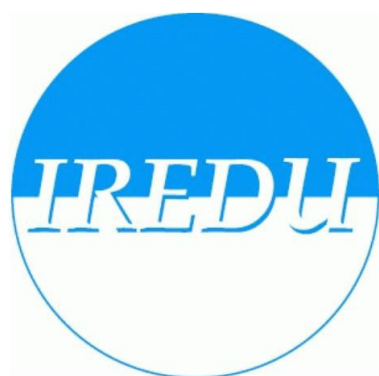


Veille de l'IREDU



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Acquisition de compétences

Abidli, Y. (2025). **Recherche collaborative et développement professionnel : vers des connaissances actionnables en santé mentale.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16naw>

Cet article revisite un dispositif de recherche mis en place en santé mentale afin d'explorer la participation des patients aux soins. S'inscrivant dans le paradigme de la recherche collaborative, la méthodologie combine une immersion prolongée sur le terrain, la méthode d'analyse en groupe et l'analyse documentaire. Cette approche a permis d'appréhender les subtilités des interactions entre acteurs et les processus de co-construction des savoirs in situ. Le retour réflexif sur le dispositif met en lumière la complexité des dynamiques collaboratives et le rôle crucial des objets-frontières dans la facilitation du dialogue entre différentes formes de savoirs. Il met également en évidence les défis inhérents à une approche véritablement participative, notamment la gestion des asymétries de pouvoir et la reconnaissance mutuelle des expertises. Ces observations soulignent le potentiel transformateur de la recherche collaborative en santé mentale, tout en identifiant les obstacles à sa mise en œuvre effective, contribuant ainsi au débat sur l'épistémologie de la co-construction des savoirs dans ce domaine.

Adukia, A., Bonci, M., Gallardo, P. D., Harrison, E., Nicoll, J., & Szasz, T. (2026). **(How) Do We Teach Emotions?** (Working paper N° 12983). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12983>

Emotional intelligence constitutes a key component of human capital, shaped partially by educational materials. Using machine learning and generative AI tools, we examine emotional content in public-school textbooks and children's literature. A stark mismatch emerges: text exposes children to a broad emotional range, but images overwhelmingly depict happiness and calm, regardless of emotions described in text on the same page. Nearly half of pages show zero overlap between the emotions described in text and those shown in images. This pattern persists across time, contexts, and identities. Household purchases and library inventories suggest content may be endogenously shaped by consumer demand favoring « positive » cover imagery, implying market forces narrow the emotional landscape children encounter.

Amilhat, C. (2025). **Les jeunes face à l'éducation à la citoyenneté : un intérêt prononcé pour une discipline singulière.** *Revue des sciences de l'éducation*, 51(2). <https://doi.org/10.7202/1127587ar>

Cet article vise à comprendre les représentations que les jeunes Français se font de l'éducation à la citoyenneté et leurs effets sur le développement des compétences civiques. À partir de l'analyse qualitative et quali-quantitative d'entretiens avec une cinquantaine d'élèves et d'observations de cours d'éducation à la citoyenneté, nous montrons que les jeunes expriment un intérêt fort à s'engager dans l'apprentissage de cette discipline doublement singulière par son caractère non formel et par les sujets politiques et civiques qui y sont abordés. Les résultats conduisent à réinterroger plus largement le rapport des jeunes à la politique.

Bassi, M., Besbas, B., Dinarte-Diaz, L., Ravindran, S., & Reynoso, A. (2026). **From Access to Achievement: The Primary School-Age Impacts of an At-Scale Preschool Construction Program in Highly Deprived Communities.** *American Economic Journal: Applied Economics*, 18(4), 242-275. <https://doi.org/10.1257/app.20240364>

We evaluate a large-scale public preschool construction program in deprived rural communities in Mozambique using a randomized controlled trial. The program increased preschool enrollment from 2 to 75 percent, improved primary school enrollment and progression, and led treated children to score higher in cognitive and social-emotional skills tests. Impacts were strongest among children of illiterate parents, in less poor households, and living near preschools. We provide evidence that preschool construction mediates later educational success at primary school age. We also detect increased parental investment in children and higher preschool enrollment for younger siblings. Finally, we estimate the program was implemented cost-effectively.

Bijou, N., Liouaeddine, M., & Bijou, M. (2026). **Unequal Starts: How Socioeconomic Status Shapes Child and Adolescent Learning Outcomes – International Insights from PISA 2018 and 2022.** *Child Indicators Research*, 19(5), 2675-2721. <https://doi.org/10.1007/s12187-026-10397-0>

This study examines how socioeconomic status is associated with educational inequalities in mathematics, science, and reading across Morocco, Singapore, France, Turkey, and Jordan, using PISA 2018 and 2022 data. The 2022 cycle was administered in a post-pandemic educational context, providing an opportunity to investigate socioeconomic inequality patterns across two independent cohorts. A two-level multilevel modeling framework estimated across ten plausible values following Rubin's Rules accounts for the hierarchical structure of the data and examines both individual- and school-level determinants of academic performance. Socioeconomic background constitutes the primary factor associated with student achievement across all five countries and both cohorts. Inter-cohort comparisons reveal heterogeneous patterns: socioeconomic gaps appear wider in the 2022 sample in Singapore and Turkey, but narrower in Morocco, France, and Jordan, attributable to score compression at the upper end rather than genuine improvements among disadvantaged students. Gender effects are domain-specific. Furthermore, while institutional type's compound socioeconomic inequalities in Morocco, geographic location shows descriptive compounding trends without reaching structural significance. Finally, psychosocial factors including a counterintuitive negative association between life satisfaction and performance operate differently across contexts. These findings point to the multidimensional and self-reinforcing nature of educational inequality in Morocco, where individual, institutional, and psychosocial disadvantages are associated with compounding patterns.

Bourgoin, F. T., & Hoffert, C. (2026). **L'entretien d'explicitation comme espace de co-construction des savoirs.** *Savoirs*, 71(2), 45-55. <https://doi.org/10.3917/savo.071.0045>

Cet article analyse le potentiel de l'entretien d'explicitation (EdE) pour transformer l'expérience vécue en savoirs partageables, dans les contextes académiques, professionnels et de recherche. Conçu par Vermersch (1994) pour accéder aux actes mentaux, l'EdE permet de rendre explicite le savoir implicite issu de l'action. Les autrices montrent comment cette démarche favorise la professionnalisation des doctorants, l'accompagnement à la Validation des acquis de l'expérience (VAE) et la recherche. Au travers des dispositifs présentés, l'EdE apparaît comme un outil méthodologique et formateur, partant de la mise au jour des compétences. L'article conclut sur la dimension éthique et épistémologique de cette pratique, qui articule apprentissage, accompagnement et production de savoirs, en invitant à considérer la recherche comme un espace de co-construction et de circulation des savoirs expérimentiels et savants.

Busobozi, N., & Ekadu, P. E. (2026). **From Blackboards to Smart Boards: Digital Learning Practices and Competency-Based Curriculum Innovation in Selected Secondary Schools in Kampala City, Uganda.** *European Journal of Contemporary Education and E-Learning*, 4(5), 293-308. [https://doi.org/10.59324/ejceel.2026.4\(5\).12](https://doi.org/10.59324/ejceel.2026.4(5).12)

Digital learning has emerged as a defining feature of contemporary educational reform, yet its practical manifestation in sub-Saharan African secondary schools remains unevenly documented. This study examined digital learning practices, opportunities, and challenges in selected secondary schools in Kampala City, Uganda, within the context of the 2020 competency-based curriculum (CBC) reform. A convergent parallel mixed methods design was adopted across six purposively selected secondary schools three private urban well-resourced institutions and three public urban moderate-to-low-resource institutions (KMP-1 to KMP-6). Data were collected through a structured questionnaire administered to 60 music and performing arts teachers, semi-structured interviews with 12 teachers (T1-T12) and six head teachers (HT1-HT6), five focus group discussions with approximately 60 students (FGD-1 to FGD-5), non-participant classroom observation, and documentary analysis. Quantitative data were analysed using descriptive statistics; qualitative data were subjected to reflexive thematic analysis. Four themes emerged: digital tool repertoire and pedagogical integration; infrastructure disparities and the urban digital divide; teacher digital competence and professional development gaps; and student engagement, creativity, and competence development. Well-resourced schools deployed smart boards, Logic Pro X 12, Sibelius, Adobe Premiere Pro 2026, OBS Studio, and vMix to support creative and performance learning; public schools faced persistent connectivity, hardware, and training deficits. Guided by TPACK, the Technology Acceptance Model, and the SAMR model, the study concludes that digital learning substantially supports CBC implementation where infrastructure and teacher preparation are adequate, but deepens inequalities where they are not. Evidence-based recommendations address policy, professional development, and resourcing priorities.

Cao, X., & Zhang, H. (2026). **The impact of artificial intelligence on creativity in early childhood: a scoping review.** *Pedagogy, Culture & Society*, 34(5), 1345-1364. <https://doi.org/10.1080/14681366.2026.2676803>

Fostering creativity in early childhood has generated growing research interest due to its value for both individuals and societies. Artificial intelligence (AI) is believed to have the potential to impact children's creativity and has been investigated in many empirical studies. However, there is a lack of comprehensive reviews exploring the impact of AI on creativity in early childhood. In order to address this gap, following the five-stage framework, this scoping review included 13 studies published from 2019 to 2024 and primarily conducted in the Western context to synthesise existing studies and suggest future directions. The results revealed two types of objectives in the existing studies, respectively addressing the questions 'Can AI impact children's creativity?' and 'What characteristics of AI will impact children's creativity?'. Three types of AI, including social robots, programmable robots and an AI-driven system, were used in experiments, mainly with children aged 7-9 years. Characteristics of social robots and the AI-driven system, such as embodiment, creativity-fostering strategies and social behaviours, were investigated in some studies. Verbal and figural creativity were the most explored domains of creativity, which were often measured through components of divergent thinking. This review highlights research gaps and suggests directions for future work.

Charles, S. (2024). **Which methodologies can be used to identify engineering students' spatial skills?** *Mesure et évaluation en éducation*, 47(spécial), 22-47. <https://doi.org/10.7202/1127300ar>

La recherche sur les habiletés spatiales s'intéresse à qualifier les processus cognitifs qui la caractérisent. Dans le cadre du projet e-FRAN EXAPP_3D, notre recherche s'est portée sur la mesure des habiletés spatiales et des compétences de modélisation volumique d'étudiants ingénieurs primo-arrivants. Pour ce faire, nous avons investigué la mesure des habiletés spatiales la plus fréquemment observée dans les études contemporaines, c'est-à-dire les tests papier-crayon. Notre recherche a mis en évidence que la performance relevée dans ces tests n'est pas révélatrice des seules compétences visées : nos premiers entretiens ont révélé une pluralité de stratégies (cognitives, comportementales) mobilisées. Cette sensibilité des tests spatiaux aux stratégies de contournement présente le défi de définir un protocole expérimental qui permette de caractériser aussi bien la performance mesurée dans ces tâches que les compétences qui y sont mises en oeuvre. Cet article présente la méthodologie mixte que nous avons conçue pour répondre à ce double enjeu.

Colognesi, S., Boonaert, V., & Wiertz, C. (2024). **The criterion-based rubric: Always a good assessment method? A comparison of different methods for evaluating paraverbal elements in the oral productions of 11–12-year-old students.** *Mesure et évaluation en éducation*, 47(spécial), 48-75. <https://doi.org/10.7202/1127301ar>

Cet article compare trois méthodes d'évaluation des aspects paraverbaux dans les productions orales : la méthode holistique absolue (note globale), la méthode analytique absolue (grille critériée) et la méthode holistique comparative (logiciel Comproved). Trois questions principales guident l'étude : 1) Quelle est la fiabilité inter-évaluateurs de chaque méthode ? 2) Quelle est la corrélation entre ces méthodes ? et 3) Quels écarts de notation observe-t-on entre elles ? Chaque méthode a été utilisée pour évaluer des productions orales sur des critères paraverbaux tels que l'intonation, le volume et les pauses. Les résultats révèlent que, contrairement aux attentes, la méthode holistique absolue présente la meilleure fiabilité interévaluateurs. Bien que des corrélations significatives existent entre les méthodes, des écarts de notation importants subsistent. Ces résultats remettent en question l'utilisation systématique des grilles critériées et montrent qu'il est crucial d'adapter les méthodes d'évaluation aux objectifs spécifiques, notamment pour les aspects paraverbaux des productions orales.

Coupaud, M., Fouchet-Isambard, K., Martin, E., Castéra, J., Impedovo, M. A., & Leroux, B. (2025, décembre). **Impact d'un dispositif d'enseignement par investigation par une approche STEM sur le raisonnement scientifique des collégiens.** Consulté à l'adresse <https://hal.science/hal-05766120>

Impact d'un dispositif d'enseignement par investigation par une approche STEM sur le raisonnement scientifique des collégiens

Darban, M. (2026). **Enhancing knowledge gain in virtual learning teams: the role of AI explainability, team cohesion, and perceived virtuality.** *Education and Information Technologies*, 31(14), 6227-6254. <https://doi.org/10.1007/s10639-026-14048-3>

The integration of Artificial Intelligence (AI) in education has introduced new opportunities for supporting team-based learning in virtual environments. While conversational AI tools like ChatGPT offer scalable and interactive learning support, their effectiveness in enhancing knowledge gain in virtual team settings remains underexplored. This study investigates the role of perceived AI explainability in fostering knowledge gain among learners in AI-supported virtual

teams. Drawing on Self-Regulated Learning theory, we propose that AI explainability promotes metacognitive engagement by providing clear, interpretable feedback that scaffolds learners' planning, monitoring, and reflection processes. We further examine two team-level moderators—Team Perceived Virtuality and Team Cohesion—as contingencies that influence the strength of this relationship. A multi-level, longitudinal study was conducted involving 344 MBA students working in 48 virtual project teams over a 16-week period. Students collaborated with ChatGPT as a team member, and data were collected across three time points. Results reveal that perceived AI explainability significantly enhances knowledge gain, and this relationship is amplified in teams with higher levels of perceived virtuality and cohesion. These findings suggest that the effectiveness of AI in virtual learning contexts is shaped by the team's social dynamics and the clarity of AI communication. This study contributes to research on AI-enhanced education by emphasizing the importance of explainability and team characteristics in knowledge acquisition and supports the pedagogical design of AI-mediated collaborative learning environments.

Deauvieu, J., & Gioia, P. (2026, septembre 14). **Apprendre à lire : ce que les données de 9 000 enseignants et 130 000 élèves révèlent des méthodes et de leur efficacité.** <https://doi.org/10.64628/AAK.4r3q3p4er>

Alors que la dernière enquête PISA sur le niveau des élèves note un net décrochage dans la compréhension de l'écrit, des études offrent des pistes pour améliorer l'enseignement de la lecture.

Dekker, I., de Coninck, L., Biwer, F., Wenzel, N., van Herpen, S., Janssen, T., & Zijlstra, B. (2026). **Comparing a sociological and psychological approach to summer bridge programs: a field experiment.** *Higher Education*, 92(2), 807-831. <https://doi.org/10.1007/s10734-025-01550-9>

Many higher education institutions organize summer bridge programs (SBPs) to prepare students for university. However, what a SBP should contain is unclear because few studies directly compare different theoretical approaches. This study evaluated two types of SBPs offered at a Dutch university: (A) a sociological approach focusing on academic capital and (B) a psychological approach targeting mindset and metacognition. We randomly assigned 250 applicants between these programs. Participants in both programs were compared with each other and with (C) 161 students who neither applied for nor attended any SBP. We hypothesized that A would improve students' academic capital, while B would improve students' mindset and metacognition. As hypothesized, Program A improved students' scores on two aspects of academic capital formation: navigation of systems and trustworthy information. Unexpectedly, Program B produced similar improvements. As predicted, Program B enhanced students' metacognition and mindset scores, with these participants outperforming both other conditions at posttest. Unexpectedly, Program A increased the growth mindset and effort beliefs of first-generation students, while it decreased scores for these outcomes for continuous-generation students. We found no significant differences in academic performance between groups, suggesting that brief SBPs may be insufficient to generate medium effects on longer term outcomes. Qualitative data revealed that while some students retained and applied specific SBP content, most prioritized familiarization with peers and the university environment over program curriculum.

Delalande, J., Robert, C., Caro, C. M. S., & Point, M. (2026). **La porosité entre jeu et travail à la maternelle en France et au Québec.** *Éducation et Sociétés*, 56(2), 71-90. <https://doi.org/10.3917/es.056.0071>

Cet article analyse les relations entre jeu et travail à l'école maternelle à partir d'une enquête qualitative menée en France et au Québec. Au croisement d'une sociologie de l'école maternelle et des sciences du jeu, il cherche à comprendre comment les frontières entre activités ludiques et activités d'apprentissage sont construites, négociées et régulées dans les pratiques en classe. Prenant appui sur l'analyse approfondie de trois situations filmées dans trois classes, il adopte une approche inductive. Les résultats montrent diverses formes de porosité entre jeu et travail à l'école maternelle. Cette porosité varie selon les situations pédagogiques, les prescriptions institutionnelles et les postures enseignantes. Trois configurations se dégagent. La première est une porosité unidirectionnelle, où le jeu est toléré dans les interstices du travail scolaire sans être reconnu comme espace d'apprentissage légitime. La deuxième renvoie à une porosité bidirectionnelle, dans laquelle les enfants réinvestissent les expériences scolaires dans leurs jeux et les enseignantes s'appuient sur ces jeux pour développer des apprentissages. La troisième, dite structurante, se caractérise par une imbrication étroite entre jeu et apprentissage, les activités ludiques constituant directement le support du développement des compétences.

Durak, G., Çankaya, S., & Öncü, S. (2026). **A theory-driven scale for assessing text-based generative AI literacy from a self-efficacy perspective (T-GASE).** *Education and Information Technologies*, 31(14), 5671-5694. <https://doi.org/10.1007/s10639-026-14023-y>

This study aimed to develop and validate the Text-Based Generative AI Literacy Scale (T-GASE)—a multidimensional instrument designed to assess individuals' competencies in interacting with, evaluating, and ethically engaging with text-based Generative AI (GenAI) tools. The scale development followed Hinkin's five-step framework, including item generation, expert validation, pilot testing, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). A total of 645 undergraduate students participated in the study, with 332 students in the EFA phase and 313 in the CFA phase, all from diverse academic disciplines such as engineering, education, architecture, economics, and social sciences. Grounded in four well-established theoretical frameworks—the Theory of Planned Behavior (TPB), Technology Acceptance Model (TAM), Expectancy-Value Theory (EVT), and Diffusion of Innovations Theory (DIT)—the final 23-item scale revealed a robust four-factor structure: Application, Expectations, Ethics, and Evaluation. The scale demonstrated strong psychometric properties, with high internal consistency and excellent model fit indices. Results showed that students had high expectations for the future of GenAI and were actively using it but exhibited lower confidence in critically evaluating AI-generated content. Moreover, students from STEM-oriented disciplines outperformed those from non-STEM fields, suggesting disciplinary differences in GenAI literacy levels. Unlike existing AI literacy scales that broadly assess technical knowledge or general attitudes, the T-GASE uniquely addresses the practical, ethical, and evaluative skills specific to text-based GenAI tools, including prompt crafting, misinformation detection, and adaptive usage. These findings highlight the T-GASE as a pioneering and theoretically grounded instrument for assessing GenAI literacy, with significant implications for curriculum design and digital competence development across higher education contexts.

Dzinyela, P. S. K., Dyl, R., González-Rubio, P., & Adefeso-Olateju, M. (2026). **Learning what matters in Ghana. Expanding a breadth of skills: an exploration of foundational learning in Ghana** (p. 54).

Consulté à l'adresse Center for Universal Education at Brookings (USA), CUE website: <https://www.brookings.edu/wp-content/uploads/2026/08/learning-what-matters-ghana.pdf>
This report shares findings from a research study that examined the current state of foundational learning (FL) in Ghana's lower basic schools. It analyzes the dimensions of access, quality, and relevance to assess whether and how the education system enables children and young people to develop relevant skills.

Ek, C., Söderberg, M., & Kataria, M. (2026). **Can teaching children about the environment influence household behavior? Experiments in Swedish schools.** *The Scandinavian Journal of Economics*, 128(4), 835-859. <https://doi.org/10.1111/sjoe.70017>

In two separate field experiments with Swedish school children aged 10–16, we evaluate Environmental Education Programs designed to promote pro-environmental behavior; specifically, reduce household waste. We match the addresses of participating students with high-resolution administrative records on collected household waste. This allows us to estimate causal effects on the waste generated in households where a child was treated. Across both experiments, we find no detectable reductions in household waste. In the second experiment, we are also able to estimate the effect of regular environmental education within the Swedish school curriculum, and find little indication that this affects household waste.

Gao, X., Guo, X., Jiang, Q., Xiong, W., Zhao, W., & Zhang, D. (2026). **Chatbot-supported inquiry-based learning: effects of metacognitive scaffolding on K-12 students' inquiry skills, metacognitive behavior patterns, and learning experience.** *Education and Information Technologies*, 31(14), 6343-6380. <https://doi.org/10.1007/s10639-026-14037-6>

GenAI chatbots can be flexibly integrated into online learning platforms to create safer and more autonomous environments for inquiry-based learning. They enrich students' learning experiences by offering personalized support and fostering deep inquiry through real-time feedback. However, students in chatbot-supported inquiry-based learning (CsIBL) environments require strong metacognitive abilities to regulate both inquiry processes and chatbot usage: they need to plan, monitor, and adjust their inquiry while critically evaluating chatbot responses and avoiding overreliance that may reduce active inquiry to passive reception. Without proper guidance, they often struggle to consistently apply metacognition for self-regulation. Metacognitive scaffolding has proven effective in fostering metacognition and self-regulated learning, yet few studies have examined its design and effects in chatbot-supported science education. To address this gap, this study designed a metacognitive scaffolding-integrated chatbot-supported inquiry-based learning (MS-CsIBL) approach to enhance students' self-regulation and inquiry performance. A quasi-experimental design involving 85 eighth-grade students was employed. The experimental group (N = 43) adopted the MS-CsIBL approach, whereas the control group (N = 42) utilized the traditional CsIBL approach without scaffolding. Data were collected through surveys, learning logs, and interviews. The findings indicated that the approach significantly promoted the development of inquiry skills and supported positive learning experiences, as indicated by enhanced self-efficacy and a more favorable cognitive load profile. Moreover, it fostered a distinctive metacognitive behavior pattern centered on monitoring, where monitoring, evaluation, regulation, and reflection were closely interlinked. This study provides theoretical and practical implications for designing effective GenAI-supported scientific inquiry courses in K-12 education.

