educational practices ; Curriculum ; Formative practices.

Kelleci̇ Alkan, Ö., Kulaksız, T., Aksoy, N. C., Durmaz, B. N., Uçar, F. M., Özcan, M., & Kalkavan, B. (2026). **Simulation-based learning approach in teaching practicum to support pre-service teachers' teaching skills**. *Education and Information Technologies*, *31*(11), 3897-3923. https://doi.org/10.1007/s10639-026-13951-z
A simulation-based learning (SBL) approach that enables pre-service teachers (PSTs) to develop practice-based teaching skills within simulated classroom environments can be effective as a complementary element in increasing their teaching skills in teaching practicum. This research aims to test the effectiveness of an SBL approach in teaching practicum on PSTs' Technological Pedagogical Content Knowledge (TPACK), classroom management, and lesson planning skills. A quasi-experimental design with a pre-post test control group was used. A total of 129 PSTs were divided into two groups. An SBL approach was applied to the experimental group, while the control group received training within the current teaching practicum course. The results show that, compared to the control group, the experimental group's use of an SBL approach in teaching practicum significantly improved their TPACK, classroom management, and lesson planning skills. Overall, the findings of this study reveal the effectiveness of SBL-based teaching practicum and contribute to bridging theory and practice in teacher education by supporting the development of future teachers' teaching skills.

Kim, H., Jin, D., Kim, T., & Park, A. (2026). **Understanding dropout risks in online courses: SHAP-based analysis of lecture interval patterns in LMS**. *Education and Information Technologies*, *31*(13), 4965-4990. https://doi.org/10.1007/s10639-026-13994-2
The COVID-19 pandemic has accelerated the shift toward online education, emphasizing the critical role of Learning Management Systems (LMS) and driving extensive research in Learning Analytics. LMS platforms automatically capture large-scale learner interaction data, facilitating advanced analyses through statistical methods and artificial intelligence techniques. However, simplistic interpretations of LMS log data can neglect contextual nuances, potentially leading to misleading results. This study examines an advanced AI education program characterized by minimal instructor intervention, requiring learners to depend heavily on Self-Regulated Learning and effective learning strategies for successful course completion within limited timeframes. Specifically, the research identifies methodological pitfalls inherent in LMS log data analyses and proposes improvements through comprehensive clustering of learning behavior patterns and predictive modeling using early-stage LMS data. Findings reveal that distinct learning strategies significantly affect course completion outcomes, while predictive models employing early interaction data effectively identify learners at high risk of course non-completion. Furthermore, Shapley Additive Explanations highlight critical intervals in learning trajectories, pinpointing key lecture segments where targeted interventions could enhance learner retention. This study advances Learning Analytics theoretically by refining analytical methodologies and practically by enabling data-driven instructional design and personalized learner support, underscoring the potential of adaptive strategies in improving course completion outcomes in LMS-based AI education.

Kohout-Diaz, M. (2026). **Making sense of AI in teacher education: A qualitative study of perceptions, practices and pedagogical tensions**. *Teaching and Teacher Education*, *171*, 105342. https://doi.org/10.1016/j.tate.2025.105342

Kotsis, K. T. (2024). **Integration of Artificial Intelligence in Science Teaching in Primary Education: Applications for Teachers**. *European Journal of Contemporary Education and E-Learning*, *2*(3), 27-43. https://doi.org/10.59324/ejceel.2024.2(3).04
The purpose of this study is to serve as the central notion that the whole research endeavour revolves around. It provides a framework for examining the potential applications of artificial intelligence (AI) for teachers operating in the field of scientific education. A clear framework for an in-depth analysis that tries to shed light on the opportunities and challenges associated with the use of AI technology in primary scientific education is provided by this thesis statement, which specifies the purpose of the research as well as the scope of the investigation. The project's objective is to broaden the existing body of knowledge and provide insights into the ways in which educators might make use of technologies that are powered by AI to enhance the instructional techniques they use and the outcomes of student learning. In order to do this, a well-prepared thesis statement will ideally be used.

Kotsis, K. T. (2025). **Integrating Artificial Intelligence into Digital Technologies for Science Teaching**. *European Journal of Contemporary Education and E-Learning*, *3*(6), 3-19. https://doi.org/10.59324/ejceel.2025.3(6).01
The incorporation of artificial intelligence (AI) into digital technologies is transforming science education, providing unparalleled opportunities for innovation, personalization, and international collaboration. This article examines how artificial intelligence can augment the functionalities of digital platforms to promote inquiry-based learning, adaptive feedback, and collaborative problem-solving in science education. Utilizing international research, it underscores the pedagogical synergies that arise when AI tools, including intelligent tutoring systems, automated assessment platforms, and AI-driven virtual laboratories, are integrated with established digital technologies. The analysis highlights the educational ramifications of this convergence, stressing equity, inclusion, teacher professional development, and the evolution of conventional classroom practices. The article examines significant challenges, encompassing ethical considerations, privacy issues, the potential for bias, and the digital divide that could restrict equitable access. The paper offers a framework for comprehending the dual capacity of AI to both enhance and undermine science education through conceptual models and structured syntheses. The conclusion issues a call to action, urging educators, policymakers, and researchers to collaborate in crafting a responsible and human-centered future in which AI is utilized not only for efficiency but also for profound learning, equity, and sustainable educational innovation.

Kotsis, K. T., & Tsiouri, E. (2024). **Utilizing ChatGPT for Primary School Earthquake Education**. *European Journal of Contemporary Education and E-Learning*, *2*(4), 145-157. https://doi.org/10.59324/ejceel.2024.2(4).12
This article examines the incorporation of ChatGPT as an instructional resource for teaching earthquake education in primary schools. The project seeks to enhance young pupils' understanding of earthquakes by elucidating fundamental scientific principles, like tectonic plate movements and seismic waves, rendering the subject less abstract and more accurate. ChatGPT enables interactive and tailored learning experiences, improving student engagement and understanding. In addition, the AI tool enhances the development of critical thinking abilities by presenting problem-solving scenarios relevant to earthquake preparedness. The report also discusses the constraints and difficulties associated with employing AI in education, including the precision of data

and the necessity for vigilant supervision by educators. The study's findings indicate that ChatGPT can potentially improve earthquake teaching. However, it is crucial to handle its adoption cautiously to tackle possible obstacles and ethical concerns.

Kravvaris, D. (2026). **Teaching Loops in Scratch with a Multimodal AI Assistant Tutor**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 418-427. https://doi.org/10.59324/ejceel.2026.4(4).18
Mastering loops and repetition is a well-documented source of difficulty for novice programmers in upper primary school, who often "unroll" a repeated action into a long linear stack of identical blocks rather than recognising the repeating pattern and expressing it with a single repeat block. This study reports a between-groups experiment. We examined whether a multimodal artificial intelligence (AI) assistant tutor — one that interprets screenshots of pupils' Scratch code and replies with Socratic scaffolding rather than with corrections — improves learning outcomes and engagement relative to traditional classroom lesson. Forty pupils aged 11 to 12 were assigned to two intact classes of 20. The first received a standard, teacher-led lesson on loops, in pairs at shared computers using scratch.mit.edu. The second covered the same material; whenever a pair's script did not behave as intended, the pair captured a screenshot (a "print screen") of their blocks and submitted it to the multimodal AI assistant tutor, which read the code and replied with a guiding question that prompted the pair to locate and repair the fault themselves. Pairs followed the driver–navigator pair-programming technique on both groups. We measured learning with a matched pre- and post-test on loops and gauged engagement through a short attitude questionnaire and classroom observation. The tutor group scored significantly higher on the post-test and reported markedly greater interest and enjoyment than the traditionally taught group. These findings suggest that multimodal AI tools that read learner code and scaffold through questioning can enhance both achievement and motivation in introductory programming.

Lan, L. T., Hang, D. T., & Hoa, P. T. N. (2026). **Digital Safety and the Responsible Use of Artificial Intelligence by Students in Learning: Implications for Hanoi Open University**. *European Journal of Arts, Humanities and Social Sciences*, *3*(3), 57-65. https://doi.org/10.59324/ejahss.2026.3(3).05
In the context of generative AI becoming increasingly widely used in higher education, ensuring digital safety and the responsible use of AI has become a critical requirement for maintaining the quality of learning, protecting data, and upholding academic ethics. On the basis of document analysis, system synthesis, and policy comparison with relevant studies, the article clarifies the concept of digital safety and the responsible use of AI by students in learning. The results show that AI can support information search, personalize learning, increase self-learning, and expand access to learning materials, but at the same time increase the risks of misinformation, personal data disclosure, technology dependency, and academic honesty violations. The article further affirms that digital safety is not only a technical security issue but also includes the ability to verify information, manage digital traces, and behave responsibly. Additionally, it proposes three groups of solutions for educational institutions, lecturers, and learners to improve the effectiveness of AI application in learning at Hanoi Open University.

Lee, J. Y., Moon, J., Paas, F., Cho, M., Darejeh, A., Holmer, S., & Ayres, P. (2026). **Validity of Eye-Tracking Measures in Immersive Virtual Reality: Using Cognitive Theories of**

Learning. *Educational Psychology Review*, *38*(1), 100. https://doi.org/10.1007/s10648-026-10186-9
Eye tracking is a promising research tool for investigating learning processes in immersive virtual reality (IVR). Grounded in cognitive theories of learning, this study proposes a classification of six key learning processes (i.e., cognitive, motivational, affective, social, metacognitive, media-specific) and nine associated constructs (i.e., attention, visual strategy, cognitive load, motivation, emotion, social attention, self-regulation, immersion, usability) measurable through eye tracking in IVR. Using this classification, a systematic review of 38 empirical studies published over a 10-year period (2014 − 2024) was conducted to evaluate the validity of eye-tracking measures. The results showed that the overall validity remains limited with an average score of 48% (± 19%), mainly due to insufficient control of data quality. Measures of cognitive load demonstrated relatively higher validity, likely due to their stronger alignment with performance outcomes. Methodological limitations, such as small sample sizes and dependence on default equipment configurations, were prevalent. To improve validity, future study should strengthen methodological foundations, provide detailed documentation of experimental setups, and use triangulation with complementary data. The classification and validity scoring schemes presented in this study contribute to the theory-driven application of eye tracking in IVR, and offer guidance for improving measurement validity in educational psychology.

Liang, Z., Yang, K., Sha, L., Gašević, D., Yan, L., & Chen, G. (2026). **A systematic review of generative AI in education: Empirical insights from a human–AI interaction perspective**. *British Journal of Educational Technology*, *57*(5), 1221-1271. https://doi.org/10.1111/bjet.70055
Abstract With the increasing application of GenAI in education, researchers and practitioners are paying more and more attention to its effectiveness and impact in teaching and learning. This can be evidenced by the increasing number of literature reviews on this topic published in recent years. However, these literature reviews seldom analysed the effectiveness of GenAI-powered educational applications from the human?AI interaction perspective, which is a widely recognized critical factor influencing the effectiveness of such GenAI-powered educational applications. In response, this study systematically reviews 56 empirical studies on the application of GenAI in education. To explicitly address this gap from the human?AI interaction perspective, we analysed the reviewed studies using the AIED-HCD framework, which conceptualizes three human?AI interaction modes along the dimensions of human control and AI automation, and examined educational contextual factors and educational tasks supported by GenAI to assess how interaction modes vary across teaching and learning contexts. In addition, we conducted a sensitivity analysis to evaluate the robustness of findings across these modes. We demonstrated that, although current educational practices remain cautious towards interaction modes with a high level of AI automation, the mode characterized by both high human control and high AI automation has begun to emerge as a trend, demonstrating promising potential for integrating the respective strengths of humans and AI. Furthermore, sensitivity analysis reveals that many studies lack sufficient detail in their statistical reporting, and the reported effect sizes often fall below the thresholds required for acceptable statistical power. Based on these findings, we recommend: (i) beyond exploring how to improve the practical use of AI automation under human supervision and control, educational researchers and practitioners should carefully choose and implement suitable human?AI

interaction settings according to the specific context of use, with higher levels of AI automation applied only when supported by appropriate task design and pedagogical guidance; (ii) researchers should improve methodological transparency by estimating appropriate sample sizes and testing assumptions to ensure the reliability of empirical findings. Practitioner notes What is already known about this topic Generative artificial intelligence can efficiently analyse vast amounts of textual information and perform complex natural language processing and generation tasks, demonstrating powerful language intelligence capabilities. Generative artificial intelligence is increasingly being integrated into various educational systems, and with its exceptional capabilities, its potential to support educational applications is gradually being explored and put into practice. What this paper adds Based on the AIED-HCD conceptual framework, this study systematically classifies current GenAI-based empirical research by examining two key dimensions, namely the extent to which human control and automation through GenAI are enabled, and offers a holistic perspective on the current state of research. A sensitivity analysis was conducted to examine whether the empirical evidence reported in current GenAI-based studies demonstrates sufficient statistical power to support future research and practical implementation. Implications for practice and/or policy Stay continuously informed about the latest advancements in AI technologies and carefully verify their suitability for different interaction modes to enhance educational user experiences and deliver systematically measurable improvements and efficiencies to the educational landscape. Current GenAI-based empirical studies should include more detailed statistical reporting, such as whether assumption tests were conducted and the specific results of effect sizes, to support empirical evidence and enhance transparency.

Liao, C.-Y. (2026). **Beyond a single role: Justifying a role-adaptive framework for ai companions through a comparative study in elementary book talk**. *Education and Information Technologies*, *31*(13), 4879-4906. https://doi.org/10.1007/s10639-026-13958-6
While artificial intelligence (AI) offers transformative potential for education, many current applications remain single-function, lacking the flexibility to address the complex, multi-stakeholder nature of learning. This paper argues that such a monolithic design is insufficient. We provide empirical justification for this claim through a preliminary formative study of elementary school "book talk," contrasting student interactions with a single-role AI peer against those with experienced homeroom teachers. The findings reveal a critical competence gap: while the AI successfully sustained longer interactions, it resulted in conversational dominance and a markedly lower proportion of student-generated content. Furthermore, although the AI proved proficient at guiding factual recall, it was significantly less effective than human teachers in eliciting deeper emotional responses and future-oriented reflections. These identified limitations provide preliminary empirical support for our primary contribution: a Role-Adaptive AI Companion Framework. Conceptualized as a Modular Adaptive Agent (MAA) and inspired by Multi-Agent Systems (MAS) principles, our framework enables an AI to dynamically modulate its persona and functional logic—embodying roles as a teacher assistant, student peer, or parent advisor—to meet the distinct needs of each stakeholder and pedagogical context. By presenting both the empirical evidence of a clear problem and a detailed conceptual solution, this paper outlines design implications for future development of more adaptive and collaborative AI systems that can overcome the functional ceilings of current single-role designs.

Liévano Taborda, C. A. (2026). ***Extended Reality in Collaborative Learning Applications : Evaluating the Interplay Between Attention, Engagement, and Learning*** (Theses, Université Paris-Saclay). Consulté à l'adresse https://theses.hal.science/tel-05726001
This thesis investigates the enhancement of learning experiences in collaborative, synchronous, and remote eXtended Reality (XR) environments, focusing on the critical roles of Engagement and Attention (E/A). While immersive Virtual Reality (VR) is positioned as a solution for complex remote education, the transition from 2D platforms introduces a central tension: a trade-off between the social benefits of collaboration and the cognitive load of coordination. This research specifically explores the potential correlation between these coordination costs and the resulting attentional bottlenecks. The research first establishes a foundational state-of-the-art through a systematic literature review (PRISMA). The review identified a significant gap: current studies focus predominantly on engagement (48.6 %) over attention (28.6 %) and favor single-user scenarios (60.6 %). Crucially, it highlights a lack of objective behavioral data to complement subjective metrics, limiting the evaluation of enhancement strategies in synchronous remote settings. A central contribution of this work is the development of a comprehensive methodological framework designed to find potential correlation between subjective experience reports and real-time behavioral logs. Focused on immersive remote settings these logs especially captured: interaction frequency, voice activity duration (as a proxy for social grounding), and eye-reticle positioning to precisely measure dwell time on pedagogical areas of interest. The experimental phase was structured into two core studies. A first experience isolated the « social effect » by comparing individual and collaborative task modes. Results indicate that while synchronous collaboration significantly enhanced reported engagement and co-presence, it also resulted in longer completion times, highlighting a « transaction cost » for social grounding. A second experience} built upon these findings to optimize the collaborative experience using attention-guiding mechanisms (visual highlights, gaze-contingent scaling). This digital scaffolding significantly improved learning gains—achieving a mean of 57.55 % compared to 38.75 % in the baseline—with a large effect size d = 0.86. However, a critical discovery revealed a functional trade-off: these mechanisms led to a statistically significant decrease in co-presence, effectively « de-socializing » the experience to prioritize task efficiency. Ultimately, this thesis synthesizes these findings into design principles for « attention-aware » collaborative XR. It concludes that while collaboration acts as a powerful motivational asset, its inherent cognitive demands must be managed through validated scaffolding strategies. This ensures that the social benefits of remote tele-collaboration are not compromised by the need for focused task execution in complex 3D environments.

Lintner, T., Juhaňák, L., Žáková, M., Plch, L., & Ropovik, I. (2026). **Generative AI use and academic achievement: a cross-sectional study of Czech seventh-grade students**. *Education and Information Technologies*, *31*(13), 4829-4848. https://doi.org/10.1007/s10639-026-14002-3
This study examines how Generative Artificial Intelligence (GenAI) use is associated with academic achievement among Czech seventh-grade students. Grounded in the deep versus surface approaches to learning framework, we distinguish between the frequency of GenAI use and students' endorsement of reliance on GenAI over understanding, defined as the belief that knowing how to prompt AI effectively is more important than developing one's own conceptual understanding. Using cross-sectional survey data from a nationally stratified sample of 2,307 students, we estimated structural equation models

predicting IRT-scaled achievement in mathematics and Czech language. Frequency of GenAI use was not positively associated with achievement in either subject. In contrast, stronger endorsement of reliance on GenAI over understanding was consistently and negatively associated with achievement, with a more pronounced relationship in Czech language. Neither GenAI use frequency nor reliance significantly moderated the associations between learning-related dispositions and achievement. These findings suggest that the educational implications of GenAI depend less on how often students use AI tools and more on whether AI is approached as a support for understanding or as a substitute for cognitive engagement. The results contribute to debates on epistemic offloading and the role of AI in shaping students' orientations toward learning.

Liu, Y., & Song, Y. (2026). **Enhancing creative writing with robot–LLM integration: The interplay of embodiment, AI creativity and user engagement**. *British Journal of Educational Technology*, *57*(5), 1320-1347. https://doi.org/10.1111/bjet.70071
Abstract This study explores the impact of robot?LLM (Large Language Model) integration on collaborative creative writing, focusing on how embodiment and AI creativity influence various aspects of creative output. A total of 150 undergraduate students participated in a structured experimental design with five collaboration conditions: Human?Human (HH), Human?Computer with High-Creativity LLM (HC), Human?Robot with High-Creativity LLM (HR), Human?Robot with Low-Creativity LLM (RL) and Human?Computer with Low-Creativity LLM (CL). Creativity was assessed through expert ratings and computational analysis of originality, imagery, voice and semantic flow. The results revealed that while the Human?Robot (High-Creativity LLM) condition significantly enhanced originality, Human?Human and Human?LLM (text-based) collaborations excelled in imagery and voice. The study identified an ?embodiment paradox?, where robot embodiment amplified creativity in high-creativity AI conditions, yet human collaboration remained superior in stylistic expression. Mediation analysis revealed that user engagement acted as a mediator, with embodiment compensating for low-creativity AI and amplifying the creative process with high-creativity AI. The findings have important implications for the design of collaborative AI systems, highlighting the need for a balanced integration of embodiment and AI creativity to optimize creative outcomes. This research contributes to our understanding of how human?robot?LLM collaborations can expand creative potential in writing, offering insights for future AI applications in educational and creative industries. Practitioner notes What is already known about this topic? Previous studies have explored the impact of AI in creative collaborations, with a focus on text-based models like LLMs enhancing writing quality. Embodiment in AI systems, such as humanoid robots, has been shown to affect user engagement and emotional responses, influencing creativity. Human collaboration has traditionally been seen as superior in generating stylistic elements like imagery and voice, while AI excels in originality and idea generation. What this paper adds? This research demonstrates that robot?LLM collaboration significantly boosts originality, particularly when high-creativity AI is used. The study uncovers the ?embodiment paradox?, where embodied robots enhance creativity in high-creativity AI conditions but human collaboration remains superior in stylistic expression. The mediation role of user engagement is explored, showing how embodiment can enhance creative outcomes when AI creativity is low and amplify them when AI creativity is high. Implications for practice and/or policy Educators and trainers can utilize embodied AI systems in creative tasks to increase student or participant engagement and foster more original outputs. Training programmes can be structured to leverage the strengths of both human

collaboration and AI, tailoring tasks based on AI's creativity levels for optimal outcomes. Policy around the integration of AI in educational and creative settings should encourage balanced AI systems that combine embodiment and creativity for enhanced collaborative work.

Llorent, V. J., Yuste-Hidalgo, F., & Núñez-Flores, M. (2026). **Teachers' profile for the promotion of educational actions against cyberhate, cyberbullying, and cyber-dating violence in secondary education**. *Education and Information Technologies*, *31*(13), 4763-4782. https://doi.org/10.1007/s10639-026-13971-9
Teachers play a crucial role in the promotion of educational actions against cyberhate, cyberbullying, and cyber-dating violence among their students. This study aimed to analyse the relation between the characteristics and competencies of secondary education teachers and their promotion of educational actions against cyberhate, cyberbullying, and cyber-dating violence. The sample was composed by 728 teachers (55.8% female, meanage = 44.66, SD = 9.50) from 40 secondary schools in the province of Cordoba (Spain). This cross-sectional, ex-post-facto, and multilevel study was conducted with self-report surveys. Teachers' educational actions against cyberhate, cyberbullying, and cyber-dating violence were predicted by having a higher level of experience with students with specific diversity, social and emotional competencies, and digital competence. These findings emphasise the need for tailored teacher training programs and comprehensive school policies to strengthen teachers' profile to address antisocial cyberbehaviours.

Ma, Y., Feng, T., Fairlie, R. W., Liu, C., Loyalka, P., Rozelle, S., & Zhang, X. (2026). ***Putting AI to the Test: Evidence from a Large-Scale RCT in Rural China*** (Working paper N° 12837). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12837
The emergence of artificial intelligence (AI) has heightened interest in personalizing computer assisted learning (CAL) programs to tailor their instruction to individual students. Despite the proliferation of AI-driven CAL programs, evidence for their effectiveness remains limited. We present findings from a large-scale field experiment in rural China examining whether an AI-driven personalized CAL program improves student achievement. We randomly assign 8,647 students from 315 primary school classes to one of three treatment arms: (i) AI-CAL, (ii) non-personalized CAL (active control), and (iii) non-CAL educational activities (pure control). Results indicate that AI-CAL does not significantly improve achievement, with estimates precise enough to rule out non-trivial positive effects. This finding holds across the difficulty of assessment items and across the baseline achievement of students. The finding that R-CAL modestly benefits students in the middle ability tercile while AI-CAL shows no impact on students in any ability tercile suggests caution when projecting the promise of scaling adaptive AI-driven educational technologies in under-resourced settings.

Mazzullo, E., Bulut, O., Jerez, D., Vo, K., Walsh, C., Sitarenios, G., & MacIntosh, A. (2026). **Is it worth the effort? a comparison of automatic educational feedback generated by base and fine-tuned LLMs**. *Education and Information Technologies*, *31*(13), 5017-5042. https://doi.org/10.1007/s10639-026-13988-0
This study examines the effectiveness of large language models (LLMs) in generating automated educational feedback for open-ended written questions without a single correct answer. Two LLMs–GPT-4o-mini and Llama-3.2 11B–were used to produce

feedback on responses to open-ended questions from a high-stakes situational judgment test. Both base (prompted) and fine-tuned versions of the models were evaluated. Fine-tuning was conducted using a dataset containing human-crafted feedback examples. The quality of model-generated feedback was assessed using a standardized rubric and compared across models with automatic similarity metrics. Results reveal notable differences in the feedback outputted by open-source (Llama) and closed-source (GPT) systems, as well as performance variations before and after fine-tuning. However, fine-tuning did not yield a clear advantage over high-quality prompting, suggesting that prompt design may rival fine-tuning in producing effective automated feedback.

Mbona, S. V., Muchakubvura, D., Zunga, L., & Msosa, S. K. (2026). **Teachers' preparedness, attitudes, and perceived impact of technology use in lesson delivery in selected Zimbabwean schools**. *Education and Information Technologies*, *31*(12), 4681-4703. https://doi.org/10.1007/s10639-026-13982-6
This study investigated teachers' preparedness, attitudes, and the perceived impact of technology use in lesson delivery in selected Zimbabwean secondary schools. Guided by the Technology Acceptance Model (TAM) and the Technological Pedagogical Content Knowledge (TPCK) Framework, it examined how teacher readiness, institutional support, and infrastructure affect ICT integration. Quantitative data from 59 teachers were analysed using SPSS version 30. Results indicated that teachers generally had positive attitudes and moderate ICT competence, recognising technology's benefits for student engagement and performance. However, inadequate infrastructure and limited support constrained effective use. The study recommends continuous training, improved resources, and supportive policies for sustainable ICT-driven education.

McGuire, M. R. T. (2026). **The coronavirus as break boundary: Navigating new landscapes in New Brunswick education**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 228-250. https://doi.org/10.26443/mje/rsem.v60i2.10219
Le coronavirus a entraîné une rupture dans le système scolaire public. Cette étude de cas qualitative et interprétative a examiné la refonte de la pédagogie dans les écoles secondaires du Nouveau-Brunswick provoquée par un virage soudain et marqué vers les technologies numériques en réponse à la pandémie. Les données issues des entrevues menées auprès de huit personnes enseignantes du secondaire ayant enseigné dans un environnement d'apprentissage mixte au cours de la première année complète de la pandémie ont fait l'objet d'une analyse thématique. En prêtant attention aux témoignages et aux expériences des personnes enseignantes, les spécialistes de l'éducation et les responsables de la réforme des programmes scolaires peuvent mieux comprendre l'impact et les répercussions de cet événement éducatif unique.

Meyer, K. E., Page, L. C., Mata, C., Smith, E., Walsh, B. T., Fifield, C. L., … Jung, E. E. (2026). ***Let's Chat: Leveraging Chatbot Outreach for Improved Course Performance*** (Working paper N° 35397). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35397
This study provides pre-registered, experimental evidence on the use of non-generative artificial intelligence (AI) chatbots to support students in large-enrollment undergraduate courses. We find the chatbot messaging increased students' final grades and engagement with academic supports, such as tutoring. Treatment effects were generally consistent across student demographics, with the exception of treated women in a Microeconomics course, who earned final grades that were seven percentage points

higher than women in the control group. This study provides evidence that integrating AI-enabled outreach and communication to students in their college courses can enhance student engagement, learning, and course performance.

Michelot, F., Al-Shami, F., & Leblanc, M. (2026). ***Intelligence artificielle et cybersécurité au secondaire - Ce que les élèves et les enseignant.es francophones du Nouveau-Brunswick savent, font et anticipent***. https://doi.org/10.61737/AQDK8801
The « CyberSavoirs » project documented the perceptions, practices, and literacy levels in artificial intelligence (AI) and cybersecurity of 338 learners and 60 teachers in Francophone secondary schools in New Brunswick, distributed across the three school districts. Data were collected through a validated questionnaire and individual semi-structured interviews (n=7). Generative AI is already pervasive in schools. 88% of teachers and 75% of students report using it, primarily for production tasks (lesson planning, writing, and information retrieval) rather than for analysis or critical evaluation. This widespread adoption has occurred without a coherent institutional framework: usage policies, citation practices, and ethical standards vary from one teacher to the next. Literacy levels are moderate, and profiles diverge. On a scale of 1 to 10, both groups achieve a similar overall AI literacy score (approximately 5.3/10), but with inverted profiles: students perceive themselves as more technically competent, while teachers stand out markedly in critical evaluation and cybersecurity. Daily AI use does not build critical competence: the students who use AI the most are not those who understand it best, nor those who protect themselves most effectively online. Regional disparities represent the most directly actionable finding. Students in the Northwest District show a systematic gap of 1 to 2 points out of 10 compared to the South, across three distinct competencies (critical thinking, AI literacy, and cybersecurity). This gap is consistent, large in magnitude, and calls for a differentiated intervention. Academic integrity and ethics remain blind spots. 56% of students never or rarely cite the AI tools they use. Only one-third of students report ethical concerns, compared to nearly nine in ten teachers, a 53-point gap pointing to an urgent educational need. Critical thinking is the most promising cross-cutting lever. It is significantly correlated with both AI literacy (r=0.41) and cybersecurity (r=0.54) among students. Interventions that strengthen critical thinking could simultaneously improve both forms of digital literacy. On the basis of these findings, this report puts forward ten concrete recommendations for MEDPE, organized around seven levers for action: reducing regional disparities, addressing the gap between use and literacy, strengthening critical thinking, differentiating by gender, supporting in-service teacher training, integrating AI and cybersecurity into initial teacher education at the Université de Moncton, and building a shared ethical culture in schools.

Mifsud, D., Campbell, P., & Niesche, R. (2026). **The Impact of AI on School Leadership Practices and Policy Enactment: A Scoping Literature Review**. *Leadership and Policy in Schools*, 1-17. https://doi.org/10.1080/15700763.2026.2679510
Minh, L. T. (2026). **Managing AI-Generated Content across Online Learning Platforms – Legal Challenges and Policy Implications for Vietnam**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 107-115. https://doi.org/10.59324/ejceel.2026.4(3).08
The remarkable development of artificial intelligence (AI), especially large language models, has enabled the automatic generation of various types of digital learning materials with just a few simple steps. This has led to the management of AI-generated content (AIGC) on online learning platforms. This presents a significant challenge in the

context of rapidly developing educational technology (EdTech), particularly in Vietnam, where policies promote the application of AI by 2026. Management requires balancing the benefits of AI's creativity and utility with the risks related to accuracy, ethics, and security. This paper examines Vietnamese legal regulations governing the management of AI-generated content in online education and draws on international experience to propose policy and legal solutions.

Mohamed, A. M. (2026). **Using AI to teach English to multilingual autistic children: a qualitative study**. *International Journal of Inclusive Education*, *30*(9), 2469-2489. https://doi.org/10.1080/13603116.2025.2564336
This study explores the integration of Artificial Intelligence (AI) in teaching English as a Second Language (ESL) to autistic children (ages 5-10) in Saudi Arabian specialised education settings, drawing on perspectives from five ESL teachers and eight parents. Findings reveal that while both teachers and parents recognise AI's potential for personalised learning through tools like ChatGPT for conversational practice and for adaptive vocabulary, significant challenges exist in implementation. Teachers emphasise the need for specialised training to effectively customise AI tools and highlight limitations in addressing social-pragmatic skills, while parents express concerns about sensory overload and the lack of Arabic-language AI resources. Effective strategies combine AI with multisensory approaches and structured routines, though success depends on human oversight, culturally adapted designs, and strong parent-teacher collaboration. The study underscores the necessity for further development of neurodiversity-affirming AI tools, professional training programmes, and policy support to bridge current gaps in ESL instruction for autistic learners.

Montenegro-Rueda, M., & Fernández-Batanero, J. M. (2026). **Digital competence of special education teachers for the care of students with special needs**. *International Journal of Inclusive Education*, *30*(10), 2812-2825. https://doi.org/10.1080/13603116.2025.2575095
This study aims to identify special education teachers' level of training and digital knowledge. An ex post facto descriptive research method was used, where the sample consisted of 472 teachers specialised in therapeutic pedagogy. An ad hoc questionnaire was used as a data collection tool. The results reveal a low level of digital competence among of special education teachers regarding the use of technology to support students with special needs, whit the level of training determined by educational or professional factors but not by personal factors. The conclusions of this study point to the need to improve the digital training experiences of special education teachers to favour the practices and quality of education of students with special needs.

Naganuma, S., Minematsu, T., Matsueda, K., & Oshima, J. (2026). **Doctoral students' interdisciplinary research proposal development supported by generative AI**. *Education and Information Technologies*, *31*(11), 3743-3779. https://doi.org/10.1007/s10639-026-13952-y
A challenge in interdisciplinary learning arises from the disciplinary boundaries brought to the collaboration contexts. Studies have designed technology- and artificial intelligence (AI)-mediated interdisciplinary learning environments to break disciplinary boundaries. However, these studies did not fully address instructional design for students with high-level disciplinary backgrounds. To address this challenge, we highlighted the role of generative AI (GenAI) as a boundary broker. We designed an instructional approach

that enabled boundary crossing using GenAI in interdisciplinary research development and investigated its impacts on collaboration. We designed a workshop in which 14 doctoral students from various fields formed interdisciplinary teams to develop research proposals collaboratively. Firstly, they participated in exploratory idea-exchange activities using GenAI to identify potential collaborators. They then received further support from GenAI for developing interdisciplinary research proposals. We analyzed the discourse and AI usage records of two high-performing teams to understand how GenAI was used in interdisciplinary research development, contributed to their idea improvement, and affected their boundary-crossing patterns. The results indicate that GenAI (1) provides adaptive support at both the group and individual levels, (2) supports interdisciplinary discourse by offering potential boundary objects and promotes the emergence of epistemic agency, and (3) transforms boundary-crossing patterns, enabling individuals to leverage their expertise in interdisciplinary collaboration more effectively. We conclude that GenAI contributed to students breaking their disciplinary boundaries by providing a boundary object. Our design and analysis methods can be applied to other GenAI-supported collaborative learning contexts in which learners have different levels of knowledge, skills, and attitudes.

Nassau, G., Pouzergues, P., & Holmes, T. (2026). **Mapping the landscape of GenAI in French as a foreign language: insights from the Littérat'IA project**. *The Role of Language Centres in a Fast-Changing World: Responding to Emerging Needs in Society, Communication, and Learning*. Consulté à l'adresse https://hal.science/hal-05747076
This presentation covers the results of a quantitative study on the use of generative artificial intelligence (GenAI) and was conducted with approximately one thousand French as a Foreign Language (FFL) learners enrolled in an intensive program in one of eleven university FFL centres in France and in Belgium. The study focuses on three areas: the diffusion of GenAI among learners (knowledge, usage habits, use for FFL), modalities of use (means of access, paid/free version, frequency of use, models used, language of utilisation…), and use for FFL (feelings of progression, relationship between usage and level in FFL, possibility of independent learning, teachers' comments). The results provide insights into learners' typical GenAI usage habits, usage intensification and their overwhelmingly positive opinions of this technology. When put into perspective with previous works, namely a study undertaken at the DéFLE-Lorraine during the previous year, the present study demonstrates the diffusion trajectory of GenAI amongst not only the students who choose to use it, but also those electing to abstain. These results also bring to light the evolving role of intensive programs at university FFL centres, with a large number of students believing it possible to learn French independently with the help of GenAI. This study is a part of the Littérat'IA project which aims to establish an ethical and methodological framework to accompany the existing uses of GenAI in language learning. It represents a first look into the landscape of GenAI in FFL and will be followed by a qualitative study consisting of learner interviews in order to further explore these uses.

Ngozwana, N. A. (2026). **Experiences of adult educators about online teaching and learning approaches during COVID-19 in Eswatini**. *Educational Research for Policy and Practice*, *25*(2), 211-224. https://doi.org/10.1007/s10671-025-09408-8
The COVID-19 pandemic brough many changes in education, which rapidly introduced new online teaching pedagogies to institutions of higher education including one university in Eswatini. This study reports the experiences of adult educators about online teaching and learning during the COVID-19 pandemic. The Communities of Practice

theory served as the basis for discussing the findings. The study used qualitative phenomenological research design. During the COVID-19 pandemic in 2021, six adult educators were purposively selected to respond to a semi-structured interview guide in a focused group discussion. The data were analysed thematically. The experiences of adult educators were characterized into four themes: anxiety over online teaching, lack of technological proficiency, difficulties of online teaching, and acceptance of online teaching. The findings revealed unequal access to communication technologies, affordability and unequal access to online teaching and learning in Eswatini. It was established that to improve adult learning, blended teaching approach that incorporates digital strategies in tandem with classroom practices is required. Adult educators reported the use of WhatsApp for sharing information and providing further support to students in Eswatini. It is recommended that the university needs to review its policies to upgrade ICT infrastructure, procure more resources and include trainings for adult educators on digital skills and online teaching pedagogies to prepare for more uncertainties such as COVID-19 crisis.

Nguyen, M. G. (2026). **The Role of Artificial Intelligence in Pedagogical Innovation and Strategic Management in Higher Education**. *Journal of Artificial Intelligence and Technological Development*, *2*(3), 1-8. https://doi.org/10.59324/jaitd.2026.2(3).01
The emergence of artificial intelligence (AI) is profoundly transforming how higher education operates. Based on a synthesis of reputable studies from the 2019–2026 period, this article examines the role of AI across two main dimensions: in the classroom (micro) and at the management level (macro). From a teaching perspective, AI is increasingly acting as a cognitive assistant for both educators and students. It helps personalize learning, supports the design of individualized learning paths, and makes testing and assessment faster and more efficient. As a result, the learner-centered educational model is significantly promoted, replacing the traditional one-size-fits-all approach. From a management perspective, AI opens up the possibility of restructuring the entire operation of educational institutions. Decisions can be based on continuously updated data, thereby driving towards the smart university model. Curricula are no longer rigid but can be regularly adjusted to meet practical needs. However, the impact of AI is not solely positive. Notable risks still exist, such as algorithmic bias, privacy issues, and the danger of diminishing students' academic autonomy if they rely too heavily on technology. Therefore, it is crucial for educational institutions to clearly define the limits of AI assistance and the boundaries it must not exceed. Simultaneously, applying the Ethics by Design approach is essential to ensure that technology is used safely and responsibly. By doing so, AI will truly become a tool that fosters critical thinking and upholds humanistic values in higher education.

Nguyen, M. G., & Dam, T. D. H. (2026). **The Process of Integrating Generative Artificial Intelligence into Litigation Skills Training for Law Students**. *Journal of Artificial Intelligence and Technological Development*, *2*(3), 76-83. https://doi.org/10.59324/jaitd.2026.2(3).06
The rapid development of Generative Artificial Intelligence (GenAI) is creating significant changes in legal practice, while simultaneously posing a demand for pedagogical innovation in higher education. Regarding litigation skills training, current traditional methods still have many limitations in creating practical and interactive environments that closely reflect reality for students. This study proposes a four-step pedagogical process to integrate GenAI into litigation training. The highlight of the research is positioning GenAI as a cognitive support tool, helping students alleviate pressure when

drafting legal documents, while simultaneously creating a simulated court environment to hone their reflexes and situational handling capabilities. Furthermore, the study establishes ethical principles such as the human-in-the-loop mechanism and emphasizes the new role of educators as proactive designers of situations and cognitive challenges aimed at developing independent judgment capacities for learners. Thereby, the article provides a practical reference framework, contributing to the training of lawyers capable of mastering technology while upholding professional ethical values.

Nguyen, T. H. N. (2026). **Exploring the Impact Mechanisms of Generative Artificial Intelligence within Continuous Professional Development on Faculty Digital Competence: A Theoretical Model**. *Journal of Artificial Intelligence and Technological Development*, *2*(4), 39-46. https://doi.org/10.59324/jaitd.2026.2(4).05
In the era of digital transformation, Generative Artificial Intelligence (GenAI) is driving profound shifts in the professional competence of university faculty members. However, a significant knowledge gap persists regarding the theoretical mechanisms that explain how GenAI influences digital competences through professional development activities. This study aims to propose a theoretical model to elucidate the mechanisms of GenAI's impact on faculty digital competences via Continuous Professional Development (CPD). The research is built upon five core theoretical foundations: Social Constructivism, Social Learning Theory, intelligent TPACK framework, Self-Determination Theory (SDT), and the Unified Theory of Acceptance and Use of Technology (UTAUT/UTAUT2) model. The proposed model positions GenAI readiness as a triggering factor that stimulates engagement in CPD, which in turn facilitates the transformation of technological knowledge into digital competences. On this basis, the study develops six hypotheses focusing on direct, mediating, and moderating relationships involving factors such as responsible GenAI use, organizational support, and individual characteristics. Theoretical analysis suggests that GenAI can be viewed as a cognitive partner, assisting faculty in personalizing their learning pathways and enhancing the efficacy of digital pedagogical practices. The research not only makes an academic contribution by bridging the theoretical gap but also offers significant practical implications, assisting higher education administrators in designing CPD ecosystems that are flexible, sustainable, and responsible in the era of Artificial Intelligence (AI).

Ogunsakin, R., Okonu, D., & Nwokeocha, P. (2026). **Beyond MOOCs: How technical and structural factors shape learner engagement, retention and inclusivity across online learning platforms**. *British Journal of Educational Technology*, *57*(5), 1348-1373. https://doi.org/10.1111/bjet.70066
Abstract This study examines the critical influence of technical and structural factors?such as interface design, technical performance, payment barriers, certification access, pricing models and accessibility constraints?on learner Engagement, Retention and Inclusivity (ERI) in Massive Open Online Courses (MOOCs) and other large-scale online learning platforms. Employing a novel mixed-methods analytical method termed 2TS (Topic Modelling, Sentiment Classification, Systematic Keyword Selection and Thematic Analysis), we analysed over 226,000 user reviews from six globally recognised online learning platforms, including traditional MOOC providers and other large-scale digital learning systems: Coursera, edX, Udemy, Alison, uLesson and Khan Academy. Our findings suggest that technical instability, limited offline functionalities and unclear pricing structures have a negative impact on learner engagement and retention. Furthermore, regional payment restrictions and ambiguous subscription terms disproportionately

disadvantage learners in low-resource settings, significantly undermining the inclusivity of online learning platforms. The research highlights how carefully structured platform design and robust technical infrastructure have a significant influence on digital learning outcomes. Practical implications underscore the need for platform providers to enhance platform usability, promote transparent pricing and adopt inclusive technological solutions, particularly to ensure equitable access and engagement among diverse global audiences. Practitioner notes What is already known about this topic MOOCs have significantly expanded access to education globally, especially during the COVID-19 pandemic. Prior research on MOOCs has primarily focused on pedagogical design, course content and learner motivation. Technical performance and user interface (UI) design are recognised as important but underexplored among factors in influencing learner satisfaction and retention. Pricing models and digital access barriers are known to disproportionately affect learners in low-resource settings or non-Western contexts. What this paper adds Offers large-scale, cross-platform analysis of over 226,000 user reviews using a novel mixed-methods approach (2TS: Topic modelling, Sentiment classification, Systematic keyword selection and Thematic analysis). Identifies four global themes related to UI design and technical performance that directly influence learner engagement and retention. Reveals how opaque payment systems, app instability and regional access restrictions undermine trust and inclusivity. Demonstrates that mobile usability, offline access and language accessibility are critical enablers (or barriers) of equitable MOOC participation. Introduces evidence that even platforms perceived as reputable (e.g. Coursera, edX) exhibit technical and structural issues that deter learners. Implications for practice and/or policy MOOC designers should prioritise user-centred UI/UX design, especially for mobile interfaces, to improve navigability, reduce frustration and enhance retention. Technical teams should invest in backend performance optimisation and robust offline capabilities to support learners in low-connectivity regions. Platform administrators must ensure transparent pricing, flexible and region-sensitive payment options, along with transparent certification processes to build trust. Policymakers and funders should advocate for multilingual support, regional content localisation and device-inclusive design to promote educational equity. Customer support systems must be responsive and learner-focused to prevent minor technical or billing issues from escalating into significant dropout risks.

Olomi, N. M., Salema, V., & Muteti, C. (2026). **Beyond Digital Infrastructure: Academic Staff Readiness for Digital Pedagogy in Tanzanian Public Universities**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 357-373. https://doi.org/10.59324/ejceel.2026.4(4).14

Universities have invested heavily in digital infrastructure, yet this investment does not consistently translate into better teaching. Most research explains this gap by focusing on technology itself; far less attention has been paid to the academic staff who decide whether and how to use it. This study examined how academic staff readiness shaped the integration of digital technologies into teaching after Tanzania's Higher Education for Economic Transformation (HEET) project. Using a convergent mixed-methods design, the study surveyed 271 academic staff across five public universities, interviewed project coordinators and institutional leaders. Questionnaire data were analyzed with descriptive statistics and one-way ANOVA; interview and observation data were analysed thematically. Academic staff readiness for digital pedagogy was moderate overall, with significant variation across universities. The qualitative findings explain why: continuous professional development, supportive leadership, reliable technical support, and

institutional follow-up strengthened academic staff readiness, while infrastructure alone did not. Academic staff readiness, not infrastructure, is the link between technological investment and real change in teaching. Universities that want lasting digital transformation need to pair infrastructure spending with sustained professional learning and institutional support, rather than treating one as a substitute for the other.

Onbasili, Ü. I. (2026). **Empowering pre-service teachers with generative AI: a GenAI-TPACK-based approach to digital storytelling**. *Education and Information Technologies*, *31*(13), 5133-5177. https://doi.org/10.1007/s10639-026-13991-5
This qualitative study adopts an experience-oriented design informed by phenomenological principles to explore pre-service primary teachers' experiences with AI-supported digital storytelling. Going beyond the traditional TPACK framework, the study is grounded in the recently proposed GenAI-TPACK model, highlighting the evolving interaction of technological, pedagogical, content, and ethical domains. It investigates how teacher candidates integrated generative AI tools, such as ChatGPT, Copilot, and Suno AI into storytelling practices aligned with national curriculum objectives. The participants included 40 second-year pre-service teachers at a public university in Türkiye during the 2024–2025 academic year. Data were collected via a Google Forms-based open-ended response form and reflective reports. Digital stories were used to contextualize the learning process, but they were not systematically analyzed. The analysis was conducted using reflexive thematic analysis. Findings indicate that participants reported enhancements in creative thinking, narrative development, and multimodal literacy. Candidates used AI for plot generation, visual and audio design, and curriculum-aligned instructional planning, yet they also encountered challenges related to prompt clarity, language precision, and ethical considerations (e.g., copyright and data use). Overall, the experience fostered reflective pedagogical thinking and supported the design of innovative, curriculum-relevant, and ethically informed learning activities. This study contributes to teacher education by showing how pre-service teachers used GenAI-TPACK-related knowledge within a scaffolded 14-week digital storytelling course, particularly when making prompt-mediated design decisions, iteratively refining multimodal outputs, and attending to ethical considerations such as copyright and responsible use.

Oreopoulos, P., Dong, R., & Low, N. (2026). ***Virtual Tutoring with Computer-Assisted Learning: An Experiment in Take-Up and Learning*** (Working paper N° 35622). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35622
We explore the efficacy of an online after-school tutoring program that complements teacher-provided computer-assisted learning practice. The aim is to scaffold students struggling with online Khan Academy practice at school with low-cost, one-on-one virtual supervision for about an hour a week at home. In a two-year randomized trial with the Toronto District School Board, teachers identified struggling Grade 4–8 students, whose parents were then randomly offered additional online tutoring to support their practice at home. The main obstacle was participation. Only 45% of assigned students reached a first session in Year 1. After we reframed the invitation and simplified enrollment, initial take-up in Year 2 rose to 83%, though weekly attendance remained below half—not because students dropped out, but because they attended intermittently. On average, the offer raised Khan Academy practice by about 10 minutes per week. This translated to an average gain in math assessment scores of 0.06 SD, with a confidence interval too

wide to rule out null or medium-sized gains (ITT 0.055 SD; 95% CI [−0.09, 0.20]). We find a marginally significant gain in math report-card marks (about 0.08 SD; 95% CI [−0.01, 0.17]) and improvements in math satisfaction and enjoyment, with effects larger in Year 2 than in Year 1, consistent with the higher take-up that year. We therefore conclude that the program holds promise, but more is needed to ensure students actually engage with tutors on a regular basis.

Oreopoulos, P., Liut, M., Sungu, A., & Low, N. (2026). ***Making AI Tutoring Productive: Evidence from a Mastery-Based Math Practice Experiment*** (Working paper N° 35621). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35621
Large language models (LLMs) can make tutoring more scalable, but only if students use them to reason through mistakes rather than avoid effort. We study this question in a randomized field experiment with more than 6, 000 middle-school students in Hamilton County Schools using NUMI, a research-based computer-assisted learning (CAL) platform. Students were randomized to AI versus CAL-only support, mastery versus non-mastery progression, and one of two math topics. One week later, they completed a delayed assessment covering practiced and unpracticed material. AI students progressed more slowly and attempted fewer questions, but answered more accurately conditional on reaching an attempt. The clearest mechanism appeared after mistakes: AI improved next-attempt correctness and reduced attempts needed to return to a correct answer, while increasing time spent on each question receiving structured support. Mastery increased three-correct-in-a-row attainment but did not by itself improve delayed learning. The most encouraging delayed-test evidence appears when AI is embedded in the mastery workflow, with marginally significant gains concentrated on practiced Exercise 1 material. The results suggest that LLM tutoring can add value over standard CAL, but its value depends on structure that turns mistakes into productive learning moments.

Oreopoulos, P., & Low, N. (2026). ***One Click Away: AI Tutoring with Khanmigo in a Two-Year School Experiment*** (Working paper N° 35620). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35620
Generative AI has been promoted as the technology that could transform education by providing every student a personal tutor. We provide some of the first large-scale experimental evidence, from a two-year cluster randomized trial in 18 Tennessee middle schools in which randomly assigned students used Khan Academy with its AI tutor, Khanmigo, configured to coach rather than give answers, during existing daily remedial mathematics sessions. Assignment raises math achievement by 1.3 national percentile ranks per term, or about 0.06 to 0.08 standard deviations over a school year; the implied effect of a full year of active participation reaches 0.14 standard deviations. These gains resemble those from Khan Academy practice without AI assistance. One explanation is that students used the tutor infrequently and, when they did, rarely engaged it in substantive mathematical dialogue: 96 percent of students tried Khanmigo at least once, but the median student messaged it on only a third of the days they practiced, and in only 17 percent of the exercise sessions in which they made a mistake. Messages that students did send were mostly bare answers or clicks on suggested prompts. The binding constraint appears to be engagement: realizing the promise of AI tutoring will require getting students to use it, not just giving them access.

Palardy, J., & Ovaska, T. (2026). **Grades without learning? How AI reshapes student incentives and assessment**. *Education Economics*, *0*(0), 1-15. https://doi.org/10.1080/09645292.2026.2723080
Generative AI helps students earn higher grades in less time, but AI-assisted performance does not necessarily mean greater learning. As grades become less closely tied to actual skills, they also become less informative to employers. We develop a model of how students divide their time among genuine study, AI-assisted graded work, and leisure. When grades matter for scholarships, future wages, and other opportunities, AI use becomes more attractive to students. Accordingly, course design is critical in countering this incentive by redirecting time from AI-use toward assessments that require students to demonstrate their actual skills. Detection and penalties reinforce these incentives.

Pascau, J. (2026). **Teachers' Practices and Perceptions Regarding AI: Initial Findings from the CARDIE PRIMIA Project**. *Colloque COMTECDEV-IANTPRI. PENSER LE RAPPORT A L'IA ET AUX TECHNOLOGIES NUMERIQUES : POUVOIRS, RESISTANCES, INNOVATION*. Consulté à l'adresse https://hal.science/hal-05632758
L'apparition fulgurante des IA génératives à une échelle mondiale questionne tous les champs professionnels, et tout particulièrement l'enseignement. En juin 2025, le Ministère de l'Éducation Nationale a publié un cadre d'usage de l'IA dans un contexte où les référentiels de compétences, le dispositif Pix et les feuilles de route institutionnelles positionnent l'IA comme un élément clé de la formation des enseignants et de la transformation pédagogique. L'objectif est de développer l'esprit critique des élèves « à partir d'un socle de connaissances et de compétences scientifiques, culturelles et linguistiques dès l'école primaire, avec ou sans écran » (page 6 du cadre d'usage). Dès l'école primaire, les enseignants éduquent les enfants aux médias et à l'information (EMI) de façon transversale, mais est souvent le fruit d'initiatives pédagogiques ponctuelles en lien avec l'intégration d'outils numériques dans la classe et le reflet de la personnalité de l'enseignant (2021). Un projet de recherche-action CARDIE entre l'INSPE académie de Bordeaux et la DSDEN 64 a été mis en œuvre en 2025 dans l'objectif d'accompagner les enseignants du premier degré sur l'IA. Ce projet s'inscrit dans une approche théorique ancrée dans les sciences de l'information et de la communication, mobilisant notamment le cadre sémio-pragmatique pour interroger les discours, les représentations et les usages des enseignants autour de l'intelligence artificielle et des injonctions institutionnelles. En croisant les travaux de Flichy (2001) sur les imaginaires sociotechniques, de Cordier (2023) sur les enjeux éthiques et éducatifs de l'IA, et de Liquète (2018) sur la culture numérique et les pratiques enseignantes, le projet vise à cerner comment l'IA est symboliquement et pédagogiquement investie dans les contextes scolaires du premier degré. La méthode des représentations visuelles, notamment à travers l'analyse de dessins réalisés en formation, prolonge une réflexion initiée par Pascau (2024) sur l'usage du dessin comme médiation des imaginaires numériques. Cette approche permet de faire émerger les implicites, les craintes, les espoirs ou les malentendus relatifs aux technologies d'IA. La méthodologie mixte consiste d'abord à repérer les usages, représentations, pratiques émergentes ou réticences, ainsi qu'à identifier des personnes ressources avec une enquête quantitative exploratoire, administrée à l'échelle du département via un questionnaire diffusé avec l'appui de la DSDEN 64 en novembre 2025. Dans un second temps, une enquête qualitative sera menée à partir d'un corpus d'entretiens semi-directifs et de dessins réflexifs, recueillis en situation de formation initiale et continue. Cette approche

permettra de croiser les récits d'expérience avec des représentations visuelles des imaginaires professionnels liés à l'IA. Cette communication propose les résultats issus de l'enquête exploratoire, ainsi que quelques données issues de la phase qualitative.

Pellegrini, S., & Sebastiani, R. (2026). **University, Care and Twin Transitions: Digital Language Literacy for Migrant Inclusion and Civic Engagement**. *European Journal of Education*, *61*(3), e70717. https://doi.org/10.1111/ejed.70717
Within the policy framework of the digital and ecological Twin Transition, higher education institutions are increasingly positioned as key actors in fostering inclusive and sustainable transformation. This exploratory, perception-based study examines how university students and academic staff frame the role of digitally supported second-language (L2) learning in the inclusion of migrants and refugees. Using an online questionnaire administered to 168 respondents, the study investigates perceptions of digital tools in relation to accessibility, personalization, participation and the public role of universities. The findings indicate a broadly positive orientation toward blended learning and e-learning platforms, alongside significant concerns regarding teacher training, platform accessibility and the alignment of digital strategies with the needs of vulnerable learners. The article argues that universities can contribute to more inclusive educational environments, while also stressing that the present evidence concerns perceived potential rather than measured educational outcomes.

Phan, B. V. H., Tong, H. A., Tran, D. Q., & Van Nguyen, T. (2026). **Investigating university students' perceptions of plagiarism in the use of ChatGPT: an explanatory mixed-method study**. *Education and Information Technologies*, *31*(12), 4191-4223. https://doi.org/10.1007/s10639-026-13955-9
The increasing integration of ChatGPT into higher education offers students a plethora of benefits, but also raises controversial debates regarding academic integrity, particularly in the context of plagiarism using ChatGPT. This issue has been discussed in both international and domestic research domains, yet the latter still severely lacks relevant studies, and the former has produced mixed, contextual findings. Therefore, this study aims to fill the gaps by investigating university students' perceptions of plagiarism in the use of ChatGPT through the dual-cluster model of traditional plagiarism and AI-giarism. The data were drawn from 183 questionnaire participants and 15 interviewees at a private university in the Mekong Delta, Vietnam. The descriptive findings indicate that most participants had a consistent perception of the traditional forms of plagiarism. Conversely, descriptive findings from the AI-giarism cluster signal ambivalence in students' perception. The qualitative findings were further used to explain major patterns and themes found in the questionnaire data. Qualitative findings demonstrate that students were strongly opinionated about more obvious forms of plagiarism, knowledgeable about academic integrity issues besides plagiarism, and conflicted about the ambiguity of some AI-giarism scenarios. Based on the findings, this study recommends that institutions should construct more consistent, balanced, and fairer policies to tackle the issue of plagiarism in the use of ChatGPT among students. Furthermore, some recommendations are given to educators on how to address plagiarism issues more effectively in their classrooms.

Quan, H., Choe, I., & Liu, Z. (2026). **The relationship among AI literacy, creativity-relevant character, and creative problem-solving ability in adolescents - based on the**

comparison between South Korea and China. *Education and Information Technologies*, *31*(13), 5071-5104. https://doi.org/10.1007/s10639-026-13985-3
This study aimed to examine the differences in the relationships among AI Literacy, Creativity-relevant Character, and Creative Problem-solving ability across South Korean and Chinese student groups. A total of 1,210 samples were analyzed in the research. The key findings are as follows. First, AI Literacy positively influenced both the affective and cognitive aspects of Creativity-relevant Character in both groups. However, in South Korea, the impact on the affective characteristics was stronger, while in China, the cognitive characteristics were more strongly affected. Second, the affective and cognitive aspects of Creativity-relevant Character partially mediated the relationship between AI Literacy and Creative Problem-solving ability in the South Korean group, whereas a full mediation effect was observed in the Chinese group. Third, the influence of these characteristics on Creative Problem-solving ability was positively significant in both groups. While the effect of affective characteristics was similar across both groups, cognitive characteristics had a stronger influence in China compared to South Korea. This study contributes to understanding the role of cultural differences in the relationship among AI Literacy, Creativity-relevant Character, and Creative Problem-solving ability.

Ranara, D. S. M., & Yap, H. M. (2026). **Impact of ChatGPT Acceptance on Critical Thinking Disposition among College Students in Butuan City: A Basis for Module Development**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 31-40. https://doi.org/10.59324/ejceel.2026.4(3).03
The rapid integration of generative AI, such as ChatGPT, in higher education has raised concerns about its role in shaping college students' thinking processes. This study investigates whether ChatGPT Acceptance translates into stronger Critical Thinking Disposition among college students in Butuan City and examines which dimensions of ChatGPT Acceptance contribute to this outcome. Using a quantitative descriptive-correlational design, data were collected from 359 students selected through stratified random sampling across three higher education institutions. Measures included ChatGPT Acceptance—perceived ease of use, perceived usefulness, intrinsic motivation, and behavioral intention, and Critical Thinking Dispositions. Data were analyzed using descriptive statistics, Spearman's rho, and multiple linear regression. Findings revealed high levels of both ChatGPT Acceptance (M = 4.12) and Critical Thinking Disposition (M = 3.66). However, the correlation analysis indicated a very weak, non-significant relationship between the two constructs ($\rho \approx .067$), suggesting that widespread ChatGPT Acceptance does not automatically translate into critical thinking. Notably, regression results demonstrated that only perceived ease of use significantly predicted Critical Thinking Disposition (B = 0.177, $p < .001$), accounting for 4.2% of the variance, while perceived usefulness, intrinsic motivation, and behavioral intention were not significant predictors. These findings challenge the idea that acceptance alone does not foster growth in critical thinking disposition. Instead, suggest reconceptualizing AI integration as a pedagogically mediated process. In response, this study advances a structured instructional intervention, ChatGPT-Assisted Training for Critical Thinking Disposition, designed to transform passive ChatGPT use into guided, cognitively engaging learning experiences.

Rigney, S. (2026). **The theory-practice gap in video game pedagogy**. *Education and Information Technologies*, *31*(11), 3863-3895. https://doi.org/10.1007/s10639-026-13898-1

While there has been a significant increase in the number of teachers who are using video games in their classrooms, there has been a lag in initial teacher education (ITE) programs that include video game pedagogy. Research has outlined a significant gap between the theoretical applications of video game use in classrooms, including its link to education learning theories, and its actual reported use by teachers. The aim of this research is to understand current practices within ITE programs regarding video game pedagogy. A comprehensive scoping review examining both research literature and institutional practice was undertaken, which included an analysis of current video game pedagogical frameworks, a scoping review, and an audit of Australian ITE programs. Results demonstrated a clear lack of video game pedagogical training within ITE programs, especially within Australia. Additionally, results highlighted a patchwork of frameworks, none of which focused on video game pedagogy holistically. As a result, the PATHWAY Curriculum Framework was designed – a pedagogical approach for ITE programs encompassing learning areas including theoretical understanding, video game applications and assessment, and teacher reflection. A pilot program to test the effectiveness of the framework should be undertaken. The findings suggest the need for ITE institutions to implement video game pedagogical instruction to ensure future teachers can effectively apply these digital tools in a rapidly changing educational landscape.

Robertson, N. (2026). **The use of digital technologies by children with learning difficulties in inclusive primary schools: a literature synthesis**. *International Journal of Inclusive Education*, *30*(10), 2882-2898. https://doi.org/10.1080/13603116.2025.2575866
Digital technology is now deeply embedded in educational processes and practices, with claims regularly made about the inclusionary potential of such technologies for children with learning difficulties. The specific benefits of many assistive technologies are well established, but it is less clear how the wider implementation of digital technologies in inclusive schools is influencing inclusive practices and inclusionary outcomes. An integrative literature synthesis was therefore conducted to gain more detailed understanding how digital technologies may influence the educational inclusion of children with learning difficulties in inclusive primary schools. A literature corpus was developed using established literature review practices and examined using a multi-dimensional model of inclusion as an interpretive lens. Results confirm the prevailing understanding that digital technologies can enhance educational inclusion for children with learning difficulties in inclusive primary schools, particularly in academic learning. However, the synthesis also revealed that digital technologies are associated with complex interactions between various domains of inclusion, including compounding and counteractive effects, and the simultaneous emergence of both inclusion and exclusion. Further research that can facilitate a nuanced understanding of the complex relationship between digital technologies and various domains of inclusion, including children's subjective experience of inclusion, is recommended.

Romero, M. (2026, septembre 10). **PISA 2025 : l'IA est-elle responsable de la baisse des résultats ?** https://doi.org/10.64628/AAK.xqknmwfpq
Peut-on vraiment accuser l'IA d'une baisse de niveau alors que, parmi les systèmes éducatifs les plus performants selon PISA, les outils numériques tiennent une place très différente ?

Rouvrais, S. (2026). **Quand les IA génératives déstabilisent l'alignement pédagogique d'un curriculum**. *Association Internationale de Pédagogie Universitaire, "l'enseignement supérieur à l'épreuve des changements sociétaux : Repenser la pédagogie universitaire pour répondre aux défis actuels et futurs"*. Consulté à l'adresse https://hal.science/hal-05723543
Drawing on practical experience, this paper presents a use case for generative AI within a project management course at an engineering school and discusses its systemic integration into the curriculum. It examines the disruptions caused by introducing AI into various curricular components and proposes a four-indicator model for the acceptability of generative AI usage. This model sheds light on and questions how generative AI is used—both by students during cooperative and collaborative production processes and by instructors when designing assessments aligned with learning outcomes. The paper concludes with a discussion on the challenges of pedagogical alignment and the incremental introduction of these tools into learning processes and pathways.

Sharaievska, I., McAnirlin, O., Browning, M. H. E. M., Larson, L. R., Mullenbach, L., Rigolon, A., … Reigner, N. (2026). **"Messy transitions": Students' perspectives on the impacts of the COVID-19 pandemic on higher education**. *Higher Education*, *92*(1), 1-18. https://doi.org/10.1007/s10734-022-00843-7
The COVID-19 pandemic affected every area of students' lives, especially their education. Limited research has explored students' experiences during the pandemic. This study documents how students across seven United States universities viewed the impact of the COVID-19 pandemic on their educational experiences and how these students reacted to these impacts. We present qualitative data from an online survey conducted between March and May 2020 that resulted in 1267 respondents with relevant data. Conventional content analysis with an inductive approach was used to analyze open-ended responses to the question, "We are interested in the ways that the coronavirus (COVID-19) pandemic has changed how you feel and behave. What are the first three ways that come to mind?" Six categories emerged from the data: changes in instruction delivery mode, changes in schedule and everyday life, increased technology use, decreased academic opportunities and resources, negative reaction to the changes in higher education, and positive reactions to changes in higher education. Among our recommendations for practice are personalized approaches to material delivery and evaluation, synchronous classes and opportunities to connect with professors and students, and convenient support services.

Shen, D. (2026). **Integrating multimedia technology into folk music education: impacts on student engagement and learning**. *International Journal of Inclusive Education*, *30*(9), 2596-2620. https://doi.org/10.1080/13603116.2025.2567422
With the advancement of multimedia technology in higher education, music education has gained a new dimension. This study aimed to explore how multimedia technology can enhance the teaching of Chinese folk music in colleges and universities, and how it affects students' understanding, engagement, appreciation skills, attitudes, and participation in extracurricular activities. Data were collected through interviews and questionnaires administered to 970 students, and the relationships between multimedia use and various learning factors were analyzed. The results indicate that multimedia technology significantly improves students' understanding of folk music culture, fosters active participation in music-related courses, enhances appreciation skills, and positively shapes their attitudes toward folk music. Moreover, integrating folk music culture into

regular lessons encourages greater involvement in extracurricular music programs, providing students with more opportunities to engage with cultural heritage. The novelty of this study lies in its focus on the educational and cultural value of multimedia integration in Chinese folk music education, offering empirical evidence on the link between technology use and learning outcomes. Incorporating these findings into developmental curricula can stimulate students' interest, preserve traditional culture, and promote holistic learning experiences.

Shomotova, A., & ElSayary, A. (2026). **AI Use and Research Integrity in Higher Education: Faculty Perspectives on Opportunities, Challenges, Strategies, and Misconduct**. *Higher Education Quarterly*, *80*(3), e70136. https://doi.org/10.1111/hequ.70136
Generative artificial intelligence (GenAI) is rapidly being integrated into academia. Although a great deal has been written about research misconduct, much of this work has focused primarily on Western higher education, with little attention given to the use of AI-enabled tools in research ethics within non-Western contexts. This study employed a cross-sectional online survey with both closed- and open-ended questions, an appropriate design for exploring faculty perceptions of a higher education institution in the United Arab Emirates (UAE). Data was collected from 22 faculty members across various disciplines. Findings show that faculty adoption of generative AI tools is primarily driven by perceived usefulness and ease of use for tasks such as writing, editing, idea generation, and data analysis. However, key challenges include the risk of cognitive dependency, production of superficial outputs, loss of originality, and the lack of clear institutional guidance. To mitigate these risks, participants emphasised practices such as human validation of AI-generated content, multi-source cross-verification, and transparent disclosure of AI use in academic work. Additionally, faculty recommended the responsible and effective integration of AI tools in higher education through training, clear ethical guidelines and institutional policies, transparency and accountability, and the purposeful selection of tools.

Tham, D. T. H. (2026). **The Effectiveness of Smartphone-assisted Learning for English as a Second Language Students**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 216-229. https://doi.org/10.59324/ejceel.2026.4(4).10
The increasing integration of mobile technologies into education has created new opportunities for English as a Second Language learning. In line with Vietnam's Project "Making English the Second Language in Schools for the Period 2025–2035, with a Vision to 2045," this paper examines the effectiveness of smartphone-assisted learning in enhancing English as a Second Language education. Using a qualitative and literature-based approach, the study synthesizes previous research on mobile-assisted language learning and analyzes the pedagogical potential of smartphone applications for developing listening, speaking, reading, writing, grammar, and vocabulary skills. The paper also reviews different types of mobile applications, including native, web-based, and hybrid applications, and discusses their advantages and limitations in educational contexts. In addition, a number of widely used applications and technology-supported classroom activities are introduced to illustrate practical implementation. The findings indicate that smartphone-assisted learning can improve learner autonomy, accessibility, engagement, and personalized learning experiences when supported by appropriate pedagogical strategies. However, challenges related to distraction, application quality, and digital literacy remain. The study recommends that teachers adopt suitable applications based on pedagogical objectives and utilize frameworks such as the SAMR

model to maximize the educational benefits of mobile technologies in English as a Second Language instruction.

Thoemmes, J., Liu, L., & Islam, M. S. (2026). **Student Perceptions of AI-Augmented HyFlex Learning**. In C. L. Lim & K. S. Cheng (Éd.), *AI-Powered HyFlex Learning for Student Engagement* (p. 457-480). https://doi.org/10.4018/979-8-3373-6182-6.ch015
Dieses Kapitel untersucht die Wahrnehmungen von Studierenden gegenüber einem KI-gestützten HyFlex-Lernmodell an einer privaten Universität in Malaysia, auf der Grundlage von Mixed-Methods-Daten von 1 168 Bachelor-Studierenden aus 28 Ländern. Ausgehend vom Technologieakzeptanzmodell, der Selbstbestimmungstheorie und der Theorie der Kulturdimensionen zeigen die Ergebnisse eine insgesamt positive Bewertung (60,7 %), wobei die Wirksamkeit der Technik das beherrschende Thema bildet. Die Akzeptanz ist jedoch polarisiert: Während Aufzeichnungen der Sitzungen und interaktive Werkzeuge gut aufgenommen werden, stoßen von KI-Avataren gehaltene Vorlesungen auf starken Widerstand (67,5 % negativ), da ihnen die menschliche Präsenz zu fehlen scheint. Zwar unterscheidet sich die Gesamtbewertung nicht signifikant nach Nationalität oder Studienniveau, doch die qualitative Auswertung zeigt unterschiedliche Schwerpunkte zwischen den Gruppen. Die Studie kommt zu dem Schluss, dass eine wirksame Integration von KI in das HyFlex-Lernen eine Komplementarität von Mensch und KI voraussetzt, gestützt auf zuverlässige Plattformen und eine kulturell angepasste Gestaltung.

Tien, N. M. (2026). **Innovating Teaching Methods for Political Theory Subjects to Meet the Requirements of Current Digital Transformation**. *European Journal of Theoretical and Applied Sciences*, *4*(3), 12-16. https://doi.org/10.59324/ejtas.2026.4(3).02
Digital transformation in education and training is an inevitable trend, a comprehensive and holistic change in leadership, management, and operation of the entire education and training process; impacting individuals and organizations in terms of governance, work methods, and organizational approaches in the field of education and training. The need for digital transformation of education and training processes is essential today. This involves establishing a large database system to manage education and training processes at all levels and qualifications. It also includes digitizing each process, operational step, input, and output. Furthermore, it requires applying technology to monitor and supervise each stage of the education and training process to ensure objectivity, rigor, and quality. Thanks to technology, education and training methods have become more diverse and convenient for many individuals seeking to enhance their knowledge and skills, such as distance learning, online learning, and smart educational technology. A smart classroom system connects with open learning materials, information, and library systems. Digital transformation brings many benefits to society, including human resource training in general: It creates and provides access to a diverse and rich repository of information, knowledge, and skills from around the globe. This forms a large database for research and learning by individuals, research institutions, and training organizations in general, including the teaching of political theory subjects in particular.

Uhing, S., Smolarczyk, K., Mouratidis, M., & Kröner, S. (2026). **Recreational making–related beliefs in adolescents: developing a comprehensive belief category system**. *Education and Information Technologies*, *31*(12), 4455-4479. https://doi.org/10.1007/s10639-026-13969-3

Making activities, such as creating individual artifacts via 3D printing, offer great potential for adolescents to acquire skills beneficial for their digital empowerment. To develop interventions that may increase adolescents' making engagement, their making-related beliefs need to be explored and systematized. Therefore, based on the theory of planned behavior (TPB; Ajzen, 1991), this interview study elicited beliefs regarding recreational making with N = 29 adolescents. The sample included both female adolescents and those from a low socioeconomic status to ensure that beliefs specific to these groups were not overlooked. The key research output is a category system that aligns with the TPB and differentiates salient beliefs that are important for recreational making. The discussion focuses on how this category system may be applied in future studies to create qualitative interview guidelines and quantitative questionnaires regarding making-related beliefs. The study also discusses how this category system can inform the development of tailored interventions and educational programs that resonate with adolescents' beliefs.

UNICEF. (2026). ***Pathways: Digital Competency Framework for Educators in Sub-Saharan Africa*** (p. 126). Consulté à l'adresse https://www.unicef.org/digitaleducation/reports/pathways-digital-competency-framework-educators-sub-saharan-africa
UNICEF's digital competency framework for educators in sub-Saharan Africa

Vanecek, D., Rehman, I. U., & Dobias, M. (2026). **Integrating virtual reality and eye-tracking as a gamified assessment tool for self-regulated learning**. *Education and Information Technologies*, *31*(12), 4145-4190. https://doi.org/10.1007/s10639-026-13967-5
Virtual reality (VR) provides immersive learning experiences, yet accurately assessing self-regulated learning (SRL) within these environments remains a significant challenge. Traditional subjective and post hoc assessment techniques frequently fail to capture the dynamic, real-time nature of SRL processes. Unlike prior research that typically integrates multimodal traces, such as logs, physiological data, or eye-tracking, in controlled laboratory settings, we propose a novel approach that seamlessly embeds eye-tracking data as an intrinsic, real-time input to the game's mechanics, creating a unified, three-component (Cognition, Metacognition, Motivation) assessment framework. This design represents a significant departure from controlled lab studies, allowing immediate, unobstructive, and holistic assessment of SRL metrics. Drawing on Zimmerman's cyclical model of SRL, the game operationalizes cognition, metacognition, and motivation through interactive mechanics, including information collection, strategic planning, and reflective self-reporting. This study presents a system that collects real-time data through eye-tracking within a virtual environment to measure SRL. Currently, the system captures and analyzes learner behaviors and cognitive engagement in real-time, while adaptive feedback mechanisms will be developed in future iterations to provide personalized guidance based on the collected data. The multidimensional structure of SRL is validated through Structural Equation Modeling (SEM) along with Convergent and Discriminant Validity analyses, i.e., Confirmatory Factor Analysis (CFA) and Variance Inflation Factor (VIF), confirming that Cognition, Metacognition, and Motivation components are distinct yet interrelated components at the data level. An experimental study involving 103 students shows promising correlations between in-game metrics and established external instruments: cognition correlates with General Academic Prerequisites (OSP) test ($r = 0.504$, $p < 0.001$), metacognition by human raters and AI-based assessments ($r = 0.673$, $p < 0.001$), and a strong correlation between in-game parameters and expert-

determined metacognition ($r = 0.783$, $p < 0.001$). Motivational indicators correlate with Intrinsic Motivation Inventory (IMI) scores ($r = 0.430$, $p < 0.001$). These findings provide preliminary evidence supporting the potential validity of the proposed tool, requiring further validation via future studies with more diverse populations. This study presents a foundational framework for objective, real-time, and gamified assessment of SRL, thereby providing preliminary evidence supporting the potential of the proposed tool as a base for developing personalized learning strategies. The findings need cautious interpretation and further validation in diverse populations.

Vasileiou, I. (2026). **Distance Education and Support for Students with Specific Learning Disabilities: Barriers, Evidence-Based Supports, and Future Directions**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 41-54. https://doi.org/10.59324/ejceel.2026.4(3).04

Distance education has become an important component of contemporary educational systems. For students with Specific Learning Disabilities (SLD), online learning environments may both enhance access to educational resources and introduce additional barriers related to reading, writing, and self-regulation. This narrative review synthesizes research on distance education and SLD with a focus on four key dimensions: barriers to participation in digital learning environments, the role of assistive technologies, the potential of tele-intervention for literacy support, and inclusive instructional frameworks such as Universal Design for Learning. The literature indicates that online learning environments often increase textual demands and self-regulatory requirements, which may intensify learning difficulties when instructional design fails to account for learner variability. At the same time, assistive technologies and remote literacy interventions can improve access to academic content and support skill development when integrated into structured instructional practices. The review highlights the importance of inclusive digital pedagogy that combines multimodal instructional materials, explicit teaching strategies, and accessible assessment methods. Overall, the findings suggest that the effectiveness of distance education for students with SLD depends largely on how digital learning environments are designed and implemented.

Vindigni, G. (2025). **Digital Teaching-Learning Processes in Tertiary Education: An Empirical Analysis of Zoom Usage, Cognitive Control, and Psychological Stress from the Normative Perspective of DIN EN ISO 9241**. *European Journal of Contemporary Education and E-Learning*, *3*(6), 101-135. https://doi.org/10.59324/ejceel.2025.3(6).09

The effects of digitized courses, especially synchronous online teaching via Zoom in tertiary education, are the subject of controversial debate and are often associated with mental health problems and deficits in attention control. In the context of human-computer interaction (HCI), the focus is particularly on compliance with the normative requirements of DIN EN ISO 9241-11 (usability), DIN EN ISO 9241-110 (interaction principles), and DIN EN ISO 9241-210 (human-centered design of interactive systems). The present research therefore aims to clarify the relationships empirically between objectively measured Zoom usage time, cognitive inhibitory control performance, and psychological stress in a university context. The methodological ideation and invention consist of collecting objective Zoom usage data (minutes per online course or lecture) via digital devices, psychometric assessment using DASS-21, and measuring attention control using the antisaccade task ($N = 300$). The results show that longer periods of Zoom use tend to be associated with increased inhibitory attention control and a slightly increased level of psychological stress ($r \approx .15$), although the effect sizes remain small and,

in some cases, insignificant. A moderating effect of attention control on the relationship between Zoom use and stress could not be confirmed. This suggests that studies that exclusively rely on self-report measures may overestimate the Zoom-related stress frequently reported in the literature. Learning-centered use—for example, in Zoom group rooms structured according to DIN EN ISO 9241-11—correlates positively with attention control and, at the same time, with increased stress experience. These results underscore the relevance of objective usage and cognitive measurement methods for validating assumptions about the effectiveness of media-based teaching methods. They demonstrate that a detailed review of the interaction and usability principles according to DIN EN ISO 9241 is indispensable for empirically confirming learner-centeredness, complexity reduction, and flow formation in digital higher education teaching. In this context, the combination of media didactic models, heuristic stress management, and operationalized instructional design represents the key insight for the further development of effective digital educational settings.

Vindigni, G. (2026a). **Beyond Compliance: Future Skills 2030, Digital Accessibility and Democratic Participation in Higher Education – A Scoping Review**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 56-137. https://doi.org/10.59324/ejceel.2026.4(4).05
Purpose: In this research article, digital accessibility in higher education is not presented merely as a secondary technical, legal, or organizational compliance requirement but rather as a fundamental prerequisite for acquiring Future Skills 2030; democratic participation, in the sense of social mobility; and a socially sustainable – that is, adaptable, innovative, and future-proof – development of higher education. For this reason, this review focuses on whether digital higher education can genuinely promote digital competence, AI literacy, media literacy, participatory competence, diversity competence, critical judgment, and also democratic agency, given that the socio-technical conditions for access, use, interaction, assessment, recognition, and co-creation are selectively structured. Against this backdrop, digital accessibility – as also required by law – is therefore not viewed as an additional or even expanded category of support for specific student groups within the higher education sector, but rather as a normative and process-oriented framework against which the legitimacy, quality, and democratic inclusivity of digital higher education infrastructures can be assessed in practice. Design/Methodology/Approach: In this way, the research contribution is based on a PRISMA-oriented scoping review and theory-driven literature and document analysis. In this regard, it systematically maps international and German-language research from 2009 to April 2026 on Future Skills 2030, 21st-century skills, digital competence, AI literacy, media literacy, digital accessibility, Universal Design for Learning, user experience, assistive technologies, digital equity, student voice, co-creation, and democratic participation in higher education. In addition to academic literature, the review incorporates normative, legal, standards-based, and also policy-oriented reference architectures that structure the evaluation of digital accessibility in higher education, including WCAG, EN 301 549, BITV, BFSG/EAA, DIN EN ISO 9241-11, DIN EN ISO 9241-110, DIN EN ISO 9241-210, and SDG 4. Analytically and more specifically, the study uses a deductive-inductive coding logic and reconstructs determinants, indicators, and premises through a theory-triangulated synthesis. Adaptive expertise is used not as an independent search strand, but as a theoretically adjacent sensitizing heuristic for specifying the didactic and task-related conditions under which future-oriented competencies can emerge in accessible digital learning environments. Findings: First, the

analysis indicates that the research field remains structurally fragmented. Future skills models frequently under-theorize accessibility as an enabling condition; accessibility research often remains bound to compliance, assistive technology, or accommodation paradigms; and digitalization discourses tend to overestimate scalability while underestimating selective access conditions. Second, digital accessibility emerges as a mediating structural category that links Future Skills 2030, democratic participation, UDL, UX, AI literacy, digital equity, and higher education governance. Third, the review identifies several interdependent determinants of accessibility-sensitive future skills development: accessible digital infrastructure, didactic accessibility, faculty accessibility competence, UX and interaction quality, student agency, co-creation, institutional governance, algorithmic accountability, and socio-technical equity. Fourth, the analysis demonstrates that future skills do not develop abstractly within curricular frameworks but within concrete digital systems of learning, assessment, communication, feedback, recognition, and participation. Within this context, if these systems are not barrier-free, understandable, compatible with assistive technologies, user-centered, didactically adaptive, and institutionally accountable, they selectively pre-structure the conditions under which competence development, agency, and participation can emerge. Fifth, adaptive expertise clarifies that accessibility-sensitive higher education must also be task-sensitive: students require access not only to platforms and materials but also to authentic, ill-structured, complex, collaborative, autonomy-supportive, and reflective learning situations in which future-oriented competencies can be practiced and stabilized. Research Limitations/Implications: As a document-based and theory-triangulating study, the findings are based on a scoping review and a qualitative, theory-driven synthesis rather than on a meta-analysis of statistical effect sizes. Consequently, the study does not claim causal measurement of accessibility effects on future skills acquisition. The evidence base is heterogeneous and includes empirical studies, systematic reviews, conceptual contributions, legal standards, policy documents, and normative frameworks. This heterogeneity is methodologically necessary because digital accessibility in higher education cannot be adequately reconstructed without considering the interplay of pedagogical, technological, legal, organizational, and democratic conditions. In particular, terminological variation across the fields of future skills, accessibility, inclusion, digital equity, AI literacy, participation, and agency remains a limitation. Further research should therefore empirically examine how accessibility-sensitive, UDL-informed, UX-sensitive, and AI-accountable learning environments affect the acquisition of Future Skills 2030, adaptive expertise, student agency, democratic participation, and socially sustainable higher education outcomes. Practical Implications: At the level of higher education development, the findings imply that digital accessibility must be institutionalized as a cross-cutting governance and quality-development category across the entire socio-technical architecture of the university. These considerations suggest that this includes teaching and learning arrangements, assessment regimes, procurement logics, quality assurance, faculty qualification, platform design, AI governance, student support, and evaluative monitoring. Accordingly, digital materials, learning management systems, examination environments, feedback and communication structures, AI-supported tools, and support infrastructures should be designed according to accessibility-by-design, UDL, human-centered design, and the relevant normative, legal, and standards-based reference architectures. Looking at the German (DQR) and European educational frameworks (EQF), it is therefore important to note that this requires the institutionalization of accessibility as a cross-cutting governance and quality-development principle,

encompassing systematic faculty qualification, accessibility-sensitive procurement logics, participatory design and evaluation procedures, UX-based quality assurance, transparent accountability structures, and support architectures that prevent the responsibility for adaptation from being externalized to individual students. Taken together, digital accessibility can only support democratic higher education if it is institutionalized as an infrastructure of participation rather than treated as a reactive accommodation or post hoc compliance task. Originality/Value: From a didactic and pedagogical perspective, this research article shifts the debate on digital accessibility in higher education from a narrow compliance paradigm toward an integrated educational, democratic, and governance-theoretical framework. Its originality lies in reconstructing digital accessibility as a prerequisite, indicator, and touchstone of future-skill-sensitive and democracy-oriented higher education, while at the same time bringing Future Skills 2030, UDL, UX, AI literacy, digital equity, adaptive expertise, student agency, and democratic participation into a common accessibility-governance framework. In this respect, the review reconstructs digital accessibility not as a merely technical quality attribute of digital higher education, but as a structural enabling condition that determines whether students can access epistemic resources, understand and use digital systems, critically question algorithmic and institutional arrangements, participate in co-creative academic practices, and actively shape digital learning environments. The comparative perspective adopted in this study highlights that digital accessibility is conceptualized as a central evaluative category for democratic legitimacy, pedagogical quality, and social sustainability in higher education during the digital age.

Vindigni, G. (2026b). **Platformized Private Higher Education Institutions in the EHEA: Instructional Infrastructure, Access Conditionality, and Platform Governance**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 275-356. https://doi.org/10.59324/ejceel.2026.4(4).13
Purpose: This study conceptualizes highly digitized private higher education providers, including IU, Pegaso, Mercatorum, and EU-oriented providers, as an emerging type of platformized private higher education institution in the European Higher Education Area (EHEA). The central question is which structural, organizational, legal-regulatory, and socio-technical characteristics—recognition status, ownership, platform architecture, use of AI/analytics, program logic, and internationalization—constitute this type and how the recurring promise of democratization is institutionally translated into participation-critical conditions and selective effects. Design/Methodology/Approach: In the context of this, the study follows a theory-driven, triangulated research design consisting of (1) a systematic synthesis of literature and documents on platformization, datafication, and political economy in higher education; (2) document-based reconstruction of organizational/ownership and regulatory arrangements; and (3) artifact- and policy-oriented platform analysis (including contract/terms of service logic, data/analytics rationales, and interoperability/lock-in dimensions). Analytically, a multidimensional evaluation grid is used that integrates (i) corporate/regulatory governance, (ii) platform and AI architecture, (iii) program/market and internationalization logics, and (iv) access conditionality mechanisms as participation-critical test dimensions. Findings: First, the analysis indicates that platformized private higher education institutions should be understood less as digitized variants of traditional universities and more as organizationally integrated platform arrangements and student management systems that are structurally linked to data, workflow, and metrics infrastructures. Second, platformization appears as a shift in governance in which contract, IP, and data rights,

as well as analytics-based decision-making architectures, can function as de facto control regimes that reconfigure academic autonomy, institutional transparency, and accountability. Third, the democratization narrative emerges as structurally ambivalent: opening up through flexibilization and low-threshold access can simultaneously be reorganized into access conditionality when participation is tied to device-, identity-, proctoring-, or support-bound infrastructures, fee/financing logics, and data-based retention regimes. Research limitations/implications: Consequently, the findings are primarily based on secondary documents, publicly available platform artifacts, and discourse/policy material; internal organizational data (e.g., proprietary analytics models, contract details, research) can only be reconstructed indirectly. Further research should complement comparative, case-based governance studies (e.g., contract and procurement analyses, organizational ethnographic reconstructions of platform work and tutorial regimes) as well as quantitative studies on social selectivity and debt/pay-to-learn pathways in the EHEA. Practical implications: For strategic and operational higher education management and regulation, the analysis implies that quality assurance for platformized private higher education institutions must not stop at output metrics or formal accreditation compliance but must operationalize platform governance as an object of review: transparency regarding data/analytics purposes, interoperability and exit capability (lock-in risks), IP and contract clarity, and verifiable mechanisms to avoid access conditionality (multi-channel support and fallback architectures, traceable fairness, and participation checks). Originality/value: Essentially, this contribution closes a gap in research by reconstructing platformization not only as a process of digitization in higher education institutions but also as the formation of a private-sector platformized higher education institution in the European Higher Education Area. In this respect, the added value lies in an operationalizable evaluation grid for analyzing platform governance, AI/analytics architectures, and selectivity mechanisms, which systematically intertwines critical platform economy approaches with higher education research and EHEA policy contextualization. In doing so, the article treats platformization not merely as a question of institutional form but as a question of instructional infrastructure, platform governance, and participation-critical design.

Vizcaíno-Verdú, A., Bonilla-del-Río, M., & Civila, S. (2026). **Rethinking family prosumption and media competence: Legitimizing children's technology use in multi-device households**. *Education and Information Technologies*, *31*(13), 4907-4928. https://doi.org/10.1007/s10639-026-14000-5

In family environments increasingly permeated by digital media, parents' competencies in understanding and managing technology critically shape how children engage with multiple devices. Using questionnaire data from 1,502 families in Andalusia, Spain, this study analyzes how parental education, age, and screen time relate to both the critical and production dimensions of media competence, and in turn, to children's use of mobile phones, tablets, computers, and gaming consoles. The results reveal a persistent generational gradient: higher education predicts stronger critical awareness, whereas younger parents display greater technical fluency. As parents' media competence deepens, their mediation practices evolve toward more permissive and legitimizing forms, particularly regarding the use of mobile phones and computers. Critical competence operates less as a safeguard and more as a cultural lens through which digital technologies become normalized within everyday family life. These findings highlight the reconfiguration of parental prosumption as a process of legitimation in multi-device households, in which care, control, and connectivity converge.

von Davier, A. A., & Hao, J. (2026). **Robert J. Mislevy and Computational Psychometrics**. *Educational Measurement: Issues and Practice*, *45*(3), e70024. https://doi.org/10.1111/emip.70024
As part of this EM:IP special issue honoring Robert (Bob) J. Mislevy, this paper highlights his critical role in shaping the emerging field of computational psychometrics, which integrates computational methods from data science and artificial intelligence (AI) with core psychometric principles to address the challenges posed by complex, high-volume multimodal data from interactive digital assessments. We discuss how Bob's vision, mentorship, and intellectual leadership helped to establish the conceptual foundations of this field, and how his foresight continues to guide the ongoing transformation of assessment in the era of AI.

Vu, N. T. (2026). **Transforming the Pedagogical Model through STEAM Education in the Vietnamese Preschool Education System**. *European Journal of Arts, Humanities and Social Sciences*, *3*(3), 312-319. https://doi.org/10.59324/ejahss.2026.3(3).28
The global shift in education towards the digital age and artificial intelligence has created revolutionary changes in how education is approached from the earliest stages. In Vietnam, STEAM (Science, Technology, Engineering, Art, Mathematics) education is emerging as a dominant educational philosophy, aiming not only to equip children with interdisciplinary knowledge but also to shape their thinking, creativity, and problem-solving abilities. This approach is considered a highly effective innovation strategy, aligning with the demands of modern early childhood education reform, moving from purely theoretical instruction to providing opportunities for children to learn through play and practical experience.

Wang, H., & Tian, J. (2026). **From trust to dependency: how generative AI attributes and organisational support shape student use of generative AI**. *Education and Information Technologies*, *31*(12), 4303-4326. https://doi.org/10.1007/s10639-026-13983-5
In the age of generative artificial intelligence (GenAI), gaining a better understanding of students' dependency on GenAI tools in academic settings has become a pressing concern. This study investigates the psychological and contextual mechanisms underlying GenAI dependency in Chinese higher education. Drawing on Affordance Theory and Task–Technology Fit Theory, the study develops a comprehensive framework linking GenAI attributes (practicality, reliability, and accessibility), GenAI trust, and GenAI dependency while evaluating the moderating role of organisational support. A mixed-methods approach was adopted, combining Partial Least Squares Structural Equation Modelling (PLS-SEM) with a 2×2 two-factor experiment, involving 426 Chinese university students, and a 2×2 two-factor experiment with a sample of 160 Chinese university students. The SEM results show that GenAI attributes (practicality, reliability, and accessibility) significantly predict GenAI trust, and concurrently significantly affect GenAI dependency. Furthermore, organisational support strengthened the relationship between trust and dependency. The experimental results confirm significant effects of both task type (creative vs. mechanical) and execution mode (AI-assisted vs. Manual) on GenAI dependency, with no significant interaction effect. These findings offer theoretical insights into how perceptions of technology and environmental support shape behavioural dependency on GenAI. In practical terms, the results provide the foundation for concrete recommendations in higher education institutions, aimed at

instructors and student support systems seeking to integrate GenAI responsibly into teaching and learning.

Wang, H.-Y., & Sun, J. C.-Y. (2026). **Performance prediction in VR co-creation learning environments: Dual-phase vs. single-phase feature extraction and predictor evaluation in student engagement**. *Education and Information Technologies*, *31*(11), 4003-4039. https://doi.org/10.1007/s10639-026-13894-5
This experimental study examined the impact of feature extraction on predicting semester integrated performance assessment (IPA) in virtual reality (VR) co-creation learning environments. A total of 83 students attended an 18-week-long VR co-creation course at a northern Taiwan public high school using a blended online-merge-offline (OMO) model. Evidence-based multimodal data, including log data, assessment scores, electroencephalography (EEG), and demographics, were used for dual-phase and single-phase Random Forest (RF) models which predicted binary pass/fail semester IPA. The dual-phase RF model, with PCA for feature extraction, demonstrated superior accuracy compared to the single-phase model; however, the single-phase model still achieved acceptable performance. Additionally, both RF models achieved high accuracy in predicting outcomes using EEG data, highlighting the potential of integrating physiological responses into educational settings. Further, prior knowledge and age emerged as crucial demographic features, whereas gender showed minimal influence on prediction accuracy. The study indicates limitations such as the scarcity of diverse cognition data, the lack of performance dashboards, and the absence of longitudinal analysis. Future studies should expand cognition data diversity, develop real-time algorithm-driven dashboards, and employ longitudinal studies to explore growth and community dynamics in VR co-creation.

Wang, J. (2026). **Integrating virtual and augmented reality in storytelling: exploring the evolution of narratives, audience engagement, and technological accessibility**. *International Journal of Inclusive Education*, *30*(9), 2621-2647. https://doi.org/10.1080/13603116.2025.2567424
As virtual and augmented reality (VR/AR) technologies become increasingly prevalent, the narrative techniques in film and television are undergoing significant transformation. Features, such as interactivity and immersion, have reshaped audience engagement, raising new questions about narrative form and accessibility. This study explores how VR/AR technologies influence narrative structures and enhance emotional connection and active participation among audiences, while also challenging traditional storytelling approaches. Adopting a mixed-methods design, the research integrates qualitative case studies and quantitative surveys. Data were gathered from semi-structured interviews with 203 industry experts, content analysis of three VR/AR projects and feedback surveys from 116 audience members. The findings reveal that VR/AR deepens viewer engagement, transforming linear storytelling into interactive, immersive experiences. The study highlights VR/AR's potential to innovate narrative techniques and offers valuable insights for filmmakers, writers and technologists. By combining creator and audience perspectives, this research contributes to the understanding of immersive storytelling's evolution, acknowledging both its opportunities and inherent challenges. However, given the limited number of VR/AR projects and participants analysed, the generalisability of findings remains constrained.

Wang, P., Viberg, O., Law, E. L.-C., & Greiff, S. (2026). **When Can AI Models Explain Learning? Validity Criteria for AI as Cognitive Models in Education**. *Educational Psychology Review*, *38*(1), 106. https://doi.org/10.1007/s10648-026-10202-y
Traditional verbal theories in educational psychology often remain underspecified at the mechanistic level. While they offer rich descriptive constructs and conceptual insights, they provide limited accounts of how learning processes unfold dynamically and causally. Here, "verbal" denotes theories stated in prose and qualitative relations rather than as formal, computational process models. This lack of mechanistic precision constrains rigorous theory testing, limits integration across levels of analysis, and reduces the potential to design interventions grounded in explanatory understanding of learning processes. In this Review, we synthesize an emerging paradigm that treats artificial intelligence (AI) systems not merely as predictive tools or instructional technologies, but as cognitive models of learners, explicit, runnable instantiations of theoretical assumptions about cognition and learning. Our central question is not whether AI systems can serve as cognitive models, but when they should be allowed to count as such. We therefore organize the Review around explicit validity criteria, theoretical grounding, construct validity, mechanistic transparency, alignment with human learning trajectories, error-signature matching, causal-intervention tests, ecological validity, and instructional usefulness, that an AI system must satisfy before its cognitive-model status is granted rather than assumed. We examine how major families of AI models, including neural networks, reinforcement learning agents, cognitive architectures, and large language models, have been used to operationalize core educational constructs such as memory, strategy use, motivation, self-regulation, and social learning. Across these approaches, we highlight how mechanistic transparency, interpretability, and alignment with human learning trajectories and error patterns are essential for explanatory validity. We further discuss methodological tools, such as representation analysis, ablation, and trajectory-level comparison, that enable causal inference about learning mechanisms within models. Finally, we outline key challenges and future directions, including construct validity, ecological realism, individual differences, and ethical accountability. By positioning AI as a theoretical instrument rather than solely an engineering solution, this Review argues that AI-based cognitive models can, when they satisfy these criteria, help transform abstract learning theories into precise, testable, and educationally actionable accounts of how students learn.

Wu, M., & Ouyang, F. (2026). **How Generative AI Influences Learning Outcomes in Programming Education: A Three-level Bayesian Meta-analysis**. *Educational Psychology Review*, *38*(1), 117. https://doi.org/10.1007/s10648-026-10211-x
Generative AI (GenAI) has shown promise in programming education, yet empirical evidence remains inconsistent due to varied pedagogical and technical contexts. This research addressed this inconsistency through a three-level Bayesian meta-analysis of 35 empirical studies with 131 effect sizes published between 2022 and 2025. Learning outcomes were classified into AI-assisted programming outcomes (AIPO), independent programming outcomes (IPO), higher-order skills (HOS), and motivational-emotional outcomes (MEO). Results demonstrated credible small-to-medium positive effects of GenAI on all four outcome categories, and no credible difference among categories was detected. The moderator analyses did not detect credible moderation by educational contexts, instructional designs, or GenAI system designs in any outcome category. A few exploratory pairwise differences were credible for MEO under specific educational contexts and strategy-training conditions. Within the current evidence,

GenAI shows consistent positive average effects, whereas the conditions that strengthen or weaken these effects remain undetermined. Because the corpus is small and unevenly distributed across moderator levels, the absence of detected moderation may reflect limited statistical information rather than equivalence across conditions. Larger and more balanced studies with more complete reporting of implementation details are needed to identify these conditions.

Xia, T., Tan, M., & Guo, J. (2026). **Enhancing online learning outcomes through virtual companion AI: The role of identity anthropomorphism**. *British Journal of Educational Technology*, *57*(5), 1395-1419. https://doi.org/10.1111/bjet.70072
Abstract Anthropomorphic strategies can improve learners' performance in artificial intelligence (AI) learning environments, yet their underlying mechanisms remain unclear. Grounded in social presence theory, this study introduces the concept of identity anthropomorphism and adopts multimodal learning analytics (MMLA), combining questionnaires, electroencephalography and eye tracking to examine its effects on learning outcomes. Seventy participants completed online learning tasks under three conditions: identity-anthropomorphised AI, non-identity-anthropomorphised AI and human companionship. Results indicated that: (1) identity-anthropomorphised AI significantly improved learning outcomes compared to non-anthropomorphised AI and performed comparably to human companionship; (2) social presence and positive emotions sequentially mediated this effect, such that social presence generated a positive net impact only when it evoked positive emotions; (3) learners in the humanities and social sciences were more sensitive than science and engineering learners to the social presence evoked by identity anthropomorphism; (4) although identity anthropomorphism diverted some attention, its emotional benefits offset this disadvantage. These findings extend the mechanism of AI-induced social presence from interactive behaviours to static identity cues, support anthropomorphic design in educational AI and employ MMLA to complement learning theory. This study also highlights that the long-term deployment of such systems should account for potential risks, such as excessive emotional dependence. Practitioner notes What is already known about this topic? Online learning environments encounter challenges such as heightened learners' isolation, low engagement, and susceptibility to distraction, with social presence recognised as an important factor in mitigating these issues. Existing research on AI identity is still in its early stages, where the identity information typically assigned to AI remains relatively limited. Multimodal learning analytics (MMLA) leverages multisource data to provide more interpretable evidence for exploring complex learning processes. Effectively integrating MMLA with learning theory offers robust support for further theoretical development. What this paper adds? This study introduces the concept of identity anthropomorphism and shows that static identity cues of AI can evoke learners' sense of social presence. Identity-anthropomorphised AI companions are associated with improved online learning outcomes, with performance comparable to human companions in this study. Social presence alone does not necessarily translate into better learning outcomes; its positive effects depend on the extent to which it fosters positive emotions. Learners from the humanities and social sciences are more responsive to identity anthropomorphism than those from science and engineering. Implications for practice and/or policy Educational technology developers and instructional designers can consider incorporating identity anthropomorphism into AI learning companions. Designing human-like identity backgrounds for AI provides a relatively low-cost approach to enhancing learning outcomes in online courses. When developing AI-based learning

companions, it is not sufficient to focus solely on increasing social presence. Designers should also ensure that the system supports positive emotions and helps offset attentional distractions introduced by anthropomorphic features. Policymakers and educational institutions should also consider potential unintended consequences, such as excessive emotional dependence and issues related to educational equity. These risks may be mitigated through transparent disclosure and ongoing evaluation.

Xiangming, L., & Wei, W. (2026). **Interplay effects of AI feedback and individual differences on learners' emotional responses**. *Education and Information Technologies*, *31*(11), 4091-4113. https://doi.org/10.1007/s10639-026-13937-x
Computer and AI feedback practice has received increasing attention in educational studies. Nevertheless, a line of research remains underexplored regarding the interplay between AI feedback types and the learners' emotional responses along with individual difference. To address this gap, this study collected data over two weeks of 396 feedback responses provided by generative AI Chatbot from 66 engineering students in a university on their scientific writing reports. Survey data was triangulated with the learners' emotional responses towards the combination of three AI feedback types on two report forms along with learner's individual difference of writing proficiency and feedback literacy. Hierarchical regression analysis supported all the hypotheses that Model 1 of individual difference, Model 2 of newly-added AI feedback type and Model 3 of newly-added report type all significantly predicted the learners' positive emotional responses, while all the three models failed to predict the negative emotional responses. In addition, paired T-test yielded statistically higher scores in form-focused type of negative "State of bored" within evaluative type and "High arousal negative state" within suggestive type. Likewise, paired T-test results generated higher scores in evaluative feedback of positive "Positively surprising state" and negative "State of bored" within form-focused type. The implications of the findings are discussed on the development of learners' AI feedback literacy.

Xu, Jieping. (2026). **Robot-Assisted Motor Skill Language Learning: Motivation, Enjoyment and Grit Pathways to EFL Learners' Language Achievement**. *European Journal of Education*, *61*(3), e70720. https://doi.org/10.1111/ejed.70720
Due to advancements in AI-based tools, robots have entered colleges and universities in the past few years. This trend towards robots has also led to the emergence of Educational Robots (ER) as a distinct field. The present research investigates the effect of NAO, a type of motor-skill robot, on students' achievement and considers the mediating role of mental elements, such as motivation, enjoyment and grit, in this process. 560 English as a Foreign Language (EFL) learners participated, and the researcher administered the three questionnaires and the Preliminary English Test (PET) as a Language Achievement Test. The research used a pretest-posttest design, and learners were assigned to two groups: the control and the experimental (EXP). The first group was taught using traditional methods, such as PowerPoint presentations; however, the second group was taught using robots. Those sessions were designed to foster an engaging, positive academic experience by providing quick feedback, support and motivational incentives. The results indicated that the improvement in language achievement of the EXP group was greater, and they also showed higher levels of motivation, grit and enjoyment. The results showed a significant mediation effect. Among the mediators, enjoyment was the strongest, uniquely accounting for 77.8% of the indirect effect and 63.0% of the total effect. Motivation and grit were also significant mediators, accounting

for 12.1% and 10.1% of the indirect effect, respectively. These results indicate that all three mediators fully mediated the effect of robots on language achievement. The results indicate that robots can be incorporated into EFL teaching to create settings that foster learning, thereby encouraging educational success. By leveraging robots' ability to boost students' motivation, enjoyment and grit, teachers can build more effective EFL classrooms, promising a pathway to boost EFL learners' academic achievement.

Xu, Jun, Luo, Y., Wang, C., Wang, M., & Wu, Y. (2026). **AI support in self-regulated learning: A decade of technological evolution and meta-analysis**. *British Journal of Educational Technology*, *57*(5), 1191-1220. https://doi.org/10.1111/bjet.70058
Abstract This meta-analysis systematically examines 35 empirical studies (2013?2025) investigating artificial intelligence applications within Zimmerman's cyclical model of self-regulated learning (SRL). Three principal discoveries emerge: (1) Technological progression has evolved through three co-existing paradigms: rule-based architectures, data-driven adaptive systems and generative AI ecosystems, that demonstrate increasingly sophisticated capabilities for human-AI collaboration. (2) While AI-supported SRL interventions yield a moderate overall effect size (g?=?0.507), their impact is uneven; AI is significantly more effective during the task performance phase (g?=?0.574) than in the preparatory forethought phase (g?=?0.401). Notably, generative AI shows markedly superior efficacy across all phases (e.g. g?=?0.709 for forethought, g?=?0.938 for performance), though high heterogeneity suggests these effects are heavily contingent on specific instructional designs. (3) Moderator analysis identifies optimal contexts in secondary education, natural science disciplines, fully online settings and interventions of medium duration (2?10?weeks), while also revealing that effects are substantially larger when measured by behavioural traces compared to self-reports. Critically, these findings highlight a persistent performance-competence divide, suggesting that AI's capacity to scaffold immediate task performance may outpace its current ability to cultivate durable, transferable self-regulatory competence. The study discusses the implications of this divide and proposes a research agenda focused on designing AI systems that foster genuine learner autonomy. Practitioner notes What is already known about this topic AI technologies have shown promise in supporting self-regulated learning (SRL) through personalized feedback and metacognitive scaffolding. Previous studies report inconsistent outcomes of AI interventions across SRL phases (forethought, performance, self-reflection), with limited exploration of phase-specific impacts Existing meta-analyses often treat SRL as a unified construct rather than examining how different AI types support distinct self-regulatory processes. What this paper adds Demonstrates moderate overall effectiveness of AI-supported SRL (g?=?0.507) with differential impacts across phases: strongest during task performance (g?=?0.574), weaker in forethought (g?=?0.401) and self-reflection (g?=?0.464) Maps three coexisting AI paradigms?rule-based, data-driven and generative AI?revealing that generative AI achieves superior outcomes across all SRL phases, though effectiveness depends on alignment between AI affordances and specific self-regulatory processes. Identifies optimal implementation contexts through moderator analysis: secondary education settings, natural science disciplines, fully online environments and medium-duration interventions (2?10?weeks) yield stronger effects. Articulates a critical performance-competence divide, substantiated by quantifying how AI's impact on observable behaviours (g?=?0.751) is more than double its effect on learners' self-reported perceptions (g?=?0.369). Implications for practice and/or policy Integrate AI paradigms strategically rather than viewing them as replacements: combine rule-based systems' stable scaffolding with

generative AI's adaptive dialogue to support the full SRL cycle. Design interventions of medium duration (2?10?weeks) to optimize skill acquisition while maintaining engagement, avoiding both novelty effects and scaffold dependency. Adapt AI implementation to disciplinary demands: structured procedural support works well in natural sciences, while social sciences require enhanced support for open-ended inquiry and critical analysis. Develop assessment frameworks that measure delayed, unsupported performance alongside immediate gains to ensure AI fosters genuine self-regulatory competence rather than temporary performance enhancement.

Xu, K., Zhang, Q., Zhang, Y., Xu, H., Pi, Z., & Yang, J. (2026). **The synergy of pedagogical agents and metaphorical design: Reducing psychological distance to enhance video learning**. *British Journal of Educational Technology*, *57*(5), 1272-1298. https://doi.org/10.1111/bjet.70064

Abstract The effectiveness of video-based learning lies not in perfecting isolated elements such as pedagogical agents (PAs) or metaphorical content, but in their synergistic integration. While both have been shown to independently enhance learning outcomes, their combined potential remains underexplored. In this study, 129 learners engaged with biology content in a 2???2 between-subjects design to examine the effects of PAs type (real vs. virtual) and metaphorical design (no metaphor vs. metaphor) on learners' performance, attention, comprehension, psychological distance and agent evaluation and the mediating role of psychological distance. Metaphorical design used familiar concepts to make abstract biological content more relatable, whereas the no-metaphor condition presented the content in its abstract form. Results showed that both virtual pedagogical agents (VPAs) and metaphorical design improved learning performance, as they both reduced learners' attention allocation to the agent. Metaphorical design specifically increased cognitive effort, as indicated by larger pupil size, while also reducing spatial distance and enhancing VPAs' perceived human-likeness. Additionally, VPAs reduced hypothetical distance. Spatial and hypothetical distances, as well as learning comprehension, mediated the effects of the two factors on learning performance. Temporal distance mediated the interaction effect of PAs type and metaphorical design on credibility. The study concludes that both VPAs and metaphorical design enhance learning effectiveness and reduce psychological distance. Metaphorical design compensates for VPAs' lack of realism by boosting their perceived human-likeness and credibility. These findings suggest that instructional designers should prioritize not only the visual realism of VPAs but also metaphor-based content design to create more immersive, effective learning experiences. Practitioner notes What is already known about this topic Video-based learning typically involves either real-human instructors or virtual pedagogical agents (VPAs). VPAs are increasingly used because they reduce distraction and allow scalable, consistent delivery; though they provide lower social presence. Research has mainly focused on agent visual design, while their pedagogical integration with instructional content has received far less attention. Metaphorical design supports learning in videos, yet little is known about its combined effects with agents or the mechanisms involved. What this paper adds Learners taught by VPAs or with metaphorical content performed significantly better than those taught by real-human teachers or with non-metaphorical content. Metaphorical design improved content-focused cognitive effort, reduced perceived spatial distance and enhanced the human-likeness of VPAs, demonstrating how representational strategies shape cognition and perception. Spatial and hypothetical distance and comprehension mediated the effects of agent type and metaphor on

performance, while temporal distance mediated their interactive effect on credibility, identifying psychological distance as a key explanatory mechanism. Implications for practice and/or policy Combining metaphorical content design with VPA appearance can more effectively allocate learners' attention and enhance performance. Educators and designers should avoid overemphasizing agent visual realism and instead give equal weight to instructional content design, particularly metaphorical structuring.

Xu, Q., Jiao, H., Zhou, T., Li, M., Zhang, N., Peters, S., & Fu, Y. (2026). **Automated Alignment of Math Items to Content Standards in Large-Scale Assessments Using Language Models**. *Educational Measurement: Issues and Practice*, *45*(3), e70038. https://doi.org/10.1111/emip.70038
Accurate alignment of items to content standards is critical for valid score interpretation in large-scale assessments. This study evaluates three automated paradigms for aligning Math items with four domain labels and nineteen skill labels. First, we extracted instruction-tuned embeddings, trained a suite of classical supervised machine-learning models, and examined whether principal component analysis (PCA) improved performance. Second, we fine-tuned a set of encoder-only language models (11 BERT-family models) for domain and skill alignment. Third, we explored ensemble learning via majority voting and stacking with multiple meta-models. Results show that DeBERTa-v3-base achieved the best weighted-average F1 score for domain alignment (0.950), whereas RoBERTa-large achieved the best weighted-average F1 score for skill alignment (0.869). PCA substantially improved linear classifiers based on embeddings but did not outperform fine-tuned encoder-only language models. Ensemble methods did not surpass the best single encoder-only language model. Overall, the study provides a systematic comparison of embedding-based classification, fine-tuned encoder-only language models, and ensemble strategies for automated item-to-standards alignment.

Xu, W., & Liu, W. (2026). **Perceptual-motor synchronization and motivation in structured piano training: A mixed-methods study of MIDI-based learning tools**. *European Journal of Psychology of Education*, *41*(2), 62. https://doi.org/10.1007/s10212-026-01128-8
This study examined the psychological mechanisms that underlie the use of MIDI accompaniment for learning and its impact on perceptual-motor synchronization, temporal structuring, and engagement dynamics. The main task was to compare the effectiveness of Guide Mode with conventional MIDI accompaniments in structured piano instruction. The study employed a mixed-methods approach, incorporating pre-test and post-test assessment of performance, real-time MIDI tracking analytics, and self-report motivation scales. The experiment involved a group of 48 s-year piano students (with a gender ratio of 1:1). The sample was divided into two experimental groups (Guide Mode vs. MIDI accompaniment only), with data triangulated through quantitative error tracking (pitch and rhythm deviation), qualitative observations from the instructor, and self-esteem mapping based on a survey. Statistical analysis (ANOVA, t-tests, and Cronbach's alpha for reliability assessment) was used to identify inter-group differences and intra-individual learning trajectories. The Guide Mode group demonstrated excellent adherence to the prescribed tempo (an average improvement in tempo accuracy of 14.2% compared to 11.8% for the MIDI-only group) and increased engagement indicators (72% reported enhanced enthusiasm). Additionally, 22% of the students perceived MIDI as a mere extension of traditional methods rather than an innovative approach. This suggests that the effect of cognitive encapsulation occurs when digital learning tools permeate into existing learning patterns rather than revolutionizing musical

cognition. These findings highlight the pedagogical value of MIDI in optimizing sensorimotor involvement and self-regulated learning. The results also emphasize the need for adaptable implementation strategies that strike a balance between technological precision and expressive flexibility.

Xu, Y., Guo, J., Zhou, D., & Li, M. (2026). **Chatbot or cheatbot? Moral judgments of AI usage in academic writing**. *Education and Information Technologies*, *31*(11), 4041-4063. https://doi.org/10.1007/s10639-026-13947-9
As generative AI becomes increasingly integrated into academic writing, ethical ambiguities emerge, especially concerning AI-giarism—where AI-generated content blurs traditional understandings of plagiarism. In addressing these complexities, the present study examines moral judgments across three distinct scenarios of AI usage: (1) Direct copying AI-generated content, (2) AI-supported collaborative writing, and (3) Minimal AI-tool use (e.g., proofreading, grammar checking, and information searches). Grounded in dual-process models of moral reasoning and technological mediation theories, this study investigates how cognitive awareness of plagiarism standards and negative emotions toward plagiarism influence moral judgments and underlying psychological mechanisms. An analysis of data from 415 participants reveals significant variations in ethical evaluations according to context: direct copying is subject to strict moral condemnation, while collaborative writing elicits moderate judgments, and minimal AI-tool use remains ethically ambiguous. Perceived moral intensity mediates both the influences of cognitive awareness and negative emotional attitudes towards plagiarism, emphasizing the need for moral judgment theories to explicitly incorporate context-dependent perceptions of ethical severity. Furthermore, participants' experience of AI usage moderates the mediation pathways, highlighting the critical role of AI literacy in fostering sophisticated ethical judgments. These findings contribute to theoretical understandings of moral reasoning within AI-mediated academic writing contexts and suggest potential practical implications for educational institutions and publishers, recommending clear, context-sensitive ethical guidelines and targeted AI-literacy initiatives to effectively manage evolving human-AI collaborative practices.

Yang, M. (2026). **Social media as a tool for cultural storytelling: the influence of narrative strategies on Chinese cultural identity construction**. *International Journal of Inclusive Education*, *30*(9), 2374-2402. https://doi.org/10.1080/13603116.2025.2560005
This research explores narrative strategies and identity construction on social media in international communication about Chinese culture, representing a vital tool for advancing cultural stories and building digital identities. A quantitative research methodology was employed, using an online questionnaire survey as the main data collection tool. Data were gathered from a sample of 329 respondents, and the analysis was conducted using the SPSS software. The findings highlight that social media exerts a strong influence on the visualisation and global dissemination of Chinese culture. It enables Chinese users to form hybrid cultural identities and plays an essential role in making Chinese culture more comprehensible by amplifying its global impact through cultural framing. Furthermore, interactions between Chinese users and the international public reveal transformations in traditional Chinese cultural identities, where symbolic representation significantly shapes identity construction. The novelty of this study lies in its exploration of the intersection between social media, storytelling strategies and identity construction within Chinese cultural communication. The research provides new insights into dynamic cultural exchange and transformation in the digital age, contributing to the

understanding of how technology-driven communication fosters intercultural dialogue and the redefinition of cultural narratives in global contexts.

Yang, P., & Huang, W. (2026). **Will, Skill, Not Tool: Chinese university students' acceptance of generative AI for academic writing in informal English medium instruction settings**. *British Journal of Educational Technology*, *57*(5), 1374-1394. https://doi.org/10.1111/bjet.70075
Abstract The generative AI (GenAI) has exhibited diverse functions in supporting academic writing, especially for university students who encounter both disciplinary content and academic English challenges in English medium instruction (EMI). However, existing studies have rarely addressed EMI students' behavioural intentions to use GenAI for academic writing beyond formal classroom settings. By adopting the Will, Skill, Tool (WST) model, this study explores how EMI students' intentions are shaped by emerging AI-specific variables, including perceived risks, perceived importance of policy (PIP) and AI literacy. Survey data were collected from 512 university students at an EMI university in China. The structural equation model explained 56% of the variance in EMI students' behavioural intentions. The findings indicated that will-related factors (eg, attitudes, perceived risks, PIP) and the skill factor (AI literacy) were significant antecedents of students' intentions, whereas the tool component (facilitating conditions) was not. Attitudes and perceived risks served as significant indirect pathways through which PIP and AI literacy were associated with behavioural intentions. The findings have implications for pedagogical practices and policy design in promoting EMI students' adoption of GenAI for academic writing. Practitioner notes What is already known about this topic Some Chinese university students use generative AI (GenAI) tools to address both disciplinary and linguistic challenges in academic writing outside English medium instruction (EMI) classrooms. Students' perceived risks, perceived importance of policy and AI literacy have emerged as key predictors of their adoption of GenAI, but the interplay among these variables remains underexplored. Despite the wide application in teachers' technology adoption, the Will, Skill, Tool (WST) model has rarely been adopted to explain students' intention to use GenAI in informal learning contexts. What this paper adds The WST-based model explained 56% of the variance of Chinese EMI students' behavioural intention to use GenAI for academic writing in informal settings. The will and skill components significantly predicted students' behavioural intentions, whereas the tool element did not. Both attitudes and perceived risks constituted significant indirect mechanisms linking students' perceived importance of policy and AI literacy to behavioural intentions. Implications for practice and/or policy In EMI lessons, teachers can present the benefits of GenAI for addressing both academic content and language issues in academic writing, thus building EMI students' positive attitudes towards this technology. Policymakers should develop clear guidelines on the ethical and responsible use of GenAI in academic writing to alleviate students' concerns about academic misconduct and integrity. EMI lecturers should prioritise students' development of AI literacy by demonstrating effective strategies and critical evaluation skills for students' use of GenAI in academic writing.

Yang, Y., Kobir, M. H., Ahmed, T., Olsen, A. A., Deb, S., & Jones, J. (2026). **Virtual reality vs. lecture-based learning in additive manufacturing: A quasi-experimental analysis using FABRICATE**. *Education and Information Technologies*, *31*(12), 4609-4636. https://doi.org/10.1007/s10639-026-13972-8

As additive manufacturing (AM) continues to reshape industrial production, there is a growing need for effective and inclusive educational strategies that prepare learners with both conceptual knowledge and practical skills. This study presents a quasi-experimental evaluation comparing traditional lecture-based instruction with a bilingual, theoretically grounded virtual reality (VR) training platform—FABRICATE (Fully Accessible Bilingual VR Interface for AM Training and Education). FABRICATE simulates realistic AM processes using interactive case studies, guided training modules, and performance-based assessments in a fully immersive environment. Undergraduate engineering students were assigned to either the VR or lecture group, receiving equivalent content tailored to powder bed fusion (PBF) operations. Pre- and post-learning assessments measured their performance on declarative knowledge and procedural skills. Causal inference–oriented methods, including t-tests, regression analyses, and unsupervised clustering, were used to examine associations between instructional modality and learning outcomes. Results show that VR-based instruction significantly enhances procedural learning and yields more consistent performance, while both modalities achieve comparable gains in conceptual understanding. A strong inverse correlation between prior knowledge and learning gain suggests a ceiling effect. Subgroup analyses suggest that prior VR experience and its unequal distribution across demographic groups may influence engagement and performance in immersive learning environments; however, these findings are exploratory and warrant cautious interpretation. In this study, because participants were assigned by course enrollment rather than random assignment, findings should be interpreted as evidence consistent with instructional modality effects rather than definitive causal estimates. These findings contribute to a deeper understanding of how immersive technologies can be leveraged to support more effective and equitable AM education and workforce training.

Yilmaz, B., & Isbulan, O. (2026). **Examining the relationship between teachers' technological pedagogical content knowledge (TPACK) and their self-efficacy for online assessment and evaluation within the scope of 21 st century skills**. *Education and Information Technologies*, *31*(12), 4563-4584. https://doi.org/10.1007/s10639-026-13974-6
This study examined the relationship between teachers' 21st-century technological pedagogical content knowledge (TPACK-21) and their self-efficacy for online measurement and evaluation (SESOME). Additionally, it investigated how these two dependent variables differed based on independent variables, such as gender, age, school level, subject field, professional experience, and general daily technology use. This quantitative research utilized descriptive and correlational designs. The sample consisted of 337 secondary and high school teachers working in 25 public schools in the Kocaeli province. Data were collected using a personal information form, the TPACK-21 Scale, and the SESOME Scale. The results revealed a moderate, positive, and significant relationship between teachers' TPACK-21 and SESOME total scores. Furthermore, TPACK-21 scores differed significantly based on gender, school level, subject field, and general daily technology use, whereas no significant differences were found for age or professional experience. Conversely, SESOME scores differed significantly according to age, subject field, and professional experience; however, no differences were observed based on gender, school level, or general daily technology use.

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

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

Zhang, G., & Ren, Z. (2026). **Beyond the screen: The effects of viewing environment and prior knowledge on learning in agent-based VR lecture videos**. *Education and Information Technologies*, *31*(12), 4249-4280. https://doi.org/10.1007/s10639-026-13976-4
As an emerging video technology, 360-degree virtual reality (VR) video has garnered increasing attention due to its potential to create an immersive learning experience. However, the adoption of this immersive technology faces challenges related to the educational design and content production, and it remains unclear how the viewing environment of VR videos and learners' prior knowledge influence learning. This study employs a two-stage research design to address these issues. In Stage 1, an embodied agent-based VR lecture system is developed through an iterative design process to facilitate the effortless creation of VR lecture videos, and a case of a geography VR lecture video was generated to demonstrate its benefits. The usability evaluation supports the potential of the system for creating usable VR lecture videos. In Stage 2, a total of 60 participants with varying levels of prior knowledge viewed the generated VR lecture video using a head-mounted display (HMD, n = 30) or a desktop screen (DS, n = 30) to explore the effects on learning performance and perceptual experiences. Results showed that (a) learners with high prior knowledge reported better satisfaction, presence, and agent evaluation than those with low prior knowledge; (b) learning in VR lecture video via HMD has also enhanced satisfaction, presence, and agent evaluation than DS, and (c) these positive effects were not moderated by the learner's prior knowledge. The results indicate that the learning benefits of agent-based VR lecture videos brought by high-immersive viewing environments are applicable across learners with different prior knowledge levels. Overall, this study provides an educational design solution for VR lecture videos, and the findings underscore the value and general usability

of this solution in assisting educators in developing immersive instructional media suitable for learners with diverse prior knowledge.

Zhang, K., Zhou, Y., Zhang, C., & Chen, J. (2026). **The Effects of Intelligent Tutoring Systems on Self-Regulated Learning: A Meta-Analysis**. *Educational Psychology Review*, *38*(1), 103. https://doi.org/10.1007/s10648-026-10199-4
Intelligent tutoring systems (ITS) are increasingly used to support self-regulated learning (SRL), yet evidence from different educational settings remains scattered. This study reports a meta-analysis of 52 empirical studies that examined the impact of ITS on SRL outcomes. Using random effects models, the analysis yielded a positive overall effect (Hedges's g = 0.755), which appears to primarily reflect the combined impact of ITS platforms and specific SRL support features rather than standard ITS alone. Effects differed across outcome categories: skills/competencies and motivation/affect showed larger observed effect sizes (g = 0.816 and 0.800), while the process/behavior category showed a more conservative observed effect (g = 0.585), suggesting the possibility that self-report measures may overestimate ITS effects on SRL. Subgroup analyses showed that several design features systematically influenced these benefits. Hybrid systems integrating multiple intelligent mechanisms showed the largest observed effect (g = 1.295). Systems that embedded regulatory support within subject learning showed larger observed gains (g = 1.048) than systems that offered SRL training alone (g = 0.403). Mixed feedback that combined immediate and delayed feedback showed a larger observed effect than purely immediate or purely delayed feedback (g = 1.554 vs. 0.650 and 0.621). Comparison type, regulation role, education level, disciplinary area, interaction patterns, peer support, and degree of personalization did not show significant moderating effects. These findings suggest that the most effective ITS designs integrate multiple forms of scaffolding, blend complementary feedback, and embed support for self-regulation in meaningful learning activities rather than treating it as a separate add-on.

Zhang, T., Zhao, C., Lv, Q., Wang, X., & Zhang, Z. (2026). **How AI teaching assistant use affects students' learning outcomes: An empirical study on the differential effects of questioning strategies**. *Education and Information Technologies*, *31*(13), 5105-5132. https://doi.org/10.1007/s10639-026-13999-x
As artificial intelligence (AI) has become central to advancing educational modernization, AI teaching assistants have also emerged. These innovative instructional tools provide knowledge services while also enhancing learners' metacognitive abilities through human-AI interaction. This study collected quasi-experimental data from a university to examine the effects of AI teaching assistants on students' learning outcomes. By incorporating questioning strategies into the conceptual framework, this study shifts the focus from whether students use AI teaching assistants to how they use them, thereby uncovering the mechanisms behind the differences in learning outcomes. The results showed that the use of AI teaching assistants significantly improved learning outcomes. Students who used AI teaching assistants scored an average of 9.09 points higher than those who did not, with a 36.04% reduction in grade variability. This effect was notable among low- and mid-performing students. Furthermore, when using AI teaching assistants, the knowledge-reflective questioning strategy had a significantly positive effect on learning outcomes compared to the copy-pasting strategy. Finally, questioning quality was more important than frequency. As the frequency of AI teaching assistant usage increased, the knowledge-reflective questioning strategy consistently generated

positive effects on learning outcomes, exhibiting a trend of diminishing marginal returns. However, the AI usage frequency in the copy-pasting strategy group had a non-significant and slightly negative effect on learning outcomes. Overall, this study provides new empirical evidence in educational technology and learning sciences, offering practical implications for optimizing the interaction design of AI teaching assistant systems and refining teaching management strategies.

Zhang, Yazhen, Men, M., & Zhang, E. (2026). **Unpacking the effect mechanisms of ICT integration self-concept and self-efficacy on ICT competency development among K12 teachers: A structural equation modeling approach**. *Education and Information Technologies*, *31*(12), 4397-4425. https://doi.org/10.1007/s10639-026-13977-3
Information and communications technology competency (ICT-C) has been widely recognized as crucial for enhancing K12 teachers' teaching quality and fostering their career development in 21st-century education. Previous studies have explored the positive effects of both external and internal factors on teachers' ICT-C. However, the underlying mechanisms through which these factors influence ICT-C have not been fully revealed. Particularly, the direct and indirect pathways linking ICT self-concept (ICT-SC), ICT self-efficacy (ICT-SE), and ICT-C, as well as the moderating roles of individual differences in these relationships, remain largely unexplored in the current literature. To examine the potential pathways among these factors, data collected from 280 teachers were analyzed. Confirmatory factor analysis (CFA) was conducted to validate the measurement instruments, and structural equation modeling (SEM) was used to examine the hypothesized relationships. Results indicated that K12 teachers' ICT-SC significantly predicts their ICT-C, suggesting that teachers who perceive themselves as more capable of using ICT tend to demonstrate higher ICT-C. K12 teachers' ICT-SE mediated the relationship between ICT-SC and ICT-C, indicating that strengthening teachers' ICT-SE is a key approach to transforming their broader ICT-SC into effective technology-integrated teaching practices. Additionally, this mediating effect was not significantly moderated by gender, teaching experience or their interaction. This study provides empirical evidence supporting both theoretical frameworks and practical strategies for promoting the integration and development of K12 teachers' ICT-C.

Zhang, Yu, Jiang, J., & Tang, X. (2026). **Toward Agent-Based Educational Science: Rethinking Educational Research in the Age of AI**. *Educational Psychology Review*, *38*(1), 113. https://doi.org/10.1007/s10648-026-10209-5
Educational science faces a structural mismatch between the pace of educational innovation and the methods used to evaluate its developmental impact. While new pedagogical approaches and AI-driven learning technologies are rapidly deployed, established classroom-based empirical research remains slow and fragmented, often generating evidence only after large-scale implementation has occurred. Here, we propose agent-based educational science (AES): a research agenda in which educational theories are formalized as interacting agents and environments, enabling in silico experimentation on developmental processes that are otherwise slow or infeasible to test empirically. By research agenda we mean not merely a list of open questions, but a coordinated invitation to the research community to reorient its priorities, workflows, data infrastructures, and validation practices around theory-constrained, dynamically updateable, and empirically examinable simulations of learner development. Recent advances in generative artificial intelligence bring this agenda within practical reach. As a concrete instantiation, we introduce Student Development Agents, computational

agents designed to generate developmental features under counterfactual educational environments. Rather than replacing empirical research, agent-based educational science reconfigures its role, enabling predictive, ethical, and cumulative theory building in the science of learning.

Zhao, T., Hu, Z., Wang, J., & Ye, L. (2026). **Explaining language learners' continuance intention to use GenAI beyond the classroom: integrating control-value appraisals of language learning with the expectation-confirmation model**. *Education and Information Technologies*, *31*(13), 4991-5016. https://doi.org/10.1007/s10639-026-14001-4
With the growing integration of GenAI technologies into informal digital learning of English outside the classroom, this study sought to make a pioneering contribution by applying the expectation confirmation model to explain learners' intention to continue using GenAI technologies. It also examined how cognitive appraisals of language learning—specifically, perceived control and intrinsic value—served as antecedents to expectation confirmation. The survey data from 660 university students learning English as a foreign language (EFL) learners were analyzed using structural equation modeling. The results showed that learners' control appraisal and intrinsic value appraisal of language learning were both positively and indirectly related to their intention to continue using GenAI technologies. This relationship was sequentially mediated by higher expectation confirmation, followed by increased satisfaction or greater perceived usefulness of GenAI technologies. The study's findings offer practical insights for educators on how to support learners in maintaining the continued use of GenAI technologies as an autonomous learning resource alongside their formal studies.

Zoupanou, Z. (2026). **Fostering equitable collaboration: a study on Slido's impact on student engagement in higher education**. *Education and Information Technologies*, *31*(11), 4065-4090. https://doi.org/10.1007/s10639-026-13956-8
This mixed-methods study investigates how anonymous digital pedagogy impacts equitable participation within a diverse cohort of 39 undergraduate students. Grounded in the need for "meaningful and safe access" Dastyari & Jose, (Alternative Law Journal, 49(4) 282–287, 2024), the research utilized Slido's Q&A and polling features to remove traditional participation hierarchies that often silence marginalized students due to cultural differences or language anxieties (Amjad et al., (European Journal of Education, 2024) ; United Nations Office, (2022).Empirical results reveal a significant shift in engagement: the traditional verbal baseline of 15.38% rose to 54.54% during the digital intervention. Notably, 92.8% of contributions were anonymous, and all primary Q&A contributors were international students. Quantitative analysis confirmed a robust correlation between user experience and perceived content quality (Rho = 0.659, $p < .001$), supporting the "Personalization-Agency Loop" (Singh, 2025). Qualitative analysis identified a "critical dichotomy" in feedback. While 53.85% of responses were non-specific, unique contributions highlighted vital pathways for improvement. Key themes included the need for deeper pedagogical integration, inclusive design for neurodiversity (e.g., color-coding for dyslexia), and dynamic tools for real-time collaborative feedback. Ultimately, the findings suggest that anonymity is a fundamental requirement for inclusion, allowing students to engage with formative assessment without fear of judgment. However, sustainable success depends on empowering teachers with the digital fluency to transition technology from a simple polling tool into a holistic collaborative platform.

Orientation scolaire et professionnelle

Adankon, G., Houngue, P., Degboe, M., & Gogan, C. (2026). **AI-Based Career Transition Recommendation System Using Controlled Educational Data Augmentation**. *International journal of advanced computer science and applications (IJACSA), 17*(6). https://doi.org/10.14569/IJACSA.2026.0170618
Career transition into digital professions is a strategic lever for addressing youth unemployment in Sub-Saharan Africa. However, existing training programs lack objective career guidance tools. This study presents two complementary contributions, evaluated using data collected from 131 professionals who underwent a career transition process into a digital profession. Learn-Orient is a career path recommendation system combining a profile recognition filter based on Gower distance normalized by the IQR and a binary logistic regression model, producing probabilistic estimates with a graded confidence level (High, Moderate, Low). EDU-CDA is a data augmentation method suited for small educational datasets with mixed variables and imbalanced classes, combining conditional SMOTE for continuous variables and conditional Bernoulli sampling for binary variables. Validated by a three-way protocol (distributional overlap 82.9–90.8%, TVD < 0.061, TSTR Δ = 0.025), EDU-CDA transforms the logistic regression model, which is typically the most vulnerable to small sample sizes (AUC = 0.810 in real cross-validation)—into the most stable and high-performing one (AUC = 0.995 in cross-validation, F1 = 0.900 on a real test set of 20 observations). Among the 16 pre-training predictors selected, institutional funding (OR = 32.40) proves to be the most discriminating factor for the Developer profile, while the creativity test score (OR = 0.107) strongly characterizes the Designer profile. The system incorporates a filter for detecting atypical profiles, ensuring responsible use in a decision-making context with significant human stakes.

Alexander, D., & Schnell, M. (2026). ***Selection into Medicine*** (Working paper N° 35631). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35631
This paper examines how selection into medicine in the United States influences physician practice styles. We exploit macroeconomic conditions at the time of medical school application as an exogenous shock to the applicant pool and find that labor market downturns in other prestigious fields increase applications to medical school and shift the composition of matriculating cohorts toward students from non–pre-medical backgrounds. Strikingly, these low–outside-option cohorts practice medicine differently decades later. Conditional on experience, specialty, and outcome year, recession-cohort physicians bill Medicare more per beneficiary despite seeing healthier patients—particularly on discretionary, revenue-generating services—and sort into practice settings with higher-powered financial incentives. The additional spending does not produce detectable improvements in patient health. Taken together, our findings point to stronger financial motivation among those drawn into medicine when outside options are weak and suggest that medical school admissions screen imperfectly on the attributes that ultimately shape how physicians practice.

Andrén, D. (2026). ***Academic or Vocational Education? Parents' Expectation and Preference at Age 13 and Their Children's Adult Educational Attainment and Earnings in a Swedish School Year Cohort*** (Working paper N° 2026:6). Consulté à l'adresse Örebro

University, School of Business website: https://EconPapers.repec.org/RePEc:hhs:oruesi:2026_006
When their children were 13, the parents of a school-year cohort in a midsize town in middle Sweden reported which schooling orientation (academic or vocational) they preferred for the child and which they expected the child would take. This paper interprets these two answers as proxies for parental investment in schooling: preference captures the direction of the aim, while expectation captures how far the parent believes it will be realized. The research design cannot disentangle parental push from parental foresight, so the estimates are interpreted as conditional associations. Instead, it leverages the joint measurement of preferences and expectations at the same age, rich background controls, and long-run register follow-up to describe how these two dimensions of parental schooling orientation relate to their children's later attainment and labor-market outcomes. Linking the cohort to Swedish administrative registers half a century later and conditioning on socioeconomic group, parental education, sex, birth-year group, and measured cognition at the same age, parental expectation is associated with higher adult schooling, while parental preference, holding expectation fixed, is more closely related to mid-career earnings than to schooling , with no corresponding association with late-life subjective well-being. Parents' post-compulsory expectation at age 16 maps onto their children's realized schooling in a steep, monotone gradient, from a 7 percent post-secondary share where parents expected immediate work to 75 percent where they expected a three-year academic upper-secondary program.

Artemov, G., & Pan, S. (2026a). ***Priority Transparency, Admission Chances, and Information Acquisition in School Choice*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2608.20698
We study, theoretically and experimentally, how transparency about students' priorities and admission chances shapes their incentives to acquire information about their own preferences in school choice and college admissions. In the model, uninformed students choose schools based on a common prior. When they learn their own preferences, their choices become more heterogeneous, which frees up seats at popular schools. Students who know they have high priority have stronger incentives to learn because they can more readily act on what they learn, whereas students who know they have low priority are discouraged. Full priority disclosure concentrates learning among high-priority students. By pooling priorities, partial disclosure spreads learning incentives to pooled students and yields higher welfare. In the laboratory, however, full disclosure yields the highest welfare instead, followed by partial disclosure, and then no disclosure, because greater transparency improves subjects' understanding of the strategic environment, leading to fewer mistakes. These findings support full disclosure of priorities or admission chances to guide information acquisition. However, deviations in learning remain even under greater priority transparency, partly because subjects respond suboptimally to admission chances when these are provided directly rather than inferred. Students' ability to interpret and use them is therefore itself a policy concern.

Artemov, G., & Pan, S. (2026b). ***Priority Transparency, Admission Chances, and Information Acquisition in School Choice*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2608.20698
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Ayyar, S., Bolt, U., French, E., & Cormac, O. (2025). ***Imagine your Life at 25: Gender Conformity and Later-Life Outcomes*** (Working paper N° 20741). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20741
Using a digitized sample of thousands of essays written by 11-year-olds in 1969, we construct an index which measures the extent to which girlsâ€™ imagined futures conform to gender norms in Britain at the time. We link this index to outcomes over the life-cycle. Conditional on a large set of age-11 covariates, a one standard deviation increase in our index is associated with a decrease in lifetime earnings of 3.5%, due to both lower wages and fewer hours worked. Half of this earnings decline is mediated by reduced educational attainment, selection into lower-paid occupations, and earlier family formation of those who conform more strongly to prevalent gender norms. Holding skills constant, girls whose essays conform less to gender norms, live in regions with higher female employment and educational attainment. This highlights that the wider environment in which girls grow up shapes gender conformity.

Bernela, B., & Bonnal, L. (2026). **Introduction – Les parcours de formation à l'épreuve de la norme : discontinuités, mobilités et inégalités**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfh
L'enseignement supérieur français connaît depuis une quinzaine d'années des transformations d'une ampleur considérable. L'augmentation continue des effectifs étudiants, la généralisation des dispositifs de sélection, la montée des logiques d'individualisation des parcours, le développement de l'apprentissage, les réformes de l'orientation et de l'accès aux formations, ou encore l'injonction croissante à la professionnalisation ont redessiné en profondeur les expériences étudiantes et les cond...

Biroli, P., Di Girolamo, A., Sorrenti, G., & Totarelli, M. (2025). ***Talent is Everywhere, Opportunity is Not: Online Role Model Mentoring and Students' Aspirations*** (Working paper N° 20950). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20950
Educational disparities often limit students'access to relatable role models, constraining their aspirations and educational outcomes. We design and implement the Online Role Model Mentoring Program (ORME), a scalable, low-cost intervention connecting middle

school students with successful role models from similar backgrounds. Using a randomized controlled trial with over 450 students in Campania, Italy, we find that ORME improves studentsâ€™ beliefs about the returns to effort, increases alignment between aspirations and expectations, and boosts school effort. Treated students also become more academically ambitious: they are more likely to enroll in academically oriented tracks and perform better on standardized language tests. These findings show that brief online mentoring sessions can have a meaningful impact on studentsâ€™ attitudes and choices at a critical stage of schooling, highlighting a promising tool to support students in low-opportunity contexts.

Bournaud, I., Fuchs Gallezot, M., Gueudet, G., Gerard, I., Mathias, H., & Ramage, M.-J. (2026). **Entrée à l'université : représentations de l'autonomie et décalages entre étudiantes et enseignantes**. In *Exploration*: *Vol. 220. Accompagnement à la réussite des personnes étudiantes dans l'enseignement supérieur : des regards multiples*. Consulté à l'adresse https://hal.science/hal-05709813
L'entrée à l'université représente un changement d'environnement d'études et de vie qui nécessite de s'adapter, d'ajuster son fonctionnement aux nouvelles contraintes et opportunités de l'environnement universitaire (De Clercq et al., 2023 ; De Ketele, 2023). La nouvelle étudiante va devoir comprendre le fonctionnement du monde universitaire et saisir les attentes des actrices avec qui elle interagit pour être en mesure d'exploiter au mieux son environnement de manière à répondre à ses besoins de formation et se mettre en situation de réussite. Or, les représentations et attentes des primo-entrantes concernant l'université et le métier d'étudiante peuvent être différentes de celles de leurs enseignantes. Ces décalages sont susceptibles d'altérer notamment la qualité des interactions entre étudiantes et enseignantes et compromettre ainsi le processus de transition lycée-université. Nous proposons d'explorer les représentations des primo-entrantes et des enseignantes relativement à la question de l'autonomie, particulièrement importante au moment de la transition vers l'université, afin d'identifier de potentiels décalages entre ces représentations. Pour cela, nous avons analysé des verbatims étudiantes et enseignantes ayant répondu à une question sur l'autonomie en 1ère année à l'université, en adoptant une approche mixte. Une analyse de contenu thématique a conduit à élaborer une grille de codage qui donne à voir les champs de compétence mobilisés en 1ère année à l'université concernant l'autonomie, évoqués par les étudiantes et par les enseignantes. La quantification du nombre de verbatims relevant de chaque catégorie a permis de repérer des décalages de représentations de l'autonomie entre étudiantes et enseignantes. Ces résultats devraient permettre de nourrir une réflexion sur des actions à mener et leurs contenus afin de faciliter l'entrée à l'université

Brasselet, P., Pellet, S., Rainaud, V., & Vallejo-Gomez, N. (2026). **Les services de l'orientation en région académique : rôle et positionnement des IEN-IO et des PsyEN, organisation et fonctionnement des CIO**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4262* [Report]. Consulté à l'adresse https://www.education.gouv.fr/sites/default/files/document/les-services-de-l-orientation-en-region-academique-role-et-positionnement-des-ien-io-et-des-psyen.pdf
Dans un contexte d'accélération des évolutions du monde et des besoins de la société, mais également de permanence d'inégalités de parcours, l'orientation des jeunes est au cœur des enjeux de la nation. Le droit au conseil en orientation et à l'information,

partie intégrante du droit à l'éducation, est inscrit dans le code de l'éducation. L'orientation y est décrite comme

Burland, E., Delaney, N., Dynarski, S., Leu, K. B., Cj, L., Michelmore, K., … Salinas, E. (2026). ***Degrees of Mobility: Shifting Low-Income Students to Higher Quality Colleges*** (Working paper N° 35434). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35434
Earnings inequality among college graduates has grown, and returns to a bachelor's degree (BA) vary substantially across colleges. We experimentally evaluate a program that shifted high-achieving, low-income students into higher-quality colleges. Students randomly offered a guarantee of four years of tuition and fees at the University of Michigan were 21 percentage points more likely to enroll at a UM campus. The offer shifted students across colleges rather than into college: most compliers would otherwise have attended less-selective four-year colleges. HAIL increased four-year BA completion by 4 percentage points, but had no effect on attainment after six years. It substantially increased degree quality: students offered the scholarship were 12 percentage points more likely to earn a bachelor's degree from a highly or most selective college. IV estimates indicate that students induced to attend a University of Michigan campus were 56 percentage points more likely to earn such a degree. The increase in college quality predicts earnings gains of 18 to 25 percent. Faster degree completion adds about another 1 percent to the present discounted value of lifetime earnings.

Carlana, M., Miserocchi, F., & Patacchini, E. (2026). ***Tracking Inequality: Teachers and the Allocation of Educational Opportunities*** (Working paper N° 35701). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35701
Professionals routinely make consequential decisions for others without systematically observing how those decisions turn out. Whether such decisions reflect accurate forecasting or systematically distorted beliefs has important implications for equality of opportunity. We study this question in the context of teachers' recommendations for high school tracks by combining nationwide administrative data, randomized vignette experiments, belief elicitation, and a field experiment. Holding students' academic performance and interests constant, teachers are significantly less likely to recommend demanding academic tracks when students come from disadvantaged socioeconomic backgrounds. This differential treatment is accompanied by systematically inaccurate beliefs: teachers substantially overestimate the probability that high-achieving disadvantaged students will fail in academically demanding schools. We then provide teachers with personalized feedback on their previous recommendations and objective information on the realized success of disadvantaged students. The intervention substantially reduces socioeconomic gaps in recommendations for high-achieving students. Effects are concentrated among boys assigned to teachers with the largest prior recommendation gaps and the most inaccurate beliefs. Among the high-achieving disadvantaged boys most affected by the intervention, these changes translate into higher enrollment in demanding academic tracks, without detectable adverse effects on short-run academic performance.

Delaney, J., & Devereux, P. (2025). ***Levelling the Playing Field? SES Differences in Graduate Degree Choices*** (Working paper N° 19912). Consulté à l'adresse Centre for

Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19912
In many countries, subsidies towards higher education and financial aid to students from poorer backgrounds have reduced socio-economic status (SES) gaps in undergraduate study. The increasing importance of graduate studies that are typically more expensive may, however, provide a new avenue for outcome differences by SES. We use administrative data from Ireland that allows us to take account of the exact undergraduate programme of study as well as a rich set of covariates. We find differences by SES in the probability of undertaking graduate study and larger differences in the type of programme entered. Low SES students are less likely to enter business/economic fields and more likely to enter education -- the lowest SES group enter fields with expected earnings that are, on average, about 3% lower compared to the highest SES group. We find that, at age 33, students in the lowest SES group who studied a graduate degree earn about 10% less compared to the highest SES group -- even for this high achieving group of graduates, those from the poorest backgrounds still earn significantly less than those from the most privileged backgrounds. Interestingly, we find choice of graduate programme can explain about 40% of this gap.

Diebolt, C., & Jaoul-Grammare, M. (2026). **Choix des études et prestige des professions : une question de genre ?** *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfl
Les choix d'études ne relèvent pas d'un simple calcul individuel : ils s'inscrivent dans un univers de représentations, d'aspirations et de contraintes qui diffèrent selon le genre. Attentes contrastées, rapport au risque et à la rémunération, visions de l'avenir professionnel : autant d'éléments qui façonnent de manière différenciée les trajectoires des filles et des garçons. Mais qu'en est-il du prestige social des professions ? Son pouvoir d'attraction s'exerce-t-il avec la même intensité sur les unes et les autres ? Le phénomène de substitution entre filières prestigieuses, notamment entre droit et médecine, obéit-il à une logique sexuée ? Et le numerus clausus, en régulant l'accès à la sphère médicale, agit-il également comme un révélateur des écarts d'ambition ?

Dierker, P., & Conley, D. (2026a). ***Do children's genes evoke educational expectations? Direct genetic effects on parents' and teachers' college encouragement*** (Working paper N° WP-2026-035). https://doi.org/10.4054/MPIDR-WP-2026-035
Parents' and teachers' expectations and aspirations are critical drivers of educational outcomes, yet what causally shapes these expectations remains unclear. In the present study, we address this question by deploying the random experiment of meiosis: namely, conditional on parental genotype, offspring genotype is random, allowing for the unconfounding of unique child characteristics from the more general family and household environment. Using the Wisconsin Longitudinal Study, we employ Mendelian imputation to estimate the direct genetic effects of 18 polygenic indices on college encouragement, net of parental genetic background. The genetic propensity for educational attainment and mathematical ability predict stronger expectations of college attendance, while smoking behavior predicts weaker expectations. Psychiatric traits show no effects after multiple-testing correction, indicating that responses are concentrated on cognitive and behavioral traits. Mediation analysis finds that prospectively measured teachers' encouragement accounts for roughly a quarter of the genetic effects on educational attainment for cognitive traits, but not for psychiatric traits. Genetic effects on expectations are amplified among high-SES parents and first-

born children. Thus, genetic influences on educational expectations are narrow in trait scope and uneven across families, with encouragement serving as one channel linking genetic differences to educational inequality.

Dierker, P., & Conley, D. (2026b). ***Do Children's Genes Evoke Educational Expectations? Direct Genetic Effects on Parents' and Teachers' College Encouragement*** (Working paper N° 35576). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35576
Parents' and teachers' expectations and aspirations are critical drivers of educational outcomes, yet what causally shapes these expectations remains unclear. In the present study, we address this question by deploying the random experiment of meiosis: namely, conditional on parental genotype, offspring genotype is random, allowing for the unconfounding of unique child characteristics from the more general family and household environment. Using the Wisconsin Longitudinal Study, we employ Mendelian imputation to estimate the direct genetic effects of 18 polygenic indices on college encouragement, net of parental genetic background. The genetic propensity for educational attainment and mathematical ability predict stronger expectations of college attendance, while smoking behavior predicts weaker expectations. Psychiatric traits show no effects after multiple-testing correction, indicating that responses are concentrated on cognitive and behavioral traits. Mediation analysis finds that prospectively measured teachers' encouragement accounts for roughly a quarter of the genetic effects on educational attainment for cognitive traits, but not for psychiatric traits. Genetic effects on expectations are amplified among high-SES parents and first-born children. Thus, genetic influences on educational expectations are narrow in trait scope and uneven across families, with encouragement serving as one channel linking genetic differences to educational inequality.

Ding, Q., & Wu, Q. (2026). **Self-Abandonment or Seeking a Way Out: Understanding Educational Expectations Among Chinese Migrant Children**. *European Journal of Education*, *61*(3), e70713. https://doi.org/10.1111/ejed.70713
Existing studies have primarily focused on migrant children's compulsory education, academic performance, and psychological wellbeing. Less attention has been paid to how migrant children themselves perceive, negotiate, and adjust their educational expectations towards the end of compulsory education under unequal institutional conditions. This study explores the complex process through which migrant children's educational expectations are formed and negotiated in urban China. Drawing on 51 interviews with migrant children, their parents, teachers and school principal in Shanghai, it examines how field, capitals and habitus shape this process at the end of the compulsory education. The findings show that some migrant children replicated their family members' perspectives and practices and adjusted their expectations under the restrictions of the policies. School classification practices as institutional habitus further differentiated migrant children's educational expectations, whereas others became incorporated into the muddling through culture within migrant children's classes. The study also shows that tensions between familial habitus and institutional habitus generated ambivalence in educational decision-making, leading migrant children to negotiate, compromise, or strategically adjust their future educational trajectories.

Duflo, E., Dupas, P., & Kremer, M. (2024). ***The Impact of Secondary School Subsidies on Career Trajectories in a Dual Labor Market: Experimental Evidence from Ghana*** (Working

paper N° 19344). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19344
In 2008, we randomly assigned secondary school scholarships among 2,064 youths in Ghana. This paper exploits fifteen years of follow-up data to examine the impact of access to free secondary education on career trajectories over the first part of the life cycle. Winning a scholarship increases the probability of secondary school graduation from 45% (in the control group) to 73% (in the treatment group), and leads to an increase in knowledge and skills. However, the entry of secondary school graduates (with or without scholarship) in the labor market is very gradual, as many attempt, over many years, to qualify for tertiary programs that are gateways for government jobs. By 2023, 12% of females and 15% of males in the control group have completed a tertiary program. The scholarship increases this share by 11 percentage points for females, but not at all for males. We do not observe significant labor market impacts for men at any point. In contrast, earnings gains of around 24% arise in 2020 and grow to 30% in 2023 for female scholarship recipients, who are 6.7 percentage points (100%) more likely than non-recipients to have a government job by then. We use a simple Harris-Todaro style model of a dual labor market with credit constraints to (a) explain the gendered impacts and (b) discuss the impact that generalized free secondary education would be expected to have in general equilibrium, under different regimes of hiring in the government sector.

Dupray, A., & Moullet, S. (2026). **Poursuivre dans l'enseignement supérieur après un bac professionnel : une option de plus en plus profitable pour s'insérer ?** *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfk
Nous interrogeons sur une vingtaine d'années l'intérêt de la poursuite d'études des lauréats d'un baccalauréat professionnel, diplôme initialement conçu pour une insertion professionnelle directe. À partir des données des enquêtes Génération 1998, 2010 et 2017 du Céreq, nous évaluons les bénéfices relatifs sur l'insertion de cette poursuite post-bac par rapport à une insertion immédiate. S'ils se renforcent plutôt d'une cohorte à l'autre, cela n'exclut pas que l'origine professionnelle du bac des jeunes poursuivant dans le supérieur puisse être pénalisante par rapport aux séries générales ou technologiques. Cette hypothèse est infirmée pour les titulaires de BTS dont la valorisation ne s'amoindrit pas pour les bacheliers professionnels au fil du temps même si les avantages peuvent différer selon le domaine industriel ou tertiaire de spécialité du BTS.

Dustan, A., & Ngo, D. (2026). ***Unpacking the Socioeconomic Status Gap in Exam-Based School Admissions*** [Working paper]. https://doi.org/10.26300/qb4d-hv24
We analyze the large socioeconomic status (SES) gaps in public high school assignments in Mexico City, a centralized choice system with exam-based admissions. Using a rich structural model, decomposition, and simulations, we find that placement score differences explain 83% of the gap in assignment to elite schools, contrasted with preferences (6%) and location (5%). For less-preferred technical schools, preferences explain 64% of the gap, while score differences account for 34%. High-SES students have a substantial advantage on the placement test beyond what is predicted by multiple contemporaneous ability measures, raising concerns about the distributional impacts of exam-based admissions.

Epper, T. F., Fehr, E., Hvidberg, K. B., Kreiner, C. T., Leth-Petersen, S., & Zafar, B. (2026). ***Economic Preferences Predict Higher Education Choices*** (Working paper N° 26-18).

Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: https://EconPapers.repec.org/RePEc:kud:kucebi:2618
We examine whether individual preferences predict higher education choices. According to standard human capital theory, differences in individuals time and risk preferences lead to differences in educational investments. Testing this hypothesis is challenging, as it requires measuring individuals preferences, doing so before they make educational investments, and subsequently observing their educational choices. We combine incentivized, experimentally elicited measures of time and risk preferences for a large, representative sample of 18â€"19-year-old Danes with administrative data on subsequent higher education choices, programspecific earnings trajectories, prior school performance, and family background. In line with theory, we find that more patient individuals choose longer education programs and programs with steeper early career earnings profiles, while more risk averse individuals select programs with lower earnings dispersion and reduced downside risk. These relationships remain strong after controlling for cognitive ability, prior academic performance, and family background. Our findings suggest that preferences have a substantial impact on real world educational investments and have implications for educational sorting.

Epper, T. F., Fehr, E., Hvidberg, K. B., Kreiner, C. T., Leth-Petersen, S., Zafar, B., & Kreiner, C. T. (2026). ***Economic Preferences Predict Higher-Education Choices*** (Working paper N° 12954). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12954
We examine whether individual preferences predict higher education choices. According to standard human capital theory, differences in individuals' time and risk preferences lead to differences in educational investments. Testing this hypothesis is challenging, as it requires measuring individuals' preferences, doing so before they make educational investments, and subsequently observing their educational choices. We combine incentivized, experimentally elicited measures of time and risk preferences for a large, representative sample of 18–19-year-old Danes with administrative data on subsequent higher education choices, program-specific earnings trajectories, prior school performance, and family background. In line with theory, we find that more patient individuals choose longer education programs and programs with steeper early-career earnings profiles, while more risk-averse individuals select programs with lower earnings dispersion and reduced downside risk. These relationships remain strong after controlling for cognitive ability, prior academic performance, and family background. Our findings suggest that preferences have a substantial impact on real-world educational investments and have implications for educational sorting.

Falk, A., Kosse, F., & Pinger, P. (2025). ***Mentoring and Schooling Decisions: Causal Evidence*** (Working paper N° 20915). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20915
Inequality of opportunity occurs when two children with the same academic performance are sent to different quality schools because their parents differ in socio-economic status. Based on a novel dataset for Germany, we demonstrate that children are significantly less likely to enter the academic track if they come from a low socio-economic status (SES) family, even after conditioning on prior measures of school performance. We then provide causal evidence that a low-intensity mentoring program can improve long-run education outcomes of low SES children and reduce inequality of

opportunity. Low SES children who were randomly assigned to a mentor for one year are 20 percent more likely to enter a high track program. The mentoring relationship affects both parents and children and has positive long-term implications for children's educational trajectories. We show that the effects are both enduring and scalable.

Fernández, A. B., Errázuriz, J. E., & Ramírez-Espinoza, F. (2026). ***Brief yet effective: group counseling and college access for disadvantaged students*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepdps:dp2205
Large socioeconomic gaps in higher-education access and completion persist even among similarly talented students with access to generous funding, pointing to an important role for information frictions and unequal support. We evaluate whether a brief, scalable program combining a customized information package with four one-hour group counseling sessions delivered during the school day by external counselors can improve postsecondary trajectories when students face complex financial-aid and higher-education decisions. In a randomized controlled trial with 26,853 students in 229 Chilean high schools, we assign schools to three groups: control, information only, and information plus group counseling. Linking administrative records and survey data, we find that information alone improves some dimensions of knowledge but does not significantly change funding applications or enrolment. By contrast, information plus counseling increases applications, enrolment, persistence, and short-degree completion. The counseling arm also generates larger gains in financial-aid knowledge and shifts students toward more reliable information sources, consistent with uncertainty reduction and procedural guidance as key mechanisms. Treatment effects are largest for students with less family support and weaker initial informational endowments, suggesting that counseling partly substitutes for missing support at home. The results indicate that in high-stakes, high-complexity settings, policy-relevant barriers extend beyond lack of information to difficulties in processing and acting on information. Structured counseling interventions of this kind can mitigate counselor scarcity and improve higher-education trajectories

Gaebler, J. D., Isley, C., Avery, C., & Goel, S. (2026). ***Reassessing the Role of Standardized Tests in University Admissions*** (Working paper N° 35407). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35407
There is a long-running debate over using standardized test scores to inform college and graduate admissions decisions, with some arguing that test scores are an important signal of academic strength and others arguing that they are biased and exclusionary. Here we revisit this issue by analyzing a novel dataset of more than 13,000 applications over roughly a decade to a large public policy master's program in the United States. Consistent with past work, we find that GRE scores substantially improve predictions of first-year grades relative to predictions based on GPA alone. However, when these predictions are used to inform admissions decisions, we find that test scores only modestly improve the expected academic quality of admitted students. The gap shrinks further when we augment the test-aware and test-blind predictive models with more fine-grained information available in student transcripts and other application materials. Specifically, we estimate that incorporating standardized test scores in our setting would result in admitting students who perform, on average, only 0.03 grade points better. We show—both empirically and theoretically—that this pattern stems from a subtle distinction

between predictions and decisions. Even with improved predictions, the downstream admissions decisions are often the same; and where there are differences, they often involve selecting between similarly qualified applicants. Our results indicate that standardized test scores may be less important for university admissions than previously suggested.

Garrouste, M., & Camille, H. (2025). ***Neighbor Effects and Early Track Choices*** (Working paper N° 20395). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20395
The choice between vocational and academic education at the end of secondary school has important long-run effects, and is made at an age where peers' influence might be paramount. In this paper, we investigate the effect of neighbors' track choices on 9th graders choices at the end of lower secondary education, in Paris. This question is central to understand the extent to which residential segregation can reinforce social segregation across vocational and academic tracks. We rely on neighbors from the preceding cohort in order to bypass the reflection problem, and use within-catchment-area variation in distance between pairs of students to account for residential sorting. We use a pair-wise model that enables us to carefully study the role of distance between neighbors, and to perform detailed heterogeneity analysis. Our results suggest that close neighbors do influence track choices at the end of 9th grade, particularly for pupils pursuing a vocational track. This effect is driven by neighbors living in the same building, and is larger for pairs of boys and for pairs of pupils from low social background. Overall, our results suggest that neighbor effects tend to accentuate social segregation across high school tracks.

Goller, D., Brox, E., & Wolter, S. (2026). ***Imperfect Self-knowledge about Skills and Skill Mismatch*** (Working paper N° 12814). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12814
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.

Hernandez-Chanto, A. (2026). **Recovering Preferences in College Assignment Problems Under Strategic and Constrained Reports**. *International Economic Review*, *67*(3), 819-838. https://doi.org/10.1111/iere.70047
Many countries around the world use centralized admission systems to assign thousands of students to university programs every year. However, the impact of admission policy changes on students' welfare remains largely unknown. To address this, we propose a novel methodology that recovers students' true preferences in a mechanism where students hold private information and face constraints on the number of options they can submit as preferences. This methodology involves two steps: first, the nonparametric

recovery of ordinal preferences using a revealed preference approach based on a concatenation algorithm; and, second, the recovery of cardinal preferences using either a Gibbs sampler estimator or a calibration method. Applying our methodology to administrative data from the University of Costa Rica, we evaluate counterfactual policies and suggest two alternate mechanisms based on an ascending auction and competitive equilibrium prices.

Horn, D., & Pető, R. (2026). ***The Effect of Maternal Job Loss on School Dropout and Track Choice*** (Working paper N° 2610). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: https://EconPapers.repec.org/RePEc:has:discpr:2610
Maternal job loss may deepen educational inequality by disrupting children's schooling at critical transition points. Using linked Hungarian administrative and educational data, we compare children whose mothers experience sustained non-employment after grade 6 with those whose mothers experience it only after grade 10. Maternal job loss increases school dropout by 4.3 percentage points, relative to a mean of 6.7 percent. Its average effect on maturity-track enrollment is largely associated with increased dropout rather than track reallocation among enrolled students. The larger adverse effects observed in the top baseline maternal earnings tertile provide suggestive support for a financial mechanism, while the smaller maturity-track effects among children of more-educated mothers are consistent with a compensatory role for parental resources.

Hounkonnou, L., Ahouandjinou, R.-B., & Tohoun, S. (2026). **From Intention to Choice: Factors and Barriers to Post-secondary Educational Decisions in Sports and Youth Fields in Benin**. *Teacher Education and Curriculum Studies*, *11*(1), 14-21. https://doi.org/10.11648/j.tecs.20261101.12
This article aims to describe and analyze post-baccalaureate guidance practices in Benin, using INJEPS as a case study. Using a mixed methodology combining qualitative and quantitative tools, questionnaires were administered to 104 INJEPS students, while semi-structured interviews were conducted with administrative officials from high schools, middle schools, and INJEPS. The data collected revealed that 65.4% of students did not receive guidance counseling and that their main sources of information are parents (62.8%) and friends (37.2%), while institutional supports remain largely underexploited given their virtual non-existence. In addition, the determining factors of choices mainly include professional opportunities (74.5%) and the possibility of obtaining a scholarship (49%). However, the lack of collaboration between high schools and INJEPS, as well as the lack of institutional efforts to provide clear and accessible information, constitute major obstacles. These results highlight that the choices of baccalaureate holders' courses are influenced by intrinsic and extrinsic motivations, although the absence of structured guidance mechanisms limits the ability to make fully informed study choices. This situation, which is very detrimental for all actors, should be the subject of several well-developed reflections and actions to correct the course and allow students to make better guidance choices; this should allow them to have a better university journey.

Hwang, J., & Lee, Y. (2026). **Determinants and academic outcomes of double major choice: evidence from Korea**. *Education Economics*, *0*(0), 1-27. https://doi.org/10.1080/09645292.2026.2727957
This paper provides the first comprehensive analysis of double major choice, using the unique setting of Seoul National University's College of Liberal Studies, where double

majoring is the default and unconstrained. We link administrative student records to department-level data and develop measures of 'distance' between majors based on discipline, shared credits, GPA distributions, department size, gender composition, and labor-market outcomes. We find that students often combine majors that differ along these dimensions rather than choosing similar fields. Admission track, gender, and math preparedness predict major choices. More distant major pairings are not systematically associated with delayed graduation or lower GPA.

Ichino, A., Mealli, F., & Viviens, J. (2025). ***Do Test Scores Help Teachers Give Better Track Advice to Students? A Principal Stratification Analysis*** (Working paper No 20838). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20838
We study whether access to standardized test scores improves the quality of teachersâ€™ secondary school track recommendations, using Dutch data and a metric based on Principal Stratification in a quasi-randomized setting. Allowing teachers to revise their recommendations when test results exceed expectations increases the share of students successfully placed in more demanding tracks by at least 6%, but misplaces 7% of weaker students. However, only implausibly high weights on the short-term losses of students who must change track because of misplacement would justify prohibiting test-score-based upgrades. Access to test scores also induces fairer recommendations for immigrant and low-SES students.

Ion, I. E., & Lupu, R. (2026). **Systemic Influences of the Socio-Economic Environment on Career Development in Romania and Educational Policy Implications**. *European Journal of Education*, *61*(3), e70714. https://doi.org/10.1111/ejed.70714
Despite a robust body of academic research on the determinants of career development, the relationships between these variables remain unclear, particularly the influence of socio-economic status. This ambiguity is counterproductive to policy efforts of increasing employability and social equality, among other measures, through national career development systems. Such reforms are currently being implemented in Romania, a South Eastern European country under-researched in career development. Based on Social Cognitive Career Theory, this article explores the relationships between career exploration and structural determinants, specifically SES, parental support and career and vocational counselling, on a sample of 238 Romanian students. Utilizing Structural Equation Modelling, our results indicate that career exploration is positively associated with career decision self-efficacy. Self-efficacy is, in turn, positively associated with career-related parental support and prior participation in pre-university career and vocational counselling. Notably, there was no positive association between the SES indicators and parental support and SES and self-efficacy. Theoretical implications of the empirical findings and practical applications for educational policy reforms aimed at building a national career development system in Romania are further discussed.

Jacob, C., Albandea, I., & Michaut, C. (2026). **Réorientation et réussite académique en licence : une analyse des effets différenciés selon l'origine de formation**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfm
En France, environ un tiers des bacheliers entrant en licence se réorientent pendant leurs études. Ce phénomène est tantôt assimilé à un échec, tantôt à une opportunité de poursuivre des études. Ce travail tente de mesurer l'effet de la réorientation sur la réussite académique à partir d'une enquête à laquelle ont répondu 1 418 étudiants de licence 1

en 2024, dont 223 réorientés. Les résultats montrent que la réorientation n'a pas d'effet moyen significatif sur la moyenne semestrielle, toutes choses égales par ailleurs. Toutefois, l'effet est négatif pour ceux qui proviennent de formations technologiques, et positif pour ceux qui proviennent des formations d'élites.

Khozin, E. R., & Plakhotnik, M. S. (2026). **Understanding the Transition to Management Process of Generation Z: Insights From a Phenomenological Study**. *International Journal of Training and Development*, *30*(3), 280-294. https://doi.org/10.1111/ijtd.70019
First-time managers have received limited attention in academic research, with only a few studies appearing over the years in human resource development and related fields. Today, generation Z has entered the workforce, and many of them are being promoted to management. Therefore, our study explored the transition to the management process for generation Z employees. We interviewed 12 representatives of this cohort and analyzed the data using Interpretative Phenomenological Analysis. The findings suggest that the transition for first-time managers from generation Z has five facets that can be divided into two groups: dispositional and situational. Additionally, the study offers important insights into the transformation of professional identity during this transition, highlighting the significant roles of values and proactive behaviours. We conclude with a discussion of the theoretical and practical implications of our findings, as well as suggestions for future research.

Lehoux, E. (2026). **L'éducation à l'orientation, porte d'entrée du patronat dans l'école:Entre canalisation et socialisation des élèves des couches populaires**. *La Pensée*, *427*(3), 75-86. https://doi.org/10.3917/lp.427.0075
L'article propose d'étudier, à l'aune des mutations contemporaines de l'orientation, le rôle joué par une nouvelle galaxie d'associations qui, au nom de l'égalité des chances, proposent d'informer et d'accompagner les jeunes dans leur parcours d'orientation. Dans cette perspective, ces nouveaux acteurs de l'orientation interviennent avant tout dans les lycées situés dans les périphéries populaires ou en zone rurale, ciblant en priorité les élèves considérés comme les moins favorisés. L'article montre cependant que les actions qu'ils proposent participent d'une orientation à deux vitesses et renforcent la canalisation des vœux et des aspirations des élèves issus des couches populaires par un rappel des règles du marché éducatif, et leur socialisation aux normes et valeurs de l'entreprise.

Leibing, A. (2026). ***Skill Substitution, Expectations, and the Business Cycle*** (Working paper N° 18835). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18835
Using administrative data on more than six million German high school graduates from 1995 to 2018, this paper studies how labor market conditions around high school graduation affect postsecondary skill investments. Exploiting cyclical deviations from secular state-specific trends, I find procyclical overall university enrollment, especially at academic universities. Long-run attainment effects are procyclical for academic universities and countercyclical for applied universities. Using large-scale survey data, I present changes in expected returns to different degrees as a potential mechanism. During downturns, graduates expect lower returns to university degrees, while expected returns to the outside option, apprenticeships, are stable.

Li, L., & Wu, J. (2026). **Job Values and Career Choices of STEM PhD Graduates: Evidence from the 2023 Survey of Doctorate Recipients**. *The Journal of Higher Education*, 1-31. https://doi.org/10.1080/00221546.2026.2699777
Contemporary doctoral education is situated within a changing labor market shaped by gender inequity, disciplinary difference, and regional opportunity structure, yet little is known about how students' job values predict career choices. Guided by the Theory of Work Adjustment and Warr's Vitamin Model, we examined associations between job values and employment sector choices among 11161 Science, Technology, Engineering, and Mathematics (STEM) PhDs from the 2023 Survey of Doctorate Recipient, with particular attention to gender differences. We found that valuing independence and job security was positively associated with academic employment, whereas the importance placed on salary exhibited a non-linear effect: individuals who rated salary as moderately important were most likely to work in academia, while those at either end of the scale were less likely to do so. Importantly, these patterns differed significantly by gender, reflecting the persistent gender gap in the academic labor market and how women may strategically pursue non-academic roles to overcome structural constraints and inequities prevalent in academic career paths. These findings complicate our understanding of how job values shape career choices and offer recommendations to improve graduate education and STEM workforce.

Ma, Y., Wang, X., Mohandas, N. P., & Donald, W. E. (2026). **Exploring the role of serious leisure in shaping entrepreneurial intention: insights from higher education students in China**. *Higher Education*, *92*(1), 211-233. https://doi.org/10.1007/s10734-025-01531-y
Our study examines how serious leisure (SL) shapes entrepreneurial intention (EI) among Chinese university students. Grounded in Social Cognitive Career Theory (SCCT), we test a model in which SL enhances career adaptability (CA), which in turn fosters EI, with social support (SS) moderating the CA–EI link. A two-study design integrates external and internal validity: Study 1, a cross-sectional survey of 779 undergraduates from 28 Chinese universities, establishes construct validity and tests the hypothesised associations; Study 2, a 2 × 2 vignette experiment with 308 postgraduates, confirms causality and examines second-stage moderation. Findings consistently support the model: SL boosts EI both directly and indirectly via CA, and SS strengthens the CA–EI pathway. Theoretically, this research broadens SCCT by identifying SL participation as an informal yet significant adaptive career resource, especially when situated within enabling environments like China. Practically, it suggests that higher education institutions should recognise skill-based leisure as a scaffold for EI development. Methodologically, the sequential survey-experiment design provides a robust template for future research seeking ecological and causal validity in leisure, higher education, and entrepreneurship studies.

Maris, R., Anders, J., Campbell, T., & Wyness, G. (2026). ***Why is vocational education stigmatised? Evidence from Europe*** (Working paper N° 26-07). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-07
It is a widely recognised problem that vocational education and training (VET) is stigmatised around the world. This stigma affects student choices, life satisfaction and the provision of skills, and is of growing concern to policymakers and researchers. Prior work suggests these attitudes are determined, in-part, by four closely related mechanisms: perceptions of quality, information and awareness of VET, direct and indirect experience and social class. Drawing on theories of institutional skill formation and educational

stratification, we examine how these mechanisms are associated with negative attitudes towards VET and how their associations vary across European systems. We show that perceptions of quality explain a large amount of the variation in attitudes towards VET. We find significant variation in stigma by social class, even after accounting for differences in the perceived quality of VET. Individuals from the upper and middle classes are significantly more likely to stigmatise VET than respondents from the working class. There is considerable heterogeneity across countries and this is driven in-part by the type of VET system they have. Countries with stronger links between VET and employers tend to have more positive attitudes and exposure to these types of systems (through experience and other information sources) could improve perceptions. These results have important implications for policy and future research, pointing to key areas of focus for improving the social perceptions of VET around the world.

Maris, R., Anders, J., & Wyness, G. (2026). ***Raising the Esteem of Vocational Education and Training (VET) from Age 14*** (Working paper N° 35). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeob:35

A strong post-16 education system needs credible pathways for young people with different interests, strengths and aspirations. High-quality vocational education and training (VET) can support engagement in education, provide occupationally relevant skills and facilitate transitions into skilled employment or further study. Having a full suite of strong, well-regarded post-16 pathways is important for reducing the risk of young people becoming not in education, employment or training (NEET). The recent Milburn Review underlines the urgency of this challenge. It finds that nearly one million young people aged 16-24 are not in education, employment or training and argues that the institutions intended to support the transition from education to work are failing to operate as a coherent system (Milburn, 2026). However, around the world, vocational education tends to be held in lower regard to its academic counterpart (e.g., Sim, 2024; UNESCO-UNEVOC, 2018; Wang, 2021). This is despite a growing recognition that vocational education can often deliver equivalent or better labour market returns in modern economies than purely academic education (Dahl et al., 2023; Kreisman and Stange, 2020; LaForest, 2023).While these perceptions partially reflect underlying differences in quality in some places, there is broad acknowledgement that there are socially constructed negative attitudes unrelated to the objective quality of VET (Ackehurst et al., 2022). That is, VET is stigmatised across many societies (Ackehurst et al., 2022; Aldossari, 2020; Chankseliani et al., 2016). This is a salient issue in the UK, where ``parity of esteem'' between vocational and academic education has become an enduring policy goal. The esteem of vocational pathways matters because perceptions shape choices. Students and families consider what qualifications signal about ability, status and future opportunities. Teachers and careers advisers influence who is encouraged towards different routes. Employers decide whether qualifications certify useful skills, while universities determine which qualifications provide access to desirable courses. Negative attitudes towards VET could be driving students to take courses or pathways that are not best suited to their aspirations, abilities and needs. Stigma may also affect students after they enter a vocational route. In Flanders, around one fifth of students in technical and vocational tracks reported that others looked down on them because of their studies, and this perceived contempt was strongly associated with feelings of futility even after accounting for ability and social background (Spruyt et al., 2015). VET stigma is also likely contributing to skills shortages in technical and vocational

areas, hindering economic growth and productivity. This briefing focuses primarily on school- and college-based vocational and technical education for young people aged 14-18. Apprenticeships form an important part of the wider technical education system, but differ from the programmes considered here because they combine employment with formal training and are most commonly entered after compulsory schooling (DfE, 2026). They are therefore discussed principally as a progression destination and as the work-based counterpart to classroom-based technical routes, rather than as a central focus of the briefing.

Matusz, D. K., Kim, M. H., & Osterhage, J. (2026). **Growth mindset beliefs and practices among students and academic advisors: a conceptual replication of Muenks et al. (2024)**. *Social Psychology of Education*, *29*(1), 89. https://doi.org/10.1007/s11218-026-10258-2

Growth mindset beliefs and behaviors have been well documented among students and instructors. Such beliefs and behaviors—along with students' perceptions of their instructors—comprise a growth mindset culture that reflects a broader meaning system that shapes academic pursuits. Yet virtually no empirical work in educational psychology has considered these beliefs and behaviors in the academic advising context. To address this critical research gap, the goal of the present study was to conduct a conceptual replication of Muenks et al. (2024), which examined associations between instructor growth mindset beliefs and behaviors and how students perceive their instructors' beliefs and behaviors. Extending this work in a new context, the present study examined these associations in a separate sample of undergraduate students (N = 434, 74% female, Mage = 18.93, SD = 2.06) and professional academic advisors (N = 13, 67% female, Mage = 38.27, SD = 8.67) at a large public research university in the southeast United States. Using survey measures, students rated their own mindset, their advisors' mindset, and their advisors' advising style; advisors rated their own mindset and advising style. Results closely mirrored those of the original findings in both magnitude and pattern of significance, except that the present study found a small negative association between advisors' self-reported growth mindset beliefs and student perceptions of their advisor's growth mindset beliefs. The present findings raise important questions regarding the similarities and differences in instructional and advising contexts and point to exciting new directions in mindset research that consider the important roles of both instructors and professional academic advisors in shaping student success.

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

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

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

Nickell, D., & Sethna, B. N. (2026). **An Integrated Statistical Methodology Approach to Enrollment Management**. *Higher Education Quarterly*, *80*(3), e70138. https://doi.org/10.1111/hequ.70138
This study examines the decision-making processes of prospective students and parents to establish an evidence-based framework for higher education enrollment management. Utilizing a survey of 948 students and 990 parents, the research employs conjoint analysis, factor analysis, and cluster segmentation to identify key institutional choice drivers. Findings reveal that while academic reputation is the most influential attribute, decisions are primarily shaped by three latent constructs: Reputation, Recommendation, and Fit. This paper makes a substantive contribution by operationalizing market orientation through advanced analytics, revealing heterogeneous student segments with distinct motivational profiles. These insights provide university administrators with actionable diagnostics for resource allocation and targeted messaging. Ultimately, the study bridges theoretical understanding and practical application, offering a robust, data-driven model for improving competitive positioning and recruitment outcomes within the increasingly complex higher education landscape.

Oosterbeek, H., Rozsos, T., & van der Klaauw, B. (2025). ***School Choice, School Switching, and Optimal Assignment*** (Working paper N° 20890). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20890
Close to 20% of secondary school students in Amsterdam - and elsewhere - transfer between secondary schools at some point, even when initially placed in their most-preferred school. School switching is costly for the students involved and disrupts the learning environment of their former and new classmates. Using data from the Amsterdam secondary-school match linked to administrative registers, we show that switching can be predicted by hard-to-rationalize initial school choices. Over 60% of switchers can be correctly identified at the admission stage. Simulations indicate that encouraging predicted switchers to adjust their preference ranking of schools could reduce the switching rate by almost 15%.

Osikominu, A., Pfeifer, G., & Strohmaier, K. (2025). ***When Parents Get to Decide: Choice of Secondary School Track and Student Outcomes*** (Working paper N° 20528). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20528
We exploit a German state-level reform that shifted the right to decide on studentsâ€™ secondary school track from teachers to parents. Applying a disaggregated synthetic control approach to administrative data, we find that transition rates to higher tracks increase substantially, with stronger responses in richer districts. Simultaneously, grade repetition in the first grades of secondary school almost doubles, which has implications on graduation rates at the end of secondary school. Evidence from micro-level data allowing linkage of student achievement to family, teacher, and school characteristics confirms: when high-SES parents are given the right, they disproportionately place their

children in higher-than-recommended tracks. This comes at the expense of worse achievement gains for their children.

Pleven, V., & Le Faou, Y. (2026). **Parcours non linéaires en formation de santé : les effets de nouvelles passerelles sur les trajectoires étudiantes**. *EGALISUP : Du secondaire au supérieur : égalité pour toutes et tous?* Consulté à l'adresse https://hal.science/hal-05668890
Cette communication de recherche interroge les notions de réussite et d'abandon dans l'enseignement supérieur à travers l'analyse des parcours non linéaires induits par l'universitarisation des formations de santé. Si les politiques actuelles tentent de concilier sélection à l'entrée et individualisation des parcours (Charles & Delès, 2018), l'appropriation de ces dispositifs par les étudiants révèle des logiques hétérogènes, oscillant entre orientation subie et choisie (Dutercq & Michaut, 2020). Notre étude se fonde sur l'analyse longitudinale de données administratives de scolarité (cohorte 2022-2025) au sein d'une université du Grand Ouest. L'objectif est de distinguer, par l'analyse quantitative des flux, ce qui relève d'une reconfiguration du projet professionnel (Guillaumin et al., 2018) ou d'une stratégie de maintien dans l'espace de l'enseignement supérieur (Convert, 2010). L'interprétation des parcours repose sur le croisement de deux indicateurs : le moment de la bifurcation (réorientation précoce en S1 vs « reçus-collés » en fin de S2) et le taux de persévérance en année N+1 dans la nouvelle filière. Nos résultats mettent en évidence deux dynamiques. Les étudiants en réorientation précoce présentent un fort taux d'adhésion à la formation infirmière, signant une bifurcation réussie. À l'inverse, les étudiants « reçus-collés » (moyenne validée mais rang insuffisant pour Médecine), mobilisent la passerelle de manière tactique. Leur taux élevé de réinscription ultérieure dans des dispositifs d'accès médical objective une stratégie de contournement où l'IFSI constitue une zone d'attente plutôt qu'une finalité. Ces résultats invitent à dépasser la vision binaire de l'abandon (Beaupère et al., 2007) pour analyser comment les étudiants « reçus-collés » instrumentalisent les passerelles pour persévérer dans leur vocation médicale initiale, questionnant ainsi la définition institutionnelle de la réussite dans ces dispositifs.

Prosperi, E., Doignon, Y., & Cordazzo, P. (2026). **Les mobilités étudiantes à l'entrée en master : étude conjointe des déterminants individuels et d'établissement**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfo
Dans un contexte d'entrée sélective en master, la mobilité d'établissement est désormais stratégique ou contrainte face à l'inégale répartition de l'offre. En mobilisant une typologie des établissements, des modèles logistiques et des pseudo-corrélations partielles, ce travail vise à identifier les déterminants individuels et d'établissement qui ont le poids statistique le plus important sur la réalisation d'une mobilité. L'étude mobilise les données SISE pour les étudiants diplômés d'une licence qui s'inscrivent en master en France. Elle met en évidence que pour l'explication de la mobilité, les variables qui ont le plus d'influence sont celles des établissements et celles du parcours académique.

Setiawan, B. (2026). ***Promotion Strategy Based on the Effectiveness of Social Media, Outdoor Media, and Event Marketing on Students' Decisions in Choosing a Private Higher Education Institution*** (Working paper N° 2hac4_v1). https://doi.org/10.31235/osf.io/2hac4_v1
The higher education sector is becoming increasingly competitive, requiring universities to implement effective promotion strategies to attract prospective students. This study

analyzes the effectiveness of promotion strategies implemented by the studied private higher education institution through social media marketing, outdoor advertising, and event marketing, and identifies the main factors influencing students' decisions to enroll. A quantitative descriptive approach was used with survey data collected from 207 respondents representing more than 93 schools. The results show that Instagram and TikTok are the most frequently used platforms among students, with usage rates of 87 percent and 82 percent. However, the conversion rate of social media video advertisements is relatively low, ranging from 21 percent to 29 percent. Outdoor advertising through billboards on Surya Kencana Street shows higher effectiveness with a conversion rate of 76 percent. Event marketing activities such as school presentations demonstrate moderate effectiveness, while programs such as institutional academic competition program, open stands, and the "institution Mengajar" show lower awareness levels. The main factors influencing students' decisions include campus location, study program relevance, employment prospects, accreditation, and tuition fees. The study highlights the need for integrated promotional strategies combining digital engagement, offline visibility, and experiential marketing to improve recruitment effectiveness in private higher education institutions.

Small, P. A., Eshetu, M., Kangriwala, D., Kwafo, H., & Lui, J. (2026). **Not "seeing race": The effects of institutionalized racial colorblindness on college admissions decisions**. *Analyses of Social Issues and Public Policy*, *26*(2), e70074. https://doi.org/10.1111/asap.70074
Racial colorblindness refers to the prescriptive belief that race should not influence institutional practices or interpersonal interactions. Though racial colorblind ideology was championed in the 2023 Supreme Court ruling reversing affirmative action in college admissions, existing research suggests that such beliefs may perpetuate racial inequality by neglecting the importance of policies that consider historical and social factors. Two studies investigate how institutionalized racial colorblindness shapes evaluations of student applicants of color. In two online samples of US adults, participants act as college admissions officers and evaluated hypothetical applications. In Study 1, students of color—who mentioned race in their personal statement—were rated as less qualified for admission when the Supreme Court ruling was mentioned relative to those evaluated without this policy cue. Study 2 further demonstrated that applicants who described experiences of racial injustice were penalized compared to those who expressed racial pride or did not mention race. Overall, the findings highlight the potential consequences of institutionalizing racial colorblindness in the admissions landscape and the risks this poses for students of color.

Smith, S., Advani, A., & Harvey, L. (2025). ***Going back to the High Schools: Challenging Stereotypes about Economics*** (Working paper Nº 20483). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20483
Students may hold stereotyped beliefs about subjects that distort subject choices. For example, economics is believed to be about money, not inequality or well-being, and this perception may attract some students to the subject, while deterring others. We report results from a UK-wide high school outreach program in which undergraduate champions delivered economics taster sessions to 5,000+ students. The sessions increase studentsâ€™ reported likelihood of studying economics by ~20 per cent. We shed light on what drives this increase. The sessions broaden studentsâ€™ understanding of what economics is about and this accounts for ~20 per cent of the increased likelihood. The

sessions also change studentsâ€™ beliefs about (different attributes of) studying economics. The most important drivers of the increased likelihood are studentsâ€™ increased beliefs that they will do well in economics and that they will enjoy studying the subject.

Weingarten, Z., Behrman, J. R., & Postlewaite, A. (2026). ***Local Signals in a Global Tournament:Information Frictions, Optimism, and College Completion*** [Working paper]. Consulté à l'adresse Penn Institute for Economic Research, Department of Economics, University of Pennsylvania website: https://EconPapers.repec.org/RePEc:pen:papers:26-012
Families frequently receive local signals about children's skills, such as class rank in high school, yet the college market in which most students ultimately compete is much broader. Using nationally representative data, we show that student effort, parental investment, and beliefs about college degree attainment all respond predominantly to local ranks as opposed to global ranks, despite both strongly predicting college completion. We develop and estimate a dynamic model separating optimistic beliefs, information frictions, and peer interactions. Counterfactual-policy experiments show that more precise information, provided sufficiently early, raises skill accumulation and college completion. Eliminating optimism has the opposite effects on all outcomes.Length: 76 pages

Wild, S., Kunina-Habenicht, O., & Grassinger, R. (2026). **Harder, but more fun than expected—reciprocal effects of unmet expectancies of success and unmet study values**. *European Journal of Psychology of Education*, *41*(2), 60. https://doi.org/10.1007/s10212-026-01124-y
Expectancies of success and study values in the situated expectancy-value theory of motivation can explain why individuals enroll in certain study programs. When these motivational expectancies and assumptions are not fully met in the specific study program, they can become salient as the perception of differences in former motivational expectancies of success or former assumptions on study values compared to their recent motivational experiences. These changes in motivational expectancies are defined as "unmet motivational expectancies," which can be (more or less) unfulfilled, met, or (more or less) exceeded. We investigated the intra-individual change of ummet motivational expectancies of success and unmet study values during the first year of a study program (H1) and examined whether there is a reciprocal effect in these changes (H2, Q1). Furthermore, we assumed that these changes are associated with university lecturer support and counseling services related to the study program (H3). Data were collected from 203 prospective teachers at six Universities of Education in Germany at two measurement points in the first academic year. We used latent change score analysis to test our hypotheses. We could confirm that (1) perceptions of unfulfilled expectancies of success increase, (2) that unmet expectancies of success were positively associated with changes of unmet study values, and (3) that a high investment in support from the lecturer is positively associated with changes of unmet study values, but not unmet expectancies of success.

Zubovic, A. (2026). **What drives students' decision to enroll abroad for tertiary education?** *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2719675
A key question in understanding student mobility is how students weigh immediate considerations against the potential long-term benefits of studying abroad. Using

subjective expectation data from students in Bosnia and Herzegovina, I find that students prioritize immediate factors – social life, parental support, and education quality – over later outcomes like career and financial stability. Removing admission and financial barriers raises study-abroad intentions and shifts attention toward career satisfaction and education quality. Networks also matter: larger networks narrow focus to immediate concerns, while smaller ones broaden consideration. The findings highlight how student emigration differs from adult migration, emphasizing short-term motives and networks.

Politique de l'éducation et système éducatif

Aceytuno, M.-T., Kürsteiner, B., & Petersenn, T. (2026). **The European universities initiative through the lens of organisational actorhood: key transformations, challenges, and opportunities for universities of applied sciences and traditional research universities**. *Tertiary Education and Management*, *32*(2), 125-147. https://doi.org/10.1007/s11233-026-09165-0

The European Universities Initiative (EUI) seeks to drive the transformation of participating institutions by promoting shared governance, challenge-based learning, socially impactful research, and stakeholder engagement. These aspects reflect broader trends in the transformation of higher education institutions, as discussed in the literature on organisational actorhood. From this perspective, we theoretically identify five key transformations implied by the EUI. Using an exploratory qualitative approach, we conducted expert interviews at four traditional research universities and four universities of applied sciences (UAS) to examine how alliance members navigate these key transformations. Our findings indicate that the EUI, through its impact agenda, is not the primary driver of organisational change in higher education institutions but rather acts as a facilitator of institutional reorganisation processes already underway—particularly in the case of UAS. Furthermore, we find that the EUI exerts its most transformative influence in two core areas: the emphasis on the European dimension of university alliances and the implementation of shared governance structures. These aspects are not captured by general transformational trends in higher education, thereby highlighting the EUI's distinctive contribution to institutional development.

Ahrsjo, U., Meghir, C., Palme, M., & Schnabel, M. (2025). ***The Effect of Education Policy on Crime: An Intergenerational Perspective*** (Working paper N° 20606). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20606

We examine the intergenerational eï¬€ect of education policy on crime. Using administrative data that links outcomes across generations with crime records, we show that the Swedish comprehensive school reform, gradually implemented between 1949 and 1962, reduced conviction rates for both the generation directly aï¬€ected by the reform and their sons. The reduction in conviction rates occurred in several types of crime. Mediation analysis suggests that key channels include increased parental educational attainment and household income, as well as reduced criminal behavior among fathers.

Akar, B., & Okten, C. (2026). ***Intergenerational Effects of Turkiye's Education Reform on Children's Academic and Health Outcomes*** (Working paper N° 18735). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18735

This paper examines the intergenerational effects of Turkiye's 1997 compulsory schooling reform, which increased mandatory schooling from five to eight years. Drawing on a novel dataset from the nationally representative 2022 Turkish Child Survey, we use a regression discontinuity design (RDD) to identify the causal effect of mothers' exposure to the reform. We find that the reform significantly increased maternal educational attainment and, in turn, improved children's performance in Turkish, while having no statistically significant effect on mathematics achievement. Maternal exposure to the reform also had positive effects on children's mental health, increasing happiness and reducing anxiety, but did not affect their general health status. These effects are heterogeneous by child gender, with boys benefiting more than girls. Analysis of potential channels shows that increased parental investment may be one relevant channel explaining the observed effects, while reduced child work appears to play a limited role.

Alban, M.-C., Rouet, J.-F., & Marras, G. (2026). **La recherche face aux défis de l'école : PPR Sciences pour l'éducation**. *Ébullition(s) : le cahier illustré de la recherche*, (5), 12-19. https://doi.org/10.59655/na52122995495
Face aux limites actuelles du système éducatif – maîtrise insuffisante des compétences fondamentales, reproduction des inégalités sociales, difficultés d'orientation –, l'Université de Poitiers et le CNRS portent ensemble un programme national d'une durée de 8 ans dont l'ambition est de soutenir la recherche scientifique française dans le domaine de l'éducation à des fins d'améliorations concrètes sur le terrain. Mais nouer un dialogue fructueux et pérenne entre recherche et éducation demande de lever certains obstacles.

Al-Shammari, Z. N. (2026). **Kuwait's inclusive education context**. *International Journal of Inclusive Education*, *30*(9), 2457-2468. https://doi.org/10.1080/13603116.2025.2564332
Inclusive education (IE) in Kuwait has evolved significantly over the past few decades, driven by international and national educational policy and legal frameworks. This article synthesises Kuwait's IE context from a personal professional perspective using focused research findings on IE policy and legislative frameworks, teacher preparation and perspectives, evidence-based practices (EBPs) in inclusive settings, and the impact of EBPs on Kuwaiti students with special educational needs (SEN). Key findings highlight a personal perspective of significant progress and future the direction of education for students with SEN in mainstream schools in Kuwait. Despite progress, gaps remain in teacher readiness, curriculum adaptation and modification, and effective implementation. Future research needs to focus on using artificial intelligence in IE and strengthening Kuwait's IE practices.

Alves, A., Pantaleão, B., & Santos, A. (2026). ***Full day schooling crime reductions concentrate on school hours: evidence from São Paulo, Brazil*** (Working paper N° 8a6t7_v1). https://doi.org/10.31235/osf.io/8a6t7_v1
We examine the mechanisms through which full-time schooling reduces crime, exploiting the staggered rollout of São Paulo's Integral Education Program (2012 - 2024) using a difference-in-differences estimator. Full-time school adoption reduces property crime by 18.8 incidents per hexagon-year (7%), driven primarily by robbery. Crucially, effects are temporally concentrated: robbery falls 12.1% during school hours versus 8.8% outside them, and theft falls 25.8% during school hours while increasing 4.2% outside. This pattern provides direct evidence for an incapacitation mechanism—crime reduction is largest when school supervision is most direct. Underage-perpetrator crimes are reduced

disproportionately (65% for theft, 23% for robbery), indicating school-based supervision particularly deters youth. Full-time schooling operates primarily through direct supervision rather than longer-run opportunity-cost mechanisms, a finding relevant for developing country policy

Amoros, P., & Messi, E. (2026). **La dépense de recherche et développement expérimental en 2024**. *Note Flash du SIES*, (2026-16). https://doi.org/10.5281/zenodo.19680060
En 2024, la dépense intérieure de R&D de la France s'établit à 64,1 milliards d'euros en valeur, soit une augmentation de 1,8 % en volume par rapport à 2023.