Gentaz, É. (Éd.). (2026). **Langage, cognition et apprentissages : regards croisés sur le développement de l'enfant et la réussite scolaire de la maternelle au collège**. ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant, (202). Consulté à l'adresse <http://www.anae-revue.com/>

DERNIERES PUBLICATIONS

Jan, D. (2024). **The validity of the practical examination from the perspective of experts in initial vocational education in the retail trade sector in Switzerland**. *Mesure et évaluation en éducation*, 47(spécial), 97-128. <https://doi.org/10.7202/1127303ar>

En Suisse, en formation professionnelle initiale dans la branche du commerce de détail, la diplomation passe par l'examen pratique dans l'entreprise formatrice de l'apprenti. Cet examen, certificatif et éliminatoire, dure entre une heure et une heure et demie, selon le type de formation. Il est conduit par deux professionnels du domaine nommés experts. Les buts de cette étude sont, d'une part, de comprendre la validité attribuée par les experts à l'examen pratique et, d'autre part, de définir les raisons de cette évaluation. Pour y parvenir, un échantillon de 189 experts a répondu à un questionnaire sur la validité de cet examen. Les données ont été traitées par des analyses factorielles exploratoires. Nous avons ensuite extrait trois profils d'experts par classes latentes. Les résultats de cette étude ont permis de mettre en évidence, parmi les experts, une hétérogénéité de profils. Ils se différencient selon leur expérience en tant qu'expert et selon leur langue.

Javier Julian Enriquez. (2026). **Assessing Critical Thinking and Ethics in Business Education: An Integrated Framework for Contemporary Labor Markets**. <https://doi.org/10.13140/RG.2.2.18263.64169>

Jimenez Ocio, L., Legardeur, J., Mendizabal, M., & Rubio-Varas, M. (2026). **Learning together for a greener future: Teampreneurship as an open approach to green entrepreneurship education**. *Open Research Europe*, 6, 349. <https://doi.org/10.12688/openreseurope.24311.1>

Traditional entrepreneurship education centres the individual entrepreneur and evaluates innovation primarily on market value, ill-suited to the systemic challenge of the climate crisis. The literature identifies significant gaps in green entrepreneurship pedagogy, including a lack of interdisciplinary approaches and a failure to cultivate the collective-action competencies that sustainable ventures require. This paper introduces « teampreneurship »: a collaborative, cooperative, and intercultural model of entrepreneurship education grounded in environmental and social purpose. We present evidence from the first edition of TEAMIT+, a European Union-funded threemodule programme implemented across four countries (Finland, France, Greece, Spain) in 2024. Module 1 raises environmental awareness through experiential collective engagement; Module 2 connects participants to authentic industry innovation challenges; and Module 3 guides intercultural teams through the creation of social impact business ventures. The programme is grounded in Nonaka and Takeuchi's (1995) knowledge-creation theory and a « learning by creating » methodology encompassing experiential, team-based, and self-directed learning. Module 1 achieved a 97% satisfaction rate and 99% of participants reported improved environmental knowledge, far exceeding the 80% target. Sixty-four percent reported heightened awareness of environmental policy, and 58% expressed a strong commitment to reducing their environmental impact. Qualitative data reveal a shift from individualistic to systemic framings of climate responsibility, and the programme's approach to managing ecoanxiety through collective empowerment was consistently valued.

Kabir, R., & Maimouni, H. (2026). **Peer Support in Higher Education by and for Adults Returning to Study**. In D. Guralnick, M. E. Auer, & A. Poce (Éd.), *Creativity and New Technologies in Learning for the Workplace and Higher Education* (p. 85-98). https://doi.org/10.1007/978-3-032-09908-2_7

Success in higher education is a challenge, particularly for first-year students and adult returners. This exploratory research examines the effectiveness of peer teaching as a methodological support device. A study was carried out at the Haute École Francisco Ferrer (Belgium), where 15 third-year students coached 30 first-year students through six themed sessions on note-taking, time management, class participation, managing stress in the academic process and exam preparation. The mixed analysis, combining quantitative data (questionnaires) and qualitative data (interviews and observations), revealed a significant improvement in first-year students' sense of competence (+ 1.5 points on a scale of 5), better time management and a positive impact on their motivation. Coaching by more experienced peers also promotes autonomy and academic success. For tutors, the experience enhances their ability to synthesize information and their sense of pedagogical responsibility. However, challenges remain, notably time management and the need for prior tutor training. These results confirm the value of collaborative learning for the integration and retention of students in higher education. To optimize this approach, longitudinal follow-up and increased institutional support are recommended.

Kauppila, P., & Kettunen, J. (2026). **Career practitioners' conceptions of career management skills at Finnish universities of applied sciences**. *International Journal for Educational and Vocational Guidance*, 26(2), 873-892. <https://doi.org/10.1007/s10775-025-09727-5>

This article presents the findings of a phenomenographic study of career practitioners' conceptions of career management skills (CMS) at Finnish universities of applied sciences (UAS). The results demonstrate that CMS were conceived as (1) irrelevant, (2) secondary, (3) noteworthy, (4) significant and (5) indispensable. This aligns with previous evidence that conceptions of CMS differ in multiple ways and vary in emphasis. By exploring the logical relationship between qualitatively different conceptions, the study provides a framework for understanding CMS acquisition at UAS, and clarifies the objectives and developmental needs of career guidance in higher education settings.

Khan, M., & Sen, I. (2026). **Soft skills and Youth Employment: Experimental Evidence from Bangladesh** (Working paper N° 2026-05). Consulté à l'adresse Centre for the Study of African Economies, University of Oxford website: <https://EconPapers.repec.org/RePEc:csa:wpaper:2026-05>

Soft skills are widely believed to matter for labor market success, but two questions remain central to their use in active labor-market policy: are they malleable beyond childhood, and can training in these skills improve employment outcomes? To address these, we evaluate CareerX, a one-month soft-skills and career-readiness program for university students in Bangladesh. Across 15 cohorts, 1,794 applicants were randomly assigned to an offer of training or a control group. One to two months after, training improves employment and paid employment by 7.3% and 6.7% in the treatment group. One year later, the estimated effect is similar in magnitude but less precisely estimated. An index of self-reported soft skills is 0.10 SD higher shortly after the program and remains higher, by 0.13 SD, one year later with larger gains in intrapersonal than interpersonal skills. Other measures such as CV quality, professional references and job-search planning and effort do not change detectably, a pattern consistent with improvements in soft skills contributing to the observed employment effects. The program is delivered at low marginal cost through

group sessions and hybrid instruction at approximately USD 117 per additional attendee employed. Our results indicate that soft skills remain malleable at the point of labor market entry and that short programs can shift early employment outcomes at a cost well below comparable interventions.

Khosravi, B., Geay, B., Joigneaux, C., Fontanaud, S., & G  lin, O. (2026). **Premiers mots, premiers chemins Socialisations et variations langagi  res pr  coces dans la cohorte G  n  ration 2011.** *  ducation et Soci  t  s*, 56(2), 133-156. <https://doi.org/10.3917/es.056.0133>

Dans le prolongement de travaux conduits notamment dans les   tudes sur la litt  ratie et en sociolinguistique interactionnelle, cette recherche prend pour objet les variations qui affectent les productions langagi  res des enfants, selon leurs caract  ristiques sociales et les types d'interactions dans lesquelles ils s'engagent. Elle prend appui sur l'analyse qualitative et le traitement lexicographique des mat  riaux collect  s aupr  s de 43 enfants, en mesurant la fr  quence, la diversit   lexicale et le nombre de verbes mentaux dont ils font usage au cours de trois s  quences, plus ou moins encadr  es par les adultes, plus ou moins ludiques ou proches de l'univers scolaire. Les productions langagi  res des enfants y apparaissent    la fois d  pendantes des ressources culturelles et du style   ducatif de leurs parents, mais aussi de leurs propres mani  res de s'engager dans les situations d'interactions qui leur sont propos  es.

Kızılt  ş, Y. (2026). **Artificial intelligence (AI) in primary school classrooms: ChatGPT's text summarization ability and its impact on attitudes towards summarization.** *Education and Information Technologies*, 31(14), 6091-6118. <https://doi.org/10.1007/s10639-026-14029-6>

Developments in artificial intelligence technology are having a significant impact on education. ChatGPT, in particular, plays an important role in this regard. Although it raises various concerns, ChatGPT can also be positively integrated into classrooms. The current study investigates the integration of ChatGPT into primary schools for fourth-grade students. Within this framework, the study aims to examine the impact of ChatGPT on primary school students' text summarization skills and their attitudes toward summarization. This study employed a nonequivalent control group pretest–posttest design within the framework of quantitative research methods. Data were collected from fourth-grade students aged 10 (experimental group = 34, control group = 34) at a primary school in Van, T  rkiye, at the beginning of the second semester of 2025. A criterion sampling technique was used to determine the study group. Parametric tests were conducted to analyze the data collected using the Summary Skills Graded Scoring Key and the Attitude Toward Summarizing Scale. The results of the study showed that ChatGPT had a statistically significant effect on text summarization skills. Attitudes toward summarization, which is a challenging skill for students, also showed an increasing trend with the use of ChatGPT. The findings support the idea that ChatGPT can be incorporated into teaching to improve students' summarization skills and attitudes toward summarization. Similarly, the findings indicate that ChatGPT can be utilized in contexts where traditional methods fall short. It is recommended that ChatGPT be integrated into primary school classrooms and curricula.

Kundu, A., & Bej, T. (2026). **Measuring AI literacy in elementary students: development and validation of a psychometric instrument.** *Education and Information Technologies*, 31(14), 5857-5880. <https://doi.org/10.1007/s10639-026-14022-z>

This study presents the development and validation of the AI Literacy Questionnaire for Children (AILQ-C), a psychometrically robust instrument designed to assess elementary students' multidimensional awareness, attitudes, and perceived competencies related to artificial

intelligence. Grounded in UNESCO's AI Competency Framework, the ALLQ-C captures human-centred, ethical, practical, and system-design dimensions aligned with the framework's developmental progression (Understand–Apply–Create), focusing on students' perceptions and orientations toward these competencies. An initial 30-item pool, derived from theoretical review and expert input, underwent face and content validation, cognitive interviews, and pilot testing, resulting in a refined 24-item instrument. Field testing with 480 students (Grades 4–8; Mage = 11.2, SD = 1.1; 51% girls) from ten schools across diverse socio-economic settings in eastern India confirmed a four-factor structure, with strong item discrimination (DI = 0.42–0.76), high internal consistency (α = 0.84–0.89), and robust convergent and discriminant validity. Measurement invariance analyses demonstrated configural, metric, and scalar invariance across gender and grade levels. While validated within an Indian school context, the instrument provides a developmentally appropriate tool for examining children's AI literacy profiles and informing future research and educational interventions. The ALLQ-C may support teachers, researchers, and policymakers in exploring students' engagement with AI-related concepts and identifying areas for targeted learning support.

Malet, R. (2026). **L'indétermination comme mode de gouvernance Compétences transversales et zones grises curriculaires dans trois systèmes contrastés.** *Éducation et Sociétés*, 56(2), 221-244.
<https://doi.org/10.3917/es.056.0221>

L'introduction des compétences transversales dans les curricula nationaux génère des tensions entre épistémologies disciplinaires héritées et nouvelles légitimités promues par les organisations internationales. Cette recherche analyse, à travers une comparaison de trois systèmes contrastés (France, Finlande, Chine), l'émergence d'espaces normatifs où se renégocient les hiérarchies des contenus scolaires, espaces d'indétermination identifiés comme des zones grises curriculaires. L'étude montre que ces zones fonctionnent comme des dispositifs de gouvernance permettant aux systèmes d'enseignement de gérer des demandes contradictoires sans les résoudre. Loin de constituer des dysfonctionnements transitoires, elles apparaissent comme des modalités durables de régulation des contradictions épistémiques, susceptibles de produire des inégalités spécifiques.

Nga, V. H. T. (2026). **Life Skills of Lower-Secondary School Students in the Context of Digital Transformation: An Integrative Review of Theoretical Perspectives, Empirical Evidence, and Educational Directions.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 87-95.
[https://doi.org/10.59324/ejahss.2026.3\(5\).08](https://doi.org/10.59324/ejahss.2026.3(5).08)

Digital transformation is reconfiguring the ecological contexts in which lower-secondary school students (grades 6-9, approximately ages 11-15) form the life skills that underpin healthy development. This paper presents an integrative narrative review that synthesizes four complementary theoretical perspectives the World Health Organization's ten core life skills, Bronfenbrenner's bioecological model as extended by Navarro and Tudge's neo-ecological theory, self-determination theory, and the European DigComp digital competence framework to explain how digital environments shape the formation of life skills in early adolescence. Drawing on peer-reviewed evidence published between 1997 and 2026, the review examines the opportunities and risks that digital transformation poses across the micro-, meso-, exo-, and macrosystems of adolescent life, proposes an integrated four-domain framework of digital-era life skills, and critically appraises the current state of life-skills education in Vietnamese lower-secondary schools under the 2018 General Education Curriculum. The review finds that, although digital transformation expands access to knowledge and social connection, it simultaneously

intensifies psychosocial risks that traditional life-skills curricula are poorly equipped to address, and that Vietnamese practice remains fragmented and under-theorized relative to international scholarship. The paper concludes with an evidence-informed set of educational directions and a research agenda aimed at strengthening the theoretical and empirical foundations of digital-era life-skills education in Vietnam.

Perret, A., & Kennel, S. (2026). **Référentiel de compétences de la recherche scientifique**. Consulté à l'adresse <https://hal.science/hal-05764011>

Nous considérons que maîtriser la compétence de la recherche scientifique c'est être capable d' « élaborer, conduire, évaluer et partager une recherche scientifique, expérimentale ou non, dans le but de produire des connaissances sur un sujet, avec intégrité scientifique et esprit critique ». Ce document présente le référentiel des compétences de la recherche scientifique élaboré à l'Université de Strasbourg.

Pinelli, M., Moranges, M., & Cojean, S. (2026). **Take a Break, Take Notes? The Relationship Between Pauses, Note-Taking, and Learning Performance in Instructional Videos**. *International Journal of Human-Computer Interaction*, 1-24. <https://doi.org/10.1080/10447318.2026.2702729>

Although pauses in instructional videos can enhance learning, previous studies have shown that learners barely use this function. However, these studies have not examined the role of note-taking in pause use. This study investigated whether note-taking is associated with pause use and whether pause use and note-taking are related to cognitive load and learning performance, measured by comprehension and recall. Participants watched a 10-min instructional video with the possibility to pause and take notes. Data (N = 74) were analyzed using mediation and exploratory methods, including subgroup discovery. Results suggested that pause use mediated the relationship between note-taking and comprehension. Exploratory analyses supported the relationship between pause use and note-taking, showing that learners with higher comprehension had greater pause use, whereas recall was associated with note-taking-related factors. Patterns related to gender and age were also observed. These findings are discussed in the context of multimedia learning and instructional video design.

Prasad Koirala, K. (2026). **Pedagogical challenges and possibilities of critical thinking in the culturally diverse classroom: connecting secondary science teaching with STEAM approach**. *International Journal of Science Education*, 48(14), 2276-2295. <https://doi.org/10.1080/09500693.2025.2518602>

This paper explores activities that influence the critical thinking practice of secondary science classrooms in Nepal. This study aims to explore the pedagogical challenges of critical thinking practices in science teaching in a culturally diverse classroom in a STEAM-focused teaching space. A critical case study was used based on the qualitative research approaches. Purposively selected science teachers and students of selected school were participants in this study. A focus group interview was conducted with students and classroom observation and an open-ended interview was conducted with the science teacher to pursue the research objectives. The thematic analysis indicated that both pedagogical strategies and contextual linkages of science teaching were seen as appropriate means for both teachers and students to build critical thinking skills in school science learning. Scientific critical thinking (SCT) model seemed to show some effectiveness in present days connecting science teaching with STEAM education, however, SCT use was not found in science teaching. Despite having training and professional development opportunities, science teachers lack the practical knowledge and skills to implement critical

thinking strategies in culturally diverse classrooms. This study implies a pedagogical shift from rote, exam-centred teaching to a more inclusive and critical thinking-oriented teaching approach in science classrooms.

Preston, C. M., Way, J. A., & Ginns, P. (2026). **Developing young children's perceptual observations and representations: draw like a scientist.** *International Journal of Science Education*, 48(14), 2248-2275. <https://doi.org/10.1080/09500693.2025.2518601>

Although contemporary views of science learning emphasise the critical role of a student's representational competence, scientific drawing is rarely taught in the early years of school and little advice is available for teachers. This set of three connected studies investigated the perceptual drawing accuracy of 5–8-year-old children's drawings of a plant and their responses to the brief Draw like a scientist intervention. Three sets of drawings were collected (initial, post-intervention and after a 10-weeks) and analysed to reveal patterns in drawing accuracy within and between the studies, and measure change. Detailed analysis of how various parts of the plant were depicted revealed differences across age groups (Study 1). Increased accuracy in the size, shape, scale, and orientation of the plant parts in post-intervention drawing was detected (Study 2), with only a slight reduction in accuracy after the delay period (Study 3). Based on these findings, we argue that even a simple instructional intervention such as the Draw like a scientist strategy can increase observational and representational accuracy in drawings created by children.

Romero, M. (2026). **L'Intelligence Artificielle va-t-elle nous rendre idiots?** <https://doi.org/10.5281/zenodo.22258367>

Machines are not intelligent, but they can perform increasingly complex tasks. From winning a game of chess to generating texts, images, or videos, the evolution of artificial intelligence (AI) is leading us to ask not only what we are capable of doing with these technologies, but also what impact their use may have on different human activities. This question is particularly important in education. AI allows us to delegate certain cognitive, creative, or decision-making processes that, until now, could only be carried out by humans. When this delegation replaces the cognitive effort required to learn and develop particular competencies, it may ultimately limit opportunities for learning. This places us in a position of responsibility: from an educational perspective, we need to decide when to use AI, for what purposes, in what ways, and within what limits. Throughout this book, we address ten questions that concern educators and families: Is AI making us idiots? With AI, do we still need to memorise? When AI does the homework, who learns? Can AI help with mental health? Will AI destroy human creativity? Will AI make us lose our critical thinking skills? Will AI help us collaborate or make us more individualistic? Can AI support autistic students? Does AI increase inequalities? Which jobs will AI transform? In each chapter, we examine recent research that can help us answer these questions and propose concrete actions for educators and families. The aim of this book is to help readers develop their own informed judgement and decide what role they want AI to play in teaching and learning.

Tran, V. A., & Nguyen, H. L. (2026). **Aligning Difficulty and Support: Vocabulary Learning Challenges and Perceived Usefulness of Duolingo among Eighth-Grade EFL Learners in Vietnam.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 68-79. [https://doi.org/10.59324/ejahss.2026.3\(5\).06](https://doi.org/10.59324/ejahss.2026.3(5).06)

Mobile-assisted language learning has become a routine part of how young EFL learners study vocabulary, yet research rarely asks whether the support learners perceive in an application

corresponds to the difficulties they actually report. This study examined eighth-grade Vietnamese learners' vocabulary learning challenges, their patterns of mobile application and Duolingo use, and their perceptions of Duolingo's usefulness, and then compared the two descriptively. A quantitative survey design was adopted. Fifty students aged 13–14 completed an expert-reviewed paper-based questionnaire, and the data were analysed with descriptive statistics. Internal consistency was acceptable for both the challenge scale and the usefulness scale, with all corrected item-total correlations above .30. Pronunciation was the most strongly reported difficulty ($M = 4.90$), followed by lack of motivation ($M = 4.84$), whereas word use, multiple meanings and limited materials were reported at moderate levels. Mobile applications were already embedded in these learners' study habits: 70% used them very often, 94% knew and used Duolingo, and 47.8% of valid respondents had used it for more than six months. Perceptions of Duolingo were positive, peaking for pronunciation and accurate word use ($M = 4.62$) and for motivation ($M = 4.57$), followed by real-life use ($M = 4.21$) and retention ($M = 4.06$). The perceived benefits therefore converged on the two most severe reported difficulties, while the convenience features usually assumed to drive adoption were rated lowest. Because the evidence is self-reported, subsequent studies should pair perception measures with vocabulary tests or classroom observation.

Verpillot, E., Plazy, M., Kiewsky, V., Hierholzer, E., & Avalos, M. (2026, juillet). ***The Art of Teamwork: Aligning Pedagogy and Practice for Public Health Students at Bordeaux School of Public Health.*** Consulté à l'adresse <https://hal.science/hal-05751369>

In Public Health, addressing complex health challenges requires seamless collaboration across diverse disciplines. In higher education, group projects are designed to foster essential «soft skills»—such as leadership, project management, and co-development—but often face hurdles like interpersonal conflict and unequal contributions. Furthermore, the high degree of student diversity at the Bordeaux School of Public Health—encompassing varied geographical origins, disciplinary backgrounds, and a mix of initial and continuing education profiles—inevitably creates coordination challenges. These tensions can lead to conflicts that impact both cohort cohesion and faculty management. Traditionally, Master's students were primarily assessed on scientific outputs, without formal evaluation of behavioral competencies. To address this, we initiated a process of constructive alignment to better articulate learning objectives, pedagogical activities, and objective assessment methods for tutored projects involving groups of 3-4 students. Launched in January 2024, the project followed a structured methodological framework: (1) redefining learning outcomes to include behavioral competencies; (2) developing targeted pedagogical activities; (3) creating rubric-based assessments; (4) designing guidance materials for the teaching team to ensure a shared understanding of expectations; and (5) evaluating the impact in June 2025 through mid-term self-assessment questionnaires, final satisfaction surveys, and qualitative feedback to support continuous improvement. Two specific learning outcomes targeting group dynamics were identified: «Effective organization with peers and supervisors» and «Active engagement in a collective work environment.» In 2025, 5 out of 20 groups required specific mediation (meetings between students and a neutral faculty member) following conflicts identified in mid-term questionnaires. Overall, student satisfaction reached 70%, with particular appreciation for the project management tools provided. For tutors, the new rubrics simplified the grading process, although further calibration is required to harmonize scoring across different groups.

Wang, L., de Vetten, A., van der Rijst, R., & Admiraal, W. (2026). **Students' pre-tutorial learning behaviors and their relationship with tutorial engagement and learning outcomes.** *Education and Information Technologies*, 31(14), 5989-6015. <https://doi.org/10.1007/s10639-026-14027-8>

In blended learning, pre-tutorial learning lays the foundation for in-tutorial learning but also presents challenges due to its emphasis on self-regulated learning. To understand the relationship between pre-tutorial and in-tutorial learning, this study examined variations in pre-tutorial behaviors using both online and offline learning data, identified students' pre-class learning patterns, and investigated how these patterns relate to both tutorial engagement and learning outcomes. Our quantitative data were collected from 51 first-year bachelor students. Our qualitative data were collected from a subset of 20 students through interviews. The findings show an overall declining participation in pre-tutorial activities. Instructional aspects, such as pedagogy and course format, were reported in interviews as primary reasons for not participating in pre-tutorial learning activities. Three learning behavior profiles have been identified through Latent profile analysis, but neither tutorial engagement nor learning outcomes differed significantly across these profiles according to ANCOVA. However, self-regulation was found to be a predictor of tutorial engagement. This study extends previous blended learning analytics research, which has primarily focused on online learning, by integrating both online and offline pre-tutorial data and examining their relationship to tutorial engagement and outcomes. Future research should focus on refining methods for identifying learning profiles that comprehensively represent students' engagement and learning outcomes, for example, by including students' self-regulation skills in the profile analysis. In addition, future research should investigate the pedagogical design of blended learning to more effectively support students' learning, using tools such as AI-driven dashboards and learning analytics.

Wei, X., Zeng, Y., Miao, Z., Xie, P., Shan, J., & Zhou, L. (2026). **Microlearning in higher education course: an exploration of student's behavioral pattern, cognitive engagement and learning outcome using a developed intelligent monitoring platform.** *Education and Information Technologies*, 31(14), 6519-6561. <https://doi.org/10.1007/s10639-026-14054-5>

With the rapid development of educational technology and widespread use of mobile devices, microlearning has emerged as an innovative and promising approach for knowledge acquisition and skill development. However, its effectiveness in higher education and the key factors influencing learning outcomes remain underexplored. This study aims to address these issues. Firstly, to investigate the effectiveness of microlearning-assisted instructional mode, this study develops a microlearning platform, applies it to higher education course, and compares this instructional mode with traditional classroom and flipped classroom modes. Secondly, by adopting AI technique, this study identifies behavioral patterns and cognitive engagement as two key factors in microlearning. Finally, based on these two identified factors, this study explores the relationship between them and learning outcome. The findings indicate that microlearning significantly improves students' learning outcomes, motivation, and engagement. Their cognitive engagement varies across behavioral patterns, with higher participation linked to more frequent "constructive" and "active" cognitive engagement. Furthermore, the relationship between cognitive engagement and learning outcome differed across behavioral pattern. For behavior pattern with low participation, cognitive engagement exerts a significant impact on learning outcome, whereas for high participation patterns, such influence is relatively weaker. This study highlights the application potential of microlearning in higher education course and provides practical implications for instructional design.

Xue, S., Lu, A., Zhu, K., Chen, W., Xu, Y., Ao, L., ... Kwan, T. (2026). **Links between executive functions, metacognition, and computational thinking in adolescence: network and mediation approaches.** *Education and Information Technologies*, 31(14), 5595-5614. <https://doi.org/10.1007/s10639-026-14021-0>

Computational thinking (CT), as a cognitive process central to problem solving, has received increasing attention in recent years. The association between executive functions (EF) and CT has been widely documented; however, the mechanisms underlying this relationship remain insufficiently understood. Moreover, most previous studies have treated CT as a unified construct, paying limited attention to its distinct components. Metacognition (MC), a higher-order cognitive capacity, has been theoretically and empirically linked to both EF and CT and may serve as a potential mechanism connecting them. Hence, we recruited 2,820 children and adolescents aged 9 to 16 who completed validated questionnaires assessing EF, MC, and CT. Results from network and mediation analyses revealed that (1) metacognitive monitoring mediated the relationship between EF and CT, whereas metacognitive knowledge was associated only with CT; (2) cognitive flexibility served as a key pathway through which working memory and inhibitory control were linked to CT; (3) abstraction, decomposition, and evaluation were more closely associated with cognitive flexibility; and (4) algorithmic thinking and generalization were more directly linked to working memory. These findings provide a nuanced understanding of the cognitive architecture of CT and highlight metacognitive monitoring as a critical mechanism in the development of CT during adolescence.

Yang, F.-C. (2026). **Factors influencing K–12 teachers' intention to adopt AI tools in teaching: Extending TAM with AI tool competence and school support.** *Education and Information Technologies*, 31(14), 6149–6183. <https://doi.org/10.1007/s10639-026-14040-x>

This study investigates the factors influencing K–12 teachers' intention to adopt AI tools in teaching by extending the Technology Acceptance Model with two contextual antecedents: teachers' AI tool competence and school support. Survey data from 218 in-service teachers in Taiwan were analyzed using partial least squares structural equation modeling (PLS-SEM). The findings indicate that AI tool competence and school support significantly shape perceived ease of use and perceived usefulness, which in turn predict behavioral intention. Perceived usefulness emerges as the stronger proximal predictor of intention, while AI tool competence most strongly influences perceived ease of use. The substantive pattern of relationships remains stable after accounting for key demographic characteristics. By incorporating teacher competence and institutional support into the TAM, this study provides a context-sensitive explanation of AI adoption in K–12 education and offers practical implications for school-level implementation.

Zhang, H., & Jiang, R. (2026). **Cognitive load pathways linking generative AI dependency to university students' higher-order thinking skills and academic enjoyment.** *Education and Information Technologies*, 31(14), 5921–5950. <https://doi.org/10.1007/s10639-026-14026-9>

Generative artificial intelligence (GenAI) is rapidly reshaping higher education, yet evidence remains limited on how students' AI dependency relates to cognitive load and learning-related outcomes. Drawing on Technology Dependency Theory and Cognitive Load Theory, this study examines the curvilinear associations between AI dependency, intrinsic, extraneous, and germane cognitive load, and two outcomes: higher-order thinking skills (self-reported) and academic enjoyment. An online survey of 951 undergraduate students from eight universities in Sichuan, China, instructed participants to respond with reference to typical coursework in which they use the Chinese GenAI tool DeepSeek for study-related activities, rather than a one-off

experimental task. Confirmatory factor analysis and structural equation modeling assessed measurement quality and estimated direct associations, while polynomial regression and the Two-Lines procedure tested nonlinearity. Results show a dependency curve. Extraneous load is lowest at moderate AI dependency. Germane load, higher-order thinking skills, and academic enjoyment also peak at moderate AI dependency. Intrinsic load decreases as more processing is handled by GenAI. The study shifts attention from usage amount to AI dependency. It shows outcomes are clearer when considering extraneous and germane load instead of assuming linear effects. The findings support structure-first guidance that reduces coordination and checking costs while maintaining generative engagement.

Zhang, Q., & Liang, Y. (2026). **Chatbot-assisted self-regulated learning scaffolding in EAP writing: the mediating role of SRL and the moderating role of AI literacy.** *Education and Information Technologies*, 31(14), 6443-6482. <https://doi.org/10.1007/s10639-026-14038-5>

Self-regulated learning (SRL) enhances academic performance and fosters lifelong learning skills, yet many students struggle to regulate their own learning effectively. Generative AI chatbots hold promise for scaffolding SRL through adaptive interaction, but most prior studies have targeted isolated SRL phases and relied on domain-specific chatbots requiring technical expertise, limiting their scalability in ordinary classrooms. To address this gap, the present study embedded SRL scaffolding into a general-purpose AI chatbot and examined its effects on students' academic writing performance in a project-based English for Academic Purposes (EAP) context. Using a quasi-experimental pretest-posttest design with 205 undergraduates across intact classes, the study compared the experimental group that received structured chatbot prompts covering the full SRL cycle (forethought, performance, self-reflection) with a control group using the same chatbot without SRL scaffolding. The findings revealed three key outcomes. First, chatbot-assisted SRL scaffolding was associated with significant improvements in students' writing performance, with particular gains in task fulfillment and discourse competencies, highlighting the value of comprehensive, cyclical SRL support. Second, SRL skills partially mediated the relationship between chatbot use and writing performance, suggesting that improvements occurred both directly and indirectly through strengthened self-regulation. Third, AI literacy moderated the relationship between chatbot-assisted SRL scaffolding and writing performance, with structured chatbot prompts helping compensate for lower literacy levels and thereby narrowing performance gaps. These findings contribute theoretically by extending SRL frameworks into generative AI-enhanced learning contexts. Practically, they demonstrate the feasibility of embedding SRL scaffolding in general-purpose chatbots as accessible, scalable tools for improving writing performance and fostering learner development.

Zhang, W., Yu, H., Xia, M., Yang, M., & Ja, J. (2026). **Beyond tutoring: a child-centered AI framework for embodied construction in culturally-grounded steam education.** *Education and Information Technologies*, 31(14), 6017-6053. <https://doi.org/10.1007/s10639-026-14030-z>

This quasi-experimental study integrates embodied cognition, constructionism, and culturally sustaining teaching to address the three-dimensional needs of cognitive development, practical competence, and cultural understanding, operationalized through the Child-Centered Guided Scaffolding AI Framework (CGS-AI). Based on this framework, we developed an AI-supported Intelligent Learning Companion called "Little Bean Companion," which guides elementary students in learning about traditional cultural architecture and building miniature physical architectural models. The system integrates Vygotsky's dynamic scaffolding support, Constructionism, and child-centered interaction design principles. A total of 38 fourth-grade

students participated in this quasi-experimental study designed to quantitatively evaluate the effectiveness of our developed system. Based on existing class arrangements, students were assigned to an experimental group ($n = 20$) and a control group ($n = 18$). The experimental group used the Intelligent Learning Companion for architecture-themed learning over a one-month period totaling 7 class hours, while the control group received traditional teacher-led instruction. Results showed that the experimental group performed significantly better than the control group in the post-test of the Course Knowledge Test (Adj. $M = 88.32$ vs. 80.59 , $p < .001$), with a particularly pronounced difference in multiple-choice questions requiring knowledge transfer and application. In the Architectural Model Evaluation, the experimental group not only had a higher median score (92 vs. 86) but also exhibited a "high-score clustering" phenomenon. Structural analysis of learning motivation revealed that while all four dimensions showed improvement, the effect size for mastery-goal orientation exceeded that of performance-goal orientation, perceived enjoyment, and self-efficacy. These students were able to externalize abstract knowledge principles into concrete physical operations when constructing miniature physical architectural models, and through heuristic dialogue with the Intelligent Learning Companion, they established deep connections between cultural concepts and engineering practice. The study demonstrates that when AI transforms from an "information tutor" to a "constructionist partner," it can effectively promote children's embodied learning, cultural understanding, and learning motivation.

Zheng, Y., Ye, J., Huang, C., Zhou, M., & Chen, D. (2026). **Cognitive characteristics of pre-service teachers in understanding chemical models: an eye-tracking design and evidence.** *International Journal of Science Education*, 48(14), 2220-2247. <https://doi.org/10.1080/09500693.2025.2518600>

Understanding scientific models is emphasized and promoted in international science teaching. This study aimed to assess the level of meta-modelling knowledge of pre-service chemistry teachers. The assessment instrument was a closed-choice task. The instrument covered five aspects: Nature of Models, Multiple Models, Purpose of Models, Testing Models and Changing Models. Each aspect contained three hierarchical levels of understanding. Implicit cognitive activities during pre-service chemistry teachers' understanding of models were recorded and quantitatively analysed using eye-tracking technology. In this study, the percentage of dwell time and the fixation count were used as indicators of attention allocation, and the differences in pupil size was used as an indicator of cognitive load. The results showed that the understanding level of pre-service chemistry teachers varied in different aspects but was overall at the moderate level. Pre-service chemistry teachers paid more attention to model-related textual content than visual image and showed higher cognitive load. As the task changed, pre-service chemistry teachers' attention allocation to the textual content varied. Pre-service chemistry teachers with different understanding levels showed similarities in attention allocation and cognitive load to information in the same task. These results suggest that pre-service chemistry teachers' model understanding levels and cognitive characteristics are both context-dependent.

Zheng, Z., Kong, S. C., Yang, Y., Liao, Y., & Sun, D. (2026). **From empathy to algorithms: how design thinking pedagogy influences primary school students' computational thinking skills and learning motivation in STEM education.** *Education and Information Technologies*, 31(14), 5951-5987. <https://doi.org/10.1007/s10639-026-14025-w>

As STEM education increasingly emphasizes the development of both cognitive and non-cognitive competencies, there remains a critical gap in understanding how pedagogical approaches such as design thinking can simultaneously foster computational thinking (CT) and

learning motivation in primary school contexts. This study investigates the effectiveness of a design thinking-guided STEM intervention in fostering primary students' CT skills and learning motivation. It further examines the moderating roles of gender and educational stage, while addressing three specific gaps: the lack of empirical evidence on design thinking as a framework for CT development, the need for a nuanced understanding of differential growth across CT dimensions, and the unresolved relationship between general STEM motivation and domain-specific CT performance. A one-month quasi-experimental study was conducted with 34 fourth- to sixth-grade students (22 male, 12 female) from a public school in Shenzhen, China. Participants engaged in a micro: bit-based project to design an automated plant monitoring system, structured around the five phases of design thinking: empathize, define, ideate, prototype, and test. CT was assessed using pre- and post-test Bebras challenges across five dimensions (abstraction, algorithmic thinking, decomposition, evaluation, and generalization). Learning motivation was measured using adapted STEM self-efficacy and ability belief scales. Data were analyzed using paired t-tests, ANOVA, and content analysis. Results revealed a statistically significant overall improvement in CT following the intervention. Among the five dimensions, evaluation skills showed the most substantial growth, while algorithmic thinking remained the strongest component throughout. However, decomposition and generalization exhibited relative declines in normalized scores, suggesting these areas require additional instructional support. No significant gender or grade-level differences were found in overall CT gains, although greater performance variability was observed among female students, and Grade 5 demonstrated the highest mean post-test score. Notably, no significant correlation emerged between CT performance and STEM motivation, challenging conventional assumptions about the motivation-cognition relationship in project-based learning environments. This study provides novel empirical evidence for design thinking as an effective pedagogical framework for cultivating multi-dimensional CT in primary STEM education. It advances the field by revealing differential developmental trajectories across CT components and identifying a dissociation between general STEM motivation and CT performance, findings that underscore the need for domain-specific motivational frameworks.

Aspects économiques de l'éducation

Acton, R., Cortes, K. E., Miller, L., & Morales, C. (2026). **Distance to degrees: How college proximity shapes students' enrollment choices and attainment across race-ethnicity and socioeconomic status.** *Economics of Education Review*, 114, 102724. <https://doi.org/10.1016/j.econedurev.2025.102724>

Leveraging rich data on the universe of Texas high school graduates, we estimate how the relationship between geographic access to public two- and four-year postsecondary institutions and postsecondary outcomes varies across race-ethnicity and socioeconomic status. We find that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students – particularly with regard to distance to public two-year colleges (i.e., community colleges). White and higher-income students who live in a community college desert (i.e., at least 30 minutes driving time from the nearest public two-year college) substitute towards four-year colleges and are more likely to complete bachelor's degrees. Meanwhile, Hispanic, lower-income, and to some extent, Black students respond to living in a community college desert by forgoing college enrollment altogether, reducing the likelihood that they earn associate's degrees and reducing the

likelihood that they ultimately transfer to four-year colleges and earn bachelor's degrees. These relationships persist up to eight years following high school graduation, resulting in substantial long-term gaps in overall degree attainment by race-ethnicity and income in areas with limited postsecondary access. JEL Codes: I21, I23, I24

Alessandrini, D., & Milla, J. (2026). **School choice and higher education attainment.** *Education Economics*, 34(5), 652-673. <https://doi.org/10.1080/09645292.2025.2579801>

We analyze how school vouchers affect post-secondary attainment by exploiting the Chilean voucher program, which allows students to choose which primary and secondary schools to attend. The government subsidizes tuition independently of whether the chosen school is private or public. We find that vouchers are associated with an increase in the probability of attending PSE by 2–6 percentage points, if vouchers are available before the beginning of high school. Students in urban areas benefit the most. We also find that the impacts of vouchers on PSE outcomes are maximized if vouchers are introduced before students start middle school.

Azevedo, B. C., Veiga, L. G., & Cerejeira, J. (2026). **The effects of decentralisation on educational outcomes: insights from the 2009 and 2015 Portuguese reforms.** *Education Economics*, 1-27. <https://doi.org/10.1080/09645292.2026.2727955>

This paper analyses the effects of two education decentralisation reforms in Portugal, based on execution contracts signed in 2009 and 2015. Using difference-in-differences estimators robust to staggered treatment timing, we examine effects on access to public education, student outcomes, and financial transfers. The 2009 reform appears to have reduced repetition rates and increased public enrolment in later basic-education cycles; the 2015 reform shows no statistically significant effects, though the limited number of treated municipalities constrains the power to detect smaller effects. Financial transfers to participating municipalities increased, more clearly after 2009. These findings inform the policy debate on education decentralisation.

Bagot, L., Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2026). **En 2025, 199,2 milliards d'euros consacrés à l'éducation, soit 6,7 % du PIB.** *Note d'Information*, (26.42), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/en-2025-1992-milliards-d-euros-consacres-l-education-soit-67-du-pib-506005>

En 2025, la France a consacré 199,2 milliards d'euros à son système éducatif, soit une hausse de 2,4 milliards d'euros par rapport à 2024 en euros courants (+ 1,2 %). En tenant compte de l'effet prix, la hausse est ramenée à 0,3 milliard en euros constants, soit + 0,1 % par rapport à 2024.

Cambeses-Franco, C., & Cambeses-Franco, P. (2026). **A country-level preparedness index for digital education: infrastructure, teacher scientific-technology competence, and socioeconomic context.** *Education and Information Technologies*, 31(14), 6381-6408. <https://doi.org/10.1007/s10639-026-14042-9>

As education systems worldwide race towards digital transformation, increasingly driven by artificial intelligence and other emerging technologies, striking contrasts are emerging. While some nations are using these tools to transform learning, others are struggling to overcome deep-rooted structural and economic barriers. These disparities directly hinder progress towards Sustainable Development Goals 4 (Quality Education) and 10 (Reduced Inequalities). To capture these dynamics, this study introduces a digital preparedness index for education, constructed using Principal Component Analysis, and applies it to 43 countries. The aim was to evaluate national performance by combining measures of technological infrastructure, human capacity

for digital pedagogy, and socio-economic context. The weighted ICT index, standardized with a mean of 0 and a standard deviation of 1, ranged from $-\$2.590$ to $\$1.639$. The highest scores were achieved by the United Arab Emirates, Denmark and the United States, followed by Sweden, New Zealand and Singapore. By contrast, negative values were concentrated in Latin America, with countries such as Brazil, Mexico, Argentina, and Colombia lagging due to persistent structural and economic barriers. The study also highlighted countries such as Japan and Austria, which despite having strong economies and investing heavily in technology, underperformed due to weak pedagogical integration. This shows that, in the age of artificial intelligence, true readiness lies as much in people and institutions as in infrastructure, reminding policymakers that the digital future of education will be written not only with devices, but with human capacity and vision.

Chen, P., Liu, H., Zhou, Y., Ma, Y., & Jiang, F. (2026). **Prestigious university agglomeration and regional firm innovation: Evidence from China**. *Higher Education*, 92(2), 1137-1161. <https://doi.org/10.1007/s10734-025-01565-2>

Higher education plays a key role in driving innovation, and the concentration of prestigious universities enhances the innovative capacity of local firms. Using data from 3,294 listed companies across 31 provinces in China (2008–2017), this study finds that the agglomeration of prestigious universities—particularly through the concentration of both research personnel and projects—significantly promotes firm innovation, as measured by patent applications. Spatial regression analysis reveals variation in innovation effects from prestigious university agglomeration, with research personnel showing notable spatial spillover effects. However, the local-to-neighboring effects of prestigious university research projects are more limited. Furthermore, executives educated at local prestigious universities amplify the impact of university agglomeration on firm innovation. Their interactions with university research personnel and projects further enhance innovation output in local firms. These findings highlight the importance of balancing the concentration of educational resources with regional equity and leveraging locally educated executives to foster university-industry collaboration. The study provides practical recommendations for optimizing higher education resources to drive regional innovation growth.

Clark, G., & Nielsen, C. A. A. (2026). **The returns to education: a reply** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:140802>

In this response to Lee Crawford's comment on *The Returns to Education: A Meta-Study*, we address his three main criticisms. We contend that estimates based on compulsory schooling laws constitute the most reliable evidence on causal returns to education. We show that our parsimonious approach to correcting for publication bias is preferable to more complex approaches that have biases of their own. Finally, we argue that the observed skewed distribution is most plausibly explained by selective omission of negative estimates. We therefore conclude that the comment does not undermine our central finding that reported returns to education are substantially inflated because of publication bias.

Coelli, F., Ouyang, D., Yuan, W., & Zi, Y. (2026). **Educating like China** (Working paper N° 27-2026). Consulté à l'adresse Economics Section, The Graduate Institute of International Studies website: <https://EconPapers.repec.org/RePEc:gii:giihei:heidwp27-2026>

This paper shows that human capital accumulation can accelerate structural transformation without accelerating growth. We study China's 1999 higher education expansion, a large, rapid, and largely unanticipated increase in college graduates. We find that more exposed prefectures experienced larger increases in the skilled-labor share and shifted employment and value added from agriculture toward services. The reallocation extended to low-skilled workers. Consumer services absorbed most of the increase in employment, while producer services accounted for a disproportionate share of high-skilled employment growth. Yet more-exposed prefectures did not grow faster. A four-sector model rationalizes these patterns, showing how greater skill supply can generate broad-based servitization, but also a Baumol-type growth penalty when labor reallocates toward slower-growing sectors. Our findings highlight that the payoff to higher education depends not only on how much skill it creates, but also on whether the resulting structural transformation directs resources toward the economy's engines of productivity growth.

Cortes, K., Imberman, S., Lovenheim, M., & Stange, K. (2026). **Economics of education pathways: A special issue in memory and honor of Dr. Rodney J. Andrews.** *Economics of Education Review*, 114, 102836. <https://doi.org/10.1016/j.econedurev.2026.102836>

Cullinan, J., & Flannery, D. (2026). **Commuting and college student wellbeing.** *Education Economics*, 34(5), 674-693. <https://doi.org/10.1080/09645292.2025.2579802>

Commuting to college is a prominent feature of student life in many countries. We study the relationship between living arrangements, commute time, and wellbeing for full-time undergraduate college students in Ireland. Exploiting geographic variation in system-wide accessibility to higher education as an instrumental variable, we find that living at home reduces wellbeing for female students but not for males. We also show that long commutes are independently associated with very large increases in poor wellbeing for female students. Our results challenge the theory that disutility from commuting is compensated by other factors relating to where an individual lives.