Ampadu, E., Lundborg, S., & Geschwind, L. (2026). **Bridging Local and Global Practices: Examining Internationalisation Strategies in Higher Education**. *Higher Education Quarterly*, *80*(3), e70120. https://doi.org/10.1111/hequ.70120
Internationalisation of curriculum, research and service remains a fundamental factor in higher education, where best practices are adopted and contextualised across different educational systems to enhance efficiency and productivity. A plethora of studies have examined how internationalisation has built on local, national and regional policies and practices to harness, complement and harmonise local activities in institutions. However, many researchers and educators have advocated for a more holistic picture of how internationalisation has been contextualised into different sectors and dimensions. This study employed a survey design to examine participants' views about the outcomes and role of institutions in internationalisation using the APIKS data and a sample of 19,757 participants from 15 countries. Using descriptive and inferential statistics (ANOVA), the study's results show that there is a significant difference between context (location) and outcomes and role of institutions with $F(3, 19{,}753) = 232.1$, $p < 0.001$ and $F(3, 19{,}753) = 270.8$, $p < 0.001$, respectively. The results also show significant differences between discipline and outcomes, and between the role of institutions, with $F(3, 19{,}753) = 22.8$, $p < 0.001$ and $F(3, 19{,}753) = 16.9$, $p < 0.001$, respectively. The results highlight the gap in communication and collaboration between academic and administrative staff in understanding the institution's internationalisation strategy. Protecting institutional identity during internationalisation is also another area of concern.

Andreoli, F., Lefranc, A., & Prete, V. (2026). **Preschool Duration, Family Background and Long-Term Outcomes: Evidence From the Expansion of École Maternelle in France**. *Oxford Bulletin of Economics and Statistics*, *88*(5), 1032-1067. https://doi.org/10.1111/obes.70038
This paper analyses the long-term effects of preschool education in France. We focus on the effect of preschool duration on educational attainment and labour market earnings in adulthood. Building on an old tradition of free and universal pre-primary education, France implemented in the late 1960s a large-scale expansion of preschooling facilities, leading to a massive increase in the supply of preschool. We rely on the independent variation across counties and cohorts in preschool supply, induced by this policy, to assess the effect of preschool using a Two-Sample Two-Stage Least Squares estimator. While the preschool expansion increased preschool duration (+0.69 years per additional school created), we find on average small and non-significant long-term effects on employment and earnings, with some positive impacts on educational attainment. We also investigate heterogeneity by parental socio-economic status and find that children from an advantaged family background benefit significantly more in terms of both education and earnings than their peers from less advantaged backgrounds. One

additional year in preschool thus increases the achievement gap for most outcomes including the likelihood of graduating from high school (+8.3 percentage points) or college (+13.7 pp), employment (+13.3 pp), unemployment (-6.4 pp) and earnings (+5.4%).

Anfoud, S., & Alami Talbi, L. F. Z. (2026). ***L'éducation 5.0 dans des systèmes éducatifs Japonais et Zimbabwéen : analyse comparative***. Consulté à l'adresse https://hal.science/hal-05682621
Après la pandémie de la COVID-19, le monde a connu une accélération sans précédent de sa transition vers un environnement numérique, entraînant de profondes transformations dans de nombreux secteurs, notamment celui de l'éducation. Cette évolution s'inscrit dans le contexte de l'émergence de l'Industrie 5.0, dont les avancées technologiques marquent une rupture avec les modèles traditionnels de développement. Elles favorisent ainsi le passage d'une économie fondée sur l'industrie à une économie reposant principalement sur la connaissance, l'innovation et le capital humain. Le concept de l'éducation 5.0 a émergé dans ce contexte pour offrir un enseignement humanisé centré sur l'apprenant, favorisant son développement social et émotionnel, basé par ailleurs, sur l'utilisation de technologies avancées telles que l'intelligence artificielle et l'Internet des objets (IoT). Ce modèle éducatif, recommandé par des organisations telles que l'UNESCO et l'UNICEF, promeut une approche holistique et multidimensionnelle de l'apprentissage, visant à former des citoyens et travailleurs responsables. Cette étude se propose d'examiner l'adoption de l'éducation 5.0 dans le contexte d'un pays développé le Japon, et d'un pays en voie de développement le Zimbabwe avec une approche comparative. Celle-ci prend appui sur une grille d'analyse évaluant la performance d'apprentissage, le bien-être des apprenants et l'acquisition des valeurs du travail. En analysant les retours d'expérience de ces deux pays, cette étude vise à mieux comprendre comment l'éducation 5.0 peut être adaptée à des contextes différents pour répondre aux besoins de l'économie de la connaissance et la société de connaissances.

Araki, S. (2026). **The paradox of economic development and academic achievement: Evidence from PISA for 77 economies over 20 years**. *Studies in Educational Evaluation*, *90*, 101636. https://doi.org/10.1016/j.stueduc.2026.101636
Arroyo-Rojas, F., Campos-Campos, K., Luarte-Rocha, C., Mansilla-León, L., & Hodge, S. R. (2026). **Chilean school principals' perspectives on inclusion: a multi-site case study**. *International Journal of Inclusive Education*, *30*(10), 2690-2705. https://doi.org/10.1080/13603116.2025.2573000
The purpose of this study was to analyse Chilean school principals' perspectives on inclusive education. A qualitative multi-site case study design approach was utilised, and seven (n = 7) school principals (ages 38–82 years; 6 women, 1 man) from one southern region in Chile, purposefully selected, participated in this research. The data sources were semi-structured one-on-one Zoom interviews and researchers' reflexive notes. The data analysis approach was reflexive thematic analysis, and three major interrelated themes were extracted, which were (a) the risk of integration; (b) inclusion as a reconfiguration of the school space and (c) support and professional development. The findings expose the integration – not inclusion of students with disabilities in general education, ideologies of sameness and current school spaces potentially create varied forms of marginalisation of students with disabilities in integrated schools.

Ballesteros, A., Cueto, S., Porras, I., & Sugimaru, C. (2026). ***Catastrophes et éducation en Amérique latine et dans les Caraïbes : impacts, défis et opportunités pour la résilience*** (p. 71). Consulté à l'adresse Institut international de planification de l'éducation website: https://curated-library.iiep.unesco.org/fr/bibliotheque/catastrophes-et-education-en-amerique-latine-et-dans-les-caraibes-impacts-defis-et

Ce rapport examine les répercussions des catastrophes sur les systèmes éducatifs en Amérique latine et dans les Caraïbes, et analyse la manière dont les pays renforcent la résilience de leur système éducatif. S'appuyant sur des données régionales et des études de cas menées en Dominique, au Salvador et à Saint-Vincent-et-les-Grenadines, il met en évidence les défis liés à la continuité de l'enseignement, à la sécurité dans les établissements scolaires et à l'apprentissage, et recense les politiques et pratiques qui aident les systèmes éducatifs à se préparer aux catastrophes, à y faire face et à s'en remettre.

Banjao, J. P., & Arpilleda, A. J. (2026). **Integration of Christian Formation in the Curricular Programs of Missionary Sisters of Mary (MSM) Administered Schools in Caraga**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 230-253. https://doi.org/10.59324/ejceel.2026.4(4).11

This study examined the extent of integration of Christian Formation into the curricular programs of three schools owned and administered by the Missionary Sisters of Mary (MSM): Sacred Heart School of Butuan Inc., Diatagon Catholic High School Inc., and Holy Child Academy of Marihatag Inc. It assessed how Christian values are embedded in subjects such as Filipino, English, Science, Mathematics, Araling Panlipunan, Technology and Livelihood Education (TLE), Music, Arts, Physical Education, and Health (MAPEH), and Christian Living Education/Values Education (CLE/VE). Using a descriptive-quantitative design, data were collected from students, teachers, and coordinators through parallel survey questionnaires focused on four dimensions of Christian Formation: spiritual, human, intellectual, and pastoral. Statistical analysis revealed that Christian Formation is well integrated across learning areas, with teachers reporting slightly higher perceptions. The study concludes that MSM schools effectively blend faith and learning, promoting holistic, Christ-centered learners.

Bank, W. (2026). ***Tanzania Economic Update, February 2026: Special Theme - Investing in Basic Education for Tanzania's Strong Foundations and Future***. Consulté à l'adresse Washington, DC: World Bank website: https://hdl.handle.net/10986/44950

This report presents the February 2026 Tanzania Economic Update, analyzing the country's recent macroeconomic performance alongside a special focus on strengthening foundational human capital through basic education. Tanzania's economy demonstrated resilient growth, with GDP expanding to approximately 5.8 percent in the first half of 2025, driven by strong performance in mining, construction, and financial services, as well as robust export activity. Macroeconomic stability has been supported by low inflation, improved foreign exchange conditions, and a relatively stable fiscal position, although pressures persist due to revenue constraints, rising expenditures, and increasing debt vulnerabilities. The report highlights that while economic fundamentals remain solid, structural challenges continue to limit inclusive growth. Job creation, particularly in the formal sector, has not kept pace with rapid population growth, resulting in significant reliance on informal employment. Sectoral imbalances, capacity constraints in infrastructure and tourism, and exposure to external and climate-related risks further shape the economic outlook. A key theme of the report is the critical

role of investing in quality basic education to support Tanzania's long-term development. Despite progress in expanding access to schooling, learning outcomes, resource allocation, and education financing remain key concerns. Only a fraction of students complete the full cycle of basic education, reflecting challenges in retention, transition, and system efficiency. Additionally, declining public spending relative to GDP, large class sizes, and uneven teacher distribution undermine the quality of education delivery. The report emphasizes that strengthening basic education is essential for improving workforce readiness, enhancing productivity, and enabling structural transformation toward higher-value sectors. Policy priorities include expanding access, improving learning outcomes, addressing resource inefficiencies, and ensuring sustainable education financing. By aligning education systems with labor market needs and maintaining macroeconomic stability, Tanzania can better leverage its growing youth population to achieve inclusive and sustained economic growth.

Bart, D. (2026, septembre 14). **PISA : avant de parler de « baisse du niveau », regardons ce qui est évalué**. Consulté 21 septembre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/09/14/pisa-avant-de-parler-de-baisse-du-niveau-regardons-ce-qui-est-evalue/
« Une analyse fouillée des résultats des élèves dans le PISA sans prise en compte de ce que les épreuves attendent d'eux semble donc restrictive » écrit Daniel Bart dans ce texte.

Bellamy, M.-J. ***Service public de l'éducation et spécificités des territoires ruraux***. (2026). https://www.senat.fr/dossier-legislatif/ppl25-923.html
proposition de loi visant à adapter l'organisation du service public de l'éducation aux spécificités des territoires ruraux

Ben Mahjoub, L. (2026). **Institutional characteristics and ESG Performance in higher education institutions: evidence from an international ranking framework**. *Tertiary Education and Management*, *32*(2), 149-168. https://doi.org/10.1007/s11233-026-09166-z
This study examines ESG performance in higher education institutions using data from the 2024 QS World University Rankings. ESG performance is analyzed as it is operationalized and evaluated within a global ranking and benchmarking system, rather than as an abstract or universally defined sustainability construct. Using a cross-sectional sample of 1,277 universities, with effective sample sizes varying across models due to data availability, the analysis explores the association between selected institutional characteristics and observed ESG performance, as well as its governance, social, and environmental dimensions. The results show that institutional equality and knowledge exchange are consistently and strongly associated with higher ESG scores across all model specifications. Academic reputation and citations per faculty exhibit differentiated associations across ESG dimensions, while international student enrollment shows no statistically significant relationship. Gross tertiary education enrollment displays dimension-specific effects, being negatively associated with governance scores and positively associated with social performance. Overall, the findings highlight the close alignment between ESG performance and visible institutional characteristics within ranking systems. The results provide practical insights for university administrators while emphasizing the importance of the measurement context in shaping observed ESG outcomes. All findings should be interpreted in light of the cross-sectional design and the ranking-based operationalization of ESG performance.

Benos, N., Conti, M., Papazoglou, M., & Tsoumaris, S. (2026). ***When Universities Matter: Academic Quality, Market Access, and Urban Growth in Pre-Industrial Europe*** (Working paper N° 18781). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18781
We examine universities and urban growth in pre-industrial Europe using a panel of 2,247 cities from 1000 to 1800 and a staggered difference-in-differences design. Under the maintained identifying assumptions, university establishment is associated with approximately 20 percent higher city population, but estimates are highly heterogeneous. Population gains are strongest in earlier centuries and weaken as universities diffuse, while after 1500 they are concentrated among high-quality universities and commercially connected cities, especially near Atlantic and North Sea trade routes. University establishment is also followed by improved local market access. Overall, universities matter most where academic quality and commercial opportunities are greatest.

Bento, K. (2026). **"The hysteria of a little flu": effects of COVID-19 on HEIs in Brazil**. *Higher Education*, 92(1), 99-119. https://doi.org/10.1007/s10734-022-00887-9
This essay will look at the key challenges public Higher Education Institutions (HEIs) faced in Brazil during the COVID-19 lockdown. The pandemic led universities to close their campuses and adopt an online interface for academic activities. However, many of these institutions do not have the technological infrastructure for such, nor did the staff and students who suffered further social exclusions. The president of Brazil referred to the pandemic as a "little flu" and later on responded to measures adopting the lockdown as a "hysteric" act that "will lead to an economic crash". Considering the lack of support from the government and the process of dismantling resources for public HE since the beginning of the new presidency elected in 2018, the COVID-19 lockdown quickly revealed the institutional racism, elitism and ableism evident in this administration's agenda. The consequence of the agenda is the cuts on research funds and lack of infrastructure to provide online classes, as examples of the severe policies that promote the erasure of marginalised groups. Such policies follow Sylvia Wynter's "Argument", revealing a code of symbolic life and death of how human order organises itself through the coloniality of power/being. In order to show how such symbolic code is engraved in the Brazilian educational system, this study explores narratives of staff and students from three universities per region of Brazil to identify how the colonial legacies are correlated with postulates of power in the Brazilian HEIs setting during the pandemic. The paper discusses the challenges experienced while keeping the HE sector active during a pandemic that the government has belittled. The conclusions advocate for organised strategies at the union and social movements level to dismantle the colonial occupation put in place in the foundation of the HEIs and reinforced by the current necropolitical administration.

Bernela, B., & Bonnal, L. (2026). **Introduction – Les parcours de formation à l'épreuve de la norme : discontinuités, mobilités et inégalités**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfh
L'enseignement supérieur français connaît depuis une quinzaine d'années des transformations d'une ampleur considérable. L'augmentation continue des effectifs étudiants, la généralisation des dispositifs de sélection, la montée des logiques d'individualisation des parcours, le développement de l'apprentissage, les réformes de

l'orientation et de l'accès aux formations, ou encore l'injonction croissante à la professionnalisation ont redessiné en profondeur les expériences étudiantes et les cond...

Bettendorff, F. (2026a). **Dispositifs et pouvoir en contexte d'école inclusive : implications éthiques des politiques, dispositifs et catégories ciblant des élèves à besoins éducatifs particuliers**. *Éthique en éducation et en formation - Les dossiers du GREE*, (20), 70-85. https://doi.org/10.7202/1126871ar
À partir d'une enquête doctorale (2014-2022) combinant analyse documentaire et entretiens auprès d'élèves, de parents et d'agents dans six collèges, cet article examine les implications éthiques des politiques et dispositifs de scolarisation visant les enfants issus de familles itinérantes et de voyageurs (EFIV). Nous distinguons scolarisation et scolarité et interrogeons l'adéquation entre catégories administratives et réalités sociales. Les résultats montrent un flou catégoriel, une population hétérogène et en évolution, ainsi qu'une insuffisance structurelle des moyens humains et de la formation pour traiter des retards d'apprentissage. L'analyse croisée du cadrage institutionnel et du dispositif (au sens foucaldien) met au jour une valeur d'usage centrée sur la normalisation de la scolarisation, au détriment de la construction des apprentissages. Trois enjeux éthiques sont discutés : catégoriser des besoins plutôt que des individus, aligner les moyens sur les besoins réels et garantir une évaluation indépendante des politiques éducatives.

Bettendorff, F. (2026b). **Dispositifs et pouvoir en contexte d'école inclusive : implications éthiques des politiques, dispositifs et catégories ciblant des élèves à besoins éducatifs particuliers : le cas des enfants issus de familles itinérantes et de voyageurs**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 70-85. https://doi.org/10.7202/1126871ar
À partir d'une enquête doctorale (2014-2022) combinant analyse documentaire et entretiens auprès d'élèves, de parents et d'agents dans six collèges, cet article examine les implications éthiques des politiques et dispositifs de scolarisation visant les enfants issus de familles itinérantes et de voyageurs (EFIV). Nous distinguons scolarisation et scolarité et interrogeons l'adéquation entre catégories administratives et réalités sociales. Les résultats montrent un flou catégoriel, une population hétérogène et en évolution, ainsi qu'une insuffisance structurelle des moyens humains et de la formation pour traiter des retards d'apprentissage. L'analyse croisée du cadrage institutionnel et du dispositif (au sens foucaldien) met au jour une valeur d'usage centrée sur la normalisation de la scolarisation, au détriment de la construction des apprentissages. Trois enjeux éthiques sont discutés : catégoriser des besoins plutôt que des individus, aligner les moyens sur les besoins réels et garantir une évaluation indépendante des politiques éducatives.

Beuchon, T. (2026). **Les effectifs étudiants dans l'enseignement supérieur en 2025-2026**. *Note Flash du SIES*, (2026-17), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-etudiants-dans-l-enseignement-superieur-en-2025-2026-103242
En 2025-2026, le nombre d'étudiants progresse de 1,1 % par rapport à l'an passé, malgré la baisse des effectifs dans les établissements privés et les sections de techniciens supérieurs en apprentissage liée à l'évolution de la législation relative à l'apprentissage.

Boberg-Fazlic, N., Pedersen, M. U., Ranestad, K., & Sharp, P. (2026). ***Can Mass Schooling Open Elite Education? Evidence from Nineteenth-Century Norway*** (Working paper N°

0307). Consulté à l'adresse European Historical Economics Society (EHES) website: https://EconPapers.repec.org/RePEc:hes:wpaper:0307
We study whether Norway's 1827 rural school act broadened access to elite education. Using the universe of candidates for the Norwegian university entrance examination (examen artium), 1815--1860, we construct a candidate-level dataset of all 3,006 candidates, including birthplace and father's occupation. After plausibly exposed cohorts entered the sample, candidates became more rural: the countryside share rose from about 45 to 52 percent and mean distance to a city from 18.0 to 21.6 km. Social opening was weaker. Farmers' sons increased from a low base but remained sharply underrepresented. The reform widened geography more than class.

Boissonneault, J., & Beaumont, C. (2026). **Les regroupements pédagogiques au secondaire : un portrait de leurs modalités de mise en œuvre et de leur répartition au sein des écoles et du système éducatif québécois**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 38-59. https://doi.org/10.53967/cje-rce.6843
Pedagogical grouping practices (e.g., specialized educational programs, special education) that place students according to their abilities, needs, or interests are becoming increasingly widespread, despite the limited scientific consensus regarding their actual effects. This article documents the phenomenon with respect to its psychosocial and academic effects on students, as well as its segregating nature, which fuels ongoing debates. It then presents an overview of the implementation of these programs in light of certain factors likely to make their deployment more equitable and to improve their effects. The 130 principals who responded to electronic questionnaires come from 52 public and private secondary schools. The results show that 94.2% of the schools in the sample offer at least one specialized study program (SSP), that 17 types of such programs exist (mainly Sport-Study and Arts-Study), and that special education or alternative pathway classes (SE/AP) are present in 69.3% of institutions, primarily in the public sector. Their implementation (e.g., selective criteria, distribution within the school and within the Quebec education system) is diverse and varies from one school to another, with marked differences according to the type of institution (private/public). As the first portrait of this kind conducted in Quebec, the conclusions invite reflection on the effects of these groupings on students' personal, academic, and social development, as well as on adjustments that could make these practices more inclusive while preserving their motivational dimension.

Bovey, L., & Giuliani, F. (2026). **Circulation contrainte et mobilité buissonnière : deux déclinaisons du paradigme de l'activation dans les « nouveaux » dispositifs scolaires à visée inclusive**. *Lien social et Politiques*, (96), 45-63. https://doi.org/10.7202/1126931ar
Cet article interroge les nouvelles normes de mobilité des élèves désignés à besoins éducatifs particuliers au sein de dispositifs dits inclusifs, à mi-chemin entre la classe ordinaire et la classe spéciale. La possibilité accordée aux élèves de circuler plus facilement que par le passé – du moins en théorie – à travers les différents dispositifs à visée inclusive est souvent présentée comme le marqueur d'une plus grande accessibilité scolaire. Or, selon les auteurs de l'article, cette logique de circulation et de mobilité des élèves sous-jacente à ces dispositifs peut être interprétée comme l'écho d'un tout autre référentiel que l'inclusion, à savoir celui des « politiques d'activation » qui mettent l'accent sur un modèle d'un sujet « entrepreneur de lui-même ». L'article se concentre pour l'essentiel à étudier l'opérationnalisation pratique de ces normes de mobilité et de mobilisation de soi auprès des élèves. Il est fondé sur une ethnographie

menée entre 2018 et 2022 au sein des dispositifs de l'enseignement spécialisé du canton de Vaud en Suisse. À partir de l'étude de cas empiriques, deux figures de mouvement distinctes sont mises en évidence : la circulation des élèves contrainte par l'institution, d'une part, et la mobilité buissonnière développée par certains élèves pour contourner les dispositifs imposés et se réapproprier leur vie.

Branchu, C., & Flaureau, E. (2026). **"I'm not listening to my teacher, I'm listening to my computer": online learning, disengagement, and the impact of COVID-19 on French university students**. *Higher Education*, *92*(1), 19-36. https://doi.org/10.1007/s10734-022-00854-4
In a French context where universities are thought of and analysed as "weak institutions" that leave learners to themselves, the effects of the pandemic present great risks to students who already face structural obstacles to their education. This qualitative paper is based on the experience of 19 students in a typical non-selective university in France, who have disengaged or have thought of dropping out during the pandemic. We examine how lockdowns and distance learning have impacted French students' learning and living conditions unequally, unpacking ideas of student engagement and disengagement through a sociological lens looks at students within their social context and places importance on the role of institutions in "holding" students. By unpacking our participants' narratives, we address the implications of online learning for educational justice and the long-term opportunities of students. Our analysis shows that students' well-being and learning are entangled with an attachment to the institution, with seeing the worth, purpose, and recognition for what they do and the importance of emplaced learning to do so. We therefore highlight the importance of recognition and regulation in the learning process itself. Our findings allow us to also offer nuance to existing research and discourse about the French university system being a "weak" institution that forces individuals to be autonomous. The article also points to the strategies employed by students and teachers with a view to maintain engagement that contribute to considering solutions to help student retention for the sector as a whole and in our pedagogical practice.

Brasselet, P., Pellet, S., Rainaud, V., & Vallejo-Gomez, N. (2026). **Les services de l'orientation en région académique : rôle et positionnement des IEN-IO et des PsyEN, organisation et fonctionnement des CIO**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4262* [Report]. Consulté à l'adresse https://www.education.gouv.fr/sites/default/files/document/les-services-de-l-orientation-en-region-academique-role-et-positionnement-des-ien-io-et-des-psyen.pdf
Dans un contexte d'accélération des évolutions du monde et des besoins de la société, mais également de permanence d'inégalités de parcours, l'orientation des jeunes est au cœur des enjeux de la nation. Le droit au conseil en orientation et à l'information, partie intégrante du droit à l'éducation, est inscrit dans le code de l'éducation. L'orientation y est décrite comme

Brown, B., Peraza Sanginés, C., Aguilar-Forero, N., & Guerrero Farías, M. L. (2026). **Reimagining global citizenship education: Decolonial dialogues across Australia, Colombia and Mexico**. *International Review of Education*, *72*(4), 723-747. https://doi.org/10.1007/s11159-025-10214-w
This article presents a comparative analysis of global citizenship education (GCE) in three national contexts: Australia, Colombia and Mexico. The systematic examination of these

contexts contributes to understanding GCE through a critical and decolonial lens. The comparative study analyses national education policy discourse as a starting point for systematising experiences. It engages in an epistemic dialogue between the Global South (specifically Latin America/Abya Yala), represented by Colombia and Mexico, and the Global North, represented by Australia. Despite Australias predominantly Global North-oriented education policy, the study also examines student mobilisations and discusses issues such as Indigenous rights and planetary responsibility. These dialogues open avenues for alternative visions, rooted in critical interculturality and planetary care. Methodologically, the study draws on Stephen Balls heuristic approach to analyse education policy through a poststructuralist sociological lens, considering policy context and the influence of policy as discourse. The investigation identifies official pedagogical discourse across the three nations and examines references to GCE and its interpretations in texts, including policy documents and teacher training programmes. It also shares advancements, opportunities, challenges and policy insights in relation to GCE within each national context. The article argues for a plurality of perspectives on GCE and for recognising alternative conceptualisations beyond neoliberal approaches, which are based in epistemologies of the Global North and the capitalist global order.

Brunner, J. J., Alarcón, M., de Fanelli, A. G., Fioreze, C., Salmi, J., & Álvarez-Mendiola, G. (2026). **State Roles in Higher Education Governance: Latin American Insights for the Global South**. *Higher Education Quarterly*, *80*(3), e70144. https://doi.org/10.1111/hequ.70144
Higher education governance in the Global South develops unevenly, yet how states manage diverse market-driven systems remains poorly understood. This article examines how five Latin American countries—Argentina, Brazil, Chile, Colombia and Mexico—have redefined the state's roles, based on a comparative analysis of documents and a framework highlighting five key functions: system design, promotion, regulation, evaluation and financing. The research finds that governance pathways are shaped more by how these functions are connected than by their mere presence. The resulting configurations vary significantly, reflecting different government policy-making abilities and diverse historical paths. These patterns are seen as signs of structural hybridity—where state guidance, market growth and institutional autonomy coexist—a phenomenon that, as public policy literature shows, extends beyond higher education. The study provides a transferable analytical framework for examining state guidance across the Global South.

Camus, J., & Besse, L. (2026, septembre 3). **Périscolaire : derrière le scandale des violences sexuelles, un secteur en manque de projet politique ?** https://doi.org/10.64628/AAK.ya45aarp6
Le scandale des violences dans le périscolaire a révélé des failles dans le recrutement et la formation des animateurs. Mais le secteur ne souffre-t-il pas, avant tout, d'un désintérêt global, qui freine son cadrage et sa régulation ?

Capus, E. (2026). ***La régulation du compte personnel de formation***. Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r25-887/r25-887.html

Carl, J., Goss, H., Lundvall, S., Pavlova, I., Algurén, B., Antala, B., … Salin, K. (2026). **Compatibility of physical education curricula with physical literacy across 40 European**

countries. *Journal of Curriculum Studies*, *58*(4), 535-555. https://doi.org/10.1080/00220272.2025.2523436
Although the student-centred concept of physical literacy (PL) has been emphasized by UNESCO, knowledge about its adoption/implementation into PE remains scant. Therefore, the goal of this study was to evaluate and compare the compatibility of PE curricula with PL in Europe. We collaboratively gathered a panel of experts encompassing 40 European countries. In the first step, the experts were invited to freely specify the compatibility of country's PE curricula with PL. The reports were subjected to six-step reflexive thematic analysis. In the second step, we theoretically derived, psychometrically explored, and descriptively analysed 15 curricular-didactical items, each containing a spectrum of statements with high versus no/insufficient PL compatibility. We synthesized both data sources following an explanatory sequential mixed-methods design. While few PE curricula explicitly adhered to PL in Europe, most documents exhibited content and aims marking elements of PL. However, we registered large differences in PL-compatibility between four European regions for the deep structure of the curricula (η2=.27, p=.01). While the quantitative survey suggested no differences in PL compatibility between anglophone versus non-anglophone countries, the qualitative material revealed conceptual and terminological challenges across Europe. The European countries have hesitantly followed the UNESCO call to align PE with the holistic PL concept.

Castro, E. L., & Gould, M. R. (2026). **"An Enrollment Opportunity That's Aligned with Who We Are" A Critical Analysis of Campus Presidents Supporting Prison Education During Targeted Incarceration**. *The Journal of Higher Education*, *0*(0), 1-29. https://doi.org/10.1080/00221546.2026.2712070
This qualitative study draws upon semi-structured interviews with 31 college and university presidents whose institutions host prison education programs. We examine how presidents justify their support for prison education and find three dominant themes among their narratives: mission and margin, knowledge and experience, and the social duties of higher education. These narratives reflect familiar dimensions of presidential leadership, but they also do important symbolic and political work: they legitimize institutional participation in prison education, align institutional priorities with the aims of carceral systems, and obscure structural harms through individualized narratives of opportunity and transformation. Guided by an analytic framework of Targeted Incarceration, we situate prison education within a broader sphere of gendered racist violence and argue that while such efforts hold significant possibility for decarceration and equity, they require more explicit engagement with the structural conditions that produce incarcerated people as potential college students. Campus presidents have power to shape narratives and practices of prison education, and we invite them to do so in ways that counter carceral logics and work toward more humane futures.

Cavalcanti, T., & Puccioni, F. (2025). ***Boosting Student Achievement through Cost-Effective Management*** (Working paper N° 20228). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20228
We investigate how cost-effective management practices boost student learning through a randomised field experiment conducted with 31,760 students from 80 grade 1â€“9 public schools in the municipality of Rio de Janeiro, Brazil. The inter- vention, delivered by municipal servants exclusively to school managers, involved one-to-one

coaching and on-the-job training focused on implementing the World Management Surveyâ€™s â€œ23 best management practicesâ€ for the education sector. We also conducted two double-blind, in-depth management surveys, one prior to and one following the programme implementation, to evaluate precisely the quality of the management of the schools. After two years, the estimated average treatment effects were 0.928 (0.260) SD for school management, 0.226 (0.059) SD for reading, and 0.237 (0.059) SD for mathematics. Instrumental variable estimates indicate that a one-point improvement in school management (on a 1â€“5 scale) led to gains of 0.680 (0.245) SD in reading and 0.714 (0.265) SD in mathematics. Students in schools achieving a one-point management improvement were more than two aca- demic years of learning ahead of peers in untreated schools. The programme costs only $15.22 (PPP-adjusted) per student per year, could be applied to any school and has expanded in Brazil.

Cazabat, C., Nielsen, A., & Hirata, J. (s. d.). ***Financing implementation of the Comprehensive School Safety Framework*** (p. 38). Consulté à l'adresse Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) website: https://curated-library.iiep.unesco.org/fr/node/58526
This policy brief provides a first entry point for governments who have endorsed or are implementing aspects of the Comprehensive School Safety Framework to identify potential financial resources they can access, and how to secure them. Highlighting examples of diverse financing pathways used in countries with various contexts, challenges and resources, this policy brief also seeks to identify recurring success factors and provide key recommendations to achieve more sustainable financing to implement the CSSF.

Chantrel, Y., Kern, C., Naturel, G., & Ollivier, M. (2026). ***Enseignement français à l'étranger : un réseau à défendre, une ambition à réaffirmer***. Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r25-829/r25-829.html

Chasi, S., & Heleta, S. (2026). **Global citizenship education and the internationalisation of higher education: Critical perspectives from South Africa**. *International Review of Education*, *72*(4), 707-721. https://doi.org/10.1007/s11159-025-10150-9
This article offers critical reflections on the internationalisation of higher education and on global citizenship education (GCE) from the perspective of the Global South, particularly South Africa. Using a decolonial lens and drawing on critical scholarship from around the globe, the authors explore how coloniality of knowledge and Eurocentric epistemic hegemony in higher education relate to and impact on GCE. They present a new definition of higher education internationalisation developed in South Africa and explore how its decolonial framing of internationalisation can benefit GCE. They also discuss the relevance of critical diversity literacy, a framework developed by Melissa Steyn for citizenship education in heterogeneous societies such as South Africa, for GCE. They argue that such critical definitions and frameworks are valuable tools in conceptualising and practising internationalisation and GCE based on a plurality of experiences, worldviews, knowledges and perspectives, and committed to advancing social justice for all.

Choi, J. (2026). **South Korean popular culture as a pedagogical tool for North Korean human rights**. *Asia Pacific Education Review*, *27*(3), 1077-1085. https://doi.org/10.1007/s12564-025-10073-y

This conceptual paper explores what and how administrative and philosophical approaches detain the progress of North Korean human rights and how South Korean popular culture, Hallyu (the Korean wave), contributes to promoting North Korean human rights by encouraging freedom of thought, consistent with principles of adult education scholarship. The grey literature from UN documents (1948–2025), periodic reports and media releases (e.g., non-governmental organizations and North Korean news outlets), and North Korean defectors' testimonies and autobiographies were scrutinized. I examined debates on accountability in the Universal Declaration of Human Rights context. Then, I illuminated the interpretative gap in North Korean human rights from the dilemmas of cultural relativism and absolutism, which the North Korean regime has applied. Finally, I accessed the landscape of adult education—How popular culture can influence North Korean people's thoughts, cognitively and emotionally, in response to systematic indoctrination. Through the analysis, Hallyu, as a potential of change, can adjust North Korean people's perspectives, catalyzing freedom of thought. This paper posits the potential for policy makers, educational scholars, educators, and activists to explore how adult education and popular culture can provide alternative perspectives and practical tools for advancing North Korean human rights.

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.

Christensen, M. (2026). **Le nombre d'élèves devant un enseignant dans le second degré à la rentrée 2025 : moins d'élèves dans les structures des formations professionnelles**. *Note d'Information*, (26.38), 1-4. Consulté à l'adresse https://www.education.gouv.fr/depp/le-nombre-d-eleves-devant-un-enseignant-dans-le-second-degre-la-rentree-2025-moins-d-eleves-dans-les-505404
À la rentrée 2025, un enseignant est en moyenne face à 21,6 élèves par heure de cours dans les établissements du second degré, en tenant compte des enseignements dispensés en groupe.

Ciriello, R. F. (2026). **How Education Quality and Inclusivity Foster Sustainable Development in the Global South: A Structured Narrative Review**. *Review of Development Economics*, *30*(3), 1657-1670. https://doi.org/10.1111/rode.70081

Education is widely seen as both a means and an end to the Sustainable Development Goals (SDGs), yet its broader socio-economic effects on growth, inequality, health and institutions remain contested across diverse Global South contexts. Prior reviews are largely Global North-centric and rarely grade evidentiary strength, making it hard to prioritise and sequence policy reforms. This paper offers a structured narrative review of 134 peer-reviewed studies (1984–2024) from 33 renowned journals focused on education, development and policy. Using a PRISMA-inspired workflow, I code studies by region, level, SDG alignment, method, evidence type and effect direction/size. Four SDGs have sufficient coverage: SDG 8 (work and growth), SDG 10 (inequalities), SDG 3 (health) and SDG 16 (institutions). Findings support cautious optimism: education is associated with higher earnings and growth; reduced inequality when reaching disadvantaged groups; selected health gains, especially for women and later life; and lower violence with stronger civic competencies. Effects are larger where learning quality is high and skills can be absorbed by institutions and labour markets; early expansions can widen measured inequality, and credible nulls appear for some outcomes. The review contributes a Global South-centred, cross-SDG evidence map that distinguishes evidentiary strength and derives policy priorities: quality over quantity, governance capacity, and technology as a complement, not a substitute.

Cobb-Clark, D. A., Fisher, H., & Majeed, S. (2026). **Student Income Support and Participation in Higher Education: A Cohort Analysis**. *Australian Economic Review*, *59*(3), 239-255. https://doi.org/10.1111/1467-8462.70042
Background The 2008 Bradley Review introduced major reforms to Australian higher education, including a demand-driven funding system and changes to student income support, aimed at expanding participation and improving equity outcomes. Aims This study examines how student income support receipt and higher education participation evolve across socioeconomic status groups following the implementatino of the Bradley Review recommendations. Materials and Methods We use linked administrative data to examine trends in student income support receipt, higher education participation and Bachelor degree completion between 2004 and 2024. Results and Discussion We find that reforms to student income support successfully closed an access loophole for high-income students. However, receipt rates among students from low socioeconomic status backgrounds declined. Bachelor degree completion rates increased overall but with disproportionate increases among students from more advantaged backgrounds. These results are particularly salient in light of the 2024 Australian Universities Accord, which renews equity targets and proposes easing parental means testing for student income support. Conclusion Our results suggest that further easing of parental means testing may not effectively target students most in need.

Colla, P. S. (2026). **"Renationalising" History Curricula: A European Trend?** In *Re-thinking Europe. Theory and Teaching Practices*. Consulté à l'adresse https://hal.science/hal-05673827

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'accentue 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.

Costa, L. O., & Dalmon, D. L. (2025). ***Ten Years of Upper Secondary Education Reform in Brazil: Policy Note***. https://doi.org/10.1596/44918

Curtiss Wyss, M., & Olsen, B. (s. d.). ***From access to impact. Government decisionmaking and scaling of EdTech in South and Southeast Asia*** (p. 30). Consulté à l'adresse Center for Universal Education at Brookings (USA), CUE website: https://curated-library.iiep.unesco.org/fr/node/58551

Cusset, P.-Y. (2026). ***Niveau scolaire : éléments de diagnostic et propositions*** (p. 236). Consulté à l'adresse Haut-commissariat à la stratégie et au plan website: https://www.strategie-plan.gouv.fr/files/files/Publications/2026/2026-08-31%20-%20Rapport%20Niveau%20scolaire/HCSP-2026-RAPPORT-Niveau-scolaire-2septembre12h-FINAL-COUV.pdf

de la Fuente Stevens, D. (2026). ***Compulsory Education, Life Trajectories, and Intergenerational Mobility: Evidence from Mexico's 1993 Schooling Reform*** (Working paper N° 18864). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18864
Mexico's 1993 reform extended compulsory schooling from six to nine years, creating a birth-cohort discontinuity in educational exposure. Using a regression discontinuity and instrumental variable design in the 2020 Mexican Census, this paper traces the reform's effects from educational attainment through fertility, child mortality, employment, and migration, into the schooling of the next generation. The reform raised attainment across all groups, but its effects were concentrated among Indigenous communities and rural populations, where baseline attainment was lowest: Indigenous literacy rose by 4.5 percentage points and lower-secondary completion by 3.8, from baselines of 78 and 29 per cent. These gains translated into lower fertility, reduced child mortality, higher employment, and a reallocation of workers out of low-productivity agriculture into higher-productivity sectors. Linking parents to children through census household identifiers, an additional year of parental schooling raised children's secondary enrolment by 3 to 4 percentage points and upper-secondary enrolment by 5 to 8. A single compulsory schooling reform thus generated a sustained, multi-domain shift in life trajectories extending across generations.

Demba, H. A., Lapostolle, G., & Mabilon-Bonfils, B. (2026). **The Parents-Teachers Relationship During Lockdown: What if the Lockdown Experience Could Help Improve School in France?** *Education and Society*, *44*(1), 51-67. https://doi.org/10.7459/es/440104

The major health crisis we have been experiencing with the Covid-19 pandemic has revived questions about the school form in transmodern societies, the role of digital technology in education, but also the notion of knowledge as relationship. The school lockdown has brought new challenges. What were the experiences of students' parents of homeschooling? Certainly, the triple social, school, and digital divide has not been without its effects. But can we not also think of positive changes that have been seeded? Has lockdown changed the way parents view teachers and learning in France? Have we seen the beginnings of a new relationship between parents and teachers? What do parents whose experiences of school lockdown were overall positive, if not "wonderful", have to say? Our paper will draw on a questionnaire-based survey conducted with 565 parents of students in 2020.

Demongeot, A., & Orzoni, M. (2026). **L'apprentissage au 31 décembre 2025 : une baisse des effectifs de 2,8 % par rapport à 2024**. *Note d'Information*, (26.35), 1-2. Consulté à l'adresse https://www.education.gouv.fr/depp/l-apprentissage-au-31-decembre-2025-une-baisse-des-effectifs-de-28-par-rapport-2024-505299
Au 31 décembre 2025, les centres de formation d'apprentis accueillent 1 020 400 apprentis, soit une diminution de 2,8 % par rapport à 2024.

DEPP. (2026a). ***L'éducation nationale en chiffres, édition 2026*** (p. 13). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/sites/default/files/document/enc-2026pdf-519886.pdf
Cette synthèse des caractéristiques et des tendances du système éducatif français présente les principaux chiffres clés pour l'année scolaire en cours : population scolaire, effectifs d'enseignants, coût de l'éducation, part des secteurs public et privé, diplômes délivrés, insertion professionnelle des jeunes.

DEPP. (2026b). ***Repères et références statistiques 2026*** (p. 492). Consulté à l'adresse DEPP-MEN website: https://www.education.gouv.fr/sites/default/files/document/rers-2026-pdf-519880.pdf
Repères et références statistiques (RERS) est une publication annuelle éditée depuis 1984 par la DEPP et le SIES, les services statistiques ministériels chargés de l'Éducation nationale et de l'Enseignement supérieur et de la Recherche.

Diallo, M. A. (s. d.). ***Les étudiants africains en France: Le cas des étudiants guinéens dans les universités de la région parisienne***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-etudiants-africains-en-france/86098
Bénéficiaires de la démocratisation quantitative sélective orchestrée par Campus France, les étudiants guinéens quittent leur pays pour poursuivre des études supérieures en France dans l'espoir d'avoir un diplôme international pouvant déboucher sur une embauche au niveau national et international. Cet ouvrage cherche à étudier la présence de ces étudiants dans les différentes universités françaises, les démarches qu'ils mènent pour venir en France, leurs motivations, la catégorie socio-professionnelle et le niveau d'études de leurs parents, le financement du voyage et des études, leurs conditions de vie et d'études, leurs intentions de retour une fois les études terminées en France…Les responsables politiques français, dans le cadre de l'État, définissent les critères d'immigration des étudiants africains sur le territoire : une façon de contrôler celle-ci. Cette dernière est donc une pensée de l'État, le seul acteur légalement institué pour monopoliser la question de l'immigration. Au cours du temps, selon les contextes,

les politiques se sont axées sur la construction, la déconstruction et la reconstruction de modèles d'accueil de ces étudiants pour mieux orienter l'immigration sur le territoire français.Les étudiants, quant à eux, cherchent à atteindre leurs objectifs, s'adaptent au système universitaire et valident leurs semestres en ne transgressant pas les textes juridiques de l'État.La dualité des objectifs (ceux de l'État, ceux des étudiants) va dans le sens d'une migration pour les études en France. Elle vient rappeler la relation d'interdépendance entre les différents acteurs engagés dans ce processus.

Diebolt, C., & Diebolt, R. (2026, septembre 12). **PISA 2025 rankings: are we asking the right questions about schooling?** https://doi.org/10.64628/AAK.wyvxptc6x
Are education systems succeeding in transforming individual abilities into collective opportunities? This is what rankings ought to be measuring rather than reducing education to a few figures.

Duval, S., & Fiset, A. (2026). **(Re)penser les façons de favoriser la qualité des transitions vers les services éducatifs offerts aux enfants de 0 à 8 ans**. *Revue hybride de l'éducation*, *10*(3), 1-11. https://doi.org/10.1522/rhe.v10i3.2124
Ce texte présente un résumé des articles qui composent le numéro thématique.

Education Cannot Wait. (2026). ***From Practice to Insights: Supporting Climate Resilience Through Education in Emergencies and Protracted Crises***. Consulté à l'adresse https://www.educationcannotwait.org/resource-library/practice-insights-supporting-climate-resilience-through-education-in-emergencies
This brief is the second in ECW's Knowledge Exchange Series, which aims to capture and share practice-based learning from crisis-affected contexts and to strengthen collaboration across humanitarian, development and peace actors. This brief explores how education in emergencies and protracted crises (EiEPC) can advance climate resilience through adaptation – including preparedness, anticipatory action – as well as mitigation, while safeguarding the right to inclusive, continuous and safe learning.

Estellés, M. (2026). **Global citizenship education overlooked: Curriculum policies and progressive nationalism**. *International Review of Education*, *72*(4), 771-794. https://doi.org/10.1007/s11159-025-10191-0
Over the last few years, left-wing governments in anglophone countries, from the United States to Aotearoa New Zealand, have increasingly embraced what could be termed progressive nationalism. This political project rhetorically combines progressive ideals, such as inclusion, identity politics and wellbeing, with the exaltation of a national identity. Perhaps shadowed by the global emergence of national/authoritarian populisms, this phenomenon has gone largely unnoticed by global citizenship scholars. In this article, the author first develops the concept of progressive nationalism in New Zealand. After considering the historical context and revisiting the role of school curricula in the spread of globalist/nationalist ideologies, the article explores the imprint of progressive nationalism in the recent curriculum policies of New Zealand's former Labour Government (2017–2023). The historical and ideological analysis of the "curriculum struggles" associated with these policies reveals a clear move towards the local/national at the expense of the global. It also identifies a rhetorical commitment to decolonisation and youth wellbeing, spuriously dissociated from the processes of globalisation and capitalism. The article concludes with a reflection on the implications of progressive nationalism for critical global citizenship education.

Ferreira, J., & Martins, P. (2026). ***Vocational Training, Educational Attainment, and Inequality: Evidence from a Nationwide Expansion*** (Working paper N° 1810). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1810
We evaluate the impact of vocational education and training (VET) in a setting with high dropout rates and socio-economic inequality in educational attainment. We estimate that the introduction of VET courses across public upper secondary schools in Portugal was associated with a 2.7 percentage points increase in on-time graduation rates (6% of the baseline rate). Our identification strategy exploits the staggered introduction of the VET track, which created quasi-experimental variation in the local availability of VET across school districts and cohorts. Drawing on a comprehensive student-school matched panel spanning 2006-2017, we implement an event-study design and three complementary IV strategies. We find substantial positive effects of VET take-up on graduation rates, especially among previously low-achieving and socio-economically disadvantaged students.

Floyd, Listermann, Provost, & Wilson. (2026). **The Power of Phrases: A Study of Terry O'Banion's Language, Leadership, Philosophy and a Call to Action for Community Colleges**. *Community College Journal of Research and Practice*, *50*(7-8), 745-754. https://doi.org/10.1080/10668926.2026.2668011
This article honors the enduring legacy of Terry O'Banion by examining the power of his language and the lasting influence of his leadership philosophy on community colleges. Drawing from his writings, recorded dialogs, and personal reflections from scholars shaped by his mentorship and ideas, the article explores how Terry O'Banion's signature phrases – such as "the people's college," "be a provocateur," "reinvent the wheel," "disturb the universe," "dance with porcupines," "get on with your snake killin,'" and "make good trouble" – functioned not simply as memorable expressions, but as enduring imperatives. Through reflections on phrases including "I found my heart in the community college" and "the dark horse," the authors illustrate how O'Banion's humanistic ethic centered students, challenged institutional complacency, and integrated workforce preparation with liberal learning. In a period marked by declining public confidence and shifting policy landscapes, his words are especially meaningful today. Positioned as the concluding piece of this collection, the article argues that O'Banion's greatest legacy is not only what he wrote, but what he calls us to do. His language compels community college leaders, scholars, and practitioners to act with courage, write boldly, protect the comprehensive mission, and continue the work of disturbing the universe and making a difference.

Francisco, J. C., & Saviani, D. (2026). ***Instruire ou occuper ? : Chronique d'un centre éducatif fermé***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/instruire-ou-occuper/85858
Le 26 novembre 2025, le ministre de la Justice Gérald Darmanin annonce la transformation des centres éducatifs fermés (CEF) en « unités judiciaires à priorité éducative ». Les CEF avaient été créés en 2002 comme alternative à l'incarcération des mineurs. Regroupant chacun une douzaine d'entre eux, ces centres étaient l'objet de critiques réitérées des autorités de tutelle : ils n'auraient été ni assez fermés ni assez éducatifs, et ils auraient coûté cher.Appuyée sur une enquête de terrain menée dans un CEF de la région parisienne, la recherche de l'auteur donne à voir les modalités de ce

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

From access to impact. (s. d.). Consulté 7 septembre 2026, à l'adresse Brookings website: https://www.brookings.edu/articles/scaling-edtech-south-southeast-asia/
Molly Curtiss Wyss and Brad Olsen analyze government decisionmaking on EdTech in South and Southeast Asia and offer recommendations for scaling impact.

Galan, C. (2026). **La promesse égalitaire fissurée : Le futur des universités françaises au prisme japonais**. *La Pensée*, *427*(3), 53-63. https://doi.org/10.3917/lp.427.0053
Cet article analyse, en mobilisant le modèle japonais comme cadre comparatif, la transformation de l'enseignement supérieur français et le rôle déterminant joué aujourd'hui par Parcoursup : massification sans moyens, déplacement et opacification de la sélection, essor du privé et affaiblissement du rôle de l'État. Il montre comment le Japon nous aide à penser ces dynamiques qui convergent vers une marchandisation accrue de l'accès au savoir.

Garba, K. A., Ardouin, T., & Ndoye, M. (s. d.). ***L'école qui change le Bénin: Diagnostics et solutions***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/lecole-qui-change-le-benin/85935
À la croisée de la science, de l'expérience et de l'engagement, cet ouvrage propose une lecture systémique de l'École au Bénin, de la maternelle au supérieur. Il en décrypte les dynamiques, les blocages et les enjeux majeurs de gouvernance, de qualité, d'équité et de financement, à partir de données rigoureuses. Au-delà d'un diagnostic sans complaisance, il formule des propositions concrètes et ouvre un dialogue entre acteurs. Véritable boussole stratégique, il invite à refonder l'éducation comme levier central de développement durable et inclusif dans un Bénin en pleine mutation.

Garcia, G. A., Santos, N. J., Meza, A., Chic, D. D., & Yee, C. (2026). **Servingness 2.0: A Renewed Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs)**. *The Journal of Higher Education*, *0*(0), 1-29. https://doi.org/10.1080/00221546.2026.2715730
The Multidimensional Conceptual Framework for Understanding Servingness in Hispanic Serving Institutions (HSIs) made a significant contribution to HSI practice and research. Despite recent federal attacks on HSIs and loss of funding, HSIs will continue to enroll a significant number of Latine students and grapple with the question, "What does it mean to serve?" The servingness framework helps HSIs answer this question, providing a tool for assessment and reflection. Since its publication in 2019, the number of HSIs has increased by 11%, the number of articles published about HSIs has increased by 110%, and the concept of servingness has evolved, warranting an updated framework. Through a systematic review of peer-reviewed HSI articles published between 2018 and 2024, we

propose the Servingness 2.0 Framework that includes updated structures for serving and indicators of serving and calls attention to external and peripheral influences, including systems of oppression, that help and hinder the institution's ability to adequately serve Latine students. The Servingness 2.0 Framework makes a significant advancement in theory and praxis and informs organizational processes and behaviors for advancing equity and inclusion. It is an organizational change framework that enables educators, leaders, students, alumni, and legislators to envision postsecondary transformation.

Girardin, A., Starkey, R., & de Bont, L. (2026). **Perspectives pour l'inclusion pédagogique des étudiants internationaux dans les universités françaises**. *AIPU 2026 : l'enseignement supérieur à l'épreuve des changements sociétaux*. Consulté à l'adresse https://nantes-universite.hal.science/hal-05690513
L'accueil des étudiants internationaux est aujourd'hui présenté comme un enjeu important pour l'attractivité des universités françaises dans un contexte où les équipes pédagogiques sont amenées à penser une internationalisation des parcours de formation. Pourtant, les conditions concrètes de l'inclusion pédagogique de publics issus d'aires culturelles et linguistiques diverses et parfois très éloignées des pratiques pédagogiques dominantes dans les universités françaises reste assez peu questionnées. A partir d'une enquête par entretien, portant sur les pratiques d'inclusion pédagogiques des étudiants internationaux, menée auprès des responsables des parcours de licence de Nantes Université dans le cadre de la chaire de développement pédagogique « Les langues à Nantes Université », cette communication vise à poser un diagnostic des difficultés rencontrées par les équipes pédagogiques et à ouvrir une discussion sur les leviers d'actions concrets pour garantir de meilleurs conditions d'études pour les étudiants internationaux au sein des universités françaises.

Girault, C., & Le Faou, Y. (2026). **Intégration universitaire des instituts de formation : outil d'hybridation managérial pour le directeur**. *Soins Cadres*, *35*(165), 53-57. https://doi.org/10.1016/j.scad.2026.03.015
As part of the integration of health training institutes into the university system, the director is transitioning from a role focused on administrative and educational management to a hybrid position as a strategic leader and facilitator, supporting the educational and administrative teams through this transformation of the institutes' environment. He encourages the development of a sustainable synergy between vocational training and academic education. Plan L'universitarisation des formations paramédicales Professionnalisation des formateurs dans un environnement fluctuant Les nouveaux piliers du directeur d'institut de formation paramédicale Du directeur leader et médiateur au partenariat hybride et durable Conclusion

Global Education Monitoring Report Team. (2026). ***Bilan des pertes : l'aide à l'éducation en 2024 et 2025***. https://doi.org/10.54676/HINR3796

Global Estimates Update 2026. (s. d.). Consulté à l'adresse https://www.educationcannotwait.org/global-estimates-update-2026

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

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

Grosch, K., Haeckl, S., Rau, H. A., & Preuß, P. (2026). **A guide to conducting school experiments: expert insights and best practices for effective implementation**. *Education Economics*, 1-19. https://doi.org/10.1080/09645292.2026.2718145
School experiments have become an important research method to study the development of preferences and the causal effects of targeted interventions. However, the contextual complexities of school experiments present implementation challenges that can compromise validity and threaten adherence to planned research protocols. Based on an expert survey, we identify seven aspects that distinguish school experiments from other field experiments and organize them around two defining features: child participants and the institutional context of schools. This guide bridges the gap between conceptual design and practical execution, promoting high implementation fidelity, internal validity, data quality, and adherence to best practices.

Gueye, S. M., & Camara, B. (s. d.). ***L'enseignement supérieur au Sénégal : Les besoins d'une réforme systémique***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-enseignement-superieur-au-senegal/86092
Le secteur de l'enseignement supérieur sénégalais, depuis des décennies, se trouve au cœur d'un débat constant visant à l'extirper des perturbations quasi annuelles qui le secouent. La question récurrente qui revient chaque année au cœur des débats est : va-t-on vers une année blanche ? Dans ce processus de recherche d'une place et d'un rôle qui tardent à s'affirmer pour ce secteur, et à ce tournant décisif de l'histoire de notre pays, les autorités politiques devraient bénéficier de recommandations réfléchies et raisonnées contribuant de manière efficiente à la résolution de manière holistique de cette situation de crise perpétuelle. Au regard du contexte géopolitique local et des perturbations chroniques liées, entre autres, au système LMD, à l'instabilité du calendrier académique et aux problèmes des bourses, il urge d'engager un processus de réforme systémique de notre système d'enseignement supérieur.

Hallinger, P. (2026). **The myths of instructional leadership: conceptual drift, construct ambiguity, and the limits of principal-centered reform**. *School Leadership & Management*, 1-22. https://doi.org/10.1080/13632434.2026.2697983
Hatot, F. (2025). **L'écosysteme ESR en transformation vu depuis l'intérieur : Interroger Les acteurs au centre pour penser la transformation du système entier**. *La Recherche en Education*, *2*(32), https://www.la-recherche-en-

education.com/larecherche/issue/view/628. Consulté à l'adresse https://hal.science/hal-05735941
Situated within an ecosystemic (Reyssier, 2022) and emancipatory approach, this article questions the modeling of experiential learning (Josso, 2011) in the pedagogy of teacher-
researchers in higher education. It conceptually mobilizes Bronfenbrenner's (1979) nested systems and methodologically the narrative inquiry (Breton, 2022). The discussion addresses the validity, legitimacy, and embedding of this model within a socio-ecosystem (Walker et al., 2004).

Hjortsø, C. N., Romanova, G., Abdulkader, B., Aitelkadi, K., Aoudji, A., Bonou, A., … Ssekandi, J. (2026). **Community engagement in African agricultural universities: challenges to the institutionalisation of engaged scholarship**. *Higher Education*, *92*(1), 353-379. https://doi.org/10.1007/s10734-025-01538-5
Community engagement in Africa outside South Africa has attracted relatively limited scholarly attention, and there continues to be limited documentation of how African universities engage with external communities and institutionalise community engagement practices. In this study, we scrutinise how agriculture university schools enact community engagement. We conducted a longitudinal multi-case study from 2021 to 2023 of eight agricultural schools located in East, West, and North Africa. The study used a multi-methodology research strategy applying document analysis, two surveys, five group interviews, and 42 individual semi-structured interviews. Survey data were analysed using descriptive statistics, and document and interview data were transcribed and analysed using thematic analysis. The findings show that agriculture-related community engagement is a highly diverse phenomenon, implemented with varied breadth and depth across the eight cases. Students' attachment, internships, and entrepreneurship teaching and support constitute important means of community engagement across the eight cases. We identify several factors facilitating and hindering the institutionalisation of community engagement. External funding can provide both opportunities and barriers, depending on whether projects are strategically leveraged for further institutionalisation. A major barrier to adopting engaged scholarship practices is that community engagement is equated with the traditional outreach function of agricultural universities. We contend that enhanced conceptual clarity and methodological awareness may be necessary to embrace and institutionalise more contemporary engagement practices to deal with the hyper-complexity that African rural communities face.

Hong, M. S., Kim, G., & Chun, Y. J. (2026). **Tailoring a complexity-aware theory of change for out-of-school children education program: reflections on an evaluation of Korea–Qatar innovation initiative**. *Asia Pacific Education Review*, *27*(3), 1063-1076. https://doi.org/10.1007/s12564-025-10069-8
The objective of this study is to explore and discuss the conceptual and methodological importance for a more holistic and complexity-aware framework by employing the Theory of Change into the design and evaluation of international education initiatives. Through a critical analysis of the KOICA–Qatar's Education Above All Foundation partnership project, which aimed to support Out-of-School Children (OOSC) in Cambodia, Iran, Myanmar, and Nepal, we identified several key lessons learned. First, the joint program narrowed both the conceptual and practical dimensions of educational interventions by prioritizing simplistic numerical metrics—specifically the

return of OOSC/Y to formal schooling—thereby aligning with the prevailing trends in accountability and transparency in evaluating global educational programs. Secondly, the education projects within the large scale of KOICA-Qatar Education Above All Program assumed that educational impact directly resulted from program outputs, revealing a lack of clear linkage between overarching program-level educational outcomes—namely, quality education for all—and the outputs of individual sub-projects, such as student enrollment figures. Thirdly, an overemphasis on linear project-level logic, while neglecting the interconnected influence of noneducational factors—such as legal and social protection, sanitation, and health—limited the ability to effectively navigate the complexities of OOSC programs. We propose that moving beyond the conventional linear approach to educational programs requires tailoring a complexity-aware Theory of Change. Integrating Theory of Change Analysis (TOCA) into the strategic framework for educational development and the OOSC program model can enhance our capacity to plan and evaluate diverse pathways for achieving positive social and educational impact while accounting for various program assumptions, risks, and other complex macro-level factors.

Hou, A. Y. C., Su, E. H. C., Chao, S. S. M., Lin, A. F. Y., Feng, P. Y., & Hill, C. (2026). **Myth or Merit? A Reassessment of the "Monks From Afar" Effect in Taiwan's Dual-Track Talent Policy in Higher Education**. *Higher Education Quarterly*, *80*(3), e70148. https://doi.org/10.1111/hequ.70148

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

Hsieh, T.-L., & Shen, J.-S. (2026). **Evaluating taipei's itinerant teacher program: solving challenges of short-term substitute teacher instability and qualification**. *Educational Research for Policy and Practice*, *25*(2), 279-293. https://doi.org/10.1007/s10671-025-09411-z

This study examines Taipei's Itinerant Teacher Program (ITP) and its potential as a solution for addressing the challenges of short-term substitute teacher stability and quality. Based on six policy evaluation criteria, this study interviewed nine policy's implementers and itinerant teachers. The findings indicated that the ITP effectively stabilizes the supply of short-term substitute teachers and ensures a certain level of teaching quality, which is particularly beneficial for disadvantaged schools. The study also highlights both the program's effectiveness and areas for improvement. Key challenges include the

administrative burden, fairness in teacher evaluations (service feedback), and legal consistency between regular and itinerant teachers. Diverging stakeholder perspectives -administrative officials focusing on resources and teachers concerned with role stability and fairness-underscore the complexity of policy execution. Recommendations include piloting the ITP on a smaller scale, streamlining processes, improving handover mechanisms, and aligning itinerant teachers' rights with those of regular teachers to attract high-quality candidates.

Hull, M., Shah, H., & Zhu, M. (2026). ***Class Rank and Student Disability Classification*** (Working paper N° 18836). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18836
U.S. public schools play a central role in identifying student disabilities. Using administrative data, we examine how third-grade class rank affects subsequent disability classification, leveraging variation in school-cohort achievement distributions to isolate rank from students' own achievement. Students in the lowest ventile are 3.8 percentage points more likely to be classified as having a disability than students at the median (10textsuperscript{th} ventile). Students at ventiles above the median exhibit smaller but statistically significant estimated increases relative to the median as well. These patterns are driven primarily by classifications of learning disabilities and health conditions such as Attention-Deficit/Hyperactivity Disorder (ADHD). We further document that low-ranked students are more likely to receive a testing accommodation in fourth grade. Together, these findings highlight the role of subjective factors in shaping disability diagnoses and the allocation of testing accommodations.

Hussein, N. R., & Naqid, I. A. (2026). **Medical Education in Iraq at a Glance: Quo Vadis?** *European Journal of Contemporary Education and E-Learning*, *4*(4), 472-476. https://doi.org/10.59324/ejceel.2026.4(4).22
Medical education in Iraq is at a turning point, shaped by historic strength and contemporary systemic strains. Previously, the medical education in Iraq was known for its rigorous curricula and intense clinical training. Currently, the system faces escalating challenges that threaten its integrity and weaken the abilities to produce competent doctors. In this paper, key structural insufficiencies are discussed including students' oversaturation. It also highlights the impact of non-traditionally trained staff, problematic academic policy and flexible standards and expansion without infrastructure on the education process. Finally, a road map for reform is proposed.

Hyatt, K. (2026). ***Designing Fiscal Recognition: Protected Student Inclusion Account Models for Compulsory Public Education*** (Working paper N° ybptc_v1). https://doi.org/10.31235/osf.io/ybptc_v1
Abstract Paper 1 supplied a descriptive measurement framework for compulsory student time, and Paper 2 supplied a proposed institutional account of the recognition boundary. This article does not recalculate, revise, or crosswalk either contribution. It addresses a bounded policy-design question: how a legislature might later specify a student-beneficial restricted public-account architecture without premising the proposal on compensable student labor, wage entitlement, damages, restitution, or a claim that education lacks value. A Protected Student Inclusion Account (PSIA) is the article's proposed candidate restricted public-account architecture for later jurisdiction-specific consideration. The article compares candidate mechanisms as design objects with unresolved legal, benefits, custody, access, fiscal, and administrative dependencies.

Transition capacity is treated only as an authorial normative design objective and a possible pilot evaluation domain. The illustrative deposit arithmetic reports nominal student deposits under disclosed inputs; it is not a fiscal note or a statement about legal authority, fiscal conditions, administrative performance, or outcomes.

Ibaba, G. B. (2026). **Politicisation of Principal Appointment and Its Implications for School Administration in Bayelsa State, Nigeria**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 138-160. https://doi.org/10.59324/ejceel.2026.4(4).06
This study examined the politicisation of principal appointments and its implications for school administration in public secondary schools in Bayelsa State, Nigeria. A convergent mixed-methods design was adopted, involving 235 principals and teachers selected through stratified random sampling from 30 public secondary schools, as well as purposively selected key informants. Data were collected using questionnaires, interviews, and document reviews. Quantitative data were analysed using descriptive statistics, Pearson correlation, regression, and independent samples t-tests, while qualitative data were subjected to thematic analysis. Findings revealed pervasive political interference in the appointment, posting, and transfer of principals, with political office holders, party loyalists, and community elites exerting significant influence over recruitment decisions. Politicised appointments undermined principals' legitimacy, weakened teacher morale, compromised discipline and resource management, and reduced administrative effectiveness. The study concludes that political interference undermines effective school leadership and recommends merit-based appointments, transparent recruitment procedures, institutional autonomy, and stronger safeguards to insulate educational administration from political influence.

Ibrahim, A., & Boivin, N. (2026). **Banality of Privilege: Examining Why EDI Is Under Assault Through the Case of the Ontario Equity Policy**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 1-18. https://doi.org/10.53967/cje-rce.7451
Grounded in extensive interviews with teachers and school-level administrators in Ontario, Canada, this article proposes banality of privilege as a primary reason for why EDI has turned into a performative act, which facilitated its attack. To make banality of privilege concrete, we suggested three forces and six tenets that helped us in our data analysis. Collected through interviews with teachers and school administrators between 2024–2025, the data show that embedded institutional barriers are the frontline of all issues that hinder effective communication, implementation, and administration of EDI policy; and that, among these barriers, the primary obstacle to a meaningful EDI implementation is not financial constraint, but a systemic lack of buy-in or interest convergence, specifically at the leadership level. This lack of buy-in from leadership, we show, trickles down to staff and the broader school community, resulting in low engagement and missed opportunities for meaningful inclusion. This not only renders EDI performative, but it gives reasons for why it is under attack. For those of us who are working toward a just world, we conclude, we need to be mindful of this situation and address the concerns of the EDI critics.

Idahosa, G. E., & Love, D. N. (2026). **'It's like dominoes': middle managers transversal agency and the complexity of navigating transformation in post-conflict higher education**. *Higher Education*, *92*(1), 331-351. https://doi.org/10.1007/s10734-025-01537-6
Universities are increasingly expected to contribute to societal development by promoting equality, inclusion and diversity, while preparing ethical individuals capable

of navigating uncertain futures. In post-conflict contexts, marked by reconciliation efforts, oppressive legacies and intergenerational trauma, the imperative to transform higher education becomes critical to consolidating fragile democracies. This paper examines how middle managers in universities, who are strategically positioned to drive institutional transformation, experience, enact and interpret their agency. It explores how their gender and social location shape this agency, and how institutional structures both enable and constrain their capacity to act. The study draws on 14 in-depth interviews with mid-level managers from three universities in South Africa and Northern Ireland. Thematic analysis using NVivo revealed that participants' sense of agency is situated at the intersection of their views of transformation as either a personal-political process or an instrumental task. We argue that the confluence of historical legacies, contemporary issues and identity significantly shapes mid-level managers' transformative agency. In response to structural barriers and entrenched university hierarchies, their agency manifests through a form of transversal politics—characterised by both symbolic and practical micro-actions. We employ the concepts of 'constructive interference' and 'domino effect' to describe how mid-level managers' 'transversal agency' may initiate incremental yet meaningful disruptions within hegemonic institutional structures. We conclude that while agency for transformation remains precarious—particularly under the weight of racial, colonial and neoliberal capitalist pressures—mid-level manager micro-affective interventions hold significant potential for enacting non-hegemonic and justice-oriented transformations in higher education.

Ingrao, T. (2026). **Les bachelors : nouvelle filière de l'enseignement supérieur privé ?** *La Pensée*, *427*(3), 31-42. https://doi.org/10.3917/lp.427.0031
Cet article explore les dynamiques récentes de l'enseignement supérieur privé français, en se concentrant sur l'émergence des « bachelors » qui proposent d'offrir une alternative à la licence publique et aux autres formations supérieures privées. Le terme désigne des formations qui ne pourraient avoir d'autre nom et dont l'apparition est liée aux évolutions du contexte français et européen de l'enseignement supérieur. De plus, leur positionnement marchand et institutionnel varie grandement selon les acteurs qui les proposent.

Integrating AI in TVET: A practical guide for institutions. (2026). https://doi.org/10.64043/BOWG1644
Artificial intelligence (AI) is becoming part of everyday life and the fast-evolving world of work. This is creating a gap between how people already use AI and the formal training required to do so ethically and effectively. Technical and vocational education and training (TVET) institutions need to prepare learners for changing occupational tasks and skill demands, as well as making informed decisions about AI use within institutional practice. This practical guide supports TVET institutions in developing a coherent approach to AI integration that keeps educational purpose, human agency, equity and safety at the centre. It helps institutions harness the potential of AI with a clear understanding of its impacts, limitations and risks.

Ion, I. E., & Lupu, R. (2026). **Systemic Influences of the Socio-Economic Environment on Career Development in Romania and Educational Policy Implications**. *European Journal of Education*, *61*(3), e70714. https://doi.org/10.1111/ejed.70714
Despite a robust body of academic research on the determinants of career development, the relationships between these variables remain unclear, particularly the

influence of socio-economic status. This ambiguity is counterproductive to policy efforts of increasing employability and social equality, among other measures, through national career development systems. Such reforms are currently being implemented in Romania, a South Eastern European country under-researched in career development. Based on Social Cognitive Career Theory, this article explores the relationships between career exploration and structural determinants, specifically SES, parental support and career and vocational counselling, on a sample of 238 Romanian students. Utilizing Structural Equation Modelling, our results indicate that career exploration is positively associated with career decision self-efficacy. Self-efficacy is, in turn, positively associated with career-related parental support and prior participation in pre-university career and vocational counselling. Notably, there was no positive association between the SES indicators and parental support and SES and self-efficacy. Theoretical implications of the empirical findings and practical applications for educational policy reforms aimed at building a national career development system in Romania are further discussed.

Jacquin, O. ***Politique de résilience des bâtiments scolaires***. https://www.senat.fr/dossier-legislatif/ppr25-935.html
proposition de résolution en application de l'article 34-1 de la Constitution, pour une politique de résilience des bâtiments scolaires à l'aune du choc démographique que subit l'école publique française

Jean Kechnor, E. (2026). ***School dropout at the secondary level through an analysis of governance in three public schools in the South Department of Haiti."***. Consulté à l'adresse https://hal.science/hal-05693427
This study addresses secondary school dropout through an analysis of governance in three public school in Haiti's Southern Department. Based on documentary analysis and interviews, it explores three areas: legal and strategic provisions, governance initiatives, and decentralization dynamics. Findings reveal alignment with literature on participatory governance and equity, but limited implementation due to scarce resources, weak local autonomy, skill gaps, and centralized recruitment. Hourly subcontracting undermines educational quality, while public-private partnerships remain underused. The study recommends strengthening local capacities, clarifying responsibilities, and reducing practices that compromise system stability. Keywords: School dropout-Educational governance-Decentralization

Jia, R., Khanna, G., Li, H., & Xu, Y. (2025). ***The Ripple Effects of China's College Expansion on American Universities*** (Working paper N° 20772). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20772
China's unprecedented expansion of higher education in 1999, increased annual college enrollment from 1 million to 9.6 million by 2020. We trace the global ripple effects of that expansion by examining its impact on US graduate education and local economies surrounding college towns. Combining administrative data from Chinaâ€™s college admissions system and US visa data, we leverage the centralized quota system governing Chinese college admissions for identification and present three key findings. First, the expansion of Chinese undergraduate education drove graduate student flows to the US: every additional 100 college graduates in China led to 3.6 Chinese graduate students in the US. Second, Chinese masterâ€™s students generated positive spillovers, driving the birth of new masterâ€™s programs, and increasing the number of other

international and American master's students, particularly in STEM fields. And third, the influx of international students supported local economies around college towns, raising job creation rates outside the universities, as well. Our findings highlight how domestic education policy in one country can reshape the academic and economic landscape of another through student migration and its broader spillovers.

Jiang, T., Chen, G., Xing, H., Zeng, P., Wan, D., & Wang, T. (2026). **Low-efficiency schools in South Korea, Japan, and Finland receive ample human resources and quality teaching to improve quality and equality in education**. *Asia Pacific Education Review*, *27*(3), 1239-1254. https://doi.org/10.1007/s12564-025-10087-6
South Korea, Japan, and Finland have developed high-quality secondary education systems that effectively balance efficiency and equality. Each country employs iconic policies. South Korea and Japan aim to reduce inter-school differences in teaching quality through the rotation of teachers. Finland aspires to provide quality education (more than quality teaching) for all students through its public comprehensive schools. Nevertheless, few studies have provided evidence that these policies achieve their goals and reveal the distribution of efficiency-related inequalities in their schools. This study used 2018 PISA test data to analyze the state and patterns of secondary education in these three countries. Latent profile analysis identified two types of schools: low-efficiency and high-efficiency. Teaching quality in low-efficiency schools matched that of high-efficiency schools, consistent with the policy effect of teacher rotation. In Finland, 95.3% of schools were the high-efficiency type, which aligns with the comprehensive school policy. Moreover, low-efficiency schools gained more teachers and computers, yet their students still lacked academic drive and perseverance. The three-step latent profile analysis found that the likelihood of attending high-efficiency schools was the same regardless of whether students lived in small towns or large cities. Instead, fewer peers and a high proportion of students from low-income families increased the likelihood of attending a low-efficiency school. This study enhances understanding of the relationships among educational policy, school resources and climate, and school efficiency.

Jordan. Ministry of Education. (2024). ***Education sector analysis 2023/2024 [Jordan]*** (p. 396). Consulté à l'adresse https://curated-library.iiep.unesco.org/fr/node/58522

Kakdeu, L.-M. (2026). ***Politique de formation et industrialisation du Cameroun: Évaluation***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/politique-de-formation-et-industrialisation-du-cameroun/82828
« Seul un élève sur 20 suit une filière technique. Seul un diplômé sur 30 trouve un emploi décent. Pendant ce temps, les campagnes se vident et les femmes restent invisibles dans les ateliers. »Cet ouvrage livre une analyse sans concession de l'inadéquation formation-emploi au Cameroun sur plus d'un siècle (1921-2026). Il met en évidence le fait que l'échec des politiques d'enseignement technique et de formation professionnelle affecte trois mondes : les jeunes, prisonniers d'un chômage diplômé ; les femmes, cantonnées à des filières sans débouchés ; et les paysans, abandonnés dans des territoires que l'industrialisation n'a jamais atteints.L'ouvrage ne se contente pas de faire un état des lieux : il propose dix recommandations concrètes pour refonder la formation professionnelle, de la réactivation des instances de concertation à la régionalisation de l'offre éducative. Un essai essentiel pour comprendre pourquoi le Cameroun peine à émerger… et comment il peut encore y parvenir.

Kaqinari, T., Makarova, E., Audran, J., Döring, A. K., Goebel, K., & Kern, D. (2021). **The switch to online teaching during the first COVID-19 lockdown: A comparative study at four European universities**. *Journal of University Teaching and Learning Practice*, *18*(5). https://doi.org/10.53761/1.18.5.10
In 2020, for the first time in history, COVID-19 measures necessitated emergency online teaching to ensure continuity of education. Although institutional support was offered to lecturers, the situation posed an extraordinary challenge for university teaching. Using a comparative approach, this study surveys lecturers from different countries and their use of educational technology for emergency online teaching. Its focus lies on the relationships between use of educational technology, online teaching self-efficacy and attitudes towards educational technology. Overall and according to reports, the use of educational technology increased significantly compared to pre-pandemic conditions. The universities studied had different levels of digitalization, which influenced lecturers' use of educational technology. Furthermore, lecturers differed in terms of self-efficacy, attitude, and perception. Regarding factors affecting educational technology use, results showed that especially pre-pandemic experiences with educational technology, as well as self-efficacy and perceptual variables influenced the use of educational technology during the pandemic. Based on these results, it is advisable for universities to embrace this ad hoc switch to online teaching as an opportunity for purposeful digitalization of university teaching.

Karagöz, İ., & Sivrikaya, T. (2026). **The relationship between school administrators' attitudes towards inclusive education and schools' efficiency towards inclusion practices**. *International Journal of Inclusive Education*, *30*(10), 2860-2881. https://doi.org/10.1080/13603116.2025.2575858
Inclusive education plays a vital role in promoting equality and diversity. This study examines the relationship between school administrators' attitudes toward inclusive education and their school's ability to effectively implement inclusive practices. One hundred one school administrators from public schools in two provinces of Türkiye participated, providing data through validated scales that assessed their attitudes and their schools' inclusion competence. Statistical analyses, including the Mann–Whitney U test and Spearman's correlation, were used to evaluate the relationships between administrators' attitudes and various school factors. The results revealed a significant negative correlation between administrators' concerns about inclusive education and the schools' competence in support services, environmental arrangements, and teacher knowledge. Furthermore, administrators' experience and training in special education were crucial in shaping their attitudes and perceptions. Those with more years of service demonstrated greater competence in implementing inclusion practices, specifically in support services and environmental adjustments. Additionally, administrators who had undergone specialised training in special education showed higher competence levels in inclusion practices and reported fewer concerns about inclusion. This study highlights the importance of leadership development and training for school competence in inclusive education. Such improvements enhance education for students with diverse needs, promoting equitable learning for all.

Kechnor Edmond, J. (2026). ***Transformations of private educational spaces into places of pleasure: community perceptions and socio-economic implications in Torbeck***. Consulté à l'adresse https://hal.science/hal-05694065

This study investigates the transformation of private schools in Torbeck into entertainment venues. This phenomenon is related to a multidimensional crisis involving economic insecurity, fragile family structures, insufficient managerial professionalism, and recurrent natural disasters. Using semi-structured interviews, focus groups, and participant observations, the research reveals how school directors, parents, teachers, and students prioritized survival and accessibility over the educational mission. This shift resulted in the closure of several institutions and their reconversion into more profitable activities, exposing the tension between entrepreneurial logic and the social mission of education. The findings highlight a reconfiguration of community priorities, where economic imperatives increasingly overshadow educational values. The study concludes by recommending stronger institutional regulation, enhanced managerial professionalization, improved pedagogical quality, equitable access to education, and resilience strategies to confront crises, thereby reaffirming education as a fundamental social good.

Kechnor, J. (2024). ***School Dropout in Secondary Education through an Analysis of Public and Educational Policies and Governance in Three Public Schools of the South Department of Haiti*** (Theses, ISTEAH). Consulté à l'adresse https://hal.science/tel-05692310

RESUMEN Esta tesis consiste en explorar los vínculos entre las políticas educativas, las políticas públicas, la gobernanza y la deserción escolar en tres escuelas secundarias públicas del departamento del Sur de Haití. Su propósito es poner de relieve ciertos factores responsables de la deserción escolar. Así, esta tesis busca responder a la siguiente pregunta: ¿cómo se aplican las políticas educativas para contrarrestar la deserción escolar? En un primer momento, la tesis pretende examinar la manera en que las políticas públicas prevén contrarrestar la deserción escolar en el nivel secundario en el departamento del Sur. En un segundo momento, apunta, por una parte, a identificar iniciativas de pilotaje vinculadas con políticas o leyes que contribuyen a la lucha contra la deserción escolar y, por otra parte, a determinar cómo se dirige el sistema educativo a través de su gobernanza y la forma en que se aplican dichas políticas o leyes. La revisión de la literatura permitió establecer un estado de los conocimientos y considerar diversos factores de deserción escolar. En cuanto al marco conceptual, se articula alrededor de los conceptos de deserción escolar, políticas públicas, políticas educativas y gobernanza, en interrelación con ciertos aspectos de las teorías sociológicas de la educación, las teorías del hándicap sociocultural y las teorías culturalistas de la actividad. La metodología se basa en una investigación cualitativa interpretativa y descriptiva que utiliza el análisis documental y la entrevista individual. El análisis documental se realizó a partir de una rejilla de análisis aplicada a los diez documentos seleccionados, entre ellos cinco leyes y cinco documentos de políticas. Para la recolección de datos en el terreno, se elaboraron seis guiones de entrevista para los 24 participantes de la investigación. Un director departamental y su adjunto, cuatro inspectores, tres directores, tres censores de estudios, tres supervisores generales, seis docentes y tres padres participaron en esta investigación siguiendo un muestreo razonado. Según el enfoque de Boutin (2018), se realizaron entrevistas dirigidas en tres liceos de tres distritos geográficos del departamento del Sur, cuyos participantes fueron tres directores, tres censores de estudios, tres supervisores generales, tres docentes y tres padres. Posteriormente, los datos recolectados fueron transcritos, analizados e interpretados según el enfoque de descontextualización y recontextualización de Tesch (1990). Los resultados de esta tesis son de dos tipos: a) los resultados del análisis

documental de las cinco leyes y los cinco documentos de políticas que presentan previsiones para contrarrestar la deserción escolar; b) los resultados de las entrevistas realizadas con los 24 participantes de la investigación. Tanto las previsiones del análisis documental como los resultados de las entrevistas demuestran que se han logrado muy pocos avances. Debido a la existencia de obstáculos importantes relacionados con las estrategias de implementación de las políticas para el funcionamiento normal de las escuelas, los resultados muestran cómo se manifiesta la deserción escolar. Según los hallazgos, el pilotaje del sistema educativo, a través de su gobernanza y la aplicación de políticas o leyes, constituye un terreno muy propicio para los fracasos, los abandonos y la deserción escolar. Por otra parte, en lo que respecta a las iniciativas de pilotaje vinculadas con políticas o leyes que contribuyen a la lucha contra la deserción escolar, algunas de ellas —por ejemplo, la ejecución del Plan de Acción Anual (PAA), la descentralización, la municipalización de la educación y las alianzas— se encuentran en proceso de implementación y enfrentan dificultades para su concreción. En cuanto a otras iniciativas, como el acompañamiento de los directores de escuela y de los docentes, estas ni siquiera existen. Aunque ciertas iniciativas son emprendidas por los directores de los liceos, los docentes y los padres para acompañar a los estudiantes, los resultados muestran que no logran luchar eficazmente contra los fracasos, los abandonos y la deserción escolar en las escuelas secundarias del sector público del departamento del Sur de Haití. Palabras clave: deserción escolar, políticas públicas, políticas educativas, gobernanza

Kechnor, J. (2026). ***Secondary school dropout through the lens of hourly subcontracting in three public schools in Haiti's Southern Department***. Consulté à l'adresse https://hal.science/hal-05694033
This article analyzes secondary school dropout through the lens of hourly subcontracting observed. In three public schools in the South department of Haiti. Based on semi-structured interviews and classroom observations, the study shows that this practice, although officially banned by the Ministry of Education since 2017, remains widespread and structurally embedded. It stems from the mobility of tenured teachers, principals' tolerance, the incompetence of substitutes, and weak educational governance. Its effects include failures in national examinations, grade repetition, and dropout, thereby reinforcing social and educational inequalities. Measures implemented by inspectors and supervisors, such as attendance reports, convocations, monitoring visits, and salary withholding, have limited effectiveness due to institutional inaction and financial constraints. The study concludes that hourly subcontracting exacerbates the educational crisis and highlights the urgent need to rethink school governance in Haiti.

Khan, S., Giannelli, G., & Ferrone, L. (2026). ***Can Maternal Education Improve Children's Dietary Diversity and Nutritional Outcomes? Evidence from the 2003 Education Reform in Kenya*** (Working paper N° 18737). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18737
Education is widely associated with better health outcomes, but whether this relationship is causal remains unclear, especially in low-income countries. This study examines the causal effect of maternal education on child nutrition and dietary diversity in Kenya. Using a fuzzy regression discontinuity design, with exposure to the 2003 school reform as an instrument for educational attainment, the analysis finds that an additional year of maternal schooling significantly improves children's nutritional status and dietary diversity. Positive effects are observed for both boys and girls, although they are slightly stronger

for boys. The results are robust to a range of sensitivity tests. Further analysis suggests that maternal education improves child health through several channels, including delayed first birth, fewer children under age five, higher paternal education, greater use of prenatal care, increased access to information through newspapers and television, improved literacy, and higher employment rates among mothers. These findings indicate that expanding educational opportunities for girls can be an effective policy tool for improving child nutrition and feeding practices in developing countries such as Kenya.

Khanh, V. Q. (2026). **Green Innovation Ecosystem Governance in Higher Education: Lessons from Wageningen University & Research and Implications for Vietnam**. *European Journal of Theoretical and Applied Sciences*, *4*(3), 142-151. https://doi.org/10.59324/ejtas.2026.4(3).13
This paper analyzes the governance model of a green innovation ecosystem at Wageningen University & Research (WUR) to elucidate how a research university can restructure its role in the era of sustainable development. Drawing on a qualitative case study approach and content analysis of strategic documents, sustainability reports, and academic literature, the study examines WUR through three pillars: mission orientation, organizational design, and data-driven operational mechanisms. The findings indicate that: (i) sustainable development is institutionalized as a long-term strategic mission, with the SDGs integrated into performance indicators and reporting systems; (ii) the chair group model creates a flexible, interdisciplinary structure that links research, education, and societal engagement; and (iii) digital transformation, together with Wageningen Campus, establishes an open innovation platform that fosters university–industry–government collaboration. Based on these findings, the paper proposes the concept of "green innovation ecosystem governance" as an integrated institutional capacity. Drawing from the WUR case, the study discusses implications for Vietnam in the context of implementing Resolutions 57 and 71, emphasizing the need to transition toward mission-oriented universities, enhanced autonomy coupled with accountability, and data- driven governance.

Kotsis, K. T. (2026a). **Disciplinary Balance in Primary Science Education: A European Comparative Perspective with the Greek Case**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 55-74. https://doi.org/10.59324/ejceel.2026.4(3).05
This study examines how primary science curricula in selected European countries structure and distribute scientific disciplines, with particular attention to patterns of disciplinary balance. Using qualitative document analysis of official curriculum frameworks and policy documents from Finland, the United Kingdom, France, and Germany, and comparing with those from Greece. The study explores how physics, biology, chemistry, and earth sciences are organized and prioritized. The findings indicate that the analyzed European education systems in this study tend to adopt integrated or interdisciplinary models that aim to distribute scientific knowledge across multiple disciplines. However, variations in emphasis and structure remain evident, supporting holistic scientific literacy and connections to contemporary socio-scientific issues. In contrast, Greece stands out for its strong emphasis on physics in the upper primary grades. While this approach supports the development of causal reasoning and inquiry through engagement with physical phenomena, it may limit students' exposure to life and environmental sciences. The study contributes to the literature by introducing disciplinary balance as a comparative analytical lens, identifying patterns of curriculum organization across European primary science systems, and positioning the Greek case

within these broader trends. The findings highlight the importance of balancing disciplinary coherence with interdisciplinary breadth in curriculum design to support comprehensive scientific literacy.

Kotsis, K. T. (2026b). **Fashion Literacy Education and the SDGs: Curricular and Policy Recommendations**. *European Journal of Contemporary Education and E-Learning*, *4*(2), 336-355. https://doi.org/10.59324/ejceel.2026.4(2).25
The fashion industry's impact on the crises identified by the United Nations Sustainable Development Goals (SDGs) is significant and well-documented; however, a structural accountability gap remains between industry pledges and quantifiable advancements toward SDG objectives. This article contends that bridging this gap necessitates continuous educational investment in fashion literacy as a distinct and manageable area of education for sustainable development (ESD), as stipulated by SDG 4's Target 4.7. A proposed four-domain competency framework for fashion literacy education includes systems comprehension of the fashion-sustainability nexus, critical assessment of fashion assertions and communications, values clarification and ethical positioning, and sustainable fashion practice repertoires. The framework is consistent with the European Commission's GreenComp sustainability competence framework and the EU's developing textiles regulatory agenda. Differentiated curricular recommendations are formulated for formal, non-formal, and informal educational contexts, targeting structural deficiencies in sustainability education and the competency requirements imposed by EU textiles policy. Policy recommendations are proposed at both the national level, specifically regarding the Greek educational context, and the European level, encompassing the implementation of GreenComp, consumer education on Extended Producer Responsibility, and the educational framework for the Digital Product Passport. The article asserts that fashion literacy education is essential, albeit insufficient, for realizing a fashion system consistent with the 2030 Agenda.

Kotsis, K. T. (2026c). **Implementing Reform: Challenges and Policy Implications for Science Teacher Education in Greece**. *European Journal of Contemporary Education and E-Learning*, *4*(2), 176-189. https://doi.org/10.59324/ejceel.2026.4(2).14
This paper systematically investigates structural and governmental barriers to science teacher education reform in Greece. It compares the European Higher Education Area and OECD policy publications to show the discrepancy between formal adherence to European standards and meaningful educational reform. Excessive centralization, poor university-institutional collaboration, and a lack of a competence-based framework hamper Greek teacher development. The research examines ESF-funded innovation projects, practicum reforms, and university–school relationships, finding ephemeral experimentation without institutional continuity. The findings show that legislative fragmentation, limited autonomy, and insufficient scientific research on teacher education have prevented the development of a reflective, inquiry-based teacher education system. The study proposes a strategic reform plan based on global best practices. The construction of a National Framework for Teacher Competences, university-affiliated professional practice schools, and research-informed professional development pathways across career phases is essential. It also promotes educational governance, moving from bureaucratic monitoring to professional trust and teaching as an intellectually rigorous, research-informed profession. Combining institutional analysis with policy repercussions, the article argues that systemic coherence, research integration, and professional empowerment are necessary for lasting transformation. Its

goal is to create a teacher education system that aligns Greece with top European models while preserving its educational and cultural characteristics.

Kotsis, K. T. (2026d). **Inquiry-Based Learning in the New Greek Primary Science Curriculum: A Critical Reading of Policy Design and Implementation Conditions**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 444-456. https://doi.org/10.59324/ejceel.2026.4(4).20
This paper offers a critical, comparative reading of the new Greek primary science curriculum, promulgated through the Official Government Gazette of the Hellenic Republic and enacted in the 2024 school year, which adopts inquiry-based learning (IBL) as its organising principle. Drawing on the documentary record of the reform and on the recent body of scholarship produced by members of the design team, the paper sets the curriculum within the comparative European literature on inquiry implementation and the policy-mobility framework of Rizvi and Lingard. The analysis identifies three structural faultlines along which the gap between intended design and classroom enactment is most likely to open: the limited capacity of in-service teacher professional learning, the persistence of summative assessment cultures, and the uneven distribution of material and digital infrastructure. The paper argues that the curriculum is conceptually coherent with European competence frameworks, but that the institutional conditions for its sustained enactment are only partially in place. The Greek case is presented not as a model of completed reform but as a productive instance of the vernacularisation of global IBL discourse within a centralised, examination-oriented system, with implications for comparative curriculum scholarship.

Kotsis, K. T., & Tsiouri, E. (2024). **The Important Role of the Greek Experimental Model Schools for the New Curricula in Education**. *European Journal of Contemporary Education and E-Learning*, *2*(6), 44-60. https://doi.org/10.59324/ejceel.2024.2(6).03
This paper explores the transformative role of Experimental Model Schools in Greece, emphasizing their contribution to curriculum development and educational reform. These schools serve as incubators for innovative pedagogical practices, allowing for piloting new curricula and methodologies that align with the European Reference Framework's competencies, such as critical thinking, creativity, and collaboration. By fostering an environment conducive to educational experimentation, these institutions address systemic issues in traditional educational models, promoting inclusivity and adaptability in curricula essential for a multicultural society. The study highlights the significant challenges faced in implementing new curricula, particularly the resistance rooted in cultural and historical preferences for conventional teaching methods in Greece. Despite these challenges, Experimental Model Schools provide a platform for collaboration among educators, facilitating the integration of cutting-edge pedagogical strategies and enhancing the overall quality of instruction. The paper underscores the importance of strategic partnerships and community engagement in supporting these schools, ensuring that resources are allocated fairly and that educational practices are responsive to societal needs. By serving as testing grounds for new ideas, Experimental Model Schools significantly influence broader educational policies and practices, offering a blueprint for reform that can inspire similar initiatives globally.

Kotsis, K. T., & Tsiouri, E. (2025). **From Practice Schools to University Schools: Structural Evolution of Teacher-Education Sites in Europe**. *European Journal of Contemporary Education and E-Learning*, *4*(1), 3-14. https://doi.org/10.59324/ejceel.2026.4(1).01
Across Europe, initial teacher education is undergoing a major structural transformation, shifting from traditional training and practice schools toward university schools and, in some contexts, research-embedded laboratory schools. This article interprets this change as a system-level reconfiguration of university–school ecosystems rather than a set of isolated practicum reforms. Using a comparative institutional framework and documentary analysis of European teacher-education systems, the study examines how teacher-education sites are being repositioned in relation to governance, epistemic authority, research integration, and professional learning. Findings indicate that training-school-dominated systems continue to deliver strong professional preparation but remain largely disconnected from sustained educational knowledge production. University schools mark a decisive institutional transition by integrating teacher education, school development, and research within shared governance structures. Laboratory schools extend this model further by embedding teacher education within permanent research infrastructures. The analysis also reveals strong regional asymmetries in the pace and depth of this transformation, closely linked to national research capacity, governance stability, and policy coherence. The study concludes that contemporary teacher-education reform in Europe cannot be adequately understood solely through curriculum, mentoring, or competency frameworks, but must instead be viewed as an infrastructural transformation of professional learning environments that requires long-term institutional investment rather than short-term project-based innovation.

Kotsis, K. T., & Tsiouri, E. (2026). **The Regulatory Framework of Experimental and Model Schools in Greece: What Has Changed and What Remains Unresolved**. *European Journal of Contemporary Education and E-Learning*, *4*(1), 118-132. https://doi.org/10.59324/ejceel.2026.4(1).10
This article analyzes the development of the regulatory framework for Experimental and Model Schools in Greece, emphasizing the substantial modifications implemented in the last ten years. This paper examines the historical evolution of legislation from the early 20th century to the present, illustrating how changing policy priorities have consistently transformed the mission, governance frameworks, and operational processes of these schools. Utilizing recent empirical research, the article examines significant changes in practice, including improved evaluation systems, increased collaboration with universities, and the professionalization of teacher selection, while also highlighting enduring challenges that remain unaddressed. This encompasses conflicts between quality and innovation, apprehensions regarding equity in selective admissions, uncertainties in governance, and inconsistent support for research-driven pedagogical experimentation. The discourse examines the wider ramifications for educational policy, highlighting the necessity for coherence, stability, and equal support for these institutions to serve as catalysts for systemic enhancement. The article concludes that although recent reforms have created a more organized and ambitious framework, their efficacy ultimately hinges on resolving fundamental systemic tensions and ensuring that innovations from Experimental and Model Schools can be effectively integrated into the broader public education system.

Kuzhabekova, A., Kim, T., & Mamyrbekov, A. (2026). **Factors of Research Misconduct in Transitional Contexts: Perceptions of Faculty From Kazakhstan**. *Higher Education Quarterly*, *80*(3), e70135. https://doi.org/10.1111/hequ.70135
Research misconduct has become an increasing concern in higher education systems worldwide, yet little is known about how it manifests in post-Soviet contexts. This study examines the drivers of research misconduct in Kazakhstan's higher education system using Davis's (2003) multi-level framework. The analysis draws on qualitative semi-structured interviews with 19 faculty members from universities across Kazakhstan representing different disciplines, institutional types and career stages. The findings confirm the relevance of commonly identified drivers of research misconduct, including publication pressures, weak institutional oversight and limited research capacity. At the same time, the study shows how these drivers operate within a research system characterised by institutional transition and epistemic regime hybridity. Kazakhstan's academic environment reflects the coexistence of Soviet-inherited academic traditions, globally oriented research evaluation systems and emerging national knowledge agendas. The study contributes to research integrity scholarship by demonstrating how hybrid institutional environments shape the drivers and governance of research misconduct in transitional higher education systems.

Lafitte, J. (2026). **Les contradictions au cœur de l'idée de transition et de ses référentiels**. *Éducation Permanente*, *247*(2), 69-79. https://doi.org/10.3917/edpe.247.0069
L'article aborde les contradictions qui sous-tendent l'idée de transition, envisagée comme référentiels qui mettent en œuvre structurant des politiques publiques. Les propos prennent appui sur une recherche étudiant la mise en œuvre du cadre référentiel du développement durable, dans la filiation duquel s'inscrit la transition et ses déclinaisons. La mise en œuvre de démarches participatives au sein des territoires de vie donne à voir la construction et la circulation du savoir environnemental. Cette dialogique du savoir produit des énoncés socio-écologiques qui manifestent certaines contradictions dans les modes de régulation des pratiques et de reproduction des rapports sociaux. Ces contradictions soulèvent des enjeux formatifs au cours de l'expérience vécue et éclairent ceux qui se trouvent associés au référentiel émergent de la transition.

Leal Filho, W., Franco, D., Trevisan, L. V., Mifsud, M., & Williams, K. A. (Éd.). (2026). ***Introducing the UN SDGs in Higher Education Institutions***. https://doi.org/10.1007/978-3-032-23017-1

Lee, J. Y., Kim, H., Song, C. E., Jin, S. E., Choi, Y., & Lee, S. (2026). **Between Compliance and Agency: A Comparative Study of University Institutional Research (IR) Units Under Government Accountability Pressures in Korea and Japan**. *Higher Education Quarterly*, *80*(3), e70139. https://doi.org/10.1111/hequ.70139
This study explores how institutional research (IR) units in South Korea and Japan are shaped by the complex interaction between government accountability pressures and organisational agency. Based on a comparative qualitative study, we propose a framework comprising four types of organisational responses to accountability pressures, differentiated by the degree of compliance and agency: (I) bureaucratic compliance, (II) strategic compliance, (III) symbolic autonomy and (IV) learning autonomy. In the Korean cases, where universities operate under strong government intervention in evaluation and funding, IR units remain largely in bureaucratic compliance but are

gradually moving towards strategic compliance through organisational learning. In the Japanese cases, under weaker external pressure, IR units tend to exhibit symbolic autonomy—formal autonomy without integrative governance. These findings challenge the assumed dichotomy between high compliance and low agency, showing that agency, although bounded, can emerge even under strong accountability constraints, whereas low-compliance environments do not necessarily foster proactive organisational learning. The framework offers a transferable lens for analysing IR units across diverse policy contexts. We conclude by emphasising the importance of balancing accountability pressures with internal conditions for organisational learning and professionalisation in sustainable IR development.

Leek, J. (2026). **Bridging the worlds: How preparatory programs catalyze educational change from national to international curricula in Poland**. *PROSPECTS*, *56*(1), 253-273. https://doi.org/10.1007/s11125-025-09753-9
This article examines the intricate process of educational change in the transition from national to international curricula, with a particular focus on preparatory programs for the International Baccalaureate Diploma Programme (IBDP) in Polish schools. Adopting a multi-case study approach across 15 schools, the research employed visual ethnography and interviews with students, teachers, and program coordinators to investigate the educational functions and change management strategies of these preparatory programs. The findings reveal that preparatory programs, particularly the pre-IB and the Middle Years Programme (MYP), serve as essential bridges in facilitating the shift from a scientific-technical national curriculum to a constructivist-oriented international one. These programs support change by addressing curricular gaps, fostering student leadership in learning, and enabling a gradual adaptation to academic rigor. Key insights highlight how these preparatory programs navigate resistance to change, accommodate the diverse experiences of change among different stakeholders, and balance the benefits of transition with a critical evaluation of its challenges. Furthermore, this article explores the socio-cultural and political forces driving this educational transformation within the Polish context. It contributes to the understanding of educational change management in international education, offering insights into how schools can effectively prepare students for rigorous international curricula while maintaining flexibility and addressing individual needs. It provides valuable perspectives for school leaders, teachers, and policymakers involved in implementing and managing educational change in increasingly globalized educational landscapes.

Lefébure, A. (2026, août 18). **Russie : les étudiants étrangers au cœur d'une nouvelle stratégie internationale**. https://doi.org/10.64628/AAK.wr57jhj6e
Loin de tourner le dos à l'internationalisation, la Russie fait des étudiants étrangers un levier de sa réorientation internationale et de la recomposition de ses réseaux scientifiques.

Lhommeau, H. (2026). **Les docteurs diplômés en 2025**. *Note Flash du SIES*, (2026-21), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-docteurs-diplomes-en-2025-103806
En 2025, le nombre de docteurs diplômés s'établit à 14900, en augmentation de 1,0 % par rapport à 2024.

Li, L., Dean Divaker, R., & Fernandez, F. (2026). **Internationalizing Doctoral Education: Examining the Relationship Between International Engagement Opportunities and Research Production**. *Minerva*, *64*(3), 635-663. https://doi.org/10.1007/s11024-025-09592-0

International research collaboration and international mobility are widely recognized as effective ways to improve the quantity and quality of scholarly outputs, yet it is not clear how doctoral students contribute to overall research production through international collaboration or how these opportunities may help doctoral students develop their own research publications. This article examined the relationship between doctoral students' publication outputs and the opportunities for international research collaborations and study abroad. We analyzed data from the Canadian Graduate and Professional Survey (CGPSS) and focused on two key types of international opportunities: the opportunity for international research collaboration, and the opportunity to study abroad. Our findings reveal a significantly positive relationship between the opportunity of international research collaboration and doctoral students' publication outputs. In contrast, the effects of study abroad are more complex and less pronounced. Additionally, we found that international students and students majoring in STEM disciplines tend to benefit less from these opportunities compared to their peers. We offer recommendations for future research and implications for students, institutions, and nations to improve doctoral education and research production.

Lin, J. C., Jackson, L., & Yan, F. (2026). **Diversity in Chinese societies: critical multiculturalism and the representation of indigenous people in textbooks in Taiwan**. *Asia Pacific Education Review*, *27*(3), 1149-1158. https://doi.org/10.1007/s12564-025-10081-y

Taiwan is a diverse society that includes Indigenous people as well as settlers who migrated from Mainland China and other parts of the world throughout history. While centuries of assimilationist policies have led to systemic disadvantages to Taiwan's Indigenous people, in the past few decades, diversity and multiculturalism have been increasingly recognized as positive features of Taiwan worth appreciating and cultivating. This study aims to examine how contemporary social studies textbooks in Taiwan represent Indigenous people, identifying the extent to which textbooks employ a multicultural lens. It starts by introducing assimilationism and Han centrism in the context of Taiwan and its education, contrasting these concepts with multiculturalism and "critical multiculturalism." Then, it elaborates on our methodology and aims, and how we use content analysis as a research method. In our findings section, we argue that contemporary social studies textbooks in Taiwan showcase more critical multicultural themes than has been the case in the past, but systematic obstacles remain to be addressed. Finally, the paper discusses the implications and contributions of our findings and this research.

Lisec, J., & Gillett-Swan, J. (2026). **Scoping review of student wellbeing policies for Australian school systems**. *Educational Research for Policy and Practice*, *25*(2), 251-277. https://doi.org/10.1007/s10671-025-09410-0

Academic wellbeing is critical for middle years students because they are at high risk of low wellbeing and achievement. Despite this, few studies seek student perspectives about this educationally relevant dimension of student wellbeing. This scoping review's content analysis identifies terms, links and themes related to student wellbeing elements (i.e. definitions, dimensions, skills), in Australian school system policies. Analysis found a common priority in research and policy is listening to student voice, to help educators

understand students' school experiences. Increasingly, Australian national and state/territory jurisdictions are linking student voice with local policy emphasis on different student wellbeing elements. While the academic wellbeing dimension is identified in student wellbeing international research, it is not yet identified in Australian student wellbeing policies. Analysis also found value in policy language reflecting local priorities and intended meanings, which contextualise student wellbeing. However, policy language also needs to directly identify and define student wellbeing elements, including the academic wellbeing dimension. This will help policymakers and educators implement relevant and meaningful student wellbeing support, as intended from policy. Findings also suggest future research could expand understanding about how student wellbeing can be linked to various school experiences, including learning, feedback and assessment.

Liu, S., Lv, M., Huang, Q., & Zhang, X. (2026). **Exploring means–ends decoupling in the tenure track system of China's "Double First-Class" universities: an institutional logics perspective**. *Asia Pacific Education Review*, *27*(3), 923-942. https://doi.org/10.1007/s12564-025-10055-0
The tenure track system in China's "Double First-Class" universities was instituted with a triad of objectives: (a) fortifying universities through talent cultivation, (b) invigorating the enthusiasm and creativity of junior faculty, and (c) nurturing and safeguarding young talents to ensure the ascendance of exceptional individuals. Yet, these aspirations have not been fully actualized. Although existing literature often attributes this shortfall to the incomplete transplantation of the system, the endogenous institutional factors at play and their examination through the perspective of means–ends decoupling remain unclear. Building on the literature on means–ends decoupling and institutional logics, this study employed a qualitative research method to explore the manifestations of means–ends decoupling and the mechanisms that underpin its occurrence and persistence within the tenure track system. Our findings indicate that this decoupling largely results from logic conflicts, where market, management, and state logics operate independently to marginalize academic logic, engendering practices (e.g., academic tournaments) that misalign intended goals with actual outcomes. Moreover, the compatibilities among market, management, and state logics sustain the decoupled tenure track practices, thereby perpetuating the phenomenon of means–ends decoupling.

Liu, X., Zeng, X., & Hunt, S. A. (2026). **The Regulation and Performance of Chinese Private Higher Education in the Stock Market: Dynamics, Impacts and Challenges**. *Higher Education Quarterly*, *80*(3), e70121. https://doi.org/10.1111/hequ.70121
This study focuses on stock market-listed private higher education (PHE) institutions in China, exploring how they have leveraged public listings to break free from traditional funding limitations, facilitate resource integration, and drive educational innovation amid an evolving policy landscape. Concurrently, it examines the complexities arising from the integration of market dynamics with educational missions, including risks to quality assurance, financial vulnerabilities, and potential compromises to educational integrity. Drawing on national policy documents and interview transcripts with multiple stakeholders, this paper maps the developmental trajectory of listed PHE institutions in China and identifies patterns and divergences in how regulatory frameworks and market conditions influence the development of these institutions. The findings not only provide empirical evidence for understanding policy adjustments in China's PHE sector but also

offer insights into policy choices related to balancing funding diversification and quality assurance in the emerging higher education system in Asia. This study also offers critical references for policymakers, educational administrators, and investors regarding the potential impacts and strategic considerations of higher education institutions stock market listings.

Liu, Y., & Feng, W. (2026). **A metric analysis of the knowledge map of ecological civilization education in China**. *Asia Pacific Education Review*, *27*(3), 873-892. https://doi.org/10.1007/s12564-025-10048-z
In the context of global sustainability challenges and China's strategic prioritization of ecological civilization, understanding the evolution of and gaps in ecological civilization education research has become imperative. This study employs bibliometric and content analysis methods to examine 446 publications obtained from the China National Knowledge Infrastructure (CNKI) and Web of Science databases (2000–2024) with the goal of mapping the knowledge structure and academic trajectory of ecological civilization education in China. Our analysis reveals three distinct phases of research evolution: the nascent stage (2000–2007), the developmental stage (2008–2012), and the rapid growth stage (2013-present). Each phase was driven by pivotal policy shifts, notably the national ecological civilization strategy that was introduced in 2012. While China has institutionalized ecological civilization education with the aim of establishing a balance among environmental, social, and economic development, research on this topic has focused predominantly on higher education and ideological–political frameworks; however, only limited interdisciplinary integration and societal engagement is evident in this context. High-frequency keywords such as "ecological civilization education" and "universities" emphasize a top-down, institution-centric approach. International studies have tended to emphasize sustainable development, but they have often overlooked China's unique ideological context. Notably, ecological civilization education remains fragmented and excessively policy-driven, and a coherent theoretical foundation for and robust integration of this approach into broader educational systems remain lacking. Addressing these gaps is vital with respect to efforts to identify the role played by ecological civilization education beyond campuses, thereby promoting interdisciplinary innovation and ensuring that it is in line with global sustainability education frameworks. By transforming ecological civilization education into a holistic, globally resonant model, China can both advance its national ecological goals and contribute to international sustainable development efforts.

Luo, Y. (2013). **Building World-Class Universities in China**. In J. C. Shin & B. M. Kehm (Éd.), *Institutionalization of World-Class University in Global Competition* (p. 165-183). https://doi.org/10.1007/978-94-007-4975-7_10

Machielsen, B., & van Besouw, B. (2026). ***Dynamics of Democratization and the Organization of Education*** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: https://EconPapers.repec.org/RePEc:zbw:esprep:342692
We study the fiscal and educational consequences of franchise extension using the administratively arbitrary sorting of Dutch municipalities into nine voter-eligibility classes by the 1896 Electoral Law. Larger suffrage expansions contracted municipal expenditure and revenue and cut education spending, the largest budget heading. Public-school fees fell sharply while public pupils, schools, and class size did not change, so a smaller budget was spread over unchanged public provision and the saving passed to parents.

Administrative records for 1905--1907 show that private pupil and teacher stocks expanded and the private share of teaching staff rose, while public stocks stood still inside a growing system. Neither a rise in the appeal of confessional schooling nor a fall in public teachers per pupil accounts for this. Teacher vacancy advertisements show private schools raising salaries while public councils increasingly rested on the statutory minimum. Democratization reorganized primary education rather than enlarging or shrinking it.

Machin, S., & Sandi, M. (2025). ***Crime and Education*** (Working paper N° 19877). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19877
Research studying connections between crime and education is a prominent aspect of the big increase of publication and research interest in the economics of crime field. This work demonstrates a crime reducing impact of education, which can be interpreted as causal through leveraging research designs (e.g., based on education policy changes) that ensure the direction of causality flows from education to crime. A significant body of research also explores in detail, and in various directions, the means by which education has a crime reducing impact. This includes evidence on incapacitation versus productivity raising aspects of education, and on the quality of schooling at different stages of education, ranging from early age interventions, through primary and secondary schooling and policy changes that alter school dropout age. From this evidence base, there are education policies that have been effective crime prevention tools in many settings around the world.

Maingari, D., Souck, E. N., & Etoua, R. M. (s. d.). ***Approches contingentes de la gouvernance des systèmes éducatifs en Afrique***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/approches-contingentes-de-la-gouvernance-des-systemes-educatifs-en-afrique/86218
Pendant des décennies, les systèmes éducatifs africains ont été régis par des réformes universelles, souvent conçues loin des réalités des classes surpeuplées de Douala, des salles sans électricité du Nord, ou des écoles menacées par les crises à l'Ouest. Le résultat est connu : des prescriptions brillantes, mais des mises en œuvre douloureuses.En s'appuyant sur la théorie de la contingence, les auteurs démontrent qu'il n'existe pas de « one best way » (une seule bonne manière de gérer). L'efficacité d'une école, d'une université ou d'une politique éducative ne se mesure pas à sa conformité à un standard international, mais à sa capacité à s'adapter à son environnement immédiat.De la gestion des crises aux fractures numériques, de l'inclusion scolaire à l'intelligence artificielle, ce livre explore comment les managers éducatifs inventent chaque jour des gouvernances hybrides, résilientes… et sur mesure. Un outil précieux pour les décideurs, chercheurs et praticiens qui refusent de choisir entre la rigueur académique et les urgences du terrain.

Maris, R., Anders, J., Campbell, T., & Wyness, G. (2026a). ***Exhausting exams: the wellbeing effects of compulsory retakes*** (Working paper N° 26-08). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-08
Policies that require low-attaining students to continue investing in foundational skills may generate future human-capital benefits but also impose short-run psychological costs. We study this trade-off using England's compulsory GCSE English and mathematics resit

requirement. Using longitudinal survey data from the Millennium Cohort Study (MCS), we estimate the effect of exposure to England's compulsory resit requirement on adolescent wellbeing, controlling for cognitive ability, prior wellbeing and a rich set of demographic and socioeconomic characteristics. We conduct a cross-country falsification test using Wales and Northern Ireland, where students also take GCSEs but face no comparable national resit requirement. We find that exposure to the requirement lowers wellbeing at age 17 by approximately 0.11 SDs. These effects are about exposure to retakes at the extensive margin - we find no evidence of an additional penalty for retaking in multiple subjects. Our average estimates conceal substantial heterogeneity: English resitting is associated with lower wellbeing among boys, while mathematics resitting is associated with lower wellbeing among girls. For boys resitting English, the negative estimates are concentrated among students further below the pass threshold, consistent with a discouragement mechanism; for girls resitting mathematics, they are concentrated among those who narrowly miss the threshold, consistent with a near-miss penalty. The results identify a potentially important non-pecuniary cost of compulsory remedial education and highlight a trade-off between policies designed to raise foundational skills and adolescent wellbeing.

Maris, R., Anders, J., Campbell, T., & Wyness, G. (2026b). ***Why is vocational education stigmatised? Evidence from Europe*** (Working paper N° 26-07). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-07
It is a widely recognised problem that vocational education and training (VET) is stigmatised around the world. This stigma affects student choices, life satisfaction and the provision of skills, and is of growing concern to policymakers and researchers. Prior work suggests these attitudes are determined, in-part, by four closely related mechanisms: perceptions of quality, information and awareness of VET, direct and indirect experience and social class. Drawing on theories of institutional skill formation and educational stratification, we examine how these mechanisms are associated with negative attitudes towards VET and how their associations vary across European systems. We show that perceptions of quality explain a large amount of the variation in attitudes towards VET. We find significant variation in stigma by social class, even after accounting for differences in the perceived quality of VET. Individuals from the upper and middle classes are significantly more likely to stigmatise VET than respondents from the working class. There is considerable heterogeneity across countries and this is driven in-part by the type of VET system they have. Countries with stronger links between VET and employers tend to have more positive attitudes and exposure to these types of systems (through experience and other information sources) could improve perceptions. These results have important implications for policy and future research, pointing to key areas of focus for improving the social perceptions of VET around the world.

Mc Lennan, A., Van Der Westhuizen, J., Selebalo, H., Hodgson, J. F., Adefeso-Olateju, M., Dyl, R., & Hui, C. (2026). ***Learning what matters in South Africa. A network-based approach to transforming early learning*** (p. 27). Consulté à l'adresse https://curated-library.iiep.unesco.org/fr/node/58543

McCambly, H., Liera, R., Rodgers, A. J., & Park, B. (2026). **Analyzing the Purposes and Mechanisms of Faculty Cluster Hiring Initiatives to Promote Racial Equity**. *The Journal of Higher Education*, *97*(6), 943-968. https://doi.org/10.1080/00221546.2025.2546765

Since the Supreme Court's 2023 ruling against race-conscious admissions, anti-diversity, equity, and inclusion efforts have grown, creating challenges for leaders committed to advancing racial equity on their campuses. Using racialized change work as a lens, we analyze faculty cluster hiring as a potential strategy toward racial equity that could hold up in the current political climate. This study uses data from four historically white research universities, focusing on how leaders used faculty cluster hiring as a strategy to promote racial equity. Our findings reveal that cluster hire leaders leveraged racialized expertise as hiring capital, creating a "strategic side door" to diversify faculty demographics while sidestepping risks associated with affirmative-action-like approaches. Cluster hire leaders also leveraged faculty lines to challenge — or attempt to challenge — practices that sustain a racist status quo. However, this approach could also create additional racialized labor expectations on newly hired Faculty of Color. We offer recommendations for leaders to consider when designing and implementing cluster hiring initiatives to support racial equity effectively.

Merryweather, J., Regmi, P., & Murphy, D. (2026). ***Engaging the education sector in the national adaptation plan process*** (p. 58). Consulté à l'adresse NAP Global Network ; Save the children website: https://curated-library.iiep.unesco.org/fr/node/58531

Mets, J. D., Bergeron-Morin, L., Declercq, B., & Sharmahd, N. (2026). **Renforcer la continuité (een doorgaande lijn) dans un système d'éducation et de soins à la petite enfance fragmenté**. *Revue hybride de l'éducation*, *10*(3), 1-30. https://doi.org/10.1522/rhe.v10i3.2059
La Flandre, région néerlandophone de Belgique, dispose d'un système d'éducation et de soins pour les jeunes enfants très fragmenté. La transition verticale des services de garde éducatifs (0-3 ans) vers l'éducation préscolaire (3-5 ans) peut avoir lieu à partir de 2 ans et demi et entraine dès ce moment des transitions horizontales avec le service de garde scolaire. Comme il a été démontré que des expériences de transitions difficiles peuvent entrainer des répercussions négatives sur le parcours des enfants, en particulier chez les enfants et les parents en situation de vulnérabilité, de nombreux acteurs de la petite enfance cherchent des solutions pour leur rendre ces transitions plus douces, chaleureuses et attentionnées. L'initiative Doorgaande Lijn (qui signifie littéralement « Ligne Continue ») veut faire un pas vers un système plus intégré, en permettant à 12 projets pilotes d'explorer différentes actions innovatrices qui renforceraient la collaboration. Cet article décrit les actions mises en place grâce à deux de ces projets pilotes. Les résultats montrent que l'intensification de la collaboration entre les différents secteurs et acteurs de la petite enfance soutiendrait une transition plus harmonieuse pour les jeunes enfants, les familles et le personnel éducateur et enseignant.

Mifsud, D., Campbell, P., & Niesche, R. (2026). **The Impact of AI on School Leadership Practices and Policy Enactment: A Scoping Literature Review**. *Leadership and Policy in Schools*, 1-17. https://doi.org/10.1080/15700763.2026.2679510

Miles & O'Banion. (2026). **How Community Colleges Organize Knowledge to Be Learned**. *Community College Journal of Research and Practice*, *50*(7-8), 718-725. https://doi.org/10.1080/10668926.2026.2659464
Minh, L. T. (2026). **Managing AI-Generated Content across Online Learning Platforms – Legal Challenges and Policy Implications for Vietnam**. *European Journal of*

Contemporary Education and E-Learning, *4*(3), 107-115. https://doi.org/10.59324/ejceel.2026.4(3).08
The remarkable development of artificial intelligence (AI), especially large language models, has enabled the automatic generation of various types of digital learning materials with just a few simple steps. This has led to the management of AI-generated content (AIGC) on online learning platforms. This presents a significant challenge in the context of rapidly developing educational technology (EdTech), particularly in Vietnam, where policies promote the application of AI by 2026. Management requires balancing the benefits of AI's creativity and utility with the risks related to accuracy, ethics, and security. This paper examines Vietnamese legal regulations governing the management of AI-generated content in online education and draws on international experience to propose policy and legal solutions.

Montmasson-Michel, F. (2026, août 31). **Comment l'école maternelle s'est mise à évaluer les enfants : retour sur un siècle de transformations**. https://doi.org/10.64628/AAK.kmu4hq3ct
En cette rentrée 2026-2027, un nouveau programme scolaire entre en vigueur en maternelle, et c'est la huitième fois depuis 1977. Pourquoi une telle inflation de textes officiels ?

Morel, S. (2025). **Dans quelle mesure la science peut-elle guider les politiques éducatives ? Réflexions à partir de l'ouvrage The Dyslexia Debate**. *Revue française de pédagogie*, *229*(4), 107-123. https://doi.org/10.4000/16omc
Alors que l'usage des diagnostics de troubles des apprentissages pour interpréter les difficultés scolaires des enfants se multiplie et se banalise, tant au sein de que hors de l'école et que les politiques de lutte contre l'échec scolaire prennent de plus en plus fréquemment la forme d'interventions ciblant des catégories d'élèves à besoins éducatifs particuliers définies à partir de critères médicaux, il semble particulièrement important de s'interroger sur la robustesse scientifique de ces catégories diagnostiques et sur les effets de leurs usages. C'est précisément l'intérêt de l'ouvrage The Dyslexia Debate, publié en 2014 par Julian Elliott et Elena Grigorenko, mais dont une deuxième édition augmentée est parue en 2024, que de montrer qu'en l'état actuel des connaissances scientifiques, il est, contrairement aux idées reçues, impossible de différencier les enfants dyslexiques des autres faibles lecteurs et que les politiques ciblant les élèves dyslexiques n'ont pas d'efficacité avérée et contribuent à un accroissement des inégalités scolaires. En se basant sur ces analyses, l'article interroge les modalités selon lesquelles les connaissances scientifiques peuvent actuellement guider les politiques éducatives.

Mostafavi, Z. (2026). **A Qualitative Analysis of the Causes and Consequences of Research Misconduct Among Early-Career Faculty Members: A Large Public University in Iran**. *Higher Education Quarterly*, *80*(3), e70140. https://doi.org/10.1111/hequ.70140
A grounded-theory study reveals how structural pressures and proximate incentives produce research misconduct among early-career faculty in Iranian universities. Using 54 semi-structured interviews (36 doctoral candidates, 10 early-career faculty, 8 senior professors) and coded official news reports, we used open, axial and selective coding to build a processual model. Distal factors—political pressure, underfunding, unequal infrastructure, regional disparities—interact with proximal drivers: publication-quantity incentives, intense competition, normalized cheating and academic exploitation.

Emergent mechanisms (manuscript-writing markets, unregulated AI) amplify fabrication, plagiarism and honorary authorship. Harms span individual (psychological strain), organizational (credibility loss, entrenched corruption) and national (erosion of R&D capacity) levels. The study extends empirical focus beyond biomedical fields to social, behavioural and engineering disciplines in an LMIC and proposes policy and practical interventions: revise evaluation criteria, strengthen oversight and training and support vulnerable researchers. Limitations: small, imbalanced qualitative sample; larger, geographically and disciplinarily diverse mixed-methods studies are recommended.

Nader, E. L. (2026). **Sesâme : un manuel scolaire de contournement**. *La Pensée*, *427*(3), 111-119. https://doi.org/10.3917/lp.427.0111
En 2010, la mobilisation de groupes d'intérêts patronaux et de certains universitaires aboutit à la publication de programmes scolaires qui remettent en cause l'interdisciplinarité des sciences économiques et sociales au lycée. L'Association des professeurs de SES (APSES) initie alors une démarche collective originale : créer un manuel scolaire de « contournement ». Une manière de contester, et de réaffirmer l'expertise des enseignantes et enseignants face aux injonctions descendantes.

Namubiru, C., Baten, J., Batinti, A., & Costa-i-Font, J. (2026). ***Compulsory Schooling Mitigates Health Inequality: Anthropometric Evidence from Two Centuries of Height Data*** (Working paper N° 12919). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12919
Although compulsory education (CE) laws have widened access to schooling and shaped economic, social, and health outcomes, it remains unclear whether they reduce long-run health inequalities. We study the effect of CE policies on health inequality using height Gini indices for 66 countries between 1810 and 2000, estimating intent-to-treat effects through a staggered difference-in-differences design. Our results indicate that CE exposure reduces the height Gini. The inequality-reducing effect appears to operate mainly through increased years of schooling and reduced fertility. The effect is not uniform across regions, being largest in Europe, and it is driven largely by later extensions of CE duration rather than initial adoption alone. Overall, the findings indicate that education policy can meaningfully narrow health disparities over time, but its effectiveness depends on the scale of the mandate and the timing of adoption.

Ngankima, M. (s. d.). ***L'école privée en République du Congo: Enjeux et perspectives***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/lecole-privee-en-republique-du-congo/86059
L'essor de l'école privée au Congo-Brazzaville suscite autant d'espoirs que d'interrogations. Entre libéralisation du système éducatif, multiplication des établissements, défis de qualité et enjeux socio-économiques, le secteur occupe désormais une place essentielle dans la formation de la jeunesse congolaise.À travers une analyse lucide, documentée et engagée, cet ouvrage met en lumière les réalités, les dérives, mais aussi les immenses potentialités de l'éducation privée lorsqu'elle est bien encadrée. Il ouvre des pistes de réflexion et propose des orientations pour bâtir un partenariat équilibré entre public et privé, au service d'une école plus efficace et plus juste.Ce livre interroge en profondeur le rôle de l'école privée dans la société congolaise contemporaine : sa contribution à la réduction du chômage, son impact sur la carte scolaire, ses performances académiques, ses fragilités juridiques, ses responsabilités sociales et son rôle dans la transformation du paysage éducatif. L'auteur y adopte un

ton réaliste, sans complaisance, mais constructif, afin de participer au débat national sur l'avenir de notre système éducatif.

Nolan-Bock, M. (2021). ***Next Stage Marketization: Perceived effects of commercial infrastructure partnerships on academic life, professional autonomy, and institutional practice in the context of UK/US/Australian/Canadian international branch campuses*** (Theses, University of Bath). Consulté à l'adresse https://hal.science/tel-05704404
During the past several decades, higher education has undergone profound changes through internationalization, privatization, and marketization. Since many universities are now global entities operating in the style of New Public Management (NPM), there is a need to explore how this impacts the experiences of academic life. International Branch Campuses (IBCs) are interesting and complex sites because they represent various dimensions of marketization in both organizational structure and management. This study focuses on IBCs specifically those that are entered into private equity/commercial infrastructure partnerships. The intended aim of the research is to provide insight into how academics perceive the effects of marketization on academic life, professional autonomy, and institutional practice. The primary academic literature is focused on the wide-scale implications of the marketization of higher education. Therefore, this study examines the theoretical literature at the micro-levels of institutional practice and professional experience. Using a critical realism paradigm, the research approach is dynamic, drawing on both grounded theory and multiple case studies. Instruments of data collection include semi-structured interviews and participant reflective responses, which are examined using a critical thematic analysis approach. The analysis suggests that the organizational qualities of a commercially partnered IBC may foster an environment where the effects of marketization and NPM are more pronounced, and critical and creative practices are less likely to be encouraged due to curriculum standardization, deprofessionalization, and efforts to involve faculty in sales and retail practices. As a result, the study recommends long-term investment in critical and creative teaching and more transparency through the reporting and publication of institutional and financial data.

Nozaki, Y. (2026). ***Who Absorbs a School Day? School Schedules and Household Time Allocation*** (Working paper N° 1808). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1808
When a school day disappears, who absorbs it? This paper observes the complete same-day time accounts of children and both parents around Japan's transition to a five-day school week. Under the biweekly regime of 2001, the national time-use survey administratively assigned households to adjacent school and no-school Saturdays, shifting attendance by 40 percentage points; the identical calendar positions in 2006 provide a placebo after the full abolition of Saturday classes in 2002. Mothers' daily market work is a precise zero: equivalence tests reject effects larger than 11 minutes, or 0.06 of a control standard deviation. Children aged ten and older absorb the half-day instead-a child induced to attend loses 58 minutes of sleep, along with television and family time-while fathers work about 25 minutes more. Prefecture-level reduced forms scale with the local first stage while intercepts are indistinguishable from zero, consistent with an attendance channel. After abolition, the baseline comparison shows mothers' Saturday participation falling 4.1 percentage points relative to women aged 25-59 without coresident children under 16; exact age standardization leaves a similar 3.3-point reform-interval estimate with lower precision. School childcare is capitalized into standing

arrangements that adjust over longer horizons rather than expressed through mothers' day-to-day labor supply.

O'Banion. (2026a). **A Brief History of General Education**. *Community College Journal of Research and Practice*, *50*(7-8), 698-705. https://doi.org/10.1080/10668926.2026.2659455
In the 1960s, general education was at the forefront of innovative programs in American community colleges. Every community college designed a program of a common core of courses for the common person. General education was so popular it was included as one of the required components of a comprehensive community college along with university transfer, vocational and occupational programs, remedial education, and community service programs. By the 1980s, the common core idea began to fracture, and faculty began to add so many courses to meet general education requirements that today Thomas Bailey and his colleagues at the Community College Research Center cite the cafeteria-style, self-service model as one of the key issues keeping the Completion Agenda from reaching its goals. Whereas in the 1960s, students were required to take one comprehensive course in the humanities; students today choose from among 60 or more courses to meet the humanities requirement. In current student success reform efforts to increase retention and completion rates, the curriculum has pretty much been ignored. But leaders in a handful of community colleges are beginning to realize the unintended consequences of too many courses and too many choices, and they are beginning to appoint faculty committees to explore and redesign general education programs to better serve the needs of today's students. Few faculty leaders and administrators are familiar with the history and philosophy of general education, and this brief history will be helpful in their work as they design the next generation of these programs.

O'Banion. (2026b). **A Brief History of Workforce Education in Community Colleges**. *Community College Journal of Research and Practice*, *50*(7-8), 706-713. https://doi.org/10.1080/10668926.2026.2659461
Over its 100-year plus history the community college has struggled to make clear its mission. As a comprehensive community college its mission has bounced around to focus on liberal arts, developmental, workforce, community, and general education. In today's increasingly competitive society with shifting values and changes in power it is likely that workforce education/career and technical education will remain a foundational mission of the community college. Workforce education is strongly supported by state and federal legislators who demonstrate that support with billions of dollars. It is strongly supported by business and industry. And it is strongly supported by parents and students. This brief history captures many of the key issues and developments of the continuing evolution of workforce education in the community college.

O'Banion. (2026c). **Creating a New Architecture for the Learning College**. *Community College Journal of Research and Practice*, *50*(7-8), 620-626. https://doi.org/10.1080/10668926.2026.2655527
The publication of A Nation at Risk in 1983 triggered a series of major reform efforts in education that are still evolving. As part of the reform efforts, leaders began to refer to a Learning Revolution that would "place learning first by overhauling the traditional architecture of education." The old architecture – time-bound, place-bound, role-bound, and bureaucracy-bound –was an artifact of earlier eras when school was designed for an agricultural and an industrial economy. It was easy for educational

leaders to "place learning first" by chan- ging their language. Vice Presidents of Academic Affairs became Vice Presidents of Learning; Learning Outcomes became the universal goal; the institutions became Learning Colleges. New mission and value statements began to appear in community college catalogs to reflect the new emphasis on learning. The American Association of Community Colleges joined the revolution with a new mission statement: "Building a nation of learners by advancing America's community colleges." The really hard work was to "overhaul the traditional architecture." This brief article takes a first step in suggesting what that "over- haul" might look like for departmental structures, workload formula, grading, late registration, and some of the time-bound artifacts. It is noted that the 5 examples are but the tip of the iceberg if community colleges are to fully engage the Learning Revolution.

O'Banion. (2026d). **Damage Caused by the Rogue Trustee**. *Community College Journal of Research and Practice*, *50*(7-8), 650-659. https://doi.org/10.1080/10668926.2026.2658351
Fifty-nine community college presidents and chancellors in 16 states report on the damage caused by rogue trustees. While the damage to presidents, other trustees, and faculty and staff is alarming, the damage these trustees cause the college suggests that the rogue trustee may be the single most destructive force ever to plague an educational institution. Individuals can resign or retire from an institution, but the college remains in the community where the damage of a rogue trustee is insi- dious and long-range. Some readers will find these accounts of damage disturbing; in the next article, the participating presidents offer a number of creative strategies for addressing the problems created by rogue trustees.

O'Banion. (2026e). **Focus on Learning: The Core Mission of Higher Education**. *Community College Journal of Research and Practice*, *50*(7-8), 627-634. https://doi.org/10.1080/10668926.2026.2658344

O'Banion. (2026f). **On The Value of Reinventing the Wheel**. *Community College Journal of Research and Practice*, *50*(7-8), 614-615. https://doi.org/10.1080/10668926.2026.2655523

O'Banion. (2026g). **Retaining a Peak-Performing President**. *Community College Journal of Research and Practice*, *50*(7-8), 616-619. https://doi.org/10.1080/10668926.2026.2655525

O'Banion. (2026h). **Strategies for Dealing with Rogue Trustees**. *Community College Journal of Research and Practice*, *50*(7-8), 660-675. https://doi.org/10.1080/10668926.2026.2658352
In the two previous articles in this three-part series the author reported on the motivations and damage caused by rogue trustees. The articles are based on a study of 59 community college CEOs from 16 different states. In this final article the author addresses the strategies that presidents and their board chairs have used to curtail the activities and correct the damage of rogue trustees. The strategies range from obvious advice to create policies and involve the rogue trustee in trustee development programs, to more hard-ball strategies that include political pressure and public censure.

O'Banion. (2026i). **What Motivates the Community College Rogue Trustee?** *Community College Journal of Research and Practice*, *50*(7-8), 635-649. https://doi.org/10.1080/10668926.2026.2658346
Approximately 6500 elected or appointed trustees govern local commu- nity colleges in 36 states. The great majority of these trustees are extraor- dinary citizens motivated by the opportunity to provide service to their communities and to their colleges. On occasion, a trustee emerges whose motivations do not support the common good; some of these trustees are known as "rogue trustees." Like the rogue elephant, the rogue trustee runs roughshod over the norms and standards of expected behaviors. They tend to poison the culture of the college, and they can cause enormous damage. In this study 59 presidents share their mini-case studies of what motivates the rogue trustee. The study sheds light on a delicate issue that has been in the community college closet for decades.

O'Banion, Weidner, & Wilson. (2026). **Creating a Culture of Innovation in the Community College**. *Community College Journal of Research and Practice*, *50*(7-8), 676-684. https://doi.org/10.1080/10668926.2026.2659450
As we approach the second decade of the new millennium, there is a renaissance of innovation in education, a resurgence of interest and experimentation that begs for analysis and review. To that end, the Lea- gue for Innovation in the Community College proposed to conduct a national study on the nature of innovation in the community college using recipients of its Innovation of the Year award from 1999 through 2008 as a data set. With funding from MetLife Foundation, researchers examined these innovations and explored the perspectives of the winners of these awards. In September 2009, a survey created by the researchers with assistance from a focus group—field-tested on a sample of winners not included in the project and vetted by a national advisory committee— was distributed electronically to the 400 award winners; 117 respondents returned surveys for a return rate of 29%. In addition to the survey, more than 40 of the award winners were interviewed using interview questions created by the researchers and vetted by the national advisory committee. The full report and all project findings can be accessed at www.league.org/natureofinnovation. Based on the findings from this national study on the nature of innovation, this article addresses the challenge of creating a culture of innovation in the community college. The character- istics of a culture that support and encourage innovation and the role of leaders in shaping that culture are featured in the article.

O'Callaghan, E., Leane, M., Maxwell, N., & Busteed, E. (2026). **Inclusive higher education for people with intellectual disability: obligations for higher education institutions under the United Nations Convention on the Rights of Persons with Disabilities**. *Higher Education*, 92(1), 317-330. https://doi.org/10.1007/s10734-025-01536-7
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), ratified by 185 of the 193 UN Member States, provides an explicit right to "inclusive education" for people with disabilities in higher education, including those with intellectual disability (ID). However, inclusive higher education for people with ID remains under researched. This paper analyses how inclusive education is conceptualised in the UNCRPD and the obligations created for higher education institutions in relation to people with ID. It does this by drawing on a General Comment, Concluding Observations and views adopted by the UN Committee on the Rights of Persons with Disabilities under Article 5 of the Optional Protocol to the UNCRPD in response to a complaint brought by

a person with ID who faced barriers to accessing tertiary education in Mexico (United Nations, 2023). The paper also explores what inclusive higher education provision for students with ID, built around UNCRPD rights-based principles, looks like in practice. This is illustrated by description of a rights-based model of inclusive higher education, informed by principles of inclusive education as articulated in the UNCRPD which is offered to people with ID in an Irish university, thereby offering a European perspective. Empirical research from University College Cork (UCC) presented in this paper indicates that introducing inclusive higher education can benefit all students and not just those with ID.

OECD. (2026). ***Developing South Africa's National Student Assessment Framework*** (22e éd.) [OECD Education Spotlights]. https://doi.org/10.1787/df78c382-en

Office of Strategy and Evidence Innocenti. (2026). ***Learning is For Everyone: Global Report***. Consulté à l'adresse UNICEF website: https://www.unicef.org/innocenti/media/13256/file/UNICEF-Innocenti-LiFE-global-report-2026.pdf.pdf.pdf
What does it take to build education systems that work for all learners? Drawing on evidence from Cambodia, Djibouti, Kyrgyzstan, Mozambique, Nepal, and Paraguay, this report synthesizes the findings of the Learning is for Everyone (LiFE) research initiative, a multi-country study examining how education systems can better respond to the needs of children with disabilities and learning differences. Combining system-level analysis with the experiences of children, parents, teachers, head teachers and policymakers, as well as a targeted literature review and secondary analysis of learning data, the report provides a comprehensive picture of the barriers and opportunities for implementing disability-inclusive education. The findings show that exclusion is not inevitable. Through sustained commitment to recognizing learners' needs, reforming education systems, and resourcing inclusion, countries can create learning environments where all children are able to participate, learn and thrive. The report offers evidence-informed recommendations for governments, partners and education stakeholders working to advance inclusive education at scale.

Oldac, Y. I., Yang, L., Nkansah, J. O., & Li, S. (2026). **Dynamics of International Research Collaboration in Higher Education in the Global Majority Systems: Evidence from Three Contexts**. *Minerva*, *64*(3), 665-688. https://doi.org/10.1007/s11024-025-09589-9
A purpose of global research is to address challenges faced by all humanity. To achieve this, it is crucial to foster global collaborations that promote learning from each other on equal terms. Previous studies have predominantly focused on the Global North, with inadequate attention paid to other parts of the world. In this regard, investigating international research collaborations (IRC), especially with a focus on less researched parts of the world, is essential. Against this backdrop, this study investigates the dynamics of IRC as perceived and practiced in the selected research systems of global majority, a collective term used in the literature to refer to the societies described as non-white and outside of Global North. Specifically, the study adopted a qualitative multiple case study approach in the Chinese, Ghanaian and Turkish research systems (in alphabetical order). Despite the significant variations among the selected systems, our findings reveal three common challenges that contribute to unequal dynamics in IRC. This article discusses these three common themes, while also emphasizing the nuanced differences among the systems. Through an analytical lens of promoting a more equal global system versus perpetuating inequalities, we shed light on the need for change in IRC practices.

Ortiz, D., Pérez-Núñez, G., & Poullain, M. (2026). ***School-level climate risk analysis methodology*** (p. 20). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000398335

Ouzoulias, P., & Garnier, L. (2026a). ***Rapport fait au nom de la commission d'enquête (1) sur la capacité des universités françaises à garantir l'excellence académique du service public de l'enseignement supérieur, Tome I - Rapport et annexe*** (N° 943; p. 333). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r25-943-1/r25-943-1.html

Ouzoulias, P., & Garnier, L. (2026b). ***Rapport fait au nom de la commission d'enquête (1) sur la capacité des universités françaises à garantir l'excellence académique du service public de l'enseignement supérieur : Tome II - Comptes rendus*** (N° 943; p. 758). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r25-943-2/r25-943-2.html

Öztürk, M., Soysal, N., Albayrak-Sarı, A., İnce, B. H., Dayıoğlu-Öcal, S., & Bağcı, A. (2026). **Curricular response to education for sustainable development in Turkish basic education: a comparative analysis of national versus global learning objectives**. *Asia Pacific Education Review*, *27*(3), 1159-1173. https://doi.org/10.1007/s12564-025-10082-x
With the adoption of the 2030 Agenda for Sustainable Development, United Nations Educational, Scientific and Cultural Organization (UNESCO) defined and promoted a set of learning objectives through a global framework that all education systems across the world could respond to. The framework aims to develop competencies empowering learners looking from both local and global perspectives, reflecting on their own actions, and managing the current and future impacts of their environmental, social, economic, and cultural behaviors. Assessing the level of national responsiveness in Türkiye to this global framework, this paper, through a comparative curriculum analysis, portrays how well the Turkish curriculum of basic education prepares generations for a sustainable future as suggested by UNESCO. The analysis was executed on a dataset consisting of 12 subject-specific and 57 grade-specific curriculum documents (484 pages) including a total of 2039 national learning outcomes through a coding scheme with 323 keywords. The questions addressed in the study include the following: How aligned is the national curriculum with the global framework; What school subject(s) give more prominence to sustainable development goals; and What domains of learning are predominant in the outcomes? The study is comparative in three aspects: comparison of national versus global objectives; cross-subject comparison within the curriculum itself; and comparison of learning domains prioritized in the curriculum.

Perrier, M. (2026, août 31). **Réunir l'école et le collège pour survivre : la stratégie gagnante d'un petit établissement de la Meuse**. Consulté 1 septembre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/reunir-l-ecole-et-le-college-pour-survivre-la-strategie-gagnante-d-un-petit-etablissement-de-la_31
A Varennes-en-Argonne, l'école et le collège partagent les mêmes locaux depuis deux ans. Un regroupement qui a sauvé les établissements face à la baisse démogr…

Provost, Floyd, Wilson, & Listermann. (2026). **Framing Terry O'Banion's Legacy: Thought Leader, Visionary, Idea Champion, and Provocateur in the Community College Movement**. *Community College Journal of Research and Practice*, *50*(7-8), 547-563. https://doi.org/10.1080/10668926.2026.2660898

For over six decades, Terry O'Banion challenged complacency, questioned inherited structures, and advanced bold, humanistic ideas that reshaped research, leadership, governance, and practice in the community college. This article frames his legacy as both mirror and catalyst – reflecting the evolution of the open-access college while illuminating pathways forward amid political, economic, and cultural pressures. Drawing from a comprehensive review of O'Banion's published and unpublished works, the article identifies seven interwoven themes that define his impact: humanistic education and student-centered values; institutional quality and leadership; the Learning College movement; governance reform; completion and innovation culture; the integration of general and workforce education; and reimagining the future of community colleges. Each theme is situated within its historical context, analyzed for theoretical substance, and applied to current challenges facing institutions. This article serves as a conceptual foundation that positions the collected O'Banion papers not merely as retrospective tributes, but as an actionable framework for renewal – grounded in human dignity, innovation, courageous governance, and a steadfast commitment to helping students earn a good living and live a good life.

R. Hussein, N., & Mosa, A. A. (2026). **Geopolitical Tension in the Middle East: Repercussions on Education in the Kurdistan Region of Iraq**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 159-162. https://doi.org/10.59324/ejceel.2026.4(3).12
The Middle East has experienced several geopolitical instabilities, armed conflicts and humanitarian crises, and the effect of these geopolitical instabilities usually cause repercussions beyond boarders affecting whole region including Kurdistan Region of Iraq (KRI). These beyond boarders' repercussion causes deleterious impact on multiple sectors of the KRI including education. Currently, medical education in KRI has shifted to online and hybrid learning due to current tension between Iran and the United States of America and Israel from other side. Therefore, in this academic perspective, we aim to examine the impact of this geopolitical instability on medical education, and how it disrupted the traditional on-campus education in KRI.

Raad, A. M., Contreras Valenzuela, N., Pascual, J., González-Rubio, P., & Adefeso-Olateju, M. (s. d.). ***Learning what matters in Chile. Creating opportunities for a breadth of skills*** (p. 27). Consulté à l'adresse Center for Universal Education at Brookings (USA), CUE ; Network for Education Systems Transformation, NEST website: https://curated-library.iiep.unesco.org/fr/node/58548

Rapport d'activité 2025 de l'Inspection générale de l'éducation, du sport et de la recherche (IGÉSR). (2026). In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4261* [Report]. Consulté à l'adresse https://www.education.gouv.fr/sites/default/files/document/rapport-d-activite-2025-de-l-inspection-generale-de-l-education-du-sport-et-de-la-recherche-igesr.pdf
L'Inspection générale de l'éducation, du sport et de la recherche (IGÉSR) couvre les champs de l'éducation nationale, de la jeunesse et de la vie associative, des sports, des bibliothèques, de l'enseignement supérieur et de la recherche. Selon le décret du 22 décembre 2022 qui la régit, elle exerce des missions d'inspection, de contrôle, d'audit, d'évaluation, d'expertise, d'appui et de conseil. Par son caractère national, elle est garante de l'équilibre territorial grâce à sa présence et ses missions sur l'ensemble des territoires, y compris ultra-marins. L'année 2025 marque pour l'IGÉSR une étape décisive

dans l'affirmation de son rôle au bénéfice de ses ministères de tutelle, soutenu par son indépendance, la collégialité et la qualité des travaux. Dans un contexte national exigeant, marqué par des réformes structurelles profondes, des contraintes budgétaires inédites et des mutations sociétales accélérées, l'IGÉSR a consolidé son positionnement comme acteur majeur de l'évaluation, de l'accompagnement et de la prospective au service des politiques publiques. L'IGÉSR a adopté en octobre 2025 son projet stratégique 2025-2030, construit grâce à la participation et l'adhésion de ses membres, qui soutient l'ambition d'une inspection générale interministérielle garante des objectifs de qualité et d'efficacité des politiques publiques. Le rapport d'activité 2025 illustre la richesse et la diversité de l'IGÉSR qui réunit une trentaine de personnels administratifs et près de 250 inspecteurs généraux aux parcours et expertises complémentaires, au service d'une même ambition : contribuer à l'excellence et à l'équité du service public d'éducation, de sport et de recherche au bénéfice de tous les citoyens, et en particulier des plus jeunes.

Rinaldi, S., Moody, Z., & Darbellay, F. (2026). **Interdisciplinary children's human rights education in Switzerland: Curricula and teaching practices**. *PROSPECTS*, *56*(1), 31-49. https://doi.org/10.1007/s11125-025-09748-6
Countries have agreed on the necessity of teaching children about, through, and for their rights. Specifically, the United Nations Declaration on Human Rights Education and Training (2011) requires that such education be integrated into school curricula. The question of how this integration should occur has sparked debate among scholars and practitioners. In Switzerland, which encompasses three different linguistic cultures, contexts, and curricula, children's human rights education (CHRE) is linked to several subjects and is conceptualized as a cross-curricular and interdisciplinary topic. This article aims to elucidate the conceptual foundation of children's rights education (CRE) provisions within Swiss schools, as a heterogeneous study leading to conclusions relevant for other contexts. The role of curricula and interdisciplinarity for CHRE is analyzed. Also, the drivers and barriers to CHRE identified by teachers and other educational actors are outlined. Based on this analysis, suggestions for supporting CHRE teaching are discussed.

Ryspayeva, D., Kennedy, K. J., Karabassova, L., & Urkunova, A. (2026). **Functional literacy initiatives in Kazakhstan: How should teacher education respond?** *PROSPECTS*, *56*(1), 105-124. https://doi.org/10.1007/s11125-025-09750-y
The term PISA shock was initially associated with Germany's response to a disappointing performance in the Programme for International Student Assessment (PISA). This shockwave later spread beyond Europe, reaching Central Asia, particularly Kazakhstan. Poor results in international assessments measuring students' functional literacy (FL) achievements have sparked intense public debate in Kazakhstan and prompted significant government initiatives to modernize the education system. Despite policy ambitions, the performance of Kazakhstani students remains stagnant. This study employed a systematic literature review to examine the gap between FL initiatives and the preparedness of teacher education to address related challenges. The review also sought to explore how the gap affects students' development of FL and their performance. The findings reveal that school reforms face obstacles due to inadequate preparation, short timelines, policy inconsistencies, and teacher readiness issues, resulting in limited impact. The article discusses potential reasons for these shortcomings and offers policy recommendations relevant to countries with low-to-middle PISA outcomes.

Salem-Gervais, N. (2023). **Curricular Decentralisation as an Antidote to "Burmanisation"? Including Ethnic Minorities' Histories in Myanmar's Government Schools (2011–2020)**. In H. M. H. Ting & L. Cajani (Éd.), *Negotiating Ethnic Diversity and National Identity in History Education* (p. 97-121). https://doi.org/10.1007/978-3-031-12535-5_5
In Myanmar, successive governments used schooling, textbooks and history curricula for nation building, promoting a concept of national identity relying increasingly on heroes, golden eras and national enemies—tightly linked to the historical perspective of the Burman ethnic majority. In an ethnically diverse country, this narrative had limited success in terms of fostering nation building and was seen as evidence of "Burmanisation". Meanwhile in the borderlands, several "ethnic" armed groups developed parallel education systems to build their own nations, often using similar methods. In the wake of the 2011 political transition, a new national curriculum was being produced with the substantial involvement of international and foreign institutions, although the available textbooks do not seem to be a complete departure from the narratives taught under the previous military regime. After discussing the difficulties in producing and teaching a new and more inclusive discourse on the nation's history, we describe the opportunities and challenges in the context of decentralisation before 2021. The production of the local history sections of these curricula, which started in 2017, while an undeniable complement and counterpoint to the national curriculum, also at times created debate between local ethnic stakeholders

Sanga, L., Benister, N., Dyl, R., & Adefeso-Olateju, M. (2026). ***Learning what matters in Malawi. From policy to holistic skills development for secondary school student*** (p. 34). Consulté à l'adresse Center for Universal Education at Brookings (USA), CUE ; Network for Education Systems Transformation, NEST website: https://curated-library.iiep.unesco.org/fr/node/58544

Soler, C. (2026). **Mettre en crise l'ESR, rendre possibles les réformes**. *La Pensée*, *427*(3), 19-30. https://doi.org/10.3917/lp.427.0019
Cet article analyse la mise en crise de l'enseignement supérieur et de la recherche (ESR) comme condition de possibilité de la Loi de programmation de la recherche (LPR). En montrant comment la rhétorique de la « crise » justifie et légitime les réformes, il révèle qu'elle structure le consensus réformateur : la crise sert à fermer les alternatives, à rendre acceptables les transformations du financement et des carrières, et à produire l'adhésion malgré la contestation.

Sumampong, J. G. S., & Arpilleda, A. J. (2026). **School Management Practices and Student Achievement in The Public Schools in Anao-Aon District**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 374-393. https://doi.org/10.59324/ejceel.2026.4(4).15
This study employed a descriptive-correlational research design to examine the influence of school management practices on students' academic achievement. It specifically investigated key dimensions such as instructional leadership, resource management, monitoring and evaluation, teacher support and professional development, and stakeholder and community involvement. Data were gathered from teachers and school heads using a structured questionnaire, and statistical tools such as mean, standard deviation, t-test, and Pearson correlation were utilized in the analysis. Findings revealed that most of the schools are small in classification, with limited numbers of teachers, non-teaching staff, classrooms, and access to advanced facilities such as computer

laboratories and internet connectivity. Despite these limitations, school management practices were consistently rated as "always observed" and "always practiced" by both teachers and school heads, indicating a high level of implementation across all measured areas. Students' academic achievement was described as very satisfactory, reflecting generally positive learning outcomes. Moreover, the study found no significant difference between the perceptions of teachers and school heads regarding school management practices, suggesting a shared and consistent understanding of school leadership and operations. Similarly, no significant relationship was found between school management practices and students' academic achievement, as all variables showed negligible correlations. However, selected school profile variables, particularly school classification and the number of non-teaching staff, demonstrated a significant relationship with students' academic performance, highlighting the importance of structural and support-related factors. These findings suggest that while effective school management practices are evident, they may not directly translate into improved academic achievement.

Sundemo, M., Löfgren, Å., Yu, Y., & Scheidegger, S. (2026). **Mapping sustainability in higher education: a natural language processing analysis of student theses**. *Higher Education*, 92(1), 121-143. https://doi.org/10.1007/s10734-025-01526-9
This paper examines the integration of sustainability in higher education, focusing on how business, economics, and finance students relate their work to the Sustainable Development Goals (SDGs). We develop SustainSight, an inference engine using natural language processing to assess sustainability content in written text. Using SustainSight, we analyze over 23,000 bachelor's and master's theses from the five largest Swedish universities offering programs in business, economics, and finance spanning a 15-year period. This unique dataset allows us to provide insights into how sustainability is reflected in students' theses, with a focus on variation by gender, education level (bachelor/master), discipline, and university. For the subset of theses, for which we have the authors educational program and data on curriculum reforms, a staggered difference-in-differences model is estimated. We find that integration of sustainability into degree requirement substantially increases the likelihood that students include sustainability perspectives into their theses. Finally, we conduct a topic analysis to explore in greater depth what students write about when addressing sustainability-related issues.

Tal-Alon, N. (2026). **Adult perspectives of their experiences as children with physical disabilities in the Israeli education system from the 1950s to the 2010s**. *International Journal of Inclusive Education*, *30*(9), 2337-2352. https://doi.org/10.1080/13603116.2025.2560003
Various studies have pointed to the historical and often progressive development of educational policies. However, very few have examined how these changes have been manifested in the lived experiences of people with disabilities. Drawing on life history interviews with 38 people with physical impairments from four generational cohorts (1950s to 2000s), the current study examines how changes in legislation and social norms were reflected in the experiences of children with physical disabilities in the Israeli education system. The thematic analysis of these interviews highlights two key spheres in which such changes, or their lack, were evident: the physical and social. Regarding the former, over the years, the schools' physical environment became increasingly accessible. However, some key barriers remained, two of which are highlight in this paper: field trips and physical education. As for the social sphere, participants reported it to be the most

challenging, with most recalling vividly numerous experiences of ableism, rejection, and stigma on the part of their classmates. Our findings also highlight the significant impact of accessibility barriers on the social sphere. In discussing these findings, we situate them with relation to both past and current policy and social contexts. Finally, practical educational recommendations are suggested.

Tardits, N., Bonnarel, F., Bonnéry, S., & Bodenhausen, G. (2026). **Que sait-on de l'enseignement supérieur privé ?** *La Pensée*, *427*(3), 5-18. https://doi.org/10.3917/lp.427.0005
L'enseignement supérieur privé lucratif connaît une croissance rapide en France, portée par la saturation des universités publiques, le manque d'investissements et la généralisation de la sélection. À travers plusieurs chiffres clés, l'article montre comment ce développement s'appuie aussi sur la financiarisation de l'éducation et l'essor de l'apprentissage. Pourtant, malgré sa placecroissantedansla formation des étudiants, ce secteur demeure opaque et insuffisamment contrôlé par l'État, posant la question de l'avenir du service universitaire public.

Thinh, P. V. (2026). **World-Class Universities: Conceptual Foundations, Core Characteristics, and Development Models**. *Scientia. Technology, Science and Society*, *3*(7), 136-155. https://doi.org/10.59324/stss.2026.3(7).14
Amid intensifying global competition for knowledge and the growing prominence of innovation-driven economies, the concept of the world-class university (WCU) has emerged as a strategic objective for many countries. This article aims to synthesize the theoretical foundations of the WCU by examining the evolution of the concept, identifying its core characteristics, and classifying the principal development models adopted worldwide. The study employs a systematic literature review combined with conceptual and thematic analyses of influential scholarship on world-class universities. The findings indicate that the concept of the WCU has evolved from a narrow emphasis on research performance and international rankings toward a more comprehensive perspective that positions universities as central actors within innovation ecosystems and sustainable development. The study identifies eight defining characteristics of world-class universities: research excellence, concentration of talent, effective university governance, robust financial resources, internationalization, a strong research ecosystem, academic reputation, and societal contribution. Furthermore, it systematizes six major WCU development models and examines the experiences of China, South Korea, and Singapore. Based on these analyses, the article proposes several policy implications to support Vietnam in developing internationally competitive research universities that are closely integrated with innovation ecosystems and aligned with sustainable development goals.

Tien, N. M. (2026). **Innovating Teaching Methods for Political Theory Subjects to Meet the Requirements of Current Digital Transformation**. *European Journal of Theoretical and Applied Sciences*, *4*(3), 12-16. https://doi.org/10.59324/ejtas.2026.4(3).02
Digital transformation in education and training is an inevitable trend, a comprehensive and holistic change in leadership, management, and operation of the entire education and training process; impacting individuals and organizations in terms of governance, work methods, and organizational approaches in the field of education and training. The need for digital transformation of education and training processes is essential today. This involves establishing a large database system to manage education and training

processes at all levels and qualifications. It also includes digitizing each process, operational step, input, and output. Furthermore, it requires applying technology to monitor and supervise each stage of the education and training process to ensure objectivity, rigor, and quality. Thanks to technology, education and training methods have become more diverse and convenient for many individuals seeking to enhance their knowledge and skills, such as distance learning, online learning, and smart educational technology. A smart classroom system connects with open learning materials, information, and library systems. Digital transformation brings many benefits to society, including human resource training in general: It creates and provides access to a diverse and rich repository of information, knowledge, and skills from around the globe. This forms a large database for research and learning by individuals, research institutions, and training organizations in general, including the teaching of political theory subjects in particular.

Tung, N. T. (2026). **STEM Education in Vietnam: Potentials, Opportunities, Current Situation, and Development Solutions**. *European Journal of Science and Modern Technologies*, *2*(3), 109-121. https://doi.org/10.59324/ejsmt.2026.2(3).10
In the context of the Fourth Industrial Revolution, rapid digital transformation, and the strong advancement of artificial intelligence, STEM education has emerged as a crucial educational approach for developing high-quality human resources for the knowledge-based economy. In Vietnam, STEM education has been incorporated into the 2018 General Education Curriculum as an important orientation for innovating teaching methods, enhancing students' competencies, and strengthening their ability to apply interdisciplinary knowledge to real-world situations. However, the implementation of STEM education in Vietnam still faces numerous challenges, including limitations in educational facilities and infrastructure, insufficient teacher capacity, regional disparities, and the lack of synchronization in implementation strategies. This paper analyzes the potentials, opportunities, and current status of STEM education in Vietnam, while also proposing several solutions to improve the effectiveness and sustainability of STEM education in the current period.

Turner, E. O., & Freidus, A. J. (2026). **Justice-Oriented Visions for Public Education in a Multiracial Democracy: Insights From Research on School Integration**. *Educational Researcher*, *55*(6), 399-406. https://doi.org/10.3102/0013189X261428085
Brown v. Board of Education has played a central role in imagining educational justice in the United States. However, the lessons that we should draw from school desegregation is contested terrain, and desegregation efforts have largely failed both to grapple with the country's multiracial constituency and to offer a positive vision for schools. In this essay, we use theoretical conceptualizations of justice, relational theories of race, and research literature to offer a more robust vision of public schooling for a multiracial democracy. This multidimensional, situated, and relational framework is one powerful tool for those designing research, policies, and practices that help us move toward multiracial democracy.

UNESCO. (2026). ***Sortir du piège de la dette : document d'orientation sur la restauration de l'espace budgétaire pour préserver l'éducation*** (p. 19). Consulté à l'adresse UNESCO website: https://curated-library.iiep.unesco.org/fr/bibliotheque/sortir-du-piege-de-la-dette-document-dorientation-sur-la-restauration-de-lespace

UNESCO & SDG 4-Education 2030 High-Level Steering Committee. (2026a). ***From commitment to realization: financing the right to education for all | Institut international de planification de l'éducation*** (p. 37). Consulté à l'adresse UNESCO website: https://curated-library.iiep.unesco.org/fr/node/58538

UNESCO & SDG 4-Education 2030 High-Level Steering Committee. (2026b). ***Transformer la dette en investissement dans l'éducation : document d'orientation sur le potentiel catalytique sur les conversions de dettes au profit de l'éducation*** (p. 19). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000398227_fre

Vasileiou, I. (2026). **Distance Education and Support for Students with Specific Learning Disabilities: Barriers, Evidence-Based Supports, and Future Directions**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 41-54. https://doi.org/10.59324/ejceel.2026.4(3).04
Distance education has become an important component of contemporary educational systems. For students with Specific Learning Disabilities (SLD), online learning environments may both enhance access to educational resources and introduce additional barriers related to reading, writing, and self-regulation. This narrative review synthesizes research on distance education and SLD with a focus on four key dimensions: barriers to participation in digital learning environments, the role of assistive technologies, the potential of tele-intervention for literacy support, and inclusive instructional frameworks such as Universal Design for Learning. The literature indicates that online learning environments often increase textual demands and self-regulatory requirements, which may intensify learning difficulties when instructional design fails to account for learner variability. At the same time, assistive technologies and remote literacy interventions can improve access to academic content and support skill development when integrated into structured instructional practices. The review highlights the importance of inclusive digital pedagogy that combines multimodal instructional materials, explicit teaching strategies, and accessible assessment methods. Overall, the findings suggest that the effectiveness of distance education for students with SLD depends largely on how digital learning environments are designed and implemented.

Vat, V., Chea, D., Sok, K., Kong, B., & Sam, R. (2026). **Stakeholder Perceptions of Quality Assurance and Its Impact on Educational Quality: A Systematic Review**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 22-69. https://doi.org/10.59324/ejceel.2026.4(5).03
Quality assurance (QA) has become a strategic priority in higher education as institutions seek to improve educational quality, enhance accountability, and respond to the expectations of diverse stakeholders. Students, academic staff, employers, administrators, policymakers, and external accreditation agencies are increasingly recognized as key contributors to the effectiveness of quality assurance systems. However, existing studies report varying stakeholder perceptions regarding the implementation, effectiveness, and outcomes of QA practices across different educational contexts. This systematic review synthesizes current evidence on stakeholder perceptions of quality assurance and its impact on educational quality. This review aims to (1) examine stakeholders' perceptions of quality assurance, (2) identify the factors influencing the effectiveness of quality assurance systems, (3) analyze the impact of stakeholder engagement on educational quality, and (4) identify common challenges and strategies for strengthening quality assurance practices. Following the Preferred

Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines, 35 studies published between 2021 and 2026 were systematically reviewed. The selected studies employed qualitative, quantitative, mixed-methods, and systematic review designs across diverse higher education contexts in Asia, Africa, Europe, and Australia. The findings reveal six major themes: (1) stakeholder engagement as a foundation for effective quality assurance; (2) stakeholder perceptions of quality assurance practices; (3) determinants of quality assurance effectiveness; (4) the impact of quality assurance on educational quality and institutional performance; (5) challenges in implementing quality assurance systems; and (6) strategies for strengthening quality assurance through leadership, quality culture, continuous professional development, technology integration, and participatory governance. Overall, the review demonstrates that meaningful stakeholder participation significantly enhances institutional quality culture, supports continuous improvement, improves teaching and learning, strengthens curriculum relevance, and contributes to better institutional performance. Nevertheless, inadequate resources, limited stakeholder participation, weak communication, insufficient leadership support, and compliance-oriented quality assurance practices remain persistent barriers. The review concludes that sustainable educational quality depends on quality assurance systems that prioritize stakeholder collaboration, evidence-based decision-making, and continuous improvement rather than regulatory compliance alone. These findings provide practical implications for higher education leaders, quality assurance practitioners, and policy makers seeking to develop more inclusive and effective quality assurance systems.

Vayer, A. (2026). **L'éducation à l'entrepreneuriat pour dépolitiser l'entreprise ?** *La Pensée*, *427*(3), 87-97. https://doi.org/10.3917/lp.427.0087
Cet article explore les ressorts du travail de dépolitisation et de neutralisation idéologique mené dans deux programmes éducatifs d'une association de « sensibilisation » à l'entrepreneuriat intervenant à l'école. L'enquête révèle que, derrière la promotion d'une vision enchantée et bienveillante de l'entreprise, il s'agit en fait d'invisibiliser la conflictualité sociale et de promouvoir les normes de l'entreprise dans le cadre d'une éducation qui garde un caractère politique.

Venegas Marin, S., Akmal, M., Farysheuskaya, V., Rogers, H., Cloutier, M.-H., & Stacy, B. W. (2026). ***Unlocking the Drivers of Learning for a Skilled Future: Insights from the Global Education Policy Dashboard***. https://doi.org/10.1596/45066

Verneuil, Y. (2025). **Régénérer les élites par l'enseignement moral dans les lycées et collèges ? L'échec d'une réforme inspirée de l'éducation nouvelle (1944-1948)**. *Revue française de pédagogie*, *229*(4), 89-103. https://doi.org/10.4000/16omb
En 1944, l'instruction morale et civique est introduite dans l'enseignement secondaire. Il s'agit d'une part, dans un contexte de souci de démocratisation de l'enseignement secondaire, de donner une apparence de continuité entre l'enseignement primaire et le secondaire ; et d'autre part, après la propagande du régime de Vichy, d'organiser la « purification morale » des lycées et collèges. Un programme est établi en 1945, qui distingue instruction morale et instruction civique. Cependant, le directeur de l'Enseignement secondaire au ministère de l'Éducation nationale, Gustave Monod, entend profiter de l'innovation que constitue l'introduction d'un enseignement de la morale dans l'enseignement secondaire pour rénover la vie scolaire dans le sens du self-government. Ce projet est en phase avec les conceptions de la Commission Langevin-

Wallon, mais s'avère un échec, l'enseignement de la morale ayant pris une tournure livresque.

Vetoniemi, J., & Kärnä, E. (2026). **Fostering Inclusive Excellence—School Leaders' Perceptions of Leadership and Developing an Inclusive School Culture in Finland**. *European Journal of Education*, *61*(3), e70719. https://doi.org/10.1111/ejed.70719
Although education policies aim to foster an inclusive school culture, progress has been slow. In Finland, the role of school leadership is particularly significant in inclusive school development, as governance and decision-making are decentralised and largely managed at the local level. This qualitative research aimed to examine what elements of leadership promote the development of an inclusive school, according to experiences of Finnish comprehensive school leaders. The data were collected through purposive sampling by interviewing four school leaders who participated in inclusive leadership training. Thematic analysis was employed to analyse the data. The findings indicate that the leaders utilised relationship-based and change-oriented leadership methods. Furthermore, three key elements of inclusive leadership were identified in their practices: (1) core values, (2) dialogical and informative discourse, and (3) reforming traditions and procedural frameworks. The results suggest that identifying and utilising the elements of inclusive leadership can enhance the implementation of inclusive education policies and practices. Furthermore, inclusive leadership can be strengthened through targeted leadership development.

Vindigni, G. (2026). **Platformized Private Higher Education Institutions in the EHEA: Instructional Infrastructure, Access Conditionality, and Platform Governance**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 275-356. https://doi.org/10.59324/ejceel.2026.4(4).13
Purpose: This study conceptualizes highly digitized private higher education providers, including IU, Pegaso, Mercatorum, and EU-oriented providers, as an emerging type of platformized private higher education institution in the European Higher Education Area (EHEA). The central question is which structural, organizational, legal-regulatory, and socio-technical characteristics—recognition status, ownership, platform architecture, use of AI/analytics, program logic, and internationalization—constitute this type and how the recurring promise of democratization is institutionally translated into participation-critical conditions and selective effects. Design/Methodology/Approach: In the context of this, the study follows a theory-driven, triangulated research design consisting of (1) a systematic synthesis of literature and documents on platformization, datafication, and political economy in higher education; (2) document-based reconstruction of organizational/ownership and regulatory arrangements; and (3) artifact- and policy-oriented platform analysis (including contract/terms of service logic, data/analytics rationales, and interoperability/lock-in dimensions). Analytically, a multidimensional evaluation grid is used that integrates (i) corporate/regulatory governance, (ii) platform and AI architecture, (iii) program/market and internationalization logics, and (iv) access conditionality mechanisms as participation-critical test dimensions. Findings: First, the analysis indicates that platformized private higher education institutions should be understood less as digitized variants of traditional universities and more as organizationally integrated platform arrangements and student management systems that are structurally linked to data, workflow, and metrics infrastructures. Second, platformization appears as a shift in governance in which contract, IP, and data rights, as well as analytics-based decision-making architectures, can function as de facto

control regimes that reconfigure academic autonomy, institutional transparency, and accountability. Third, the democratization narrative emerges as structurally ambivalent: opening up through flexibilization and low-threshold access can simultaneously be reorganized into access conditionality when participation is tied to device-, identity-, proctoring-, or support-bound infrastructures, fee/financing logics, and data-based retention regimes. Research limitations/implications: Consequently, the findings are primarily based on secondary documents, publicly available platform artifacts, and discourse/policy material; internal organizational data (e.g., proprietary analytics models, contract details, research) can only be reconstructed indirectly. Further research should complement comparative, case-based governance studies (e.g., contract and procurement analyses, organizational ethnographic reconstructions of platform work and tutorial regimes) as well as quantitative studies on social selectivity and debt/pay-to-learn pathways in the EHEA. Practical implications: For strategic and operational higher education management and regulation, the analysis implies that quality assurance for platformized private higher education institutions must not stop at output metrics or formal accreditation compliance but must operationalize platform governance as an object of review: transparency regarding data/analytics purposes, interoperability and exit capability (lock-in risks), IP and contract clarity, and verifiable mechanisms to avoid access conditionality (multi-channel support and fallback architectures, traceable fairness, and participation checks). Originality/value: Essentially, this contribution closes a gap in research by reconstructing platformization not only as a process of digitization in higher education institutions but also as the formation of a private-sector platformized higher education institution in the European Higher Education Area. In this respect, the added value lies in an operationalizable evaluation grid for analyzing platform governance, AI/analytics architectures, and selectivity mechanisms, which systematically intertwines critical platform economy approaches with higher education research and EHEA policy contextualization. In doing so, the article treats platformization not merely as a question of institutional form but as a question of instructional infrastructure, platform governance, and participation-critical design.

Wang, Y. X., & Zha, Q. (2026). **Geopolitical tensions: impact on and trajectory of Canada-China joint research publications**. *Higher Education*, *92*(1), 189-209. https://doi.org/10.1007/s10734-025-01530-z

Previous studies show that, in the face of escalating geopolitical tensions, United States-China research collaboration has declined in terms of co-publication volume, whereas European Union-China research outputs have mostly showed resilience. However, the trajectory of Canada-China research relations during this period remains unexplored. To address such a knowledge gap, our study conducts a bibliometric analysis of the co-authored publications from 2012 to 2023 using Web of Science records. Our findings reveal a similar downturn in Canada-China co-publications, and applying Social Cognitive Theory, we explore the reasons behind this change. We also highlight the unfavorable impact on Canada's research growth, which previously benefitted from cooperation with China. Moreover, we discuss the potential implications for Canada's science and technology sectors, and specifically Canadian researchers of Chinese origin.

Williams, K., & Lewis, J. M. (2026). **Context is everything: national variation in societal impact assessment**. *Higher Education*, *92*(1), 469-494. https://doi.org/10.1007/s10734-025-01543-8

Publicly funded research universities are increasingly required to demonstrate their societal value through detailed reporting mechanisms. In several national contexts, this has taken the form of narrative impact case studies submitted for formal assessment. This paper examines the extent of convergence in constructions of societal impact across case studies from the United Kingdom, Australia, and Hong Kong. Topic modelling was applied to the full corpus of impact case studies (n = 7275) to identify thematic patterns; lexicon analysis was used on a stratified subset (n = 1514) to assess alignment with the Sustainable Development Goals; and qualitative coding was conducted on a sample of high-scoring cases (n = 631) to examine how value is articulated in cases deemed successful by evaluators. The article explores differences in the prevalence and emphasis of topics, as well as variations between high- and low-scoring submissions in each context. While the similarity of performance measurement frameworks across these contexts might be expected to narrow research topics and practices, the analysis reveals cultural differences in how societal impact is performed. Despite substantial standardisation in the production and assessment of impact narratives, the influence of national policy settings and local contexts is clear. These location-specific factors appear to override the development of a universal understanding of what is highly valued as societal impact. This suggests that impact case studies are less amenable to the standardisation and narrowing of research typically associated with metrics-based measurement.

Ydesen, C., & Daniels, H. (2026). **Inclusive education in complex landscapes of stakeholders, agendas and priorities**. *International Journal of Inclusive Education*, *30*(9), i-vii. https://doi.org/10.1080/13603116.2024.2368685

Yuan, J., Zhou, Y., Wu, J., & Wang, C. (2026). **Dynamic Analysis of Research Efficiency: A Comparative Study of Elite Universities Across Four National Higher Education Systems**. *European Journal of Education*, *61*(3), e70698. https://doi.org/10.1111/ejed.70698
Elite universities are central to national knowledge and innovation systems, yet cross-national differences in the evolution of their research efficiency remain underexplored. This study conducts a dynamic analysis of research efficiency among leading universities in China, the United States, the United Kingdom and Australia. Using panel data from 160 elite universities, this study applies an integrated analytical framework combining DEA-SBM, kernel density estimation and Markov-chain mobility modelling. The framework is used to evaluate the dynamic evolution, distributional structure and transition pathways across institutional contexts. Distinct national patterns emerge. China follows a high-growth, high-mobility catch-up trajectory, with rising pure technical efficiency but declining scale efficiency. The United States shows a high-investment, low-mobility equilibrium marked by hierarchical persistence and limited upward movement. The United Kingdom displays a fluctuation-adjustment pattern, with efficiency sensitive to external shocks but capable of recovery through institutional adaptation. Australia exhibits steady improvement driven mainly by intensification rather than expansion. Mobility analysis indicates greater fluidity in China and Australia, while the United States exhibits the greatest rigidity. Scale-efficiency mapping further reveals heterogeneous development paths across countries. The evolution of research efficiency in elite universities is shaped by national governance arrangements and resource-allocation logics. The findings highlight the importance of differentiated governance, better-aligned resource allocation and mechanisms that enhance mobility and long-term innovation capacity.

Zehra, K., Naeem, U., Adefeso-Olateju, M., & Dyl, R. (2026). ***Learning what matters in Pakistan. Rethinking skills and education systems transformation*** (p. 32). Consulté à l'adresse Center for Universal Education at Brookings (USA), CUE ; Network for Education Systems Transformation, NEST website: https://curated-library.iiep.unesco.org/fr/node/58545

Zhang, C., Bai, J., & Li, Y. (2026). **Breaking Barriers: Free Education Reform and the Urban–Rural Disparities in China**. *Pacific Economic Review*, *31*(3), 245-266. https://doi.org/10.1111/1468-0106.70024
After the consistent implementation of the 'Two Exemptions and One Subsidy' reform for over 15 years, the first cohort of individuals who underwent this reform during their entire compulsory education has now transitioned into the adult labour force. This paper investigates the enduring effects of this reform on urban–rural disparities. Our cohort triple differences results reveal that the reform has significantly reduced the disparities in terms of years of education, admission rates to tertiary education institutions, employment rates (including non-agricultural employment) and personal income levels. By expanding our understanding of subsidised educational policies, we contribute to existing literature and provide important evidence that could help bridge the urban–rural divide in terms of long-term human capital development.

Pratiques enseignantes

Abuhmaid, A. (2026). **The Impact of Online Teaching on Teachers' Personal and Professional Lives**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 65-84. https://doi.org/10.7358/ecps-2026-033-abuh
Increasingly, teachers face demands and pressure to embrace online learning. However, the blurring boundaries between home and school may cause overlap between teachers' personal and professional lives which is expected to be at a cost. This study sought out to investigate the complex interplay between teachers' personal and professional lives in home-based online instruction, considering their sex, age, marital status, and type of school variables. A 20-item survey was developed, which comprised two dimensions focusing on teachers' personal and professional lives in home-based online instruction. To ensure the validity of the survey, experts were consulted and alpha Cronbach was used to ensure its reliability. The survey was administered online to a stratified random sample of 3,162 teachers across the three regions of Jordan (North, Middle, and South). The findings showed high impact of online instruction on both personal and professional domains of teachers' lives. In addition, teachers' age and marital status in the private sector showed stronger impact on their online teaching than teachers in public schools. Based on the findings the studies recommended taking these factors into account when designing and assigning online learning courses to teachers.

Ahn, C., Evans, R. S., & Chin, J. (2026). **"It's not just a picture book!": Expanding ideas of multiliteracies through the creation and assessment of a multimodal assignment**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 210-227. https://doi.org/10.26443/mje/rsem.v60i2.10216
S'appuyant sur un cadre théorique axé sur les littératies multiples, cet article entremêle les expériences des autrices à travers une démarche narrative, explorant l'intégration de textes

multimodaux et d'approches d'évaluation multimodales dans leur pratique. Cet article prend la forme d'une conversation entre deux enseignantes et une ancienne étudiante, et porte sur un projet multimodal réalisé dans le cadre d'un cours de formation des personnes enseignantes d'anglais au secondaire, dans lequel les futures enseignantes devaient créer un livre numérique illustré et utiliser l'annotation vidéo pour l'évaluation par les pairs. Cela met en évidence l'importance des textes multimodaux, tels que les livres illustrés sophistiqués, dans les cours d'anglais du secondaire, ainsi que l'importance de réfléchir à d'autres approches multimodales en matière d'évaluation.

Ajouaou, J. (2026). **L'expérience de l'hybridation de la formation professionnelle infirmière vue par les cadres de santé formateurs**. *Biennale internationale de l'éducation, de la formation et des pratiques profesionnelles*. Consulté à l'adresse https://hal.science/hal-05671975
The research paper we propose to present analyses the experiences of healthcare training managers in the face of the shift towards hybrid nursing training. It explores their subjective experiences and the changes in practice brought about by this rapid evolution. This experience is often perceived as an adaptation necessitated by the pressures of the current context (the Covid-19 pandemic). It required a rapid shift to distance learning to ensure educational continuity, the acquisition of new tools, and the adaptation of content and methods. At the heart of this experience lies the need to come to terms with new developments and to master digital tools, often through informal self-training (trial and error, piecing things together), in the face of a perceived lack of dedicated institutional training. This leads to an uneven level of proficiency with the tools and a sense of insecurity. The experience of hybrid learning reveals relational challenges, particularly with video conferencing, which makes it difficult to recreate socio-emotional presence and connection. Trainers attempt to mitigate this (through humour and dramatisation). Hybrid learning also raises questions about the transmission of core professional skills and professional socialisation, as face-to-face interaction is considered fundamental. Trainers feel they may be losing their central role in this socialisation process. The experience highlights a need for support, which is met through collective mutual aid. This qualitative study sought to capture the meaning attributed to this complex experience. The analysis draws on a multidisciplinary theoretical framework: psycho-sociology (social representations) to understand shared meaning; philosophy to conceptualise the hybrid as a 'third place'; and sociology to analyse professional dynamics, socialisation and the impact of institutional constraints. These disciplines shed light on the experience in its cognitive, social and conceptual dimensions.

Babaci-Wilhite, Z., & Motyka, M. (2026). **Teaching and learning for the common good: A case study on pedagogical engagement in the US higher education**. *PROSPECTS*, *56*(1), 125-136. https://doi.org/10.1007/s11125-025-09733-z
This article introduces a course entitled Professional Pathways Through Ignatian Pedagogical Engagement, recently developed at the University of San Francisco. The course aims to bridge theory and practice by fostering ethical civic engagement, personal reflection, and professional development through internships and role-based communication and drama activities. Drawing on the Jesuit educational tradition—specifically the Ignatian pedagogical paradigm (IPP)—the course supports intellectual, emotional, and spiritual growth regardless of students' faith backgrounds. Students explore concepts of humanization inspired by Paulo Freire, John Dewey, and Martha Nussbaum, encouraging development toward the common good. In an era shaped by the increasing presence of artificial intelligence (AI), the course helps students critically reflect

on professional praxis and societal responsibility. Designed for students in their final years, it promotes lifelong learning and the Jesuit ideal of cura personalis—care for the whole person.

Beaudoin, C., & Barbeau-Hénault, G. (2026). **Perceptions du personnel enseignant et des garçons à l'égard de la relation enseignant-élève au secondaire : des marques d'affectivité, d'attirance et de violence se dessinent**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 164-184. https://doi.org/10.26443/mje/rsem.v60i2.10057
Cet article a pour but de décrire les perceptions déclarées du personnel enseignant et des garçons concernant la relation enseignant-élève (REÉ) au secondaire. Située dans une perspective qualitative interprétative, cette étude met en exergue les propos du personnel enseignant et des garçons, analysés selon une approche thématique. Les principaux résultats montrent que des enseignants témoignent répondre difficilement aux besoins affectifs des garçons, que des enseignantes évoquent subir de la violence des garçons et que ceux-ci déclarent éprouver une attirance envers leurs enseignantes. Ces résultats soulèvent des questions relatives à l'affectivité, à la violence et à l'attirance dans la REÉ.

Beaulieu, J., Ruberto, N., Jolicoeur, E., Dupuis-Brouillette, M., Moreau, A. C., & Labrosse-Noury, N. (2026). **Pratiques au sein d'une approche intégrée d'enseignement de l'oral, de la lecture et de l'écriture au moyen de la littérature jeunesse auprès d'élèves ayant une déficience intellectuelle sévère à profonde**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 185-209. https://doi.org/10.26443/mje/rsem.v60i2.10186
L'approche intégrée d'enseignement de l'oral, de la lecture et de l'écriture aurait montré des effets positifs sur le développement des compétences des élèves (Morin et al., 2005). Beaulieu et al. (2023) ont fait une proposition d'adaptation de cette approche avec la littérature jeunesse aux caractéristiques personnelles des élèves ayant une déficience intellectuelle de sévère à profonde (DISP). Lorsque de nouvelles pratiques sont proposées à des professionnels, ces derniers, en s'appropriant les pratiques les modifient. Le présent projet de recherche propose des ateliers respectant les principes adaptés par Beaulieu et al. (2023) à des enseignantes auprès d'élèves ayant une déficience intellectuelle de sévère à profonde. L'objectif est de décrire les pratiques et leurs modifications par les enseignantes lorsqu'elles pilotent les ateliers.

Belbouah, A., & Khotbi, T. (2026). **Defining the Boundaries of AI Use in EFL Writing: Teacher Agency and Pedagogical Boundary Work in Moroccan High School Classrooms**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 163-179. https://doi.org/10.59324/ejceel.2026.4(3).13
This study examines Moroccan high school EFL teachers' agency in AI-assisted writing as a form of pedagogical boundary work, where teachers are not simply adopters or resistors of AI tools but active decision-makers who negotiate the limits between support and substitution, assistance and dependence, and innovation and the preservation of students' writing effort. Using an explanatory sequential mixed-methods design with a qualitative emphasis, the study first collected questionnaire data from 50 Moroccan public high school EFL teachers in Rabat, Salé, and Témara, followed by semi-structured interviews with 12 selected participants to further explore and contextualize the findings. Convenience sampling enabled the inclusion of teachers with varying levels of familiarity and engagement with AI-assisted writing tools. The results indicate that teachers' cautious stance toward AI does not reflect resistance to technological change, but rather a pedagogically grounded effort to safeguard the learning value of writing in a rapidly evolving instructional context. The study concludes that teacher agency is central to the future

of AI integration in EFL writing, and that effective implementation depends on teachers' ability to regulate AI use through clear pedagogical principles, writing-specific guidance, and institutional support.

Belluzzo, M., Caceffo, S., Amodeo, A. L., Giaquinto, V., Borrelli, G., Tiscini, G., & Cervini, A. (2026). **Teachers' perceived competence and professional uncertainty when managing micro-exclusions and identity-related classroom dynamics**. *Social Psychology of Education*, *29*(1), 98. https://doi.org/10.1007/s11218-026-10272-4

Teaching is increasingly recognised as emotionally and relationally demanding work, particularly when teachers manage subtle peer dynamics and identity-related classroom interactions. While research on teachers' social and emotional competence has highlighted its importance for classroom climate, less is known about how teachers experience competence and uncertainty in specific, high-stakes situations involving micro-exclusions and identity-sensitive dynamics. This study examines teachers' perceived competence and professional uncertainty in managing micro-relational classroom processes and identity-related interactions, and explores how these domains intersect across levels. The sample comprised 346 in-service teachers from primary, lower secondary, and upper secondary schools in Italy. A convergent mixed-methods design was adopted. Teachers completed two self-report measures assessing perceived competence in managing micro-relational processes (MEPRC) and identity-sensitive classroom dynamics (I-ISEC), alongside open-ended questions. Quantitative data were analysed using descriptive and correlational analyses, while qualitative data were examined through reflexive thematic analysis. Integration was achieved through a joint display. Teachers reported relatively high perceived competence overall, alongside lower confidence in post-conflict repair, protection from peer pressure, and prevention of microaggressions. Micro-relational competence showed a school-level gradient, with increasing difficulty in secondary settings, whereas identity-sensitive competence did not vary by school level. Qualitative findings highlighted invisible peer dynamics, identity-related language, and professional uncertainty linked to boundary negotiation. Teachers' difficulties in managing micro-exclusions and identity-sensitive dynamics reflect situated professional dilemmas rather than attitudinal deficits. These findings refine conceptualisations of teacher competence by foregrounding the normative and relational conditions under which emotionally demanding classroom work is enacted.

Bennett, R. E. (2026). **An Educational Measurement Perspective on Dealing with Uncertainty and Bias in Classroom Formative Assessment**. *Educational Measurement: Issues and Practice*, *45*(3), e70031. https://doi.org/10.1111/emip.70031

This article describes what educational measurement can contribute to the theory and practice of classroom formative assessment. Three contributions are highlighted. The first contribution, assessment as evidentiary reasoning, serves as the conceptual frame within which the other two contributions are elaborated. Those contributions are (1) uncertainty and strategies for its reduction and (2) bias with a focus on approaches to facilitating fairness. The foundational concept running through all three contributions is that of inference as to what students know and can do at a given time, the basis for taking next instructional steps. Such inferences may be strengthened when response consistency is observed across problem variations generated by the teacher or by the teacher in partnership with Large Language Models (LLMs).

Bharti, N. K., Malik, S., Mukhopadhyay, A., & Prakash, N. (2026). ***Science on the Move: How Experiential Pedagogy Shapes Human Capital*** (Working paper N° 1). https://doi.org/10.5281/zenodo.21904877
Despite near-universal school enrollment across many developing economies, the provision of quality education that cultivates lifelong learning and the capacity to apply knowledge in novel circumstances remains elusive. We conduct a cluster-randomized controlled trial in 132 public schools in Uttar Pradesh, India, to evaluate a guided, discovery-based science pedagogy at two intensity levels: a high-intensity Mobile Science Lab (MSL) and a lower-intensity Lab on Bike (LoB). MSL improves motivational beliefs and self-confidence by 0.15-0.18 standard deviations, reduces perceived barriers to education by 0.23 standard deviations, raises engagement by 0.17-0.22 standard deviations, and increases standardized test scores by 0.22-0.34 standard deviations across all subjects. LoB produces limited average effects, with gains concentrated among students completing all sessions. These findings demonstrate that pedagogical design and delivery intensity are critical determinants of multidimensional human capital formation, and that discovery-based pedagogy can shift motivational beliefs, engagement, and achievement in low-capacity public school systems.

Birot-Gautron, K., Kohout-Diaz, M., & Deyrich, M.-C. (2025). **Inclusive professional practices of primary school teachers in multigrade classes in France catering for pupils with special educational needs**. *International Journal of Educational Research*, *131*, 102598. https://doi.org/10.1016/j.ijer.2025.102598
Boucharechas, M. (2026). **Valoriser une recherche doctorale sur les UPE2A : quelle réception de résultats vulgarisés par les praticien·nes ?** *Défis et perspectives dans la formation des enseignants à l'inclusion des élèves allophones*. Consulté à l'adresse https://hal.science/hal-05690657
Cette communication questionne un dispositif de restitution des résultats d'une recherche doctorale menée en UPE2A aux acteur·ices du champ de l'étude, les enseignant·es référent·es d'UPE2A, en interrogeant les modalités, les enjeux et effets de cette restitution. L'expérimentation proposée repose sur une démarche participative communautaire (Barry et al., 2020) : elle vise à croiser les résultats fondamentaux d'une thèse réalisée par une chercheuse extérieure à la communauté de pratiques au regard des praticien·nes. La restitution a pris la forme d'un site web regroupant un résumé des résultats de la recherche sous plusieurs formats alternatifs (un livret et des memes). Diffusé sur des groupes professionnels d'enseignants via les réseaux sociaux, le site était accompagné d'un questionnaire invitant les professionnel·les à en évaluer le fond, la forme, et leur perception de l'intérêt de l'expérience proposée en elle-même Les résultats montrent que les enseignant·es se sont peu emparés de la modalité proposée. Cela peut traduire que cette démarche de restitution, que j'avais souhaitée horizontale, n'a pas forcément été reçue comme telle par les praticien.nes : j'ai pu, sans le vouloir, reproduire dans cette diffusion de mes résultat l'asymétrie et la violence interprétative inhérente aux pratiques de restitution et de valorisation. Celles et ceux qui s'en emparent font partie d'une population qui semble déjà habituée à s'intéresser aux résultats de recherche. La plupart d'entre elles et eux font des retours positifs sur le site et les contenus, notamment parce qu'ils leur permettent de se sentir reconnus dans leur expérience. Il manquerait tout de même des implications concrètes pour aller au-delà des simples constats.

Bredtmann, J., Otten, S., & Vonnahme, C. (2026a). ***Discrimination in Grading? Evidence on Teachers' Evaluation Bias Toward Minority Students*** (Working paper N° 18847). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18847

We analyze whether teachers discriminate against ethnic minority students with regard to grading. Using comprehensive data on students in German primary and secondary schools, we compare students' scores on standardized, anonymously graded achievement tests with non-anonymous teacher ratings within a difference-in-differences framework. Although minority students tend to score lower on the standardized test than majority students, this achievement gap is significantly reduced when graded by the teacher. This finding cannot be fully explained by differences in socioeconomic background, language-related differences in standardized test performance, or the sorting of students into educational contexts with different grading standards. Overall, our findings suggest that teachers have a positive evaluation bias toward ethnic minority students.

Bredtmann, J., Otten, S., & Vonnahme, C. (2026b). ***Discrimination in Grading? Evidence on Teachers' Evaluation Bias Toward Minority Students*** (Working paper N° 26207). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26207
We analyze whether teachers discriminate against ethnic minority students with regard to grading. Using comprehensive data on students in German primary and secondary schools, we compare students' scores on standardized, anonymously graded achievement tests with non-anonymous teacher ratings within a difference-in-differences framework. Although minority students tend to score lower on the standardized test than majority students, this achievement gap is significantly reduced when graded by the teacher. This finding cannot be fully explained by differences in socioeconomic background, language-related differences in standardized test performance, or the sorting of students into educational contexts with different grading standards. Overall, our findings suggest that teachers have a positive evaluation bias toward ethnic minority students.

Burguete, E., Zeyringer, M., & Forgione, R. (2026, août 28). **Qu'est-ce qu'un « bon » prof à l'ère de l'IA ?** https://doi.org/10.64628/AAK.nfvwg3vka
L'identité des enseignants s'est longtemps construite sur la maîtrise de disciplines. Mais être expert d'un domaine ne suffit pas à bien « faire apprendre » les élèves, et l'IA change la donne.

Busobozi, N., & Ekadu, P. E. (2026a). **Between Promise and Pragmatism: Teacher and Student Perceptions of Artificial Intelligence in Secondary School Music Education in Mbarara City, Western Uganda**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 394-407. https://doi.org/10.59324/ejceel.2026.4(4).16
Artificial intelligence (AI) is increasingly positioned as a transformative force in global education, yet its implications for music education in sub-Saharan African secondary schools remain critically underexplored. This study examined teacher and student perceptions of AI in secondary school music education in Mbarara City, Western Uganda, with particular attention to opportunities, structural constraints, and ethical dimensions. A qualitative multiple-case study design was employed across six purposively selected schools two urban modern, two peri-urban, and two remote to capture the full spectrum of resource conditions in the region. Data were collected through semi-structured interviews with 12 music teachers (T1–T12) and 6 head teachers (HT1–HT6), four focus group discussions with 60 lower secondary students (FGD-1 to FGD-4), and key informant interviews with 2 curriculum specialists (CS1–CS2) between February and June 2026 (N = 80). Thematic analysis produced three salient themes: guarded optimism about AI's pedagogical affordances, structural and institutional constraints limiting access and

implementation, and ethical and cultural tensions arising from concerns about AI's alignment with indigenous Ugandan musical values. Guided by the Technology Acceptance Model (Davis, 1989), Vygotsky's (1978) sociocultural theory, and Gay's (2010) culturally responsive pedagogy framework, the findings reveal a pronounced digital divide between urban and remote schools and a coherent pattern of principled pragmatism among participants. Ethical concerns centred on cultural authenticity, data bias, and intellectual ownership. The study contributes to the emerging discourse on AI in African music education and offers evidence-based recommendations for policy, practice, and research.

Busobozi, N., & Ekadu, P. E. (2026b). **Integrating Indigenous Music Instruments into Uganda's Competency-Based Curriculum: A Qualitative Multiple-Case Study of Opportunities, Challenges, and Decolonial Pathways in Wakiso District Secondary Schools**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 201-215. https://doi.org/10.59324/ejceel.2026.4(4).09

Uganda's Competency-Based Curriculum (CBC) for lower secondary schools signals a transformative shift toward learner-centred, contextually responsive education, yet integration of indigenous music instruments Adungu (bow-harp), Endingidi (tube-fiddle), Akogo (lamellaphone), Engoma (drums), and Enanga (trough zither) into formal music education remains substantially underexplored. This qualitative multiple-case study investigated the opportunities, challenges, and decolonial pathways for integrating indigenous instruments into CBC music education across six secondary schools in Wakiso District, Uganda. Drawing on decolonial pedagogy, indigenous knowledge systems theory, and sociocultural learning theory, the study employed lesson observations, semi-structured interviews, focus group discussions, and document analysis with 114 participants: 18 music teachers, 90 learners (S1–S4), and six school administrators. Thematic analysis revealed four opportunity themes CBC's competency orientation, cultural relevance imperatives, learner-centred pedagogies, and assessment flexibility alongside four challenge themes: instrument scarcity, teacher capacity gaps, colonial curriculum legacies, and resource inequities. Four decolonial integration pathways emerged: community-school partnerships, teacher professional development grounded in indigenous epistemologies, curriculum localisation embedding indigenous instruments as core content, and policy advocacy for equitable resource allocation. Findings demonstrate that indigenous instruments can operationalise CBC principles while advancing educational decolonisation, but systemic barriers require coordinated intervention across policy, pedagogy, and resource provisioning. The study contributes empirical evidence to inform curriculum implementation, teacher education reform, and culturally responsive music pedagogy in Uganda and comparable postcolonial contexts globally.