Curs, B. R., Harper, C. E., & Park, S. (2026). **The Role of Microgrants in Improving Low-Income Students' Academic and Financial Outcomes Across Demographic Characteristics.** *The Journal of Higher Education*, 0(0), 1-28. <https://doi.org/10.1080/00221546.2026.2735778>

This quasi-experimental study examined the effectiveness of a one-time institutional microgrant program on academic and financial outcomes among Pell-eligible undergraduate students. Academic outcomes investigated included retention to the next semester, degree completion, attempted credit hours, and grade point average. The financial outcome captured whether students received a stop-registration hold due to an unpaid financial balance in the semester after receiving the microgrant. Estimates from a propensity score matching estimator reveal that microgrants applied to low-income students' accounts can improve their retention and graduation rates. The microgrant was most effective among first-generation college students, resulting in the near elimination of the retention gap for first-generation students. Among students who were retained into the subsequent semester, the microgrant was not related to a student's GPA or to the number of credits attempted in the subsequent semester. One concerning finding was that for students of color (Black/African American, Hispanic/Latine, Asian, Multiracial, American Indian/Alaska Native) who were retained, receiving the microgrant increased the likelihood of receiving a financial hold in the subsequent semester.

de Groot, R., Groppo, V., Damoah, K. A., Tirivayi, N., Osei-Akoto, I., & Osei, C. K. (2026). **Discrepancies in Reported Time Use, Economic Activities and Education Between Children and Proxy Respondents: Evidence From Ghana and Burkina Faso.** *Child Indicators Research*, 19(5), 2723-2760. <https://doi.org/10.1007/s12187-026-10399-y>

Collecting accurate data on children's time allocation is critical for monitoring progress on the eradication of child labour. However, current practices often rely on proxy respondents reporting on behalf of children. This raises concerns about the accuracy of their responses on how children allocate their time. At the same time, children's self-report may also be prone to biases. In this study, we use data from Ghana and Burkina Faso to document the differences between children's self-reported data and proxy respondents' data on children's participation in household chores, economic activities, and child labour. We also explore the difference in educational indicators by respondent type. Our findings highlight significant discrepancies, indicating that children generally reported higher participation and hours in household chores and economic activities than proxy respondents. We find no discrepancies in education-related indicators in Ghana, but proxies report higher education outcomes in Burkina Faso compared to children. Moreover, we find that the type of respondent affects the estimated impacts of cash transfers on child labour outcomes, as statistically significant impacts are more often observed with proxy-reported data than with child-reported data. Overall, our study suggests the need for greater attention to the source of the data when evaluating statistics and programme impacts on children's time use and employment.

Deshpande, M., Voena, A., & Weitzel, J. B. (2026). **How Disability Benefits in Early Life Affect Adult Outcomes** (Working paper N° 35725). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35725>

We estimate the effect of receiving Supplemental Security Income (SSI) in childhood on adult outcomes using multiple sources of variation. Using variation across and within two quasi-experiments, we find that the program has heterogeneous effects that vary with the parental earnings response to SSI benefits: the program has positive effects on children when parents do not adjust their labor supply in response to SSI income (meaning household income increases), but zero or negative effects on children when parents offset the transfer by reducing earnings (meaning household income remains constant or falls). These results suggest that, relative to parent non-work time, income is crucial in the human capital production of low-income children with disabilities. We estimate a model of maternal labor supply and child human capital formation to quantify the relative importance of these channels. Our findings indicate that 1) the income effects of SSI on children's human capital are substantial, with a limited role for perverse incentive effects from conditioning benefits on disability status, and 2) parental work on net improves children's outcomes by increasing household resources, despite the potential decrease in parental time.

Edwards, O., & Meer, J. (2026). **The economics of encouragement: Can a simple email shape major choice?** *Economics of Education Review*, 114, 102680. <https://doi.org/10.1016/j.econedurev.2025.102680>

We examine the impact of encouragement emails sent to high-performing students in a principles of microeconomics course at a large state university, aimed at motivating them to take additional economics courses and consider an economics major or minor. Using a regression discontinuity design, we find some evidence of an increase in the likelihood of enrolling in intermediate microeconomics, especially for first-generation college students and

underrepresented minorities, but limited effects on major switching or declaring an economics minor. Our findings suggest sustained interventions may be necessary to produce lasting effects.

ERICC consortium. (2026, mars 31). **Education Financing, Community Priorities, and Education in Emergencies (EiE) in the Sahel** (p. 520739 Bytes). p. 520739 Bytes. <https://doi.org/10.6084/M9.FIGSHARE.31900654>

This brief combines public education finance data from 5 central Sahel countries—Burkina Faso, Chad, Mali, Mauritania and Niger—with how it relates to community stated education evidence from 19 African countries. More than half of primary and lower-secondary-age children are out of school, and learning poverty across the Sahel is estimated at around 90%¹, meaning only one child in ten can read and understand a simple text by late primary age. Sahel governments already spend around 2.8-5.3% of GDP and up to about 20.3% of their total budgets on education. This translates into US \$100-380 per child per year² in primary school—lower than comparable African economies and too little to deliver quality schooling at scale. Official development assistance (ODA) in low-income countries is usually a small part of total education spending—even when combined with domestic financing; it falls far short of what is needed. ³ An extra \$1.9 billion is required for primary education alone to meet the demand of 10.6 million out of school children. Education in Emergencies (EiE) funding by international donors like the UK is a clear area of impact and value for money. Education is not just about schools and learning—it has significant impacts on wider life chances, reproductive health, protection and mental health and psychosocial support especially in crises. Education is also not just about children, but also about adults who can potentially contribute to national development. For full country by country financial analysis see Annexes 1-5.

Ervin, M., & Fishman, S. H. (2026). **Polarized by Education: Political Affiliation, Education, and Beliefs on the Free Market**. *Social Science Quarterly*, 107(5), e70184. <https://doi.org/10.1111/ssqu.70184>
Objective This article tests how education and political affiliation shape individuals' political attitudes toward free-market economics. Prior research finds that higher education levels are associated with more liberal political attitudes toward cultural issues—the “liberalization thesis.” However, this pattern may not hold for economic issues, especially surrounding free-market economics. Methods For analysis, this article uses data from the World Values Survey (WVS) to model the association between political affiliation and respondent education with free-market attitudes. Results In contrast with the liberalization thesis, we find that at higher levels of education, Democrat and Republican respondents are more polarized, respectively, in their attitudes toward free-market economics compared to their Democrat and Republican peers at lower levels of education. Conclusion Our findings demonstrate the complexity of education's association with political attitudes, contrasting with commonly held beliefs about unified liberalizing effects of education. One plausible explanation is that education reinforces prior held economic attitudes, leading to greater consistency between political affiliation and attitudes toward the free market.

Flatø, M., Bratsberg, B., Kotsadam, A., Torvik, F. A., Røgeberg, O., & Stoltenberg, C. (2026). **Ready for school? Effects on school starters of establishing school psychology offices in Norway**. *Education Economics*, 34(5), 633-651. <https://doi.org/10.1080/09645292.2025.2588588>

We consider long-term impacts of establishing school psychology offices in Norway. In the 1960s, these offices assessed school readiness resulting in increased postponement of schooling for children born late in the year. We find a positive effect of establishing offices in the 1967–1970 period on adult income, with stronger effects for younger children in each cohort, males, and

children in low-income families. After a legislative change in 1976, the offices could reject applications for delayed school entry. In this period, we find no overall benefits of establishing an office, and negative effects on adult earnings for males and disadvantaged children.

Gaussel, M. (2026). **À la cantine, tout ne se joue pas dans l'assiette**. *Édudébat*, (1), 1-4. Consulté à l'adresse <https://ife.ens-lyon.fr/ressources/la-cantine-tout-ne-se-joue-pas-dans-l-assiette>
Combien ça coute ? Qui peut y manger ? Et qui prépare les repas ? Pour son premier numéro, Édudébat s'invite à la cantine pour mettre au jour ce qui s'y passe.

Gicheva, D. (2026). **Effects of state funding cuts on program offerings at public universities**. *Economics of Education Review*, 114, 102748. <https://doi.org/10.1016/j.econedurev.2025.102748>
This paper examines how public four-year institutions adjust their program offerings in different fields in response to changes in state appropriations for higher education. Using a shift-share identification approach that interacts state-level fluctuations in funding for higher education with baseline institutional reliance on appropriations, I show that public institutions offer fewer programs in the natural sciences, social sciences, and education, but more programs in other professional and vocational fields, following a decrease in state funding. Program cuts in the sciences are more pronounced at research-intensive universities, while social science majors are more affected at non-research institutions; program cuts in education are observed at both types of schools. Program offerings are not responsive to changes in state higher education budgets at private universities, which provides further evidence that the results cannot be fully explained by shocks to aggregate economic conditions.

Global Education Monitoring Report Team. (s. d.). **Bilan des pertes : l'aide à l'éducation en 2024 et 2025**. Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000398525_fre

Goodman, J., & Nitkin, S. (2026). **Kumon Up: Private Tutoring Centers and Student Achievement** (Working paper N° 18905). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18905>

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.

Homonchuk, Olya. (2026). **Financing and cost-effectiveness of education provision in conflicts and protracted crises** (p. 22). Consulté à l'adresse Education Research in Conflict and Protracted Crisis, ERICC website: <https://curated-library.iiep.unesco.org/library-record/financing-and-cost-effectiveness-education-provision-conflicts-and-protracted-crises>

Protracted conflicts and crises place severe pressures on education systems, which are nonetheless expected not only to maintain and expand access but also to improve learning outcomes and protect children's safety and wellbeing. Financing is central to meeting these challenges. This involves not only the volume and sources of funding but also how resources are allocated and whether interventions provide good value for money. To date, the evidence base on education financing, costing and cost-effectiveness in protracted crisis settings has been limited. This synthesis brings together insights from eight ERICC publications that address this evidence gap.

Jackson, C. K. (2026). **The Macroeconomic Returns to School Finance Reforms: Micro-Calibrated Predictions Meet Causal Evidence** (Working paper N° 35755). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35755>

A large literature posits a central role for human capital in determining macroeconomic output, while another documents substantial private returns to educational investment. However, whether private gains translate into aggregate gains remains uncertain, as signaling, displacement, or general-equilibrium adjustment may drive a wedge between private and aggregate returns. This paper bridges these literatures with causal evidence that state-level school finance reforms (SFRs) increase macroeconomic output. First, I combine design-based micro estimates of SFR effects on private earnings with a cohort replacement framework to simulate state-level earnings per worker. The simulation predicts little change for 10 to 15 years, then gradual gains as treated cohorts enter the labor force, reaching 7.8 percent after 60 years. Next, I test this prediction using the staggered implementation of SFRs across U.S. states. In an event-study framework, state-level earnings per worker track the predicted path, remaining flat through about 15 years before rising roughly 4.7 percent above counterfactual levels after 30 years — consistent with private earnings gains aggregating to the broader economy. Finally, I show that these effects extend to broader economic output, with GDP per capita declining modestly initially before rising to more than 5 percent above its counterfactual path after 30 years.

Kavak, O., & Sakız, H. (2026). **Aspects of refugee students' financial path to academic achievement in higher education**. *International Journal for Educational and Vocational Guidance*, 26(2), 1093-1118. <https://doi.org/10.1007/s10775-025-09732-8>

This study examined the relationships between financial aspects—scholarships, student loans, salary, and household income—and academic achievement of 931 refugee students enrolled in Turkish universities. Employing structural equation modeling, it explored the mediating roles of work motivation and financial literacy in the relationship between financial aspects and academic achievement. Findings revealed that scholarship and salary directly predicted academic achievement, the influence of student loan and household income varied, and work motivation and financial literacy mediated the relationships between financial aspects and academic achievement. Findings highlight the financial dynamics affecting refugee students, providing implications for policy and career guidance.

Kim, S. (2026). **Effects of a non-traditional teacher preparation program on non-test outcomes: evidence from Relay Graduate School of Education in New York City**. *Education Economics*, 34(5), 752-773. <https://doi.org/10.1080/09645292.2025.2593341>

This study examines the effects of a non-traditional teacher preparation program, the Relay Graduate School of Education, on non-test outcomes for New York City public school students in Grades 3–8. By controlling for student and school fixed effects, I use plausibly random variation in Relay teacher assignments within students over time to identify causal Relay program effects. Results indicate that Relay-trained teachers are more effective at improving student attendance and marginally effective at reducing suspensions compared to non-Relay teachers. The program shows a particular impact on students of color, male students, and those from economically disadvantaged backgrounds.

Martinez, Raphaëlle. (2026). **Le financement durable de l'éducation : un cadre stratégique et opérationnel au service de l'éducation** | *Institut international de planification de l'éducation* (p. 15). Consulté à l'adresse Global Partnership for Education, GPE website: <https://curated-library.iiep.unesco.org/fr/bibliotheque/le-financement-durable-de-leducation-un-cadre-strategique-et-operationnel-au-service>

Comment les pays peuvent-ils financer l'éducation de manière durable dans un contexte de pression budgétaire croissante et de baisse de l'aide au développement ? Ce document d'orientation du GPE propose une nouvelle approche associant les ambitions de réforme de l'éducation à la viabilité budgétaire, à la mobilisation des ressources nationales et à des partenariats de financement innovants, afin de soutenir la transformation à long terme des systèmes éducatifs.

McCannon, B. C. (2026). **The financial consequences of launching a graduate business program at private universities.** *Education Economics*, 34(5), 694-709. <https://doi.org/10.1080/09645292.2025.2584062>

Private higher education institutions have been launching graduate business programs as a strategic initiative. I study 487 private, nonprofit, four-year institutions, 84 of which launched their first graduate, business program during the 1998–2022 time period. Using IPEDS data, I explore the financial consequences to do so. I document spillover improvements in undergraduate business enrolment and improved tuition revenues. Endowment levels are unaffected.

Monnet, M., Dagorn, E., & Coló, P. (2026). **Determinants of gender discrimination by teachers: Evidence from an online experiment.** *European Economic Review*, 105470. <https://doi.org/10.1016/j.euroecorev.2026.105470>

This paper examines whether teachers' gender biases stem from discrimination, and focuses on two of its potential drivers: gender preferences and beliefs. In an online experiment, 1840 teachers evaluated fictitious transcripts with randomized gender information. Preferences are measured via dictator games, and beliefs through an Implicit Association Test. While teachers show no gender preferences, they do hold gender beliefs. Analyzing 19,000 transcript evaluations, we find no evidence of gender-based discrimination. Our findings suggest that when only exposed to student gender, even teachers with biased beliefs do not discriminate.

Ndabananiye, Jean Claude, Deconinck, Christophe, & D'Aiglepierre, Rohen. (s. d.). **L'efficacité des financements internationaux en éducation 2005–2025 : vingt ans de pratiques, de résultats et de transformations des systèmes** (p. 213). Consulté à l'adresse IIEP-UNESCO website: <https://curated-library.iiep.unesco.org/fr/library-record/lefficacite-des-financements-internationaux-en-education-2005-2025-vingt-ans-de>

Vingt ans après la Déclaration de Paris, les débats sur l'efficacité des financements internationaux demeurent d'une actualité saisissante. La fragmentation des interventions, la prolifération des acteurs, les coûts de transaction élevés, la faible prévisibilité des financements ou encore le contournement des systèmes nationaux continuent de caractériser une partie importante des financements internationaux de l'éducation. Dans le même temps, alors que la crise de l'apprentissage, de la formation et de l'emploi des jeunes est immense et nécessite des investissements accrus, les contraintes budgétaires affectent les pays partenaires comme les pays donateurs, notamment sous l'effet de crises et chocs multiples et superposés (effets des changements climatiques, insécurité, dette publique, etc.). Ce contexte renforce les exigences d'efficacité et de soutenabilité des financements internationaux. Ces objectifs ne sont pas nouveaux : ils étaient au cœur des changements proposés avec les principes d'efficacité de l'aide de la Déclaration de Paris en 2005. Cette étude conjointe entre l'Institut international de planification de l'éducation de l'UNESCO (IIPÉ-UNESCO), l'Agence française de développement (AFD) et le Partenariat mondial pour l'éducation (GPE) vise avant tout à tirer les enseignements de vingt années d'expérience dans le secteur de l'éducation afin d'éclairer les défis contemporains du financement des systèmes éducatifs. Elle examine plus particulièrement les principes d'alignement sur les systèmes nationaux et d'harmonisation entre partenaires techniques et financiers (PTF), considérés comme les principaux leviers opérationnels de l'appropriation nationale.

Putz, J. (2026). **Making FAFSA mandatory: an evaluation of Louisiana's financial aid submission policy on college enrollment and pell grant awards.** *Education Economics*, 34(5), 731-751. <https://doi.org/10.1080/09645292.2025.2590745>

Aiming to reduce inequalities between low- and high-income students enrolling in college, Louisiana enacted legislation requiring high school students to file a FAFSA application, or opt-out, prior to graduation. FAFSA submissions increased in Louisiana following the policy change, suggesting there may have been some follow through into post-secondary institutions. I use a synthetic control approach to estimate impacts of Louisiana's FAFSA policy on enrollment and Pell Grant awards. I find positive, significant impacts on the enrollment rate for Black students at large, public four-year universities. I also find that the rate of Pell Grant recipients increased at public four-year universities.

Saner, P., & Rost, K. (2026). **Competition for students in the digital era: scientific disciplines as drivers of study program innovation in Swiss higher education.** *Higher Education*, 92(2), 751-779. <https://doi.org/10.1007/s10734-025-01548-3>

Competition between universities has become more intense and multilevel in recent years. Whereas previous studies have mainly looked at multilevel competition in research, this paper investigates competition among universities in academic teaching related to digital transformation. We use a database of study programs on digitalization offered by Swiss universities between 2017 and 2023 to examine the levels at which competition for students occurs. Results show that most competition is found within scientific disciplines, with weaker forms of competition observed at the university, canton, and university type levels. The number of digitalization-related study programs offered in a discipline at a specific university increases significantly if the number of such programs increases in that discipline at other universities. The findings suggest that disciplines are significant drivers of new degree programs in digitalization because program innovation happens at the department and faculty levels rather than the

university level. Although all types of universities are positioning themselves for digital transformation in teaching, universities of applied sciences are proving particularly entrepreneurial in creating new offerings. The study highlights that competition for students is intensifying due to digitalization, changing student demands, and demographic trends, which may lead to a new market segmentation in which universities increasingly specialize in disciplines in which they excel.

Sotherland, N., & Stange, K. (2026). **The role of individual institutions in creating effective and efficient transfer pathways from community college to bachelor's degree.** *Economics of Education Review*, 114, 102770. <https://doi.org/10.1016/j.econedurev.2026.102770>

Community colleges potentially offer a cost-effective path to earning a bachelor's degree, though this path is bumpy for many students. This paper investigates how transfer pathways could be improved, with a focus on the role of specific institutions. We study the universe of all new undergraduates in the U.S. that receive Federal student aid tracked across all institutions for eight years. We first find that BA aspirants that start at a community college are 21.6 percentage points less likely to earn a BA within eight years of first enrolling than similar students who start directly at a public four-year college, though they accumulate \$3400 less loan debt to do so. Community college thus offers a lower cost, but less certain path to BA completion. We then use the large number of cross-institution transfers occurring in the US student population to identify the contribution of individual institutions to these patterns while also controlling for unobserved student factors by estimating a student and institution fixed effects model. We find substantial variation in the estimated impacts of enrolling at individual institutions on students' persistence and debt accumulation; however, the difference in persistence effects between the public two- and four-year sectors is insufficient to explain the entirety of gap in their BA completion rates. Increasing all two-years' persistence effects by 1 standard deviation would only increase the BA completion rate by 3.8 percentage points. We conclude that feasible improvements in individual community colleges' ability to get students to persist, in isolation, are unlikely to bring meaningful pathway improvement. Rather, the creation of stronger and more effective pathways between specific two- and four-year institutions is likely to generate greater increases in BA degree attainment.

Wilhelm, M.-C., & Verfay, S. (2026, septembre 19). **Repas à un euro : quels autres leviers pour améliorer l'alimentation des étudiants ?** <https://doi.org/10.64628/AAK.tdd9dcjuw>

Une expérimentation menée auprès d'étudiants à Lyon montre que l'amélioration durable de l'alimentation passe par des aides financières associées à un accompagnement adapté.

World Bank. (2026). **Cambodia: addressing public finance and human resource bottlenecks to education outcomes** (p. 78). Consulté à l'adresse The World Bank website: <https://documents1.worldbank.org/curated/en/099060326061010509/pdf/P507378-d7a28d37-0929-45b7-8bd0-1ee54b45287b.pdf>

Cambodia has made substantial gains in school enrollment over the past two decades, yet these advances have not translated into improved learning outcomes. This report, Cambodia: Addressing Public Finance and Human Resource Bottlenecks to Education Outcomes, examines the governance challenges that continue to constrain the quality of education service delivery, with a primary focus on the basic education level. Drawing on fieldwork conducted between September and November 2024 across 18 schools in five provinces, as well as a comprehensive review of secondary data sources and international assessments, the report employs the World

Bank's FinEd: PFM in Education Tool to identify six interrelated bottlenecks: limited access to quality early childhood education; insufficiently trained and unevenly distributed teachers; inadequate support for students falling behind; large class sizes compounded by infrastructure deficits; shortages of key inputs such as textbooks; and fragmented, outdated management information systems. The analysis reveals that Cambodia's education system remains significantly underfunded by the state, with households bearing approximately 59% of total education costs, while high wage expenditures (70–80 percent of the public education budget) have not yielded commensurate improvements in learning. The report finds that structural weaknesses in Public Financial Management (PFM), Human Resource Management (HRM), and data governance are the binding constraints preventing the system from delivering quality education at scale. The report presents a sequenced reform agenda, with short-term (1–2 year) and medium-term (3–5 year) recommendations spanning budget restructuring, teacher incentive reforms, streamlined procurement, greater school-level financial flexibility, and investment in an integrated data architecture. Addressing these bottlenecks in a coordinated manner is identified as essential if Cambodia is to achieve its ambition of becoming a high-income country by 2050.

Xiong, W. (2026). **Student or customer? Mainland Chinese students' self-identification and reflexivity in Hong Kong's self-financed taught postgraduate programmes.** *Higher Education*, 92(2), 595-615. <https://doi.org/10.1007/s10734-025-01435-x>

Hong Kong's self-financed taught postgraduate (TPg) programmes have experienced significant growth, primarily driven by mainland Chinese students. The marketisation orientation of these programmes may gradually change these students' self-identification of seeing themselves as 'customers' or 'students'. This study aims to explore how mainland Chinese students perceive their identities based on their learning experiences in these self-financed TPg programmes. Using a mixed-methods approach, this study collected 303 responses, and 17 of them joined the follow-up semi-structured interviews. The findings suggest that mainland Chinese students are generally satisfied with the self-financed TPg programmes in Hong Kong for their cost-effectiveness compared to similar degrees from Western universities and for receiving internationally competitive higher degrees. In their studies, most mainland students view themselves primarily as students pursuing qualifications for career development, but some have transitioned to seeing themselves as customers due to unsatisfactory experiences and influences from teachers and peers. The study aims to contribute to understanding mainland Chinese students' learning experiences when studying abroad and provide practical insights for self-financed TPg programme providers in Hong Kong to enhance the programme quality.