Busobozi, N., & Ekadu, P. E. (2026c). **Intergenerational Transmission of Adungu (Bow-Harp) Musical Knowledge in Bweyale-Karuma, Uganda: A Phenomenological Study of Indigenous Pedagogy, Embodied Learning, and Decolonial Praxis**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 145-158. https://doi.org/10.59324/ejceel.2026.4(3).11

The Adungu, a multi-stringed arched bow-harp indigenous to the Alur and Lugbara communities of north-western Uganda, represents one of East Africa's most architecturally sophisticated traditional instruments. Despite its ceremonial significance and growing presence in formal music education contexts, the pedagogical mechanisms through which Adungu musical knowledge is transmitted across generations remain substantially undocumented in scholarly literature. This qualitative phenomenological study investigates how master Adungu players in Bweyale-Karuma

a multi-ethnic community in Kiryandongo District renowned across Bunyoro Kitara Kingdom for producing the finest Adungu instruments and most accomplished players transmit complex musical, cultural, and embodied knowledge to apprentices. Drawing on six months of intensive fieldwork (February–July 2025), the study employed Interpretive Phenomenological Analysis (IPA) to generate rich, experience-near accounts from eighteen participants: six master players, nine apprentices at varying stages of learning, and three cultural leaders. Data were generated through semi-structured interviews, participant observation across rehearsal and ceremonial performance contexts, and audio-visual documentation of teaching interactions. Thematic analysis following Braun and Clarke's (2006) six-phase framework revealed seven interconnected transmission mechanisms: graduated tonal scaffolding, ensemble interdependence, embodied string memory, improvisation within communal constraints, master-apprentice mentorship, contextual performance immersion, and cultural narrative integration. These mechanisms constitute a sophisticated distributed pedagogical system that challenges deficit assumptions about oral, non-notational music education and offers critical insights for decolonial music education theory and Uganda's Competency-Based Curriculum reform.

Busobozi, N., & Isabirye, J. (2026). **Supporting Competence-Based Music Education through Electronic Music Devices: Linking Teacher Capacity and Learner Outcomes in Uganda's Lower Secondary Schools**. *European Journal of Contemporary Education and E-Learning*, *4*(3), 17-30. https://doi.org/10.59324/ejceel.2026.4(3).02

Uganda's new Lower Secondary Competence-Based Curriculum (CBC) emphasizes practical skills, creativity, and real-world application, yet music education faces persistent challenges, such as, under-prepared teachers, limited number of instruments, large classes, and inequitable access to technology. This qualitative multiple-case study examined how electronic music devices MIDI keyboards, laptops, smartphones, recording software, and notation tools can strengthen teacher capacity and improve learning outcomes in music education. The study was conducted in Masindi District, and it involved 15 Lower Secondary music teachers and 72 learners (S1–S4) across six schools. Data was collected through lesson observation, interviews, focus groups, and document analysis. Thematic analysis revealed the following key findings: electronic devices enhanced teacher confidence and pedagogical repertoire; recording and playback tools enabled reflective, learner-centered practice; learners demonstrated measurable gains in rhythm accuracy, ensemble coordination, and compositional creativity; group projects using keyboards and phones fostered collaboration and peer feedback; audio recordings provided authentic evidence for Conversation-Observation-Product (COP) assessment; and teachers creatively adapted to power outages and device scarcity through rotation schedules and offline preparation. The study demonstrates that even modest technology integration when pedagogically grounded can operationalize CBC principles, bridge teacher capacity gaps, and produce demonstrable musical competencies. Findings have implications for teacher professional development, curriculum implementation, and equitable technology access in resource-constrained contexts.

Card, D., Domnisoru, C., Sanders, S., Taylor, L., & Udalova, V. (2026). ***Technical Documentation for: The Impact of Female Teachers on Female Students' Lifetime Well-Being*** [Working paper]. Consulté à l'adresse Center for Economic Studies, U.S. Census Bureau website: https://EconPapers.repec.org/RePEc:cen:tnotes:26-14

We document an enduring influence of female primary school teachers on their female students in rural America circa 1940. We exploit the geographic structure of the 1940 US Census to

construct a measure of the local fraction of female teachers (FFT) for each child. We estimate county, enumeration district, and household fixed effects models comparing outcomes of boys and girls across areas with different FFT. Exposure to female teachers significantly improved girls' educational attainmentâ€"particularly among daughters of poorly-educated parents and in areas with limited labor market opportunities for women. To understand whether these gains had long-term effects, we link internal 1940 Census records for children aged 7â€"14 to IRS Form 1040 tax records from 1974 and 1979, 2000 Census long-form records, and Social Security Administration death records via Protected Identification Keys (PIKs). We find that the educational gains we observed in 1940 translated into delayed marriage and childbearing, marriage matches to better-educated husbands, higher lifetime household income, and increased longevity of women relative to men. This technical report summarizes data construction, code workflow, and key findings. A full discussion of the results and methodology is available in the associated working paper (Card, Domnisoru, Sanders, Taylor, and Udalova, 2026).

Carlana, M., Miserocchi, F., & Patacchini, E. (2026). ***Tracking Inequality: Teachers and the Allocation of Educational Opportunities*** (Working paper N° 35701). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35701

Professionals routinely make consequential decisions for others without systematically observing how those decisions turn out. Whether such decisions reflect accurate forecasting or systematically distorted beliefs has important implications for equality of opportunity. We study this question in the context of teachers' recommendations for high school tracks by combining nationwide administrative data, randomized vignette experiments, belief elicitation, and a field experiment. Holding students' academic performance and interests constant, teachers are significantly less likely to recommend demanding academic tracks when students come from disadvantaged socioeconomic backgrounds. This differential treatment is accompanied by systematically inaccurate beliefs: teachers substantially overestimate the probability that high-achieving disadvantaged students will fail in academically demanding schools. We then provide teachers with personalized feedback on their previous recommendations and objective information on the realized success of disadvantaged students. The intervention substantially reduces socioeconomic gaps in recommendations for high-achieving students. Effects are concentrated among boys assigned to teachers with the largest prior recommendation gaps and the most inaccurate beliefs. Among the high-achieving disadvantaged boys most affected by the intervention, these changes translate into higher enrollment in demanding academic tracks, without detectable adverse effects on short-run academic performance.

Cash, A. H., Lim, J. H., Lambert, M., & Hodge, E. (2026). **"Little Wins": Impactful Coaching Practices to Support New Teachers**. *Journal of Teacher Education*, *77*(4), 319-332. https://doi.org/10.1177/00224871261452565

The North Carolina New Teacher Support Program (NC-NTSP) provided induction support to 11,329 teachers between 2014 and 2024, with documented impacts on teacher retention. Through the lens of situated learning theory, this qualitative study explores NC-NTSP coaching practices post-pandemic, including what coaches envision as impactful practices and contextual factors that shaped their practices and outcomes. Our collaborative thematic analysis of 12 focus group interviews (N = 37) elucidated complexity in participants' coaching practices posed by intensified needs of, and greater variability among, new teachers.

Recognizing new teachers' psychological and professional fragility, coaches prioritized building relationships with teachers and individualizing support. Coaches perceived their own impact in terms of "little wins" that contributed to enhanced instructional capacity, offering an alternative approach to advancing research on teacher induction.

Cho, H., Kim, J., & Lee, E. (2026). **Working through contradictions: How do teachers respond to the hybridization of the competing institutional logics of curriculum centralization and decentralization?** *Asia Pacific Education Review*, *27*(3), 827-841. https://doi.org/10.1007/s12564-025-10037-2

In times of diversity, tension, and hybridization, teachers' day-to-day curriculum practices are further complicated when they encounter education policies with competing institutional logics. Drawing upon the ideas of competing institutional logics and teacher professional judgment, this study explores how teachers respond to the hybridization of the competing institutional logics (i.e., centralization vs. decentralization) embedded in curriculum policies and investigates the factors that influence their responses. Employing a comparative qualitative case study of four South Korean teachers, this study collected and analyzed data from interviews, observations, and document review. The findings revealed that (a) when national curriculum standards were introduced as a symbol of the hybridization of competing institutional logics, teachers' responses to these standards emerged as three distinct practices (i.e., standards-driven, standards-considered, and standards-conscious curriculum planning) and that (b) their responses, as professional judgments in their curriculum practices, were deeply engaged with their beliefs about what constitutes good and just education. The discussion highlights that the hybridization of competing institutional logics inherent in education policies allows teachers greater latitude in translating their beliefs into practice, and thus their beliefs become a more direct and powerful factor in shaping their professional judgments in daily curriculum practices.

Choi, W.-Y. (2026). **Integrating Generative AI in University Mathematics: reflective and collaborative learning as pedagogical safeguards**. *Education and Information Technologies*, *31*(11), 3925-3946. https://doi.org/10.1007/s10639-026-13945-x

Generative artificial intelligence (GenAI) tools such as ChatGPT have rapidly spread across higher education, offering new possibilities for feedback, problem-solving support, and collaborative idea generation. Yet empirical evidence from real-world STEM classrooms where GenAI use is permitted—particularly in mathematics—remains limited. This study investigated relationships between students' engagement in course-embedded safeguards (CLA and RLJ) and academic achievement in a first-year university calculus course in South Korea (N = 230; 16-week semester) where GenAI use was permitted throughout. The course integrated Collaborative Learning Activities (CLA) and Reflective Learning Journals (RLJ), with learning outcomes assessed via exams and team projects. RLJ participation showed a strong association with academic achievement ($r = .705$, $p < .001$), with achievement increasing across participation levels before approaching a plateau at the highest levels. Students also scored higher on exam items aligned with CLA than on non-aligned items, although the effect was small (paired-samples t test, $n = 211$, $t(210) = 2.53$, $p = .012$, $dz = 0.17$). In exploratory comparisons, performance did not differ significantly between an AI-solvable and an AI-unsolvable exam item, suggesting that achievement in a GenAI-permitted context may depend less on direct AI assistance and more on students' reflective verification and peer dialogue. Overall, the findings underscore the value of designing AI-permitted environments that cultivate reflective checking and collaborative reasoning, alongside guidance for responsible use.

Choi, Y. H., Duran, A., Casper, A., & Eddy, S. (2026). **Influence of Anti-DEI Legislation on Biology Instructors' Agency Regarding Inclusive Content**. *The Journal of Higher Education*, *97*(6), 1173-1196. https://doi.org/10.1080/00221546.2025.2551382
The United States is experiencing an influx of executive orders (EOs) as well as proposed and enacted laws restricting how institutions and educators attend to diversity, equity, and inclusion (DEI). We investigated the influence of the contentious sociopolitical climate created by anti-DEI laws in the context of higher education biology. Accurate and inclusive approaches of addressing the biological and social dimensions of diverse human experiences is becoming ever more imperative, particularly because of the way inaccurate claims about biology are being wielded to justify prejudicial EOs and legislation. Through the lens of faculty agency, we examined how biology instructors' agentic actions (behavior aimed at achieving one's goals) and agentic perspectives (viewing the self as capable of achieving those goals) are being influenced by anti-DEI laws. Participants expressed minimally changing their instructional content, although they became more aware of possible negative consequences of teaching potentially controversial topics. This led to participants making subtle changes to avoid scrutiny regarding their teaching. We call for more coalition building across administrators, faculty, and students for ongoing and proactive resistance against the anti-DEI movement.

Chuang, H.-H., Singco, M. D., & Wei, J.-H. (2026). **Toward sustainable digital innovation in education: Contextualizing LMS adoption through perceived complexity, organizational support, and teacher positionality in the post-pandemic era**. *Education and Information Technologies*, *31*(11), 3591-3628. https://doi.org/10.1007/s10639-026-13913-5
This study addresses the need for sustainable digital practices in education by examining the sustained adoption of Learning Management Systems (LMSs) among K–12 teachers in the post-pandemic era. Specifically, it investigates how perceived complexity and organizational support interact to shape LMS adoption, extending the Diffusion of Innovation (DOI) framework by adding teacher-level and contextual factors often overlooked in prior research. A survey was conducted with 253 K–12 teachers. Using structural equation modeling (SEM) and moderation analyses, the study explored how perceived complexity and organizational support are associated with LMS adoption. It also examined the moderating roles of job rank and school location. Perceived complexity showed a positive association with LMS adoption, particularly among teachers in rural schools who showed stronger adoption despite challenges. Organizational support, however, showed a significant negative association with LMS adoption, particularly among lower-ranked teachers, who reported more negative adoption behaviors in response to these support structures. The findings highlight the importance of differentiated, participatory support strategies that involve teachers meaningfully and consider their positionality and local context. Educational leaders should craft policies and interventions that address the unique needs of teachers across job levels and school locations, promoting sustainable LMS use through collaboration, and context-sensitive solutions. By enriching the DOI framework and centering teacher experiences, this study offers a nuanced, context-aware understanding of sustainable LMS adoption in today's shifting educational environment.

Colombe, R., & Bessaoud-Alonso, P. (2026). **Arrangements locaux et reconnaissances des savoirs en contexte de soin et d'éducation**. *Revue Education, Santé, Sociétés*, (Volume 11, Numéro 5), 7-20. https://doi.org/10.17184/eac.9809

Nous proposons ici d'interroger la façon dont les pratiques de santé, d'éducation et de formation dans une communauté sans-terre au Brésil et dans un espace médico-éducatif en Ile de France, sont reconfigurées en fonction des besoins spécifiques d'un territoire et de l'interprétation, par les professionnels, de la rencontre avec les usagers et l'émergence de leur demande. Une recherche s'est déroulée auprès d'une équipe de santé de la famille au Brésil. L'objectif a été de saisir la complexité et les tensions professionnelles spécifiques du travail des agents communautaires de santé. Les données recueillies (observations participantes, non participantes, entretiens) s'inscrivent à la fois dans une approche socio-historique (Savoye, 2003, Noiriel, 2006) et socio-clinique institutionnelle (Monceau, 2019). La seconde a été menée dans le cadre d'une thèse en sciences de l'éducation et de la formation, prenant notamment pour cadre théorique la clinique d'orientation psychanalytique (Blanchard et al., 2005) et les épistémologies féministes (Haraway,1988). La collecte empirique a pris la forme d'observations participantes (Lapassade, 2016) en Maison des Adolescents. En faisant dialoguer deux terrains de recherche, nous ne nous revendiquons pas d'une approche comparatiste, mais visons plutôt à comprendre comment, dans deux contextes géographiques, socio- économiques et politiques singuliers, et à partir des pratiques particulières qui s'y exercent, se dessinent des productions de savoirs localisés. Ces productions de savoirs hybridés, braconnés (De Certeau, 1980), posent alors la question d'une reconnaissance de savoirs considérés comme «profanes» et des transformations institutionnelles et formatives qui les accompagnent.

De Clercq, M., Bournaud, I., Philion, R., & Felder, J. (Éd.). (2026). ***Accompagnement à la réussite des personnes étudiantes dans l'enseignement supérieur : des regards multiples***. https://doi.org/10.3726/b23802
Au même titre que la société, le paysage de l'enseignement supérieur évolue progressivement dans sa configuration, sa population et ses objectifs. De nouveaux défis se présentent, tant aux équipes éducatives qu'aux personnes étudiantes, qui nécessitent de réajuster les approches pédagogiques et d'accompagnement. Dans ce contexte de transition et d'évolution, il serait pertinent de proposer des regards neufs sur la notion de réussite et sur la capacité de l'environnement d'apprentissage à soutenir les personnes étudiantes. C'est pourquoi cet ouvrage propose d'élargir la vision souvent implicite et restreinte de la réussite dans l'enseignement supérieur. Il répond ainsi au manque évident de littérature scientifique sur le rôle des équipes éducatives dans la réussite de la personne étudiante en proposant différentes façons d'optimiser les environnements d'apprentissage pour soutenir la réussite, notamment lors de la première année.

de Aldama, C., Cabellos, B., & Pozo, J.-I. (2026). **Secondary teachers´ beliefs about opportunities and threats of using generative artificial intelligence for teaching and learning**. *Education and Information Technologies*, *31*. https://doi.org/10.1007/s10639-026-13990-6
Generative Artificial Intelligence (GenAI) is a disruptive technology that presents significant challenges for educators. Its pedagogical opportunities and risks largely depend on teachers' beliefs and practices. While university teachers' beliefs on GenAI have been studied to some degree, research on secondary school teachers remains limited. This study aims to replicate the research conducted by Cabellos et al. (Frontiers in Psychology, 15, 1468900, 2024) on university teachers' beliefs about GenAI for teaching and learning, applying it to secondary school educators. To this end, a survey aiming to identify whether teachers perceive GenAI as an opportunity or threat for teaching and learning was conducted with a sample of 266 secondary teachers. The findings revealed that those with constructivist beliefs perceived greater potential

in GenAI compared to those with interpretative and reproductive beliefs. Likewise, teachers with previous educational use of GenAI had more positive views of their educational applications than those who used them only occasionally or not at all. However, despite recognizing the benefits of GenAI for their teaching practices, teachers also expressed concerns that its use could negatively affect students' learning processes due to overreliance on these tools. Factors such as gender, teaching experience, and subject area did not significantly influence teachers' beliefs. The results are generally similar to those found previously with university professors, although there are some differences in how pedagogical beliefs influence the perception of GenAI use. To enhance the educational benefits of GenAI while mitigating potential risks, it is important to provide secondary teachers with opportunities to explore and experiment with its pedagogical applications, fostering constructivist beliefs. Increasing familiarity with the technology, offering targeted training, and promoting a student-centred pedagogical approach can support the effective adoption of GenAI in secondary education.

Denny, J.-L., & Flavier, É. (2025). **Soutenir l'autonomie des élèves à l'école par une démarche d'intervention-recherche : quels effets sur la professionnalité des personnes enseignantes ?** *Nouveaux cahiers de la recherche en éducation*, *27*(3), 16-39. https://doi.org/10.7202/1126113ar
Cet article présente, d'une part, l'effet d'un accompagnement de personnels enseignants centré sur le soutien à l'autonomie des élèves sur leur professionnalisation et, d'autre part, l'impact de la recherche engagée dans une démarche d'intervention-recherche. L'accompagnement réalisé par la recherche a été conduit, durant une année scolaire, en référence aux principes de la clinique de l'activité et de l'ergologie. Les résultats révèlent un processus de développement professionnel marqué par une évolution de la conception de l'autonomie chez la population enseignante, mais aussi des résistances à la pérennisation de cette nouvelle conception, ouvrant ainsi la voie à une discussion portant sur la place des chercheurs-intervenants dans un tel dispositif.

Duc, T. M. (2026). **Generative AI and Cognitive Offloading in Higher Education: Implications for Learning, Knowledge Production, and Academic Thinking**. *European Journal of Applied Science, Engineering and Technology*, *4*(3), 58-69. https://doi.org/10.59324/ejaset.2026.4(3).06
The rapid use of generative artificial intelligence tools in higher education has changed the way students retrieve, create, and think with respect to academic content. AI tools, albeit helpful in writing, summarizing, and synthesizing information, are also changing some aspects of the thought processes involved in learning. The purpose of this study is to explore the implications of generative AI as a process of cognitive offloading, in which learners, in essence, push certain parts of the cognitive processes involved in learning to an external device and thus use that external device as an aid in the learning process. This study uses a conceptual and analytical approach to examine the implications of AI offloading as it pertains to learning processes, knowledge production, and academic thought in higher education environments. This analysis also attempts to differentiate productive offloading, which fosters high engagement, and substitutive offloading, which replaces cognitive processes and, as a result, lacks cognitive engagement. This study also explores the implications of AI-based cognitive hindrances that stifle learning, a lack of self-reflective mechanisms to regulate cognition, and the changing degree of authorship involved in academic writing. This study contends that, rather than instituting bans against the use of AI, higher education institutions should, as a first-order priority, focus on the re-engineering of pedagogical and evaluative processes to incorporate thinking and ownership. This paper addresses ongoing conversations about the ways in which universities can incorporate

AI technologies while still preserving the fundamental objectives of academic learning by connecting generative AI to larger issues of cognition and epistemic governance.

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.

Duval, J., Perret, C., & Brey-Xambeu, J. (2026). **Les résidences de la pédagogie : qui s'empare de ce nouvel espace d'expérimentation pour innover dans l'enseignement supérieur français ?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 289-301. https://doi.org/10.26443/mje/rsem.v60i2.10496
Cette note présente des réflexions sur les « résidences de la pédagogie », un dispositif expérimental destiné à favoriser l'innovation pédagogique dans l'enseignement supérieur. Elles s'appuient sur une étude de données administratives, permettant d'appréhender les profils des équipes pédagogiques (enseignants, enseignants-chercheurs et personnels du supérieur) mobilisant ce dispositif en tenant compte des différentes déclinaisons du dispositif. Les résultats montrent une variété des statuts des personnes s'emparant du dispositif et le rôle des incitations institutionnelles pour des résidences plus collectives qu'individuelles. Nombre de questions sont posées pour conduire une future évaluation : comment faire perdurer ce dispositif sans de telles incitations ? Quelles sont les motivations des personnes impliquées ? Quels sont les effets de ce type de dispositif ?

Duval, S., & Fiset, A. (2026). **(Re)penser les façons de favoriser la qualité des transitions vers les services éducatifs offerts aux enfants de 0 à 8 ans**. *Revue hybride de l'éducation*, *10*(3), 1-11. https://doi.org/10.1522/rhe.v10i3.2124
Ce texte présente un résumé des articles qui composent le numéro thématique.

Duvivier, J., & Léon, X. (2026). **Accompagner des dirigeants associatifs face à la crise écologique**. *Éducation Permanente*, *247*(2), 22-32. https://doi.org/10.3917/edpe.247.0022
La crise écologique vient questionner l'agir humain, souvent sous la forme d'injonctions que le sujet peine à s'approprier dans un contexte social situé, lui-même porteur de nombreuses prescriptions. Une action-recherche menée auprès de dirigeants associatifs, dans le cadre d'un dispositif interinstitutionnel, fonde la base de cette réflexion sur la manière dont le travail des dirigeants est rejoint par cet enjeu social et existentiel. À partir de deux récits de dirigeants, les auteurs analysent le passage d'une polysémie désincarnée à un processus « sensible et sensé

d'élaboration» au sein des groupes accompagnés, permettant d'avancer l'idée que l'engagement pour les enjeux écologiques et sociaux de notre temps ne peut être dissocié d'un travail réflexif sur l'activité et sa dimension subjectivante. Face aux empêchements rencontrés, deux perspectives de dégagement sont ensuite proposées.

Duvivier, V., & Coen, C. (2026). **Observation professionnelle: Etude exploratoire, à l'aide du suivi oculaire, des stratégies visuelles de formateurs d'enseignants**. *e-JIREF*, *12*(1), 53-74. https://doi.org/10.48782/e-jiref-12-1-53
L'observation professionnelle constitue une compétence clé pour la formation des enseignants, mais son analyse en temps réel reste difficile. Le suivi oculaire offre une méthode objective pour étudier les stratégies visuelles mobilisées lors de situations pédagogiques. Si cet outil a été utilisé pour analyser des enseignants novices ou experts, peu de travaux portent sur les formateurs d'enseignants, en particulier en Belgique francophone. Cette étude exploratoire vise à comparer les stratégies visuelles de deux groupes de formateurs : des formateurs universitaires (6 FU) et des maitres de stage (3 MDS), afin de mieux comprendre leurs pratiques d'observation face à un incident en classe, à l'aide d'un dispositif de suivi oculaire fixe (GazePoint GP3-HD). L'analyse s'est centrée sur trois indicateurs : temps de fixation, revisites et premières vues. Les résultats montrent que la détection de l'incident est similaire entre les deux groupes. Toutefois, les MDS réorientent plus rapidement leur regard vers l'ensemble de la classe après l'incident, tandis que les FU adoptent une stratégie caractérisée par de nombreuses revisites. Les MDS privilégient une observation plus focalisée et prolongée, notamment sur les élèves très participatifs. Ces différences semblent liées aux contextes d'intervention : analyse vidéo pour les FU et observation en temps réel pour les MDS. L'étude souligne l'intérêt du suivi oculaire pour objectiver l'observation professionnelle et propose des pistes pour la formation des formateurs, telles que des ateliers de calibration et l'usage de l'oculométrie comme outil réflexif.

Etienne, R., Dreyfus, M., & Chabanne, J.-C. (s. d.). ***Du faire parler, écrire et penser les élèves à l'agir éducatif: Changer l'école avec et grâce à ses acteurs***. Presses universitaires de la Méditerranée. https://www.pulm.fr/default/du-faire-parler-ecrire-et-penser-les-eleves-a-l-agir-educatif.html
Cet ouvrage collectif s'est donné pour but de « changer l'école avec et grâce à ses acteurs » en décryptant l'agir enseignant, en montrant la puissance réflexive de l'écriture et en traitant la question centrale des médiations langagières. Il pointe les responsabilités dans l'échec scolaire pour mieux le combattre. Les recherches réunies mobilisent plusieurs champs théoriques : la didactique du français, les sciences du langage, celles de l'éducation et de la formation et l'analyse du travail.La question posée est politique, éthique et professionnelle : de quelle éducation avons-nous besoin pour répondre aux urgences sociétales, écologiques, géopolitiques ? Quelles mutations devons-nous engager pour y parvenir ? Quel rôle pour la recherche ? Quel accompagnement des acteurs en vue d'une démocratisation réelle de l'accès aux savoirs, à l'ouverture culturelle et à une réelle émancipation des élèves ?Les avancées présentées ici tiennent au dialogue avec les acteurs du terrain, à l'écoute des savoirs de l'expérience qui leur permettent de les objectiver, les questionner, les verbaliser, ensemble. À ce titre, le rôle de la recherche en éducation y est scientifique, formatif et éthique.

Evmorfia, M., Mpapka, E., & Giannakopoulos, G. (2026). **Communication Techniques in Primary Education**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 477-487. https://doi.org/10.59324/ejceel.2026.4(4).23

Effective communication is a key factor in education and classroom management (Hargie, 2021). In the present study, a qualitative research design was conducted to explore the views of primary education teachers regarding the contribution of communication techniques. The purpose was to investigate whether they believe these techniques truly help upgrade teaching quality and strengthen relationships within the group (OECD, 2020). The sample consisted of eight (8) primary school teachers from the Prefecture of Kavala. Primary data were collected through semi-structured interviews and analyzed using thematic analysis (Flick, 2022). The results indicated that teachers consider active listening and empathy to contribute decisively to creating a positive classroom climate, reducing conflicts, and enhancing student participation. Furthermore, it was confirmed that communication competence is directly linked to teachers' professional efficiency and psychosocial well-being. In conclusion, communication techniques were evaluated positively as essential skills. This study highlights the need for teacher professional development in interpersonal communication issues to upgrade the overall educational work.

Fidan, A., Ertuna, L., & Kölemen, E. B. (2026). **Bridging policy and practice: addressing micro-exclusion in early childhood education through teacher self-efficacy and professional development in Türkiye**. *International Journal of Inclusive Education*, *30*(9), 2316-2336. https://doi.org/10.1080/13603116.2026.2645182
This study investigates early childhood education teachers' self-efficacy and professional learning and development (PLD) needs in the context of inclusive education in Türkiye, with a particular focus on micro-exclusion. Using an explanatory sequential mixed-methods design, quantitative data were collected from 276 public pre-school teachers via the validated Teacher Efficacy for the Inclusion of Young Children with Disabilities Scale ($\alpha = .97$, $\omega = .97$), followed by qualitative interviews with 15 teachers selected based on self-efficacy levels. Quantitative results indicate that while teachers express confidence in their theoretical knowledge of special educational needs, their self-efficacy in practice, particularly instructional adaptation and inclusive teaching – is moderate. Total efficacy scores are moderate ($M = 3.40$, $SD = 0.85$). Significant differences emerged based on education level and professional seniority ($p < .05$, $\eta^2 = .02 – 06$), with a notable 'mid-career dip' in self-efficacy. Although various PLD experiences were linked to small-to-moderate gains in self-efficacy, the overall impact of current PLD offerings remains limited. Qualitative findings underscore the demand for practical, sustained, and context-sensitive PLD, emphasising expert-led and collaborative formats to enhance teachers' inclusive education competencies.

Figueroa, S., & Gonthier, C. (2026). **Les aménagements pédagogiques destinés aux élèves présentant des troubles neurodéveloppementaux sont-ils utiles et réalisables en classe ? Évaluation par l'équipe éducative d'une typologie intégrative des gestes professionnels**. *18ème Colloque International du Réseau Interuniversitaire de Psychologie du Développement et de l'Éducation (RIPSYDEVE)*. Consulté à l'adresse https://hal.science/hal-05675072
The 2005 law on equal opportunities and the 2013 law on inclusive schooling in France have been accompanied by a substantial increase in the number of students with special educational needs (SEN) attending mainstream schools (125% in primary schools and 400% in lower secondary schools; French Ministry of Education, 2025). The inclusion of these students in mainstream classrooms challenges educational teams to adapt their teaching practices and support strategies in order to ensure quality education (UNESCO, 1994) and promote academic success (Plaisance, 2009). However, there is currently little guidance on how teachers can effectively adapt their instruction for students with specific learning disorders (e.g., dyslexia, dyscalculia) or

attention-deficit/hyperactivity disorder (ADHD), owing to the lack of a practical framework for pedagogical accommodations. This gap also places developmental psychologists in a difficult position when they are asked to provide evidence-based recommendations to educational professionals. As part of this research project, a systematic literature review identified several hundred pedagogical accommodations reported in the international scientific literature, as well as in French professional publications and educational resources. This work resulted in the development of an integrative typology of pedagogical accommodations for students with neurodevelopmental disorders (NDDs) and specific learning disorders, comprising 23 categories, 122 subcategories, and more than 700 individual accommodations. The proposed typology considers the interactions among the teacher, the student, the classroom environment, and the broader school context while providing concrete, practice-oriented recommendations for inclusive teaching. To bridge the gap between educational research, classroom practice, and scientific evidence, the second phase of this project aims to evaluate the perceived usefulness and feasibility of these pedagogical accommodations from the perspective of educational professionals. To achieve this objective, an online survey is currently being conducted among mainstream teachers, special education teachers, teaching assistants supporting students with disabilities (AESH), school psychologists, and other educational professionals with experience working with students with neurodevelopmental disorders and learning disabilities. Participants are asked to rate the usefulness and feasibility of several dozen pedagogical accommodations using a five-point Likert scale. This phase represents an important step in the development of a decision-support tool designed to support educational teams—including teachers, teaching assistants, and school psychologists—as well as other frontline professionals (e.g., speech-language therapists, occupational therapists and other health professionals) in selecting and implementing classroom accommodations for these students. This presentation will introduce the integrative typology of pedagogical accommodations developed through the systematic literature review and present the findings of the online survey on educational professionals' perceptions of the usefulness and feasibility of these accommodations.

Fischer, M., Hartmann, S., Medwed, A., Bracke, M., & Kuntze, S. (2026). **Pre-Service Teachers' Use of Criterion Knowledge in Their Analysis of Modelling-Related Classroom Situations**. In Krzywacki, H., Hähkiöniemi, M., Haataja, E., … P. (Éd.), *PME49-2026 Helsinki* (p. 563-571). Consulté à l'adresse https://hal.science/hal-05697589

The use of criterion knowledge related to mathematics education for the interpretation of classroom situations and the quality of learning opportunities is a crucial component of mathematics teacher expertise, hence important for pre-service teacher (PST) education. However, criterion knowledge can be used in different ways and relatively little is known empirically about how and how consistently pre-service teachers use criterion knowledge. This study consequently focuses on this research need by exploring how 253 PSTs used criterion knowledge when analysing modelling-related classroom situations. The study concentrates on the criterion domains of openness and authenticity. The results cast light on contrasts in how criterion knowledge relevant for modelling can be used by PSTs and point to specific professional development needs.

Fiset, A., Mélançon, J., Maurice, G., Rhéaume, J., & Allard, L. (2026). **(Re)penser la place de la communauté dans la première transition scolaire : l'initiative inspirante des Aidants scolaires**. *Revue hybride de l'éducation*, *10*(3), 1-30. https://doi.org/10.1522/rhe.v10i3.2058

Cet article présente le service d'Aide à la première transition scolaire, une initiative communautaire inspirante visant à soutenir les enfants présentant des indices de vulnérabilité lors de leur entrée à l'école. À travers les expériences des différents acteurs ayant pris part au service, l'article met en lumière les apports de cette initiative ainsi que ses défis, ses limites et ses enjeux, tout en proposant une réflexion quant aux stratégies qui favorisent une collaboration école-famille-communauté efficace. Il invite ainsi à (re)penser la place de la communauté dans la première transition scolaire, en soulignant l'importance d'une mobilisation concertée pour assurer aux enfants une transition harmonieuse et sécurisante.

Fontanaud, S., Arneton, M., Venet, T., & Geay, B. (2026). ***Les manuels cités par les enseignant.es dans les enquêtes Elfe-école***. Consulté à l'adresse https://hal.science/hal-05245542
As part of the French longitudinal study since childhood (Elfe), information was collected on the pedagogical materials available for students and teachers for preparing and delivering lessons in the middle section of preschool (in 2016) and then in first grade (in 2018). Focusing on language and reading skills, 9,148 mentions (textbooks, websites, workbooks, software) were noted in open questions. The verification and processing of the materials used by 2,743 teachers in the middle section and then by 2,675 teachers in 1. grade reading skills at the beginning of primary school were analysed and recoded as part of a research project on living conditions, literacy and reading skills at the beginning of primary school. The methodology used is presented. Compared to studies focused on the decoding dimension of pedagogical resources, these original data give access to the complexity of teaching practices. Recoded and anonymised variables should be included in the data catalogue of the cohort Elfe.

Forté, L., Jacolin-Nackaerts, M., Brunaux, H., & Salaméro, É. (2025). **Les usages scolaires du yoga en EPS : entre « corps sensible » et « corps performant ». Socialisations, appropriations et transpositions didactiques**. *Revue française de pédagogie*, (229), 9-32. https://doi.org/10.4000/16omp
À partir d'une enquête qualitative auprès d'enseignant·es ayant introduit le yoga dans leurs cours d'éducation physique et sportive, l'article analyse sa transposition dans le cadre scolaire. Il met au jour deux idéaux-types d'appropriation. Le premier, centré sur le « corps sensible », valorise la construction d'une intelligibilité du corps vécu articulant perception des sensations, identification des états affectifs et régulation des émotions ; le second, centré sur le « corps performant », inscrit le yoga dans une logique de maîtrise technique, d'entretien physique et de mesure des acquisitions. L'article montre que ces appropriations différenciées s'ancrent notamment dans des socialisations corporelles et professionnelles différenciées.

Gabriel, M. (2025). **Pratiques d'enseignement en classes à plusieurs cours : un regard international**. *Revue française de pédagogie*, (229), 127-168. https://doi.org/10.4000/16omd
Cette note de synthèse propose une analyse problématisée de la littérature scientifique internationale consacrée à l'enseignement dans les classes à plusieurs cours depuis 2000. À partir d'un corpus de 78 études, elle examine les pratiques pédagogiques décrites, prescrites ou observées dans ces classes, en tenant compte des cadres méthodologiques et des contextes dans lesquels elles sont étudiées. L'analyse met en évidence des configurations de pratiques fréquemment évoquées dans la littérature (coopération entre élèves, planification, autonomie et contextualisation des contenus) tout en soulignant la forte hétérogénéité des résultats et des niveaux de convergence selon les types d'études. La synthèse met en lumière les tensions entre les prescriptions programmatiques héritées du modèle de la classe homogène et les contraintes

d'un enseignement structurellement hétérogène. Elle souligne également le faible degré de formalisation théorique de ces pratiques, la rareté des recherches longitudinales et le manque de travaux portant sur le travail réel et la formation des enseignants. L'article invite ainsi à considérer les classes à plusieurs cours comme un terrain pertinent pour analyser les ajustements professionnels face à l'hétérogénéité scolaire et pour nourrir la réflexion sur la formation et l'accompagnement des enseignants.

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.

Gao, L., Li, Z., Zhang, Z., & Wang, X. (2026). **Longitudinal Relations among Perceived Economic Stress, Teacher-Student Relationships, and Cybervictimization: Exploring Within-Person Links**. *Journal of Youth and Adolescence*, *55*(9), 2259-2273. https://doi.org/10.1007/s10964-026-02378-x
Family economic hardship has been identified as a risk factor for adolescents' cybervictimization. Nevertheless, existing studies have primarily focused on objective economic conditions, and little is known about the within-person association between perceived economic stress and adolescents' cybervictimization and the mediating mechanisms underlying this association. To fill these gaps, the random intercept cross-lagged model was employed to examine the dynamic relations among perceived economic stress, teacher-student relationships, and cybervictimization. The data were obtained from a sample of 2407 Chinese adolescents (Mage = 12.75, SD = 0.58, 50.23% girls at baseline) recruited from seven schools and assessed at three time points over one year. At the between-person level, there were no significant associations among perceived economic stress, teacher-student relationships, and cybervictimization. At the within-person level, perceived economic stress positively predicted later cybervictimization over time, and this effect was unidirectional. The bidirectional relations between perceived economic stress and teacher-student relationships remained stable over time. Cybervictimization significantly and negatively predicted subsequent teacher-student relationships across time, indicating a unidirectional predictive effect. Additionally, perceived economic stress indirectly predicted cybervictimization through teacher-student relationships. The findings highlight the importance of distinguishing within-person from between-person processes and shed light on the longitudinal role of teacher-student relationships in the association between perceived economic stress and cybervictimization.

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.

Gitomer, D. H. (2026). **Evidence Centered Design: The Contribution of Bob Mislevy in Advancing Validity Theory**. *Educational Measurement: Issues and Practice*, *45*(3), e70033. https://doi.org/10.1111/emip.70033
Bob Mislevy's conception of evidence-centered design (ECD) is one of the major contributions to modern validity theory. Building on prior work in psychometrics, philosophy, legal reasoning, and statistics, ECD is a generative framework developed to support the principled design or redesign and scaling of both existing and emerging assessment practices. This paper provides an overview of the context that Mislevy saw as an opportunity to reimagine assessment design, some of the history of ECD development, including several seminal efforts. I examine some of the impacts of ECD and consider how ECD might evolve in the future.

Gousopoulos, D. (2026). **Can AI-Assisted Inquiry Enhance Students' Decision-Making Skills in Socio-Scientific Issues? A Three-Group Experimental Study on Climate Change**. *International Journal of Advanced Multidisciplinary Research and Studies*, *6*(3), 1956-1966. https://doi.org/10.62225/2583049X.2026.6.3.6516
Climate change is a socio-scientific issue: it rests on science but cannot be settled by science, because any serious response forces people to weigh costs, values, and competing interests under uncertainty. Helping students make such decisions well is a central aim of science education, and the arrival of generative artificial intelligence raises a sharp question: does a conversational AI partner deepen students' reasoning, or simply do the thinking for them? This study tested whether AI-assisted inquiry improves secondary students' decision-making about climate change. Using a pretest-posttest design with three groups (AI-assisted inquiry, inquiry without AI, and traditional instruction; 270 students, 90 per group), reasoning was assessed across seven decision-making steps, from defining the problem to monitoring with adaptive management, using a four-level analytic rubric scored through content analysis with high inter-coder agreement. All three groups began at comparable, mostly low levels and all improved, but the gains differed sharply. The AI-assisted group improved most, ahead of inquiry-only and of traditional instruction. Between-group effect sizes on gains were large for AI-assisted versus traditional instruction and moderate-to-large for AI-assisted versus inquiry-only, with the clearest advantages on stakeholder engagement, alternatives, implementation, and monitoring. Within

the AI group, the number of times students checked the AI's claims against the sources predicted their gains, and no student was flagged for over-reliance. The findings suggest that AI helps most when it is designed to question rather than to answer, and that the inquiry it is embedded in carries much of the benefit.

Greer, A., Lipscomb, T., Classen, A. I., & Westbrook, A. (2026). **Teachers' use of effective feedback in the early childhood inclusive setting**. *International Journal of Inclusive Education*, *30*(9), 2490-2507. https://doi.org/10.1080/13603116.2025.2564338
Early childhood educators seek professional development opportunities to learn new strategies for teaching young children within high-quality learning environments. One-time trainings sessions were traditionally offered, but professional development research has shown that mentoring, coaching, and technical assistance is more effective for impacting educator practice change. Since the early 2000s comprehensive professional development practices have been more widely offered. The current study focused on early childhood educators wanting to earn an Early Childhood Inclusion Credential (ECIC) by participating in an intensive, 40-hour professional development program that emphasised using effective feedback as an instructional strategy to facilitate the improved inclusive classroom practices. This study explored the extent to which participation in the professional development (PD) program directly impacted the inclusive practice implementation within the early childhood setting as measured by scores on the Inclusive Classroom Profile (ICP) assessment. An additional subobjective was to explore if teachers' scores on the teacher feedback item were associated with behavioural manifestations creating high–quality, inclusive early childhood environments. Findings and practice implications are discussed.

Grønset, T. L. (2026). **Connecting disciplinary knowledge content and students' lifeworld experience: understanding history teachers as curriculum makers**. *Journal of Curriculum Studies*, *58*(4), 634-653. https://doi.org/10.1080/00220272.2025.2512337
This article examines history teachers' experiences as curriculum makers, focusing on how they connect disciplinary knowledge content to students' lifeworld experience. By examining how teachers transform institutional curriculum guidelines to create educational encounters with disciplinary knowledge content, this article contributes to the ongoing debate regarding whether teaching powerful knowledge demands connections to students' lifeworld experience. Data were generated from in-depth interviews with 18 upper secondary school history teachers in Norway, and analysed through reflexive thematic analysis. The analysis highlights that history teachers share two key characteristics when connecting content and students' experiences. Firstly, teachers are 'bringing the past closer to students' by emphasising the past's relevance to contemporary issues. Secondly, teachers are 'bringing the students closer to the past' by encouraging reflection on how their own backgrounds shape their understanding of the past. However, the study reveals that making these connections require teachers to balance different considerations related to presentism – an underlying bias towards interpreting the past to meet the needs of the present. The findings suggest that teachers hold markedly different views on how to address the issue of presentism, and the article discusses how their deliberations regarding presentism shape the conditions of their curriculum making.

Hatot, F. (2025). **Accessibilisation numérique des enseignements dans l'enseignement supérieur et la recherche en France : expérience (trans)formatrice vécue par quatre enseignants-chercheurs dans un projet gouvernemental**. *Médiations et médiatisations - Revue internationale*

sur le numérique en éducation et communication, (21), 12-39. https://doi.org/10.52358/mm.vi21.467
This article analyzes the effects of pedagogical and digital transformations on teaching and research practices as well as on the professionalisation of teacher-researchers, based on a digital accessibility project funded within a governmental initiative. The study, grounded in a comprehensive approach and a thematic analysis of four teacher-researchers experience narratives, highlights the (trans)formations (Josso, 2011) generated by this transformative process. It draws on Self-Determination Theory (Deci et al., 2017) as well as a conception of academic work that articulates personal, impersonal, transpersonal, and interpersonal dimensions (Miossec & Clot, 2011). Findings show concrete pedagogical changes: scenario design, content clarification, hybridisation, and greater attention to digital accessibility. The project meets the need for autonomy and competence but responds ambivalently to the need for belonging. Despite strong individual commitment, institutional recognition remains limited, collective support scarce, and organizational tensions significant. These constraints hinder the dissemination of innovation and weaken the sustainability of intrinsic motivation. The article advocates for a systemic approach to professionalisation, integrating all dimensions of academic work in a holistic vision. It stresses the need for structural recognition digital accessibility structural recognition in teaching as a key lever for transforming higher education and research.

He, M., & Song, Y. (2026). **Exploring Chinese EFL Teachers' Perceptions About the Authenticity and Naturalness of Artificial Intelligence (AI)-Generated Language: A Qualitative Study**. *European Journal of Education*, *61*(3), e70708. https://doi.org/10.1111/ejed.70708
An increasing bulk of research has recently focused on the role of artificial intelligence (AI) in second/foreign language (L2) education. However, few studies have examined users' perceptions about AI-generated language and content in English as a foreign language (EFL) context. To fill this gap, the present study drew on the computers as social actors (CASA) framework and the technology acceptance model (TAM) to explore Chinese EFL teachers' perceptions about the authenticity and naturalness of AI-generated language/content. The findings of thematic analysis indicated that the participants had perceived AI-generated language as inauthentic and unnatural for eight reasons. Specifically, AI-generated language was considered inauthentic because it is database-oriented, ignores culture, emotions, semantics, and idiomatic expressions, does not produce genuine feelings in users, and lacks creativity and originality. Furthermore, the teachers saw AI-generated language as unnatural because it lacks deep understanding and awareness, follows repetitive and predictable patterns, is too formal, and overlooks technicalities and idiosyncrasies. Each theme is discussed comprehensively, and implications are provided for teachers, students, teacher educators and AI designers to think deeper about the quality of texts and content produced by AI bots and chatbots before being injected into L2 classes.

Hendrix, S., Spilt, J., Cadima, J., Camacho, A., Ferreira, T., Gregoriadis, A., … Verschueren, K. (2026). **Cross-cultural differences in preschool teachers' perceptions of student-teacher emotional dependency: evidence from seven European countries**. *Social Psychology of Education*, *29*(1), 78. https://doi.org/10.1007/s11218-026-10249-3
Previous research often frames teacher–student dependency as negative, largely based on evidence from individualistic contexts, while studies in collectivistic settings suggest it may reflect a positive relational quality. However, the role of cultural values and potential subtypes of emotional dependency—seeking attention and approval versus clinginess and affection

seeking— remains underexplored. This study examined (a) associations between cultural values and teachers' perceptions of closeness and conflict with emotionally dependent children and (b) whether these perceptions differ across dependency subtypes. The sample consisted of 1,680 preschool teachers from seven European countries using a within-participant vignette design. Multilevel analyses showed that independent self-construal was associated with higher closeness and lower conflict, whereas interdependent self-construal predicted higher conflict. At the country level, higher individualism was linked to more conflict and less closeness. Teachers perceived seeking attention and approval as less conflictual than clinginess and affection seeking.

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.

Houmark, M. A., & Mørk, M. (2026). ***Teachers and Inequality in Student Performance - Estimating Value Added and Sorting Under Endogenous Mobility*** (Working paper N° 12895). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12895
This paper deals with issues related to estimating the causal impact of teachers on student test scores. The central challenge is that students and teachers are matched non-randomly. To deal with this, we propose an extension of the standard teacher value-added model that is more robust to such endogenous mobility bias than conventional models. We then apply and extend recent innovations in bias correction of variance components to quantify the overall importance of teachers and estimate patterns of sorting and segregation. We find that teachers in Denmark are more important for student inequality than the conventional approaches would suggest. Further, we document a novel pattern of negative sorting that is driven by compensatory school investments through the within-school matching of high-value-added teachers to low-ability students. We also show that high-value-added teachers tend to be more experienced and educated and that they are particularly skilled at classroom management. Finally, we present suggestive evidence that these teachers also promote student non-cognitive skills and well-being.

Huang, Y., Huang, B., & Yang, Z. (2026). **Factors influencing teaching innovation at a university: an extension of the job demands-resources (JD-R) model in the digital age**. *Higher Education*, 92(1), 169-187. https://doi.org/10.1007/s10734-025-01529-6
This study aims to extend the job demands-resources (JD-R) model to the realm of higher education in China, seeking to provide valuable insights into teaching innovation in the digital era. Specifically, it explores how critical decisions related to teaching innovation are shaped by

the intricate interplay between the digital resources available to university faculty members and the digital demands placed upon them. The data was collected from a survey of 1,612 faculty members from universities across China, and was analyzed using structural equation modeling (SEM) and moderated mediation effect model to investigate these complexities. Our findings highlight the significant mediating role played by teacher self-efficacy in the relationship between digital resources and teaching innovation. Notable differences are also observed in how organizational and personal digital resources influence innovative teaching. Furthermore, our findings support the moderating role of digital demands. Specifically, digital demands negatively impact the relationship between digital resources and teaching innovation. These demands are found to dampen the mediating effect of teacher self-efficacy on the association between digital resources and teaching innovation. Overall, the study depicts an intricate and dynamic interaction between digital resources and demands, emphasizing their importance in achieving an optimal balance to encourage faculty members' adoption of innovative teaching practices.

Ichino, A., Mealli, F., & Viviens, J. (2025). ***Do Test Scores Help Teachers Give Better Track Advice to Students? A Principal Stratification Analysis*** (Working paper N° 20838). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20838
We study whether access to standardized test scores improves the quality of teachersâ€™ secondary school track recommendations, using Dutch data and a metric based on Principal Stratification in a quasi-randomized setting. Allowing teachers to revise their recommendations when test results exceed expectations increases the share of students successfully placed in more demanding tracks by at least 6%, but misplaces 7% of weaker students. However, only implausibly high weights on the short-term losses of students who must change track because of misplacement would justify prohibiting test-score-based upgrades. Access to test scores also induces fairer recommendations for immigrant and low-SES students.

Ingrisone, S. J., & Ingrisone, J. (2026). **Comparing Clustering Algorithms for Collusion Detection Using Mixed-Type Data**. *Educational Measurement: Issues and Practice*, *45*(3), e70034. https://doi.org/10.1111/emip.70034
This study evaluates four clustering methodologies—Hierarchical Agglomerative Clustering (HAC), K-Prototypes, KAMILA, and Spectral Clustering—for detecting organized test collusion using mixed-type data. A two-phase design employed simulated data across 12 conditions and real certification exam data from a documented security breach. Results showed clustering efficacy increased substantially with higher exact response match rates and larger collusion group proportions. HAC emerged as the most robust method in simulations, while all four methods demonstrated exceptional convergence with empirically identified collusion groups in real data. These findings advance test security practice by providing empirically validated guidelines for selecting clustering methodologies and developing strategic implementation approaches, establishing a methodological foundation that equips testing organizations with enhanced collusion detection capabilities for evidence-based enforcement decisions.

Kaqinari, T., Makarova, E., Audran, J., Döring, A., Göbel, K., & Kern, D. (2022). **A Latent Class Analysis of University Lecturers' Switch to Online Teaching during the First COVID-19 Lockdown: The Role of Educational Technology, Self-Efficacy, and Institutional Support**. *Education Sciences*, *12*(9), 607. https://doi.org/10.3390/educsci12090607

The switch to emergency remote teaching (ERT) due to the first COVID-19 lockdown demanded a lot from university lecturers yet did not pose the same challenge to all of them. This study sought to explain differences among lecturers (n = 796) from universities in France, Germany, Switzerland, and the UK in their use of educational technology for teaching, institutional support, and personal factors. Guided by the Social Cognitive Theory (SCT), lecturers' behavior (educational technology use), environment (institutional support), and personal factors (ERT self-efficacy, continuance intentions, and demographics) were examined. Latent class analysis was employed to identify different types of lecturers in view of educational technology use, while multinomial regression and Wald chi-square test were used to distinguish classes. The largest latent class were Presenters (45.6%), who focused on content delivery, followed by Strivers (22.1%), who strived for social interaction, Routineers (19.6%), who were ready for online teaching, and Evaders (12.7%), who evaded using technology for educational purposes. Both personal factors and perceived institutional support explained class membership significantly. Accordingly, Evaders were older, less experienced, and rarely perceived institutional support as useful. Routineers, the Evaders' counterparts, felt most self-efficient in ERT and held the highest continuance intentions for educational technology use. This research suggests that universities engage lecturers in evidence-based professional development that seeks shared visions of digital transformation, networks and communities, and design-based research.

Kaqinari, T., Makarova, E., Audran, J., Döring, A. K., Goebel, K., & Kern, D. (2021). **The switch to online teaching during the first COVID-19 lockdown: A comparative study at four European universities**. *Journal of University Teaching and Learning Practice*, *18*(5). https://doi.org/10.53761/1.18.5.10

In 2020, for the first time in history, COVID-19 measures necessitated emergency online teaching to ensure continuity of education. Although institutional support was offered to lecturers, the situation posed an extraordinary challenge for university teaching. Using a comparative approach, this study surveys lecturers from different countries and their use of educational technology for emergency online teaching. Its focus lies on the relationships between use of educational technology, online teaching self-efficacy and attitudes towards educational technology. Overall and according to reports, the use of educational technology increased significantly compared to pre-pandemic conditions. The universities studied had different levels of digitalization, which influenced lecturers' use of educational technology. Furthermore, lecturers differed in terms of self-efficacy, attitude, and perception. Regarding factors affecting educational technology use, results showed that especially pre-pandemic experiences with educational technology, as well as self-efficacy and perceptual variables influenced the use of educational technology during the pandemic. Based on these results, it is advisable for universities to embrace this ad hoc switch to online teaching as an opportunity for purposeful digitalization of university teaching.

Karlen, Y., & Compagnoni, M. (2026). **Do not blame the teacher: exploring the link between parental failure mindsets and student-teacher relationships in early adolescence**. *Social Psychology of Education*, *29*(1), 79. https://doi.org/10.1007/s11218-026-10246-6

This study examines how parents' beliefs about failure, specifically, whether failure is perceived as debilitating or as an opportunity for learning, are associated with adolescents' relationships with teachers in lower secondary education. Drawing on research on parental belief systems and developmental perspectives on early adolescence, we propose that parental failure mindsets shape how parents interpret teachers' competence, with implications for adolescents' relational

experiences at school. Using cross-sectional data from 124 parent-student dyads, we assessed parental failure mindsets, parents' perceptions of teacher competence, adolescents' perceived student-teacher relationships, and students' academic achievement. Results showed that a failure-is-enhancing parental mindset was positively associated with student-teacher relationships, even after controlling for academic achievement. Patterns of association were consistent with an indirect pathway via parents' perceptions of teacher competence, particularly among lower-achieving students; however, these indirect effects should be interpreted cautiously, given the study design. Taken together, the findings suggest that parents' mindsets about failure represent an important yet often overlooked contextual factor linked to adolescents' relational experiences with teachers during a developmentally sensitive educational phase. The study underscores the role of parental meaning-making about failure and feedback during adolescence, particularly in efforts to strengthen parent-school partnerships and supportive learning environments.

Karlen, Y., & Dignath, C. (2026). **A Systematic Review of Teachers' Knowledge of Self-Regulated Learning and its Assessment**. *Educational Psychology Review*, *38*(1), 101. https://doi.org/10.1007/s10648-026-10171-2
This systematic review synthesizes and organizes existing research on teachers' professional knowledge related to self-regulated learning (SRL) and its assessment. Although teachers play a central role in fostering and evaluating students' SRL, the field lacks conceptual clarity regarding the types of knowledge required for these tasks. Drawing on established models of teacher professional competencies and knowledge, this review distinguishes three interrelated dimensions that together constitute the Teacher Knowledge of SRL (TK-SRL) framework: content knowledge of SRL (CK-SRL), pedagogical content knowledge for promoting SRL (PCK-SRL), and assessment knowledge for diagnosing SRL (AK-SRL). Across 33 included studies, substantial variability was evident in how teachers' knowledge of SRL was conceptualized and operationalized. Definitions of SRL ranged from comprehensive theoretical accounts to broad, implicitly stated descriptions, thereby limiting comparability across studies. Methodological heterogeneity and the use of non-standardized assessment approaches further constrained the synthesis of findings. CK-SRL was by far the most frequently examined dimension, whereas PCK-SRL and, particularly, AK-SRL received considerably less empirical attention. Overall, the evidence suggests that teachers have partial, unevenly developed knowledge across all three dimensions, with limited and inconsistent associations between knowledge and other aspects of professional competence or instructional practice. These findings highlight the need for clearer, shared conceptualizations of SRL and more coherent, theory-driven approaches to assessing teachers' knowledge of SRL. Building on this synthesis, we discuss implications for teacher education, propose directions for future research, and emphasize the importance of sustained professional development to strengthen all facets of teachers' knowledge of SRL.

Kastrati, F., & Hammond, S. P. (2026). **Exploring teachers' experiences when teaching autistic students in Kosovo's mainstream primary schools**. *International Journal of Inclusive Education*, *30*(10), 2791-2811. https://doi.org/10.1080/13603116.2025.2574507
Across the globe, the rising number of autistic children highlights the growing need for more inclusive learning environments. The role of teachers is crucial in creating such learning environments. Understanding teachers' experiences is therefore essential for revealing the challenges faced in creating inclusive learning environments. However, while research on this topic exists globally, there is a notable lack of studies focused on Kosovo. The current study begins

to address this gap by exploring teachers' experiences supporting autistic students in Kosovo's mainstream primary schools. From analyzing interview data from eight teachers, three major themes were constructed: 'Inclusion in the Classroom', 'Challenges when teaching autistic students', and 'Supportive Factors'. Analysis illustrated the diverse strategies used by participants when trying to create inclusive learning environments. While participants shared their proactive strategies, the analysis highlighted significant challenges that impacted the fostering of inclusive education in Kosovo's mainstream primary schools. Messages for practice and research are considered, with conclusions emphasising the need for more tailored professional development opportunities and stronger collaboration with other school stakeholders to support autistic students to achieve their potential.

Kellecî Alkan, Ö., Kulaksız, T., Aksoy, N. C., Durmaz, B. N., Uçar, F. M., Özcan, M., & Kalkavan, B. (2026). **Simulation-based learning approach in teaching practicum to support pre-service teachers' teaching skills**. *Education and Information Technologies*, *31*(11), 3897-3923. https://doi.org/10.1007/s10639-026-13951-z
A simulation-based learning (SBL) approach that enables pre-service teachers (PSTs) to develop practice-based teaching skills within simulated classroom environments can be effective as a complementary element in increasing their teaching skills in teaching practicum. This research aims to test the effectiveness of an SBL approach in teaching practicum on PSTs' Technological Pedagogical Content Knowledge (TPACK), classroom management, and lesson planning skills. A quasi-experimental design with a pre-post test control group was used. A total of 129 PSTs were divided into two groups. An SBL approach was applied to the experimental group, while the control group received training within the current teaching practicum course. The results show that, compared to the control group, the experimental group's use of an SBL approach in teaching practicum significantly improved their TPACK, classroom management, and lesson planning skills. Overall, the findings of this study reveal the effectiveness of SBL-based teaching practicum and contribute to bridging theory and practice in teacher education by supporting the development of future teachers' teaching skills.

Kohout-Diaz, M. (2026). **Making sense of AI in teacher education: A qualitative study of perceptions, practices and pedagogical tensions**. *Teaching and Teacher Education*, *171*, 105342. https://doi.org/10.1016/j.tate.2025.105342

Kohvakka, T. (2026). **Teaching multicultural history in Finland: the views and practices of history teachers in Finland**. *Journal of Curriculum Studies*, *58*(4), 586-604. https://doi.org/10.1080/00220272.2025.2522467
The history of minorities and Indigenous people has long been neglected in Finnish history education, which has supported and created an image of a culturally homogenous country. In Finland, the history curriculum avoids the prescription of specific content, giving history teachers great autonomy in choosing teaching methods and materials. This means that history teachers have a great responsibility in creating a curriculum, also with respect to the inclusion, or the lack thereof, of minorities. This article examines the perceptions of history teachers towards the inclusion of minorities and the Sámi in history education in Finland and is based on semi-structured interviews with history teachers. It further examines teachers' views on structural issues and practical concerns with respect to multicultural history education. The article suggests that while history teachers are motivated to teach about multicultural history, the lack of institutional support and time constraints occasionally prevent them from diversifying their curricula. They also view

the curriculum instructions differently, which may result in significantly different teaching objectives and learning outcomes. Additionally, the article explores the teaching methods teachers use in teaching about minorities and suggests that global history, family history and debates are efficient methods in diversifying the teaching content.

Kotsis, K. T. (2024a). **Integration of Artificial Intelligence in Science Teaching in Primary Education: Applications for Teachers**. *European Journal of Contemporary Education and E-Learning*, *2*(3), 27-43. https://doi.org/10.59324/ejceel.2024.2(3).04
The purpose of this study is to serve as the central notion that the whole research endeavour revolves around. It provides a framework for examining the potential applications of artificial intelligence (AI) for teachers operating in the field of scientific education. A clear framework for an in-depth analysis that tries to shed light on the opportunities and challenges associated with the use of AI technology in primary scientific education is provided by this thesis statement, which specifies the purpose of the research as well as the scope of the investigation. The project's objective is to broaden the existing body of knowledge and provide insights into the ways in which educators might make use of technologies that are powered by AI to enhance the instructional techniques they use and the outcomes of student learning. In order to do this, a well-prepared thesis statement will ideally be used.

Kotsis, K. T. (2024b). **Obstacles to Teaching Science in Primary School and Strategies to Overcome Them**. *European Journal of Contemporary Education and E-Learning*, *2*(1), 223-233. https://doi.org/10.59324/ejceel.2024.2(1).18
This paper addresses primary school teachers' challenges in teaching science and provides practical strategies for overcoming the obstacles. Science education plays a crucial role in developing critical thinking, problem-solving skills, and scientific literacy, which are essential for students in the 21st Century. However, teaching science in primary schools can often be hindered by a lack of resources, teacher training, and student engagement. This paper will explore the current research on these challenges and provide evidence-based strategies for overcoming them. By implementing these strategies, teachers can create an environment that promotes student engagement and supports their learning of science.

Kotsis, K. T. (2025a). **Inquiry-Based Learning in the Latest Greek Primary School Curriculum and the New Challenges in Science Education**. *European Journal of Contemporary Education and E-Learning*, *3*(6), 55-71. https://doi.org/10.59324/ejceel.2025.3(6).05
This study analyzes the conceptualization and integration of inquiry-based learning within the recent Greek primary science curriculum and investigates the emerging issues associated with its implementation. Utilizing curriculum texts and recent empirical research, the author contends that the curriculum signifies a substantial epistemological transition from transmissive pedagogy to student-centered scientific inquiry. Inquiry is positioned not merely as a teaching method but as a fundamental approach to developing scientific knowledge via observation, inquiry, and evidence-based reasoning. The study reveals significant discrepancies between curriculum discourse and educational realities. This encompasses inadequate teacher training, evaluation methods that favor memorization, inequities in educational resources, and ambiguities related to digital and AI-enhanced inquiry. Pilot studies suggest enhanced student engagement and conceptual comprehension; nonetheless, the efficacy of Inquiry-Based Learning (IBL) relies on ongoing professional development, structural support, and coherence across curriculum, assessment, and pedagogy. The essay asserts that the change is promising but incomplete,

necessitating cultural, institutional, and policy-level commitments for inquiry-based scientific education to be realized as a standard practice in classrooms.

Kotsis, K. T. (2025b). **Integrating Artificial Intelligence into Digital Technologies for Science Teaching**. *European Journal of Contemporary Education and E-Learning*, *3*(6), 3-19. https://doi.org/10.59324/ejceel.2025.3(6).01
The incorporation of artificial intelligence (AI) into digital technologies is transforming science education, providing unparalleled opportunities for innovation, personalization, and international collaboration. This article examines how artificial intelligence can augment the functionalities of digital platforms to promote inquiry-based learning, adaptive feedback, and collaborative problem-solving in science education. Utilizing international research, it underscores the pedagogical synergies that arise when AI tools, including intelligent tutoring systems, automated assessment platforms, and AI-driven virtual laboratories, are integrated with established digital technologies. The analysis highlights the educational ramifications of this convergence, stressing equity, inclusion, teacher professional development, and the evolution of conventional classroom practices. The article examines significant challenges, encompassing ethical considerations, privacy issues, the potential for bias, and the digital divide that could restrict equitable access. The paper offers a framework for comprehending the dual capacity of AI to both enhance and undermine science education through conceptual models and structured syntheses. The conclusion issues a call to action, urging educators, policymakers, and researchers to collaborate in crafting a responsible and human-centered future in which AI is utilized not only for efficiency but also for profound learning, equity, and sustainable educational innovation.

Kotsis, K. T. (2025c). **Making the Invisible Visible: A Pedagogical Framework for Teaching Crystallography through Modeling and Representation**. *European Journal of Contemporary Education and E-Learning*, *3*(4), 220-240. https://doi.org/10.59324/ejceel.2025.3(4).15
Teaching the invisible structures of matter, such as atomic lattices and molecular symmetries, presents significant epistemological and pedagogical challenges. This paper explores how representational tools, and epistemic practices can support the development of crystallographic thinking in science education. Drawing on research in modeling, metavisualization, and the philosophy of science, the study outlines a pedagogical framework that foregrounds students' engagement with abstract representations through guided cognitive scaffolds and technological visualizations. By analyzing the interplay between symbolic, graphical, and spatial representations, the paper identifies critical affordances of tools such as VESTA and Jmol in mediating learner understanding. The contribution of this work lies in offering a coherent theoretical synthesis and a practical instructional model for educators seeking to foster representational competence and epistemic agency in domains characterized by high degrees of abstraction. The approach has broader implications for curriculum design and instructional strategies across fields where scientific knowledge is inferential, data-driven, and heavily mediated by representation.

Kotsis, K. T., & Kotsis, T. K. (2026). **From Bread Recipe to Scientific Inquiry: Teaching Science Through Dough Rising**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 1-21. https://doi.org/10.59324/ejceel.2026.4(4).01
In this article we demonstrate how a simple bread recipe may be developed into an inquiry-based science exercise. It contends that bread baking offers a familiar, accessible and interdisciplinary framework in which students can explore biological, chemical, physical and

mathematical topics. The rising of dough is especially appealing because it makes invisible processes visible: the activity of yeast and the process of fermentation are normally not directly observable, but their effects can be evaluated by the expansion of the dough, by the development of bubbles and by changes in texture. Rearranging the recipe around a research issue, such as how temperature effects the rising of the dough, allows students to do more than follow directions; it enables them to identify the variables, make predictions, gather data, draw graphs, assess evidence, and offer scientific explanations. The essay points out how bread-making may be used to teach about microorganisms, fermentation, creation of gas, the effect of temperature, elasticity, heat transmission, measurement and modelling. It also includes educational benefits such as motivation, interdisciplinary knowledge, teamwork, development of scientific language, evidence-based reasoning and links between everyday life and formal science study. It also deals with real-world matters like sanitation, allergies, dietary limitations, classroom management, time management, assessment, and age-appropriate explanation. Bread making provides a compelling illustration of how a simple recipe can be classroom science research for developing curiosity, conceptual understanding, and scientific literacy.

Kravvaris, D. (2026). **Teaching Loops in Scratch with a Multimodal AI Assistant Tutor**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 418-427. https://doi.org/10.59324/ejceel.2026.4(4).18
Mastering loops and repetition is a well-documented source of difficulty for novice programmers in upper primary school, who often "unroll" a repeated action into a long linear stack of identical blocks rather than recognising the repeating pattern and expressing it with a single repeat block. This study reports a between-groups experiment. We examined whether a multimodal artificial intelligence (AI) assistant tutor — one that interprets screenshots of pupils' Scratch code and replies with Socratic scaffolding rather than with corrections — improves learning outcomes and engagement relative to traditional classroom lesson. Forty pupils aged 11 to 12 were assigned to two intact classes of 20. The first received a standard, teacher-led lesson on loops, in pairs at shared computers using scratch.mit.edu. The second covered the same material; whenever a pair's script did not behave as intended, the pair captured a screenshot (a "print screen") of their blocks and submitted it to the multimodal AI assistant tutor, which read the code and replied with a guiding question that prompted the pair to locate and repair the fault themselves. Pairs followed the driver–navigator pair-programming technique on both groups. We measured learning with a matched pre- and post-test on loops and gauged engagement through a short attitude questionnaire and classroom observation. The tutor group scored significantly higher on the post-test and reported markedly greater interest and enjoyment than the traditionally taught group. These findings suggest that multimodal AI tools that read learner code and scaffold through questioning can enhance both achievement and motivation in introductory programming.

Lavigne, A. (2026). **Le potentiel de l'utilisation des vidéos captées à la maison et en classe pour favoriser la collaboration école-famille dans la transition de l'enfant autiste vers l'éducation préscolaire**. *Revue hybride de l'éducation*, *10*(3), 1-36. https://doi.org/10.1522/rhe.v10i3.2055
Cet article propose une réflexion sur le potentiel des captations vidéos faites en milieu familial et à l'école pour soutenir la transition vers l'éducation préscolaire des enfants autistes ayant des besoins complexes en communication. Un parent a autocapté huit courtes interactions à la maison avec son enfant et les a présentées à la chercheuse. Ces vidéos ont été soumises à l'enseignante de classe d'adaptation scolaire en entretien. Des indices du contexte sur lesquels

s'appuient les adultes et l'enfant pour s'ajuster dans leur interaction et des stratégies de soutien utilisées par l'adulte ont émergé. De nouvelles idées collaboratives école-maison sont ressorties pour mieux soutenir l'enfant et repenser l'implication du parent dans la transition à partir de captations vidéos.

Le Gallo, A. (2026). ***Une approche professionnelle accompagnée de la pédagogie universitaire en faculté d'éducation*** (Theses, Université de Lorraine). Consulté à l'adresse https://theses.hal.science/tel-05695749
The aim of this doctoral research is to study, from their perspective, the representations and teaching practices of university lecturers at the Faculty of Education and Training of the Institut Catholique de Paris and to propose an analysis informed by research. To this end, a historical and social approach to university teaching and the missions of teachers is taken, and a narrative review of the literature on the concept of university pedagogy in the French-speaking scientific world (Quebec, Switzerland, Wallonia (Belgium), France) is carried out. It emerges that the major transformations undergone by French universities in terms of the massification of studies, the evolution of training programmes and the restructuring of courses have not led to a questioning of teaching processes, traditionally associated with a categorical distinction between lectures, tutorials and practical work. However, the pedagogical approach of lectures and, more broadly, teaching methods are being questioned by research and are giving rise to developments aimed at facilitating student learning through institutional educational resource structures. Nevertheless, studies on teacher professional development programmes seem to us to be insufficiently detailed and precise to provide insight into teachers' reflective processes in the design and delivery of their courses. Without any reliable assumptions in this area, we are working with a small number of teachers who are keen to explore their teaching practices, collecting empirical data in stages in order to gradually refine the information obtained. We also offer to support teachers in an ongoing process of developing their teaching practices. Analysed through the lens of grounded theory, the results of qualitative surveys (questionnaires with open-ended questions, individual interviews, classroom observations, focus groups, case studies) show a strong propensity to forge high-quality interpersonal relationships with students, promoting their engagement and inclusion in the group, and pedagogical trial and error, without documented scientific reference, aimed at deploying knowledge transfer in an interactive pedagogical process. Furthermore, specific analysis of the case studies reveals significant individual shifts in an institutional environment that offers little capacity building. Discussion of the results in light of appropriate concepts allows for encouraging theoretical and practical perspectives to be considered.

Le Guern, A. (2026). **L'approche par compétences à l'université, de sa genèse institutionnelle à la recomposition du travail enseignant**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfn
Face au fait social d'« évaporation étudiante », notamment en première année de licence, les universités ont multiplié les dispositifs de remédiation. Les projets Nouveaux cursus à l'université, financés dans le cadre d'un programme d'investissement d'avenir, visent à améliorer les taux de réussite étudiante, par la mise en place de l'approche par compétences, impliquant une transformation à la fois pédagogique et organisationnelle du premier cycle. À partir d'une enquête par entretiens, cet article analyse le processus d'institutionnalisation de celle-ci, ses conditions d'émergence, les tensions qu'elle suscite, ainsi que les recompositions du travail enseignant qu'elle induit.

Leckie, G., & Maragkou, K. (2026). **Tracing the origins of teacher gender bias**. *Economics of Education Review*, *113*, 102814. https://doi.org/10.1016/j.econedurev.2026.102814
This paper examines whether teachers form gendered expectations that deviate from students' actual academic performance. We exploit a unique institutional setting in England, where university admissions rely on teacher-predicted grades, and use rich administrative data linking student performance and teacher assessments across multiple STEM and non-STEM subjects. We find that, conditional on achieved grades, teachers systematically predict lower grades for boys relative to observationally similar girls within the same school across all subjects. In the second part of the analysis, we examine the extent to which observable student characteristics account for this pattern. We find that including measures of students' cross-disciplinary skills reduces the gender gap in predicted grades by up to 70% in non-STEM subjects and fully explains or even reverses it in STEM. These results indicate that what appears to be a pro-girl bias is, at least in part, associated with students' broader competencies rather than necessarily reflecting differential treatment by teachers. These findings have important implications for the fairness and effectiveness of teacher-based assessments in high-stakes contexts such as university admissions.

Li, J., Ezaki, J., & Copur-Gencturk, Y. (2026). **A Large-Scale Study on Teachers' Knowledge of Common Student Struggles in Mathematics**. *Journal of Teacher Education*, *77*(4), 348-361. https://doi.org/10.1177/00224871261460900
Teachers' knowledge of common student struggles is widely recognized as a key component of teacher knowledge across subject areas. However, most large-scale research has focused on measuring teachers' awareness of student struggles, with little attention paid to how teachers interpret their underlying reasons. This study examined 743 mathematics teachers' knowledge of common student struggles with ratios and proportional relationships, an important content area in the middle school mathematics curriculum. Teachers were asked to identify the most common incorrect student solutions to eight mathematical tasks and to interpret the underlying reasons for these struggles. While many teachers demonstrated awareness of empirically documented common student struggles, they tended to attribute these struggles to procedural issues rather than to conceptual misunderstandings. Hierarchical logistic regression analyses indicated that teachers' awareness of common student struggles and their own content knowledge were linked to how they interpreted students' struggles.

Liang, Y., Yung, B. H. W., & Yip, V. W. Y. (2026). **Teachers' sensemaking of conducting a public lesson in China: through the lens of activity theory**. *Asia Pacific Education Review*, *27*(3), 1049-1062. https://doi.org/10.1007/s12564-025-10068-9
The varying results in contemporary literature on teacher professional development (PD) have raised questions about how teachers make sense of messages that a PD program attempts to convey. This case study examines how a group of Chinese teachers made sense of their goals of participating in a lesson study (LS) preparing for a public lesson as part of their PD routines. We interviewed the seven teachers individually for their views and/or explanations on our specific observations made during the LS. Our analysis of the data reveals that the teachers collectively considered putting up a good 'show' as an important goal for them. We examined how the teachers made sense of their goals in the LS process and the factors involved through the lens of activity theory. Results show that the LS activity system emphasised collectivism, the notion of face (mianzi), learning from models, as well as learning from and respecting the senior. We discuss implications on studying teachers' sensemaking of PD messages through the lens of activity theory.

Liao, C.-Y. (2026). **Beyond a single role: Justifying a role-adaptive framework for ai companions through a comparative study in elementary book talk**. *Education and Information Technologies*, *31*(13), 4879-4906. https://doi.org/10.1007/s10639-026-13958-6
While artificial intelligence (AI) offers transformative potential for education, many current applications remain single-function, lacking the flexibility to address the complex, multi-stakeholder nature of learning. This paper argues that such a monolithic design is insufficient. We provide empirical justification for this claim through a preliminary formative study of elementary school "book talk," contrasting student interactions with a single-role AI peer against those with experienced homeroom teachers. The findings reveal a critical competence gap: while the AI successfully sustained longer interactions, it resulted in conversational dominance and a markedly lower proportion of student-generated content. Furthermore, although the AI proved proficient at guiding factual recall, it was significantly less effective than human teachers in eliciting deeper emotional responses and future-oriented reflections. These identified limitations provide preliminary empirical support for our primary contribution: a Role-Adaptive AI Companion Framework. Conceptualized as a Modular Adaptive Agent (MAA) and inspired by Multi-Agent Systems (MAS) principles, our framework enables an AI to dynamically modulate its persona and functional logic—embodying roles as a teacher assistant, student peer, or parent advisor—to meet the distinct needs of each stakeholder and pedagogical context. By presenting both the empirical evidence of a clear problem and a detailed conceptual solution, this paper outlines design implications for future development of more adaptive and collaborative AI systems that can overcome the functional ceilings of current single-role designs.

Ligocki, D., & Tindall, M. (2026). **Looping and a spiral curriculum: Imagining educational possibilities for pre-service teachers in the United States**. *PROSPECTS*, *56*(1), 51-63. https://doi.org/10.1007/s11125-025-09737-9
This paper describes pre-service teachers' thoughts and experiences after engaging with practices from PK–12 education – a spiral curriculum and looping – with two instructors for four semesters, as well as the benefits and the challenges of implementing these practices in a university setting. It also illustrates implications for educators who work with future teachers and highlights the importance of modeling research-based practices for students that will enable them to enter their future classrooms as transformative educators.

Lin, H., Ding, J., Leng, X., He, G., Li, Y., & Zheng, H. (2026). **Reciprocal Relationships Between Perceived Teachers' Moral Grandstanding, Self-Esteem, and Rumination Among Chinese Primary School Students: An RI-CLPM Study**. *Journal of Youth and Adolescence*, *55*(9), 2274-2289. https://doi.org/10.1007/s10964-026-02381-2
Moral grandstanding is the use of moral talk driven by egotistical motives to promote oneself or display moral superiority. Although moral grandstanding has been extensively examined in political and public health contexts, its relevance to educational settings remains understudied, especially in teacher–student interactions where teachers serve as moral authorities for children. The present research adapted the Perceived Teachers' Moral Grandstanding Scale and examined its longitudinal associations with students' socioemotional processes. In the first step, the Moral Grandstanding Motivation Scale was adapted to assess adolescents' perceptions of teachers' moral grandstanding in the Chinese cultural context. The validation sample consisted of 1,686 Chinese primary school students (Mage = 10.78 years, SD = 1.09; 43.59% male). In the second step, guided by Self-Discrepancy Theory, which suggests that distress can arise when

individuals perceive a gap between how they see themselves and the standards they believe they should meet, a longitudinal study examined reciprocal associations among perceived teachers' moral grandstanding, self-esteem, and rumination. The longitudinal sample consisted of 811 Chinese adolescents (Mage = 9.93 years, SD = 0.98; 49.81% male) who completed a four-wave survey. Results indicated that the Perceived Teachers' Moral Grandstanding scale demonstrates good internal consistency, split-half reliability, structural validity, and discriminant validity relative to related constructs. In addition, the random intercept cross-lagged panel model revealed that perceived teachers' moral grandstanding and rumination were reciprocally predictive, with self-esteem serving as a mediator in this bidirectional relationship. The findings provide partial support for the view that students' perceptions of teachers' moral grandstanding, self-esteem, and rumination are linked through reciprocal processes over time. Understanding these links can help clarify how moralized teacher–student interactions are associated with students' socioemotional processes in school contexts.

Louie, D. W., Poitras Pratt, Y., & Luggi, T. L. (2026). **Witnessing as pedagogy: Translating Indigenous knowledges into practice**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(2), 14-37. https://doi.org/10.26443/mje/rsem.v60i2.10212
Nous croyons que le témoignage autochtone offre un exemple marquant de la manière dont les savoirs autochtones peuvent être transposés dans une pédagogie qui remet en question la normalisation des systèmes de savoirs occidentaux. En partageant notre processus d'autochtonisation du témoignage avec nos collègues éducateurs dans le cadre d'un cours obligatoire sur l'éducation autochtone axée sur les savoirs autochtones, nous espérons inspirer des pratiques authentiques et significatives dans le contexte local, fondées sur les modes de connaissances autochtones. Notre cadre théorique postule que les pédagogies autochtones peuvent émerger du positionnement éthique des enseignant·e·s et de sa capacité à voir les possibilités entre les objectifs éducatifs spécifiques de leurs cours et la traduction des savoirs autochtones locaux en approches pédagogiques pratiques.

Lyu, J., Shen, C., Liu, Y., Bao, C., & Zhou, X. (2026). **The discrepancy between students' performance in hands-on and paper-and-pencil mathematics**. *European Journal of Psychology of Education*, *41*(2), 71. https://doi.org/10.1007/s10212-026-01130-0
Mathematical knowledge can be represented situationally or through abstract symbols. Theories typically treat the development of mathematical ability as a hierarchical structure from situation to symbols, and educational practice also follows the path. There has been empirical evidence showing that the two types of mathematical knowledge representation may follow relatively independent developmental paths. Thus, the advancement of symbolic mathematical ability does not necessarily lead to parallel growth in situational mathematical ability. The current study examines whether hands-on mathematics, a form of typical situational mathematics, displays better performance than paper-and-pencil symbolic mathematics. A total of 385 seventh-grade middle school students participated in the study. A hands-on cake-sharing task was used to assess students' situational or hands-on fraction ability, and a corresponding paper-and-pencil fraction division arithmetic task was used to assess symbolic or paper-and-pencil fraction ability. The findings revealed that about 81.60% of students successfully solved the paper-and-pencil fraction problem, but only about 13.87% (Scoring A) and 32.27% (Scoring B) of the students successfully solved the hands-on fraction problem. This reveals a discrepancy between students' performance in situational and symbolic mathematics, underscoring the need to reconsider instruction for situational mathematics in curricula and educational practice.

Mallol Macau, C., & Alsina Tarrés, M. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools**. *European Journal of Education*, *61*(3), e70707. https://doi.org/10.1111/ejed.70707
This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Manchado Porras, M., Canto López, M. del C., Mateo Ramos, L., Reguera Lozano, S., Mera Cantillo, C., & Aragón Mendizábal, E. (2026). **Mathematical performance in primary education: Instructional context and cognitive and attitudinal factors**. *European Journal of Psychology of Education*, *41*(2), 77. https://doi.org/10.1007/s10212-026-01133-x
Despite the relevance of mathematics, many Spanish students encounter difficulties in the subject. It is essential to continue exploring the factors associated with mathematical performance, including cognitive, attitudinal, and methodological aspects. Given the presence of open scientific questions, this study aimed to contribute to theoretical and empirical knowledge in mathematical cognition by comparing students from instructional contexts using a traditional approach with those from contexts using the Open Algorithm Based on Numbers (ABN) method. The comparison focused on general mathematical competence, specific mathematical skills, and cognitive and attitudinal factors. Another key objective was to assess the association of these cognitive and attitudinal factors with mathematical competence. The sample consisted of 244 upper primary school students, divided into two groups (ABN and non-ABN). Various mathematical skills, cognitive variables (short-term memory, working memory, fluid intelligence, and processing speed), and negative predisposition toward mathematics were measured. The study followed a ex post facto design, and available socioeconomic and educational indicators were examined to support the comparability of the groups. The results showed differences between instructional contexts, with students from contexts using the ABN methodology obtaining higher scores in most assessed mathematical skills. Positive correlations were found between cognitive factors and mathematical competence, while a negative correlation was observed with negative predisposition. Additionally, cognitive and attitudinal variables accounted for 48.7% of the variance in general mathematical competence. In conclusion, the findings highlight the relevance of instructional context, together with cognitive and attitudinal factors, for understanding mathematical performance in Primary Education, and should be interpreted cautiously given the associational rather than causal nature of the study.

Maraj, A., & Hashemi, N. (2026). **Beyond pedagogical challenges for refugee academic success in the Global North: A literature review**. *PROSPECTS*, *56*(1), 153-178. https://doi.org/10.1007/s11125-025-09754-8
Global crises that range from conflicts to natural disasters and that are influenced by complex economic, political, and cultural factors displace populations and significantly impact education. A pressing issue has arisen in efforts to provide comprehensive refugee education in the Global North: the need to ensure inclusive development for noncitizens wishing to become citizens, while also fostering educational and community connections for them within their host cultures. Although the UN has emphasized the vital role of education in social and economic integration, post-resettlement challenges limit refugees' potential. Limited awareness and information exclusivity worsen disparities, thereby obstructing refugees' integration and exposing inequities. This article examines the challenges of refugee integration beyond the classroom, including gender barriers, unfamiliar education systems, financial stress, family responsibilities, housing issues, and adaptation to foreign cultures and languages. This extensive literature review explores the extracurricular struggles faced by refugee learners, using a traditional narrative methodology sourced from international articles accessed through Google Scholar, ERIC (EBSCO), ERIC (ProQuest), and ResearchGate. This article aims to identify gaps and to support equitable refugee education policies and practices.

Martin, L. (2026). **Les modalités de la classe inversée au service du développement des compétences communicationnelles des élèves en institut de formation d'aides-soignant(e)s**. *Pédagogie médicale*, *26*(3), 109-118. https://doi.org/10.1051/pmed/2025022
Context: As part of a recent reform (2021) of the training curriculum for nursing assistants in France, increased expectations have been placed on the development of clinical reasoning and communication skills. Objective: This article reports on an early implementation of a flipped classroom model within this training program. The study aims to identify the factors that facilitate or hinder the success of this pedagogical approach, and to assess whether the "in-class return" phase is relevant for initiating the development of communication skills among students. Methods: This exploratory study draws on data collected through an online questionnaire comprising 25 items and on the instructor's direct observations of 137 students. Results: The findings indicate positive feedback regarding this pedagogical approach. During the first phase of the flipped classroom, the instructor's key role—particularly the "teacher effect"—and the clarity of instructions were identified as critical factors for successful self-directed learning at home. In the in-class phase, the time devoted to collaborative work was highly valued by students. This aligns with recommendations from health education frameworks that emphasize the importance of socioconstructivism and sociocognitive conflict in learning. Conclusion: Regardless of when it is implemented within the curriculum, this study shows that the flipped classroom constitutes a meaningful learning space that fosters the development of essential competencies—particularly communication skills—required in healthcare professions.

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.

Masse-Lamarche, M.-H., Núñez-Moscoso, J., & Núñez-Díaz, C. (2026). **The Role of Experience in Learning Teaching Profession: A Systematic Literature Review**. *Educação em Revista*, *42*. https://doi.org/10.1590/0102-469852764t

ABSTRACT: Given the relevance of the practicum as a place for professional learning in teacher education, this article aims to identify how experiential learning during the practicum has been approached by specialized studies. For this purpose, a "systematic review of literature" of writings produced in education between 2000 and 2021 was conducted (n = 58). Three thematic categories of experiential learning emerged from a qualitative meta-analysis: frameworks of experiential learning, foundations and organizers of experiential learning, and emerging knowledge of experiential learning. These elements allow a global understanding of the role and limits of experiential learning, but also of the foundations, organizers, and educational arrangements that promote it and, finally, of the knowledge that emanates from the processes as a whole. The paper concludes by identifying possible challenges to enhance experiential learning, highlighting the importance of reflecting on the experience, and thus contributing to teacher training.

Mbona, S. V., Muchakubvura, D., Zunga, L., & Msosa, S. K. (2026). **Teachers' preparedness, attitudes, and perceived impact of technology use in lesson delivery in selected Zimbabwean schools**. *Education and Information Technologies*, *31*(12), 4681-4703. https://doi.org/10.1007/s10639-026-13982-6

This study investigated teachers' preparedness, attitudes, and the perceived impact of technology use in lesson delivery in selected Zimbabwean secondary schools. Guided by the Technology Acceptance Model (TAM) and the Technological Pedagogical Content Knowledge (TPCK) Framework, it examined how teacher readiness, institutional support, and infrastructure affect ICT integration. Quantitative data from 59 teachers were analysed using SPSS version 30. Results indicated that teachers generally had positive attitudes and moderate ICT competence, recognising technology's benefits for student engagement and performance. However, inadequate infrastructure and limited support constrained effective use. The study recommends continuous training, improved resources, and supportive policies for sustainable ICT-driven education.

Mella, N., Audrin, C., Biémar, S., Fischer, L., Romainville, M., Sander, D., & Dan-Glauser, E. (2026). **Mapping teachers' emotional and pedagogical dimensions: a network analysis of teachers' socio-emotional competencies, conceptions of teaching and implicit theories of emotions**. *Social Psychology of Education*, *29*(1), 94. https://doi.org/10.1007/s11218-026-10263-5

Teachers' socio-emotional competencies (SEC) are known to contribute to their well-being and classroom climate. Yet, little is known about how these competencies interact with their conception of teaching and their implicit theories about emotions. We addressed this gap using a network analysis from 263 preservice teachers to explore the interrelations between preservice teachers' intra and interpersonal SEC, their conceptions of teaching, and their beliefs about utility, source and malleability of emotions in the classroom. Results show that a constructivist approach to teaching is positively associated with perceiving oneself as a key source of students' emotional experiences, with this association occurring alongside higher valuation of positive

emotions in learning contexts. Intrapersonal SEC is associated with beliefs in the malleability of students' emotions and co-occurs with teachers' perceived capacity to support students' emotional regulation. The central position of malleability beliefs and intrapersonal competencies suggests that these dimensions are highly connected within this system and may represent priorities for future longitudinal or intervention research. Overall, the findings provide a basis for examining how emotional competencies and pedagogical conceptions become translated into classroom practices during teacher development.

Merkley, R., Douglas, H., Kozak, A., Chitranshi, A., Gandhi, A., Hawes, Z., … LeFevre, J.-A. (2026). **The AIM Collective: Connecting Research and Practice in Canadian Early Mathematics Education**. *Mind, Brain, and Education*, *20*(3), e70054. https://doi.org/10.1111/mbe.70054
Collaboration across researchers and educators is needed to ensure that educators have access to effective, practical early mathematics assessment and instructional tools and strategies. The Assessment and Instruction for Mathematics (AIM) Collective is a dynamic community of researchers and educators in Canada committed to sharing evidence-informed, teacher-approved math education tools and resources. Through our partnerships, researchers and educators have learned from each other and achieved shared research goals. The model developed by AIM is one way of building and sustaining the relationships needed to support this collaborative work. In this paper, we share what we have learned about the importance of working collaboratively to ensure uptake of early assessment and instruction practices based in research and feasible in classrooms. We highlight one example project done in partnership with a school board that demonstrates impact on student mathematics achievement from combining researchers' strengths at assessment and educators' expertise at developing instructional activities that are well suited to their classrooms.

Mohamed, A. M. (2026). **Using AI to teach English to multilingual autistic children: a qualitative study**. *International Journal of Inclusive Education*, *30*(9), 2469-2489. https://doi.org/10.1080/13603116.2025.2564336
This study explores the integration of Artificial Intelligence (AI) in teaching English as a Second Language (ESL) to autistic children (ages 5-10) in Saudi Arabian specialised education settings, drawing on perspectives from five ESL teachers and eight parents. Findings reveal that while both teachers and parents recognise AI's potential for personalised learning through tools like ChatGPT for conversational practice and for adaptive vocabulary, significant challenges exist in implementation. Teachers emphasise the need for specialised training to effectively customise AI tools and highlight limitations in addressing social-pragmatic skills, while parents express concerns about sensory overload and the lack of Arabic-language AI resources. Effective strategies combine AI with multisensory approaches and structured routines, though success depends on human oversight, culturally adapted designs, and strong parent-teacher collaboration. The study underscores the necessity for further development of neurodiversity-affirming AI tools, professional training programmes, and policy support to bridge current gaps in ESL instruction for autistic learners.

Montenegro-Rueda, M., & Fernández-Batanero, J. M. (2026). **Digital competence of special education teachers for the care of students with special needs**. *International Journal of Inclusive Education*, *30*(10), 2812-2825. https://doi.org/10.1080/13603116.2025.2575095
This study aims to identify special education teachers' level of training and digital knowledge. An ex post facto descriptive research method was used, where the sample consisted of 472 teachers

specialised in therapeutic pedagogy. An ad hoc questionnaire was used as a data collection tool. The results reveal a low level of digital competence among of special education teachers regarding the use of technology to support students with special needs, whit the level of training determined by educational or professional factors but not by personal factors. The conclusions of this study point to the need to improve the digital training experiences of special education teachers to favour the practices and quality of education of students with special needs.

Mroué, R., Masson, C., Geurten, M., & Maillart, C. (2026). **Exploring the link between activity types and educator-child interaction quality in French toddler classrooms**. *European Early Childhood Education Research Journal*, 1-21. https://doi.org/10.1080/1350293X.2026.2687632
This study investigated the quality of educator-child interactions in French toddler classrooms and examined whether interaction quality varied across activity types. Observations were conducted in 40 classrooms using the CLASS-Toddler, which assesses interactions across two domains: Emotional and Behavioral Support (EBS) and Engaged Support for Learning (ESL) (La Paro, K. M., B. K. Hamre, and R. C. Pianta. 2012. Classroom Assessment Scoring System (CLASS) Manual, Toddler. Baltimore, MD: Paul H. Brookes). Four activity types were observed: book reading, early academic activities, free play and mealtimes. Research Findings: Overall, EBS was rated higher ($M = 4.57$, $SD = 0.73$) than ESL ($M = 2.31$, $SD = 0.44$), indicating limited opportunities for learning-oriented support. Activity type was related to differences in both domains, but effects were selective: ESL was higher during book reading than during free play and EBS was lower during mealtimes than during book reading; mealtimes and early academic activities did not differ significantly from free play. Observed child-to-educator ratio and group size were not significantly associated with either domain. Practice or Policy: Findings underscore the need to strengthen educator preparation and ongoing training, especially in language- and learning-supportive interactions. Book reading may serve as a practical entry point for modeling language-rich strategies across the day.

Mulumba, P. K., & Virivusigha, J.-M. V. K. (2026). ***Stimuler la motivation des enseignants dans les contextes éducatifs en mutation: Propositions théoriques et pratiques***. Paris: Editions L'Harmattan.
La pluralité des défis engendrés par les mutations rapides de notre époque a profondément transformé le secteur de l'éducation, appelé désormais à y répondre avec efficacité et pertinence. Dans ce contexte, l'enseignant apparaît comme un acteur central et incontournable de toute réforme éducative. Sa motivation constitue ainsi un levier stratégique majeur, dans la mesure où elle influence directement son engagement professionnel, le sens qu'il attribue à sa mission éducative, sa persévérance face aux difficultés, ainsi que son efficacité pédagogique en classe. Par conséquent, la motivation de l'enseignant impacte de manière significative la qualité de l'enseignement dispensé et les apprentissages réalisés par les élèves.Cet ouvrage propose une revue conceptuelle approfondie des notions fondamentales liées à la motivation et à l'identité professionnelle des enseignants. Il analyse les différents facteurs susceptibles d'influencer leur engagement au travail, tout en présentant les principales théories motivationnelles. L'auteur s'intéresse également à l'évolution de l'appareil éducatif afin d'en comprendre les enjeux actuels. Enfin, l'ouvrage formule des propositions à la fois théoriques et pratiques visant à stimuler et renforcer durablement la motivation enseignante.

Neugebauer, S. R., Sandilos, L. E., Sniad, T., Liebner, K., & Mabry, M. (2026). **Aligning Pre-Service and In-Service Teacher Professional Development to Support Multilingual Learners of English in**

Elementary Schools. *Journal of Teacher Education*, *77*(4), 288-302. https://doi.org/10.1177/00224871261422201
Teachers enter increasingly linguistically diverse classrooms, and report being ill-prepared to support the learning of multilingual learners of English (MLEs) in the early grades. This study explored the potential of a dual-pathway approach where paired in-service mentors and pre-service mentees are provided with aligned and synchronized professional development (PD) content on effective practice for MLEs. The efficacy of this approach was explored with 14 pre-service teachers and 14 matched in-service mentor teachers at four schools and contrasted with eight in-service teachers at four demographically matched schools not receiving PD and their 680 students. Results showed statistically significant growth and differences on evidence-based language and literacy strategies for teachers receiving the PD compared to teachers not receiving the PD as well as statistically significant growth in student performance for classrooms with PD receiving teachers. The current study provides promise for the potential of this approach and promotes porousness in university–school partnerships.

Neville, P., & Bertone, S. (2025). **Portée d'une recherche technologique sur la transformation des pratiques pédagogiques et le développement des connaissances en éducation : le cas des espaces de dons encouragés**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 155-180. https://doi.org/10.7202/1126119ar
Cet article examine la portée des recherches technologiques en éducation, articulant transformation des pratiques et production de connaissances scientifiques. À travers l'analyse des espaces de dons encouragés (EDE), il montre comment l'intervention donne accès aux dynamiques de la persévérance enseignante, comprise ici comme la continuité de l'activité d'enseignement auprès des élèves, malgré les difficultés rencontrées. L'étude met en évidence deux modèles de persévérance, l'un fondé sur la règle de don d'autorité, l'autre articulant autorité et bienfaisance. Loin de se limiter à une amélioration des pratiques locales, l'intervention révèle des structures relationnelles et normatives généralisables. L'article défend ainsi la consubstantialité entre transformation de l'activité et production de connaissances, et permet d'affirmer que la recherche technologique constitue un levier épistémique pour comprendre phénomènes éducatifs.

Ng, S. B., Kuek, F., & Ng, Y. L. (2026). **Efficacy and cultural sustainability through the use of "Language-Representation-Affect-Motive" (LRAM) pedagogy in teaching Malaysian Chinese literature**. *PROSPECTS*, *56*(1), 137-152. https://doi.org/10.1007/s11125-025-09742-y
The multiethnic society of Malaysia provides a unique life-example for discourse on the complexity of cultural sustainability from the cultural diversity perspective as well as the intergenerational perspective. Historically, Chinese textbooks used in Malaysian schools were adapted from foreign literature produced in China or Taiwan. To comply with Malaysian educational policy aimed at promoting national unity using local content, Malaysian Chinese (Mahua) literature, which features the lives of local people, culture, and ethnic history, is incorporated into Chinese subjects. This study examines the efficacy and cultural sustainability of the effects of using "Language-Representation-Affect-Motive" (LRAM) literary pedagogy in teaching this Mahua literature. The findings affirm the efficacy of LRAM pedagogical framework for teaching Mahua literature, and how it can play a role in cultural sustainability. Issues of cultural relevance to the students and engagement with these youth emerged through themes developed from the qualitative data. These promising findings have practical implications for the

teaching of Chinese in Malaysian schools, as well as illustrating how literature can ensure cultural sustainability through the sustainable pedagogy of LRAM.

Ngozwana, N. A. (2026). **Experiences of adult educators about online teaching and learning approaches during COVID-19 in Eswatini**. *Educational Research for Policy and Practice*, *25*(2), 211-224. https://doi.org/10.1007/s10671-025-09408-8
The COVID-19 pandemic brough many changes in education, which rapidly introduced new online teaching pedagogies to institutions of higher education including one university in Eswatini. This study reports the experiences of adult educators about online teaching and learning during the COVID-19 pandemic. The Communities of Practice theory served as the basis for discussing the findings. The study used qualitative phenomenological research design. During the COVID-19 pandemic in 2021, six adult educators were purposively selected to respond to a semi-structured interview guide in a focused group discussion. The data were analysed thematically. The experiences of adult educators were characterized into four themes: anxiety over online teaching, lack of technological proficiency, difficulties of online teaching, and acceptance of online teaching. The findings revealed unequal access to communication technologies, affordability and unequal access to online teaching and learning in Eswatini. It was established that to improve adult learning, blended teaching approach that incorporates digital strategies in tandem with classroom practices is required. Adult educators reported the use of WhatsApp for sharing information and providing further support to students in Eswatini. It is recommended that the university needs to review its policies to upgrade ICT infrastructure, procure more resources and include trainings for adult educators on digital skills and online teaching pedagogies to prepare for more uncertainties such as COVID-19 crisis.

Nguyen, M. G. (2026). **The Role of Artificial Intelligence in Pedagogical Innovation and Strategic Management in Higher Education**. *Journal of Artificial Intelligence and Technological Development*, *2*(3), 1-8. https://doi.org/10.59324/jaitd.2026.2(3).01
The emergence of artificial intelligence (AI) is profoundly transforming how higher education operates. Based on a synthesis of reputable studies from the 2019–2026 period, this article examines the role of AI across two main dimensions: in the classroom (micro) and at the management level (macro). From a teaching perspective, AI is increasingly acting as a cognitive assistant for both educators and students. It helps personalize learning, supports the design of individualized learning paths, and makes testing and assessment faster and more efficient. As a result, the learner-centered educational model is significantly promoted, replacing the traditional one-size-fits-all approach. From a management perspective, AI opens up the possibility of restructuring the entire operation of educational institutions. Decisions can be based on continuously updated data, thereby driving towards the smart university model. Curricula are no longer rigid but can be regularly adjusted to meet practical needs. However, the impact of AI is not solely positive. Notable risks still exist, such as algorithmic bias, privacy issues, and the danger of diminishing students' academic autonomy if they rely too heavily on technology. Therefore, it is crucial for educational institutions to clearly define the limits of AI assistance and the boundaries it must not exceed. Simultaneously, applying the Ethics by Design approach is essential to ensure that technology is used safely and responsibly. By doing so, AI will truly become a tool that fosters critical thinking and upholds humanistic values in higher education.

Nguyen, M. G., & Nguyen, T. H. N. (2026). **Integrating Constructivism and Transformative Pedagogy in Teacher Education Curriculum Design for Sustainable Development (ESD)**. *European*

Journal of Innovative Studies and Sustainability, 2(4), 8-17. https://doi.org/10.59324/ejiss.2026.2(4).02

Amidst the global effort to advance the Sustainable Development Goals (SDGs), innovating teacher education models has become an urgent imperative. Traditional educational methods, primarily reliant on one-way knowledge transmission, have revealed multiple limitations when addressing the complex issues of contemporary society. This article analyzes and proposes a comprehensive approach by integrating constructivism and transformative pedagogy into the curriculum design of teacher education for Sustainable Development (ESD). Based on the analysis of modern educational theoretical foundations, the study indicates that teacher education goes beyond merely supplementing knowledge about the environment or sustainable development. More importantly, it must be a process that helps learners shift their mindsets, adjust personal value systems, and develop action competence in alignment with new societal demands. A key highlight of the article is the proposal to shift the learner's role from a knowledge recipient to a co-creator of the learning curriculum. Additionally, the paper proposes developing a learning environment modeled as a living laboratory, coupled with the application of digital technology as a cognitive support tool. Within this environment, students have the opportunity to engage in practical experiences and confront diverse situations and perspectives, thereby continuously fostering their capacities for self-assessment, self-regulation, and personal development. The research findings provide a strategic reference framework and significant policy implications for higher education institutions in the innovation of teacher education. Thereby, it contributes to preparing a generation of sustainable digital educators fully competent to guide, inspire, and accompany students in building a sustainable future.

Nguyen, T. H. N., & Nguyen, M. G. (2026). **The EE-AID Model: An Instructional Design Process Integrating Ethics into the AI-TPACK Framework for University Lecturers**. *Journal of Artificial Intelligence and Technological Development*, 2(3), 84-92. https://doi.org/10.59324/jaitd.2026.2(3).07

The application of generative artificial intelligence (GenAI) in higher education is posing challenges to the professional competencies of lecturers. Although the Intelligent-TPACK framework expands the TPACK model by incorporating AI and AI Ethics as additional knowledge domains on AI and AI Ethics (Ethics), reality shows that there remains a significant gap in translating these theories into specific instructional design steps. Currently, many lecturers are well aware of ethical risks but lack the design skills to control them, leading to a tendency to avoid or ban the tools. At the same time, they also fall into the caution trap, where they pay too much attention to risks without sufficient capability to implement appropriate solutions. This paper proposes an instructional design process named EE-AID (Ethics-Embedded AI-TPACK Design). Through conceptual analysis and theoretical synthesis methods, the study has translated the ethical knowledge domain from abstract principles into mandatory ethical checkpoints, which are integrated throughout the lesson preparation process. The proposed process consists of 4 stages: (1) Establishing pedagogical anchors; (2) Human-machine collaboration through questioning techniques (Prompt Engineering); (3) Embedding ethics-threaded checkpoints such as bias audits, privacy checks, and attribution verification; and (4) Evaluation and restructuring. The main contribution of the research is establishing the role of ethics not as supplementary content, but as a core component guiding all interactions among Technology, Pedagogy, and Content. The EE-AID model provides a systematic roadmap that helps lecturers transition from merely using tools to an orchestrating role in the human-machine collaboration model. The research results serve as a crucial foundation for higher education institutions to

develop sustainable digital competency training policies, ensuring academic integrity and protecting humanistic values in the AI era. Besides, the application of this model is also a strategic step helping educational institutions build a culture of trust, protect learners' academic autonomy, and promote the restructuring process towards the Smart University model.

Nishihata, M., Tahara, H., & Kobayashi, Y. (2026). **Does sending teachers abroad improve teacher quality?** *Education Economics*, *0*(0), 1-15. https://doi.org/10.1080/09645292.2026.2732170
Teacher quality is crucial for improving student achievement, yet evidence on professional development programs for in-service teachers remains limited. This study evaluates a Japanese policy that dispatches teachers to overseas educational institutions. Using survey data, we find that dispatched teachers report improvements of 0.2–0.3 standard deviations in curriculum management and school administration, and 0.4–0.6 standard deviations in cross-cultural understanding over a ten-year period, relative to non-dispatched teachers. The effects vary by teaching experience: less experienced teachers benefit more, while improvements in school administration and cross-cultural understanding are also observed among more experienced teachers.

Nolan-Bock, M., & Hassan, H. (s. d.). **Metaphors as Critical Pedagogy: Guiding Creative Thinking in Novice Design and Non-Design Foundation Year University Students in the United Arab Emirates**. *International Journal of Art & Design Education*, *n/a*(n/a). https://doi.org/10.1111/jade.70019
This article evaluates the use of metaphors as a technique for prompting creative thinking in design education, specifically within the context of a university pre-entry foundation course, 'Introduction to Design' in the United Arab Emirates (UAE). Both the student transition to higher education and global standardization practices in higher education present challenges when fostering creative thinking. With metaphorical thinking exercises and a mind-wandering method, students are encouraged to pursue creative connections with disparate topics, moving beyond literalism to more conceptual and imaginative ideas. The study's methodological framework is grounded in an art-based action research approach, which positions the lecturer as a reflective practitioner and encourages a participatory role from students. Our critical reflection suggests that while students generally respond positively to a metaphorical teaching technique, a portion struggle with the transition from rote or standardized learning to creative ideation. Despite these challenges, the metaphor technique along with mind wandering present distinct pedagogical value, particularly in promoting creative thinking processes that enable students to articulate creative ideas visually. As an accessible critical pedagogy, the metaphor technique supports a participatory approach not only for design education but other creative, artistic, and academic contexts. More broadly, we argue that metaphor exercises can help with a wider educational mission of moving towards an environment that privileges creativity as an intrinsic, rather than merely functional, performative capacity.

Nunez-Moscoso, J., & Romero Pérez, J. K. (2026). **The babelization of reflective practice in initial teacher education**. *Teaching and Teacher Education*, *182*, 105791. https://doi.org/10.1016/j.tate.2026.105791
Reflective practice is widely recognized as essential in initial teacher education; however, systematic evidence concerning the conceptions that underpin and shape its effective pedagogical enactment remains limited. In response, this study examines how diverse actors conceptualize, value, and implement reflective practice within institutional teacher education contexts. A qualitative multiple case study was conducted across three Chilean universities,

involving 32 institutional actors, including program heads, practicum coordinators, university-based and school-based teacher educators, and 23 preservice teachers. Data were collected through individual and group interviews and analyzed using thematic content and multilevel axial analysis. Findings show that, although reflective practice is broadly valued as transformative and improvement-oriented, this consensus masks a structural fragmentation we conceptualize as "babelization." Application-oriented approaches predominate, marginalizing critical perspectives, while instrumental implementations prioritize administrative compliance over sustained reflection. The study repositions reflective practice as a formative object whose transformative potential depends on coherent pedagogical and institutional articulation.

Nylund, M., Andersson, P., Fejes, A., & Köpsén, J. (2026). **Teachers transformation of curricula in Swedish adult education and its implications for the purpose of education**. *Journal of Curriculum Studies*, *58*(4), 654-675. https://doi.org/10.1080/00220272.2025.2512583
This study explores how and why teachers in municipal adult education (MAE) in Sweden use curriculum documents in their teaching and what this reveal about the underlying purposes of MAE. The study draws on mixed-methods data, including a survey completed by 1,321 MAE teachers and follow-up interviews with 63 teachers across different subjects and educational levels. The results showed that teachers when describing the most important objectives of education emphasized purposes with links to socialization and subjectification rather than qualification. However, the purposes that teachers described as permeating the actual educational practices were the reverse, i.e. qualification dominated other purposes. This gap, this study suggests, stems from an arrangement of specific frame factors, namely (i) time (ii) student group composition (iii) teaching materials and (iv) market organization. These structural conditions steer teachers toward lower-level curriculum documents, limiting opportunities to engage with higher-level documents and purposes such as socialization and subjectification. The findings highlight how interrelated institutional and organizational frames shape teaching practices in MAE, reinforcing qualification-oriented approaches despite teachers' broader educational aspirations. It also demonstrates how previously identified frame factors can influence one another, offering insights into the challenges of balancing educational purposes in adult learning contexts.

Ochelen, J.-P., & Yerly, G. (2026). **Faire collaborer les enseignants autour de l'évaluation des apprentissages: Quelles continuités et quelles ruptures dans les pratiques des enseignants ?** *e-JIREF*, *12*(1), 3-28. https://doi.org/10.48782/e-jiref-12-1-3
Dans les pays de l'OCDE, les politiques éducatives demandent de plus en plus aux enseignants de collaborer pour l'évaluation des apprentissages. Ces politiques visent notamment à renforcer la comparabilité des résultats des élèves. C'est le cas en Suisse, avec la politique « Évaluation en commun » (EeC) dans le secondaire post-obligatoire (élèves de 15 à 20 ans). L'implantation de cette politique représente une opportunité pour interroger les réactions des enseignants face à une injonction à une évaluation collective. Quelles ruptures (changements) et continuités (non-changements) une telle injonction provoque-t-elle dans leurs pratiques ? Pour cette recherche exploratoire et compréhensive, des analyses de contenu (analyses de cas et globales) sont menées sur des données issues d'entretiens semi-dirigés avec 7 enseignants d'un même établissement. Un premier codage a permis d'identifier les effets de cette injonction qu'ils perçoivent sur leurs pratiques (ruptures et continuités). Les 17 ruptures et les 10 continuités identifiées touchent la gestion du curriculum, les pratiques d'enseignement, l'évaluation des apprentissages et la collaboration. En nous appuyant sur la typologie de Coburn (2004), un

second codage a été effectué sur ces données pour analyser le degré d'intégration (ou non) de nouvelles pratiques. L'analyse a également permis d'identifier les facteurs influençant les ruptures et continuités dans les pratiques. Nos résultats révèlent que, si une injonction à l'évaluation collective peut initier des changements (ou non) bénéfiques (ou non) dans les pratiques enseignantes, son impact est, dans notre étude, fortement médiatisé par sa nature locale d'« injonction douce », par son caractère collectif et par le fait qu'elle porte sur l'évaluation des apprentissages.

Olomi, N. M., Salema, V., & Muteti, C. (2026). **Beyond Digital Infrastructure: Academic Staff Readiness for Digital Pedagogy in Tanzanian Public Universities**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 357-373. https://doi.org/10.59324/ejceel.2026.4(4).14
Universities have invested heavily in digital infrastructure, yet this investment does not consistently translate into better teaching. Most research explains this gap by focusing on technology itself; far less attention has been paid to the academic staff who decide whether and how to use it. This study examined how academic staff readiness shaped the integration of digital technologies into teaching after Tanzania's Higher Education for Economic Transformation (HEET) project. Using a convergent mixed-methods design, the study surveyed 271 academic staff across five public universities, interviewed project coordinators and institutional leaders. Questionnaire data were analyzed with descriptive statistics and one-way ANOVA; interview and observation data were analysed thematically. Academic staff readiness for digital pedagogy was moderate overall, with significant variation across universities. The qualitative findings explain why: continuous professional development, supportive leadership, reliable technical support, and institutional follow-up strengthened academic staff readiness, while infrastructure alone did not. Academic staff readiness, not infrastructure, is the link between technological investment and real change in teaching. Universities that want lasting digital transformation need to pair infrastructure spending with sustained professional learning and institutional support, rather than treating one as a substitute for the other.

Olympio, N., Hache, C., & Tortochot, É. (2025). **Quelle(s) pédagogie(s) au lycée professionnel ? Prescriptions institutionnelles, consensus et diversité des pratiques liées aux profils enseignants**. *Revue française de pédagogie*, *229*(4), 67-87. https://doi.org/10.4000/16oma
Le lycée professionnel (LP) cristallise plusieurs défis pour le système éducatif français. Il est le lieu où la rupture avec la pédagogie classique est la plus marquée. Les enseignants du LP mobilisent des pratiques pédagogiques particulières adaptées à un public scolaire spécifique et doivent composer avec une redéfinition permanente de la place du LP et de ses missions. Si nos données mettent en évidence une certaine homogénéité autour de pratiques actives et explicites, elles révèlent également une diversité en matière de pédagogie inductive. Cette diversité semble moins liée aux disciplines enseignées qu'aux profils des enseignants, notamment ceux qui détiennent une expérience professionnelle antérieure.

Onbasili, Ü. I. (2026). **Empowering pre-service teachers with generative AI: a GenAI-TPACK-based approach to digital storytelling**. *Education and Information Technologies*, *31*(13), 5133-5177. https://doi.org/10.1007/s10639-026-13991-5
This qualitative study adopts an experience-oriented design informed by phenomenological principles to explore pre-service primary teachers' experiences with AI-supported digital storytelling. Going beyond the traditional TPACK framework, the study is grounded in the recently

proposed GenAI-TPACK model, highlighting the evolving interaction of technological, pedagogical, content, and ethical domains. It investigates how teacher candidates integrated generative AI tools, such as ChatGPT, Copilot, and Suno AI into storytelling practices aligned with national curriculum objectives. The participants included 40 second-year pre-service teachers at a public university in Türkiye during the 2024–2025 academic year. Data were collected via a Google Forms-based open-ended response form and reflective reports. Digital stories were used to contextualize the learning process, but they were not systematically analyzed. The analysis was conducted using reflexive thematic analysis. Findings indicate that participants reported enhancements in creative thinking, narrative development, and multimodal literacy. Candidates used AI for plot generation, visual and audio design, and curriculum-aligned instructional planning, yet they also encountered challenges related to prompt clarity, language precision, and ethical considerations (e.g., copyright and data use). Overall, the experience fostered reflective pedagogical thinking and supported the design of innovative, curriculum-relevant, and ethically informed learning activities. This study contributes to teacher education by showing how pre-service teachers used GenAI-TPACK-related knowledge within a scaffolded 14-week digital storytelling course, particularly when making prompt-mediated design decisions, iteratively refining multimodal outputs, and attending to ethical considerations such as copyright and responsible use.

Ong, T., Somay, S., Ranieri, L., Bing, C., Dubas, U., Houriet, A., … Clauser, B. (2026). **Evaluating Response Processes Underlying Multiple-Choice and Short-Answer Questions Using Eye-Tracking Data**. *Educational Measurement: Issues and Practice*, *45*(3), e70040. https://doi.org/10.1111/emip.70040

The analysis of eye-tracking data has been shown to be useful in supporting inferences about the underlying processes of test takers responding to multiple-choice questions (MCQs; Yaneva et al.), especially when framed as one piece of evidence within an overall validity argument. The same type of eye-tracking data can also be collected with other item formats such as short-answer questions (SAQs). In the present study, we leveraged eye-tracking data to evaluate the extent to which test takers engage in different processes when responding to MCQs and SAQs. We randomly assigned medical students matched test items presented in either MCQ or SAQ format and collected eye-tracking data as they responded to each item. We then compared various eye-tracking measures (sequencing order, location, and duration of visual fixations) across the two item formats. The results provided little evidence of differences in the response process for the two item formats.

Park, E. S., Kinch, S., & Shin, H. D. (2026). **Speculative critical design for alternative futures: Challenges, benefits, and pedagogical strategies in Korean undergraduate curricula**. *PROSPECTS*, *56*(1), 275-298. https://doi.org/10.1007/s11125-025-09729-9

This article examines integrating speculative critical design (SCD) into Korean undergraduate design education to address challenges like elitism, the exclusion of preposterous futures, neglect of real-world issues, and inadequate evaluation. By shifting students from traditional problem-solving to "preposterous thinking", the study promotes diverse perspectives and sociocultural sustainability. A 16-week course included workshops and public exhibitions to encourage critical reflection on alternative futures. Platforms like YouTube broadened perspectives, and causal layered analysis helped students explore deeper societal issues. Public feedback and critical writing facilitated intersubjectivity, supporting iterative development of speculative scenarios and artefacts. The article shows that SCD's challenges, such as elitism and lack of real-world

relevance, can be addressed through public engagement and iterative refinement, making speculative futures more accessible and relevant. It underscores the need for SCD frameworks that explore multiple futures and demonstrates how SCD effectively engages students with sociocultural challenges in design education.

Pascau, J. (2026). **Teachers' Practices and Perceptions Regarding AI: Initial Findings from the CARDIE PRIMIA Project**. *Colloque COMTECDEV-IANTPRI. PENSER LE RAPPORT A L'IA ET AUX TECHNOLOGIES NUMERIQUES : POUVOIRS, RESISTANCES, INNOVATION*. Consulté à l'adresse https://hal.science/hal-05632758

L'apparition fulgurante des IA génératives à une échelle mondiale questionne tous les champs professionnels, et tout particulièrement l'enseignement. En juin 2025, le Ministère de l'Éducation Nationale a publié un cadre d'usage de l'IA dans un contexte où les référentiels de compétences, le dispositif Pix et les feuilles de route institutionnelles positionnent l'IA comme un élément clé de la formation des enseignants et de la transformation pédagogique. L'objectif est de développer l'esprit critique des élèves « à partir d'un socle de connaissances et de compétences scientifiques, culturelles et linguistiques dès l'école primaire, avec ou sans écran » (page 6 du cadre d'usage). Dès l'école primaire, les enseignants éduquent les enfants aux médias et à l'information (EMI) de façon transversale, mais est souvent le fruit d'initiatives pédagogiques ponctuelles en lien avec l'intégration d'outils numériques dans la classe et le reflet de la personnalité de l'enseignant (2021). Un projet de recherche-action CARDIE entre l'INSPE académie de Bordeaux et la DSDEN 64 a été mis en œuvre en 2025 dans l'objectif d'accompagner les enseignants du premier degré sur l'IA. Ce projet s'inscrit dans une approche théorique ancrée dans les sciences de l'information et de la communication, mobilisant notamment le cadre sémio-pragmatique pour interroger les discours, les représentations et les usages des enseignants autour de l'intelligence artificielle et des injonctions institutionnelles. En croisant les travaux de Flichy (2001) sur les imaginaires sociotechniques, de Cordier (2023) sur les enjeux éthiques et éducatifs de l'IA, et de Liquète (2018) sur la culture numérique et les pratiques enseignantes, le projet vise à cerner comment l'IA est symboliquement et pédagogiquement investie dans les contextes scolaires du premier degré. La méthode des représentations visuelles, notamment à travers l'analyse de dessins réalisés en formation, prolonge une réflexion initiée par Pascau (2024) sur l'usage du dessin comme médiation des imaginaires numériques. Cette approche permet de faire émerger les implicites, les craintes, les espoirs ou les malentendus relatifs aux technologies d'IA. La méthodologie mixte consiste d'abord à repérer les usages, représentations, pratiques émergentes ou réticences, ainsi qu'à identifier des personnes ressources avec une enquête quantitative exploratoire, administrée à l'échelle du département via un questionnaire diffusé avec l'appui de la DSDEN 64 en novembre 2025. Dans un second temps, une enquête qualitative sera menée à partir d'un corpus d'entretiens semi-directifs et de dessins réflexifs, recueillis en situation de formation initiale et continue. Cette approche permettra de croiser les récits d'expérience avec des représentations visuelles des imaginaires professionnels liés à l'IA. Cette communication propose les résultats issus de l'enquête exploratoire, ainsi que quelques données issues de la phase qualitative.

Passaro, V., Hajby, A., & Venant, F. (2025). **Analyse comparative de gestes professionnels en présence et à distance dans une classe de mathématiques au secondaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 277-301. https://doi.org/10.7202/1126124ar

Dans le contexte de la pandémie de Covid-19, les personnes enseignantes du monde entier ont été contraintes de modifier leurs modalités d'enseignement. Le caractère exceptionnel et

l'urgence de la situation ayant mené à une transposition directe des pratiques d'enseignement, nous nous questionnons sur l'adaptation des gestes professionnels de la modalité présentielle à distancielle. Dans cet article, nous proposons une analyse comparative de ces gestes, et plus particulièrement des préoccupations «étayage» et «atmosphère» du multi-agenda proposé par Bucheton et Soulé (2009), chez une enseignante de mathématiques. L'analyse qualitative menée décrit les efforts déployés par l'enseignante pour maintenir la cohérence de sa pratique et interroge les conditions favorables à l'adaptation de gestes professionnels fortement liés à l'identité enseignante.

Pelissier, D. (2026). **Protecting students from harm: how teachers' experiences of violence influence reporting**. *Educational Research*, *0*(0), 1-20. https://doi.org/10.1080/00131881.2026.2691745
Schools play a central role in child protection, with teachers on the front line in identifying violence against children. Despite mandatory reporting obligations, many identified situations remain unreported. While institutional barriers to reporting are well documented internationally, the influence of prior victimisation experiences on reporting practices remains underexplored. This article explores the effects of the experience of violence during childhood or adolescence on teachers' professional practices in protecting students who are victims of such violence. Based in France, the study aims to answer the following research question: To what extent do teachers' experiences of familial violence influence their propensity to report familial violence of which their pupils may be victims? The study adopted an explanatory sequential design combining data from a questionnaire sent to teachers from kindergarten (pupils aged from 2.5 years) to high school (pupils aged 18 and older) and answered by 640. Teacher testimonials were also collected during semi-structured interviews with a subset of questionnaire respondents (n = 39). Cross-analysis of results revealed that reporting of concerns of child abuse took place independently of victimisation experience. The practice was largely subject to collective institutional dynamics, in which professional legitimacy, power relations and organisational norms determined the conditions for expression and the scope of teachers' action. Even those with expertise in identification found that their vigilance could be neutralised or their words delegitimised in decision-making processes. This research shows that institutional constraints, rather than personal histories of violence, shaped these teachers' protection practices. It makes a case for the training, recognition and legitimacy of teachers to be strengthened so that their expertise can fully contribute to the protection of children who are victims of violence.

Poissant, J., Charette, J., Stéphanie, L., France, C., Christa, J., & Francois, P. (2026). **Regards croisés sur les stratégies favorisant la participation au volet Parents de la maternelle 4 ans au Québec**. *Revue hybride de l'éducation*, *10*(3), 1-35. https://doi.org/10.1522/rhe.v10i3.2027
Au Québec, le programme-cycle de l'éducation préscolaire s'adresse aux enfants de la maternelle 4 ans et 5 ans. Dans la maternelle 4 ans, en plus d'un volet éducatif destiné aux enfants, un volet pour les parents vise à créer des liens avec le milieu scolaire et à soutenir la transition vers l'école de l'enfant et sa famille. S'intéressant aux stratégies qui favorisent la participation au volet Parents, cette étude qualitative exploratoire croise les points de vue de 17 enseignantes de maternelle 4 ans et de 25 parents d'un enfant de leur classe, recrutés dans trois centres de services scolaires. Une analyse thématique des entretiens semi-structurés a permis de faire ressortir dix stratégies. Nos analyses montrent les stratégies utiles pour soutenir la participation parentale tout en mettant en lumière les limites d'une approche centrée uniquement sur le volet Parents.

Porta, T., Scarparolo, G., Nawas, A., Letzel-Alt, V., & Pozas, M. (2026). **Exploring associated factors of differentiated instruction practices in Australia: a pilot partial least squares structural equation modelling study**. *Social Psychology of Education*, *29*(1), 97. https://doi.org/10.1007/s11218-026-10266-2

In Australia, teachers are required to differentiate to meet the needs of students across the full range of abilities. However, research conducted in Australia has shown that the implementation of differentiated instruction (DI) in Australian classrooms is varied, and that teachers' self-efficacy beliefs, attitudes, preparedness and contextual factors can influence teachers' implementation. To date, these factors have typically been examined in isolation in Australia, limiting understanding of how they interrelate to shape DI enactment. Addressing this gap, this pilot study, novel in the Australian context, involved 87 primary and secondary school teachers to examine associations among teacher experience, attitude, self-efficacy, readiness and preparedness and DI practices. Using Partial Least Squares Structural Equation Modelling (PLS-SEM), the findings revealed that teacher efficacy (β = 0.290) and preparedness (β = 0.498) were associated with DI practices. Teacher attitudes were strongly associated with readiness (β = 0.621) and efficacy (β = 0.528), suggesting hypothesised associations through which attitudes relate to DI implementation, while teaching experience was positively associated only with teacher efficacy. Overall, the model explained 44% of the variance in DI practice, highlighting preliminary associations among psychological and contextual factors related to DI implementation. Implications are drawn for professional development and teacher education.

Pramling, N. (2026). **On re-mediation as a concept for analyzing learning, development, and education**. *European Journal of Psychology of Education*, *41*(2), 43. https://doi.org/10.1007/s10212-026-01093-2

Developing—including distinguishing and specifying—theoretical concepts is critical to research methodology. In this theoretical discussion, the concept of "re-mediation" is discussed in contrast to that of "remediation." It is argued that these are not only different concepts, as previous scholars have clarified, but also in one sense contrary concepts. Whereas "remediation" (as in "remedial education") implies changing the mediational means to achieve the same learning or understanding, "re-mediation" implies that a change in mediational means entails changed activity and, per implication, changed learning or understanding. Some example studies are briefly reviewed here to clarify how the concept of "re-mediation" has been employed in educational research, and it is argued that this concept has great potential for analyses of key issues of such research as well as more generally the nature of it as studying processes and activities rather than outcomes (products) of education, learning, development, etc.

Reyes-Rodríguez, A. C., Valdés-Cuervo, A. A., García-Vázquez, F. I., Parra-Pérez, L. G., & Morales-Álvarez, A. (2026). **Influence of students' perceptions of teachers' prejudice on attitudes toward LGB peers: mediating roles of diversity affinity and masculine norms conformity, and the moderating role of gender**. *Social Psychology of Education*, *29*(1), 88. https://doi.org/10.1007/s11218-026-10257-3

This study examined the relationship between perceived teacher prejudice and students' positive attitudes toward lesbian, gay, and bisexual (LGB) peers. The research also investigated the mediating roles of students' affinity for diversity and conformity to masculine norms, as well as the moderating effect of students' gender. A sample of 539 secondary and high school students from two Mexican states completed self-report surveys. Path analyses were conducted using

robust maximum likelihood estimation and cluster-robust standard errors to account for the nesting of students within schools. The results indicated that perceived teacher prejudice was not directly associated with students' positive attitudes toward LGB peers. However, significant indirect effects were observed through both students' affinity for diversity and their conformity to masculine norms. Furthermore, gender moderated these mediational effects: the negative impact of perceived teacher prejudice on students' affinity for diversity and the positive effect on conformity to masculine norms were significantly stronger among male students than among female students. These findings highlight the critical role of educators in shaping students' attitudes and underscore the importance of addressing teacher bias in school environments. Interventions designed to promote inclusivity and acceptance of sexual diversity should focus on reducing teacher prejudice and addressing gender-specific influences on student attitudes.

Rigney, S. (2026). **The theory-practice gap in video game pedagogy**. *Education and Information Technologies*, *31*(11), 3863-3895. https://doi.org/10.1007/s10639-026-13898-1
While there has been a significant increase in the number of teachers who are using video games in their classrooms, there has been a lag in initial teacher education (ITE) programs that include video game pedagogy. Research has outlined a significant gap between the theoretical applications of video game use in classrooms, including its link to education learning theories, and its actual reported use by teachers. The aim of this research is to understand current practices within ITE programs regarding video game pedagogy. A comprehensive scoping review examining both research literature and institutional practice was undertaken, which included an analysis of current video game pedagogical frameworks, a scoping review, and an audit of Australian ITE programs. Results demonstrated a clear lack of video game pedagogical training within ITE programs, especially within Australia. Additionally, results highlighted a patchwork of frameworks, none of which focused on video game pedagogy holistically. As a result, the PATHWAY Curriculum Framework was designed – a pedagogical approach for ITE programs encompassing learning areas including theoretical understanding, video game applications and assessment, and teacher reflection. A pilot program to test the effectiveness of the framework should be undertaken. The findings suggest the need for ITE institutions to implement video game pedagogical instruction to ensure future teachers can effectively apply these digital tools in a rapidly changing educational landscape.

Rinaldi, S., Moody, Z., & Darbellay, F. (2026). **Interdisciplinary children's human rights education in Switzerland: Curricula and teaching practices**. *PROSPECTS*, *56*(1), 31-49. https://doi.org/10.1007/s11125-025-09748-6
Countries have agreed on the necessity of teaching children about, through, and for their rights. Specifically, the United Nations Declaration on Human Rights Education and Training (2011) requires that such education be integrated into school curricula. The question of how this integration should occur has sparked debate among scholars and practitioners. In Switzerland, which encompasses three different linguistic cultures, contexts, and curricula, children's human rights education (CHRE) is linked to several subjects and is conceptualized as a cross-curricular and interdisciplinary topic. This article aims to elucidate the conceptual foundation of children's rights education (CRE) provisions within Swiss schools, as a heterogeneous study leading to conclusions relevant for other contexts. The role of curricula and interdisciplinarity for CHRE is analyzed. Also, the drivers and barriers to CHRE identified by teachers and other educational actors are outlined. Based on this analysis, suggestions for supporting CHRE teaching are discussed.

Rivas, A., Cox, C., Vaillant, D., Cabrera Borges, C., Fredes, J. P., & Deza, L. G. (2026). **Exploring the pedagogical field: A comparative study of the teacher education curriculum in Latin America**. *PROSPECTS*, *56*(1), 7-30. https://doi.org/10.1007/s11125-025-09745-9
The texts that future teachers read in their pre-service training offer a way to understand the teacher education pedagogical field. In this research, we studied 12,193 texts read by prospective teachers in 25 primary teacher education institutions in Argentina, Chile, and Uruguay. This approach is a new methodology for the empirical study of the teacher education curriculum. Significant differences emerged across the four fields of knowledge examined: pedagogical knowledge, foundations of educational sciences, content knowledge, and learning sciences. The study shows that authors from the intellectual field of education, theories, and disciplines are totally different in each country. Chilean future teachers read more recent, international, and pedagogical content knowledge oriented texts. Argentine future teachers read mostly Argentine authors, and Uruguay future teachers read older texts, with a mix of authors and a more psychology-based orientation. The article shows that comparative study of the pedagogical field in different countries is a fundamental step to unravelling the importance of context in teacher initial education.

Robert-Mazaye, C., Lehrer, J., Paquette, A., Duval, S., Delalande, J., Proulx, N., … Sanchez, C. (2026). **Les transitions horizontales à l'éducation préscolaire : regards d'enseignantes sur le vécu d'enfants âgés de 5 ans au Québec et en France**. *Revue hybride de l'éducation*, *10*(3), 1-45. https://doi.org/10.1522/rhe.v10i3.2052
La vie quotidienne à l'éducation préscolaire est marquée par des transitions quotidiennes, dites horizontales, qui impliquent des changements d'activités, de lieux, d'adultes responsables et d'attentes envers les enfants. Ce projet franco-québécois, mené auprès de 12 enseignantes (6 au Québec; 6 en France) responsables d'un groupe d'enfants âgés de 5 ans, a permis d'examiner leurs perceptions au sujet des transitions horizontales et du rôle des routines et des rituels dans l'organisation du quotidien scolaire. L'analyse de leurs propos permet un éclairage contextualisé sur la notion de transitions horizontales, un concept peu abordé dans les travaux jusqu'à maintenant.

Rodríguez-Pérez, L., Santos-Carrasco, D., Nappa, M. R., & Muñoz-Fernández, N. (2026). **Outcomes of teachers' responses to general and stigma-based bullying: a systematic review**. *Social Psychology of Education*, *29*(1), 83. https://doi.org/10.1007/s11218-026-10251-9
Most research on teachers' responses to bullying has focused factors leading to intervention. Moreover, research on the outcomes of teachers' responses to bullying situations is still nascent, particularly when differentiating among response types. This systematic review aims to synthesize the available evidence regarding the outcomes of teachers' responses to general and stigma-based bullying. A comprehensive search was conducted across six distinct databases, resulting in 18 studies that met the inclusion criteria for this review. The QualSyst tool was used to assess the methodological quality of each study. Non-intervention is associated with an increase in bullying and victimization, greater moral disengagement, and a negative perception of teachers. Passive responses are linked to greater victimization and student emotional distress. Authoritarian punitive responses show mixed outcomes: they may enhance reporting rates but can also increase victimization, particularly in stigmatizing contexts. Individual and cooperative supportive responses improve students' perceptions of their teachers, promote willingness to seek help, and positively influence students' perceptions of the responses' success. The outcomes of multiple

strategies are unclear due to the complexity of the different combinations, though promising results are noted. The results of this systematic review underscore the crucial role of teachers' responses, which significantly impact student involvement in bullying as well as other related outcome factors. Future research should adopt a longitudinal design to analyze short-, medium-, and long-term outcomes of teachers' responses, especially concerning stigma-based bullying.

Rouvrais, S. (2026). **Quand les IA génératives déstabilisent l'alignement pédagogique d'un curriculum**. *Association Internationale de Pédagogie Universitaire, "l'enseignement supérieur à l'épreuve des changements sociétaux : Repenser la pédagogie universitaire pour répondre aux défis actuels et futurs"*. Consulté à l'adresse https://hal.science/hal-05723543
Drawing on practical experience, this paper presents a use case for generative AI within a project management course at an engineering school and discusses its systemic integration into the curriculum. It examines the disruptions caused by introducing AI into various curricular components and proposes a four-indicator model for the acceptability of generative AI usage. This model sheds light on and questions how generative AI is used—both by students during cooperative and collaborative production processes and by instructors when designing assessments aligned with learning outcomes. The paper concludes with a discussion on the challenges of pedagogical alignment and the incremental introduction of these tools into learning processes and pathways.

Roy, E., Claverie, I., Papon, L., & Brandt-Pomares, P. (2026). ***Regards pluriels sur l'interdisciplinarité: Promouvoir l'altérité en éducation***. Delatour France. https://www.editions-delatour.com/fr/pedagogie/5053-regards-pluriels-sur-l-interdisciplinarite-9782752105233.html
Ce volume collectif rend hommage à Nathalie Rezzi, dont les travaux ont durablement nourri les réflexions sur l'interdisciplinarité, l'engagement éducatif et les pratiques transformatrices au sein de l'Inspé d'Aix-Marseille Université. À travers huit contributions scientifiques, l'ouvrage explore les liens entre créativité, éthique, enseignement artistique et citoyenneté, en s'appuyant sur des approches interdisciplinaires rigoureuses. Les textes réunis ici analysent des objets variés — curriculum, compétences psychosociales, pédagogies critiques — et proposent des leviers concrets pour penser l'éducation comme un espace de transformation individuelle et collective. Structuré en quatre axes — compétences psychosociales et créativité ; éthique, citoyenneté et curriculum scolaire ; interdisciplinarité et didactique des enseignements artistiques ; valeurs éducatives et sociétales — ce recueil s'adresse aux chercheurs, formateurs, enseignants et étudiants engagés dans les mutations de l'école contemporaine. Préface de Pascale Brandt-Pomares. Textes de Philippe Adam Benelkadi, Julia Brissaud, Isabelle Claverie, Cléo Fauquet, Philippe Hentzen, Christophe Moineau, Lola Papon, Aurélie Pasquier-Berland, Nithaël Rosso, Émeline Roy, Cécilia Schultz, Pascal Terrien et Éric Tortochot.

Ryan, C., & Leadbetter, R. (2026). **Creating and Testing a School Evaluation Tool Aligning Education Practices and Neurocognition Theory**. *Mind, Brain, and Education*, *20*(3), e70057. https://doi.org/10.1111/mbe.70057
There is a growing body of information around adolescent neurocognitive development and potential applications to education. In its pure research form, this information is largely inaccessible to educators and educational leaders. The aim of this article is to help translate that information into knowledge that can be applied to schools and education programs. We have built on the literature from the fields of psychology and neuroscience to develop a school review tool. This tool will allow educators to examine their programs and reflect on where their culture

and practices align with the neuroscience literature. As a field test, the review tool was applied to two programs and their results shared in this article.

Santos, N. N., Pipa, J., Monteiro, V., & Peixoto, F. (2026). **Teachers' grade retention beliefs and practices – the role of collective teacher culture**. *Social Psychology of Education*, *29*(1), 92. https://doi.org/10.1007/s11218-026-10261-7
Teachers have a complex, multidimensional system of socially constructed beliefs that shape their practices. Grade retention beliefs, in particular, are embedded within a broader psycho-pedagogical framework and may be reinforced when shared by the teachers' community. The present study used a person-centred approach to identify teachers' profiles based on their perceptions of collective teacher culture and grade retention beliefs, to examine how these profiles relate to other psycho-pedagogical beliefs, and to their grade retention intentions and practices. An online questionnaire was completed by 1,597 Portuguese basic education teachers, assessing their beliefs about learning, assessment, intelligence, and grade retention; their intentions and practices regarding grade retention; and their perceptions of collective teacher culture. Latent profile analysis identified six profiles, differentiated by teachers' perceptions of the collective teacher culture (two weak, two moderate, and two strong), with three profiles supporting grade retention and three sceptical of it. Covariate analyses showed that teachers in the Grade Retention Support profiles reported stronger transmissive and fixed intelligence beliefs, whereas teachers in the Grade Retention Scepticism profiles reported more malleable intelligence beliefs. Teachers in the Strong Collective Teacher Culture profiles also endorsed more transmissive teaching and summative assessment beliefs. Teachers in the Scepticism profiles showed a lower intention to use this practice. The highest grade retention rates were observed within the Weak Collective Teacher Culture and Grade Retention Scepticism profile. These findings highlight the importance of reflective and collaborative practices among teachers to share effective strategies that enhance student success, strengthen collective efficacy, and reduce grade retention rates.

Sarat, A. (2026, août 3). **Aux États-Unis, les universités peinent à enrayer le recul de la lecture**. https://doi.org/10.64628/AAK.yhqhgr7ck
Aux États-Unis, les enseignants du supérieur voient leurs étudiants lire de moins en moins. Face à ce recul, certains réduisent leurs exigences.

Schneider, M., Clauzel, C., Riboulot, M., & Canivé, J. (2026). **Labels et pratiques pédagogiques liées à la biodiversité et au monde vivant dans les écoles élémentaires françaises**. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 21.1). https://doi.org/10.4000/16nb4
L'éducation relative à l'environnement est présentée comme un levier essentiel pour susciter des changements de modes de vie. Notre article explore ainsi les modalités de mise en œuvre des pratiques pédagogiques liées à la biodiversité dans les écoles élémentaires françaises (élèves de 6 à 11 ans) entre 2022 et 2025. Nous cherchons notamment à vérifier si ces pratiques varient selon un gradient urbain/rural et à identifier les ressources et les freins qui influencent leur adoption. Pour cela, notre démarche s'appuie sur l'analyse de la répartition de trois labels (E3D, Éco-école, Aire éducative) et sur un questionnaire en ligne à destination des enseignants de deux académies. Un traitement statistique a permis de faire émerger les déterminants des activités liées au monde vivant : ressources humaines, économiques et paysagères. Les profils des écoles

(sectorisation et urbanité) sont différents en fonction des labels adoptés. Quant aux pratiques pédagogiques relatives au monde vivant, elles sont nombreuses et diversifiées.

Schumacher, I., Muller-Kuhn, D., & Fiedler, A. (2026). ***Determinants of Kindergarten and Primary School Teachers' Outdoor Teaching Frequency*** [Working paper]. Consulté à l'adresse Department of Economics, University of Birmingham website: https://EconPapers.repec.org/RePEc:bir:birmec:26-04
We examine the determinants that influence the frequency with which kindergarten and primary school teachers conduct outdoor teaching. Based on survey responses from 498 in-service kindergarten and primary school teachers from Luxembourg and Switzerland, we find that a variety of personal characteristics, teacher-job characteristics, school-variable attributes and school-fixed attributes are important determinants of outdoor teaching frequency. We provide policy-relevant suggestions designed to increase the frequency of outdoor teaching of teacher.

Shen, T. (2026). **Teaching effectiveness on secondary mathematics: evidence from PISA—Shanghai-China**. *Educational Research for Policy and Practice*, *25*(2), 295-318. https://doi.org/10.1007/s10671-025-09412-y
Educational researchers and policymakers around the world have a strong interest in understanding the underlying reasons for the remarkable academic achievement of Chinese students in the Programme for International Student Assessment (PISA). Although teachers have a significant impact on student achievement, empirical evidence on teaching effectiveness in the Chinese education system has been scarce. This study uses the PISA 2012 Shanghai-China data and employs both multilevel models and quantile regression models to investigate effective teaching factors and their differential effects for students at different mathematics achievement levels. The results reveal the importance of cognitive activation and disciplinary climate as consistent, significant, positive predictors of secondary-school students' mathematics achievement in Shanghai, China. In addition, the positive relationships were more pronounced for low achievers. In contrast, student orientation and formative assessment demonstrate significant negative associations with mathematics achievement. Moreover, for student orientation, the negative association was larger for lower achievers whereas for formative assessment, the negative association was consistent except for very low or very high achievers.

Simas, F. L. B., Fischer, M., & Amaral, R. B. (2026). **Instructional Language in School Textbook Proofs: A Cross-Cultural Study**. In Krzywacki, H., Hähkiöniemi, M., Haataja, E., … P. (Éd.), *Proceedings of the 49th Conference of the International Group for thePsychology of Mathematics Education: Research Reports. PME.* (Vol. 1, p. 775-783). Consulté à l'adresse https://hal.science/hal-05697586
Proofs are often conceptualised as sequences of deductively connected assertions, yet in practice they frequently include instructions that guide the reader's actions. Little is known about how culturally or linguistically dependent such proof language may be. This study examines how instructional language is used to structure written proofs in two school textbook traditions, by analysing multiple versions of the same theorem. In doing so, we refine an analytical framework for proof discourse. In one tradition, proofs are densely expressed through symbolic statements with few instructions, whereas in another they rely on frequent verbal instructions that guide the reader step by step. These contrasts identify culturally contingent features of proof language and their potential implications for students' engagement with proving.

Simms, W., Hall, K., McCunn, L., Holmes, M., Simms, L., Thompson, H., & Vieira, A. (2026). **Using Children's Picture Books to Introduce Climate Change Pedagogies in Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 104-130. https://doi.org/10.53967/cje-rce.7469

The Accord on Education for a Sustainable Future recognizes that Canadian teacher education programs have a social and ethical responsibility to respond to the climate crisis. The Accord outlines six principles—the importance of Indigenous ways of knowing, being, and doing; relationality; social justice; well-being; advocacy; and hope. A sample of picture books was identified and systematically reviewed to help operationalize the principles of the Accord. Each book was scored on how visible the principles were, and factors for climate anxiety were identified as present/absent. The analysis of picture books through the lens of climate anxiety responds to a gap in the research. A curated list of 60 picture books is offered to introduce pre-service teachers to best practices in climate change education. When teachers know what to look for, they can carefully and intentionally select a collection of picture books to anchor challenging conversations about the climate crisis, climate emotions, climate action, and climate justice.

Stiggins, R. (2026). **An Urgent Request for the Development of Classroom Assessment Literacy**. *Educational Measurement: Issues and Practice*, *45*(3), e70032. https://doi.org/10.1111/emip.70032

The author provides a retrospective on the evolution of his thinking about the role and power of classroom assessment based on four decades of collaboration with teachers. He contends that day-to-day classroom assessment can be far more than merely a way to hold students accountable for their learning. Rather, the research demonstrates that the assessment process and its results can be combined to create a powerful teaching and learning tool capable of building both students' academic confidence and their achievement. He illustrates how teachers can partner with their students in ongoing classroom assessment processes that allow learners to track and gain a sense of control over their own academic success. This success, in turn, can give them the inner reserves of confidence needed to take the risk of continuing to strive to grow academically.

Tan, M., & Demszky, D. (2026). **Do as I Say: What Teachers' Language Reveals About Classroom Management Practices**. *Educational Researcher*, *55*(6), 349-361. https://doi.org/10.3102/0013189X251410178

Classroom management critically affects students' academic and behavioral outcomes, yet we lack quantitative methods for observing these practices at scale. This study develops and validates language-based measures of classroom management—such as responding to student behavior and issuing verbal or material sanctions—using natural language processing on 1,652 elementary mathematics classroom transcripts. On average, classroom management language comprises 24% of teacher talk, and behavior management comprises 7%, with wide variation across teachers. Novice teachers use more reprimands, and command frequency increases with experience. Classrooms with more Black students experience more language reflecting exclusionary discipline. These measures offer a new lens for studying and supporting classroom management as it unfolds in real time.

Tan, Y., & Yang, T. (2026). **Pathways to mathematical success: the interplay of teacher support, intrinsic motivation, and school climate using multilevel moderated mediation models**. *European Journal of Psychology of Education*, *41*(2), 84. https://doi.org/10.1007/s10212-026-01143-9
Guided by self-determination theory and ecological systems theory, this study examines how teacher academic and emotional support shape mathematics achievement among Chinese primary students through intrinsic motivation, moderated by school climate. Using a nationally representative sample of 13,819 Grade 4 students across 1,495 schools, multilevel moderated mediation analyses revealed that: (1) both teacher academic and emotional support had a direct and positive effect on students' mathematics achievement; (2) the positive relationship between teacher support (i.e., academic and emotional support) and mathematics achievement was prominently mediated through intrinsic motivation; (3) school climate could negatively moderate the latter half path of "teacher academic/emotional support → intrinsic motivation → mathematics achievement ". These findings advance theoretical understanding of motivational mechanisms in educational ecosystems and offer practical insights for optimizing teacher-student interactions. Implications include prioritizing dual-dimensional teacher training programs and implementing climate-sensitive interventions to bridge achievement gaps in diverse school settings. Implications, limitations, and future research directions are discussed.

Täschner, J., Holzberger, D., Jorgensen, T. D., & Zee, M. (2026). **Exploring the context-specificity of teacher self-efficacy: a multilevel analysis of class characteristics in secondary schools**. *Social Psychology of Education*, *29*(1), 74. https://doi.org/10.1007/s11218-026-10239-5
Teacher self-efficacy (TSE) is supposed to positively affect teachers' well-being, instructional quality and students' motivation. However, the extent to which secondary school teachers' TSE is shaped by their social teaching environment—particularly the different classes they teach—remains largely unexplored. This pre-registered study exploratorily investigated to what extent TSE can be considered a context-specific construct that varies within teachers across classes. Intraclass correlations indicated substantial within-teacher variation for TSE related to student engagement (ICC = 0.40) and classroom management (ICC = 0.37), while TSE for instructional strategies appeared relatively stable (ICC = 0.61). Multilevel regression models, considering the data from 1,326 students in 74 classes taught by 26 teachers, revealed negative relations between class misbehavior and TSE beliefs across all domains of TSE. All other class characteristics (i.e., students' emotional and behavioral engagement, percentage of boys in class, mean grade) were less consistent or not significantly related to TSE. These exploratory findings call for larger replications to further understand whether conventional approaches to measuring and promoting teacher self-efficacy should be challenged.

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.

Tipton, E., & Patton-Terry, N. (2026). **We Need an "Engineering of Reading": Why the "Science of Reading" May Not Be Enough**. *Mind, Brain, and Education*, *20*(3), e70053. https://doi.org/10.1111/mbe.70053
By all accounts, the "science of reading" movement in education policy and practice is one of the most successful movements in recent educational history, and yet a critical gap remains between the scientific consensus and classroom implementation. As conversations loom about better research translation to address this implementation problem, we argue that both an evolved science of reading and the development of an "engineering of reading" are required to solve it. Building on historical calls for engineering perspectives in education, we analyze the limitations of purely scientific approaches and demonstrate how an engineering framework could bridge the gap between reading research and classroom practice. Through an examination of the logic and assumptions of both scientific and engineering approaches, we propose that reading instruction, with its robust evidence base, presents an ideal opportunity to transform how we approach educational implementation. The article concludes by addressing ongoing challenges and tensions in the field, suggesting that an engineering perspective could offer practical solutions for translating reading science into effective practice in classrooms and schools.

Tung, N. T. (2026). **Practical Teaching in Vietnamese General Education: A Multidimensional Analysis and Development Directions**. *European Journal of Science and Modern Technologies*, *2*(3), 76-89. https://doi.org/10.59324/ejsmt.2026.2(3).07
This paper examines the current state of practical teaching in Vietnam's general education system, focusing on natural sciences, engineering, and technology. Grounded in a competency-based education framework, the study analyzes systemic challenges and identifies emerging trends and policy implications. Using a qualitative approach based on policy review and synthesis of recent international and national studies, the paper highlights key limitations, including inadequate infrastructure, limited teacher capacity, fragmented STEM implementation, and misalignment between curriculum objectives and assessment systems. The findings indicate that practical teaching remains constrained by a theory-oriented culture and high-stakes examinations, creating a gap between policy intentions and classroom practices. As a result, students often demonstrate strong theoretical knowledge but lack practical competencies and real-world problem-solving skills. At the same time, the study identifies promising developments driven by the expansion of STEM education, learner-centered pedagogies such as Project-Based Learning and experiential learning, and the integration of digital technologies, including artificial intelligence and virtual laboratories. These trends offer opportunities to enhance personalization and effectiveness in practical teaching. The paper proposes a system-level reform framework emphasizing infrastructure investment, teacher professional development, assessment reform, and technology integration, contributing to the development of a competency-oriented education system in Vietnam.

UNICEF. (2026). ***Pathways: Digital Competency Framework for Educators in Sub-Saharan Africa*** (p. 126). Consulté à l'adresse https://www.unicef.org/digitaleducation/reports/pathways-digital-competency-framework-educators-sub-saharan-africa

UNICEF's digital competency framework for educators in sub-Saharan Africa

Villemagne, C., & Molina, E. C. (2026). **Être préparé à enseigner les questions d'environnement : formation perçue et besoins de formation des finissant[e]s d'un programme de formation initiale à l'enseignement**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 81-103. https://doi.org/10.53967/cje-rce.6955
This diagnostic study examines the extent to which environmental issues and environmental education are incorporated into the curriculum of the Bachelor's program in Special and Social Adaptation (BASS). This investigation was carried out by surveying graduating students from a specific cohort. The study also explored the potential for integrating these topics into the program, based on the expectations and needs expressed by the students regarding desired educational objectives and their conceptualizations of the environment.A survey was administered, consisting primarily of Likert scale questions, with participation from a cohort of BASS graduates. The analysis revealed that the program offers limited learning opportunities related to environmental issues or environmental education throughout the students' academic trajectory. Nevertheless, as future educators, the respondents expressed a sense of responsibility to educate their pupils regarding attitudes and values aiming to improve the quality of their living environment. They also indicated a desire for more comprehensive training to effectively fulfill their role in promoting eco-citizenship among their pupils.

Vindigni, G. (2023). **Adaptive and Re-adaptive Pedagogies in Higher Education: A Comparative, Longitudinal Study of Their Impact on Professional Competence Development across Diverse Curricula**. *European Journal of Theoretical and Applied Sciences*, *1*(4), 718-743. https://doi.org/10.59324/ejtas.2023.1(4).66
This study addresses concerns that traditional, lecture-based teaching methods may not sufficiently develop the integrated competencies demanded by modern professional practice. A disconnect exists between conventional pedagogy and desired learning outcomes, prompting increased interest in innovative, student-centered instructional models tailored to competence growth. Despite this, nuanced differences in competence development across diverse university curricula remain underexplored, with research predominantly relying on students' self-assessments. To address these gaps, this study employs longitudinal mixed-methods approaches with regard to theory triangulation and investigator triangulation to better understand how professional knowledge, skills, and dispositions evolve across varied curricula and contexts. This research emphasizes adaptive and re-adaptive teaching approaches incorporating technology, individualization, and experiential learning, which may uniquely integrate skill development with contextual conceptual learning. Specific attention is paid to professional education paths like design, media, and communications degrees, where contemporary competence models stress capabilities beyond core conceptual knowledge. Results from this study aim to guide reform efforts to optimize professional competence development across diverse academic areas.

Vu, N. T. (2026). **Transforming the Pedagogical Model through STEAM Education in the Vietnamese Preschool Education System**. *European Journal of Arts, Humanities and Social Sciences*, *3*(3), 312-319. https://doi.org/10.59324/ejahss.2026.3(3).28
The global shift in education towards the digital age and artificial intelligence has created revolutionary changes in how education is approached from the earliest stages. In Vietnam, STEAM (Science, Technology, Engineering, Art, Mathematics) education is emerging as a

dominant educational philosophy, aiming not only to equip children with interdisciplinary knowledge but also to shape their thinking, creativity, and problem-solving abilities. This approach is considered a highly effective innovation strategy, aligning with the demands of modern early childhood education reform, moving from purely theoretical instruction to providing opportunities for children to learn through play and practical experience.

Wang, X. S., Pengelley, J., & Perry, L. B. (2026). **Cultivating students' critical thinking in K–12 schools: A scoping review of experimental studies**. *PROSPECTS*, *56*(1), 179-200. https://doi.org/10.1007/s11125-025-09749-5
Critical thinking is crucial in the twenty-first century, fundamental to cultivating capable, adaptive, and socially responsible individuals, particularly in the context of rapid advancement in artificial intelligence and the global imperative to achieve the 17 Sustainable Development Goals. It is widely incorporated into curriculum frameworks globally, leading to a significant increase in experimental studies on teaching and learning strategies for promoting critical thinking. However, an overview of the research landscape on cultivating critical thinking in K–12 schools remains underdeveloped. This scoping review examined experimental studies on teaching and learning interventions aimed at cultivating critical thinking among K–12 students. Our review included 378 studies conducted in 51 countries over the past decade. Nearly half of these studies were conducted in four grade levels and primarily in science-related learning areas. Seventy per cent of the studies were conducted in Asia with a significant proportion in Indonesia, followed by the Middle East. Three critical thinking frameworks were commonly used and nearly 70 tools were used to measure critical thinking. The findings highlight the need for rigorous studies from diverse countries, learning areas, and grade levels. This review provides a comprehensive overview of critical thinking research in K–12 schools and identifies areas for future research to support teachers in cultivating critical thinking in school-aged children.

Wawire, B. A., Kiambati, F., Muhia, N., Gathoni, G., & Abuya, B. (2026). **Competence-based curriculum implementation in Africa: a scoping review of pedagogical and assessment practices**. *Journal of Curriculum Studies*, *58*(4), 556-585. https://doi.org/10.1080/00220272.2025.2523429
African countries have prioritized education to drive economic sustainability and improve quality of life, aligning with global development goals. Many have adopted competence-based curriculum (CBC) reforms to equip students with skills for the twenty-first-century economy. However, challenges in pedagogical and assessment practices persist. The present study synthesized research evidence on pedagogical and assessment practices in CBC-implementing classrooms across select African countries (Ghana, Kenya, Rwanda, South Africa, Tanzania, Uganda, and Zambia) and further examined systemic factors hindering effective implementation. A systematic review was conducted, analyzing peer-reviewed empirical evidence on CBC implementation classrooms specified countries. Data were synthesized to evaluate classroom practices, teacher training, ICT integration, parental engagement, and systemic barriers. Qualitative and quantitative findings were consolidated to identify patterns and gaps. Despite efforts to adopt transformative pedagogical practices, teacher-centered approaches remain prevalent. Strengths include ongoing curriculum reforms and teacher training initiatives, while weaknesses encompass inadequate continuous professional development, limited ICT integration, and inconsistent assessment practices. Systemic barriers, such as limited funding and large class sizes, hinder effective CBC implementation, impacting teacher training quality, resource availability, and parental engagement. While African countries are advancing CBC reforms to align education with modern economic needs, systemic

challenges like funding shortages and large classes impede progress. The findings underscore the need for enhanced teacher training, increased resource allocation, and stronger policy frameworks to support effective CBC implementation. These insights are valuable for policymakers in African countries planning or refining CBC strategies.

Yariv, E., & Kasperski, R. (2026). **Teachers considerations for managing disruptions by pupils with disabilities in inclusive classrooms**. *International Journal of Inclusive Education*, *30*(9), 2441-2456. https://doi.org/10.1080/13603116.2025.2563295
This qualitative study explored the responses considered by teachers when dealing with disruptions involving pupils with disabilities in inclusive classrooms. Seventy-one schoolteachers described incidents in which a pupil with disabilities disrupted the flow of a lesson. They were asked to recall at least five response options they had considered for managing the situation. Content analysis identified four types of responses: disciplinary measures (43%), empathic approaches (30%), no response (16%), and didactic assistance (9%). Most teachers preferred a versatile approach that combined various strategies over a monolithic response style. After an intensive decision-making process, the majority ultimately chose and implemented an empathic response to resolve the incident.

Yilmaz, B., & Isbulan, O. (2026). **Examining the relationship between teachers' technological pedagogical content knowledge (TPACK) and their self-efficacy for online assessment and evaluation within the scope of 21 st century skills**. *Education and Information Technologies*, *31*(12), 4563-4584. https://doi.org/10.1007/s10639-026-13974-6
This study examined the relationship between teachers' 21st-century technological pedagogical content knowledge (TPACK-21) and their self-efficacy for online measurement and evaluation (SESOME). Additionally, it investigated how these two dependent variables differed based on independent variables, such as gender, age, school level, subject field, professional experience, and general daily technology use. This quantitative research utilized descriptive and correlational designs. The sample consisted of 337 secondary and high school teachers working in 25 public schools in the Kocaeli province. Data were collected using a personal information form, the TPACK-21 Scale, and the SESOME Scale. The results revealed a moderate, positive, and significant relationship between teachers' TPACK-21 and SESOME total scores. Furthermore, TPACK-21 scores differed significantly based on gender, school level, subject field, and general daily technology use, whereas no significant differences were found for age or professional experience. Conversely, SESOME scores differed significantly according to age, subject field, and professional experience; however, no differences were observed based on gender, school level, or general daily technology use.

Yılmaz, S., & Culha, A. (2026). **Challenges and solutions in multigrade classrooms: teachers' insights**. *International Journal of Inclusive Education*, *30*(10), 2722-2736. https://doi.org/10.1080/13603116.2025.2573010
This study aims to identify the obstacles to the academic achievement of students in multigrade elementary schools from the perspective of teachers and to provide recommendations for overcoming these obstacles. The research employs a qualitative phenomenological design, focusing on teachers' experiences in multigrade classrooms. Data were collected through semi-structured interviews conducted face-to-face, online, and via telephone. The obtained data were analysed using content analysis. The findings indicate that multigrade classrooms pose various challenges in terms of equal opportunities for education. Teachers identified major

barriers, including limited teacher availability, classroom resources, and the difficulty of managing different grade levels simultaneously. To mitigate these issues, teachers suggested increasing the number of teachers and classrooms, improving school infrastructure, offering learning enrichment activities, customising the curriculum, strengthening parental involvement, and providing specialised training for teachers before they start working in multigrade classrooms. In conclusion, while multigrade classrooms may not be the most ideal educational model, they can serve as a viable alternative under certain conditions. Addressing the identified challenges through targeted policies and support mechanisms can enhance the academic success of students in multigrade settings. Furthermore, policymakers should consider strategies to ensure experienced teachers are encouraged to work in these schools.

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

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

Zhang, Y., Men, M., & Zhang, E. (2026). **Unpacking the effect mechanisms of ICT integration self-concept and self-efficacy on ICT competency development among K12 teachers: A structural equation modeling approach**. *Education and Information Technologies*, *31*(12), 4397-4425. https://doi.org/10.1007/s10639-026-13977-3

Information and communications technology competency (ICT-C) has been widely recognized as crucial for enhancing K12 teachers' teaching quality and fostering their career development in 21st-century education. Previous studies have explored the positive effects of both external and internal factors on teachers' ICT-C. However, the underlying mechanisms through which these factors influence ICT-C have not been fully revealed. Particularly, the direct and indirect pathways linking ICT self-concept (ICT-SC), ICT self-efficacy (ICT-SE), and ICT-C, as well as the

moderating roles of individual differences in these relationships, remain largely unexplored in the current literature. To examine the potential pathways among these factors, data collected from 280 teachers were analyzed. Confirmatory factor analysis (CFA) was conducted to validate the measurement instruments, and structural equation modeling (SEM) was used to examine the hypothesized relationships. Results indicated that K12 teachers' ICT-SC significantly predicts their ICT-C, suggesting that teachers who perceive themselves as more capable of using ICT tend to demonstrate higher ICT-C. K12 teachers' ICT-SE mediated the relationship between ICT-SC and ICT-C, indicating that strengthening teachers' ICT-SE is a key approach to transforming their broader ICT-SC into effective technology-integrated teaching practices. Additionally, this mediating effect was not significantly moderated by gender, teaching experience or their interaction. This study provides empirical evidence supporting both theoretical frameworks and practical strategies for promoting the integration and development of K12 teachers' ICT-C.

Zheng, X., & Ma, L. (2026). **Motivating student participation in teaching evaluations: evidence from a hypothetical scenario experiment in China**. *Higher Education*, *92*(1), 275-293. https://doi.org/10.1007/s10734-025-01534-9
Student evaluations of teaching (SETs) have long been utilized as a means to provide lecturers with feedback on their instructional practices and as a tool for assessing their performance. However, the reliability and validity of SETs are often compromised by low response rates. This study investigates the motivators and barriers influencing SET participation by examining three interventions designed to enhance SETs through a randomized hypothetical scenario experiment with 1,061 undergraduate students in China: (1) offering bonus grades; (2) providing information on how SET results can affect the lecturers' career development and promotion; and (3) alleviating respondent fatigue by reducing survey length to minimize barriers. The findings indicate that offering bonus grades was the most effective strategy in boosting participation, while emphasizing the impact of evaluations on lecturers' careers also improved participation rates, though to a lesser extent. Shortening the survey showed no significant effect. The heterogeneous effects suggest that non-first-generation college students were more responsive to grade incentives, and lecturers with superior teaching quality received more responses when the potential impact of SET results on their career development was emphasized.

Zouhir, E. B. (2026). ***Dynamique motivationnelle et apprentissage du français littéraire au sein des filières scientifiques et techniques : apport du technolecte mathématique et de la classe inversée*** (Theses, Unversité Ibn Tofail). Consulté à l'adresse https://hal.science/tel-05716145
This doctoral thesis adopts an action-research approach conducted with students from scientific and technical streams in a Moroccan high school. It addresses a frequently overlooked paradox: although these students display a strong preference for scientific subjects, particularly mathematics, they show significant demotivation in French classes, especially when the subject is taught through literary works. Drawing on insights from motivation psychology, French as a Foreign Language (FLE) didactics, and instructional design, we conducted a series of successive studies over two academic years (2023–2024 and 2024–2025). These studies combined empirical investigations, the design, implementation, and evaluation of a pedagogical intervention, with the aim of identifying the key factors underlying this demotivation (perceived value, perceived competence, and perceived control) and developing a contextualized pedagogical response. The experimental phase of our research introduces an innovative educational device combining the flipped classroom model with the use of mathematical technolect to explain literary figures of speech. This intervention was implemented throughout the second academic year. Although

we presented only one instructional scenario for illustrative purposes, focused on figures of opposition, the results reported pertain to all the scenarios deployed during this phase. By leveraging students' cognitive preferences and disciplinary specialization, this approach aims to transfer the motivation they experience in mathematics to French, while ensuring effective learning of the prescribed literary content. The quantitative and qualitative data collected through a mixed-methods survey and a summative assessment reveal a marked improvement in students' motivation, interest, and academic performance in literary French, thereby validating the relevance and effectiveness of the proposed model, while minimizing time-related disparities. This research advocates that didactic innovation should not be reduced to digital tools or institutional directives, but should be rooted in a nuanced understanding of learners' needs. It calls for reasoned teacher autonomy in content adaptation, and for a redefinition of literary French, not as an end in itself, but as a meaningful and enjoyable medium, even for nonliterary learners.

Relation formation-emploi

Acton, R., Morales, C., Turner, J., 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° 18786). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18786
Despite most community college students intending to earn a bachelor's degree, few successfully transfer and complete one. Community College Baccalaureate (CCB) programs offer an alternative by allowing community colleges to confer bachelor's degrees directly, yet little is known about how employers value these credentials. We address this question with the first resume audit study of CCB degrees, submitting fictitious applications to real job vacancies while experimentally varying applicants' credentials, institutions, and demographics. This pilot focuses on the early childhood education (ECE) labor market, a growing CCB field marked by labor shortages and rising educational requirements. We find that employers view CCB degrees similarly to traditional bachelor's and associate degrees, with statistically indistinguishable interview-request rates. Callback text shows little evidence of differential employer responses, while a net-price simulation suggests sticker-price comparisons overstate CCB affordability. These findings provide new evidence on the labor market value and affordability of CCB degrees and inform an ongoing audit study across additional fields.

Antonazzo, L., & Peters, S. (2026). **Human Capital 4.0: Readiness of Initial Vocational Education Programmes in Italy and Germany**. *International Journal of Training and Development*, *30*(3), 320-333. https://doi.org/10.1111/ijtd.70025
The rapid pace of technological innovation and the advent of Industry 4.0 have profoundly transformed labour markets and the nature of work. This paper examines the preparedness of Initial Vocational Education and Training (IVET) programmes in Germany and Italy to meet the demands of Human Capital 4.0. Utilising a comparative analysis of three IVET programmes, this study investigates the skills and competencies these programmes aim to develop and evaluates their alignment with the requirements of a technologically advanced economy. In Germany, the dual system's practical orientation, strong industry feedback mechanisms, and continuous curriculum updates position it as a model of high readiness. The integration of practical training and close collaboration with employers ensures that students acquire relevant skills, making the

German IVET system highly responsive to labour market needs. In contrast, Italy's predominantly school-based IVET system emphasises theoretical knowledge with limited practical exposure. The centralised, state-driven feedback mechanism in Italy leads to slower adaptation to industry changes, affecting the system's readiness to equip students with the necessary skills for Industry 4.0. Findings reveal that Germany's IVET programme is nominally better aligned with Human Capital 4.0, as it embraces soft skills, cognitive skills, digital competencies, and emotional intelligence. Italy's IVET programmes, while strong in theoretical knowledge, need to enhance their practical training components, incorporate industry feedback more effectively and integrate emotional intelligence to improve readiness. This paper contributes to the ongoing discourse on vocational education reform by highlighting the critical role of practical training and industry collaboration in preparing students for the challenges and opportunities of Industry 4.0. It underscores the importance of revising traditional education systems to meet the dynamic needs of the modern economy and suggests areas for improvement in both German and Italian IVET systems.

Bičáková, A., Cortes, G. M., Foley, K., Mazza, J., & McHenry, P. (2026). **Unpacking the countercyclicality of post-secondary enrollment in the United States**. *Economics of Education Review*, *113*, 102810. https://doi.org/10.1016/j.econedurev.2026.102810
Using data from the Current Population Survey's Education Supplement, we examine the countercyclicality of post-secondary education (PSE) enrollment in the U.S. between 1977 and 2023. The unemployment–enrollment relationship is weak prior to 2000 and when Covid-19 years are included, but it is much stronger in 2000-2019. Focusing on these two decades, we show that higher unemployment increases enrollment at both 2- and 4-year colleges. We also show that persistence (continued enrollment among prior PSE participants) accounts for a larger share of the countercyclicality than matriculation (new enrollments). As for matriculation, eighteen-year-olds experience a particularly pronounced increase in the probability of starting a 2-year college degree when unemployment is high. We also find that men in their 20s are more likely to start a 4-year college degree when economic conditions deteriorate.

Bingley, P., Cappellari, L., & Tatsiramos, K. (2026). ***Assortative Mating and Education Gradients Within and Across Generations*** (Working paper N° 12763). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12763
We study how assortative mating shapes the composition of education–outcome gradients and how these gradients relate to intergenerational transmission. Using Danish administrative data on family quartets, we decompose own gradients in long-run earnings, disposable income, assets, and wealth into jointly transmitted parental factors, parent-specific transmission, nonparental shared influences, and individual-specific heterogeneity. Earnings and income gradients mainly reflect jointly transmitted parental factors and individual-specific heterogeneity; assets and especially wealth mainly reflect parent-specific transmission. Comparing families facing different parental access to middle schools, we show that the composition of financial gradients varies by educational opportunity, while labor market gradients are largely invariant.

Biscaye, P. E., Egger, D., & Pape, U. J. (2026). **Adolescent Schooling and Adult Labor Supply: Evidence from COVID-19 School Closures and Reopenings in Kenya**. *The World Bank Economic Review*, *40*(3), 606-632. https://doi.org/10.1093/wber/lhaf021
This study identifies the impact of a shock to adolescent school availability—potentially affecting both household childcare burdens and child labor—on adult labor supply in the context of

COVID-19-related school closures in Kenya. Using nationally representative bi-monthly panel data, the analysis compares changes in outcomes after schools partially reopened in October 2020 for households with children in a grade eligible to return against those with children in adjacent grades. An adolescent returning to school increases adults' weekly work by 4.3 hours (27 percent) in the short run, concentrated among the most flexible margins of adjustment and particularly household agriculture. Contrary to evidence from high-income settings, overall effects are not gendered. There are no effects of the partial reopening on respondent childcare hours and heterogeneity in labor-supply effects by household characteristics does not align with predictions based on a childcare mechanism. Instead, the results indicate that increased adult work hours substitute for reduced child work in household agriculture as a child goes back to school. Impacts on labor supply are driven by less wealthy households with children engaged in household agriculture, while wealthier agricultural households substitute child labor with increased hired labor. The results show that adolescent schooling has important consequences for household production and labor-supply decisions. Poor agricultural households face particularly high opportunity costs for children's education.

Burland, E., Delaney, N., Dynarski, S., Leu, K. B., Cj, L., Michelmore, K., … Dynarski, S. M. (2026). ***Degrees of Mobility: Shifting Low-Income Students to Higher Quality Colleges*** (Working paper N° 12884). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12884
Earnings inequality among college graduates has grown, and returns to a bachelor's degree (BA) vary substantially across colleges. We experimentally evaluate a program that shifted high-achieving, low-income students into higher-quality colleges. Students randomly offered a guarantee of four years of tuition and fees at the University of Michigan were 21 percentage points more likely to enroll at a UM campus. The offer shifted students across colleges rather than into college: most compliers would otherwise have attended less-selective four-year colleges. HAIL increased four-year BA completion by 4 percentage points, but had no effect on attainment after six years. It substantially increased degree quality: students offered the scholarship were 12 percentage points more likely to earn a bachelor's degree from a highly or most selective college. IV estimates indicate that students induced to attend a University of Michigan campus were 56 percentage points more likely to earn such a degree. The increase in college quality predicts earnings gains of 18 to 25 percent. Faster degree completion adds about another 1 percent to the present discounted value of lifetime earnings.

Cappellari, L., Colussi, T., & Ovidi, M. (2026a). ***Gendered Honors: Graduation Committees, Academic Distinction, and Early-Career Outcomes*** (Working paper N° 18798). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18798
We study how committee dynamics affect the recognition of academic excellence and its consequences in the labour market. Using administrative records from a major Italian university and exploiting exogenous variation in the gender composition of graduation committees, we show that equally prepared female graduates are significantly less likely to receive laude honors when evaluated by male-majority committees, while males are unaffected. The effect is concentrated among students advised by female or early-career faculty and disappears when a woman chairs the committee, pointing to the role of authority and influence in deliberations. We show pre-defense gender gaps in adivsors' official laude requests in male-majority committees, consistent with nominations responding to expected committee support. Gaps in

academic distinction translate into meaningful entry-wage penalties, contributing to gender gaps at labor-market entry.

Cappellari, L., Colussi, T., & Ovidi, M. (2026b). ***Gendered Honors: Graduation Committees, Academic Distinction, and Early-Career Outcomes*** (Working paper N° def154). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: https://EconPapers.repec.org/RePEc:ctc:serie1:def154
We study how committee dynamics affect the recognition of academic excellence and its consequences in the labour market. Using administrative records from a major Italian university and exploiting exogenous variation in the gender composition of graduation committees, we show that equally prepared female graduates are significantly less likely to receive laude honors when evaluated by male-majority committees, while males are unaffected. The effect is concentrated among students advised by female or early-career faculty and disappears when a woman chairs the committee, pointing to the role of authority and influence in deliberations. We show pre-defense gender gaps in adivsors' official laude requests in male-majority committees, consistent with nominations responding to expected committee support. Gaps in academic distinction translate into meaningful entry-wage penalties, contributing to gender gaps at labor-market entry.

Cordova, K., & Schaller, J. (2026). ***Local Labor Demand and Achievement Gaps: Evidence from the Great Recession*** (Working paper N° 35639). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35639
We examine how contractions in local labor demand during the Great Recession affected children's academic achievement. We combine county-level test scores for grades 3–8 from the Stanford Education Data Archive with a shift-share design that interacts counties' 2005 industry composition with national industry employment growth, isolating demand-driven changes in local employment. Following recent advances in the shift-share literature, we validate the design with balance, pre-trend, and Rotemberg-weight diagnostics and report exposure-robust standard errors throughout. A one-standard-deviation adverse shock lowers mathematics achievement by about 0.03 student-level standard deviations and widens the White–Black and economic-disadvantage achievement gaps in both subjects. Within a common geography, losses concentrate among economically disadvantaged students. English language arts estimates point in the same direction but are harder to separate from the Great Recession's housing bust, and we interpret them as the combined effect of the labor-demand contraction and the associated decline in house prices. The achievement response is concentrated in the recession window. The post-2014 period, identified mainly by the oil-price cycle, yields a precise null, so our estimates measure the response to severe contractions rather than a general business-cycle parameter. School funding did not respond contemporaneously to these shocks, while family income, child poverty, and house prices all did.

Correa, J. A., Morales, J., & Vargas, M. (2026). **Accelerated master's programs and early-career labor market outcomes: evidence from Chile**. *Education Economics*, *0*(0), 1-17. https://doi.org/10.1080/09645292.2026.2704755
Accelerated master's programs have expanded as a pathway to streamline postgraduate education, but their labor-market implications remain unclear. Using graduate survey data from a large Chilean university, this paper examines the relationship between articulated master's participation and early-career outcomes. To address selection, we exploit cohort-by-major peer

enrollment as local variation in students' enrollment decisions. Results show no meaningful first-year earnings differences, but sizable earnings gaps emerge three to five years after graduation, with no evidence of delayed employment. Findings should be interpreted as local to peer-exposed students and conditional on survey participation.

Delaney, J. M., & Devereux, P. J. (2025). **Levelling the playing field? SES differences in graduate degree choices**. *The Journal of Economic Inequality*. https://doi.org/10.1007/s10888-025-09689-2
In many countries, subsidies towards higher education and financial assistance to students from poorer backgrounds have reduced socio-economic status (SES) gaps in the types of undergraduate degrees obtained. The increasing importance of graduate studies that are typically more expensive may, however, provide a new avenue for outcome differences by SES. We use administrative data from Ireland that allows us to explore SES differences while taking account of the exact undergraduate programme of study as well as a rich set of other controls. When we do this, we find differences by SES in the probability of undertaking graduate study and larger differences in the type of graduate programme entered. Low SES students are less likely to enter economics/business fields and more likely to enter education programmes – the lowest SES group enter fields of study with expected earnings that are, on average, about 3% lower compared to the highest SES group. We find that, at age 33, students in the lowest SES group who studied a graduate degree earn about 10% less compared to their highest SES counterparts – even for this high achieving group of graduates, those from the poorest backgrounds still earn significantly less than those from the most privileged backgrounds. Interestingly, we find choice of graduate programme of study can explain about 40% of this pay gap.

Ernst, D., Miyata, S., Dartanto, T., & Rahardi, F. (2026). **Multidimensional labor market mismatch: the case of university graduates in Indonesia**. *Education Economics*, *0*(0), 1-20. https://doi.org/10.1080/09645292.2026.2713026
Using a dataset of Indonesian university graduates, this paper investigates the multidimensional nature of labor market mismatch, encompassing vertical (education level), horizontal (field of study), and skill-based mismatches. Overeducation and horizontal mismatch are associated with significant income penalties, while undereducation shows a positive earnings impact. The impacts of skill mismatch depend on the direction, with positive impacts of being overskilled for the job and an income penalty for being underskilled. The analysis further uncovers complementarities across mismatch types, with skill mismatches amplifying vertical and horizontal effects. Notable gender disparities also shape how these mismatches translate into labor market outcomes.

Fabbri, A., & Pellizzari, M. (2026). **First-generation graduates in OECD countries**. *Economics of Education Review*, *113*, 102807. https://doi.org/10.1016/j.econedurev.2026.102807
This paper examines earnings differences between first-generation and continuing-generation college graduates across 24 OECD countries using data from the OECD Survey of Adult Skills (PIAAC). In most countries analyzed, first-generation graduates earn significantly less than their peers from college-educated families, with an average gap across all countries of approximately 7.5%. We investigate potential mechanisms behind this result and find that first-generation graduates are less likely to pursue postgraduate education, more likely to hold professional degrees, more likely to work in smaller firms and lower paying occupation, and tend to have lower cognitive skills. These findings highlight the need for policy interventions to enhance educational mobility and promote equality of opportunity.

Goller, D., Brox, E., & Wolter, S. (2026). ***Imperfect Self-knowledge about Skills and Skill Mismatch*** (Working paper N° 12814). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12814
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.

Gregory, V. (2026). ***How Does the College Premium Change over a Career?*** [Working paper]. Consulté à l'adresse Federal Reserve Bank of St. Louis website: https://EconPapers.repec.org/RePEc:fip:l00001:103675
College graduates earn more on average than high school graduates. This college premium differs over the life cycle depending on how earnings are measured.

Hogan-Hennessy, S. (2026). ***The Direct and Indirect Effects of Genetics and Education*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2607.19562
Genes associated with educational attainment causally improve labour market income, but the economic mechanism behind this relationship is not clear. Using quasi-random variation in genetic inheritance across siblings in the UK Biobank, I estimate the causal effect of the Education PolyGenic Index (Ed PGI) on education and income. A one standard deviation increase in the Ed PGI raises completed education by 0.5 years and later-life income by around 5 percent (replicating the main estimates in Carvalho 2025). I then decompose this total genetic income effect into an indirect channel operating through education years and a residual direct effect, using a causal mediation framework. Unlike structural model-based decompositions, this approach is design-based; one remaining source of uncertainty (the causal return to an extra year of education) is handled transparently through a sensitivity analysis. At correlational education returns of around 6 percent, 65 to 75 percent of the total genetic income effect operates through the years of education channel. Quasi-experimental estimates from the economics literature for Britain imply higher returns to education, suggesting that the mediated share is larger and that the majority of the Ed PGI's income effect operates through completed years of education.

Hossain, M. Z., & Arefin, T. (2025). **Bridging the Skills Gap: Examining Factors Influencing Graduate Employability in Bangladesh**. *European Journal of Contemporary Education and E-Learning*, *3*(2), 55-74. https://doi.org/10.59324/ejceel.2025.3(2).07
This study examines the factors that influence the employability of local graduates in Bangladesh, particularly emphasizing university curricula, practical training, employer preferences, and socioeconomic barriers. This research enhances the literature on graduate employability by offering empirical evidence from a developing country context. It expands the skills mismatch

framework to include employer preferences and socioeconomic variables. Future research should investigate the effects of emerging technologies, perform cross-national comparisons, and further evaluate policy interventions to improve workforce preparedness in Bangladesh. A quantitative research methodology was employed, gathering data from 450 participants, comprising university graduates, employers, and academic professionals, via a structured survey instrument. Regression analysis and hypothesis testing were utilized to investigate the relationships between independent and dependent variables. The findings demonstrate that university curricula ($\beta = 0.28$, $p < 0.01$) and practical training ($\beta = 0.39$, $p < 0.01$) have a positive and significant impact on graduate employability. On the other hand, the preferences of employers for expatriates ($\beta = -0.22$, $p < 0.01$) and socioeconomic barriers ($\beta = -0.26$, $p < 0.01$) have a detrimental impact on employability outcomes. This investigation highlights the necessity of synchronizing educational curricula with market demands, improving practical training experiences, and tackling structural obstacles like restricted professional connections and language skill difficulties. The results provide practical suggestions for higher education institutions, employers, and decision-makers, such as changes to curricula, partnerships between industry and academia, and initiatives for skill enhancement. Tackling these challenges can facilitate closing the skills gap, enhance the employability of graduates, and lessen dependence on expatriate workers.

Ilardi, V., Lercari, L., & Merlin, F. (2026). **S'insérer dans un monde instable : le diplôme reste une valeur sûre**. *Céreq Bref*, (487-488). Consulté à l'adresse https://hal.science/hal-05726731
Les premiers résultats de l'enquête Génération du Céreq éclairent l'entrée sur le marché du travail des jeunes sortis du système éducatif en 2021, dans un contexte marqué par les chocs économiques. Malgré un accès à l'emploi globalement favorable, ces jeunes affrontent des débuts de carrière instables où la qualité des emplois se dégrade avec la conjoncture. Replacés dans le temps long, ces résultats disent cependant surtout la permanence des hiérarchies scolaires : plus le diplôme est élevé, plus l'insertion reste favorable, et l'absence de diplôme continue de peser lourdement sur l'accès à l'emploi. S'appuyant sur une comparaison avec les précédentes Générations, ce Céreq Bref offre un regard sur l'évolution de la valeur des diplômes en vingt ans, et montre qu'ils gardent un fort rôle protecteur face au chômage.

Jeong, S. J. (2026). **Quality of Employment of High School Graduates: Focusing on the Effect of Student Vocational Education and Training Experience**. *International Journal of Training and Development*, *30*(3), 304-319. https://doi.org/10.1111/ijtd.70024
This study aims to identify latent employment quality patterns among vocational high school graduates and examine how these patterns are influenced by their upper-secondary vocational education and training (VET) experiences. Grounded in the International Labour Organisation's concept of decent work, this study considers employment quality within diverse indicators: job relevance to education, decent hours, social protection, employment status, adequate earnings, work–life balance, and social dialogue and workplace relations. Using nationally representative data from 1463 Korean vocational high school graduate workers, latent class analysis is employed to classify individuals into distinct employment quality patterns based on multiple dimensions of decent work. The analysis reveals three latent groups: stable (26.7%), partially stable (54.8%), and precarious (18.5%). Results from multinomial logistic regression indicate that students' active participation in vocational coursework, acquisition of industry certifications, and work experience are significantly associated with these latent patterns. Moreover, these relationships vary across different occupational programmes, including STEM,

business and services, and others tracks. This study underscores the importance of incorporating diverse indicators of employment quality rather than relying on a single metric. It also suggests that VET strategies should be tailored to the unique characteristics of each occupational programme to improve employment outcomes for vocational high school graduates.

Kakdeu, L.-M. (2026). ***Politique de formation et industrialisation du Cameroun: Évaluation***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/politique-de-formation-et-industrialisation-du-cameroun/82828
« Seul un élève sur 20 suit une filière technique. Seul un diplômé sur 30 trouve un emploi décent. Pendant ce temps, les campagnes se vident et les femmes restent invisibles dans les ateliers. »Cet ouvrage livre une analyse sans concession de l'inadéquation formation-emploi au Cameroun sur plus d'un siècle (1921-2026). Il met en évidence le fait que l'échec des politiques d'enseignement technique et de formation professionnelle affecte trois mondes : les jeunes, prisonniers d'un chômage diplômé ; les femmes, cantonnées à des filières sans débouchés ; et les paysans, abandonnés dans des territoires que l'industrialisation n'a jamais atteints.L'ouvrage ne se contente pas de faire un état des lieux : il propose dix recommandations concrètes pour refonder la formation professionnelle, de la réactivation des instances de concertation à la régionalisation de l'offre éducative. Un essai essentiel pour comprendre pourquoi le Cameroun peine à émerger… et comment il peut encore y parvenir.

Kelly, L., Redmond, P., & Brosnan, L. (2026). **When Jobs Change: Skills Mismatch and the Value of Training**. *British Journal of Industrial Relations*, *64*(3), 584-614. https://doi.org/10.1111/bjir.70067
This article examines the impact of rapidly changing skill requirements on skills mismatch in Europe and the role of training in mitigating adverse effects. Using data on approximately 70 million online job vacancies, we estimate the extent to which occupational skill requirements changed between 2019 and 2023 across European Union (EU) countries plus Norway and the United Kingdom. STEM-related occupations saw the greatest degree of change, whereas lower skilled manual jobs saw the least. By linking job vacancies to survey data, we show that employees in fast-changing jobs are more likely to experience skills deficits. Training plays a role in mitigating these negative effects, and the type and intensity of training matters. Training seminars/workshops are most effective. Formal training courses and on-the-job training are less effective when used in isolation but can mitigate skills deficits when combined with other types of training. Our constructed dataset of occupational skill change is published as an accompanying data appendix. This should be of use for future research across a range of areas in labour economics and industrial relations.

Li, F., & Hardy, I. (2026). **The impact of internship on employability of Chinese professional master degree students: the role of authenticity, reflective learning, and social relationships**. *Higher Education*, *92*(1), 495-517. https://doi.org/10.1007/s10734-025-01544-7
This study aims to comprehensively examine the impact of internships on the employability of professional Master's degree students in China and the potential mechanisms underlying this impact. Based on survey data from 2231 students at Chinese universities, the study distinguishes employability into subjective employability, which refers to perceived employability measured by job-seeking ability and sustained employment, and objective employability, which refers to the number of job opportunities. Internships were assessed through two approaches: duration of internship experiences and authenticity of internships, with the latter expressed in terms of cognitive authenticity and environmental authenticity. The results show that internships positively

influence both subjective and objective employability. Furthermore, internship duration significantly predicts all employability outcomes, while cognitive authenticity is positively associated with perceived and objective employability. Environmental authenticity is linked to perceived employability. The study also identifies the mediating roles of reflective learning and social relationship development in the link between internship experiences and employability outcomes. These processes reflect how internships contribute to the accumulation of cultural and social capital, which are key drivers of employability. Furthermore, heterogeneous effects are observed across different levels of student employability. After correcting for sample selection bias, internships remain robust predictors of employability. These findings highlight the developmental patterns of employability among professional Master's degree students and support the policy recommendation of embedding high-quality, authentic internships within university-industry cooperation programs that emphasize reflective learning and social capital formation.

Li, L., & Wu, J. (2026). **Job Values and Career Choices of STEM PhD Graduates: Evidence from the 2023 Survey of Doctorate Recipients**. *The Journal of Higher Education*, 1-31. https://doi.org/10.1080/00221546.2026.2699777
Contemporary doctoral education is situated within a changing labor market shaped by gender inequity, disciplinary difference, and regional opportunity structure, yet little is known about how students' job values predict career choices. Guided by the Theory of Work Adjustment and Warr's Vitamin Model, we examined associations between job values and employment sector choices among 11161 Science, Technology, Engineering, and Mathematics (STEM) PhDs from the 2023 Survey of Doctorate Recipient, with particular attention to gender differences. We found that valuing independence and job security was positively associated with academic employment, whereas the importance placed on salary exhibited a non-linear effect: individuals who rated salary as moderately important were most likely to work in academia, while those at either end of the scale were less likely to do so. Importantly, these patterns differed significantly by gender, reflecting the persistent gender gap in the academic labor market and how women may strategically pursue non-academic roles to overcome structural constraints and inequities prevalent in academic career paths. These findings complicate our understanding of how job values shape career choices and offer recommendations to improve graduate education and STEM workforce.

Liu, J., & Cai, M. (2026). **How to Apply What You Learn—Research on Major-Job Matching of Higher Vocational Students**. *European Journal of Education*, *61*(3), e70706. https://doi.org/10.1111/ejed.70706
An increasing number of countries recognize the significance of vocational education due to its potential to alleviate poverty and enhance the quality of life. However, major-job mismatch among Chinese vocational graduates seriously hinders the benefits of vocational education. Within the framework of Ecological Systems Theory, this study analysed data from Chinese higher vocational students and used feature selection models, such as random forest and LASSO regression, to identify key predictors of major-job matching. Binomial logit regression was then employed to conduct a comprehensive analysis and test the results' robustness. We found that internship-related factors were most strongly associated with major-job matching among higher vocational students, while intergenerational closure factors were also relatively important. Nonetheless, other factors like family socioeconomic status, which have been linked to employment quality in other studies, exhibited a weaker correlation with major-job matching for

higher vocational students. This study offers insight to address the major-job mismatch faced by Chinese vocational college students, while also providing international empirical support for the ecological approach in exploring the multifaceted factors.

Maillard, F. (2026). **Les employeurs face aux diplômes et aux jeunes diplômés : Discours et pratiques**. *La Pensée*, *427*(3), 120-129. https://doi.org/10.3917/lp.427.0120
Bienquelesdiscourshostilesauxdiplômessesoientlargementrépandus, depuislamassification du nombre des diplômés au sein des jeunes générations, les pratiques de recrutement des employeurs restent largement attachées à la détention d'un diplôme, malgré sa mise en cause au nom des compétences. La reconnaissance des diplômes reste cependant très variable, signe que les inquiétudes affichées par les entreprises se traduisent peu dans leurs usages.

Malah-Kuete, Y. (2026). **Closer in sound, better in learning: linguistic similarity and early literacy in Cameroon**. *Economics of Education Review*, *113*, 102815. https://doi.org/10.1016/j.econedurev.2026.102815
This paper examines how linguistic similarity between students' mother tongue (L1) and the language of instruction (LOI) affects early literacy skills in Cameroon, a multilingual country with over 270 living languages. Using data from the 2019 Early Grade Reading Assessment (EGRA) and lexicostatistical methods, I construct two continuous measures of phonetic similarity between 15 major local languages and the two official LOIs, French and English. Identification relies on a two-stage least squares strategy that exploits geographic variation in long-run linguistic diffusion. The results show that students whose L1 is phonetically closer to the LOI perform better in listening comprehension, partly offsetting the learning loss associated with linguistic mismatch. The effects are larger within the Francophone education subsystem, in rural areas, among students who receive parental support with homework, and among younger learners, with estimates declining with age. A complementary provincial analysis shows that the predicted gap between low- and high-similarity scenarios varies across provinces and is larger in several low-performing areas. These findings underscore the importance of linguistic alignment in language-in-education policy for improving early learning and promoting equity in multilingual settings.

Martins, P., Silva, P., Temudo, M., & Pinho, A. (2026). ***School-Based Vocational Education and the Employment--Education Trade-off: Evidence from Peers' Choices*** (Working paper N° 18884). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18884
Vocational education and training (VET) may accelerate entry into the labour market while reducing participation in further education. We quantify this trade-off in the context of a school-based vocational system. We draw on administrative data linked to a post-secondary survey for five cohorts in Portugal. We exploit the institutional structure of the educational system to address self-selection. Identification leverages leave-out variation in the share of lower-secondary classmates who subsequently choose VET. We find a pronounced trade-off in early post-school transitions for students whose track choices respond to those of their peer choices: vocational enrolment increases employment by 26-34 percentage points and improves several job quality indicators; on the other hand, VET reduces further education participation by 30-40 percentage points. VET is also associated with higher NEET incidence, an effect that appears to reflect earlier exposure to unemployment rather than inactivity during the school-to-work transition. Additional analyses suggest important heterogeneity across VET school types and fields of specialisation, with smoother transitions in (publicly funded) private VET schools, and engineering-related fields.

Molénat, X. (2026, septembre 5). **Eric Maurin : « Malgré les risques de déclassement, la hausse du niveau moyen d'éducation améliore la situation collective des générations »**. Consulté 7 septembre 2026, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/eric-maurin-malgre-les-risques-de-declassement-la-hausse-du-niveau-moyen-d-education-ameliore-la_05
Selon l'économiste Eric Maurin, les grandes vagues de démocratisation scolaire ont été largement bénéfiques collectivement, en France comme ailleurs, même si l…

Navarini, L., & Verhaest, D. (2026a). ***The Dynamics of Educational Attainment, Overeducation, and Wages*** (Working paper N° 26201). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26201
When individuals enter jobs requiring a lower level of education, their returns to education may be lower. Existing studies analyze this by estimating wage penalties conditional on job match. This paper goes further by introducing a new decomposition that expresses returns using a potential outcome framework, taking into account both overeducation probabilities in the first job and the subsequent associated penalties. We embed this framework in a dynamic model of endogenous educational choices, overeducation, and wages, controlling for unobserved heterogeneity. Using Belgian data, we find that overeducated workers experience a persistent wage penalty. Yet, because the risk of overeducation is also present at intermediate education levels, its impact on average returns is often limited and can even be positive in the case of Bachelor's degree. Finally, we show that overeducation is a major source of heterogeneity in realized returns among Master's graduates.

Navarini, L., & Verhaest, D. (2026b). ***Was Your Degree Worth It? Heterogeneous Returns to Higher Education, Fields of Study and Skill Mismatch*** (Working paper N° 26196). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26196
Returns to higher education vary substantially between and within fields of study. This paper studies whether occupational sorting at labor market entry contributes to this heterogeneity in early-career realized returns. We estimate a generalized sequential Roy model of yearly higher education enrollment choices, skill mismatch at entry, and subsequent labor market outcomes. Identification combines persistent latent heterogeneity with exclusion restrictions based on distance to programs and residual variation in graduation timing. Individuals with a higher probability of enrolling in higher education obtain higher returns, but also experience the largest losses in realized returns when they start in mismatched occupations. In counterfactual decompositions, entry mismatch accounts for a substantial share of low, and in some cases negative, early-career realized wage returns.