Yanez, K. D., Cloutier, M.-H., Tanaka, N., Sidibé, M., & Luna-Bazaldua, D. (2026). **The Costs of Large-Scale Assessments in Sub-Saharan Africa.** <https://doi.org/10.1596/45226>

Aspects psychologiques de l'éducation

Abdulhamed, R., Beattie, M., Hietajärvi, L., & Lonka, K. (2026). **Trends of Psychosocial Wellbeing and their Links with the School Context: A Population-Based Study Among Majority Population and Immigrant-Origin Adolescents.** *Child Indicators Research*, 19(5), 2979-3008. <https://doi.org/10.1007/s12187-026-10411-5>

This population-based study examined the trends in psychosocial wellbeing among Finnish adolescents attending the 8th and 9th grades of middle school from 2017 to 2023, comparing

majority-population and immigrant-origin adolescents. Using repeated cross-sectional survey data (N = 285,354), we also investigated whether associations between demographic, school-related factors, and psychosocial wellbeing changed over time across groups. Overall, psychosocial wellbeing declined during the study period. However, subgroup analyses revealed distinct patterns, including gradual change and relative stability. Notably, in 2023 females with forced immigrant backgrounds reported better psychosocial wellbeing compared to female peers in other groups, including the majority population. Associations between demographic factors and wellbeing were mostly stable, except those adolescents who had resided in Finland for less than a year reported better psychosocial wellbeing in 2023 compared with earlier cohorts. Overall, the associations of school difficulties and classroom social climate with psychosocial wellbeing strengthened over the years, while teacher support remained relatively stable. However, subgroup analyses revealed some unique changes in these links across immigrant groups. Strikingly, in 2017 the associations of school difficulties and classroom social climate were equal among majority-population and most immigrant-origin adolescents, while in 2023 the associations of these factors were weaker among most immigrant-origin adolescents relative to the majority population. Fortunately, while considerable differences in previous years were observed regarding the link of teacher support and psychosocial wellbeing, in 2023 the links among majority- and immigrant-origin adolescents were equal. Findings highlight the evolving role of schools in adolescent psychosocial wellbeing and the need for targeted support.

Abidli, Y. (2025). **Recherche collaborative et développement professionnel: vers des connaissances actionnables en santé mentale.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16naw>

Cet article revisite un dispositif de recherche mis en place en santé mentale afin d'explorer la participation des patients aux soins. S'inscrivant dans le paradigme de la recherche collaborative, la méthodologie combine une immersion prolongée sur le terrain, la méthode d'analyse en groupe et l'analyse documentaire. Cette approche a permis d'appréhender les subtilités des interactions entre acteurs et les processus de co-construction des savoirs in situ. Le retour réflexif sur le dispositif met en lumière la complexité des dynamiques collaboratives et le rôle crucial des objets-frontières dans la facilitation du dialogue entre différentes formes de savoirs. Il met également en évidence les défis inhérents à une approche véritablement participative, notamment la gestion des asymétries de pouvoir et la reconnaissance mutuelle des expertises. Ces observations soulignent le potentiel transformateur de la recherche collaborative en santé mentale, tout en identifiant les obstacles à sa mise en œuvre effective, contribuant ainsi au débat sur l'épistémologie de la co-construction des savoirs dans ce domaine.

Adukia, A., Bonci, M., Gallardo, P. D., Harrison, E., Nicoll, J., & Szasz, T. (2026). **(How) Do We Teach Emotions?** (Working paper N° 12983). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12983

Emotional intelligence constitutes a key component of human capital, shaped partially by educational materials. Using machine learning and generative AI tools, we examine emotional content in public-school textbooks and children's literature. A stark mismatch emerges: text exposes children to a broad emotional range, but images overwhelmingly depict happiness and calm, regardless of emotions described in text on the same page. Nearly half of pages show zero overlap between the emotions described in text and those shown in images. This pattern persists across time, contexts, and identities. Household purchases and library inventories suggest content

may be endogenously shaped by consumer demand favoring « positive » cover imagery, implying market forces narrow the emotional landscape children encounter.

Azami Idrissi, A., Fanghella, V., Gonzalez-Fernandez, P., & Hauser, K. (2026). **A comment on « Predictable Effects of Visual Salience »** (Working paper N° 321). Consulté à l'adresse The Institute for Replication (I4R) website: <https://EconPapers.repec.org/RePEc:zbw:i4rdps:321>

Li and Camerer (2022) examine whether attention automatically captured by visual features can influence economic decisions. In their first experiment, they find that visual salience affects people's choices between items, leading to systematic mistakes even when salience is unrelated to the items' actual value. First, we successfully computationally reproduce the main claims of the experiment, but uncover one minor coding error, which has no effect on the studies' main results. Second, using a larger, representative US sample (N = 418) we replicate both the significance and direction of the main estimates, finding that salience had an even stronger effect on economic choices. Furthermore, these replicated results withstand our robustness test.

Baatouche, N., & Atitsogbe, K. A. (2026). **Exploring the meaning of education for university students: a longitudinal interpretative phenomenological analysis (LIPA) perspective.** *International Journal for Educational and Vocational Guidance*, 26(2), 767-794. <https://doi.org/10.1007/s10775-025-09733-7>

The researchers used an existential psychology lens for a qualitative study with six university students across three timepoints to explore how these students attribute meaning to their educational experiences. The participants engaged in a reflexive approach, questioning and integrating their education as an existential experience. Over time, many developed perceptual dynamics about their experiences and meanings. Their choices were viewed through the prism of authenticity and motivations regarding the subjective significance of one's education. Potential contributions and suggestions for reflexive approaches to research and practice in higher education are discussed.

Benavente, M., Rodríguez-Rivas, M. E., Valdebenito, S., Chuecas, M. J., & Alfaro, J. (2026). **Effectiveness of School-Based Interventions on Adolescents' Subjective Well-Being: A Systematic Review and Meta-Analysis of Recent Evidence.** *Child Indicators Research*, 19(5), 2783-2806. <https://doi.org/10.1007/s12187-026-10400-8>

Adolescent mental health and well-being have become key priorities in educational and public health agendas, accompanied by a rapid expansion of school-based programs in recent years. This systematic review and meta-analysis aimed to evaluate the effectiveness of school-based interventions (SBIs) in promoting adolescents' subjective well-being (SWB) and to explore potential sources of heterogeneity. A systematic search was conducted in PubMed, PsycInfo, Scopus, Web of Science, and ERIC for studies published between 2020 and 2025, a period marked by intensified implementation of well-being programs and methodological innovation in the field. Eligible studies included randomized controlled trials and quasi-experimental designs delivered to adolescents aged 10–19 years in school settings. Methodological quality was assessed using Risk of Bias 2 (RoB 2) and ROBINS-I tools, and a random-effects model was applied using Comprehensive Meta-Analysis software. Thirteen studies were included, comprising 3,011 participants. The pooled standardized mean difference indicated a small but statistically significant positive effect (SMD = 0.32, 95% CI [0.13, 0.51], $p < 0.01$), with substantial heterogeneity ($I^2 = 84.8\%$). Subgroup analysis by participants' mean age revealed no statistically significant differences between age groups, suggesting that contextual and implementation factors may

account for the variability in outcomes. Interventions based on social-emotional learning, positive psychology, mindfulness, compassion-based approaches, and structured physical activity showed benefits for well-being-related outcomes. Although the diversity of measures, short follow-up periods, and concentration of studies in high-income countries limit generalizability, the results support the feasibility and relevance of integrating evidence-based well-being programs into educational systems as part of comprehensive adolescent mental health promotion strategies.

Binette-Laporte, F., Plante, I., Chaffee, K., Fréchette-Simard, C., Goulet, M., Dubeau, A., ... Yale-Soulière, G. (2024). **Children's Test Anxiety Scale: The French Adaptation of a Short Scale for youth.** *Mesure et évaluation en éducation*, 47(spécial), 76-96. <https://doi.org/10.7202/1127302ar>

Les instruments de mesure de l'anxiété évaluative scolaire ont généralement été validés à partir de populations anglophones. En outre, ces instruments sont généralement longs, ce qui complexifie leur administration en contexte scolaire. S'appuyant sur la Children's Test Anxiety Scale (CTAS, 2004), une adaptation française intitulée Questionnaire d'anxiété évaluative scolaire (QAES) a d'abord été produite, suivie de sa version courte, le Questionnaire d'anxiété évaluative scolaire-Courte (QAES-C). Deux études complémentaires comprenant respectivement 1 212 and 387 élèves québécois ont examiné les qualités psychométriques du QAES-C. Les résultats d'analyses factorielles exploratoires (étude 1) and confirmatoires (étude 2) ont révélé une structure reflétant les trois composantes de l'anxiété évaluative scolaire (cognitive, physiologique and comportementale). Dans les deux études, ces trois sous-échelles ont révélé une cohérence interne élevée. L'ensemble des résultats suggère que le QAES-C présente des qualités psychométriques satisfaisantes, justifiant son emploi pour mesurer l'anxiété évaluative scolaire vécue par les adolescents francophones.

Bly, S., Houen, S., Staton, S., & Thorpe, K. (2026). **Community, Children, Child: New Directions for Equitable Delivery Of High-Quality Early Childhood Education and Care (ECEC).** *Educational Psychology Review*, 38(1), 120. <https://doi.org/10.1007/s10648-026-10215-7>

Theory and measurement approaches to Early Childhood Education and Care (ECEC) quality focus disproportionately on educator inputs. Yet, ECEC quality is profoundly relational. Each child and the collective of children in the ECEC classroom contribute to the nature of educators' daily work and the resources they require to enable high-quality learning experiences. We review the literature examining the contribution of the child, and collective of children in a class on ECEC quality and identify design and measurement strategies to advance understanding of the ways in which high-quality ECEC can be co-created. We discuss implications for proportionate universal policy approaches to support educator wellbeing and attendant practice to deliver on the promise of ECEC to redress inequities.

Cullinan, J., & Flannery, D. (2026). **Commuting and college student wellbeing.** *Education Economics*, 34(5), 674-693. <https://doi.org/10.1080/09645292.2025.2579802>

Commuting to college is a prominent feature of student life in many countries. We study the relationship between living arrangements, commute time, and wellbeing for full-time undergraduate college students in Ireland. Exploiting geographic variation in system-wide accessibility to higher education as an instrumental variable, we find that living at home reduces wellbeing for female students but not for males. We also show that long commutes are independently associated with very large increases in poor wellbeing for female students. Our

results challenge the theory that disutility from commuting is compensated by other factors relating to where an individual lives.

da Silva, J. D., Reinert, M., Verdu, F. C., da Silva, L. V., Sato, C. C. M., & Robinson, R. (2026). **How ecological factors affect student learning: the mediating role of mental health.** *International Journal for Educational and Vocational Guidance*, 26(2), 917-937. <https://doi.org/10.1007/s10775-025-09750-6>

This study explores how ecological aspects of learning affect students' mental well-being and academic performance. It focuses on the interplay between individual resilience, university support, financial insecurity, distress symptoms, psychological well-being, and learning outcomes during the coronavirus disease-2019 (COVID-19) pandemic. Conducted with 971 students from Brazilian higher education institutions, structural equation modeling was employed to test the proposed model. Results indicated that individual resilience and university support boost psychological well-being, enhancing learning outcomes. Conversely, financial insecurity harms psychological well-being, increasing distress symptoms, which negatively affect learning outcomes. The study advocates for enhanced university support to improve students' psychological well-being and learning postpandemic.

Declercq, E. (2026). **Et si l'analyse cognitive des émotions rendait les étudiant.e.s plus efficaces ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u96>

La transition du lycée vers l'enseignement supérieur étant souvent délicate, nous avons conçu et dispensé des ateliers d'analyse cognitive des émotions pour accompagner des étudiant.e.s (n=43) de Bachelor Universitaire de Technologie en Génie Mécanique et Productique afin de leur redonner confiance en leur capacité à réussir. L'étude évalue l'évolution du sentiment d'efficacité personnelle (SEP) à l'aide du General Self-Efficacy Scale et des stratégies de régulation émotionnelle à partir du Questionnaire de Régulation des Émotions. Les analyses comparatives pré/post intervention montrent une évolution des différents profils de régulation émotionnelle. À la suite des ateliers, les étudiant.e.s adoptent davantage un mode de régulation émotionnelle de type réévaluation cognitive que suppression émotive. Le SEP s'accroît également, soulignant l'impact positif de ce dispositif sur les compétences psychosociales étudiantes.

de Guise, A.-A., Girard, S., Lemoyne, J., & Desbiens, J.-F. (2025). **Rôle des expériences vécues par les étudiant.e.s en enseignement de l'ÉPS sur leurs croyances relatives à la motivation des élèves.** *Revue des sciences de l'éducation*, 51(2). <https://doi.org/10.7202/1127581ar>

Cette étude décrit la fréquence des expériences vécues des étudiant.e.s en enseignement de l'éducation physique avant leur formation initiale ainsi que les relations entre ces expériences et leurs croyances sur la motivation. Les résultats d'un questionnaire indiquent que plus de 50 % des étudiant.e.s (n = 548, dont 356 hommes, âgé.e.s en moyenne de 24 ans) ont vécu des expériences qui soutiennent leurs besoins psychologiques de base et que les fréquences des expériences sont généralement associées positivement à leurs croyances sur les stratégies motivationnelles. L'importance d'encourager les étudiant.e.s à considérer l'effet des expériences vécues sur leurs croyances est discutée.

Dekker, I., de Coninck, L., Biwer, F., Wenzel, N., van Herpen, S., Janssen, T., & Zijlstra, B. (2026). **Comparing a sociological and psychological approach to summer bridge programs: a field experiment.** *Higher Education*, 92(2), 807-831. <https://doi.org/10.1007/s10734-025-01550-9>

Many higher education institutions organize summer bridge programs (SBPs) to prepare students for university. However, what a SBP should contain is unclear because few studies directly compare different theoretical approaches. This study evaluated two types of SBPs offered at a Dutch university: (A) a sociological approach focusing on academic capital and (B) a psychological approach targeting mindset and metacognition. We randomly assigned 250 applicants between these programs. Participants in both programs were compared with each other and with (C) 161 students who neither applied for nor attended any SBP. We hypothesized that A would improve students' academic capital, while B would improve students' mindset and metacognition. As hypothesized, Program A improved students' scores on two aspects of academic capital formation: navigation of systems and trustworthy information. Unexpectedly, Program B produced similar improvements. As predicted, Program B enhanced students' metacognition and mindset scores, with these participants outperforming both other conditions at posttest. Unexpectedly, Program A increased the growth mindset and effort beliefs of first-generation students, while it decreased scores for these outcomes for continuous-generation students. We found no significant differences in academic performance between groups, suggesting that brief SBPs may be insufficient to generate medium effects on longer term outcomes. Qualitative data revealed that while some students retained and applied specific SBP content, most prioritized familiarization with peers and the university environment over program curriculum.

Duchesne, S., Litalien, D., Lauzon, A., Ratelle, C. F., & Mbanga, R. (2026). **From secondary school to college: evolution of vocational indecision and contributions of motivations in vocational decision-making.** *International Journal for Educational and Vocational Guidance*, 26(2), 985-1004. <https://doi.org/10.1007/s10775-025-09736-4>

This study had two main goals: to describe the evolution of vocational indecision in adolescents from mid-secondary school to the second year of college, and to examine how motivations toward vocational decision-making were related to this evolution. A sample of 213 adolescents was followed over a 5-year period. The results showed that adolescents began secondary 3 with a moderate level of vocational indecision, and that this indecision decreased slightly over time. Furthermore, this trajectory was better predicted by controlled motivations than by autonomous motivations, after controlling for gender, having consulted a guidance counselor, and geographical region.

Edwards, O., & Meer, J. (2026). **The economics of encouragement: Can a simple email shape major choice?** *Economics of Education Review*, 114, 102680. <https://doi.org/10.1016/j.econedurev.2025.102680>

We examine the impact of encouragement emails sent to high-performing students in a principles of microeconomics course at a large state university, aimed at motivating them to take additional economics courses and consider an economics major or minor. Using a regression discontinuity design, we find some evidence of an increase in the likelihood of enrolling in intermediate microeconomics, especially for first-generation college students and underrepresented minorities, but limited effects on major switching or declaring an economics minor. Our findings suggest sustained interventions may be necessary to produce lasting effects.

Eryilmaz, A., & Kara, A. (2026). **Reciprocal relations between self-esteem, class engagement, and career calling: evidence from a two-wave longitudinal study.** *International Journal for*

Educational and Vocational Guidance, 26(2), 1047-1066. <https://doi.org/10.1007/s10775-025-09738-2>

This study aims to longitudinally investigate the relationships between self-esteem, class engagement, and career calling. A total of 161 university students were included in the final sample. Data were obtained using the Two-Dimensional Self-Esteem Scale, General Class Engagement Scale, and Career Calling Scale. The cross-lagged panel model revealed the paths (for indirect effects models and autoregressive) between self-esteem, class engagement, and career calling. The cross-lagged panel model demonstrated an acceptable fit with the data. The cross-lagged effect of self-esteem at time 1 on class engagement at time 2 was positive and significant. Furthermore, the cross-lagged effect of class engagement at time 1 on career calling at time 2 was positive and significant. Finally, all these results would support the longitudinal mediation effect of class engagement in the relationship between self-esteem and career calling.

Feng, L., & Zhang, Q. (2026). **Relationship between proactive personality and career choice anxiety in college students: a mediated moderation model.** *International Journal for Educational and Vocational Guidance*, 26(2), 1119-1138. <https://doi.org/10.1007/s10775-025-09730-w>

College students' career choice anxiety is a growing concern. Proactive personality may be an essential factor to reduce the anxiety of college students. However, the relationship and mechanism between the two remain unclear. The purpose of this study was to explore the role of career decision-making self-efficacy and perceived social support between proactive personality and career choice anxiety. With data from 1129 college students, we found that career decision-making self-efficacy played a mediating role, and perceived social support moderated the mediating path. This suggests that increased support can boost self-efficacy and reduce anxiety in career choices.

Flatø, M., Bratsberg, B., Kotsadam, A., Torvik, F. A., Røgeberg, O., & Stoltenberg, C. (2026). **Ready for school? Effects on school starters of establishing school psychology offices in Norway.** *Education Economics*, 34(5), 633-651. <https://doi.org/10.1080/09645292.2025.2588588>

We consider long-term impacts of establishing school psychology offices in Norway. In the 1960s, these offices assessed school readiness resulting in increased postponement of schooling for children born late in the year. We find a positive effect of establishing offices in the 1967–1970 period on adult income, with stronger effects for younger children in each cohort, males, and children in low-income families. After a legislative change in 1976, the offices could reject applications for delayed school entry. In this period, we find no overall benefits of establishing an office, and negative effects on adult earnings for males and disadvantaged children.

Fokides, E. (2026). **Learning, motivation, gender, and epistemic emotions: how are they connected in the context of immersive virtual reality?** *Education and Information Technologies*, 31(14), 6309-6342. <https://doi.org/10.1007/s10639-026-14039-4>

Emotions shape cognitive processes, motivation, and academic outcomes. Among these, epistemic emotions have significant impacts on intellectual engagement. The increasing utilization of immersive virtual reality (ImVR) in education enhances the potential for emotion-driven learning experiences due to its capacity to create absorbing and emotionally evocative environments. Despite ImVR's transformative potential, limited research has examined the dynamic interplay of epistemic emotions and their influence on learning motivation and academic performance. For that matter, the study developed and tested a model to analyze

how positive and negative epistemic emotions interact, shape learning outcomes and motivation, and vary by gender in ImVR contexts. An application able to evoke emotions was selected and 124 university students participated in the study. Findings revealed that positive epistemic emotions, particularly enjoyment, curiosity, and surprise enhanced both motivation and learning. Enjoyment emerged as the most impactful factor, suppressing negative emotions such as anxiety and boredom, while fostering motivation and learning. Negative emotions like frustration and anxiety hindered learning, with anxiety reducing motivation and frustration demonstrating a paradoxical positive effect. Gender differences were evident, with males showing elevated enjoyment and surprise and reduced anxiety and confusion. Overall, ImVR amplified emotional engagement, highlighting its promise for advancing research and practice in emotion-driven educational design.

Grynova, M., & Hubar, O. (2026). **Le potentiel éducatif de l'intelligence émotionnelle dans le développement d'une culture fondée sur les interactions inclusives au sein de la jeunesse étudiante** (R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u91>

Cet article vise à déterminer le potentiel pédagogique de l'intelligence émotionnelle dans le développement d'une culture reposant sur les interactions inclusives au sein de la jeunesse étudiante. Un ensemble de méthodes de recherche ont été employées au cours de cette étude. Notamment l'analyse de la littérature scientifique en vue d'examiner les approches scientifiques contemporaines de l'intelligence émotionnelle et son rôle dans les interactions entre les personnes. Ce qui a permis de s'intéresser au concept même d'« intelligence émotionnelle » et ce en vue d'identifier les conditions pédagogiques de son développement. Une systématisation et une généralisation utilisées en psychologie et en recherche pédagogique ont aussi été mise en œuvre, d'où l'identification des principaux éléments de la compétence émotionnelle des étudiants et la détermination des méthodes pédagogiques efficaces en vue de son développement. Enfin, le modelling pédagogique a été aussi appliqué et a rendu possible des cheminements permettant le développement de l'intelligence émotionnelle des étudiants dans une démarche éducative qui recourait notamment aux méthodes d'enseignement interactives, aux pratiques réflexives et créait un climat psychosocial favorable au sein de la communauté étudiante. Les résultats obtenus montrent que les étudiants en possession d'éléments très avancés en matière d'intelligence émotionnelle (empathie, auto-régulation émotionnelle, vigilance émotionnelle) font preuve d'un très haut niveau de tolérance en ce qui concerne la diversité d'origines sociales et d'une attitude également très favorable à un environnement éducatif inclusif. Ces étudiants parviennent plus facilement à nouer des relations avec les autres et témoignent d'une aptitude marquée pour coopérer et aider des étudiants avec différents besoins éducatifs ou des personnalités singulières. Nous avons développé ces données et proposé les intitulés suivants pour le travail sur l'intelligence émotionnelle : 'Un voyage en émotion', 'Le miroir émotionnel', 'La conversation difficile', 'Une université sans barrières', 'La semaine d'empathie'. Ainsi, l'intelligence émotionnelle constitue un facteur important du développement d'une culture d'interactions inclusives des étudiants dans la mesure où elle promeut le développement de l'empathie, de la tolérance et de la responsabilité sociale dans la communication entre les personnes. Son potentiel pédagogique réside dans la facilitation d'interactions constructives, la préparation des étudiants à la coopération avec des personnes aux caractéristiques différentes des leurs. Une prochaine recherche pourrait se préoccuper des approches pédagogiques qui facilitent le développement de l'intelligence émotionnelle chez les étudiants qui bénéficient d'un environnement éducatif inclusif.