O'Banion. (2026). **Bread and Roses: Helping Students Make a Good Living and Live a Good Life**. *Community College Journal of Research and Practice*, *50*(7-8), 570-613. https://doi.org/10.1080/10668926.2026.2658341
Osikominu, A., Pfeifer, G., & Ruberg, T. (2025). ***Characterizing the Returns to STEM: Marginal and Policy-Relevant Treatment Effects*** (Working paper N° 20112). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20112
We estimate heterogeneous returns to STEM education by leveraging regional differences in the relative distance to technical versus general universities as a cost factor driving college major

choice. On average, individuals experience substantial wage gains from pursuing a STEM education. The declining Marginal Treatment Effect (MTE) curve indicates positive selection on gains, suggesting that those with the lowest resistance to choosing STEM benefit the most. This positive selection arises from heterogeneity in the conditional expectations of both potential STEM and non-STEM wages. Through policy simulations aimed at increasing STEM enrollment and estimating the corresponding policy-relevant treatment effects, we demonstrate that the effectiveness of such policies critically depends on the characteristicsâ€"both observable and unobservableâ€"of the individuals they affect. Furthermore, we highlight how these policies should be designed to both increase STEM enrollment and generate positive returns for targeted groups, particularly women.

Ozyilmaz, M. M. (2026). ***Youth Unemployment and Mismatch in the Turkish Labour Market*** (Working paper N° d5e7z_v1). https://doi.org/10.31235/osf.io/d5e7z_v1
This paper analyses youth unemployment and education–job mismatch in Turkey using individual-level data from the Turkish Statistical Institute(TÜİK) Labour Force Statistics for 2015. The youth (15–24) unemployment rate stands at 18.5%, more than double the adult (25–64) rate of 8.8%, with a pronounced gender gap: female youth face a 22.2% unemployment rate against 16.5% for males. Unemployment is highest among college-educated youth (29.5%), alongside high labour-force participation (75.1%) in this group. We construct two qualification-mismatch indicators for employed youth. Vertical mismatch - education level relative to the occupational modal - affects 53% of employed college graduates and 49% of vocational high school graduates, who work in occupations where the typical worker has lower formal education. Horizontal mismatch, field of education relative to occupation, is estimable for the 27.5% of employed youth with a field-of-education code; unmatched rates are highest for health and welfare (81%), humanities, arts, and social sciences (78%), and science, technology, engineering, and mathematics (68%) graduates. Logistic regression models confirm that female youth face significantly higher unemployment odds (OR = 1.31), that higher education is associated with greater overeducation risk (OR = 8.3 per education step), and that horizontal mismatch varies substantially across fields of study and regions. These findings are consistent with persistent misalignments between formal education and observed job allocation in Turkey, with implications for vocational education, graduate employment policy, and the school-to-work transition.

Palardy, J., & Ovaska, T. (2026). **Grades without learning? How AI reshapes student incentives and assessment**. *Education Economics*, *0*(0), 1-15. https://doi.org/10.1080/09645292.2026.2723080
Generative AI helps students earn higher grades in less time, but AI-assisted performance does not necessarily mean greater learning. As grades become less closely tied to actual skills, they also become less informative to employers. We develop a model of how students divide their time among genuine study, AI-assisted graded work, and leisure. When grades matter for scholarships, future wages, and other opportunities, AI use becomes more attractive to students. Accordingly, course design is critical in countering this incentive by redirecting time from AI-use toward assessments that require students to demonstrate their actual skills. Detection and penalties reinforce these incentives.

Patrinos, H., & Rivera-Olvera, A. (2026a). ***Education and Earnings in Europe*** (Working paper N° 1800). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1800

Schooling increases earnings but getting causal information on the impact of schooling requires generating evidence from policy changes. In this paper, we estimate causal effects of additional education on earnings using new compulsory schooling law data across 16 European countries. We use recent and comparable microdata and analyze the impact of reforms on schooling and earnings. Results show that a year of education substantially increases earnings, especially for those with tertiary education.

Patrinos, H., & Rivera-Olvera, A. (2026b). ***Education and Earnings in Europe*** (Working paper N° 18859). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18859
Schooling increases earnings but getting causal information on the impact of schooling requires generating evidence from policy changes. In this paper, we estimate causal effects of additional education on earnings using new compulsory schooling law data across 16 European countries. We use recent and comparable microdata and analyze the impact of reforms on schooling and earnings. Results show that a year of education substantially increases earnings, especially for those with tertiary education.

Qin, X., & Chen, Y. (2026). **Enhancing educational outcomes with Outcome-Based Education: a study of employability and industry readiness in Chinese multimedia technology students**. *International Journal of Inclusive Education*, *30*(10), 2737-2765. https://doi.org/10.1080/13603116.2025.2573011
Facing a mismatch between graduate skills and market needs in China's multimedia sector, this study evaluates Outcome-Based Education (OBE) as a strategic reform to bridge this gap. Through an empirical analysis of 3227 students, 40 instructors, and 3051 firms, we demonstrate that OBE significantly enhances students' industry-aligned competencies, employability, and teacher effectiveness compared to traditional methods. The findings advocate for a systemic curricular shift towards market-driven, competency-based models. We urge policymakers and institutions to promote OBE through supportive accreditation standards and funding for industry-education partnerships. For enterprises, actively co-designing curricula and flexible assessments under the OBE framework is critical for cultivating a readily employable talent pool, transforming higher education into a robust pipeline for workforce development.

Razavi, G. (2026). ***The Major Divide: Student Sorting, Meritocratic Admissions & Upward Mobility*** (Working paper N° 10/2026). Consulté à l'adresse Norwegian School of Economics, Department of Economics website: https://EconPapers.repec.org/RePEc:hhs:nhheco:2026_010
Large earnings gaps by socio-economic status (SES) persist among college applicants even where tuition is free. Using the universe of Danish applications linked to administrative earnings, I ask whether these gaps reflect low returns to selective majors, admission rules, or students' own choices. Leveraging GPA admission cutoffs from a centralized matching algorithm, I apply a regression discontinuity design (RDD) to examine whether low-SES students benefit from selective college majors. Scoring just above the cutoff for admission to a more selective major raises low-SES students' income by 9% at age 30, partially closing the class gap in earnings. For high-SES students I find no detectable gain. To disentangle the contribution of major-specific returns from that of students' choices as sources of inequality, I then estimate a joint model of college major choice and earnings in which returns depend on peer composition, using students' rank-ordered application lists to correct for selection on unobservables. Low-SES returns exceed high-SES returns, relative to their outside options, across most of the major selectivity distribution. Current

GPA-based meritocratic admissions are inefficient in terms of maximizing earnings: implementing need-affirmative admissions, holding capacity fixed, would reduce the class gap by 15% through upward mobility of disadvantaged students. Notably, the class gap in earnings could largely be eliminated if students selected college majors based on returns, though this requires expanding capacity. Thus, disparities persist not because disadvantaged students experience low returns from selective majors, but because of how seats are allocated and which majors students choose.

Riviale, B. (2026). **Remettre le monde à l'endroit : Des apories de la « professionnalisation » du doctorat à sa reconnaissance professionnelle**. *La Pensée*, *427*(3), 43-52. https://doi.org/10.3917/lp.427.0043
Titre académique historiquement hétérogène, associé à des significations fluctuantes, le doctorat tire paradoxalement sa stabilité relative d'une fonction centrale dans la définition de qualifications professionnelles spécifiquement scientifiques, assez autonomes du monde entrepreneurial. Cette note de recherche met en tension deux processus contradictoires, la « professionnalisation » du doctorat, injonction de plus en plus pressante à transformer les conditions de son obtention dans un sens hétéronome, et la « reconnaissance professionnelle » du titre, sanctification de l'utilité sociale du titre dans les mondes du travail, dont la mise en œuvre demeure lente et timide.

Salvanes, K., & Skålholt, A. (2026). ***Business Cycles and School-to-Work Transitions for Vocational Students: The Role of General Skills and Educational Opportunities*** (Working paper N° 26219). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26219
This paper examines whether general skills and universal access to higher education (HE) shape vocational students' school-to-work transitions during recessions. We study how increased unemployment affects post-completion outcomes across institutional regimes that differ in curricular emphasis on general skills and access to HE - allowing us to identify effects of general skills alone and combined with HE access. Relative to a setting with limited general skills and no universal HE access, combining general skills with universal HE access more than halves labour-market scarring on earnings over the first six years after completion. General skills alone do not meaningfully affect labour-market scarring.

Schueller, J., & Aschenberger, F. K. (2026). **Exporting Employability: Evidence From Transnational Education Alumni**. *International Journal of Training and Development*, *30*(3), 295-303. https://doi.org/10.1111/ijtd.70022
Transnational education institutions promoting foreign curricula often claim to enhance international employability for local students, yet many assertions lack substantial evidence. This qualitative study investigates the study-to-work transitions of alumni from a binational university in Turkey, focusing on their motivations for selecting this university and their immediate labour market outcomes. The study introduces the concept of "exporting employability" through transnational education. The findings indicate that the extent to which transnational higher education institutions can "export" employability has limitations and largely depends on language skill development. Notably, nearly all graduates choose to work in their country of origin. By applying transnational social fields theory, this study illustrates how transnational education can offer a globally relevant yet locally applicable education, ultimately providing

concrete evidence of transnational education's role in enhancing alumni employability and contributing to their labour market outcomes.

(Tim), L., Roys, N., & Seshadri, A. (2025). ***The Causal Effect of Parents' Education on Children's Earnings*** (Working paper N° 20692). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20692
We present a model of endogenous schooling and earnings to isolate the causal effect of parents' education on children's education and earnings outcomes. The model suggests that parents' education is positively related to children's earnings, but its relationship with children's education is ambiguous. Identification is achieved by comparing the earnings of children with the same length of schooling, whose parents have different lengths of schooling. The model also features heterogeneous preferences for schooling, and is estimated using HRS data. The observed correlation between parents' and children's years of schooling is largely driven by the correlation between parents' schooling and children's unobserved preferences for schooling. This is partly offset by a slightly negative, structural relationship between parents' and children's schooling choices, resulting in an IV coefficient smaller than OLS when exogenously increasing parents' schooling. Nonetheless, an exogenous one-year increase in parents' schooling raises children's lifetime earnings by 2 percent on average.

van Houten, M. M., & Campbell, P. (2026). **From label to level: Governance choices impacting recognition of (Professional) doctorates**. *Tertiary Education and Management*, *32*(2), 105-123. https://doi.org/10.1007/s11233-026-09163-2
This paper compares the positioning of professional doctorates in the Netherlands and the United Kingdom to examine how governance choices (award-granting authority, admissions, assessment design, and programme locus) shape the international recognition and portability of doctoral degrees at EQF level 8. Using documentary analysis of legislation, agency guidance, and programme specifications, we synthesise recurring decision points that lead to misrecognition risks when professional doctorates prioritise practice-improvement over research originality. We then propose a concise Framework-for-Fit-and-Governance (FFG) checklist that translates recognition criteria into institutional levers: entry routes, mandatory outputs, viva/defence requirements, external examiners, and awarding powers. Applied to the Dutch UAS-Professional Doctorate and UK "named doctorates", the checklist clarifies when programmes are likely to be evaluated as equivalent to the PhD and when they are not, and how design changes mitigate that risk. We discuss implications for senior leaders and quality units responsible for doctoral portfolios and for recognition bodies adjudicating cross-border credentials. The contribution is a practical tool for aligning professional doctorates with recognition frameworks while preserving their distinct aims, enabling institutions to make transparent trade-offs between professional impact and international portability.

Wang, Y., Xie, Y., & Jing, X. (2026). **The multi-dimensional, multi-level impact of social capital on academic job search in China: A comparison between domestic PhDs and PhD returnees in the social sciences**. *Higher Education*, *92*(1), 235-254. https://doi.org/10.1007/s10734-025-01532-x
In the recent decade, with the increasing number of PhD graduates, the Chinese academic labor market has become highly competitive. To support PhD graduates to navigate the Chinese academic labor market, this study investigates how social capital shapes the academic job search of domestic PhDs and PhD returnees in the social sciences. Drawing on Claridge's (2020) multi-dimensional, multi-level framework, we conducted in-depth interviews with 11 domestic

PhDs and 16 PhD returnees to analyze their social capital across structural, relational, and cognitive dimensions and at micro, meso, and macro levels. The findings reveal marked differences between the two cohorts. Domestic PhDs benefit from deep-rooted local networks, particularly advisor-related ties (shimen), institutional prestige, and informal job-search channels. In contrast, PhD returnees face disadvantages due to the devaluation of overseas networks and limited access to domestic academia. This study also uncovers a dualistic evaluation system that hierarchically stratifies social capital based on university rankings, privileging domestic universities over those of overseas. Underpinning these dynamics is China's renqing society (a moral system of intimacy, reciprocity and obligation), where guanxi (personal connections embedded in trust, exchange, and hierarchy) remains central to academic recruitment. Together, these findings shed light on the uneven value of domestic and international networks and offer practical implications for navigating China's guanxi-driven academic hiring culture.

Wicht, L. (2026). ***Unintended Transitions: Employment Outcomes Following Firm Closures During Vocational Education and Training*** (Working paper N° 202605). https://doi.org/10.48720/IAB.DP.2605
« Dual vocational education and training (VET) plays a central role in the school-to-work transition in Germany, yet a substantial share of training contracts is terminated prematurely. Estimating the causal effects of such disruptions is challenging due to endogenous selection into dropout. This study exploits training firm closures as unexpected shocks that displace apprentices during VET. Using administrative data on the universe of German apprentices between 2008 and 2022, a matched event study design estimates the impact of displacement on employment outcomes over the subsequent eight years. The results show that displacement during VET leads to small but persistent earnings losses. Relative to non-displaced apprentices, earnings from regular employment fall by up to 780e per year (about 4.5 percent) four years after displacement and by roughly 2 percent in later years. These losses are modest compared to displacement from regular employment, consistent with strong institutional support that helps affected apprentices to continue with a new training firm and complete VET. However, apprentices without a school degree experience substantially larger and increasing earnings losses. A decomposition analysis indicates that the overall earnings losses are largely driven by substantial penalties among apprentices who drop out after displacement. In contrast, those who complete VET experience only small earnings losses, and displacement increases the risk of dropout only marginally. Overall, the findings highlight the protective role of institutional arrangements in the German VET system, while also showing that not all apprentices access or benefit from these supports equally. » (Author's abstract, IAB-Doku) ((en))

Wild, A. N., Leventhal, B. C., & Kush, J. M. (2026). **Uncovering the Landscape: A Closer Look at Internships in Educational Measurement**. *Educational Measurement: Issues and Practice*, *45*(3), e70045. https://doi.org/10.1111/emip.70045
High-impact practices such as internships have long been recognized for enhancing student learning and development. Yet, in educational measurement graduate training, internships remain underexamined. The current three-part study explored the structure, expectations, and implications of graduate-level internships in educational measurement and assessment. Part 1 reviewed 19 internship calls from summer 2024, identifying trends in required skills, application materials, and internship logistics. Part 2 surveyed 22 internship mentors and organizers to better understand specifics pertaining to mentorship, project supervision, the application review/interview process, and internship logistics. Part 3 surveyed 28 current graduate students,

examining the value of internships from the intern perspective. Findings suggest that graduate internships in the fields of educational measurement and assessment are valuable and impactful experiences that serve a variety of stakeholders. Study limitations and directions of future research are discussed. Implications are provided for graduate students, graduate programs/faculty, internship organizers/mentors, and the field.

Xu, H., Shen, W., & Shuai, Y. (2026). **Geography and Gains of Doctoral Mobility: Origin, Training Site and Employment Location Among Recent PhDs From Chinese Universities**. *Higher Education Quarterly*, *80*(3), e70134. https://doi.org/10.1111/hequ.70134
The mobility of doctoral graduates shapes both early-career trajectories and the geography of research talent. In China, doctoral training, research resources and high-value employment opportunities are concentrated in a limited number of cities, so the transition from doctoral education to first employment is closely structured by educational hierarchy and regional inequality. Using a 2025 survey of doctoral graduates matched to city-level indicators of economic, research and digital capacity, this study examines doctoral mobility through the linked locations of origin, training site and employment. It distinguishes between the likelihood of taking employment outside the PhD city and the gains associated with destination sorting among inter-city movers. The findings show that graduates' location after doctoral training is central to subsequent mobility outcomes. Among movers, origin-to-employment gains are explained primarily by the extent to which the employment city exceeds the PhD city in economic, research and digital capacity. Remaining in the PhD city may still involve substantial spatial advantage, because apparent immobility can reflect an earlier move into a stronger training location. Mobility is also socially differentiated, with gender, age, marriage, institutional background, overseas exposure and sectoral pathways associated with distinct patterns of destination access and mobility gains. The study conceptualizes doctoral mobility through the relationship among origin, training site and employment location. It also suggests that talent policy should address the spatial concentration of doctoral training and research capacity alongside post-graduation recruitment.

Réussite scolaire

Adamecz, A., Jerrim, J., & Gnes, S.-M. (2026). ***Leaving School Early: A Mediation Analysis Linking Adolescent Mental Health Disorders to Early Adult Outcomes*** (Working paper N° 18763). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18763
This paper examines the role of dropping out of school in the association between adolescent mental health disorders (MHDs) and subsequent early-life outcomes. Utilising an administrative panel dataset that links education, health, and employment records for half of the Hungarian school population, we track the life outcomes of a school cohort until age 22. Our findings indicate that adolescents diagnosed with an MHD between the ages of 14 and 16 are 5.8 percentage points (or 34%) more likely to drop out of secondary school compared to their peers, even after controlling for social background factors and educational performance. Furthermore, MHDs are associated with poorer early-life outcomes by age 22, including reduced employment rates, an increased likelihood of being neither in education nor employment, lower wages, and higher probabilities of motherhood, abortions, sexually transmitted diseases, and substance abuse. On

average, approximately a third of these negative associations are mediated through school dropout but there are substantial differences across these outcomes.

Adamecz, A., Jerrim, J., & Szabó-Morvai, Á. (2026). ***Leaving school early: a mediation analysis linking adolescent mental health disorders to early adult outcomes*** (Working paper N° 2609). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: https://EconPapers.repec.org/RePEc:has:discpr:2609
This paper examines the role of dropping out of school in the association between adolescent mental health disorders (MHDs) and subsequent early-life outcomes. Utilising an administrative panel dataset that links education, health, and employment records for half of the Hungarian school population, we track the life outcomes of a school cohort until age 22. Our findings indicate that adolescents diagnosed with an MHD between the ages of 14 and 16 are 5.8 percentage points (or 34%) more likely to drop out of secondary school compared to their peers, even after controlling for social background factors and educational performance. Furthermore, MHDs are associated with poorer early-life outcomes by age 22, including reduced employment rates, an increased likelihood of being neither in education nor employment, lower wages, and higher probabilities of motherhood, abortions, sexually transmitted diseases, and substance abuse. On average, approximately a third of these negative associations are mediated through school dropout but there are substantial differences across these outcomes. We conclude that educational policies aimed at facilitating the school-to-life transition should simultaneously address mental health disorders and dropout prevention.

Affonso, A., Aucejo, E., Khoury, S. E., & Larroucau, T. (2026). ***The Role of Information Frictions in Study Habit Choice and Academic Performance*** (Working paper N° 35436). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35436
We study whether information frictions about the relative effectiveness of study methods distort students' effort allocation. Standard models treat effort as a single input whose level, rather than composition, determines outcomes. We instead model effort as an allocation across methods with heterogeneous effectiveness. Combining panel surveys, administrative records, digital activity logs, and a randomized information intervention with over 2,000 undergraduates, we test whether imperfect information leads to effort misallocation and quantify consequences for performance. At baseline, students hold divergent beliefs, and many devote time to passive strategies such as rereading, despite evidence that active retrieval is more effective; these choices predict lower performance and larger self-assessment errors. We randomize treated students into general-feedback and personalized-feedback arms, benchmarking habits against peers in the latter. General feedback has little effect. Personalized feedback widens the perceived effectiveness gap between active and passive methods by 42 percent, shifts time toward effective practices, and raises exam scores by 0.05–0.08 standard deviations. A dynamic model with learning-by-doing and convex allocation costs shows that, for students with the weakest baseline beliefs, personalized feedback is equivalent to a 16.5 percent reduction in adoption costs. These results identify information frictions about multidimensional effort as a determinant of academic performance.

Ahmed, Y., Chinn, L. K., Cheek, C. L., Francis, D. J., & Grigorenko, E. L. (2026). **Identification and Classification of Learning Disabilities Using Machine Learning Approaches: A Meta-Analysis**. *Mind, Brain, and Education*, *20*(3), e70047. https://doi.org/10.1111/mbe.70047

Machine learning (ML) algorithms have been increasingly used to predict learning disability (LD) risk across various disciplines, but the effectiveness of different algorithms remains unclear. We summarize the literature on ML applications for the identification and classification of LDs using behavioral (e.g., phoneme manipulation and sound blending), behavioral biometric (handwriting, keyboarding, eye-movements, facial expressions), and neuroimaging (e.g., EEG, fMRI) data. We use multi-level meta-analysis to understand how classification statistics performed across data sources, populations, study designs and purpose, algorithms (e.g., support vector machines), and model building approaches (e.g., feature selection, hyperparameter tuning), among other study- and model-level characteristics. The meta-analysis included 41 primary studies and 331 ML models. Across algorithms, pooled accuracy estimates ranged from 0.75 to 0.88. Factors such as sample composition (e.g., grade level), types of data (e.g., brain imaging vs. checklists), and inclusion of academic skills (e.g., spelling and executive functions) had varying effects depending on the algorithm, but even the most predictive models were subject to substantial residual heterogeneity. Overall, the findings provide a baseline snapshot of an emergent literature and the conclusions are expected to evolve as primary studies adopt more standardized and comprehensive reporting beyond model accuracy, use larger and more diverse samples (particularly for biological data sources), incorporate external validation, and more explicitly address equity and generalizability in model development and evaluation.

Akar, B., & Okten, C. (2026). ***Intergenerational Effects of Turkiye's Education Reform on Children's Academic and Health Outcomes*** (Working paper N° 18735). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18735
This paper examines the intergenerational effects of Turkiye's 1997 compulsory schooling reform, which increased mandatory schooling from five to eight years. Drawing on a novel dataset from the nationally representative 2022 Turkish Child Survey, we use a regression discontinuity design (RDD) to identify the causal effect of mothers' exposure to the reform. We find that the reform significantly increased maternal educational attainment and, in turn, improved children's performance in Turkish, while having no statistically significant effect on mathematics achievement. Maternal exposure to the reform also had positive effects on children's mental health, increasing happiness and reducing anxiety, but did not affect their general health status. These effects are heterogeneous by child gender, with boys benefiting more than girls. Analysis of potential channels shows that increased parental investment may be one relevant channel explaining the observed effects, while reduced child work appears to play a limited role.

Aksoy, C. G., Khanna, G., Marino, V., & Tumen, S. (2025). ***The Native-Refugee Education Gap*** (Working paper N° 19914). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19914
We study the education gap between Syrian refugee children and their Turkish peers using administrative data from TÃ¼rkiye (2011â€“2018). Our analysis reveals significant disparities: refugee students score 8 points lower in math and 13 points lower in Turkish language, on average. These gaps narrow with time and grade progression, with the most improvement seen in the first two years after arrival. Female refugees adapt more effectively, closing the gap faster than males. Our findings highlight the need for targeted interventions, such as early language training and support programs, to improve refugee integration and promote equitable educational outcomes.

AlmŒs, I., Drange, N., Meghir, C., & Daae Zachrisson, H. (2026). ***Early Childcare Attendance and Cognitive Skills in Adolescence*** (Working paper N° 2518). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: https://EconPapers.repec.org/RePEc:cwl:cwldpp:2518
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 1Ð2. 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.

Alves, P., Kowalczuk-Walędziak, M., Lopes, A., Krasnicka, I., & Menezes, I. (2026). **The Taboo of Withdrawal: Firsthand Perspectives From Former Doctoral Candidates in Poland and Portugal**. *Higher Education Quarterly*, *80*(3), e70141. https://doi.org/10.1111/hequ.70141
In knowledge-based societies, withdrawal from doctoral education is often seen and spoken about as embarrassing, undesirable, and awkward. Emerging from complex conditions—a mix of profoundly personal factors and weighty contextual factors—withdrawal tends to be a silenced or shamed process, producing a layered dynamic of taboo upon taboo upon taboo. In the hope of helping to challenge this silencing and shaming, this qualitative study explores how former doctoral candidates perceive and experience withdrawal from doctoral education as a taboo. Drawing on a perspectivist approach, the analysis is based on in-depth interviews with 22 former doctoral candidates in Portugal and Poland, and examines how withdrawal is shaped by underlying, often unspoken, factors and processes. The findings fall into two overarching themes—the taboos of withdrawal and withdrawal as a taboo—and highlight the deeply emotional and ambivalent nature of withdrawal for both individuals and higher education institutions, as well as identify taboos rooted in academic culture and pedagogical, social, and economic structures. By exposing the perversities of a culture marked by academic feudalism and academic capitalism simultaneously, this study calls for recognition of the grief embedded in withdrawal and affirms doctoral candidates' right to mourn what is lost when they leave this chapter behind.

Antonio, V.-M., Reinaldo, M.-F. J., Laura B., G.-R., & Carla, Q.-P. (2026). **Evolution of learning patterns during the first years at university and their relationship with academic stress, effort, and performance**. *European Journal of Psychology of Education*, *41*(2), 83. https://doi.org/10.1007/s10212-026-01132-y
This study examines how learning beliefs and strategies—referred to as learning patterns—evolve among Ibero-American students during the first 2 years of university. It also explores the relationship between these patterns, academic stress, and performance. This study aims to shed light on these dynamics (beliefs and learning strategies) to address the persistently high rates of early university dropout in Ibero-America. The participants are 458 students enrolled in Educational Sciences programmes across eight different universities. The Inventory of Learning patterns of Students (ILS) was applied to identify learning patterns (Meaning Directed, Application Directed, Reproduction Directed, and Undirected or the combination between their components).

The Academic Stress Questionnaire at University (CEAU) was used to measure stressors, R-CEA for reactions to stress, and A-CEA for coping strategies. Additionally, effort was identified with a Likert scale under the student's perception, and academic performance was calculated based on grade point average. The results highlighted the notable advantages enjoyed by students with high level of self-regulation and academic stress coping strategies. Conversely, students who scored high on external regulation or lack regulation, who lacked effective coping strategies and exhibited certificate-oriented motivation, faced greater challenges in adapting to university and tended to perform less well academically. The study suggested how university teachers can help students with a lack of regulation or external regulation strategies to improve their academic performance and better cope with academic challenges, especially in cases with high levels of academic stress and difficulties in socio-emotional management, among others.

Araki, S. (2026). **The paradox of economic development and academic achievement: Evidence from PISA for 77 economies over 20 years**. *Studies in Educational Evaluation*, *90*, 101636. https://doi.org/10.1016/j.stueduc.2026.101636

Barigozzi, F., Battilani, P., Bontempi, M., & Calenici, P. (2026). ***Against the Odds: Student Performance under Gender Discrimination in Fascist Italy*** [Working paper]. Consulté à l'adresse Dipartimento Scienze Economiche, Universita' di Bologna website: https://EconPapers.repec.org/RePEc:bol:bodewp:wp1228
This paper studies gender differences in student performance under explicit institutional discrimination, using a newly assembled panel of Italian secondary schools during Fascism. The regime sought to restrict women's access to advanced education, skilled employment, and teaching positions, yet the feminisation of secondary schooling continued among both students and teachers. Against this hostile institutional background, female students generally outperformed male students, especially in school tracks historically designed for male political and professional elites. The analysis shows that feminisation contributed to this result. A greater exposure to female classmates and female teachers is associated with improved outcomes for girls, particularly in historically male-oriented tracks, whereas the corresponding associations for boys are weaker or differ in sign. These patterns are consistent with peer and role-model mechanisms: female peers and teachers may have made academic success more visible and attainable for girls, lowering the perceived cost of effort in male-typed educational environments. The findings highlight behavioural responses to discriminatory institutions beyond access constraints.

Bart, D. (2026, septembre 14). **PISA : avant de parler de « baisse du niveau », regardons ce qui est évalué**. Consulté 21 septembre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/09/14/pisa-avant-de-parler-de-baisse-du-niveau-regardons-ce-qui-est-evalue/
« Une analyse fouillée des résultats des élèves dans le PISA sans prise en compte de ce que les épreuves attendent d'eux semble donc restrictive » écrit Daniel Bart dans ce texte.

Bauer, T., Zviagintsev, R., & Kampa, N. (2026). **Credibility of intersectionality frameworks in question: evidence from a large-scale study in Austria**. *European Journal of Psychology of Education*, *41*(2), 63. https://doi.org/10.1007/s10212-026-01115-z

It has long been recognized that mathematical ability is strongly associated with an individual's educational and career success. At the same time, studies show significant inequalities in mathematical proficiency levels depending on student characteristics such as sex, socioeconomic status, and migrant background, as well as task characteristics such as language complexity. We applied an intersectional approach to investigate whether the above student characteristics have a multiplicative effect in their relationship with the level of Austrian students' mathematical proficiency (in general and in specific areas). We also aimed to identify differing effects regarding migrant background in relation to the language complexity of mathematics tasks. The methodological basis for this part of our study is a relatively new data analysis approach developed specifically for the assessment of intersectional effects, the multilevel analysis of individual heterogeneity and discriminatory accuracy. The sample for our analyses was 65,893 8th-grade students in Austria. The main findings of our study confirm already well-known general patterns in how mathematical ability, sex, socioeconomic status, and migrant background are related. However, we could not confirm an intersectional effect of the combination of these characteristics or a different pattern of association between migrant background and specific mathematical abilities differing in language complexity. Our conclusions and recommendations focus on political measures addressing the additive effects of socioeconomic status and migrant background. Regarding sex, measures should refrain from focusing on abilities per se but rather concentrate on so-called non-academic characteristics (e.g., interest and self-concept) that may affect later choices in upper secondary education.

Becker, S. J., & Börnert-Ringleb, M. (2026). **School-related stress and academic achievement: a longitudinal study on the moderating role of achievement orientations**. *European Journal of Psychology of Education*, *41*(2), 55. https://doi.org/10.1007/s10212-026-01116-y

Students commonly report increased levels of school-related stress that are related to various academic and psycho-emotional outcomes. The development of such stress is associated with students' experiences of external school-related stressors such as achievement evaluations and grades. At the same time, findings on the interplay of stress and achievement are ambiguous, and reciprocal effects might be assumed. In addition, intrinsic efforts and orientations of students might further reinforce the individual perception of stress as well as the development of learning outcomes and moderate the association of school-related stress and academic achievement. One such personal value might be seen in students' individual achievement orientation. Longitudinal insights into associations of school-related stress, academic achievement, and achievement orientations are lacking. The present paper addresses this desideratum and applies a three-wave survey to investigate the autoregressive and cross-lagged associations of school-related stress and academic achievement of N = 644 students. The results of (multigroup) cross-lagged panel models highlight significant autoregressive effects of school-related stress and academic achievement as well as cross-lagged effects of stress on achievement. No cross-lagged effects of achievement on stress became clear. Furthermore, the results indicate distinct relationships when differentiating between students with different levels of achievement orientation. In contrast to students with low or average achievement orientation, no significant stress–achievement link could be described in students with higher achievement orientation. Differences between groups were nonsignificant.

Behrer, A. P., Goodman, J., Goyer, J. P., & Park, R. J. (2026). ***Air Pollution and Learning*** (Working paper Nº 18904). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18904
Nearly the entire world's population breathes air exceeding WHO pollution guidelines, but the extent to which that exposure impairs the accumulation of human capital is not well understood. We study this using longitudinal PSAT data on nearly 10 million U.S. high school students, comparing the same student's scores across attempts preceded by differing air quality and instrumenting for local PM2.5 with smoke from distant wildfires. A year of observed pollution exposure reduces learning by 0.04-0.06 standard deviations, or 14-19% of typical annual score growth. The damage comes almost entirely from moderate pollution days (8â€"12 Î¼g/m3), below the EPA's historical standard, and from exposure during the school year rather than summer, pointing to instructional disruption as a mechanism. Effects are three times larger in disadvantaged schools and among Black and Hispanic students, who are harmed more by the same exposure. Exposure to air pollution widens achievement gaps.

Bellou, A., & Cardia, E. (2026). ***Great Depression, WWII and the College Gender Gap*** (Working paper Nº 18846). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18846
This paper examines the short- and long-run effects of the Great Depression on college attainment by gender in the United States for cohorts born 1906â€"1920. Using state-level variation in Depression severity, we find that harsher conditions in the early 1930s are associated with small increases in educational attainment by 1940, with similar responses for men and women. Following these cohorts to 1960, more severe Depression exposure is linked to modest increases in menâ€™s college attainment at the one- and two-year margins, with little effect on four-year completion. Womenâ€™s responses are more heterogeneous and generally imprecisely estimated. We further show that these patterns are stronger in areas with greater WWII mobilization: male attainment rises more strongly in highly mobilized states, while womenâ€™s responses remain limited and mixed. Overall, the results suggest that early-life exposure to the Depression, combined with wartime opportunities, may have contributed to modest gender differences in college attainment in the mid-twentieth century.

Belzil, C., & Hansen, J. (2026). ***Le résultat au test PISA est-il prédictif du succès individuel ?*** [Working paper]. Consulté à l'adresse CIRANO website: https://EconPapers.repec.org/RePEc:cir:cirpro:2026rp-19
Using longitudinal data from the Youth in Transition Survey (YITS), designed by Statistics Canada in conjunction with the OECD's Programme for International Student Assessment (PISA), we examine the ability of PISA test scores to predict subsequent educational and labor market success. Overall, our results indicate that performance on both components of the PISA assessment is much more predictive of success in the labor market than of academic success or the probability of obtaining a degree in a scientific field. Our findings suggest that the OECD is partially justified in claiming that the PISA program measures individuals' ability to solve practical, real-world problems rather than simply assessing knowledge acquired directly through school curricula. However, given the strong correlation between performance on the two components of the assessment and the virtual absence of any difference in their predictive power, we cannot rule out the possibility that the competencies measured by the PISA program are influenced by a common latent factor akin to general intelligence—one of the most common criticisms

directed at the statistical design of the PISA assessment. À partir de données longitudinales de l'Enquête auprès des jeunes en transition (EJET) conçue par Statistique Canada de concert avec le Programme international pour le suivi des élèves (PISA) de l'OCDE, nous analysons la capacité du test PISA à prédire les succès scolaires et professionnels ultérieurs. De façon générale, nos résultats indiquent que les résultats obtenus dans les volets mathématique et lecture du test PISA sont beaucoup plus prédictifs du succès obtenu sur le marché du travail qu'ils ne le sont du succès académique ou de la probabilité d'obtenir un diplôme scientifique. Nos résultats indiquent que l'OCDE est partiellement justifiée de considérer que le projet PISA peut mesurer des capacités individuelles à résoudre des problèmes concrets et pratiques, et non simplement des connaissances découlant directement des programmes scolaires. Cependant, étant donné la forte corrélation entre les résultats obtenus dans les deux volets, ainsi que la quasi-absence de différence entre leurs capacités prédictives, on ne peut exclure que les compétences mesurées par le programme PISA soient contaminées par un facteur latent commun assimilable à l'intelligence générale (une des critiques les plus communes adressées à la conception statistique du programme PISA).

Bennett, C. T. (2026). **Test-Optional Admissions Policies and Student Success Metrics**. *Educational Researcher*, *55*(6), 389-398. https://doi.org/10.3102/0013189X261426360
This study examines the relationship between test-optional undergraduate admissions policies and two common student success metrics: the retention rate for first-year students and the 6-year graduation rate for bachelor's students. Using a difference-in-differences analytic approach designed to account for the staggered nature of policy adoption, I find that test-optional policies adopted prior to the COVID-19 pandemic were not associated with statistically significant changes in institution-level retention and graduation rates overall. However, subgroup analyses by institutional selectivity indicate that test-optional policy enactment was associated with a 2 percentage point increase in graduation rates for men, women, and White students at institutions with more competitive admissions but a 2 percentage point decrease in graduation rates for White students at institutions with less competitive admissions.

Bertocchi, G., Bonacini, L., Joxhe, M., & Pignataro, G. (2025). ***Math Exposure and University Performance: Causal Evidence from Twins*** (Working paper N° 19975). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19975
We estimate the causal effect of exposure to math during high school on university major choice and performance, using a unique administrative dataset of 1,396 twins extracted from the entire student population enrolled between 2011 and 2021 at an Italian university. We apply a Twin Fixed Effect (TFE) estimator to account for unobserved factors like shared family background. We find that attending a low-math high school reduces the likelihood of enrolling in STEM majors by 32.6 percentage points and improves university performance, by increasing the likelihood of on-time graduation by 11.7 percentage points and boosting grades by 0.139 standard deviations. Leveraging a high school reform that expanded the math content in traditionally low-math curricula, we show that the added math background further reduces STEM enrollment for treated students, while it drives their improvement in performance. Our results suggest that, while increased math exposure does not necessarily boost STEM enrollment, it equips students with skills that help them improve their university outcomes. Compared with TFE, Ordinary Least Squares estimates of the effect of math exhibit a downward bias. The same applies

to Difference-in-Differences estimates of the effect of the reform obtained using the entire student population.

Betts, J., Lin, C., Muntean, W., & Kao, S. (2026). **A Hybrid Modified Angoff Standard Setting Method for Polytomous Items**. *Educational Measurement: Issues and Practice*, *45*(3), e70044. https://doi.org/10.1111/emip.70044
This research evaluates a Hybrid Angoff Method for standard setting procedures that utilize polytomous items. The method combines an Option Angoff with a Mean Angoff method to reduce the complexity of implementing judgments on polytomous items. The results were encouraging both with support for utilizing the method and panelist perceptions. The hybrid method provides a potential option for programs using polytomously scored items on their exams when implementing a standard setting panel.

Bostwick, V., & Nguyen, T. (2026). **More often or longer? The effects of the academic schedule on postsecondary academic outcomes**. *Economics of Education Review*, *113*, 102812. https://doi.org/10.1016/j.econedurev.2026.102812
One of the most common scheduling decisions in higher education is the determination of biweekly or triweekly classes. On the surface, these two formats are equivalent in terms of the number of minutes in a course (75 min twice a week or 50 min three times a week). However, the two structures may have different pros and cons for both students and faculty, and it is ambiguous which course format should yield better student outcomes. We leverage more than a decade's worth of administrative transcript data from a large public university in the Midwest to examine the effects of the academic schedule on postsecondary student outcomes. Across a range of model specifications employing department, faculty, course, and student fixed effects, we find that when a student enrolls in a triweekly class, they earn lower grades and are less likely to take a subsequent course in that same field. These effects are especially pronounced in the STEM fields, where we also find negative effects of the triweekly schedule on students' eventual choice of major.

Bresson, M., Gueudet, G., Le Bot, F., & Ulrich, G. (2026). ***La réussite éducative et les chemins du savoir***. Consulté à l'adresse https://hal.science/hal-05738631
Cet ouvrage collectif explore les enjeux de la réussite éducative et des chemins du savoir à travers une pluralité d'approches et de disciplines scientifiques ayant l'éducation pour objet, coordonnées au sein de la Graduate School Éducation, Formation, Enseignement (GS EFE) de l'Université Paris-Saclay : sciences de l'éducation, histoire, sociologie, économie, sciences du sport, etc. Deux fils rouges le traversent : la pluralité des conceptions de la réussite éducative selon les acteurs et les contextes, et les dynamiques implicites de fabrication des savoirs. Ces thèmes se déclinent en quatre apports. Le premier souligne la diversité des perceptions de la réussite, invitant au dialogue entre acteurs, afin de rechercher des équilibres entre réussite académique et autres dimensions du projet des élèves ou étudiants et de leurs familles. Le deuxième s'attache à la formation des enseignants, mettant en évidence les défis de la professionnalisation, notamment à travers la prise en compte des interactions du professeur avec le groupe classe et avec chaque élève. Le troisième adopte une perspective historique, soulignant l'effet des transformations sociétales sur la construction des savoirs scolaires. L'institutionnalisation des savoirs apparaît ainsi marquée par des tensions liées à des enjeux extrascolaires, à l'exemple des « questions socialement vives » qui introduisent les débats sociétaux dans l'arène de la classe. Le quatrième élargit l'analyse aux politiques

publiques à différentes échelles géographiques, en abordant les tensions entre représentations collectives, normes institutionnelles et pratiques de terrain. L'ouvrage met ainsi en évidence la complexité et la pluralité des chemins de la construction des savoirs scolaires. L'ensemble des contributions montre que la prise en compte de cette complexité doit reposer sur l'articulation entre formation et recherche, ainsi que sur les innovations institutionnelles à l'œuvre dans le champ éducatif.

Brisson, G., & Dault, C. (2025). **Passerelles ou impasses ? Revue systématique de la littérature sur le passage des élèves immigrants de la classe d'accueil à la classe ordinaire au primaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(3), 253-276. https://doi.org/10.7202/1126123ar
Le passage des élèves immigrants nouvellement arrivés de la classe d'accueil vers la classe ordinaire au primaire constitue une étape clé de leur parcours scolaire. Cette revue systématique de la littérature (en français et en anglais) vise à cerner les facteurs facilitants et les tensions entourant ce passage au primaire. L'analyse de 12 études situées dans divers pays et contextes scolaires met en lumière le rôle crucial de la collaboration entre personnes enseignantes, du soutien linguistique en classe ordinaire, d'interactions significatives au-delà de la classe d'accueil et des procédures d'intégration. Elle révèle aussi les défis liés aux attentes pédagogiques, aux contraintes administratives et à l'isolement que peut entraîner le modèle de la classe fermée.

Campbell, V. A., Britton, T., & Chelliah, B. (2026). **Out of the Gate: The Relationship Between Dual Enrollment Gateway Course-Taking and College Academic Momentum**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2706434
This study explores the relationship between dual enrollment (DE) math and English gateway course-taking and academic momentum indicators — earning 30 credits by the end of the first year, first-year credit accumulation, and persistence to the third semester. The study is based on a sample of first-time freshmen at the City University of New York who participated in the citywide DE program, College Now, and utilizes quasi-experimental methodology to identify a balanced sample of former DE students who took math and English gateway courses in DE compared to former DE students who did not. Taking DE gateway courses has a modest, but positive association with credit momentum, particularly first-year credit accumulation when DE credits are included, but had no relationship with persistence. We found an increase in credit momentum for Black/African American students who took a math gateway DE course, as compared to Black/African American and students of any race who did not take a math gateway DE course. Findings suggest that school–university partnerships with DE programs should investigate the experiences of students who initiated academic momentum earlier in high school but struggled to sustain it during their first year when they enroll in the university system where they participated in DE.

Cañeda, M. E. (2026). **Comprehensive Analysis of a Multiple-Choice Algebra Assessment**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 133-150. https://doi.org/10.7358/ecps-2026-033-cama
This study developed and validated a 70-item multiple-choice College and Advanced Algebra (Math 101) midterm test designed to diagnose least-mastered competencies. Development followed a three-phase process: (1) preparation, involving syllabus mapping and a Table of Specifications (TOS) to ensure balanced content coverage and guide item writing; (2) development, which included expert review of

content and technical quality and a tryout administration; and (3) implementation, featuring uniform test administration procedures, scoring verification, item analysis, and reliability estimation. Expert evaluations indicated strong content validity (M = 3.71, Highly Relevant), while student feedback supported face validity (M = 3.83, Highly Acceptable). In the tryout subsample (n = 30) drawn from the main cohort, preliminary reliability was acceptable (KR-20/α = .715). Using the full dataset (n = 129), internal consistency improved to a good level (α = .853). Item analysis resulted in 48 retained items, 20 for revision, and 2 rejected, supporting continued refinement and item-bank development.

Cavalcanti, T., & Puccioni, F. (2025). ***Boosting Student Achievement through Cost-Effective Management*** (Working paper N° 20228). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20228
We investigate how cost-effective management practices boost student learning through a randomised field experiment conducted with 31,760 students from 80 grade 1â€“9 public schools in the municipality of Rio de Janeiro, Brazil. The inter- vention, delivered by municipal servants exclusively to school managers, involved one-to-one coaching and on-the-job training focused on implementing the World Management Surveyâ€™s â€œ23 best management practicesâ€ for the education sector. We also conducted two double-blind, in-depth management surveys, one prior to and one following the programme implementation, to evaluate precisely the quality of the management of the schools. After two years, the estimated average treatment effects were 0.928 (0.260) SD for school management, 0.226 (0.059) SD for reading, and 0.237 (0.059) SD for mathematics. Instrumental variable estimates indicate that a one-point improvement in school management (on a 1â€“5 scale) led to gains of 0.680 (0.245) SD in reading and 0.714 (0.265) SD in mathematics. Students in schools achieving a one-point management improvement were more than two aca- demic years of learning ahead of peers in untreated schools. The programme costs only $15.22 (PPP-adjusted) per student per year, could be applied to any school and has expanded in Brazil.

Cecalupo, A., Scarci, F., Marini, M., Parisse, C., Prislei, L., & Livi, S. (2026). **Students' achievement goals: examining the impact of parental influences and perfectionism**. *Social Psychology of Education*, *29*(1), 77. https://doi.org/10.1007/s11218-026-10244-8
Grounded in the 2 × 2 framework of Achievement Goal Theory and recent refinements of perfectionism theory, the present study examined how perceived parental goals (mastery and performance) and perceived parental criticism/expectations shape adolescents' achievement goals (mastery-approach, mastery-avoidance, performance-approach, performance-avoidance), through the mediating role of perfectionism. Specifically, a mediation model was tested, with personal standards and concerns over mistakes/doubts about actions acting as sequential mediators. Six hundred fifty-one Italian ninth- and tenth-graders (Mage = 14.24, SD = 0.69) completed self-report measures. Path analysis supported the proposed sequential mediation model, showing that both adaptive (mastery-oriented) and less adaptive (performance-oriented and excessively critical) perceived parental stances were associated with higher personal standards, which in turn fostered concerns over mistakes/doubts about actions. These perfectionism dimensions differentially mediated the relations between parental influences and students' achievement goals: mastery-approach goals were primarily promoted by parents' mastery goals and personal standards. Mastery-avoidance goals exhibited more complex and less adaptive patterns, with parents'

mastery goals, parental criticism/expectations, and concern over mistakes/doubts about actions, each exerting distinct influences. Performance-approach and performance-avoidance goals were both primarily related to parents' performance goals and perceived criticism/expectations, also through the mediation of personal standards and concern over mistakes, reflecting multifaceted pathways shaping performance-oriented goals. Overall, these findings highlight the distinct pathways through which interpersonal and intrapersonal factors may jointly shape students' goal orientations.

Contini, D., Di Tommaso, M. L., Muratori, C., Piazzalunga, D., & Schiavon, L. (2026). **A lost generation? The impact of COVID-19 on high school students' achievements**. *The Journal of Economic Inequality*, *24*(2), 423-450. https://doi.org/10.1007/s10888-025-09708-2
This paper estimates the effect of a full year of the Covid-19 pandemic on school performance in Italy, focusing on students at the end of upper secondary school who are about to enter the labour market or start university without having had the opportunity to recover. Using longitudinal data from standardised tests for the student population nationwide, we use difference-in-differences models to analyse the performance of two cohorts of students: a cohort that has never been exposed to the pandemic and the cohort that graduated in 2021. We find that the pandemic had a substantial negative impact on students' performance in mathematics and reading (approximately 0.4 s.d. in both domains). A similar loss is observed in 2022, suggesting no recovery post-pandemic. Low-achieving students suffered the most, widening the gap between strong and poor performers. The relative position of girls compared to boys improved. Contrary to the findings of the existing international literature, inequalities by parental education remained largely unchanged.

Cordova, K., & Schaller, J. (2026). ***Local Labor Demand and Achievement Gaps: Evidence from the Great Recession*** (Working paper N° 35639). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35639
We examine how contractions in local labor demand during the Great Recession affected children's academic achievement. We combine county-level test scores for grades 3–8 from the Stanford Education Data Archive with a shift-share design that interacts counties' 2005 industry composition with national industry employment growth, isolating demand-driven changes in local employment. Following recent advances in the shift-share literature, we validate the design with balance, pre-trend, and Rotemberg-weight diagnostics and report exposure-robust standard errors throughout. A one-standard-deviation adverse shock lowers mathematics achievement by about 0.03 student-level standard deviations and widens the White–Black and economic-disadvantage achievement gaps in both subjects. Within a common geography, losses concentrate among economically disadvantaged students. English language arts estimates point in the same direction but are harder to separate from the Great Recession's housing bust, and we interpret them as the combined effect of the labor-demand contraction and the associated decline in house prices. The achievement response is concentrated in the recession window. The post-2014 period, identified mainly by the oil-price cycle, yields a precise null, so our estimates measure the response to severe contractions rather than a general business-cycle parameter. School funding did not respond contemporaneously to these shocks, while family income, child poverty, and house prices all did.

Courtney, M. G. R., Acuyo Cespedes, A., Kalemeneva, D., de Crombrugghe, D. P., Zhakibayeva, A., & Baikenova, A. (2026). **Covid-19-related learning loss: Evidence of downstream negative effects of emergency remote teaching on performance in subject-specific English proficiency**. *PROSPECTS*, *56*(1), 235-252. https://doi.org/10.1007/s11125-025-09746-8
The recent shift to emergency remote teaching (ERT) due to the pandemic resulted in learning losses for students worldwide. However, no studies have examined the effects of exposure to ERT on students' subject-specific English proficiency. Based on a battery of equated tests and repeated cross-sectional data from 18,769 university applicants spanning 7 years (2018–2024), this study gauges both the immediate and downstream effects of ERT on students' academic performance in mathematics (math) and critical thinking in English as a foreign language. We find evidence for immediate learning loss in critical thinking for senior high school students who were recently exposed to ERT, and substantive downstream learning loss in math for children exposed to ERT when they were, on average, aged 13. Based on our findings and a review of the literature, we speculate about the reasons for these results and offer suggestions for policy, practice, and future remedial education programs.

Cusset, P.-Y. (2026). ***Niveau scolaire : éléments de diagnostic et propositions*** (p. 236). Consulté à l'adresse Haut-commissariat à la stratégie et au plan website: https://www.strategie-plan.gouv.fr/files/files/Publications/2026/2026-08-31%20-%20Rapport%20Niveau%20scolaire/HCSP-2026-RAPPORT-Niveau-scolaire-2septembre12h-FINAL-COUV.pdf

De Clercq, M., Bournaud, I., Philion, R., & Felder, J. (Éd.). (2026). ***Accompagnement à la réussite des personnes étudiantes dans l'enseignement supérieur : des regards multiples***. https://doi.org/10.3726/b23802
Au même titre que la société, le paysage de l'enseignement supérieur évolue progressivement dans sa configuration, sa population et ses objectifs. De nouveaux défis se présentent, tant aux équipes éducatives qu'aux personnes étudiantes, qui nécessitent de réajuster les approches pédagogiques et d'accompagnement. Dans ce contexte de transition et d'évolution, il serait pertinent de proposer des regards neufs sur la notion de réussite et sur la capacité de l'environnement d'apprentissage à soutenir les personnes étudiantes. C'est pourquoi cet ouvrage propose d'élargir la vision souvent implicite et restreinte de la réussite dans l'enseignement supérieur. Il répond ainsi au manque évident de littérature scientifique sur le rôle des équipes éducatives dans la réussite de la personne étudiante en proposant différentes façons d'optimiser les environnements d'apprentissage pour soutenir la réussite, notamment lors de la première année.

Dee, T., Gibbs, C., Margolit-Chan, R., Morrell, L., & Sullivan, J. (2026a). ***Unpacking Treatment Effect Heterogeneity in a Large-Scale Dropout-Prevention Experiment*** (Working paper N° 35558). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35558
Timely high school completion is a critical step in successful transitions to post-secondary schooling and the labor market. This randomized controlled trial, deployed in two urban, disadvantaged school districts, tests the effectiveness of a mature and comprehensive student-support program on an unusually large scale (n=2,528). While overall effects on graduation rates are small and statistically insignificant, exploratory analyses reveal

notable variation by site and over time, mirroring heterogeneity in treatment timing and program implementation. These findings highlight the challenges of scaling interventions and raise concerns about generalizing results from small-scale, single-site evaluations.

Dee, T., Gibbs, C., Margolit-Chan, R., Morrell, L., & Sullivan, J. (2026b). ***Unpacking Treatment Effect Heterogeneity in a Large-Scale Dropout-Prevention Experiment*** (Working paper N° 18840). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18840
Timely high school completion is a critical step in successful transitions to post-secondary schooling and the labor market. This randomized controlled trial, deployed in two urban, disadvantaged school districts, tests the effectiveness of a mature and comprehensive student-support program on an unusually large scale (n=2,528). While overall effects on graduation rates are small and statistically insignificant, exploratory analyses reveal notable variation by site and over time, mirroring heterogeneity in treatment timing and program implementation. These findings highlight the challenges of scaling interventions and raise concerns about generalizing results from small-scale, single-site evaluations.

Diebolt, C., & Diebolt, R. (2026, septembre 12). **PISA 2025 rankings: are we asking the right questions about schooling?** https://doi.org/10.64628/AAK.wyvxptc6x
Are education systems succeeding in transforming individual abilities into collective opportunities? This is what rankings ought to be measuring rather than reducing education to a few figures.

Epper, T. F., Ibsen, K., Koch, A. K., & Nafziger, J. (2026). ***Predicting University Dropouts: Evidence on the Value of Student Expectations and Motivation*** (Working paper N° 21263). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:21263
University dropout is costly, making it a policy priority to identify factors that predict dropout. Using a survey experiment with incoming first-year students linked to long-run administrative outcomes, we assess which information improves dropout prediction beyond standard university records. A small number of targeted, study-specific survey items â€" especially motivation and expectations about degree completion â€" substantially improve predictive performance. By contrast, widely used measures of general preferences and traits (such as grit and self-control) add little incremental value â€" a result that we qualitatively replicate in a large population. Our findings suggest inexpensive, scalable ways to improve dropout predictions.

Eshun, J., Halliday, T., Inafuku, R., Higa, J., Furutani, T., Murata, N., & Swartz, E. (2026). ***Concussions and the Classroom: The Effect of an Acute Health Shock on Student Academic and Behavioral Outcomes*** (Working paper N° 2026-1). Consulté à l'adresse University of Hawaii Economic Research Organization, University of Hawaii at Manoa website: https://EconPapers.repec.org/RePEc:hae:wpaper:2026-1
Concussions are among the most common acute health shocks experienced by adolescents, yet little is known about their causal effects on educational outcomes. We study the impact of diagnosed sports-related concussions on academic performance and behavioral incidents using a unique administrative dataset linking the Hawaiâ€˜i Department of Education to a statewide concussion surveillance system. Leveraging the longitudinal structure of the data, we implement a staggered difference-in-differences design that compares students who sustain concussions at different points in time. We

find that a first concussion leads to a 0.14-point decline in science GPA but has little effect on other academic or behavioral outcomes. We further examine the consequences of repeated concussions and find that students who sustain multiple concussions experience a 0.359-point decline in mathematics GPA and a 0.276 increase in behavioral offenses following their second injury. These findings suggest that the persistent educational consequences of an isolated concussion are relatively modest, whereas repeated concussion exposure leads to larger and broader disruptions in studentsâ€™ academic performance and behavior.

Fernandez, A., Salles, F., Bernigole, V., & de Monestrol, H. (2026). **PISA 2025 : en culture scientifique, le score baisse par rapport à 2015 en France comme dans l'OCDE, et les performances sont similaires entre les filles et les garçons**. *Note d'Information*, (26.39), 1-4. Consulté à l'adresse https://www.education.gouv.fr/depp/pisa-2025-en-culture-scientifique-le-score-baisse-par-rapport-2015-en-france-comme-dans-l-ocde-et-505639
Avec un score moyen de 483 points en culture scientifique, la France se situe dans la moyenne des pays de l'OCDE en 2025.

Ferreira, J., & Martins, P. (2026). ***Vocational Training, Educational Attainment, and Inequality: Evidence from a Nationwide Expansion*** (Working paper N° 1810). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1810
We evaluate the impact of vocational education and training (VET) in a setting with high dropout rates and socio-economic inequality in educational attainment. We estimate that the introduction of VET courses across public upper secondary schools in Portugal was associated with a 2.7 percentage points increase in on-time graduation rates (6% of the baseline rate). Our identification strategy exploits the staggered introduction of the VET track, which created quasi-experimental variation in the local availability of VET across school districts and cohorts. Drawing on a comprehensive student-school matched panel spanning 2006-2017, we implement an event-study design and three complementary IV strategies. We find substantial positive effects of VET take-up on graduation rates, especially among previously low-achieving and socio-economically disadvantaged students.

Fitzpatrick, M. D., Sadowski, K., Chen, C., Day, S., Konty, K., & Argenio, K. (2026). **Asthma management in schools: A tool for reducing absenteeism?** *Economics of Education Review*, *113*, 102813. https://doi.org/10.1016/j.econedurev.2026.102813
Asthma is a leading chronic condition among school-aged children and a major driver of absenteeism. Since attendance is linked to academic success, graduation, and earnings, interventions reducing asthma-related absences may improve educational trajectories. We evaluate a program that placed asthma case managers in New York City public schools to engage directly with students and families. Using novel linked health-education data and a triple-differences design exploiting staggered rollout and asthma targeting, we find significant gains in school-based asthma management: absenteeism among children with asthma fell by 5%, narrowing the asthma/no-asthma gap by 20%, and active asthma prescriptions rose by nearly 10%. These results show that school-embedded supports can improve children's health while also boosting educational outcomes.

Gaebler, J. D., Isley, C., Avery, C., & Goel, S. (2026). ***Reassessing the Role of Standardized Tests in University Admissions*** (Working paper N° 35407). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35407
There is a long-running debate over using standardized test scores to inform college and graduate admissions decisions, with some arguing that test scores are an important signal of academic strength and others arguing that they are biased and exclusionary. Here we revisit this issue by analyzing a novel dataset of more than 13,000 applications over roughly a decade to a large public policy master's program in the United States. Consistent with past work, we find that GRE scores substantially improve predictions of first-year grades relative to predictions based on GPA alone. However, when these predictions are used to inform admissions decisions, we find that test scores only modestly improve the expected academic quality of admitted students. The gap shrinks further when we augment the test-aware and test-blind predictive models with more fine-grained information available in student transcripts and other application materials. Specifically, we estimate that incorporating standardized test scores in our setting would result in admitting students who perform, on average, only 0.03 grade points better. We show—both empirically and theoretically—that this pattern stems from a subtle distinction between predictions and decisions. Even with improved predictions, the downstream admissions decisions are often the same; and where there are differences, they often involve selecting between similarly qualified applicants. Our results indicate that standardized test scores may be less important for university admissions than previously suggested.

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.

Gaur, D., Pant, A., & Sharma, D. P. (2026). **Inequalities in educational achievement: effect of group capabilities**. *The Journal of Economic Inequality*, *24*(2), 557-587. https://doi.org/10.1007/s10888-025-09713-5
Past research indicates that equitable distribution of resources to control educational achievements inequalities received limited success. Therefore, there is a need to find alternative solutions. Consequently, this study examines the role of group capabilities in improving children's educational achievements. The extant literature explains group capabilities as a combination of externally and internally defined collectives. Externally defined collectives consider individual membership of social groups by birth. While internally defined collectives consider individual voluntary membership of the social institutions. Using country-level data, the findings of this research reveal that membership of professional and financial groups has positive effects on educational achievements. However, membership of event groups and marginalized social groups negatively impacts achievements. Furthermore, the study explores the moderating role of externally defined collectives in the relationship between internally defined collectives and educational achievements. The study offers several interesting findings that may guide policymakers. They can consider encouraging membership of professional and finance groups and social harmony to augment educational achievements.

Furthermore, policymakers can adopt preventive measures to control the negative effect of events group membership.

Genakos, C., Kyrkopoulou, E., & Papaioannou, E. (2026). ***An Olympic Opportunity*** (Working paper N° 21319). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:21319
We use a unique natural experiment in which families were randomly selected to live in the Olympic Village, constructed for the 2004 Athens Olympic Games, to assess the impact of improved neighborhood conditions on academic achievement. Comparing 12â€"17-year-old students who relocated and attended the new schools with non-selected applicants from the same origin schools across Attica, we find a positive, gender-neutral, and significant effect of moving on overall performance. Educational gains, primarily in language courses, are concentrated among students who previously performed poorly, indicating a â€œfresh startâ€ effect.

Goodman, J., & Nitkin, S. (2026). ***Kumon Up: Private Tutoring Centers and Student Achievement*** (Working paper N° 35671). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35671
Private tutoring chains like Kumon and Sylvan have expanded rapidly in recent decades. Combining data on business locations, household spending, and district test scores, we study who uses these centers and how they affect academic skills. Nearly half of tutoring users are from the top income decile, with Asian and White households five and two times as likely to purchase tutoring as Black and Hispanic households. A staggered differences-in-differences design shows the opening of a district's first chain center raises district-wide math and reading scores by 0.02-0.03 standard deviations, at a much lower cost than public spending typically producing similar gains. Math effects are largest for White and Asian students, so that center entry widens racial achievement gaps, though less so in more racially integrated districts. These private investments help their users, deepen educational inequality, and shape outcomes by which state accountability systems and families judge schools.

Goulas, S., Griselda, S., Megalokonomou, R., & Zenou, Y. (2024). ***Disruptive Peers and Academic Performance: Short- and Long-Term Outcomes*** (Working paper N° 19793). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19793
How do disruptive peers shape academic and career paths? We examine this question by leveraging the random assignment of students to classrooms in Greece and identifying the effects of peer disruptiveness on academic performance and career paths. Using suspension hours as a measure of disruptiveness, we find that students assigned to more disruptive classrooms have lower academic achievement, a higher risk of grade retention, and reduced likelihood of graduating from high school on time. They are also less likely to pursue competitive STEM fields or enroll in selective postsecondary programs. The adverse effects are more pronounced for students from low-income areas, in larger classrooms, or with fewer female peers. Using a lab-in-the-field experiment, we find that exposure to multiple disruptors, compared to just one, reduces studentsâ€™ study motivation, college aspirations, and readiness for science studies and careers, especially for those seated closer to disruptive peers.

Habók, A., Magyar, A., & Molnár, G. (2026). **Effect of vocabulary knowledge and learning-related affective factors on school achievement in reading**. *European Journal of Psychology of Education*, *41*(2), 45. https://doi.org/10.1007/s10212-026-01078-1
Vocabulary knowledge and reading comprehension are fundamental components of academic success during schooling's early years. In addition to these cognitive skills, learning-related affective factors play an essential role in students' reading development. Therefore, this study investigated grade-level differences and relationships among vocabulary knowledge, reading achievement, and reading-related affective factors, including reading attitude, reading enjoyment, and grit in reading, among primary school students. The sample consisted of 982 Hungarian-speaking students from Years 2 to 4. Students in higher grades achieved significantly higher scores on the vocabulary test, indicating steady developmental growth in vocabulary knowledge. In contrast, no significant grade-level differences were found in reading enjoyment or grit, and reading attitude showed only modest differences across grades. Correlational analyses revealed significant associations among variables, with the exceptions of vocabulary knowledge and reading attitude. Path analysis supported a revised, parsimonious model. Vocabulary knowledge showed a strong, direct effect on reading achievement, confirming its central role as a cognitive foundation of reading performance. Within the affective domain, reading attitude significantly predicted reading enjoyment, in turn predicting grit in reading. Grit also exerted a direct, although weaker, effect on reading achievement. Importantly, vocabulary knowledge did not directly predict reading attitude, enjoyment, or grit, and the affective pathway did not mediate vocabulary knowledge's effect on reading achievement. Overall, these findings suggest that cognitive and affective factors contribute to reading achievement through partially independent pathways, underscoring the importance of addressing domains in educational practice and research.

Hassan, A. (2026). **Leveraging artificial intelligence (AI) to enhance student engagement and academic performance in higher education**. *Education and Information Technologies*, *31*(11), 3835-3861. https://doi.org/10.1007/s10639-026-13946-w
This study examines the pedagogical impact of artificial intelligence (AI) tools on student engagement and academic performance in two undergraduate economics and business modules at a UK university. Using a mixed-methods design, the study compares three academic periods: the pre-AI era (2022/23, prior to the widespread adoption of generative AI tools such as ChatGPT), the AI era (2023/24, characterized by unguided AI use), and the AI intervention period (2024/25, involving structured pedagogical guidance). Quantitative data from institutional learning platforms, complemented by qualitative survey data, inform a two-stage mediation analysis assessing engagement as a mediator between AI use and academic outcomes. Results indicate that unguided AI use does not consistently improve performance and may negatively affect problem-solving in summative assessments. In contrast, structured AI interventions significantly increase independent study engagement, enhance critical thinking, communication skills, and problem-solving, and improve overall performance. Engagement emerges as a robust mediator, highlighting the importance of pedagogical framing in effective AI integration. The findings emphasize the need for instructional scaffolding and provide practical guidance for institutions seeking to promote responsible AI use, active learning, and deeper cognitive engagement in AI-enhanced educational environments.

Hausman, N., Rigbi, O., & Weisburd, S. (2025). ***Generative AI's Impact on Student Achievement and Implications for Worker Productivity*** (Working paper N° 20206). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:20206
Student use of Artificial Intelligence (AI) in higher education is reshaping learning and redefining the skills of future workers. Using student-course data from a top Israeli university, we examine the impact of generative AI tools on academic performance. Comparisons across more and less AI-compatible courses before and after ChatGPTâ€™s introduction show that AI availability raises grades, especially for lower-performing students, and compresses the grade distribution, eroding the signal value of grades for employers. Evidence suggests gains in AI-specific human capital but possible losses in traditional human capital, highlighting benefits and costs AI may impose on future workforce productivity.

Horn, D., & Pető, R. (2026). ***The Effect of Maternal Job Loss on School Dropout and Track Choice*** (Working paper N° 2610). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: https://EconPapers.repec.org/RePEc:has:discpr:2610
Maternal job loss may deepen educational inequality by disrupting children's schooling at critical transition points. Using linked Hungarian administrative and educational data, we compare children whose mothers experience sustained non-employment after grade 6 with those whose mothers experience it only after grade 10. Maternal job loss increases school dropout by 4.3 percentage points, relative to a mean of 6.7 percent. Its average effect on maturity-track enrollment is largely associated with increased dropout rather than track reallocation among enrolled students. The larger adverse effects observed in the top baseline maternal earnings tertile provide suggestive support for a financial mechanism, while the smaller maturity-track effects among children of more-educated mothers are consistent with a compensatory role for parental resources.

Houmark, M. A., & Mørk, M. (2026). ***Teachers and Inequality in Student Performance - Estimating Value Added and Sorting Under Endogenous Mobility*** (Working paper N° 12895). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12895
This paper deals with issues related to estimating the causal impact of teachers on student test scores. The central challenge is that students and teachers are matched non-randomly. To deal with this, we propose an extension of the standard teacher value-added model that is more robust to such endogenous mobility bias than conventional models. We then apply and extend recent innovations in bias correction of variance components to quantify the overall importance of teachers and estimate patterns of sorting and segregation. We find that teachers in Denmark are more important for student inequality than the conventional approaches would suggest. Further, we document a novel pattern of negative sorting that is driven by compensatory school investments through the within-school matching of high-value-added teachers to low-ability students. We also show that high-value-added teachers tend to be more experienced and educated and that they are particularly skilled at classroom management. Finally, we present suggestive evidence that these teachers also promote student non-cognitive skills and well-being.

Huang, M. (2026). **Unraveling the Finnish Paradox: chain mediation pathways of mindset and support fail to explain girls' superior mathematics achievement based on PISA 2022**. *European Journal of Psychology of Education*, *41*(2), 65. https://doi.org/10.1007/s10212-026-01120-2
In the Finnish low-stress and highly equitable education system, girls' math performance is significantly superior to that of boys. This advantage cannot be explained by common psychological mediating variables such as support from math teachers, growth mindset, or mathematics anxiety—although these factors are usually regarded as key mechanisms in prior research contexts. Using data from Finnish 15-year-old students participating in PISA 2022 (N = 10,239; 4995 girls and 5244 boys), this study employed path analysis within a structural equation modeling framework based on the Control-Value Theory and the Growth Mindset Theory. The results indicated that mathematics anxiety remained the strongest predictor of mathematics performance ($\beta = -0.281$, $p < .05$), and a significant chain mediation pathway was identified from gender to achievement (gender → teacher support → growth mindset → mathematics anxiety → achievement). However, these psychological paths all point to the relative advantage of boys, but failed to explain the actual lead of girls' mathematics achievement. The analysis showed that mathematics teacher support did not mediate the association between socioeconomic status and achievement, and the predictive effect of growth mindset was relatively small in this sample. This study contributes to understanding gender and socioeconomic differences in mathematics achievement within the Finnish educational context by examining the mediating roles of mathematics teacher support, growth mindset, and mathematics anxiety.

Iocco, M. P., & Lombardi, M. (2026). ***The pitfalls of higher selectivity: Evidence on university degree completion*** [Working paper]. Consulté à l'adresse Universidad Torcuato Di Tella website: https://EconPapers.repec.org/RePEc:udt:wpgobi:wp_gob_2026_10
We study the effect of selectivity on university degree completion. Using data from the centralized university admission system in Chile, which includes students' ranked options,we use a regression discontinuity design with students at the margin of admission between relatively more and less selective university programs. We find that students marginally admitted to a more selective program are 2.3 percentage points less likely to graduate from their initial program, compared to marginally rejected students who were instead admitted to the relatively less selective option. We also find a 1.9 percentage point drop in the likelihood of obtaining any university degree. For students who graduate, we find a one-month increase in time to graduation. This decline in overall graduation rates is driven by lower-income students, who face greater challenges in transferring and completing a degree elsewhere. We find suggestive evidence that these results are driven by higher academic rigor, rather than by ordinal rank.

Iqbal, S. A., & Patrinos, H. A. (2026). **Learning during the pandemic: Evidence from Uzbekistan**. *PROSPECTS*, *56*(1), 221-233. https://doi.org/10.1007/s11125-025-09736-w
School closures induced by the Covid-19 pandemic led to concerns about students' learning. This article evaluates the effect of school closures on students' learning in Uzbekistan, using a unique dataset that allowed for the assessment of change in learning over time. The findings show that test scores in mathematics (math) for grade-5 students in the country improved over time by 0.29 standard deviations, despite school closures. Students assessed in 2019 in grade 5 and reassessed in 2021 also showed improvement by an average of 0.72 of a standard deviation over the 2 years. The article demonstrates

learning continuity in math in Uzbekistan despite Covid-induced disruptions to schooling and explores the reasons for the lack of learning loss.

Izgar, G., İlter, İ., & Saritepeci, M. (2026). **The Dynamics of Academic Buoyancy: The Impact of Amotivation and Teacher Support in Middle School**. *European Journal of Education*, *61*(3), e70697. https://doi.org/10.1111/ejed.70697
This study examines the impact of amotivation and perceived teacher support on academic buoyancy and explores their interactions. A correlational research model was used in a prediction design to survey 459 participants from various middle schools in Turkey. The findings indicate a negative relationship between academic amotivation and buoyancy. The multigroup analysis results indicate a positive relationship in the boy subsample and a negative one in the girl subsample. According to the result, there were positive relationships between academic amotivation and perceived teacher support factors. Of the teacher support factors, only the relationship between relatedness support and academic buoyancy is significant. Additionally, only the mediating role of perceived relatedness support in the relationship between academic amotivation and academic buoyancy is significant. The results indicate that the relationship between teacher support and academic buoyancy and the mediating effect of teacher support differed across gender subsamples. Therefore, this study emphasizes the need for gender-specific support strategies and the importance of establishing inclusive and supportive learning environments.

Jacinto, A., Albuquerque, S., Correia, S., Mendes, T., Gonzalez, B., & Paulino, P. (2026). **The role of social support in the link between well-being and dropout intention in higher education students: a moderated mediation approach**. *European Journal of Psychology of Education*, *41*(2), 61. https://doi.org/10.1007/s10212-026-01118-w
Higher education can pose significant challenges for students, including the need to adapt to new academic environments and social dynamics. These challenges may affect their well-being and increase the likelihood of dropping out. This study explores social support as a mediating mechanism through which well-being influences dropout intention among higher education students—that is, higher levels of well-being may lead to more positive perceptions of social support, which may in turn contribute to a lower dropout intention. In addition, this study explores whether these relationships vary depending on moderating variables such as whether the course attended was the student's first choice, cycle of studies, student-worker status, having dependents, and being a displaced student. A total of 1404 Portuguese university students participated in the study by completing questionnaires related to socio-economic variables, emotional well-being, satisfaction with social support, and the dropout intention. The results suggest the following: (1) social support from family did not mediate the relationship between well-being and dropout intention; (2) social support from social activities and friends partially mediated the relationship between well-being and dropout intention; and (3) social support from intimacy fully mediated the relationship between well-being and dropout intention; and (4) the conditional indirect effect suggests that the mediation of social support in the relationship between well-being and dropout intention is stronger for students without dependents and non-displaced students. It is essential to implement interventions on higher education campuses that are personalised and that foster the most effective sources of support, while respecting the specificities of students at risk of dropping out.

Jacob, C., Albandea, I., & Michaut, C. (2026). **Réorientation et réussite académique en licence : une analyse des effets différenciés selon l'origine de formation**. *Formation emploi. Revue française de sciences sociales*, (175). https://doi.org/10.4000/16nfm
En France, environ un tiers des bacheliers entrant en licence se réorientent pendant leurs études. Ce phénomène est tantôt assimilé à un échec, tantôt à une opportunité de poursuivre des études. Ce travail tente de mesurer l'effet de la réorientation sur la réussite académique à partir d'une enquête à laquelle ont répondu 1 418 étudiants de licence 1 en 2024, dont 223 réorientés. Les résultats montrent que la réorientation n'a pas d'effet moyen significatif sur la moyenne semestrielle, toutes choses égales par ailleurs. Toutefois, l'effet est négatif pour ceux qui proviennent de formations technologiques, et positif pour ceux qui proviennent des formations d'élites.

Jain, D., & Jain, T. (2026). ***When Science Feels like Math: Quantitative Content in Science Assessments and the Gender Achievement Gap*** (Working paper N° 4). https://doi.org/10.5281/zenodo.21907670
This paper shows how math-intensive evaluation drives science gender gaps. Using question-level data from a large standardized exam in grades 3 to 10 in India, we find boys outperform girls in mathematics in each grade. In science, girls outperform boys in early grades when few questions are math-intensive, but underperform in later grades as math intensity increases. A substantial portion of the gender gap is explained by question type: girls perform comparably to boys on non-quantitative science questions, but underperform on quantitative ones across all grades. Conditional on previous year performance, girls face a larger penalty from increasing math intensity in science exams. These findings show that gender differences in science are primarily driven by quantitative content in science assessments, helping explain why gender gaps are concentrated in math-intensive science fields. Strengthening foundational mathematics skills and confidence for girls could reduce gender gaps in science, with implications for gender-based sorting in higher education and careers.

Jean Kechnor, E. (2026). ***School dropout at the secondary level through an analysis of governance in three public schools in the South Department of Haiti."***. Consulté à l'adresse https://hal.science/hal-05693427
This study addresses secondary school dropout through an analysis of governance in three public school in Haiti's Southern Department. Based on documentary analysis and interviews, it explores three areas: legal and strategic provisions, governance initiatives, and decentralization dynamics. Findings reveal alignment with literature on participatory governance and equity, but limited implementation due to scarce resources, weak local autonomy, skill gaps, and centralized recruitment. Hourly subcontracting undermines educational quality, while public-private partnerships remain underused. The study recommends strengthening local capacities, clarifying responsibilities, and reducing practices that compromise system stability. Keywords: School dropout-Educational governance-Decentralization

Jiang, Y., Konorova, E., & King, R. B. (2026). **Linking environmental mindset climate to adolescents' sense of belonging and achievement goals: The moderating role of self-efficacy**. *European Journal of Psychology of Education*, *41*(2), 64. https://doi.org/10.1007/s10212-026-01122-0
Much of the work on mindsets has focused on individual beliefs. However, recent work has suggested that mindsets can also operate at the environmental level. In this study,

we investigated whether and how students' perceived classroom fixed mindset climate could predict their sense of belonging, and how this, in turn, led to different levels of achievement goals. We also examined the potential moderating role of self-efficacy in this hypothetical model. Results from a sample of 823 Chinese adolescent students revealed that classroom fixed mindset climate positively predicted both performance-approach and performance-avoidance goals. Moreover, classroom fixed mindset climate indirectly and negatively predicted mastery goals through students' sense of belonging in the classroom. A multi-group comparison analysis further showed that students with low self-efficacy are more inclined toward performance-approach goals in a fixed mindset classroom climate compared to students with high self-efficacy. Our findings underscore the significant influence of classroom mindset climate, suggesting the need to broaden our theoretical purview beyond just personal fixed mindset beliefs.

Joya, S., & Vergel, R. (2026). **From collective consciousness to individual consciousness: Dialectical analysis of a fifth-grade class performing a pattern generalization task**. *European Journal of Psychology of Education*, *41*(2), 46. https://doi.org/10.1007/s10212-026-01077-2
This article is part of a broader investigation into algebraic thinking in primary education from the perspective of the theory of objectification. This study aims to characterize how collective consciousness is transformed into individual consciousness in a fifth-grade classroom as a pattern generalization task related to the function $$y=2x-1$$is addressed and developed. The emphasis is on the development of consciousness through joint activity, considering the layers of generality in algebraic thinking. The analysis identified five moments: (1) exploration of the first terms of the sequence, (2) transition toward non-perceptual forms of reasoning, (3) adoption of generalization schemes, (4) resolution of a distant case in which students make the generalization explicit, and (5) production of a message so that another person can calculate any given term. Each phase reveals how semiotic means of objectification —gestures, graphic representations, and language— mediate the construction of meanings and allow knowledge to be socialized and internalized. The results show that the class exhibited three characteristics of algebraic thinking: A sense of indeterminacy, analyticity, and symbolic designation, which developed and evolved as expressions of the emerging consciousness within the activity. Simultaneously, the appropriation of algebraic knowledge is a dialectical process in which collective interaction and the materialization of objects of knowledge lead to the development of individual consciousness and the consolidation of theoretical forms of mathematical thinking.

Kechnor, J. (2026). ***Secondary school dropout through the lens of hourly subcontracting in three public schools in Haiti's Southern Department***. Consulté à l'adresse https://hal.science/hal-05694033
This article analyzes secondary school dropout through the lens of hourly subcontracting observed. In three public schools in the South department of Haiti. Based on semi-structured interviews and classroom observations, the study shows that this practice, although officially banned by the Ministry of Education since 2017, remains widespread and structurally embedded. It stems from the mobility of tenured teachers, principals' tolerance, the incompetence of substitutes, and weak educational governance. Its effects include failures in national examinations, grade repetition, and dropout, thereby reinforcing social and educational inequalities. Measures implemented by inspectors and supervisors, such as attendance reports, convocations, monitoring visits, and

salary withholding, have limited effectiveness due to institutional inaction and financial constraints. The study concludes that hourly subcontracting exacerbates the educational crisis and highlights the urgent need to rethink school governance in Haiti.

Kim, H., Jin, D., Kim, T., & Park, A. (2026). **Understanding dropout risks in online courses: SHAP-based analysis of lecture interval patterns in LMS**. *Education and Information Technologies*, *31*(13), 4965-4990. https://doi.org/10.1007/s10639-026-13994-2
The COVID-19 pandemic has accelerated the shift toward online education, emphasizing the critical role of Learning Management Systems (LMS) and driving extensive research in Learning Analytics. LMS platforms automatically capture large-scale learner interaction data, facilitating advanced analyses through statistical methods and artificial intelligence techniques. However, simplistic interpretations of LMS log data can neglect contextual nuances, potentially leading to misleading results. This study examines an advanced AI education program characterized by minimal instructor intervention, requiring learners to depend heavily on Self-Regulated Learning and effective learning strategies for successful course completion within limited timeframes. Specifically, the research identifies methodological pitfalls inherent in LMS log data analyses and proposes improvements through comprehensive clustering of learning behavior patterns and predictive modeling using early-stage LMS data. Findings reveal that distinct learning strategies significantly affect course completion outcomes, while predictive models employing early interaction data effectively identify learners at high risk of course non-completion. Furthermore, Shapley Additive Explanations highlight critical intervals in learning trajectories, pinpointing key lecture segments where targeted interventions could enhance learner retention. This study advances Learning Analytics theoretically by refining analytical methodologies and practically by enabling data-driven instructional design and personalized learner support, underscoring the potential of adaptive strategies in improving course completion outcomes in LMS-based AI education.

Kotsis, K. T. (2026). **High Achievement Without Conceptual Understanding: Evidence from Honors High School Graduates in Greek Science Education**. *European Journal of Contemporary Education and E-Learning*, *4*(2), 26-38. https://doi.org/10.59324/ejceel.2026.4(2).03
High performance in high-stakes examinations is commonly assumed to reflect deep understanding of scientific concepts. However, research in science education increasingly questions this assumption, particularly in educational systems where assessment strongly emphasizes procedural competence and recall. The present study investigates the conceptual understanding of honors high school graduates who achieved top scores in the Greek Panhellenic examinations and were admitted to highly selective university departments, specifically medical school. Using diagnostic questionnaires grounded in everyday contexts, we examined students' alternative conceptions in three core scientific domains: physics, chemistry, and biology. Participants were first-year medical students whose responses were analyzed in relation to examination performance, self-reported interest in science subjects, and gender. Across all domains, results revealed a substantial prevalence of misconceptions that closely resemble those documented in younger and less academically successful student populations. Importantly, these alternative conceptions showed no significant association with Panhellenic examination grades, gender, or reported interest in the respective science subjects. The findings indicate a clear dissociation between

examination success and conceptual understanding, suggesting that high achievement within the Greek educational system primarily reflects adaptation to assessment demands rather than meaningful learning and conceptual change. These results highlight systemic limitations of assessment-driven instruction and call for a reconsideration of how scientific understanding is taught and evaluated. Emphasizing conceptual reasoning, explanatory coherence, and formative assessment may be essential for aligning academic achievement with genuine scientific understanding.

Leight, J., Gilligan, D. O., Mulford, M., & Zafar, S. (2026). ***The early bird gets the cash: Early notification and conditional cash transfers for secondary school*** (Working paper N° 2421). Consulté à l'adresse International Food Policy Research Institute (IFPRI) website: https://EconPapers.repec.org/RePEc:fpr:ifprid:183379
What is the optimal timing for a cash transfer targeting increased secondary school enrollment? We present evidence from a randomized trial in rural Ethiopia showing a CCT increases enrollment and reduces child marriage. The largest effects are observed for youth offered the transfer a year prior to their (potential) matriculation; in this cohort, there is also a significant in-crease in the probability students pass the primary school leaving exam. By contrast, reduced treatment effects are observed for prior dropouts, and a generalized random forest analysis suggests this primarily reflects different observable characteristics (lower academic performance) among this sub-sample.

Li, B., Sun, J., & Zhu, W. (2026). **The developmental characteristics and core structure of achievement emotion regulation processes: a network analysis based on and expanding the ERAS model**. *European Journal of Psychology of Education*, *41*(2), 51. https://doi.org/10.1007/s10212-026-01092-3
The applicability of the model of Emotion Regulation in Achievement Situations and the developmental characteristics of achievement emotion regulation at different stages still need further supplementation.

Lintner, T. (2026). **Friendship fosters well-being, exclusion may hurt girls' mathematics: a two-wave cross-lagged panel model of peer relations, affect, and achievement**. *European Journal of Psychology of Education*, *41*(2), 79. https://doi.org/10.1007/s10212-026-01138-6
This study investigates longitudinal associations between peer relations, affective well-being, and academic achievement during early adolescence. Data were drawn from a two-wave study of a large nationally stratified sample of Czech students transitioning from Grade 6 to Grade 7 (N = 2,609, ages 12–13). Cross-lagged panel models were used to examine reciprocal links between friendship, social exclusion, positive and negative affect, and achievement in mathematics and Czech language, assessed using item-response-theory-scaled tests. Friendship predicted increases in subsequent positive affect, whereas social exclusion predicted declines in positive affect. Exclusion was also associated with lower later achievement in Czech language across students and with reduced mathematics achievement specifically among girls, indicating domain- and gender-differentiated academic vulnerability. Affective well-being did generally predict achievement. These findings highlight the developmental importance of peer relations for emotional adjustment and suggest that experiences of exclusion may carry direct academic consequences, particularly for girls in mathematics.

Lintner, T., Juhaňák, L., Žáková, M., Plch, L., & Ropovik, I. (2026). **Generative AI use and academic achievement: a cross-sectional study of Czech seventh-grade students**. *Education and Information Technologies*, *31*(13), 4829-4848. https://doi.org/10.1007/s10639-026-14002-3
This study examines how Generative Artificial Intelligence (GenAI) use is associated with academic achievement among Czech seventh-grade students. Grounded in the deep versus surface approaches to learning framework, we distinguish between the frequency of GenAI use and students' endorsement of reliance on GenAI over understanding, defined as the belief that knowing how to prompt AI effectively is more important than developing one's own conceptual understanding. Using cross-sectional survey data from a nationally stratified sample of 2,307 students, we estimated structural equation models predicting IRT-scaled achievement in mathematics and Czech language. Frequency of GenAI use was not positively associated with achievement in either subject. In contrast, stronger endorsement of reliance on GenAI over understanding was consistently and negatively associated with achievement, with a more pronounced relationship in Czech language. Neither GenAI use frequency nor reliance significantly moderated the associations between learning-related dispositions and achievement. These findings suggest that the educational implications of GenAI depend less on how often students use AI tools and more on whether AI is approached as a support for understanding or as a substitute for cognitive engagement. The results contribute to debates on epistemic offloading and the role of AI in shaping students' orientations toward learning.

Manchado Porras, M., Canto López, M. del C., Mateo Ramos, L., Reguera Lozano, S., Mera Cantillo, C., & Aragón Mendizábal, E. (2026). **Mathematical performance in primary education: Instructional context and cognitive and attitudinal factors**. *European Journal of Psychology of Education*, *41*(2), 77. https://doi.org/10.1007/s10212-026-01133-x
Despite the relevance of mathematics, many Spanish students encounter difficulties in the subject. It is essential to continue exploring the factors associated with mathematical performance, including cognitive, attitudinal, and methodological aspects. Given the presence of open scientific questions, this study aimed to contribute to theoretical and empirical knowledge in mathematical cognition by comparing students from instructional contexts using a traditional approach with those from contexts using the Open Algorithm Based on Numbers (ABN) method. The comparison focused on general mathematical competence, specific mathematical skills, and cognitive and attitudinal factors. Another key objective was to assess the association of these cognitive and attitudinal factors with mathematical competence. The sample consisted of 244 upper primary school students, divided into two groups (ABN and non-ABN). Various mathematical skills, cognitive variables (short-term memory, working memory, fluid intelligence, and processing speed), and negative predisposition toward mathematics were measured. The study followed a ex post facto design, and available socioeconomic and educational indicators were examined to support the comparability of the groups. The results showed differences between instructional contexts, with students from contexts using the ABN methodology obtaining higher scores in most assessed mathematical skills. Positive correlations were found between cognitive factors and mathematical competence, while a negative correlation was observed with negative predisposition. Additionally, cognitive and attitudinal variables accounted for 48.7% of the variance in general mathematical competence. In conclusion, the findings highlight the relevance of instructional context, together with cognitive and attitudinal

factors, for understanding mathematical performance in Primary Education, and should be interpreted cautiously given the associational rather than causal nature of the study.

Maraj, A., & Hashemi, N. (2026). **Beyond pedagogical challenges for refugee academic success in the Global North: A literature review**. *PROSPECTS*, *56*(1), 153-178. https://doi.org/10.1007/s11125-025-09754-8
Global crises that range from conflicts to natural disasters and that are influenced by complex economic, political, and cultural factors displace populations and significantly impact education. A pressing issue has arisen in efforts to provide comprehensive refugee education in the Global North: the need to ensure inclusive development for noncitizens wishing to become citizens, while also fostering educational and community connections for them within their host cultures. Although the UN has emphasized the vital role of education in social and economic integration, post-resettlement challenges limit refugees' potential. Limited awareness and information exclusivity worsen disparities, thereby obstructing refugees' integration and exposing inequities. This article examines the challenges of refugee integration beyond the classroom, including gender barriers, unfamiliar education systems, financial stress, family responsibilities, housing issues, and adaptation to foreign cultures and languages. This extensive literature review explores the extracurricular struggles faced by refugee learners, using a traditional narrative methodology sourced from international articles accessed through Google Scholar, ERIC (EBSCO), ERIC (ProQuest), and ResearchGate. This article aims to identify gaps and to support equitable refugee education policies and practices.

Marcus, R., Bapna, A., Rodriguez, D. J. T., & Khosravi, D. (2026). ***How does climate change affect educational outcomes? Key pathways*** (p. 21). Consulté à l'adresse ODI Global website: https://odi.org/en/publications/how-does-climate-change-affect-educational-outcomes-key-pathways/
This brief outlines three key impact pathways of climate change's effects on children's educational outcomes.

Martin-Requejo, K., Álvarez-Bardón, A., González-Andrade, A., & Santiago-Ramajo, S. (2026). **Early musical training and mathematical performance in 8- to 12-year-old schoolchildren: the mediating role of attitude towards studying and executive functions**. *European Journal of Psychology of Education*, *41*(2), 38. https://doi.org/10.1007/s10212-026-01096-z
Human behaviour develops through the interaction of neurobiological and environmental factors, with early experiences playing a critical role in shaping sensorimotor, socioemotional, and cognitive functions. Musical training, a multimodal and progressively complex activity, has been proposed as a powerful enhancer of neuroplasticity and higher-order cognition, particularly when initiated before the age of seven. Although the link between musical training and academic achievement has been widely reported, the mechanisms explaining this relationship remain poorly understood, particularly in childhood. This study examined the mediating role of study attitude and executive functions in the relationship between early musical training and mathematical performance in childhood. A sample of 162 Spanish children aged 8–12 years was assessed using standardised measures of executive functions (BRIEF-2), study attitude (CHTE), and mathematical performance (BADyG). Results showed that children with musical training achieved higher mathematical performance, with stronger effects observed in those who began before age seven. Mediation analyses revealed a

significant chained effect: early musical training was associated with a more positive study attitude, which related to higher scores in working memory and, in turn, was linked to better mathematical outcomes. Inhibition and flexibility did not emerge as significant mediators. These findings suggest that the benefits of early musical training on mathematics extend beyond cognitive gains to include attitudinal and motivational pathways. The study suggests the potential educational value of early music training for supporting both cognitive and academic development, suggesting that structured music programmes could be considered a valuable component of early curricula to potentially support the development of core skills such as motivation, working memory, and mathematical abilities.

Mikdash, M., & Zhong, J. (2026). ***Do State-Funded Pre-K Programs Improve Long-Run Outcomes?*** (Working paper Nº 18790). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18790
We study the long-term effects of access to state-funded early childhood education on educational attainment and labor market outcomes. To do so, we exploit quasi-random variation across districts and cohorts generated by the phased rollout of Texas's large-scale public Pre-K program. Using restricted-access administrative data, we find that access to state-funded Pre-K substantially increases enrollment, particularly in districts without alternative preschool options. Additional results show that in districts that provide Pre-K simultaneously for three- and four-year-olds, access to Pre-K increases earnings at age 27 and high-school graduation by about 4 percent, with no effect on college enrollment. In contrast, access to Pre-K has no effects on labor market and educational outcomes in districts that primarily serve four-year-olds only. We provide suggestive evidence that the effectiveness of state-funded Pre-K depends on program funding rather than access alone.

Mo, Z., Jiang, R., & Li, X. (2026). **Understanding individual differences in algebraic word problem solving: A latent class analysis of Chinese students' performance across different problem formats**. *European Journal of Psychology of Education*, *41*(2), 40. https://doi.org/10.1007/s10212-026-01095-0
Reversal errors—where students incorrectly transpose relationships when translating word problems into algebraic equations—represent a persistent challenge in mathematics educations. This study examined how sentence structures variations influenced Chinese middle school students' performance on algebraic word problems. We administered paper-and-pencil tests featuring three problem types: Type I ("There are six times as many students as professors"), Type II ("There are six students for every professor"), and Type III ("The ratio of students to professors is 6:1"). Response accuracy and error patterns were analyzed using latent class analysis to identify distinct learning profiles. Results showed that students achieved significantly higher accuracy on Type III problems compared to Type II problems, with reversal errors reduced by 50%. Four distinct problem-solving profiles emerged: Adaptive solvers, developing algebraic solvers, surface-feature matching solvers, and direct-translation solvers. These profiles revealed substantial individual differences in cognitive approaches to algebraic translation. The findings support instructional strategies that consider both problem presentation format and individual learner characteristics, providing practical guidance for mathematics educators working in diverse linguistic contexts.

Moulin, L., & Maurya, P. (2026). ***Ahead at the Start: Selection and the Private–Public Achievement Gap in French Primary Schools*** (Working paper N° 310). https://doi.org/10.48756/ined-fr-310.0826
Whether private schools raise achievement or reflect selection remains an open question. Using a national panel of 15,188 French children followed from first grade to the end of primary school, with standardized mathematics and French assessments at both points, we estimate the effect of attending a publicly funded private school throughout primary school. Private-school students outperform their public-school peers at both school entry and the end of primary school. We compare three complementary identification strategies: a value-added specification controlling for baseline achievement and family background, an instrumental-variables strategy exploiting local private-school supply, and within-student comparisons of sector switchers. Accounting for selection eliminates the French advantage and reduces the mathematics advantage by about three quarters, leaving an estimated effect of 0.080 standard deviations. The value-added and instrumental-variable estimates point to the same conclusion, with the former estimated much more precisely. Sector switchers reveal a distinct selection pattern: more advantaged families move initially lower-achieving children into the private sector, and these children finish primary school ahead of comparable public-school students. The only consistent exception arises in large urban markets, where mathematics effects remain positive across specifications, although these are also the settings in which both admissions discretion and potential threats to the instrumental-variable strategy are likely to be greatest. Overall, most of the observed private-school advantage reflects selection rather than school effectiveness, although effects may differ across local education markets.