He, M., Li, C., Jiang, X., & Cao, L. (2026). **Efficacy testing and design strategies for animated micro-lectures in civic education: an empirical study based on EEG data.** *Education and Information Technologies*, 31(14), 5827-5856. <https://doi.org/10.1007/s10639-026-14018-9>

Civic education is a core component of the university curriculum, designed to shape students' values and civic literacy. Its abstract and theoretical nature makes it difficult to sustain student attention, limiting instructional effectiveness under conventional approaches. To explore innovative, evidence-informed teaching strategies, this study used electroencephalography (EEG) to empirically examine the impact of animated micro-lectures on civic education outcomes. Sixty second-year undergraduate students majoring in Chinese Language and Literature at a university in Western China participated in the study. The instructional content centered on the theme "Ideals, Beliefs, and Civic Responsibility." We developed a multidimensional evaluation framework that integrated real-time EEG-based attention monitoring, standardized achievement tests, and validated questionnaires assessing learning interest and perceived acceptability. Three quasi-experimental designs were conducted to compare: (1) animated micro-lectures versus recorded video micro-lectures, and (2) the differential effects of specific design features—namely, textual elements (e.g., color highlighting, subtitle presence/absence) and visual elements (e.g., inclusion of animated characters, background type). Results showed that animated micro-lectures achieved significantly better teaching effects than recorded video micro-lectures: attention levels increased by 16.6%, learning achievement scores improved by 17.2%, and students reported markedly higher levels of learning interest and instructional acceptability. With respect to textual design, color highlighting significantly enhanced attention allocation, whereas the presence of subtitles had no significant effect on either attention or learning performance. Regarding visual design, incorporating animated characters showed a non-significant trend toward increased attention, while the background type had no statistically significant effect. Overall, these findings indicate that scientifically designed animated micro-lectures based on cognitive principles can substantially enhance the efficacy of civic education instruction. The study thus provides multi-method, empirically derived evidence grounded in EEG-based measures of attention and behavioral data, along with concrete, actionable design principles to support pedagogical reform in value-oriented courses in higher education.

Jamal, F. M. (2026). **Examining the Interplay of EFL Teachers' Self-Concept and Self-Regulation in Predicting Burnout: The Mediating Effect of Teaching Style.** *European Journal of Contemporary Education and E-Learning*, 4(5), 163-187. [https://doi.org/10.59324/ejceel.2026.4\(5\).08](https://doi.org/10.59324/ejceel.2026.4(5).08)

This mixed-methods study examined the relationship among Iraqi EFL teachers' self-concept, self-regulation, and burnout, with a focus on their teaching style. It was conducted with the participation of 10 male and female English teachers and 180 male and female students in Kurdistan, Iraq. Participants were selected using convenience sampling. The participants were native speakers of Kurdish and Arabic. To meet the study's objectives, questionnaires measuring teachers' self-regulation, self-concept, and burnout, as well as teaching style, were used. Moreover, interview questions about the teachers' external regulation, intrinsic motivation, and identified regulation were asked. The analysis of the data revealed associations among self-regulation, teaching style, and self-concept. Moreover, the study showed that there was a relationship between teachers' teaching styles and their burnout. Finally, according to the findings, teachers' teaching styles might have a significant relationship with students' achievement, which is most evident in instructors' autonomy and engagement. The qualitative

data analysis revealed intriguing aspects of teachers' teaching methods, which were discussed. The study has implications for syllabus designers and materials developers, teachers, and learners by illustrating how teachers' senses of identity, ability to control their emotions, and sense of burnout can impact their effectiveness in the classroom.

K., S., & Sharma, P. (2026). **The impact of binge-watching on OTT platforms on the sleep quality and overall health of the college students.** *Quality & Quantity*, 60(5), 15681-15695. <https://doi.org/10.1007/s11135-026-02797-9>

The present study aims to investigate the relationship between binge-watching on OTT platforms and sleep quality of college students. Along with the impact of Binge-watching on sleep quality, the study also examines its effect on students' overall mental health. The study aims to provide a deeper understanding of factors influencing the use of OTT platforms and to explore motivators that lead college students to binge-watch. Sixty participants were selected for this study using purposive sampling, and data were collected both quantitatively and qualitatively. Quantitatively, data were collected using two questionnaires: the Pittsburgh Sleep Quality Index (PSQI) to assess sleep quality and the Binge-Watching Scale (BWS) to assess overall mental health. Quantitative data analysis was conducted using a correlational research design and regression analysis. Qualitative data were collected using semi-structured interviews and analyzed using thematic analysis. The study found that the major factors influencing college students' use of OTT platforms were content quality, ease of access, and convenience. The statistical analysis showed no significant Correlation between binge-watching and sleep quality. However, a positive correlation was found between binge-watching and college students' overall health, with escape from reality, fear of missing out (FOMO), loneliness, entertainment, and curiosity as the major motivators. The study finds no significant relationship between binge-watching and sleep quality. But there is a positive correlation between binge-watching and overall health and well-being. Qualitative findings indicated that binge-watching is primarily driven by escapism, entertainment, and social factors, while, in part, a positive correlation was found between binge-watching and overall health among college students, with escape from reality, FOMO, loneliness, entertainment, and curiosity as factors in binge-watching and its relationship with health.

Kyianovskyi, A. (2026). **Integration of humanitarian and digital pedagogical approaches: an empirical analysis of the impact on student resilience and engagement in a conflict zone (Ukraine).** *Education and Information Technologies*, 31(14), 6291-6307. <https://doi.org/10.1007/s10639-026-14045-6>

The escalation of global conflicts necessitates robust pedagogical frameworks capable of ensuring academic continuity and human development. This article validates the Humanitarian Digital Pedagogy Model, an innovative framework that integrates technological innovation with human-centered values to sustain inclusive schooling under wartime conditions. Drawing on mixed-method research conducted in Ukraine (2020–2024), the study empirically assesses the model's effectiveness in supporting psychological resilience, relational cohesion, and academic involvement during the full-scale military conflict in Ukraine. The analysis utilizes a comparative design, examining differences between participants (Experimental Group) and non-participants (Control Group). Four component indices—Academic Involvement (AI), Psychological Involvement (PI), Relational Interaction (RI), and Teacher Involvement (TI)—were synthesized into a composite Efficiency Index (EI). Results show that students and teachers engaged in the model significantly outperformed non-participants, demonstrating an average gain of 12–15% across all measured indices. The findings confirm that digital tools, when grounded in empathy, moral

agency, and solidarity, can transform education from mere knowledge transmission into a crucial instrument for survival and post-conflict recovery. Implications are discussed for developing global pedagogical resilience and reforming education in conflict-affected regions.

Lee, H.-S., & Lee, E. S. (2026). **Testing an integrative model of work–family conflict, social cognitive variables, and job and life satisfaction among Korean teachers.** *International Journal for Educational and Vocational Guidance*, 26(2), 1161-1181. <https://doi.org/10.1007/s10775-025-09725-7>

This study examined the associations between work-to-family conflict (WFC), family-to-work conflict (FWC), work-related self-efficacy, outcome expectations, and job and life satisfaction among 355 South Korean secondary school teachers (197 women, 158 men). The research model proposed that teacher self-efficacy and outcome expectations mediate the impact of work–family conflict on job and life satisfaction. The model demonstrated good fit to the data. Additionally, multigroup analysis revealed gender differences in the structural relationship between these variables. Practical implications for gender-specific interventions and future vocational guidance research to enhance job and life satisfaction of working adults are discussed.

Li, Y., & Jiang, J. (2026). **How time pressure intensifies artificial intelligence addiction among graduate students: exploring the role of academic control deprivation and self-reflexivity across engagement profiles.** *Higher Education*, 92(2), 1011-1029. <https://doi.org/10.1007/s10734-025-01559-0>

In an era of rapid change, the immense time pressure on graduate students has compelled them to turn to artificial intelligence (AI) tools, which have the potential to foster addiction. This study examines how perceived time pressure contributes to AI addiction among graduate students through academic control deprivation and how self-reflexivity moderates this pathway. A cross-sectional survey of 1257 Chinese graduate students was analyzed using latent-profile analysis and multi-group structural-equation modeling. Latent profile analysis (LPA) identified three student learning engagement profiles (low, moderate, and high engagement). Data were analyzed using structural equation modeling (SEM) with bootstrapping to test the moderated mediation model. Results show that perceived time pressure significantly increases AI addiction, partly via academic control deprivation, while self-reflexivity mitigates this indirect effect. The moderated mediation was strongest among high-engagement students, suggesting a paradox of vulnerability. These findings extend the self- vs. external regulatory theory by demonstrating how the interaction between contextual stress and self-regulation shapes AI addiction, offering insights for targeted interventions.

Liang, S., Yau, K. W., Meng, H., Chiu, T. K. F., King, I., Yam, Y., & Sing, C. C. (2026). **From disengaged to self-determined: A latent transition analysis of students' AI learning motivation.** *Education and Information Technologies*, 31(14), 5781-5806. <https://doi.org/10.1007/s10639-026-13998-y>

As AI education expands, understanding whether and how students sustain their engagement in AI learning has become increasingly important. Current research has predominantly focused on students' AI literacy over shorter timeframes, with limited attention to their motivational development. Grounded in Self-Determination Theory (SDT), this study conceptualizes AI learning motivation through students' perceived needs satisfaction for competence (confidence and AI knowledge mastery), relatedness (AI for social good and ethical engagement), and autonomy (behavioral intention to continue learning AI). A total of 2,086 secondary students across 53

schools participated in a year-long AI curriculum and completed both pre- and post-tests. Latent Transition Analysis was used to identify motivational profiles and examine transitions over time. Three motivational profiles emerged consistently at both time points: Disengaged, Developing, and Self-Determined, representing low, moderate, and high levels of need satisfaction. Although profile configurations remained similar, transitions revealed developmental patterns, with most students maintaining or moving toward higher motivational profiles. Female students and those with more prior AI learning experience were more likely to transition to higher motivational profiles. Furthermore, students who transitioned into or remained in the Self-Determined profile showed the greatest improvements in AI literacy. Findings extend SDT to emerging AI learning contexts and underscore the importance of supporting students' psychological needs to foster sustained engagement and AI literacy development.

Lin, Q., Zhou, Q., Long, Q., Zhu, M., & Ma, H. (2026). **How does technological anxiety affect teachers' self-efficacy in AI competence: the mediating role of work engagement and the moderating role of social support.** *Education and Information Technologies*, 31(14), 6119-6148. <https://doi.org/10.1007/s10639-026-14036-7>

The rapid development of artificial intelligence technology in the field of education has led to its increasingly widespread application by teachers in teaching practice. This has not only reshaped the educational ecosystem but also had a profound impact on teachers' self-efficacy. However, technological anxiety, as a negative emotional response, undermines teachers' confidence and ability to apply artificial intelligence technology. Although existing research has explored the relationship between technological anxiety and teachers' behavioral outcomes, there is still a lack of in-depth understanding of its psychological mechanisms and the moderating effects of external resources. Therefore, based on the Cognitive Evaluation Theory and the Unified Theory of Acceptance and Use of Technology, this study constructs an analytical framework that includes mediating and moderating effects, aiming to explore how technological anxiety affects teachers' self-efficacy in AI teaching through work engagement and the moderating role of social support in this process. Based on a cross-sectional survey of 550 primary and secondary school teachers in Jiangxi and Fujian provinces, this study advances the educational technology anxiety mechanism model by integrating work engagement. In addition, the findings demonstrate that social support exerts a significant cross-level moderating effect. The results show that: (1) Technological anxiety has a significant negative impact on teachers' self-efficacy in AI teaching; (2) Work engagement plays a partial mediating role between technological anxiety and teachers' self-efficacy in AI teaching; (3) Social support has a positive moderating effect between technological anxiety and work engagement, as well as between work engagement and teachers' self-efficacy in AI teaching; (4) Social support plays a significant positive moderating role between work engagement and teachers' self-efficacy in AI competence. This study contributes to teachers' professional development theory and offers empirical support for developing AI teacher training systems that combine technological and psychological dimensions. It further provides actionable insights for educational practice on mitigating teachers' technology anxiety and strengthening their self-efficacy in AI-based teaching.

Lin, S., & Li, N. (2026). **The dynamic impact of online teaching behavior patterns on student engagement: a longitudinal study based on departmental differences.** *Education and Information Technologies*, 31(14), 5387-5421. <https://doi.org/10.1007/s10639-026-14009-w>

This study explores the dynamic interplay between faculty online teaching behaviors and student engagement across academic departments, using a longitudinal dataset spanning eight semesters (2020–2024) from 17 departments. Employing multilevel regression analysis and SHAP (SHapley Additive exPlanations) value interpretation, the study identifies teacher feedback behavior as the feature showing the highest relative contribution within the model predictions ($\beta = 0.457$, $|\text{SHAP}| = 0.220$, 98.6% bootstrap rank stability) in association with student engagement, revealing substantial variations across departments. The analysis uncovers distinct behavioral patterns: STEM faculty exhibited higher teacher feedback frequencies, whereas humanities faculty emphasized more in-depth feedback. A time-series analysis delineates three developmental stages—adaptation (2020–2021), development (2021–2023), and maturation (2023–2024)—characterized by progressively increasing stability. This study advances educational technology theory by introducing a “dynamic departmental difference” framework and offering empirical support for tailored faculty development strategies in online education. The findings present actionable insights for institutional policymaking in the digital transformation of higher education.

Linh, D. T. M. (2026). **Educational Measures to Reduce Stress Among Grade 12 Students.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 96-105.
[https://doi.org/10.59324/ejahss.2026.3\(5\).09](https://doi.org/10.59324/ejahss.2026.3(5).09)

This study aims to identify the current situation of stressors and coping responses among Grade 12 students and, based on these findings, propose educational measures to reduce stress. A quantitative survey was conducted with 288 students using a questionnaire assessing four categories of stressors (academic, family, peer/social, and personal) and four domains of coping responses (physiological, emotional, positive behavioral, and avoidant). Descriptive statistics were used to analyze mean scores and rank orders. The findings showed that the most prominent academic stressor was fear of failure in important examinations ($M = 4.6$), while parental expectations regarding academic achievement represented the strongest family-related stressor ($M = 4.7$). Worry about being compared with others ($M = 4.1$) and worry about the future ($M = 4.5$) were also major sources of stress. Students predominantly used adaptive coping strategies, especially resting when fatigued, positive reappraisal, task planning, and breaking tasks into manageable parts; however, sufficient sleep, emotional expression, help-seeking, healthy recreation, and the avoidance of distraction-based coping remained limited. Based on the identified current situation, the study proposes educational measures focusing on: stress awareness and early identification; time-management and study-organization skills; emotional awareness and regulation; self-care and healthy routines; help-seeking and school counseling; family-school coordination to reduce excessive achievement pressure; career guidance and future planning; and the development of a psychologically supportive school environment. The findings provide a practical basis for designing school-based stress-reduction activities for students during the final year of secondary education.

Liu, T. (2026). **Smart campus ecosystems: integrating IoT and AI for efficient educational administration and student support services.** *Education and Information Technologies*, 31(14), 5649-5670. <https://doi.org/10.1007/s10639-026-14017-w>

Despite the rapid expansion of smart campus ecosystems, the majority of the literature is still focused on administrative efficiency. The current study was carried out with the aim of examining the effectiveness of the implementation of the open student-engaged smart campus model with the integration of the Internet of Things, artificial intelligence, and learning analytics in terms of

academic performance and psychological outcomes in the higher education sector. A randomized two-group pretest-posttest study was carried out with the participation of 160 biology department undergraduate students (80 in the experimental group and 80 in the control group). Academic performance was evaluated using the biology examination scores of the students. Anxiety and well-being were monitored using the GAD-7 scale and the WHO-5 scale, respectively. The study revealed that the students in the experimental group showed higher academic performance (81.21), lower anxiety (7.79), and higher well-being (18.79) compared with the control group (76.16, 9.89, and 11.11, respectively). The study revealed significant effects of the implementation of the smart campus model in terms of academic performance, anxiety, and well-being using repeated-measures ANOVA. The study revealed that the implementation of the smart campus model is more effective with the involvement of the students in the governance structure of the university, where they can inspect the outputs of the system and understand the application of AI in the analytics process.

Liz-Otero, M., & Vásquez-Echeverría, A. (2026). **Exploring Associations Between Child Abuse and Neglect and School Readiness: Does Maltreatment Type Matter?** *Child Indicators Research*, 19(5), 3035-3054. <https://doi.org/10.1007/s12187-026-10414-2>

Child abuse and neglect (CA&N) is consistently associated with poorer cognitive and socioemotional development, key domains for school readiness. This study examined how documented CA&N reports and specific subtypes (physical, sexual, and emotional abuse, and neglect), relate to school readiness indicators, within different school socioeconomic status (SES). We analyzed school readiness assessment records from 868 preschool-aged children (Mage = 5.0 years) with CA&N reports to child protection services before, after or during preschool. These children were matched 1:1 with a comparison group (n=868) without documented maltreatment experiences, based on age, gender, and school information. Children with CA&N histories showed significantly lower readiness scores across multiple domains than the comparison group. Children with reports of sexual abuse exhibited higher levels of internalizing behaviors ($d = -0.527$; $p < .001$); children with neglect reports showed moderate differences, particularly in cognitive skills ($d = 0.362$ to 0.514 ; $p < .001$). The findings highlight distinct patterns of school readiness indicators among children with different types of documented maltreatment experiences. These associations suggest the importance of developmentally sensitive, subtype-informed approaches in early educational and psychosocial support. Programs serving children with CA&N histories—especially those in socioeconomically vulnerable settings—may benefit from differentiated strategies that respond to observed developmental indicators, rather than a one-size-fits-all model.

Lu, W. C., Lin, S.-H., Cheng, C.-F., & Chen, M.-Y. (2026). **Psychological empowerment, work-family facilitation, and job satisfaction among PE teachers: the moderating role of work-family segmentation preferences.** *International Journal for Educational and Vocational Guidance*, 26(2), 1209-1230. <https://doi.org/10.1007/s10775-025-09741-7>

This study aims to respond to the research call to recognize the boundary conditions between individual differences in work-family theorizing and to provide empirical support for the model of work-family facilitation. Therefore, we adopted the model of work-family facilitation and examined the relationships among psychological empowerment, work-family facilitation, work-family segmentation preferences, and job satisfaction. A total of 233 physical education (PE) teachers participated in this study. The data were collected via questionnaire. The results indicated that work-family segmentation preferences strengthened the indirect effect of

psychological empowerment on job satisfaction through work–family facilitation. Limitations and future research directions are discussed.

Mbanga, R., Ratelle, C., Duchesne, S., Smith, J., & Amadji, F. M. (2026). **Indécision vocationnelle et satisfaction des besoins psychologiques fondamentaux à l'école : une analyse différenciée selon le sexe.** *L'orientation scolaire et professionnelle*, (55/3), 417-453. <https://doi.org/10.4000/16s6h>

Cette étude examine les liens entre la satisfaction des besoins psychologiques fondamentaux en contexte scolaire (autonomie, compétence et appartenance sociale) et l'indécision vocationnelle chez des élèves de dernière année du secondaire, tout en évaluant le rôle modérateur du sexe. Les données ont été recueillies auprès de 376 élèves de cinquième secondaire (Mâge = 17.4 ans ; 54 % de filles) provenant de 21 écoles de la province de Québec (Canada). Des analyses factorielles exploratoires ont permis d'identifier quatre dimensions de l'indécision vocationnelle : l'incapacité décisionnelle, l'immaturité vocationnelle, les difficultés décisionnelles et le manque d'importance accordée au choix de carrière. Les analyses d'invariance ont révélé que cette structure factorielle était globalement équivalente chez les filles et les garçons. Les modèles de régression ont montré que la satisfaction des besoins d'autonomie et de compétence est négativement associée à toutes les dimensions de l'indécision vocationnelle ainsi qu'à son score global, contrairement à la satisfaction du besoin d'appartenance sociale, qui n'y est pas associée. Les analyses de modulation ont révélé un rôle limité du sexe : certaines associations entre le besoin de compétence et certaines dimensions de l'indécision vocationnelle sont plus marquées chez les filles que chez les garçons.

Mirza, N. M., Wisard, L., & Ikherbane, L. (2026). **L'analyse psychosociale de transitions délicates.** *Savoirs*, 71 (2), 67-76. <https://doi.org/10.3917/savo.071.0067>

L'entrée dans le monde professionnel ou de la formation apparaît pour certains jeunes comme une transition délicate. Dans cet article, nous examinons des parcours qui ont reçu une issue satisfaisante aux yeux des personnes qui les ont vécus, de manière à mieux comprendre cette expérience, les processus de transition qui s'y déploient et leur potentiel développemental. Outre la mise en évidence de processus qui apparaissent de manière transversale, notre intention est de contribuer à une réflexion épistémologique et méthodologique pour l'étude des transitions en formation des adultes dans une perspective psychosociale.

Oyarzún, D., Casas, F., & Dauvin, C. (2026). **School Sense of Community and Life Satisfaction among Chilean Secondary Students: A Mixed-Methods Study.** *Child Indicators Research*, 19(5), 2601-2623. <https://doi.org/10.1007/s12187-026-10395-2>

Adolescents' sense of community at school and life satisfaction have been studied separately or in different geographic contexts. However, scientific evidence on these relationships is limited, especially in Southern countries. This mixed-methods study examined the relationship between school sense of community and life satisfaction among Chilean secondary students and explored how students interpreted these experiences within their schools. During the first phase, involving a quantitative approach, 1.185 adolescents aged 14 to 19 years, belonging to public, subsidized, and private schools, responded to a questionnaire with the Scale of Sense of Community in the School and Brief Multidimensional Students' Life Satisfaction Scale, plus sociodemographic data. During the second phase, involving a qualitative approach, 180 students participated in the virtual photo provocation technique. Mixed results show that the sense of community at school and its dimensions of membership, emotional connection, and opportunities relate to students'

life satisfaction. These findings have implications for school intervention. Understanding how students perceive their school as a community and how this perception relates to their life satisfaction can guide the design of policies and programs to foster mental health in the educational setting.

Öz Tatacak, S., Yar, Z., Elibol, Z., Adıgüzel, D., & Koşar, Z. N. (2026). **Adolescents' Problematic Social Media Use and Socioemotional Well-Being: A Structural Equation Modeling Approach.** *Child Indicators Research*, 19(5), 2761-2782. <https://doi.org/10.1007/s12187-026-10402-6>

Social media has become an inseparable part of modern life. While existing research focuses on the various outcomes of social media use on adolescents, there is a perceived need for an in-depth investigation into the relationship between problematic social media use and adolescents' overall socioemotional well-being. This study aimed to examine the associations between adolescents' problematic social media use and their socioemotional well-being. A sample of 715 adolescents (mean age = 16.69, SD = 0.65) was included in the study group. Self-reported data were collected using scales designed to assess problematic social media use and socioemotional well-being. Parametric test methods, including Structural Equation Modeling (SEM), were utilized after confirming the normal distribution of the data. The analyses indicated that problematic social media use was significantly and negatively associated with the components of socioemotional well-being. A relationship was established between problematic social media use and socioemotional well-being variables. Furthermore, problematic social media use was found to be higher among girls, as well as among participants who spent more time on social media and those who reported attempts to reduce their social media use. Considering the associations between social media use and adolescents' socioemotional well-being, taking precautionary measures in this regard is deemed highly important.

Öztürk, D. (2026). **Motivation and technology in voice-AI adoption: an empirical validation of the integrated model in social studies classrooms.** *Education and Information Technologies*, 31(14), 6255-6290. <https://doi.org/10.1007/s10639-026-14032-x>

This study proposes and empirically tests an integrated model combining Self-Determination Theory (SDT), the Technology Acceptance Model (TAM), and the Theory of Planned Behavior (TPB) to investigate social studies teachers' behavioral intentions to adopt voice-activated artificial intelligence (AI) in education. Data were collected from 1,590 teachers, comprising both pre-service and in-service educators, using a validated instrument. Measurement analyses confirmed strong construct reliability, convergent validity, and discriminant validity across all scales. Structural equation modeling demonstrated a good overall model fit, supporting the hypothesized relationships among constructs. The findings revealed that SDT-based motivational variables—perceived competence, autonomy, and relatedness—significantly predicted TAM variables, namely perceived usefulness and perceived ease of use of voice-activated AI. These technology acceptance factors, in turn, influenced attitudes toward use, which—together with subjective norm and perceived behavioral control from TPB—significantly shaped behavioral intention. The integrated model explained 48% of the variance in behavioral intention, outperforming models based solely on TAM or TPB. Multi-group analysis by professional status confirmed full metric invariance, with only one significant path difference observed, indicating broad applicability across teacher demographics. Overall, the results underscore the value of integrating motivational, cognitive, and social-behavioral perspectives in educational technology research and offer empirically grounded implications for professional development, policy design, and curricular innovation supporting AI integration in social studies education.

Popovicheva, E., Zakharov, A., & Kanonire, T. (2026). **Student-Teacher Relationship Perceptions and Student Well-Being: Insights from Nine Countries and Two Age Groups.** *Child Indicators Research*, 19(5), 2353-2373. <https://doi.org/10.1007/s12187-026-10384-5>

Student well-being is increasingly recognized as a key indicator of educational effectiveness. The quality of student-teacher relationships emerges as a critical factor influencing student subjective well-being within the school environment. This study aimed to explore how student and teacher perceptions of the student-teacher relationship support student well-being, from a cross-cultural perspective and across two age cohorts. The analysis used data from the Organisation for Economic Co-operation and Development Survey on Social and Emotional Skills. The total sample consisted of school students from two age cohorts (23,356 students aged 10 and 23,321 students aged 15) and their teachers (6,180 and 7,295 teachers, respectively) from nine culturally diverse countries. Ordinary least squares regression was used for the analysis. In all nine countries, with few exceptions, students' evaluations of their relationships with their teachers predicted student well-being. However, teacher and student perceptions of the relationships differed, and teachers' evaluations of their relationships with students were not associated with students' subjective well-being. The identified gap could become a topic for further research on teachers' and students' understanding of good student-teacher relationships.

Quan, Z., Md Dali, M., & Zainol, R. (2026). **What Drives Children's Satisfaction? An Integrated Assessment of Walking School Commuting Environments in Nanjing Using FCE and SEM.** *Child Indicators Research*, 19(5), 2949-2978. <https://doi.org/10.1007/s12187-026-10409-z>

The construction of Child-Friendly Cities has become an international priority, yet existing evaluation systems continue to emphasize physical safety infrastructure while overlooking children's lived experiences. This study addresses the gap between administrative provision and children's experiential requirements as reflected through commuting satisfaction by examining school commuting environments in three pilot communities in Nanjing, China. Using a mixed quantitative approach, data were collected from 237 primary school children. Fuzzy Comprehensive Evaluation was applied to assess the current satisfaction levels, and Structural Equation Modeling was used to identify the latent factors shaping these perceptions. The results reveal a pronounced importance-performance mismatch. Although children expressed high satisfaction with "hard" infrastructure such as sidewalks and traffic control facilities, these elements showed limited contribution to overall satisfaction. In contrast, "soft" dimensions, particularly leisure facilities and community engagement, received the lowest satisfaction ratings yet emerged as the strongest predictors of children's well-being. Demographic analysis further showed that satisfaction declines with age, indicating that older children's growing need for autonomy is insufficiently supported by the existing safety-centered environment. The study concludes that future Child-Friendly Cities interventions should extend beyond risk management toward experiential place making, emphasizing small-scale, playful, and socially supportive elements along school routes to meet the higher-order developmental needs of children.

Rochat, S., Tacchini, S., Duay, M., & Rossier, J. (2026). **Sensibilité écologique, éco-anxiété et difficultés d'éco-orientation dans une population d'élèves du secondaire.** *L'orientation scolaire et professionnelle*, (55/3), 489-518. <https://doi.org/10.4000/16s6d>

Les crises sociétales et environnementales qui marquent l'époque actuelle soulignent l'importance d'aider les individus à réaliser des choix de carrière qui respectent les limites planétaires. L'objectif de cette recherche est d'étudier le lien entre la présence de difficultés

d'éco-orientation (c.-à-d., difficultés à tenir compte des enjeux socio-environnementaux lors des choix de carrière), la sensibilité écologique et l'éco-anxiété. Les relations entre ces variables ont été examinées auprès d'un échantillon de 200 jeunes en phase d'effectuer leur premier choix de formation ou de carrière. Les résultats soulignent la prévalence importante des difficultés d'éco-orientation, ainsi qu'un lien positif significatif entre la sensibilité écologique et ces difficultés, partiellement médiatisé par le niveau exprimé d'éco-anxiété. Les implications pour la pratique et la recherche sont discutées.

Roy, D. L., & Fanton-Bayrou, M. F. (2026). **Expériences marquantes et émotions vécues dans la formation continue des enseignants d'Éducation Physique et Sportive.** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u93>

En 2019, le Ministère de l'Éducation Nationale fait évoluer la formation continue des enseignants français d'un droit à une obligation. En dépit des contraintes qui leur sont imposées, un pourcentage très important d'enseignants sollicite des temps de formation. Qu'est-ce qui les incite à s'inscrire en formation ? Quelles expériences y vivent-ils ? Quels sont les déterminants d'une formation marquante positivement ? Cet article identifie et hiérarchise des inducteurs émotionnels d'enseignants associés aux meilleurs et aux plus mauvais souvenirs de formation continue afin de dégager des pistes pour des formations continues positives et marquantes.

Samson, A., Haddad, A., Deslauriers, J.-M., & Godbout, N. (2026). **The dynamic of adaptation from school to the workplace among men who were sexually abused in childhood and/or adolescence (MSACA).** *International Journal for Educational and Vocational Guidance*, 26(2), 795-809. <https://doi.org/10.1007/s10775-025-09734-6>

Sexual abuse in childhood or adolescence can have long-term detrimental effects. This study used a phenomenological approach to examine the school and work experiences of 28 men who experienced such abuse. Findings revealed persistent challenges in forming interpersonal relationships and a lack of personal engagement both in school and the workplace. During their school time, participants experienced difficulties developing relationships with peers and seeking isolation or control, and had low investment in their academic requirements. During adulthood, they experienced work as a way to escape their psychological trauma provoked by sexual abuse, rather than experiencing it as a way to reach personal goals and self-expression.

Soh, G., Wamba, A., & Chen, M.-Y. (2024). **Adaptation of a Composite Scale for Assessing Health-Promoting Behaviors in Adolescents and Young Adults.** *Mesure et évaluation en éducation*, 47(spécial), 233-271. <https://doi.org/10.7202/1127307ar>

Les outils d'évaluation des comportements de promotion de la santé abondent en anglais alors qu'ils sont rares, voire quasi-inexistants en français. Cet article vise à valider un questionnaire composite d'identification des comportements pro-santé ou à risque. Les dix étapes de l'adaptation des tests/échelles de mesure psychologique de Gana et al. (2021) ont été appliquées aux données collectées auprès de 343 adolescents et jeunes adultes de 15-25 ans (moyenne = $17,6 \pm 1,76$) ayant rempli un questionnaire de 51 items issus de trois échelles préexistantes. Les analyses factorielles exploratoires et confirmatoires supportent la structure à huit dimensions avec 27 items expliquant 56,69 % des variances : santé spirituelle, relation interpersonnelle, exercice physique, gestion du stress, appréciation de la vie, hygiène du sommeil, responsabilité en santé et soutien social. Le questionnaire composite d'évaluation des comportements de promotion de santé (AHPB-27) est donc valide pour identifier des

comportements de promotion de la santé des adolescents et des jeunes adultes en francophonie.

Sovet, L., Brioux, K., Zenasni, F., & Hajjat, N. (2026). **Personnalité proactive et sentiment d'efficacité vocationnelle en première année à l'université: une analyse des conditions nécessaires.**

L'orientation scolaire et professionnelle, (55/3), 455-487. <https://doi.org/10.4000/16s6q>

Cette étude vise à explorer les liens entre personnalité proactive et sentiment d'efficacité vocationnelle auprès d'une population étudiante, en s'appuyant sur l'analyse des conditions nécessaires. Cette méthode permet d'identifier quel est le score minimum nécessaire d'une variable indépendante pour atteindre un certain score d'une variable dépendante. Au total, 289 étudiant·es inscrit·es en première année de licence en sciences ont participé à cette étude en complétant la version courte de l'échelle de personnalité proactive et la version courte de l'échelle du sentiment d'efficacité vocationnelle. Après un examen de sa structure factorielle, le sentiment d'efficacité vocationnelle a été appréhendé en tant que score global et à travers quatre composantes : sélection d'objectifs, résolution de problèmes, information sur les métiers et les formations et planification et mise en œuvre de ses objectifs. Les résultats montrent que les dimensions du sentiment d'efficacité vocationnelle qui relèvent davantage de comportements actifs comparativement aux dimensions les plus réflexives, sont celles qui requièrent le plus haut niveau de personnalité proactive. Les implications pour les pratiques d'accompagnement et d'éducation à l'orientation dans l'enseignement supérieur sont discutées.

V. Enelamah, N., L. Villodas, M., Foell, A., Rayamajhi, S., Yu, M., Lombe, M., ... Peng, L. (2026). **Flourishing, Mental Health, and School Engagement Among U.S. Children: A Multivariate Regression Analysis.** *Child Indicators Research*, 19(5), 2887-2913. <https://doi.org/10.1007/s12187-026-10405-3>

Flourishing is increasingly conceptualized within integrative developmental frameworks that consider dynamic biopsychosocial interactions in a child's ecology. However, there is limited research on how individual, household, and neighborhood factors interact with children's flourishing, mental health, and school engagement. We used data from a representative sample of U.S. children (n = 62,789; 48.23% female) and conducted bivariate descriptive analyses and fitted a multivariate regression model for three dependent variables (flourishing, mental health, and school engagement) using the same set of independent predictors. Covariance estimates between poor mental health and flourishing (-0.10), flourishing and school engagement (0.41), and poor mental health and school engagement (-0.15) were statistically significant. Child sociometric factors, such as difficulty making friends, bullying, and their health status, were most strongly associated with flourishing, mental health, and school engagement. In contrast, neighborhood factors were only modestly associated with these three outcomes. Findings highlight both promotive and risk factors that practitioners and educators can target in interventions to strengthen child flourishing and school engagement, thereby improving outcomes.

Vergnas, O. L., Jouet, E., & Vinçon-Leite, A. (2026). **Des discours sur les savoirs expérientiels aux travaux sur la réflexivité liée aux troubles de santé: retour d'expérience de la communauté CoReS.** *Savoirs*, 71(2), 57-66. <https://doi.org/10.3917/savo.071.0057>

Cette communication, issue de l'atelier «de l'expérience aux savoirs», expose le retour d'expérience de la communauté informelle CoReS (Coopérations Réflexives en Santé). Elle présente d'abord les objectifs et la genèse de cette communauté mixte, constituée

progressivement en parallèle de différents colloques ayant mis en évidence l'intérêt de passer d'une logique de reconnaissance des « savoirs expérientiels » à une prise en considération de la réflexivité associée aux troubles de santé. Elle précise ensuite une première définition de travail donnée à cette réflexivité, entendue comme « le processus consistant à conscientiser, à réfléchir et à expliciter ses actions, ses réflexions, à prendre du recul sur soi, sur ses perceptions, sur les réactions de son corps et sur ses émotions ainsi qu'à s'autoréguler », ainsi que les cadres permettant son analyse. Enfin, trois points d'étape concernant les travaux en cours au sein de CoReS sont présentés.

Wan, G., Fu, L., & Wan, T. (2026). **When Students and Parents Disagree About Emotional Control and Stress Resistance: Associations with Well-Being and School Anxiety.** *Child Indicators Research*, 19(5), 2915-2928. <https://doi.org/10.1007/s12187-026-10408-0>

Student-parent disagreement in social and emotional skill ratings may provide useful information, although simple discrepancy scores are difficult to interpret. This study examined directional student-parent discrepancies in emotional control and stress resistance using linked public-use data from the OECD Survey on Social and Emotional Skills (more than 33,000 student-parent pairs). Students reported lower skills than parents reported for both constructs, especially stress resistance. Discrepancy terms were detectable in several unweighted models, but their magnitudes were small. After perceived relations with parents was added, emotional-control discrepancy was no longer associated with well-being, stress-resistance discrepancy was very small in magnitude, and anxiety-related discrepancy effects remained small. In weighted replicate-weight analyses, discrepancy terms were not associated with well-being; only stress-resistance discrepancy retained a small association with school anxiety. VIF diagnostics, separate-predictor models, and polynomial response-surface summaries supported this bounded interpretation. Directional student-parent discrepancies were systematic and descriptively meaningful, but students' own skill ratings and student-perceived parent-child relational difficulty were more strongly associated with well-being and school anxiety than discrepancy terms alone.

Wang, C. K. J., Tan, S. H., Wong, J. N., Lin, J. A., Khng, K. H., Poon, K. K., ... Ang, R. P. (2026). **Parental Support, Child Factors and School Adjustment in Predicting Adolescents' Well-Being and Ill-Being: A Structural Equation Model.** *Child Indicators Research*, 19(5), 2375-2389. <https://doi.org/10.1007/s12187-026-10385-4>

We investigated the effects of parental support, individual factors (general self-efficacy and social emotional loneliness), and school adjustment (general aspects about school and teachers, peer relationship, and academic and disciplinary difficulties) on adolescents' well-being and ill-being. The aim is to study how these different sets of predictors affect well-being and ill-being and the interrelationships between different sets of predictors. A total of 3,541 Secondary 1 adolescents (Mean age = 13.31 years, SD = 0.39) from 18 schools in Singapore participated in this survey. We examined our hypothesized model using EQS. A full latent variable model was used. General self-efficacy and general aspects about school and teachers positively predicted well-being and negatively predicted ill-being. Social emotional loneliness and academic and disciplinary difficulties negatively predicted well-being and positively predicted ill-being. Individual child factors (self-efficacy and social emotional loneliness) had indirect effects on well-being and ill-being through school adjustment. Finally, parental support positively predicted general self-efficacy and negatively predicted social emotional loneliness. Individual child factors, parental support, and general aspects about school and teachers are important

predictors of well-being and ill-being. Additionally, our findings highlight the essential role of teachers and the school environment in adolescent school adjustment experiences. Our findings supported the dual factor model of mental health, and emphasized the importance of parental support in alleviating adolescents' social emotional loneliness.

Wang, F., Havard, D., & Barnhart, T. (2026). **Approaching learning satisfaction: Factors influencing educational video learning.** *Education and Information Technologies*, 31(14), 5353-5386. <https://doi.org/10.1007/s10639-026-13996-0>

The rapid expansion of digital education has accelerated the use of online instructional videos, yet variability in video design and production quality continues to shape learners' engagement and satisfaction. This study developed and tested a structural equation model to examine predictors of undergraduates' satisfaction with educational videos. Using survey data from 964 students, learning satisfaction was positively predicted by image clarity ($\beta = 0.381$, $p < 0.001$), learning motivation ($\beta = 0.18$, $p = 0.006$), and interactive behavior ($\beta = 0.182$, $p = 0.011$). In contrast, video attachment tools showed a small negative direct association with satisfaction ($\beta = -0.116$, $p = 0.042$). Teacher performance and video attachment tools influenced satisfaction indirectly by shaping learners' motivation and interactive behavior. These relationships were robust across both maximum likelihood and ordinal DWLS estimations. Although learning self-efficacy and learning barriers did not directly predict satisfaction, self-efficacy exerted its influence through motivation, while learning barriers operated through interactive behavior, highlighting distinct affective and behavioral mechanisms. Overall, the model identifies three interrelated dimensions of satisfaction—perceived video quality, intrinsic affective response, and extrinsic behavioral engagement. Practically, the findings suggest prioritizing high visual clarity, carefully designing attachment features (e.g., captions, playback controls) to minimize cognitive and usability burden, and incorporating instructor presence to strengthen motivation and interaction in video-based instruction.

Wang, L., de Vetten, A., van der Rijst, R., & Admiraal, W. (2026). **Students' pre-tutorial learning behaviors and their relationship with tutorial engagement and learning outcomes.** *Education and Information Technologies*, 31(14), 5989-6015. <https://doi.org/10.1007/s10639-026-14027-8>

In blended learning, pre-tutorial learning lays the foundation for in-tutorial learning but also presents challenges due to its emphasis on self-regulated learning. To understand the relationship between pre-tutorial and in-tutorial learning, this study examined variations in pre-tutorial behaviors using both online and offline learning data, identified students' pre-class learning patterns, and investigated how these patterns relate to both tutorial engagement and learning outcomes. Our quantitative data were collected from 51 first-year bachelor students. Our qualitative data were collected from a subset of 20 students through interviews. The findings show an overall declining participation in pre-tutorial activities. Instructional aspects, such as pedagogy and course format, were reported in interviews as primary reasons for not participating in pre-tutorial learning activities. Three learning behavior profiles have been identified through Latent profile analysis, but neither tutorial engagement nor learning outcomes differed significantly across these profiles according to ANCOVA. However, self-regulation was found to be a predictor of tutorial engagement. This study extends previous blended learning analytics research, which has primarily focused on online learning, by integrating both online and offline pre-tutorial data and examining their relationship to tutorial engagement and outcomes. Future research should focus on refining methods for identifying learning profiles that comprehensively represent students' engagement and learning outcomes, for example, by

including students' self-regulation skills in the profile analysis. In addition, future research should investigate the pedagogical design of blended learning to more effectively support students' learning, using tools such as AI-driven dashboards and learning analytics.

Wang, W.-S., Lin, C.-J., Huang, Y.-M., & Wu, T.-T. (2026). **Boosting self-directed learning in virtual reality: the role of gpt-driven feedback for low achievers.** *Education and Information Technologies*, 31(14), 5423-5459. <https://doi.org/10.1007/s10639-026-14015-y>

Virtual reality (VR) can foster self-directed learning (SDL), yet traditional feedback in self-directed VR (SDVR) environments often fails to provide timely and individualized support, particularly for average and low achievers. Recent advancements in GPT-based assistants may offer adaptive, real-time feedback to address these limitations. This study employed a stratified randomized controlled design with 83 undergraduates (experimental $n=42$; control $n=41$) enrolled in an embedded-AI VR course. Learners completed SDVR units on embedded-AI hardware and block-based programming, followed by two hands-on tasks (EAI assembly and EAI programming). Primary outcome measures included SDL abilities, learning motivation, cognitive levels, and hands-on performance. Compared with traditional feedback, GPT-based feedback was associated with higher post-test SDL, motivation, cognitive level, and hands-on scores, with the most substantial gains observed among average and low achievers (LAs). The GPT-based feedback showed significant main effects across all outcomes ($p < .001$), explaining a substantial portion of the variance in cognitive level ($\omega^2_p = 0.397$), SDL abilities ($\omega^2_p = 0.299$), and motivation ($\omega^2_p = 0.397$), representing large effect sizes. These findings demonstrate that integrating GPT-based adaptive feedback into SDVR environments provides timely and personalized support that enhances SDL, motivation, and higher-level cognitive and practical performance, particularly for learners with weaker prior achievement. The study highlights the potential of generative AI to support more personalized and equitable learning in immersive VR settings.

Wang, Y., & King, R. (2026). **Exploring the Structure of Student Well-being Globally: A Network Analysis Across 79 Countries.** *Child Indicators Research*, 19(6), 3301-3328. <https://doi.org/10.1007/s12187-026-10424-0>

Student well-being is a multidimensional construct, which has been studied using both hedonic and eudaimonic perspectives. Despite the extensive work on well-being, researchers have seldom explored its network structure as past studies have mostly focused on identifying the correlates of well-being or delving into mean-level differences. Furthermore, past studies have paid limited attention to gender differences in the structure of students' well-being. This study employs a network analysis approach to understand the structure of students' well-being across the globe and to explore potential gender differences. Participants were 612,004 15-year-old students from 79 countries. Network analysis was used to identify the most central components. Results revealed that life satisfaction, positive affect, and environmental mastery were the most central elements of student well-being, while negative affect was the most peripheral. We found both gender similarities and differences in the network structure of well-being. This study contributes to the existing literature by clarifying our understanding of the network structure of well-being, elucidating how the various components of well-being drawn from different theoretical perspectives are inter-related with each other and highlighting gender similarities and differences across a global sample.