Nahapétian, N. (2026, septembre 2). **Entre la licence et le master, de plus en plus d'étudiants recalés et frustrés**. Consulté 3 septembre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/entre-la-licence-et-le-master-de-plus-en-plus-d-etudiants-recales-et-frustres_02-09-2026
Tous les diplômés de licence n'accèdent pas aujourd'hui à un master, alors que beaucoup d'entre eux le souhaitent. Avec un marché du travail dégradé, on gagner…

OCDE. (2026a). **Résultats du PISA 2025 (Volume I – version abrégée) Des élèves prêts pour l'avenir**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4256* [Report]. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/fr/publications/reports/2026/09/pisa-2025-results-volume-i_5265bfb1/72cbf7bd-fr.pdf
Plus de 760 000 élèves de 91 pays et économies du monde entier, représentant en tout environ 33 millions de jeunes de 15 ans, ont participé, en 2025, à l'évaluation PISA en sciences, en mathématiques et en lecture. Sont arrivées en tête de classement dans ces trois domaines les collectivités chinoises de Pékin, Shanghai, Jiangsu et Zhejiang, ainsi que Singapour. L'Estonie, la Corée, le Japon, Macao (Chine), le Taipei chinois et le Royaume-Uni figuraient également sur la liste des 10 meilleurs systèmes éducatifs. La performance globale des pays de l'OCDE se détériore : les résultats moyens en sciences, en lecture et en mathématiques sont, en effet, les plus faibles jamais observés. Quelques progrès n'en doivent pas moins être relevés ; ainsi, parmi les pays de l'OCDE, le Costa Rica, la République slovaque, la Türkiye et le Royaume-Uni ont amélioré leurs résultats en sciences par rapport à 2022. Les résultats en lecture ont connu une baisse

particulièrement marquée sur trois ans, notamment en ce qui concerne les compétences les plus utiles à l'ère de l'IA, comme savoir évaluer l'information, faire des liens entre différentes sources et poser un regard critique sur ses lectures. Les cas de « lecture hâtive » – où les élèves lisent rapidement, mais de manière imprécise – ont pratiquement doublé en proportion par rapport à 2018, pour atteindre 9 %. Préparer les jeunes à s'épanouir et diriger dans un monde qui change rapidement exige davantage qu'un solide bagage scolaire. L'apprentissage tout au long de la vie, le perfectionnement des compétences et leur actualisation prenant une importance grandissante, les élèves ont besoin de motivation, de capacité d'agir et de stratégies d'apprentissage qui les rendent capables de prendre en main leur formation tout au long de leur existence. Il ressort du PISA 2025 que non seulement ces dimensions de l'investissement personnel ont une incidence positive sur les résultats des élèves, mais encore qu'elles se renforcent mutuellement. Leur interaction transparaît également à travers certaines tendances récentes : dans bien des systèmes éducatifs, le recul du niveau scolaire a coïncidé avec un moindre investissement des élèves. Le rapport met davantage en lumière le fait que les élèves ont plus de chances de réussir lorsqu'ils éprouvent un sentiment d'appartenance, perçoivent l'intérêt des études et peuvent s'instruire dans des environnements sûrs, propices et pourvus de moyens adéquats. La qualité du lien entre les familles et le corps enseignant a elle aussi une influence déterminante à la fois sur l'investissement des élèves et sur leurs résultats. Pris ensemble, ces différents constats soulignent la nécessité, pour les systèmes éducatifs, d'appréhender l'apprentissage selon une démarche globale, valorisant à la fois la compétence et l'investissement et garantissant à tous les élèves l'accompagnement, les chances et les ressources dont ils ont besoin pour déployer leur plein potentiel à l'école et au-delà.

OCDE. (2026b). **Résultats du PISA 2025 (Volume I – version abrégée) Des élèves prêts pour l'avenir**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4256* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4257

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perfectionnement des compétences et leur actualisation prenant une importance grandissante, les élèves ont besoin de motivation, de capacité d'agir et de stratégies d'apprentissage qui les rendent capables de prendre en main leur formation tout au long de leur existence. Il ressort du PISA 2025 que non seulement ces dimensions de l'investissement personnel ont une incidence positive sur les résultats des élèves, mais encore qu'elles se renforcent mutuellement. Leur interaction transparaît également à travers certaines tendances récentes : dans bien des systèmes éducatifs, le recul du niveau scolaire a coïncidé avec un moindre investissement des élèves. Le rapport met davantage en lumière le fait que les élèves ont plus de chances de réussir lorsqu'ils éprouvent un sentiment d'appartenance, perçoivent l'intérêt des études et peuvent s'instruire dans des environnements sûrs, propices et pourvus de moyens adéquats. La qualité du lien entre les familles et le corps enseignant a elle aussi une influence déterminante à la fois sur l'investissement des élèves et sur leurs résultats. Pris ensemble, ces différents constats soulignent la nécessité, pour les systèmes éducatifs, d'appréhender l'apprentissage selon une démarche globale, valorisant à la fois la compétence et l'investissement et garantissant à tous les élèves l'accompagnement, les chances et les ressources dont ils ont besoin pour déployer leur plein potentiel à l'école et au-delà.

OECD. (2026). ***PISA 2025 Results (Volume I): Future-Ready Students***. https://doi.org/10.1787/73451bc5-en

Oposa, R. C. S., & Arpilleda, A. J. (2026). **Reading Comprehension of Grade 10 Students using Scholastic Literacy Pro: A Short-Term Longitudinal Study**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 187-200. https://doi.org/10.59324/ejceel.2026.4(4).08

This study examined the reading comprehension performance of Grade 10 students at St. Paul University Surigao during the School Year 2025-2026 using a short-term longitudinal prospective approach. It aimed to determine students' reading comprehension levels through pretest and posttest Lexile scores, identify significant differences when grouped according to sex, class section, and socio-economic status, analyze changes over time, and explore the challenges, strategies, and contextual factors influencing reading development, as well as the perceived effectiveness of the Scholastic Literacy Pro program. The study employed an explanatory sequential mixed-methods design grounded in the pragmatic paradigm. Quantitative data were collected from 191 Grade 10 students using Scholastic Literacy Pro Lexile assessments, while qualitative data were gathered through semi-structured interviews with five students, one English teacher, and five parents. Quantitative data were analyzed using Frequency and Percentage Distribution, Mann-Whitney U Test, Kruskal-Wallis Test, and Wilcoxon Signed-Ranks Test, while qualitative data were analyzed using NVivo to identify emerging themes. Findings revealed that most students were initially at the Below Basic level; however, posttest results showed improvement, with increased representation in the Basic and Advanced levels. No significant differences were found based on sex and socio-economic status, while class section showed significant differences, with Science class students performing better. Significant improvement over time was observed. Qualitative findings highlighted vocabulary limitations, low motivation, and digital distractions as key challenges, while guided instruction, parental support, and structured routines were effective strategies. The study concludes that reading comprehension development is a gradual, multifaceted process influence by instructional practices and contextual factors.

Pastore, S., Passalacqua, F., & Sbravati, G. (2026). **Summer learning loss: a scoping review (2014–2023)**. *Educational Research for Policy and Practice*, *25*(2), 225-250. https://doi.org/10.1007/s10671-025-09409-7
Despite the compelling evidence produced over the years regarding its impact on students' academic achievement, the concept of summer learning loss remains somewhat vague, as evidenced by the variety of terms and expressions used to describe this phenomenon (e.g. "summer learning setback", "summer slide", etc.). This paper provides a systematic review of the literature on summer learning loss, focusing on articles published in academic, peer-reviewed journals between 2014 and 2023. More specifically, a scoping review study was conducted. Definitions of summer learning loss were examined to gain insight into how the concept is understood. Exploring how summer learning loss is conceptualised has led to consideration of the theories or theoretical frameworks utilised to establish educational interventions. The characteristics of the research design have also been considered. A total of 28 studies were collected for the final panel. The results confirm that summer learning loss is generally considered a negative phenomenon impacting students' learning progress. However, there appears to be a lack of a clear theoretical or conceptual framework for its conceptualisation. Quantitative research, instead, is the most used research approach. This scoping review highlights the need for educational policies and interventions to mitigate the negative impact of summer holidays on students' learning outcomes.

Perry, R. C., Tolmie, A., Toledano, M. B., Shen, C., Thomas, M. S. C., & Dumontheil, I. (2026). **Increasing Social Inequalities in Educational Attainment Over Adolescence Follow Increasing Inequalities in Working Memory**. *Mind, Brain, and Education*, *20*(3), e70048. https://doi.org/10.1111/mbe.70048
By the end of primary school, the poorest UK pupils are around a year behind their peers in terms of educational attainment. This gap doubles by the age of 16. Using longitudinal data from the demographically representative Study of Cognition, Adolescents, and Mobile Phones (SCAMP), we previously showed that working memory (WM) gaps also widen during adolescence. In the current study, SCAMP data were linked with data from the UK Department for Education's National Pupil Database (n = 2726). Analyses showed that differences in WM skill development mediated some of the widening socioeconomic gradient in educational attainment during adolescence. Interestingly, some (parental occupation and income poverty), but not all aspects of socioeconomic status (parental education), predicted individual differences in academic progress via WM. While correlational, these results provide an important starting point for understanding different ways in which socioeconomic status might impact attainment during adolescence.

PISA Dashboard. (s. d.). Consulté 10 septembre 2026, à l'adresse OECD website: https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html
This dashboard presents key findings from the OECD Programme for International Student Assessment (PISA). It brings together data and indicators on student learning outcomes and related themes, allowing users to explore performance trends, compare results across countries, and examine evolving topics such as digital use in schools. The dashboard is regularly updated in line with new PISA releases.

Pleven, V., & Le Faou, Y. (2026). **Parcours non linéaires en formation de santé : les effets de nouvelles passerelles sur les trajectoires étudiantes**. *EGALISUP : Du secondaire au*

supérieur : égalité pour toutes et tous? Consulté à l'adresse https://hal.science/hal-05668890

Cette communication de recherche interroge les notions de réussite et d'abandon dans l'enseignement supérieur à travers l'analyse des parcours non linéaires induits par l'universitarisation des formations de santé. Si les politiques actuelles tentent de concilier sélection à l'entrée et individualisation des parcours (Charles & Delès, 2018), l'appropriation de ces dispositifs par les étudiants révèle des logiques hétérogènes, oscillant entre orientation subie et choisie (Dutercq & Michaut, 2020). Notre étude se fonde sur l'analyse longitudinale de données administratives de scolarité (cohorte 2022-2025) au sein d'une université du Grand Ouest. L'objectif est de distinguer, par l'analyse quantitative des flux, ce qui relève d'une reconfiguration du projet professionnel (Guillaumin et al., 2018) ou d'une stratégie de maintien dans l'espace de l'enseignement supérieur (Convert, 2010). L'interprétation des parcours repose sur le croisement de deux indicateurs : le moment de la bifurcation (réorientation précoce en S1 vs « reçus-collés » en fin de S2) et le taux de persévérance en année N+1 dans la nouvelle filière. Nos résultats mettent en évidence deux dynamiques. Les étudiants en réorientation précoce présentent un fort taux d'adhésion à la formation infirmière, signant une bifurcation réussie. À l'inverse, les étudiants « reçus-collés » (moyenne validée mais rang insuffisant pour Médecine), mobilisent la passerelle de manière tactique. Leur taux élevé de réinscription ultérieure dans des dispositifs d'accès médical objective une stratégie de contournement où l'IFSI constitue une zone d'attente plutôt qu'une finalité. Ces résultats invitent à dépasser la vision binaire de l'abandon (Beaupère et al., 2007) pour analyser comment les étudiants « reçus-collés » instrumentalisent les passerelles pour persévérer dans leur vocation médicale initiale, questionnant ainsi la définition institutionnelle de la réussite dans ces dispositifs.

Rosenzweig, M., & Xu, B. (2026). ***Class Peers As Competitors And Educators: The Consequences Of Rank-Based Academic Rewards*** (Working paper N° 2527). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: https://EconPapers.repec.org/RePEc:cwl:cwldpp:2527

This paper examines the theoretical and empirical consequences of rank-based reward systems in schools in which students' performance and effort are evaluated relative to their peers. In such environments, classmates act simultaneously as competitors - due to rank-determined rewards - and as educators through peer learning and assistance. Using nationally representative panel survey data from U.S. high schools, combined with administrative information on the location assignments of new refugee student cohorts, we exploit variation in school competition policies and class ability compositions to identify empirically their dual effects on student effort and peer learning. We develop a theoretical tournament model with heterogeneous students who adjust their effort in response to the effort of similar peers and in which students learn from peers. The model predicts that when rewards depend on relative standing, adding higher-ability students to a cohort will reduce both incumbent academic effort and peer assistance, particularly in schools emphasizing rank-based awards, while adding lower-ability students has the opposite effects. Empirical tests of the model confirm these predictions. In schools with strong rank-based reward policies, the addition of stronger peers reduces high-performing incumbent students' homework time and eliminates the positive spillovers from peer learning observed in less competitive settings. The adverse effects are concentrated among high-ability incumbents, while lower-ability students - who are less likely to win competitive awards - are largely unaffected. The results indicate that

performance-based competition undermines cooperative peer learning and reduces student effort and overall academic performance, especially in institutions with high-ability students that explicitly emphasize relative ranking in determining academic recognition.

Rossiter, J., Evans, D., Hares, S., & Henny, C. (2026). ***The Illusion of Comparability Among Standardised Effect Sizes: Why Education Evaluations Should Report Raw Effects*** (Working paper N° 748). Consulté à l'adresse Center for Global Development website: https://EconPapers.repec.org/RePEc:cgd:wpaper:748
Policymakers, practitioners, and donors rely on standardised effect sizes to compare education programmes and allocate resources. Yet in early-grade reading interventions in low- and middle-income countries, these metrics reflect differences in measurement tools, sample composition, and scaling choices as much as genuine learning gains. Drawing on data from 197 studies, we find that a single additional word per minute of reading fluency corresponds to anywhere from 0.03 to 0.55 standard deviations across studies. For tests designed by researchers—the most common type of test in this literature and the hardest to compare—a single correct response on a reading assessment can result in a standardised gain anywhere from 0.08 to 0.80 standard deviations. Converting raw to standardised effects also reorders which programmes appear most effective. Fewer than one in four papers (23 percent) present both standardised and raw effects, leaving readers unable to judge specifically what children can do differently as a result of the programme and whether that change matters educationally. We propose that researchers report raw effects and reference distributions alongside standardised estimates, that work on reading benchmarks be extended across more languages and countries, and that shared measurement frameworks be developed faster. Together, these reporting changes can improve interpretation for policymakers and allow evidence syntheses to explicitly model differences in test design and sample composition across studies. Each of these changes would help the field show what children actually gained from a programme, not just how large the effect appears.

Sumampong, J. G. S., & Arpilleda, A. J. (2026). **School Management Practices and Student Achievement in The Public Schools in Anao-Aon District**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 374-393. https://doi.org/10.59324/ejceel.2026.4(4).15
This study employed a descriptive-correlational research design to examine the influence of school management practices on students' academic achievement. It specifically investigated key dimensions such as instructional leadership, resource management, monitoring and evaluation, teacher support and professional development, and stakeholder and community involvement. Data were gathered from teachers and school heads using a structured questionnaire, and statistical tools such as mean, standard deviation, t-test, and Pearson correlation were utilized in the analysis. Findings revealed that most of the schools are small in classification, with limited numbers of teachers, non-teaching staff, classrooms, and access to advanced facilities such as computer laboratories and internet connectivity. Despite these limitations, school management practices were consistently rated as "always observed" and "always practiced" by both teachers and school heads, indicating a high level of implementation across all measured areas. Students' academic achievement was described as very satisfactory, reflecting generally positive learning outcomes. Moreover, the study found no significant difference between the perceptions of teachers and school heads regarding school

management practices, suggesting a shared and consistent understanding of school leadership and operations. Similarly, no significant relationship was found between school management practices and students' academic achievement, as all variables showed negligible correlations. However, selected school profile variables, particularly school classification and the number of non-teaching staff, demonstrated a significant relationship with students' academic performance, highlighting the importance of structural and support-related factors. These findings suggest that while effective school management practices are evident, they may not directly translate into improved academic achievement.

Tan, Y., & Yang, T. (2026). **Pathways to mathematical success: the interplay of teacher support, intrinsic motivation, and school climate using multilevel moderated mediation models**. *European Journal of Psychology of Education*, *41*(2), 84. https://doi.org/10.1007/s10212-026-01143-9
Guided by self-determination theory and ecological systems theory, this study examines how teacher academic and emotional support shape mathematics achievement among Chinese primary students through intrinsic motivation, moderated by school climate. Using a nationally representative sample of 13,819 Grade 4 students across 1,495 schools, multilevel moderated mediation analyses revealed that: (1) both teacher academic and emotional support had a direct and positive effect on students' mathematics achievement; (2) the positive relationship between teacher support (i.e., academic and emotional support) and mathematics achievement was prominently mediated through intrinsic motivation; (3) school climate could negatively moderate the latter half path of "teacher academic/emotional support → intrinsic motivation → mathematics achievement ". These findings advance theoretical understanding of motivational mechanisms in educational ecosystems and offer practical insights for optimizing teacher-student interactions. Implications include prioritizing dual-dimensional teacher training programs and implementing climate-sensitive interventions to bridge achievement gaps in diverse school settings. Implications, limitations, and future research directions are discussed.

UNESCO, Equimundo, & University of East Anglia. (2026). ***Lifting barriers: boys' disengagement from education, volume 1: scoping study***. https://doi.org/10.54675/OPEX9796

Vicente-García, C., López-Crespo, G., & Sánchez-Pérez, N. (2026). **Domain-specific and -general factors involved on mathematical performance: similarities and differences between elementary school stages**. *European Journal of Psychology of Education*, *41*(2), 66. https://doi.org/10.1007/s10212-026-01090-5
Mathematical performance is crucial throughout students' academic experiences. Given its significance, researchers have examined which domain-specific and domain-general factors are related to math performance. However, most studies have primarily focused on analyzing these factors separately rather than in conjunction and considered elementary school years as a continuum, without exploring the potential differences between students at the first (1st–3rd grades) and second (4th–6th grades) stages of education. The present study aimed to analyze the influence of domain-specific and domain-general factors on mathematical performance comparing 1st–3rd graders vs 4th–6th graders. The sample comprised 282 schoolchildren (140 boys, 142 girls) aged between 6 and 12 years ($M = 8.75$, $SD = 1.94$). Paper-and-pencil and computer tasks were

administered to schoolchildren to measure their domain-specific factors (numerical processing, math anxiety) and domain-general factors (non-verbal intelligence, working memory, inhibitory control; effortful control was reported by their families), whereas mathematical performance was informed by teachers at the end of the academic year. Results showed that child's age, numerical processing, numerical processing anxiety factor, and non-verbal intelligence were related to mathematical performance across elementary school years, whereas numerical processing anxiety factor was the most powerful predictor for the first elementary stage (1st–3rd grades), and numerical processing for the second elementary stage (4th–6th grades). Moreover, educational stage was found not to moderate the relationship between domain-specific and domain-general factors and mathematical performance, suggesting that the developmental stage exerts a direct contribution, rather than a moderation effect, on mathematical performance.

Waaland, E., Rønneberg, V., & ten Braak, D. (2026). **Effects and Characteristics of Mathematics Interventions for Students with Co-Occurring Difficulties in Mathematics and Reading: A Systematic Review with Meta-Analysis**. *Educational Psychology Review*, *38*(1), 99. https://doi.org/10.1007/s10648-026-10184-x
Among students who have learning difficulties in mathematics and reading, co-occurring difficulties in both domains are highly prevalent. Research has shown that students with co-occurring mathematics and reading difficulties tend to have greater cognitive challenges than students who have difficulties with either mathematics or reading. It is plausible that these cognitive difficulties can influence the responsiveness to interventions. This systematic review with meta-analysis investigated the effects and characteristics of mathematics interventions in early elementary students (G1-G3) with co-occurring difficulties in mathematics and reading, as well as how these students had been identified in the included studies. Based on a comprehensive literature search, only nine studies (k = 1036) met the predefined inclusion criteria. The available evidence indicates a positive overall mean effect of mathematics interventions on mathematical outcomes for students with co-occurring mathematics and reading difficulties (g = 0.47 for the model with outliers; g = 0.52 for the model without outliers). However, this result should be interpreted with caution, given the heterogeneity of the evidence and the relatively small evidence base. The synthesis of intervention characteristics highlighted that effective mathematics interventions commonly included explicit instruction, which was classified as potentially relevant for low-performing students, as well as overall structure, repetition, and strategy learning, which were classified as potentially relevant to support executive function. Finally, findings revealed considerable variation in the cut-off criteria used to identify students with co-occurring mathematics and reading difficulties. Implications of the findings and directions for future research are discussed.

Wild, S., Kunina-Habenicht, O., & Grassinger, R. (2026). **Harder, but more fun than expected—reciprocal effects of unmet expectancies of success and unmet study values**. *European Journal of Psychology of Education*, *41*(2), 60. https://doi.org/10.1007/s10212-026-01124-y
Expectancies of success and study values in the situated expectancy-value theory of motivation can explain why individuals enroll in certain study programs. When these motivational expectancies and assumptions are not fully met in the specific study program, they can become salient as the perception of differences in former motivational expectancies of success or former assumptions on study values compared

to their recent motivational experiences. These changes in motivational expectancies are defined as "unmet motivational expectancies," which can be (more or less) unfulfilled, met, or (more or less) exceeded. We investigated the intra-individual change of ummet motivational expectancies of success and unmet study values during the first year of a study program (H1) and examined whether there is a reciprocal effect in these changes (H2, Q1). Furthermore, we assumed that these changes are associated with university lecturer support and counseling services related to the study program (H3). Data were collected from 203 prospective teachers at six Universities of Education in Germany at two measurement points in the first academic year. We used latent change score analysis to test our hypotheses. We could confirm that (1) perceptions of unfulfilled expectancies of success increase, (2) that unmet expectancies of success were positively associated with changes of unmet study values, and (3) that a high investment in support from the lecturer is positively associated with changes of unmet study values, but not unmet expectancies of success.

Woolcott, G., Charles, M., Keast, R., & Chamberlain, D. (2026). **Multifactorial risk in attrition and retention of undergraduate students: an ecological systems theory perspective**. *Educational Research for Policy and Practice*, *25*(2), 167-187. https://doi.org/10.1007/s10671-025-09406-w
Studies of academic risk have highlighted the importance of the multiple factors that together contribute to completion in undergraduate university courses and, conversely, to attrition. Addressing the current under-theorization of academic risk as both multifactorial, and potentially multidimensional, this study combines ecological systems and social network theories to examine the potential of social ecology networks in providing novel methodologies for identification of academic risk. Employing a single case study approach, the study uses social ecology networks to examine a large archive of behavioral data related to a diverse demographic of 4,065 undergraduate students at an Australian regional university. The study offers new conceptual insights into the potential of social ecology networks to provide a student-centered and place-based identification of factors relevant to studies of undergraduate education, circumventing issues of system generalization. The findings provide a new method of examining the duality of risk and opportunity and the relationship of this duality to engagement as well as opening a door to further investigation that may determine how social ecology networks can be used to promote engagement and mitigate the risk of attrition.

Wu, Y., Qi, D., & Xu, S. (2026). **How Do Family Conflicts Affect Adolescents' Academic Performance: An Empirical Study Based on the Data of China Family Panel Studies (CFPS)**. *Journal of Family and Economic Issues*, *47*(3), 527-540. https://doi.org/10.1007/s10834-026-10086-8
The family plays a vital role in adolescent growth and development, but family conflicts, like parent-child conflict and parental conflict, may negatively affect adolescents' academic performance. This study uses the data of China Family Panel Studies (CFPS) 2020 and selects adolescents aged 9 to 16 as the sample, to empirically examine the effects of parent-child conflict and parental conflict on adolescents' academic performance and analyze the heterogeneity of these effects. This paper also uses structural equation modeling to explore the mediating mechanism in the relationship between family conflicts and adolescents' academic performance. The regression results show that both parent-child conflict and parental conflict negatively affect adolescents' self-rated academic scores, language performance, and math

performance. Heterogeneity analysis further reveals that, in the group of parents with low-level education background, and in the group of boys, the impacts of parent-child conflict on adolescents' academic performance is more significant. Structural equation modeling finds that family conflict indirectly affects adolescents' academic performance mediated by deteriorations in adolescents' psychological condition, disruptions in study habits, and harsher or neglectful parenting styles. Therefore, it is important to reduce family conflicts and improve the family atmosphere to promote adolescents' academic performance.

Xu, J. (2026). **Robot-Assisted Motor Skill Language Learning: Motivation, Enjoyment and Grit Pathways to EFL Learners' Language Achievement**. *European Journal of Education*, *61*(3), e70720. https://doi.org/10.1111/ejed.70720
Due to advancements in AI-based tools, robots have entered colleges and universities in the past few years. This trend towards robots has also led to the emergence of Educational Robots (ER) as a distinct field. The present research investigates the effect of NAO, a type of motor-skill robot, on students' achievement and considers the mediating role of mental elements, such as motivation, enjoyment and grit, in this process. 560 English as a Foreign Language (EFL) learners participated, and the researcher administered the three questionnaires and the Preliminary English Test (PET) as a Language Achievement Test. The research used a pretest-posttest design, and learners were assigned to two groups: the control and the experimental (EXP). The first group was taught using traditional methods, such as PowerPoint presentations; however, the second group was taught using robots. Those sessions were designed to foster an engaging, positive academic experience by providing quick feedback, support and motivational incentives. The results indicated that the improvement in language achievement of the EXP group was greater, and they also showed higher levels of motivation, grit and enjoyment. The results showed a significant mediation effect. Among the mediators, enjoyment was the strongest, uniquely accounting for 77.8% of the indirect effect and 63.0% of the total effect. Motivation and grit were also significant mediators, accounting for 12.1% and 10.1% of the indirect effect, respectively. These results indicate that all three mediators fully mediated the effect of robots on language achievement. The results indicate that robots can be incorporated into EFL teaching to create settings that foster learning, thereby encouraging educational success. By leveraging robots' ability to boost students' motivation, enjoyment and grit, teachers can build more effective EFL classrooms, promising a pathway to boost EFL learners' academic achievement.

Yang, H., & Jeon, H. (2026). **The effect of the small school revitalization act on academic achievement: evidence from a regression discontinuity design in South Korea**. *Asia Pacific Education Review*, *27*(3), 1195-1209. https://doi.org/10.1007/s12564-025-10084-9
This study evaluates the impact of South Korea's Small School Revitalization (SSR) policy on eighth-grade academic achievement in Jeonnam Province, a rural province experiencing significant population decline. The SSR policy, targeting schools with fewer than 60 students, aims to prevent student attrition by enhancing education quality. Examining data from the Jeonnam Student Longitudinal Study (JELS) and employing quasi-experimental research methods such as regression discontinuity design and propensity score matching, we find significant positive impacts of the SSR policy on academic achievement in eighth-grade math and science but limited effects for Korean language and social studies. These findings suggest that targeted support for small schools can be an effective alternative to closure and can help promote rural school

revitalization. This study contributes to policy discussions on improving small rural schools, offering evidence for contexts facing similar challenges.

Yılmaz, S., & Culha, A. (2026). **Challenges and solutions in multigrade classrooms: teachers' insights**. *International Journal of Inclusive Education*, *30*(10), 2722-2736. https://doi.org/10.1080/13603116.2025.2573010
This study aims to identify the obstacles to the academic achievement of students in multigrade elementary schools from the perspective of teachers and to provide recommendations for overcoming these obstacles. The research employs a qualitative phenomenological design, focusing on teachers' experiences in multigrade classrooms. Data were collected through semi-structured interviews conducted face-to-face, online, and via telephone. The obtained data were analysed using content analysis. The findings indicate that multigrade classrooms pose various challenges in terms of equal opportunities for education. Teachers identified major barriers, including limited teacher availability, classroom resources, and the difficulty of managing different grade levels simultaneously. To mitigate these issues, teachers suggested increasing the number of teachers and classrooms, improving school infrastructure, offering learning enrichment activities, customising the curriculum, strengthening parental involvement, and providing specialised training for teachers before they start working in multigrade classrooms. In conclusion, while multigrade classrooms may not be the most ideal educational model, they can serve as a viable alternative under certain conditions. Addressing the identified challenges through targeted policies and support mechanisms can enhance the academic success of students in multigrade settings. Furthermore, policymakers should consider strategies to ensure experienced teachers are encouraged to work in these schools.

Yoon, H. (2026). **Multilevel relationships between learning strategy, learning attitude, self-efficacy, and math achievement: analysis based on HLM**. *Asia Pacific Education Review*, *27*(3), 955-967. https://doi.org/10.1007/s12564-025-10057-y
Understanding the factors that influence students' math achievement is a crucial area of research in the educational field, given the significance of mathematics in shaping students' academic and professional futures. This study focuses on examining the predictive effect of learning strategies, learning attitudes, and self-efficacy on math achievement at both the student and school levels among ninth-grade students in South Korea. The study also investigates cross-level interaction to better understand the multilevel nature of learning processes. Using a two-level hierarchical linear model, the study analyzed the 2017 GEPS's six waves of panel data, with a total sample size of 5311 9th grade students. The results indicate that students' learning strategies, learning attitudes, and self-efficacy in math are significant predictors of math achievement. The study also found a positive school contextual effect of self-efficacy in math learning on math achievement. Additionally, the positive cross-level moderating effect suggests that as the school mean self-efficacy value increases, the relationship between an individual's self-efficacy in math and math achievement becomes stronger. The findings of this study provide valuable insights into the functioning of self-efficacy in math learning among South Korean 9th grade students, while taking into account the school context.

Zenou
, R. M. M. V. Y. (2025). ***Recognizing Talent: Evidence from Exposure to Math Award Winners**** (Working paper N° 2026-16). Consulté à l'adresse Monash University,

Department of Economics website: https://EconPapers.repec.org/RePEc:mos:moswps:paper_1785128045785_804
We study how public recognition of academic talent affects schoolmates' outcomes and university choices. Using unique data on national award winners from the Hellenic Mathematical Society linked to administrative records, we estimate the causal impact of exposure to a publicly recognized high-achiever within a student's school or classroom. Identification relies on (i) across-cohort variation within schools, comparing cohorts with and without an award winner, and (ii) quasi-random classroom assignment, comparing classrooms with and without a randomly assigned math award winner within school-cohorts. We find that exposure to a male award winner improves male peers' outcomes: performance rises by 4.5% of a standard deviation on standardized exams, and STEM and academic university enrollments increase by 3 and 1.4 percentage points, respectively. Effects are concentrated in mathematics, are stronger in smaller cohorts, and are amplified by same-class exposure, consistent with visibility and interaction. Within-school comparisons to cohorts with high-achieving non-winners suggest recognition amplifies effects beyond peer quality alone. Female peers show no overall gains, though math scores improve in a representative subsample.

Zenou, S. G. S. G. R. M. Y. (2026). ***Disruptive Peers and Academic Performance: Short- and Longer-Term Outcomes*** (Working paper N° 2026-18). Consulté à l'adresse Monash University, Department of Economics website: https://EconPapers.repec.org/RePEc:mos:moswps:paper_1785128387068_55
How do disruptive peers shape academic and career paths? We examine this question by leveraging the random assignment of students to classrooms in Greece and identifying the effects of peer disruptiveness on academic performance and career paths. Using suspen- sion hours as a measure of disruptiveness, we find that students assigned to more disruptive classrooms have lower academic achievement, a higher risk of grade retention, and reduced likelihood of graduating from high school on time. They are also less likely to pursue compet- itive STEM fields or enroll in selective postsecondary programs. The adverse effects are more pronounced for students from low-income areas, in larger classrooms, or with fewer female peers. Using a lab-in-the-field experiment, we find that exposure to multiple disruptors, com- pared with just one, reduces students' study motivation, college aspirations, and readiness for science studies and careers, especially for those seated closer to disruptive peers.

Zhang, L., Mendoza, N. B., & Jiang, Y. (2026). **Perceived parental academic pressure and adolescent students' school burnout and achievement: Different types of cost as mediators**. *European Journal of Psychology of Education*, *41*(2), 44. https://doi.org/10.1007/s10212-026-01099-w
Drawing on Situated Expectancy-Value Theory, we examined how students' perceptions of parental academic pressure would predict different types of perceived cost, namely effort, opportunity, psychological, and emotional costs, which in turn lead to different levels of school burnout and academic achievement. Results based on a group of 616 Chinese seventh-grade students revealed that parental academic pressure positively predicted all four types of cost. In addition, emotional and opportunity costs mediated the relationship between parental pressure and school burnout, while effort and emotional costs mediated the relationship between parental pressure and achievement. Interestingly, psychological cost was positively associated with achievement, suggesting that concern over self-worth may motivate students under high parental expectations.

Multi-group analyses revealed no significant gender differences in these cost-mediated pathways linking parental academic pressure to burnout and achievement, indicating broadly similar underlying psychological mechanisms across boys and girls. These findings underscore the multidimensional nature of cost and highlight the role of parental influences in shaping students' motivational beliefs and academic outcomes.

Valeurs

Abbas, A. R. (2026). **The Aesthetics of Mythological Symbolism in Sumerian Art and Its Representations in the Works of Art Education Students: A Descriptive Analytical Study**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 408-417. https://doi.org/10.59324/ejceel.2026.4(4).17

This research analyzes the beauty of mythological symbolism in Sumerian art and its presence in the art works of the Department of Art Education students. Sumerian symbols are the basis of Mesopotamian culture and art; they remain inspiring for today's artistic work. It is assumed that the beauty of mythological symbols has been preserved and they are able to make a significant contribution to the development of art education and students' cultural identity. For the conduct of the research, the descriptive-analytical method with the application of qualitative content analysis was chosen. The study population consisted of 108 artworks produced during the academic year 2024-2025. Artworks were purposefully selected for the analysis based on the criteria taken from the theories of symbolism, mythology and Mesopotamian art. The results show that students often used anthropomorphic, botanical and celestial symbols in modern artistic compositions. Nevertheless, there were certain differences in symbolic understanding and historical knowledge of students. Moreover, the findings show that Sumerian mythological symbols are not just ornamental elements, but the system which is able to embody identity, memory, spirituality and continuity of culture. Consequently, it can be concluded that the study shows that the implementation of symbolic heritage of Mesopotamia can greatly contribute to the development of students' creativity and visual literacy.

Banjao, J. P., & Arpilleda, A. J. (2026). **Integration of Christian Formation in the Curricular Programs of Missionary Sisters of Mary (MSM) Administered Schools in Caraga**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 230-253. https://doi.org/10.59324/ejceel.2026.4(4).11

This study examined the extent of integration of Christian Formation into the curricular programs of three schools owned and administered by the Missionary Sisters of Mary (MSM): Sacred Heart School of Butuan Inc., Diatagon Catholic High School Inc., and Holy Child Academy of Marihatag Inc. It assessed how Christian values are embedded in subjects such as Filipino, English, Science, Mathematics, Araling Panlipunan, Technology and Livelihood Education (TLE), Music, Arts, Physical Education, and Health (MAPEH), and Christian Living Education/Values Education (CLE/VE). Using a descriptive-quantitative design, data were collected from students, teachers, and coordinators through parallel survey questionnaires focused on four dimensions of Christian Formation: spiritual, human, intellectual, and pastoral. Statistical analysis revealed that Christian Formation is well integrated across learning areas, with teachers reporting slightly higher perceptions. The study concludes that MSM schools effectively blend faith and learning, promoting holistic, Christ-centered learners.

Barblan, Y. M. J. (2026). **Développement de la pensée créatrice: La question de l'éthique de l'évaluation dans l'enseignement des Arts à l'école**. *e-JIREF*, *12*(1), 75-100. https://doi.org/10.48782/e-jiref-12-1-75
Les visées prioritaires de l'enseignement des Arts Plastiques et Visuels (APV) en Suisse romande et au Tessin, promeuvent le « développement de la personnalité par l'accès à la culture à travers le processus créatif » (CIIP, Arts-Corps et Mouvement, 2011, p. 5). Si ces recommandations placent le développement de l'élève au centre du processus d'enseignement-apprentissage-évaluation, elles placent l'évaluateur.trice dans la situation ambiguë de mesurer les développements personnels. Ces visées prioritaires mettent en exergue la double fonction de l'école, différenciatrice et unificatrice, et le paradoxe qui en découle de conciliation entre normes et singularités. D'autant plus qu'en APV, il n'existe ni programme, ni moyens d'enseignement. L'absence de programme et des prescriptions laconiques prémunissent en apparence l'enseignement des APV des évaluations standardisées de type contrôle ; mais est-ce suffisant pour garantir des apprentissages dans une logique de développement et de progression des élèves ? Comment et qu'est-ce que les enseignant.e.s évaluent en APV ? À partir d'une étude de cas de deux situations d'enseignement effectives à l'école obligatoire et d'entretiens d'explicitation avec deux enseignants, nous nous proposons de débusquer des signes de problématique éthique dans l'enseignement des APV et son impact sur la nature des savoirs transmis ainsi que sur leurs évaluations. Nos résultats tendent à montrer que, malgré les valeurs humanistes promues dans les prescriptions et la latitude conférée aux enseignant.e.s quant aux contenus d'apprentissage à transmettre et à leur évaluation, ceux-ci se rabattent sur des situations d'apprentissage stéréotypées et une démarche sommative de l'évaluation.

Bettendorff, F. (2026). **Dispositifs et pouvoir en contexte d'école inclusive : implications éthiques des politiques, dispositifs et catégories ciblant des élèves à besoins éducatifs particuliers : le cas des enfants issus de familles itinérantes et de voyageurs**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 70-85. https://doi.org/10.7202/1126871ar
À partir d'une enquête doctorale (2014-2022) combinant analyse documentaire et entretiens auprès d'élèves, de parents et d'agents dans six collèges, cet article examine les implications éthiques des politiques et dispositifs de scolarisation visant les enfants issus de familles itinérantes et de voyageurs (EFIV). Nous distinguons scolarisation et scolarité et interrogeons l'adéquation entre catégories administratives et réalités sociales. Les résultats montrent un flou catégoriel, une population hétérogène et en évolution, ainsi qu'une insuffisance structurelle des moyens humains et de la formation pour traiter des retards d'apprentissage. L'analyse croisée du cadrage institutionnel et du dispositif (au sens foucaldien) met au jour une valeur d'usage centrée sur la normalisation de la scolarisation, au détriment de la construction des apprentissages. Trois enjeux éthiques sont discutés : catégoriser des besoins plutôt que des individus, aligner les moyens sur les besoins réels et garantir une évaluation indépendante des politiques éducatives.

Borzanović, A., Simić, A., Papić-Blagojević, N., Klašnja-Milićević, A., Sanin, C., Levula, A., … Ivanović, M. (2026). **Student perceptions of generative AI tools in higher education: A cross-regional study of use, ethics, and educational utility**. *Education and Information Technologies*, *31*(12), 4327-4367. https://doi.org/10.1007/s10639-026-13964-8
Despite the rapid uptake of generative AI (GAI) tools in higher education, there is limited empirical understanding of how students balance perceived educational utility with ethical concerns such as privacy, bias, and overreliance, including risks of cognitive offloading and weakened epistemic authority. This study provides a cross-regional comparison of students'

perceptions and use of GAI by focusing on Europe and Australia, two higher education contexts shaped by contrasting policy and institutional cultures, with Europe often characterised by stronger regulatory attention (e.g., data protection and academic integrity governance) and Australia by comparatively pragmatic, implementation-oriented approaches. Using a cross-sectional mixed-methods design, we surveyed 788 university students (Europe n = 402, Australia n = 386) via an online questionnaire and analysed the data using ANOVA and chi-square tests, complemented by qualitative content analysis of open-ended responses. Across both regions, students reported strong perceived benefits, most notably accessibility to a fast knowledge base (72.5%) and support for personalised learning (66.4%). Importantly, ethical concerns were widely acknowledged but did not consistently deter adoption, suggesting a pattern of risk normalisation and pragmatic prioritisation of efficiency. However, the results also reveal a statistically meaningful nuance: privacy concerns were more clearly linked to willingness to adopt among Australian students, whereas concerns about bias and dependence showed weaker or non-significant relationships with adoption. Qualitative responses help explain these patterns by indicating that students often recognise ethical risks but accept them as manageable trade-offs when academic productivity gains are salient, while also referencing regional differences in integrity and data-protection expectations. The findings provide actionable implications for higher education institutions and policymakers by supporting the need for structured, multidimensional AI literacy initiatives that integrate technical, ethical, and critical competencies, and by highlighting the value of context-specific guidance aligned with distinct regulatory and pedagogical cultures. Limitations include self-reported measures, convenience sampling with disciplinary overrepresentation, and aggregation of diverse European countries into a single regional category, which constrain generalisability and call for longitudinal and more differentiated cross-cultural analyses in future work.

Bosio, E., & Waghid, Y. (2026). **Global citizenship education as an ethics of care**. *International Review of Education*, *72*(4), 795-810. https://doi.org/10.1007/s11159-025-10206-w
Global citizenship education (GCE) is a cornerstone of the education initiatives of the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is dedicated to fostering the values, knowledge and skills necessary for learners to develop into informed, responsible and engaged global citizens. This article conceptualises GCE through the lens of an ethics of care, offering a transformative framework that addresses the pressing moral, social and ecological challenges of our time. Five core principles of GCE – relational morality, responsiveness, contextual recognition, challenging moral boundaries, and emotions as moral resources – serve as the foundation for this ethical paradigm, each contributing uniquely to a redefined understanding of global citizenship. GCE as an ethics of care emphasises moral and ethical conduct within interpersonal relationships, ranging from teacher–student dynamics to human–non-human interactions. Central to this perspective is the notion of care and empathy for "Others" as a fundamental virtue. GCE as an ethics of care addresses both a pressing practical imperative and a profound need for moral guidance on essential aspects of human existence and behaviour. It provides a foundation for committed action in a world grappling with challenges such as violence, religious and racial animosity, gender and minority oppression, socioeconomic disparities, and the existential threats posed by climate change and environmental degradation.

Braghieri, L., & Eichmeyer, S. (2024). ***Learning from the Past: How History Education Shapes Support for Extreme Ideology*** (Working paper N° 19575). Consulté à l'adresse Centre for Economic Policy Research website: https://EconPapers.repec.org/RePEc:cpr:ceprdp:19575
Can teaching the history of authoritarian regimes built on extreme ideology lastingly reduce support for those ideologies? We leverage a natural experiment in Germany where the senior high school history curriculum exogenously alternated covering, across cohorts, the communist German Democratic Republic and fascist Nazi Germany. Data collected a decade post-graduation reveals that studying the GDR rather than the Nazi regime increases knowledge about the GDR and reduces support for extreme left-wing ideology. The treatment does not increase support for extreme right-wing ideology on average, but does so in more right-leaning regions, highlighting substitutabilities of the production function of extreme ideology.

Brown, B., Peraza Sanginés, C., Aguilar-Forero, N., & Guerrero Farías, M. L. (2026). **Reimagining global citizenship education: Decolonial dialogues across Australia, Colombia and Mexico**. *International Review of Education*, *72*(4), 723-747. https://doi.org/10.1007/s11159-025-10214-w
This article presents a comparative analysis of global citizenship education (GCE) in three national contexts: Australia, Colombia and Mexico. The systematic examination of these contexts contributes to understanding GCE through a critical and decolonial lens. The comparative study analyses national education policy discourse as a starting point for systematising experiences. It engages in an epistemic dialogue between the Global South (specifically Latin America/Abya Yala), represented by Colombia and Mexico, and the Global North, represented by Australia. Despite Australias predominantly Global North-oriented education policy, the study also examines student mobilisations and discusses issues such as Indigenous rights and planetary responsibility. These dialogues open avenues for alternative visions, rooted in critical interculturality and planetary care. Methodologically, the study draws on Stephen Balls heuristic approach to analyse education policy through a poststructuralist sociological lens, considering policy context and the influence of policy as discourse. The investigation identifies official pedagogical discourse across the three nations and examines references to GCE and its interpretations in texts, including policy documents and teacher training programmes. It also shares advancements, opportunities, challenges and policy insights in relation to GCE within each national context. The article argues for a plurality of perspectives on GCE and for recognising alternative conceptualisations beyond neoliberal approaches, which are based in epistemologies of the Global North and the capitalist global order.

Chasi, S., & Heleta, S. (2026). **Global citizenship education and the internationalisation of higher education: Critical perspectives from South Africa**. *International Review of Education*, *72*(4), 707-721. https://doi.org/10.1007/s11159-025-10150-9
This article offers critical reflections on the internationalisation of higher education and on global citizenship education (GCE) from the perspective of the Global South, particularly South Africa. Using a decolonial lens and drawing on critical scholarship from around the globe, the authors explore how coloniality of knowledge and Eurocentric epistemic hegemony in higher education relate to and impact on GCE. They present a new definition of higher education internationalisation developed in South Africa and explore how its decolonial framing of internationalisation can benefit GCE. They also discuss the relevance of critical diversity literacy, a framework developed by Melissa Steyn for citizenship education in heterogeneous societies such as South Africa, for GCE. They argue that such critical definitions and frameworks are valuable tools in conceptualising and practising internationalisation and GCE based on a

plurality of experiences, worldviews, knowledges and perspectives, and committed to advancing social justice for all.

Chauvigné, C. (2026). **Un métier au coeur de la démarche éthique : le cas des conseillers principaux d'éducation (CPE) en France**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 56-69. https://doi.org/10.7202/1126870ar
Morale ou éthique, le cas des conseillers principaux d'éducation ? Si la morale concerne les règles et les normes à adopter, dans une acceptation ricoeurienne (1990), l'éthique se révèle davantage une réflexion du sujet sur ses actions en le questionnant là où, précisément, il pense être la règle. Les conseillers principaux d'éducation, personnel hybride – ni dans la direction des établissements, ni enseignant – chargé de la réussite scolaire et de l'épanouissement personnel des élèves en France, se trouvent bien souvent confrontés à des dilemmes quant aux décisions éducatives relatives aux problématiques multiples des adolescents. Faut-il punir, interdire, accompagner, conseiller, laisser faire… ? Facile à dire, pas toujours facile à faire ? À partir de la littérature professionnelle, nous montrerons l'importance de la démarche éthique dans ce métier de l'humain (Cifali, 1994) axé sur la relation à autrui et les tensions qui le traversent.

Choi, J. (2026). **South Korean popular culture as a pedagogical tool for North Korean human rights**. *Asia Pacific Education Review*, *27*(3), 1077-1085. https://doi.org/10.1007/s12564-025-10073-y
This conceptual paper explores what and how administrative and philosophical approaches detain the progress of North Korean human rights and how South Korean popular culture, Hallyu (the Korean wave), contributes to promoting North Korean human rights by encouraging freedom of thought, consistent with principles of adult education scholarship. The grey literature from UN documents (1948–2025), periodic reports and media releases (e.g., non-governmental organizations and North Korean news outlets), and North Korean defectors' testimonies and autobiographies were scrutinized. I examined debates on accountability in the Universal Declaration of Human Rights context. Then, I illuminated the interpretative gap in North Korean human rights from the dilemmas of cultural relativism and absolutism, which the North Korean regime has applied. Finally, I accessed the landscape of adult education—How popular culture can influence North Korean people's thoughts, cognitively and emotionally, in response to systematic indoctrination. Through the analysis, Hallyu, as a potential of change, can adjust North Korean people's perspectives, catalyzing freedom of thought. This paper posits the potential for policy makers, educational scholars, educators, and activists to explore how adult education and popular culture can provide alternative perspectives and practical tools for advancing North Korean human rights.

Eble, L., Kunert, S., & Schreiber-Barsch, S. (2026). **Enriching a critical emancipatory approach to global citizenship education: Conceptual reflections on using Oskar Negt's "creation of context" as leitmotif**. *International Review of Education*, *72*(4), 611-628. https://doi.org/10.1007/s11159-026-10235-z
This conceptual article aims to enrich critical emancipatory perspectives on global citizenship education by drawing upon the meta-competence "creation of context" introduced by German social philosopher and adult educator Oskar Negt (1934–2024). Negt is well-known in Germany (though not so much elsewhere) for his landmark work on critical theory (in the context of the so-called "Frankfurt School"), social sciences and (adult) education. The authors of this article discuss his seminal perspective with reference to two other theoretical approaches that

are also widely discussed in Germany but have yet to enter the debate in education and social sciences elsewhere. First, they address the critical theory on education and liberation proposed by Heinz-Joachim Heydorn in his paper on the contradiction between education (Bildung) and domination. Second, they elaborate on the social diagnosis of the imperial mode of living proposed by Ulrich Brand and Markus Wissen, which features in contemporary discourse on the emancipatory power and potential of education in Germany. Both help to underline why "creation of context" might serve as a leitmotif for a critical emancipatory approach to global citizenship education.

Estellés, M. (2026). **Global citizenship education overlooked: Curriculum policies and progressive nationalism**. *International Review of Education*, *72*(4), 771-794. https://doi.org/10.1007/s11159-025-10191-0
Over the last few years, left-wing governments in anglophone countries, from the United States to Aotearoa New Zealand, have increasingly embraced what could be termed progressive nationalism. This political project rhetorically combines progressive ideals, such as inclusion, identity politics and wellbeing, with the exaltation of a national identity. Perhaps shadowed by the global emergence of national/authoritarian populisms, this phenomenon has gone largely unnoticed by global citizenship scholars. In this article, the author first develops the concept of progressive nationalism in New Zealand. After considering the historical context and revisiting the role of school curricula in the spread of globalist/nationalist ideologies, the article explores the imprint of progressive nationalism in the recent curriculum policies of New Zealand's former Labour Government (2017–2023). The historical and ideological analysis of the "curriculum struggles" associated with these policies reveals a clear move towards the local/national at the expense of the global. It also identifies a rhetorical commitment to decolonisation and youth wellbeing, spuriously dissociated from the processes of globalisation and capitalism. The article concludes with a reflection on the implications of progressive nationalism for critical global citizenship education.

Fabre, M. (2026). **Enseigner l'éthique : trousseau de clés et boîte à outils**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 42-55. https://doi.org/10.7202/1126869ar
Cet article entend montrer que le véritable enseignement de l'éthique doit s'effectuer avec des études de cas difficiles où s'affrontent des valeurs contraires et que, pour ce faire, le jugement moral requiert de convoquer tout l'héritage des théories morales, aussi bien les théories du bien que celles du devoir, des conséquences ou de la vertu. La comparaison de trois positions philosophiques (celle de Michel Meyer, de John Dewey et de Paul Ricoeur) permet d'étayer ce nécessaire pluralisme moral. Pour ces penseurs, il ne faut pas considérer notre héritage moral comme une série de doctrines séparées et antagonistes, mais plutôt comme une boîte à outils ou un trousseau de clés à disposition, à utiliser en fonction de la nature des problèmes auxquels on est confronté dans des études de cas. Chacune de ces perspectives envisage toutefois, à sa manière propre, l'usage de ces clés ou de ces outils. Meyer se demande quelle clé convient pour ouvrir quelle serrure. Dewey propose de mobiliser tous les outils de la boîte pour chaque cas. Ricoeur, enfin, suggère un mode d'emploi à trois clés, mobilisables dans un certain ordre. Proposer ces repères pour un enseignement de l'éthique exige toutefois de s'assurer que sont conjurés l'éclectisme, le relativisme et le laxisme.

Falco, L. (2026). **Mettre en œuvre la transition écologique : former l'individu ou transformer l'organisation ?** *Éducation Permanente*, *247*(2), 80-90. https://doi.org/10.3917/edpe.247.0080

L'article analyse empiriquement le couplage entre formation des agents publics et transformation organisationnelle dans le cadre du programme ITEEnéraire, dédié à la transition écologique. Inscrit dans la littérature sur le changement multiniveau, il met en évidence les interactions des changements individuels avec les changements organisationnels. Il montre que ce lien n'est ni automatique ni linéaire, mais repose sur des mécanismes spécifiques, souvent situés. Trois leviers sont identifiés : l'implication des agents dans la conception des formations ; la requalification de la transition écologique en enjeu de compétences ; l'hybridation avec des dynamiques existantes.

Foray, P. (2026). **La dimension éthique de l'éducation**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 30-41. https://doi.org/10.7202/1126868ar
Sous le titre « La dimension éthique de l'éducation », cet article ne désigne pas l'éthique de l'éducateur et de l'éducatrice engagés dans l'action éducative, mais la dimension éthique qui est inhérente à l'éducation quand celle-ci est conçue comme une préparation à la « vie bonne ». Après avoir exposé cette dimension éthique, l'article s'attache à souligner 1) ses liens avec le pluralisme moral en vigueur dans les sociétés démocratiques contemporaines, 2) la distinction (et l'articulation) qu'il convient d'établir entre dimension éthique et dimension civique de l'éducation, 3) les différents domaines de vie dans lesquels cette dimension éthique est particulièrement présente et 4) les liens qu'elle a avec l'idée d'une éducation à l'autonomie.

Garric, J. (2025). **Mobilisation improbable sous le régime de la laïcité, les ressorts d'une protestation lycéenne**. *Revue française de pédagogie*, (229), 33-47. https://doi.org/10.4000/16om8
À partir d'une enquête monographique menée dans un lycée général et technologique d'un quartier populaire, cet article analyse les conditions d'émergence d'une mobilisation de lycéennes musulmanes autour des rappels à l'ordre vestimentaire. En s'appuyant sur les travaux sur les mobilisations « improbables », il montre comment des expériences répétées de contrôle et de disqualification liées à l'islam, inscrites dans des interactions ordinaires, peuvent se transformer en action collective. L'article met en évidence le rôle des solidarités entre pairs, des ressources numériques et du soutien d'alliées au sein de l'établissement dans la conversion d'une indignation diffuse en protestation publique. Il éclaire ainsi les modalités concrètes par lesquelles l'islam est problématisé à l'école et les formes de politisation situées qui émergent en réponse, contribuant au renouvellement des recherches en sociologie politique de l'éducation.

Hai, L. V. (2026). **Humanistic Values in Ho Chi Minh Life: Implications for Contemporary Education in Vietnam**. *European Journal of Arts, Humanities and Social Sciences*, *3*(3), 147-154. https://doi.org/10.59324/ejahss.2026.3(3).13
This article analyzes the formation process of humanistic values in Ho Chi Minh's life and clarifies the implications of these values for contemporary education in Vietnam. Based on a qualitative approach, the study employs document analysis and synthesis combined with the historical–logical method to examine the relationship between foundational factors, cognitive development, and the transformation into action throughout Ho Chi Minh's life. The findings indicate that his humanistic values were shaped through the interaction between family environment, childhood experiences, the cultural–historical context of his homeland, and practical activities. Accordingly, the study identifies core humanistic values, including patriotism associated with compassion for people, humanism, resilience, self-directed learning, and independent thinking. On this basis, the article proposes several implications for contemporary

education, particularly in character education, moral development, fostering self-directed learning, promoting creative thinking, and supporting international integration while preserving national cultural identity. The study contributes to affirming that humanistic values in Ho Chi Minh's life are not only of historical significance but also serve as an important reference for educational innovation and the development of holistic human beings in the current context.

Hajj-Hassan, M., Gašparović, S., Tsipa, A., Persianis, P., Cederqvist, A.-M., de la Hoz-Ruiz, J., … Chaker, R. (2026). **Higher education students' environmental citizenship: a comparative study between Croatia, Cyprus, France, Italy, Lebanon, Spain and Sweden**. *Environment, Development and Sustainability*. https://doi.org/10.1007/s10668-026-07675-w

Abstract Environmental challenges continue to intensify globally, highlighting the urgent need to foster Environmental Citizenship (ECn) among younger generations, particularly within higher education. Despite increasing policy emphasis on sustainability education, limited cross-national evidence exists on how students translate environmental awareness into action. This study employs a quantitative, comparative design using survey data from 2,013 higher education students across seven countries (Croatia, Cyprus, France, Italy, Lebanon, Spain, and Sweden). Exploratory and confirmatory factor analyses were conducted to validate a reduced Environmental Citizenship Questionnaire (rECQ) and examine students' motivations, competences, intentions, and behaviors. Results reveal a consistent pattern across countries: while students demonstrate high levels of environmental values ($M = 3.54$) and attitudes ($M = 3.49$), as well as strong intrinsic and extrinsic motivation ($M \approx 4.7$), their engagement in past environmental actions remains notably low ($M = 1.77$). Competences and intentions are significantly higher than actual behaviors ($p < .001$), indicating a substantial intention–action gap. Correlation analyses further show weak links between past actions and other ECn dimensions, while attitudes, values, and intentions are moderately to strongly interrelated. Cross-country differences highlight stronger motivation and engagement in Cyprus and Croatia, while contextual factors such as family influence play a key role in Lebanon. Overall, the validated 9-factor rECQ demonstrates robust cross-cultural applicability. The findings emphasize the need for higher education institutions to move beyond awareness-based approaches by integrating experiential, action-oriented learning and motivational support mechanisms to effectively translate environmental commitment into sustained behavioral engagement.

Hanley, N. (2026). **Exploration of global citizenship education practice within NGO-provided non-formal education in the conflict-affected context of Kazakhstan**. *International Review of Education*, *72*(4), 569-590. https://doi.org/10.1007/s11159-025-10202-0

This article presents and discusses the role of global citizenship education (GCE) as a set of value-based principles and drivers for non-governmental organisation (NGO) educational programmes within the conflict-affected context of Kazakhstan, a country facing various outcomes of political, economic and social changes. These programmes aim to address the social needs of local communities and tackle the systemic challenges faced by NGOs in their efforts to combat social injustice and promote peace. The study presented here focused on a Kazakhstani NGO that has developed and practised GCE using a holistic approach for over 15 years. A thorough understanding of the role of GCE in providing specific forms of education and overcoming persistent challenges was obtained through semi-structured interviews conducted with the NGO's leaders, independent experts and focus groups of teachers. The findings portray GCE practice within an NGO setting, discussing GCE vision, ethos, community connections, curriculum, value-based pedagogy, and teacher development and support. The article also discusses the

challenges the NGO faces, including recognition of its work within the educational sector and its political position within a conflict-affected context.

Ho, S. S.-H., Chen, R. J.-C., Cheng, I. H.-H., Chiang, D. C.-W., & Liu, E.-Y. (2026). **Bridging the Gap Between SDG Learning and Civic Engagement: A Configurational Perspective in the Context of University Social Responsibility**. *Higher Education Quarterly*, *80*(3), e70146. https://doi.org/10.1111/hequ.70146
This study challenges the common assumption that learning about the Sustainable Development Goals (SDGs) is consistently associated with civic engagement in higher education. Adopting a configurational perspective, it examines how different learning patterns are associated with variations in participatory outcomes. Drawing on the knowledge–attitude–skills (KAS) framework, the study analyses survey data from undergraduate students within a higher education system shaped by University Social Responsibility (USR) policy initiatives. The findings show that SDG learning does not demonstrate a uniform association with civic engagement. Instead, the relationship varies according to how learning experiences are configured across knowledge, attitudes, and skills. Three configurations are identified: balanced, misaligned, and low engagement. Building on this insight, the study reinterprets the relationship among SDGs, USR, and Global Citizenship Education (GCED) as a mechanism-based framework. In this framework, SDGs define the content of learning, USR provides the context for practice, and GCED functions as an integrative mechanism that connects knowledge, attitudes, and skills. These elements are interconnected through learning processes that shape how educational experiences are associated with civic engagement. Overall, this study offers a configurational lens for understanding sustainability education and highlights the need to rethink higher education policy agendas in Asia by focusing on how learning is structured rather than only on what is taught.

Husser, A.-C., & Roelens, C. (2026). **L'éthique comme sujet et objet de recherche et d'enseignement en éducation/formation : approches interdisciplinaires**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 5-8. https://doi.org/10.7202/1126866ar
Un article de la revue Éthique en éducation et en formation, diffusée par la plateforme Érudit.

Karatsiori, M., Atenas, J., Nerantzi, C., & Abegglen, S. (2026). **To be (or not to be) a global citizen in an algorithmic world? A cartographic, ethical and reflexive framework for higher education**. *International Review of Education*, *72*(4), 629-666. https://doi.org/10.1007/s11159-025-10183-0
As generative artificial intelligence (GenAI) reshapes educational priorities, governance and pedagogical norms, global citizenship education (GCE) in higher education (HE) faces intensifying tensions between ethical imperatives and algorithmic rationalities. This article offers a human-centred, critical-decolonial reframing of GCE in the era of artificial intelligence (AI). It argues that the dominant approaches to GCE risk reinforcing neoliberal, technocratic and universalist assumptions. Drawing on the work of Vanessa Andreotti, Sharon Stein, Emiliano Bosio and Paulo Freire, the article advocates for an alternative grounded in relational ethics, epistemic plurality and institutional reflexivity. Employing critical interpretive synthesis and guided by the performative tool of social cartography, the authors developed a ten-dimension framework for institutional self-reflection. Rather than framing GCE as a fixed set of global competencies, this framework reimagines it as a dynamic pedagogical project grounded in care, shared responsibility and ethical dialogue. It responds to the structural inequities amplified by AI integration, foregrounds the risks of AI-mediated depersonalisation and invites HE institutions to implement GCE as a dynamic space for justice-oriented learning and collective flourishing.

Khanh, V. Q. (2026). **Green Innovation Ecosystem Governance in Higher Education: Lessons from Wageningen University & Research and Implications for Vietnam**. *European Journal of Theoretical and Applied Sciences*, *4*(3), 142-151. https://doi.org/10.59324/ejtas.2026.4(3).13
This paper analyzes the governance model of a green innovation ecosystem at Wageningen University & Research (WUR) to elucidate how a research university can restructure its role in the era of sustainable development. Drawing on a qualitative case study approach and content analysis of strategic documents, sustainability reports, and academic literature, the study examines WUR through three pillars: mission orientation, organizational design, and data-driven operational mechanisms. The findings indicate that: (i) sustainable development is institutionalized as a long-term strategic mission, with the SDGs integrated into performance indicators and reporting systems; (ii) the chair group model creates a flexible, interdisciplinary structure that links research, education, and societal engagement; and (iii) digital transformation, together with Wageningen Campus, establishes an open innovation platform that fosters university–industry–government collaboration. Based on these findings, the paper proposes the concept of "green innovation ecosystem governance" as an integrated institutional capacity. Drawing from the WUR case, the study discusses implications for Vietnam in the context of implementing Resolutions 57 and 71, emphasizing the need to transition toward mission-oriented universities, enhanced autonomy coupled with accountability, and data- driven governance.

Kowasch, M., Oettel, J., Bauer, N., & Lapin, K. (2022). **Forest education as contribution to education for environmental citizenship and non-anthropocentric perspectives**. *Environmental Education Research*, *28*(9), 1331-1347. https://doi.org/10.1080/13504622.2022.2060940
Forest ecosystems play a fundamental role in mitigating global environmental changes. The development of environmentally sound behavior, and inter-and intragenerational equity can help counteract these global changes. One type of formal and non-formal environmental education is forest education, which aims to promote the achievement of sustainable development in forest-related ecosystems. We conducted an empirical study among forest educators in Austria, using a mixed-method approach, to investigate the potential of forest education to promote education for environmental citizenship. Our findings suggest that forest education and encounters with nature can lead to increased self-responsibility and contribute to critically reflect experience-based changes in behaviour. In conclusion, forest education is a useful tool for environmental citizenship education that contributes to improved understanding of forest ecosystems and non-anthropocentric perspectives for future development. However, forest education lacks funding, integration into formal education curricula, and the harmonization of framework conditions in non-formal education.

Laimeheriwa, V., Komarudin, K., & Triana, D. D. (2026). **The Role of the National Defense Program in Shaping Nationalist Identity: A Case Study of Indonesia's Border Regions**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(33), 151-165. https://doi.org/10.7358/ecps-2026-033-laim
This study examines the influence of citizens' understanding of national defense values (X1), participation in national defense activities (X2), supporting factors (X3), and nationalism attitudes (Z) on nationalist behavior in border communities (Y). Using a quantitative approach with path analysis and guided by the Kirkpatrick Model (reaction, learning, behavior, and results), the study analyzes direct and indirect relationships among variables. The findings show that X2 has a significant negative effect on nationalist behavior (β = -0.119; p = 0.009), indicating that

participation alone does not ensure behavioral internalization. In contrast, X3 – such as institutional capacity and contextual education – has a positive effect on nationalist behavior (β = 0.208; p = 0.016) and nationalism attitudes (β = 0.291; p < 0.001). The Z variable negatively influences nationalist behavior (β = -0.436; p = 0.049), revealing an attitude-behavior gap in border communities. Meanwhile, X1 shows no significant effect. These results highlight the importance of institutional quality and contextual educational support in fostering sustainable nationalist behavior. This study contributes to civic and defense education by emphasizing context-sensitive program implementation in Indonesia's border regions.

Latorre Medina, M. J., & Borja Tomás, C. (2026). **Teacher performance from an ethical perspective. A study based on the perceptions of pre-service teachers [El desempeño docente desde parámetros éticos. Un estudio basado en las percepciones de futuros maestros]**. *Punto Cunorte*, *12*(23), e23306. https://doi.org/10.32870/punto.v12i23.306
Recognition of the most promising international approaches to teacher training forms the basis of this study, which focuses on the field of teacher professional ethics. Specifically, it addresses the perceptions of future teachers as to teaching performance from the perspective of professional ethics. In this descriptive and inferential study, the sample of Spanish future teachers were administered a questionnaire related to teacher ethics. The results reveal that perceptions of teacher profes-sional ethics are influenced by variables such as gender and the degree and specialty pursued. The findings raise the call for more rigorous education in ethics during training programmes so as to develop teachers more committed to the profession.

Lefebvre, S. (2026). **Éducation, valeurs, diversité et religions au Québec et en Ontario**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 19-37. https://doi.org/10.53967/cje-rce.6493
This article examines how public secondary schools in Quebec and Ontario integrate diversity and values into their educational frameworks, based on a comparative analysis of their institutional websites. Using a mixed methods approach that combines quantitative analysis of key thematic occurrences (values, diversity, religion, spirituality) with a qualitative examination of school discourse, the study reveals contrasting dynamics between the two provinces. While respect emerges as a shared core value, Quebec places greater emphasis on equal opportunity and the inclusion of students facing academic difficulties, whereas Ontario explicitly promotes inclusion, equity, and diversity, in line with their respective legislative frameworks. The role of religion also differs, though spirituality appears in specific contexts in both provinces, being absent from Quebec schools due to the secularization of the educational space, while it remains institutionalized in Ontario's public Catholic schools. The study thus highlights how educational policies and sociocultural contexts shape distinct conceptions of citizenship in Canadian public education.

Maisara, M., Curtis, E., & Mtika, P. (2026). **Global citizenship education in a post-disaster context in Aceh, Indonesia: perspectives of student teachers**. *International Review of Education*, *72*(4), 749-769. https://doi.org/10.1007/s11159-025-10201-1
This article examines how student teachers in a post-disaster context make sense of global citizenship education (GCE) through a combination of Pancasila (an Indigenous philosophy derived from Sanskrit) and citizenship education (together referred to as PPKn) in Aceh Province, Indonesia. This qualitative study involved a group of final-year student teachers (6 male and 2 female) who were undertaking teaching practice as part of their teacher education programme

in 2020. Based on semi-structured interview data, the findings suggest that participants engaged with GCE in various ways – through formal education, everyday encounters and historical narratives of armed conflict and the tsunami disaster. The authors argue that approaching GCE through a local–global prism provides a nuanced understanding and exposes tensions between the predominantly secular orientation of GCE in the Global North and the Islamic orientation of PPKn in Aceh Province. Their findings highlight how student teachers make sense of the values and beliefs they develop through PPKn and how these resonate with or diverge from normative GCE values. This study makes a significant contribution to knowledge by demonstrating how diverse socio-cultural realities can be meaningfully and respectfully integrated into GCE.

Mallol Macau, C., & Alsina Tarrés, M. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools**. *European Journal of Education*, *61*(3), e70707. https://doi.org/10.1111/ejed.70707
This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Nguyen, T. H. N., & Nguyen, M. G. (2026). **The EE-AID Model: An Instructional Design Process Integrating Ethics into the AI-TPACK Framework for University Lecturers**. *Journal of Artificial Intelligence and Technological Development*, *2*(3), 84-92. https://doi.org/10.59324/jaitd.2026.2(3).07
The application of generative artificial intelligence (GenAI) in higher education is posing challenges to the professional competencies of lecturers. Although the Intelligent-TPACK framework expands the TPACK model by incorporating AI and AI Ethics as additional knowledge domains on AI and AI Ethics (Ethics), reality shows that there remains a significant gap in translating these theories into specific instructional design steps. Currently, many lecturers are well aware of ethical risks but lack the design skills to control them, leading to a tendency to avoid or ban the tools. At the same time, they also fall into the caution trap, where they pay too much attention to risks without sufficient capability to implement appropriate solutions. This paper proposes an instructional design process named EE-AID (Ethics-Embedded AI-TPACK Design). Through conceptual analysis and theoretical synthesis methods, the study has translated the ethical knowledge domain from abstract principles into mandatory ethical checkpoints, which are integrated throughout the lesson preparation process. The proposed process consists of 4 stages: (1) Establishing pedagogical anchors; (2) Human-machine collaboration through questioning techniques (Prompt Engineering); (3) Embedding ethics-threaded checkpoints such as bias audits, privacy checks, and attribution verification; and (4) Evaluation and

restructuring. The main contribution of the research is establishing the role of ethics not as supplementary content, but as a core component guiding all interactions among Technology, Pedagogy, and Content. The EE-AID model provides a systematic roadmap that helps lecturers transition from merely using tools to an orchestrating role in the human-machine collaboration model. The research results serve as a crucial foundation for higher education institutions to develop sustainable digital competency training policies, ensuring academic integrity and protecting humanistic values in the AI era. Besides, the application of this model is also a strategic step helping educational institutions build a culture of trust, protect learners' academic autonomy, and promote the restructuring process towards the Smart University model.

O'Banion. (2026). **Looking for Peace and Purpose: My Personal and Professional Journey**. *Community College Journal of Research and Practice*, *50*(7-8), 726-744. https://doi.org/10.1080/10668926.2026.2670866
This is a personal retrospective by Terry O'Banion, a prolific author and provocative idea champion who focused his career on innovation in community colleges and higher education. His published works spanned over 60 years and included several hundred articles, books, chapters and monographs. Published posthumously, O'Banion shares the influences in his upbringing and education that contributed to his scholarship and early career and chronicles his career path to his retirement and beyond. He describes how his introduction to progressive education and later to humanistic education, as well as his encounters with major figures in education and psychology, shaped his philosophy of education and continued to impact his thought leadership throughout a career spanning six decades. He segments his life into phases including his childhood, his experiences, doctoral studies, community college leadership roles, national organizational leadership and post-retirement contributions. Throughout these experiences, O'Banion consistently advocated for community college reform and learner-centered education. He concludes the essay with a personal creed that reflects the values, purpose and lifelong commitments that defined both his work and his life.

Oliveira, V. G. R. V. D., & Félix de Lima, J. C. (2026). **Polícia e Educação em Direitos Humanos**. *Ciência & Polícia*, *12*(2), 1 / e2026001. Consulté à l'adresse https://hal.science/hal-05734425
This interview, conducted by the Education Research Group at the Higher Institute of Police Sciences (ISCP), features Professor Dr. Pedro Demo, professor emeritus at the University of Brasília and a leading authority in the fields of education and human rights. The text examines police training in light of the concept of "learning as authorship", in which the trainee becomes a producer of knowledge rather than a mere reproducer of procedures. It discusses the applicability of this concept in police academies, highlighting the need for professionals to develop critical and self-critical thinking skills to operate in complex public safety scenarios. It addresses the collective dimension of learning in standardized and hierarchical organizations, proposing that the police institution build its own agency through continuous processes of self-reform. It examines the tension between technical neutrality and political training, arguing that human rights constitute concrete experience, not protocol, and that the use of force re quires self-criticism and accountability. Finally, the interview proposes a training agenda that moves
beyond mere instruction, prioritizes intelligent prevention, and promotes the socioeconomic and cultural inclusion of police officers, integrating theory and practice to transform institutional practices.

Pellegrini, S., & Sebastiani, R. (2026). **University, Care and Twin Transitions: Digital Language Literacy for Migrant Inclusion and Civic Engagement**. *European Journal of Education*, *61*(3), e70717. https://doi.org/10.1111/ejed.70717
Within the policy framework of the digital and ecological Twin Transition, higher education institutions are increasingly positioned as key actors in fostering inclusive and sustainable transformation. This exploratory, perception-based study examines how university students and academic staff frame the role of digitally supported second-language (L2) learning in the inclusion of migrants and refugees. Using an online questionnaire administered to 168 respondents, the study investigates perceptions of digital tools in relation to accessibility, personalization, participation and the public role of universities. The findings indicate a broadly positive orientation toward blended learning and e-learning platforms, alongside significant concerns regarding teacher training, platform accessibility and the alignment of digital strategies with the needs of vulnerable learners. The article argues that universities can contribute to more inclusive educational environments, while also stressing that the present evidence concerns perceived potential rather than measured educational outcomes.

Peters, R. (2026). **Les critères qui définissent l'éducation**. *Éthique en éducation et en formation : les Dossiers du GREE*, (20), 9-29. https://doi.org/10.7202/1126867ar
Un article de la revue Éthique en éducation et en formation, diffusée par la plateforme Érudit.

Phan, B. V. H., Tong, H. A., Tran, D. Q., & Van Nguyen, T. (2026). **Investigating university students' perceptions of plagiarism in the use of ChatGPT: an explanatory mixed-method study**. *Education and Information Technologies*, *31*(12), 4191-4223. https://doi.org/10.1007/s10639-026-13955-9
The increasing integration of ChatGPT into higher education offers students a plethora of benefits, but also raises controversial debates regarding academic integrity, particularly in the context of plagiarism using ChatGPT. This issue has been discussed in both international and domestic research domains, yet the latter still severely lacks relevant studies, and the former has produced mixed, contextual findings. Therefore, this study aims to fill the gaps by investigating university students' perceptions of plagiarism in the use of ChatGPT through the dual-cluster model of traditional plagiarism and AI-giarism. The data were drawn from 183 questionnaire participants and 15 interviewees at a private university in the Mekong Delta, Vietnam. The descriptive findings indicate that most participants had a consistent perception of the traditional forms of plagiarism. Conversely, descriptive findings from the AI-giarism cluster signal ambivalence in students' perception. The qualitative findings were further used to explain major patterns and themes found in the questionnaire data. Qualitative findings demonstrate that students were strongly opinionated about more obvious forms of plagiarism, knowledgeable about academic integrity issues besides plagiarism, and conflicted about the ambiguity of some AI-giarism scenarios. Based on the findings, this study recommends that institutions should construct more consistent, balanced, and fairer policies to tackle the issue of plagiarism in the use of ChatGPT among students. Furthermore, some recommendations are given to educators on how to address plagiarism issues more effectively in their classrooms.

Point, C., & Lepage, F. (2026). **Exploring Difficult Ethical Situations : The Case of Novice Primary School Teachers in Quebec**. *Philosophical Inquiry in Education*, *2*(33), 99-118. Consulté à l'adresse https://hal.science/hal-05734837
This article presents results from a study of problematic ethical situations faced by novice primary school teachers in Quebec. Around 30 teachers were interviewed in order to understand what

are the situations in which their values are challenged and action is rendered difficult because of this ethical dimension. First, we define what we mean by "problematic ethical situation" through the theoretical framework of professional teaching ethics. Second, we describe the different aspects of 73 situations brought to light by our interviews of novice teachers, before analyzing which ethical obligations are faced, using the Code of ethics for all members of the personnel of the educational organization and for any person required to work with minor students or students with handicaps, or be regularly in contact with them, published by the Ministry of Education of the Government of Quebec in April 2025.

Rinaldi, S., Moody, Z., & Darbellay, F. (2026). **Interdisciplinary children's human rights education in Switzerland: Curricula and teaching practices**. *PROSPECTS*, *56*(1), 31-49. https://doi.org/10.1007/s11125-025-09748-6
Countries have agreed on the necessity of teaching children about, through, and for their rights. Specifically, the United Nations Declaration on Human Rights Education and Training (2011) requires that such education be integrated into school curricula. The question of how this integration should occur has sparked debate among scholars and practitioners. In Switzerland, which encompasses three different linguistic cultures, contexts, and curricula, children's human rights education (CHRE) is linked to several subjects and is conceptualized as a cross-curricular and interdisciplinary topic. This article aims to elucidate the conceptual foundation of children's rights education (CRE) provisions within Swiss schools, as a heterogeneous study leading to conclusions relevant for other contexts. The role of curricula and interdisciplinarity for CHRE is analyzed. Also, the drivers and barriers to CHRE identified by teachers and other educational actors are outlined. Based on this analysis, suggestions for supporting CHRE teaching are discussed.

Roy, E., Claverie, I., Papon, L., & Brandt-Pomares, P. 2026). ***Regards pluriels sur l'interdisciplinarité: Promouvoir l'altérité en éducation***. Delatour France. https://www.editions-delatour.com/fr/pedagogie/5053-regards-pluriels-sur-l-interdisciplinarite-9782752105233.html
Ce volume collectif rend hommage à Nathalie Rezzi, dont les travaux ont durablement nourri les réflexions sur l'interdisciplinarité, l'engagement éducatif et les pratiques transformatrices au sein de l'Inspé d'Aix-Marseille Université. À travers huit contributions scientifiques, l'ouvrage explore les liens entre créativité, éthique, enseignement artistique et citoyenneté, en s'appuyant sur des approches interdisciplinaires rigoureuses. Les textes réunis ici analysent des objets variés — curriculum, compétences psychosociales, pédagogies critiques — et proposent des leviers concrets pour penser l'éducation comme un espace de transformation individuelle et collective. Structuré en quatre axes — compétences psychosociales et créativité ; éthique, citoyenneté et curriculum scolaire ; interdisciplinarité et didactique des enseignements artistiques ; valeurs éducatives et sociétales — ce recueil s'adresse aux chercheurs, formateurs, enseignants et étudiants engagés dans les mutations de l'école contemporaine. Préface de Pascale Brandt-Pomares. Textes de Philippe Adam Benelkadi, Julia Brissaud, Isabelle Claverie, Cléo Fauquet, Philippe Hentzen, Christophe Moineau, Lola Papon, Aurélie Pasquier-Berland, Nithaël Rosso, Émeline Roy, Cécilia Schultz, Pascal Terrien et Éric Tortochot.

Sarigöz, O., & Devecî, D. (2026). **An Investigatıon of Values Educatıon Activities Given through Drama in a Kindergarten: a Case Study**. *Child Indicators Research*, *19*(4), 1649-1665. https://doi.org/10.1007/s12187-026-10361-y

This study aims to examine the effects of values education activities delivered through drama in kindergartens, comparing students who received such education with those who did not. To this end, the study addresses the research question: "What are the effects of values education activities implemented through drama in a kindergarten setting?"The study group consists of students from a public school in Turkey. Data were collected over a period of 16 weeks from 10 participants using a values observation form developed by the researcher. The data were analyzed through content analysis to identify emerging patterns and themes.The findings indicate that values education activities conducted through drama during the preschool period led to semantic shifts in students' prioritization of core values. It is recommended that future research develop standardized scales to assess value acquisition in preschool children and apply these tools at regular intervals throughout the educational process.

Schneider, M., Clauzel, C., Riboulot, M., & Canivé, J. (2026). **Labels et pratiques pédagogiques liées à la biodiversité et au monde vivant dans les écoles élémentaires françaises**. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 21.1). https://doi.org/10.4000/16nb4
L'éducation relative à l'environnement est présentée comme un levier essentiel pour susciter des changements de modes de vie. Notre article explore ainsi les modalités de mise en œuvre des pratiques pédagogiques liées à la biodiversité dans les écoles élémentaires françaises (élèves de 6 à 11 ans) entre 2022 et 2025. Nous cherchons notamment à vérifier si ces pratiques varient selon un gradient urbain/rural et à identifier les ressources et les freins qui influencent leur adoption. Pour cela, notre démarche s'appuie sur l'analyse de la répartition de trois labels (E3D, Éco-école, Aire éducative) et sur un questionnaire en ligne à destination des enseignants de deux académies. Un traitement statistique a permis de faire émerger les déterminants des activités liées au monde vivant : ressources humaines, économiques et paysagères. Les profils des écoles (sectorisation et urbanité) sont différents en fonction des labels adoptés. Quant aux pratiques pédagogiques relatives au monde vivant, elles sont nombreuses et diversifiées.

Shomotova, A., & ElSayary, A. (2026). **AI Use and Research Integrity in Higher Education: Faculty Perspectives on Opportunities, Challenges, Strategies, and Misconduct**. *Higher Education Quarterly*, *80*(3), e70136. https://doi.org/10.1111/hequ.70136
Generative artificial intelligence (GenAI) is rapidly being integrated into academia. Although a great deal has been written about research misconduct, much of this work has focused primarily on Western higher education, with little attention given to the use of AI-enabled tools in research ethics within non-Western contexts. This study employed a cross-sectional online survey with both closed- and open-ended questions, an appropriate design for exploring faculty perceptions of a higher education institution in the United Arab Emirates (UAE). Data was collected from 22 faculty members across various disciplines. Findings show that faculty adoption of generative AI tools is primarily driven by perceived usefulness and ease of use for tasks such as writing, editing, idea generation, and data analysis. However, key challenges include the risk of cognitive dependency, production of superficial outputs, loss of originality, and the lack of clear institutional guidance. To mitigate these risks, participants emphasised practices such as human validation of AI-generated content, multi-source cross-verification, and transparent disclosure of AI use in academic work. Additionally, faculty recommended the responsible and effective integration of AI tools in higher education through training, clear ethical guidelines and institutional policies, transparency and accountability, and the purposeful selection of tools.

Silberberg, R., & Ras, N. A. (2026). **Education for democracy and justice under fire: Integrating identity perspectives into global citizenship education in conflict settings**. *International Review of Education*, *72*(4), 811-829. https://doi.org/10.1007/s11159-025-10164-3
Global citizenship education (GCE) has been studied in contexts affected by conflict, most often in relation to formal education systems. This qualitative ethnographic study examines, through the lens of GCE, the non-formal education practice of dialogue groups between Jews and Palestinians living in the state of Israel. The educational approach of the School for Peace (SFP) at Neve Shalom/Wahat al-Salam highlights group identity and power relations between groups. Methodologically, the programmes include both bi-national sessions (bringing together Jewish and Palestinian participants) and uni-national sessions (focused on dialogue within each national group and attended only by its members). Between October and December 2023, 200 dialogue sessions were conducted by the SFP in order to create a safe space to discuss issues of identity, social justice and democracy in a situation of war and political oppression. Thirty-four semi-structured interviews were also undertaken with facilitators and participants (both Jewish and Palestinian). The results highlight the importance of uni-national dialogue sessions, where participants' anger and pain are legitimised, which then enables more candid intergroup dialogue in bi-national sessions. Several participants stressed the need for such interventions, noting that they enabled continued engagement with issues related to the conflict. In addition, it is apparent that open dialogue requires methodological adjustments in periods when freedom of speech is compromised.

Simms, W., Hall, K., McCunn, L., Holmes, M., Simms, L., Thompson, H., & Vieira, A. (2026). **Using Children's Picture Books to Introduce Climate Change Pedagogies in Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 104-130. https://doi.org/10.53967/cje-rce.7469
The Accord on Education for a Sustainable Future recognizes that Canadian teacher education programs have a social and ethical responsibility to respond to the climate crisis. The Accord outlines six principles—the importance of Indigenous ways of knowing, being, and doing; relationality; social justice; well-being; advocacy; and hope. A sample of picture books was identified and systematically reviewed to help operationalize the principles of the Accord. Each book was scored on how visible the principles were, and factors for climate anxiety were identified as present/absent. The analysis of picture books through the lens of climate anxiety responds to a gap in the research. A curated list of 60 picture books is offered to introduce pre-service teachers to best practices in climate change education. When teachers know what to look for, they can carefully and intentionally select a collection of picture books to anchor challenging conversations about the climate crisis, climate emotions, climate action, and climate justice.

Thinh, P. V. (2026). **Academic Integrity and Plagiarism in Higher Education: A Literature Review**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 22-33. https://doi.org/10.59324/ejceel.2026.4(4).02
This literature review systematizes international scholarship on academic integrity and plagiarism in order to provide a comprehensive overview that informs teaching, research, and policy development in higher education. Drawing on both theoretical and empirical studies, the article clarifies key definitions of plagiarism, identifies major forms of academic misconduct, and distinguishes between intentional and unintentional violations. The review indicates that limited awareness of citation norms, permissive attitudes toward misconduct, academic pressure,

digitalized learning environments, and insufficient academic writing skills constitute the primary factors contributing to plagiarism. The article further examines prevailing approaches to plagiarism detection, including manual assessment, plagiarism detection software, and editorial screening procedures in scholarly publishing. On this basis, it synthesizes preventive strategies from the literature, emphasizing a systemic approach that integrates academic skills education, awareness-raising initiatives, integrity-oriented institutional environments, formative uses of detection technologies, and transparent policy frameworks. The discussion highlights several significant research gaps, particularly concerning the impact of generative artificial intelligence, cross-cultural differences in plagiarism perceptions, and the long-term effectiveness of academic integrity education programs. By consolidating existing approaches and identifying directions for future inquiry, this review contributes to a deeper understanding of plagiarism and academic integrity in the context of rapidly evolving higher education systems.

Villemagne, C., & Molina, E. C. (2026). **Être préparé à enseigner les questions d'environnement : formation perçue et besoins de formation des finissant[e]s d'un programme de formation initiale à l'enseignement**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 81-103. https://doi.org/10.53967/cje-rce.6955
This diagnostic study examines the extent to which environmental issues and environmental education are incorporated into the curriculum of the Bachelor's program in Special and Social Adaptation (BASS). This investigation was carried out by surveying graduating students from a specific cohort. The study also explored the potential for integrating these topics into the program, based on the expectations and needs expressed by the students regarding desired educational objectives and their conceptualizations of the environment.A survey was administered, consisting primarily of Likert scale questions, with participation from a cohort of BASS graduates. The analysis revealed that the program offers limited learning opportunities related to environmental issues or environmental education throughout the students' academic trajectory. Nevertheless, as future educators, the respondents expressed a sense of responsibility to educate their pupils regarding attitudes and values aiming to improve the quality of their living environment. They also indicated a desire for more comprehensive training to effectively fulfill their role in promoting eco-citizenship among their pupils.

Vindigni, G. (2026). **Beyond Compliance: Future Skills 2030, Digital Accessibility and Democratic Participation in Higher Education – A Scoping Review**. *European Journal of Contemporary Education and E-Learning*, *4*(4), 56-137. https://doi.org/10.59324/ejceel.2026.4(4).05
Purpose: In this research article, digital accessibility in higher education is not presented merely as a secondary technical, legal, or organizational compliance requirement but rather as a fundamental prerequisite for acquiring Future Skills 2030; democratic participation, in the sense of social mobility; and a socially sustainable – that is, adaptable, innovative, and future-proof – development of higher education. For this reason, this review focuses on whether digital higher education can genuinely promote digital competence, AI literacy, media literacy, participatory competence, diversity competence, critical judgment, and also democratic agency, given that the socio-technical conditions for access, use, interaction, assessment, recognition, and co-creation are selectively structured. Against this backdrop, digital accessibility – as also required by law – is therefore not viewed as an additional or even expanded category of support for specific student groups within the higher education sector, but rather as a normative and process-oriented framework against which the legitimacy, quality, and democratic inclusivity of digital higher education infrastructures can be assessed in practice.

Design/Methodology/Approach: In this way, the research contribution is based on a PRISMA-oriented scoping review and theory-driven literature and document analysis. In this regard, it systematically maps international and German-language research from 2009 to April 2026 on Future Skills 2030, 21st-century skills, digital competence, AI literacy, media literacy, digital accessibility, Universal Design for Learning, user experience, assistive technologies, digital equity, student voice, co-creation, and democratic participation in higher education. In addition to academic literature, the review incorporates normative, legal, standards-based, and also policy-oriented reference architectures that structure the evaluation of digital accessibility in higher education, including WCAG, EN 301 549, BITV, BFSG/EAA, DIN EN ISO 9241-11, DIN EN ISO 9241-110, DIN EN ISO 9241-210, and SDG 4. Analytically and more specifically, the study uses a deductive-inductive coding logic and reconstructs determinants, indicators, and premises through a theory-triangulated synthesis. Adaptive expertise is used not as an independent search strand, but as a theoretically adjacent sensitizing heuristic for specifying the didactic and task-related conditions under which future-oriented competencies can emerge in accessible digital learning environments. Findings: First, the analysis indicates that the research field remains structurally fragmented. Future skills models frequently under-theorize accessibility as an enabling condition; accessibility research often remains bound to compliance, assistive technology, or accommodation paradigms; and digitalization discourses tend to overestimate scalability while underestimating selective access conditions. Second, digital accessibility emerges as a mediating structural category that links Future Skills 2030, democratic participation, UDL, UX, AI literacy, digital equity, and higher education governance. Third, the review identifies several interdependent determinants of accessibility-sensitive future skills development: accessible digital infrastructure, didactic accessibility, faculty accessibility competence, UX and interaction quality, student agency, co-creation, institutional governance, algorithmic accountability, and socio-technical equity. Fourth, the analysis demonstrates that future skills do not develop abstractly within curricular frameworks but within concrete digital systems of learning, assessment, communication, feedback, recognition, and participation. Within this context, if these systems are not barrier-free, understandable, compatible with assistive technologies, user-centered, didactically adaptive, and institutionally accountable, they selectively pre-structure the conditions under which competence development, agency, and participation can emerge. Fifth, adaptive expertise clarifies that accessibility-sensitive higher education must also be task-sensitive: students require access not only to platforms and materials but also to authentic, ill-structured, complex, collaborative, autonomy-supportive, and reflective learning situations in which future-oriented competencies can be practiced and stabilized. Research Limitations/Implications: As a document-based and theory-triangulating study, the findings are based on a scoping review and a qualitative, theory-driven synthesis rather than on a meta-analysis of statistical effect sizes. Consequently, the study does not claim causal measurement of accessibility effects on future skills acquisition. The evidence base is heterogeneous and includes empirical studies, systematic reviews, conceptual contributions, legal standards, policy documents, and normative frameworks. This heterogeneity is methodologically necessary because digital accessibility in higher education cannot be adequately reconstructed without considering the interplay of pedagogical, technological, legal, organizational, and democratic conditions. In particular, terminological variation across the fields of future skills, accessibility, inclusion, digital equity, AI literacy, participation, and agency remains a limitation. Further research should therefore empirically examine how accessibility-sensitive, UDL-informed, UX-sensitive, and AI-accountable learning environments affect the acquisition of Future Skills 2030, adaptive expertise, student agency, democratic participation, and socially sustainable higher

education outcomes. Practical Implications: At the level of higher education development, the findings imply that digital accessibility must be institutionalized as a cross-cutting governance and quality-development category across the entire socio-technical architecture of the university. These considerations suggest that this includes teaching and learning arrangements, assessment regimes, procurement logics, quality assurance, faculty qualification, platform design, AI governance, student support, and evaluative monitoring. Accordingly, digital materials, learning management systems, examination environments, feedback and communication structures, AI-supported tools, and support infrastructures should be designed according to accessibility-by-design, UDL, human-centered design, and the relevant normative, legal, and standards-based reference architectures. Looking at the German (DQR) and European educational frameworks (EQF), it is therefore important to note that this requires the institutionalization of accessibility as a cross-cutting governance and quality-development principle, encompassing systematic faculty qualification, accessibility-sensitive procurement logics, participatory design and evaluation procedures, UX-based quality assurance, transparent accountability structures, and support architectures that prevent the responsibility for adaptation from being externalized to individual students. Taken together, digital accessibility can only support democratic higher education if it is institutionalized as an infrastructure of participation rather than treated as a reactive accommodation or post hoc compliance task. Originality/Value: From a didactic and pedagogical perspective, this research article shifts the debate on digital accessibility in higher education from a narrow compliance paradigm toward an integrated educational, democratic, and governance-theoretical framework. Its originality lies in reconstructing digital accessibility as a prerequisite, indicator, and touchstone of future-skill-sensitive and democracy-oriented higher education, while at the same time bringing Future Skills 2030, UDL, UX, AI literacy, digital equity, adaptive expertise, student agency, and democratic participation into a common accessibility-governance framework. In this respect, the review reconstructs digital accessibility not as a merely technical quality attribute of digital higher education, but as a structural enabling condition that determines whether students can access epistemic resources, understand and use digital systems, critically question algorithmic and institutional arrangements, participate in co-creative academic practices, and actively shape digital learning environments. The comparative perspective adopted in this study highlights that digital accessibility is conceptualized as a central evaluative category for democratic legitimacy, pedagogical quality, and social sustainability in higher education during the digital age.

Waghid, Z., & Leitner, S. (2026). **Cultivating critical global citizenship education through defamiliarisation and collaborative online international learning**. *International Review of Education*, *72*(4), 687-706. https://doi.org/10.1007/s11159-026-10237-x

This study employed Norman Fairclough's three-dimensional approach to critical discourse analysis to investigate the potential of defamiliarisation, supported by collaborative online international learning, to help pre-service teachers in South Africa and Germany challenge neoliberalism and promote critical global citizenship. A group of pre-service teachers in South Africa and Germany (N = 54) were prompted to critically analyse capitalism's global influence and articulate their ideas using creative illustrations inspired by the short online film Marx and I. The resulting artwork of a sub-sample of the South African student teachers (n = 7) shows their individual and collective reflections on global injustice, capitalism and human rights abuses, while that of the German student teachers (n = 7) emphasises the refugee crisis in Europe, environmental degradation and social exclusion. The research highlights the usefulness of defamiliarisation in producing context-specific criticisms and transforming student teachers'

perceptions of global socio-political environments. The authors found that defamiliarisation promotes a transdisciplinary approach to teacher education and is valuable for contesting neoliberal beliefs and prevailing narratives, thereby encouraging student teachers' critical engagement with global challenges.

Witt, A. (2026). **Global citizenship education within virtual global engagement: Ethical challenges and possibilities**. *International Review of Education*, *72*(4), 591-609. https://doi.org/10.1007/s11159-025-10173-2
This case study considers the ethical challenges faced by programme developers leading a virtual engagement programme aimed at developing global citizenship that reaches from the university to communities around the world. The programme is IGlobal, which was launched by the University of Illinois Urbana-Champaign's College of Education during the COVID-19 pandemic as a virtual replacement for teach abroad programming. It is a virtual global engagement project that links participants from over 20 countries spanning the Global North and Global South. Applying the framework for ethical global citizenship education (EGCE) proposed by Emiliano Bosio and Hans Schattle, this qualitative study used interviews, focus group discussions, document analysis and programme observation to consider the ways in which the framework can guide practice and illuminate particular challenges in global community engagement, as well as the areas that the framework may not reach. Since the focus was on the programme developers' experience, the pupils being taught through the IGlobal programme were not themselves surveyed for this case study. The author's analysis reveals the challenges of ethical virtual global engagement as well as the value of the framework for addressing these challenges. The article discusses the implications for ethical international university-to-community engagement, internationalisation at home, and virtual programming.

Xu, Y., Guo, J., Zhou, D., & Li, M. (2026). **Chatbot or cheatbot? Moral judgments of AI usage in academic writing**. *Education and Information Technologies*, *31*(11), 4041-4063. https://doi.org/10.1007/s10639-026-13947-9
As generative AI becomes increasingly integrated into academic writing, ethical ambiguities emerge, especially concerning AI-giarism—where AI-generated content blurs traditional understandings of plagiarism. In addressing these complexities, the present study examines moral judgments across three distinct scenarios of AI usage: (1) Direct copying AI-generated content, (2) AI-supported collaborative writing, and (3) Minimal AI-tool use (e.g., proofreading, grammar checking, and information searches). Grounded in dual-process models of moral reasoning and technological mediation theories, this study investigates how cognitive awareness of plagiarism standards and negative emotions toward plagiarism influence moral judgments and underlying psychological mechanisms. An analysis of data from 415 participants reveals significant variations in ethical evaluations according to context: direct copying is subject to strict moral condemnation, while collaborative writing elicits moderate judgments, and minimal AI-tool use remains ethically ambiguous. Perceived moral intensity mediates both the influences of cognitive awareness and negative emotional attitudes towards plagiarism, emphasizing the need for moral judgment theories to explicitly incorporate context-dependent perceptions of ethical severity. Furthermore, participants' experience of AI usage moderates the mediation pathways, highlighting the critical role of AI literacy in fostering sophisticated ethical judgments. These findings contribute to theoretical understandings of moral reasoning within AI-mediated academic writing contexts and suggest potential practical implications for educational

institutions and publishers, recommending clear, context-sensitive ethical guidelines and targeted AI-literacy initiatives to effectively manage evolving human-AI collaborative practices.

Zhang, H., Zhou, Q., Tang, H., & Peng, W. (2026). **Civic Engagement and Persistence among Adolescents in China: the Mediating Roles of Student–Classmate Relationships and Growth Mindset**. *Child Indicators Research*, *19*(4), 1897-1915. https://doi.org/10.1007/s12187-026-10366-7
Persistence, a core component of social and emotional skills, is a critical psychological asset that enables adolescents to cope with challenges and pursue long-term developmental goals. Drawing on the China sample of the Survey on Social and Emotional Skills (SSES), this study explores the impact of civic engagement on students' persistence and its underlying mechanisms. The study finds that: (1) civic engagement was positively and significantly associated with students' persistence; (2) student–classmate relationships and growth mindset each independently mediate the association between civic engagement and persistence; and (3) civic engagement is also associated with persistence through a serial pathway from student–classmate relationships to growth mindset. By leveraging China's institutionalized and structured civic engagement context, the study provides mechanism-based evidence and helps clarify the contextual boundaries under which civic engagement may translate into non-cognitive developmental strengths. The findings suggest that schools can enhance the developmental returns of civic engagement by cultivating supportive peer networks, fostering a growth mindset, and designing tiered, differentiated civic practice programs.