Wei, X., Zeng, Y., Miao, Z., Xie, P., Shan, J., & Zhou, L. (2026). **Microlearning in higher education course: an exploration of student's behavioral pattern, cognitive engagement and learning outcome using a developed intelligent monitoring platform.** *Education and Information Technologies*, 31(14), 6519-6561. <https://doi.org/10.1007/s10639-026-14054-5>

With the rapid development of educational technology and widespread use of mobile devices, microlearning has emerged as an innovative and promising approach for knowledge acquisition and skill development. However, its effectiveness in higher education and the key factors influencing learning outcomes remain underexplored. This study aims to address these issues. Firstly, to investigate the effectiveness of microlearning-assisted instructional mode, this study develops a microlearning platform, applies it to higher education course, and compares this instructional mode with traditional classroom and flipped classroom modes. Secondly, by adopting AI technique, this study identifies behavioral patterns and cognitive engagement as two key factors in microlearning. Finally, based on these two identified o factors, this study explores the relationship between them and learning outcome. The findings indicate that microlearning significantly improves students' learning outcomes, motivation, and engagement. Their cognitive engagement varies across behavioral patterns, with higher participation linked to more frequent "constructive" and "active" cognitive engagement. Furthermore, the relationship between cognitive engagement and learning outcome differed across behavioral pattern. For behavior pattern with low participation, cognitive engagement exerts a significant impact on learning outcome, whereas for high participation patterns, such influence is relatively weaker. This study highlights the application potential of microlearning in higher education course and provides practical implications for instructional design.

Xu, Z. (2026). **Rethinking AIGC acceptance in higher education: new evidence from a large-scale study of Chinese university students on AI ethical cognition and usage motivation.** *Education and Information Technologies*, 31(14), 5267-5293. <https://doi.org/10.1007/s10639-026-14013-0>

Artificial intelligence-generated content (AIGC) has become integral to university students' learning in higher education, offering potential for improved efficiency and personalized learning while raising concerns over academic integrity, privacy, and other issues. Drawing upon the Technology Acceptance Model (TAM) and Use and Gratification Theory, this study conceptualizes students' AIGC acceptance as associated with both rational judgment (i.e., AI ethical cognition) and the fulfillment of needs (i.e., AI usage motivation). However, existing studies on AIGC acceptance remain fragmented, lacking integrated analysis of ethical cognition, unified modeling of diverse motivations, and sufficiently representative samples. To address these limitations, this study synthesized relevant literature in accordance with PRISMA guidelines, categorizing key factors into two constructs: AI ethical cognition (i.e., academic norms, privacy risk, algorithmic fairness dimensions) and AI usage motivation (i.e., knowledge-based, instrumental, and social entertainment dimensions). A research framework was constructed with these six factors as independent variables and AIGC acceptance level, measured using a six-item Likert scale, as the dependent variable. Using 1,642 valid responses from Chinese university students, the model was tested via CB-SEM in AMOS and regression analysis in SPSS. Results show that academic norms cognition is negatively associated with AIGC acceptance level, while the other five factors show significant positive relationships with acceptance. This study contributes to expanding the understanding boundaries of ethical factors in technology acceptance research and explaining more complex usage scenarios of generative AI. Practically, the findings provide novel empirical insights into ethical and privacy education initiatives, bias detection

practices, learning communities building, interdisciplinary collaborative projects coordination, and the design of teaching activities related to AIGC acceptance in higher education contexts.

Yoo, C. (2026). **Baseline Depressive Symptoms and Happiness as Predictors of Self-Reported Academic Achievement Trajectories among South Korean Adolescents.** *Child Indicators Research*, 19(6), 3219-3245. <https://doi.org/10.1007/s12187-026-10421-3>

This study examines whether baseline depressive symptoms and happiness predict trajectories of self-reported academic achievement among adolescents. Using five-year longitudinal data from the Korea Children and Youth Panel Survey (N = 2,471), we conducted latent class growth analysis to identify distinct trajectory patterns of self-reported academic achievement from 7th through 11th grade (2018–2022). We then examined whether depressive symptoms and happiness measured at baseline predicted membership in these trajectory groups, adjusting for gender, parental education, household income, urbanicity, parenting styles, peer support, and study time. Three distinct trajectories emerged: high-decreasing (29.3%), mid-gradually decreasing (59.4%), and low-U-shaped (11.3%). Higher baseline depressive symptoms predicted membership in the mid-gradually decreasing (OR = 1.47) and low-U-shaped (OR = 1.85) groups relative to the high-decreasing group, whereas happiness showed no significant associations. Household income, peer support, and time spent in private tutoring and self-study also differentiated trajectory groups, and the depressive-symptom associations were robust to these adjustments. These findings highlight the importance of considering mental health alongside socioeconomic and behavioral contexts in understanding adolescents' academic self-perceptions, and provide insights for educators and policymakers developing targeted interventions.

Zhang, W., Yu, H., Xia, M., Yang, M., & Ja, J. (2026). **Beyond tutoring: a child-centered AI framework for embodied construction in culturally-grounded steam education.** *Education and Information Technologies*, 31(14), 6017-6053. <https://doi.org/10.1007/s10639-026-14030-z>

This quasi-experimental study integrates embodied cognition, constructionism, and culturally sustaining teaching to address the three-dimensional needs of cognitive development, practical competence, and cultural understanding, operationalized through the Child-Centered Guided Scaffolding AI Framework (CGS-AI). Based on this framework, we developed an AI-supported Intelligent Learning Companion called "Little Bean Companion," which guides elementary students in learning about traditional cultural architecture and building miniature physical architectural models. The system integrates Vygotsky's dynamic scaffolding support, Constructionism, and child-centered interaction design principles. A total of 38 fourth-grade students participated in this quasi-experimental study designed to quantitatively evaluate the effectiveness of our developed system. Based on existing class arrangements, students were assigned to an experimental group (n = 20) and a control group (n = 18). The experimental group used the Intelligent Learning Companion for architecture-themed learning over a one-month period totaling 7 class hours, while the control group received traditional teacher-led instruction. Results showed that the experimental group performed significantly better than the control group in the post-test of the Course Knowledge Test (Adj. M = 88.32 vs. 80.59, $p < .001$), with a particularly pronounced difference in multiple-choice questions requiring knowledge transfer and application. In the Architectural Model Evaluation, the experimental group not only had a higher median score (92 vs. 86) but also exhibited a "high-score clustering" phenomenon. Structural analysis of learning motivation revealed that while all four dimensions showed improvement, the effect size for mastery-goal orientation exceeded that of performance-goal orientation,

perceived enjoyment, and self-efficacy. These students were able to externalize abstract knowledge principles into concrete physical operations when constructing miniature physical architectural models, and through heuristic dialogue with the Intelligent Learning Companion, they established deep connections between cultural concepts and engineering practice. The study demonstrates that when AI transforms from an "information tutor" to a "constructionist partner," it can effectively promote children's embodied learning, cultural understanding, and learning motivation.

Zhao, X., Zhang, Y., Yue, S., Wang, X., Qin, C., & Xia, X. (2026). **Understanding continuance learning intention in online educational videos: the role of danmaku (real-time interactive comments) in Informal learning.** *Education and Information Technologies*, 31(14), 5555-5594. <https://doi.org/10.1007/s10639-026-14008-x>

With the rapid development of network technologies, platforms featuring on-screen, real-time interactive comments—known as danmaku (i.e., comments that scroll across the screen while the video plays)—such as Bilibili, have become important channels for knowledge acquisition. Their highly interactive nature provides a useful context for examining learners' behavioral and psychological mechanisms in informal learning. This study aims to identify the key determinants of users' continuance learning intention through a two-stage research design. In Stage One, grounded in established information systems theories, large-scale danmaku and comment texts were analyzed using the Latent Dirichlet Allocation (LDA) and Bitern Topic Model (BTM) to extract core themes and contextual psychological factors, which were subsequently incorporated into an extended structural model. In Stage Two, a questionnaire survey and structural equation modeling were employed to validate the proposed model and examine the pathways among latent variables. The results indicate that social presence does not directly predict continuance learning intention but indirectly influences it through flow experience and user satisfaction. Perceived interactivity and content quality positively affect continuance learning intention directly or indirectly, while emotional value significantly moderates the pathway from perceived interactivity to continuance learning intention. The findings provide new empirical evidence for understanding psychological mechanisms in interactive online learning environments and offer practical implications for optimizing content design and user engagement on knowledge-based video platforms.

Zheng, Z., Kong, S. C., Yang, Y., Liao, Y., & Sun, D. (2026). **From empathy to algorithms: how design thinking pedagogy influences primary school students' computational thinking skills and learning motivation in STEM education.** *Education and Information Technologies*, 31(14), 5951-5987. <https://doi.org/10.1007/s10639-026-14025-w>

As STEM education increasingly emphasizes the development of both cognitive and non-cognitive competencies, there remains a critical gap in understanding how pedagogical approaches such as design thinking can simultaneously foster computational thinking (CT) and learning motivation in primary school contexts. This study investigates the effectiveness of a design thinking-guided STEM intervention in fostering primary students' CT skills and learning motivation. It further examines the moderating roles of gender and educational stage, while addressing three specific gaps: the lack of empirical evidence on design thinking as a framework for CT development, the need for a nuanced understanding of differential growth across CT dimensions, and the unresolved relationship between general STEM motivation and domain-specific CT performance. A one-month quasi-experimental study was conducted with 34 fourth- to sixth-grade students (22 male, 12 female) from a public school in Shenzhen, China. Participants

engaged in a micro: bit-based project to design an automated plant monitoring system, structured around the five phases of design thinking: empathize, define, ideate, prototype, and test. CT was assessed using pre- and post-test Bebras challenges across five dimensions (abstraction, algorithmic thinking, decomposition, evaluation, and generalization). Learning motivation was measured using adapted STEM self-efficacy and ability belief scales. Data were analyzed using paired t-tests, ANOVA, and content analysis. Results revealed a statistically significant overall improvement in CT following the intervention. Among the five dimensions, evaluation skills showed the most substantial growth, while algorithmic thinking remained the strongest component throughout. However, decomposition and generalization exhibited relative declines in normalized scores, suggesting these areas require additional instructional support. No significant gender or grade-level differences were found in overall CT gains, although greater performance variability was observed among female students, and Grade 5 demonstrated the highest mean post-test score. Notably, no significant correlation emerged between CT performance and STEM motivation, challenging conventional assumptions about the motivation-cognition relationship in project-based learning environments. This study provides novel empirical evidence for design thinking as an effective pedagogical framework for cultivating multi-dimensional CT in primary STEM education. It advances the field by revealing differential developmental trajectories across CT components and identifying a dissociation between general STEM motivation and CT performance, findings that underscore the need for domain-specific motivational frameworks.

Zhu, F., Gao, M., Yang, R., Liu, Y., Yang, J., & Pi, Z. (2026). **Does praise reinforce or override smiling expressions? The interaction effects of instructors' facial expressions and praise in instructional videos.** *Education and Information Technologies*, 31(14), 5461-5485. <https://doi.org/10.1007/s10639-026-13989-z>

The absence of real-time interaction in instructional videos can contribute to emotional disengagement and perceived isolation, underscoring the need for more emotionally responsive instructional design. This study examined how two instructor-delivered emotional cues, facial expressions (smiling vs. neutral) and praise (present vs. absent), influence learners' emotions, attention, cognitive load, self-efficacy, and learning performance in asynchronous video-based instruction. A total of 121 undergraduate students were randomly assigned to one of four experimental video conditions, and gaze behavior was recorded using an EyeLink 1000 eye tracker. Results indicated that smiling facial expressions significantly increased learners' positive emotions and self-efficacy, whereas praise increased self-efficacy and reduced intrinsic cognitive load. Regarding attention, significant interaction effects between facial expressions and praise were observed for average fixation duration and blink rate, suggesting stronger attentional engagement when praise accompanied smiling expressions. Learning performance showed additive benefits on immediate tests, and the combined cue condition yielded the highest delayed performance, although the interaction effect was only marginal significant. These findings suggest that praise is more likely to reinforce, rather than override the benefits of instructors' smiling expressions in instructional videos, with the most consistent joint advantage observed in attentional engagement.

Aspects sociaux de l'éducation

Abdulhamed, R., Beattie, M., Hietajärvi, L., & Lonka, K. (2026). **Trends of Psychosocial Wellbeing and their Links with the School Context: A Population-Based Study Among Majority Population and Immigrant-Origin Adolescents.** *Child Indicators Research*, 19(5), 2979-3008. <https://doi.org/10.1007/s12187-026-10411-5>

This population-based study examined the trends in psychosocial wellbeing among Finnish adolescents attending the 8th and 9th grades of middle school from 2017 to 2023, comparing majority-population and immigrant-origin adolescents. Using repeated cross-sectional survey data (N = 285,354), we also investigated whether associations between demographic, school-related factors, and psychosocial wellbeing changed over time across groups. Overall, psychosocial wellbeing declined during the study period. However, subgroup analyses revealed distinct patterns, including gradual change and relative stability. Notably, in 2023 females with forced immigrant backgrounds reported better psychosocial wellbeing compared to female peers in other groups, including the majority population. Associations between demographic factors and wellbeing were mostly stable, except those adolescents who had resided in Finland for less than a year reported better psychosocial wellbeing in 2023 compared with earlier cohorts. Overall, the associations of school difficulties and classroom social climate with psychosocial wellbeing strengthened over the years, while teacher support remained relatively stable. However, subgroup analyses revealed some unique changes in these links across immigrant groups. Strikingly, in 2017 the associations of school difficulties and classroom social climate were equal among majority-population and most immigrant-origin adolescents, while in 2023 the associations of these factors were weaker among most immigrant-origin adolescents relative to the majority population. Fortunately, while considerable differences in previous years were observed regarding the link of teacher support and psychosocial wellbeing, in 2023 the links among majority- and immigrant-origin adolescents were equal. Findings highlight the evolving role of schools in adolescent psychosocial wellbeing and the need for targeted support.

Acton, R., Cortes, K. E., Miller, L., & Morales, C. (2026). **Distance to degrees: How college proximity shapes students' enrollment choices and attainment across race-ethnicity and socioeconomic status.** *Economics of Education Review*, 114, 102724. <https://doi.org/10.1016/j.econedurev.2025.102724>

Leveraging rich data on the universe of Texas high school graduates, we estimate how the relationship between geographic access to public two- and four-year postsecondary institutions and postsecondary outcomes varies across race-ethnicity and socioeconomic status. We find that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students – particularly with regard to distance to public two-year colleges (i.e., community colleges). White and higher-income students who live in a community college desert (i.e., at least 30 minutes driving time from the nearest public two-year college) substitute towards four-year colleges and are more likely to complete bachelor's degrees. Meanwhile, Hispanic, lower-income, and to some extent, Black students respond to living in a community college desert by forgoing college enrollment altogether, reducing the likelihood that they earn associate's degrees and reducing the likelihood that they ultimately transfer to four-year colleges and earn bachelor's degrees. These relationships persist up to eight years following high school graduation, resulting in substantial

long-term gaps in overall degree attainment by race-ethnicity and income in areas with limited postsecondary access. JEL Codes: I21, I23, I24

Ahimbisibwe, I., Carrell, S., & Lybbert, T. (2026). **Who Matters in College? Familiarity, Ability Signals, and Student Achievement** (Working paper N° 35728). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35728>

This study examines how social influences on academic performance evolve during transition to university when students encounter new social environments and publicly observable signals of academic ability. Using administrative data from a large, elite, and linguistically and culturally heterogeneous public university in Uganda and exploiting random assignment of students to dormitories, we examine how exposure to coethnic peers and peers with scholarship status affects academic performance. We find that greater exposure to peers from similar linguistic and cultural backgrounds improve academic achievement early in university, but these effects fade over time. In contrast, exposure to scholarship peers generates persistent gains in academic performance that increase in magnitude over time. Our setting allows us to distinguish between peers' underlying academic ability and publicly observable signals of ability since scholarship status is visible, while underlying academic preparation is not. We find that exposure to scholarship peers improves academic performance regardless of those peers' underlying ability, while exposure to high-ability peers without a scholarship signal has no detectable effect. These results suggest that students respond more strongly to observable signals of academic standing than to peers' underlying academic preparation. Taken together, our findings indicate that the sources of academic influence evolve over time.

Allen, K.-A., Crawford, J., Sanders, T., Bozorg, B., & Saunders, C. (2026). **Belonging beyond crisis: Predictors are stable in higher education, despite a pandemic.** *Higher Education*, 92(2), 781-806. <https://doi.org/10.1007/s10734-025-01549-2>

This study examines the stability of predictors of belonging among higher education students in Australia during and after the COVID-19 pandemic (2020–2022), extending previous research from 2013 to 2019. Utilizing data from the Australian Student Experience Survey (SES) (n = 733,625), the research employs machine learning techniques, including boosted trees modeling, to analyze the factors influencing students' sense of belonging. Despite the disruptive impact of the pandemic on higher education, the study reveals that the primary predictors of belonging remained largely consistent with pre-pandemic findings. Key factors include overall educational experience, opportunities for student interaction, and support for settling into university life. The study observes a slight increase in model precision during the pandemic period, suggesting a potential homogenisation of student experiences. These findings contribute to the emerging field of belonging analytics and have implications for institutional strategies aimed at fostering student belonging in higher education, particularly in times of crisis. These findings indicate that the core predictors of belonging were resilient even amid significant social disruption.

Antman, F. M., Skoy, E., & Kim, P. (2026). **Racial and gendered impacts of international students on domestic peers.** *Economics of Education Review*, 114, 102775. <https://doi.org/10.1016/j.econedurev.2026.102775>

American colleges and universities have seen a notable increase in the share of international students in recent years, raising the question of how these demographic shifts might affect domestic students. This paper explores this question by examining the impact of international students on the academic outcomes of domestic peers in introductory economics courses. We

address the potential endogeneity of class selection by focusing on first-year students enrolling in a large public flagship university, for whom class assignment is likely to be quasi-random, conditional on a rich set of control variables for the class and individual. Results suggest an increased share of international student peers reduces the likelihood of majoring in economics for domestic White and Asian men while increasing the likelihood of majoring in economics for domestic men from underrepresented racial and ethnic groups. Higher shares of international student peers also increase the likelihood that domestic White and Asian men major in business and decrease the likelihood that some men drop out of college. Exploring mechanisms, we show that a higher international peer share is associated with higher domestic student grades, with additional evidence suggesting a “curved” grading mechanism, whereby some international students earn lower grades in introductory economics, resulting in higher grades for domestic students while the average class grades are relatively unchanged. Results for men enrolled in large introductory economics classes are similar to the main results for men overall and are also similar for women. Overall, our results are consistent with a higher share of international students in introductory economics classes raising course grades for domestic students, which potentially enables domestic students on the cusp of eligibility thresholds to choose more selective majors, such as business, and allows domestic students at risk of dropping out to stay in college. Together, these findings highlight potential implications of policies which affect international and domestic student composition as well as the importance of disaggregating impacts by gender, race, and ethnicity.

Avdeev, S. (2026). **University as a Melting Pot: Long-Term Effects of Internationalization.** *American Economic Journal: Applied Economics*, 18(4), 380-405. <https://doi.org/10.1257/app.20250329>
This paper provides the first evidence on the impact of exposure to international students on the long-term outcomes of native students. I combine unique survey and administrative data from the Netherlands covering one million students across three decades and employ an across-cohort design. I find that exposure to international students leads natives to (i) form social ties with nonnatives, (ii) hold more positive attitudes towards migration and learning about other cultures, and (iii) seek opportunities abroad. Notably, I find precisely estimated zero effects on employment, income, entrepreneurship, and the share of international coworkers up to 25 years after university entry.

Baek, U.-D. K. (2026). **Approaches to spatial inequalities in a Nordic welfare state – the case of Norway.** *Research in Education*, 122(2), 199-214. <https://doi.org/10.1177/00345237241242992>
In this article, the position of the core ideas of equity and equal opportunities within the Nordic model of education today is problematized, using Norway as the case of interest and spatial dividing lines as the main variable in question. I am specifically preoccupied with geographical education differences as part of the ‘unequal opportunity problem’ in Nordic education. Focusing on spatial inequalities in education, something that is rarely addressed by educational authorities, brings light to the assertion that aims that used to be the foundation for the Norwegian education system, are harder to see as guiding principles in education policy today. Through highlighting this, the aim is also to contribute to a discussion of how research related to education in rural areas is situated in the Norwegian context, viewing this in light of Norway as a representative of the Nordic model of education. In the article understanding the agential doings behind the paradox of the Nordic education equality ethos on the one side and the persisting and empirically documented spatial education inequalities on the other, represents the analytic intake.

Bagley, C. (2026). **White working-class youth, rural disadvantage, sense of belonging and bonded social capital.** *Research in Education*, 122(2), 135-155.
<https://doi.org/10.1177/00345237231160071>

The paper critically reflects on data derived from prolonged periods of ethnographic study in an economically disadvantaged white workingclass rural community in the North East of England. A central aim the study was to understand the culture of the village and to capture and penetrate the social relationships and meanings within that culture as understood by its inhabitants and their relationship with the local school (see Bagley and Hillyard, 2013, 2015, 2019; Hillyard and Bagley, 2013, 2015). The research employed participant observation inside the village and included semi-structured interviews with residents individually and collectively in a host of formal and informal settings. For the purposes of this paper, the research draws on those interviews conducted with white working-class young people aged 16-21 years old (N= 25), born in the village who were in neither education, employment nor training. The findings suggest the experiences of rural disadvantage for these young people results in them holding a strong relational metaphorical sense of belonging (Cuervo and Wyn, 2014) that draws on bonded social capital (Putnam, 1995) to help them survive.

Bassi, M., Besbas, B., Dinarte-Diaz, L., Ravindran, S., & Reynoso, A. (2026). **From Access to Achievement: The Primary School-Age Impacts of an At-Scale Preschool Construction Program in Highly Deprived Communities.** *American Economic Journal: Applied Economics*, 18(4), 242-275. <https://doi.org/10.1257/app.20240364>

We evaluate a large-scale public preschool construction program in deprived rural communities in Mozambique using a randomized controlled trial. The program increased preschool enrollment from 2 to 75 percent, improved primary school enrollment and progression, and led treated children to score higher in cognitive and social-emotional skills tests. Impacts were strongest among children of illiterate parents, in less poor households, and living near preschools. We provide evidence that preschool construction mediates later educational success at primary school age. We also detect increased parental investment in children and higher preschool enrollment for younger siblings. Finally, we estimate the program was implemented cost-effectively.

Borra, C., & Cuevas-Ruiz, P. (2026). **Gender gaps under different evaluation methods** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:140840>

Gender gaps in measured academic performance often influence access to selective university programs, and, consequently, educational sorting and subsequent career trajectories. Differences in the design of high-stakes evaluation methods may therefore affect these gaps by changing how students' performance is assessed. We examine whether differences in evaluation methods contribute to gender gaps in measured performance using population-level data from a non-self-selected setting in which continuous teacher-assigned grades and a blind, standardized university entrance examination jointly determine university access. Within-student comparisons show that gender gaps in measured performance are approximately 0.46 standard deviations larger under non-blind continuous assessment than under blind, standardized testing. Our findings provide little support for explanations based on competitive pressure or systematic advantages enjoyed by female students under continuous assessment arising from teacher grading practices or differential effort. The results are instead consistent with gender differences

in non-cognitive traits that are more fully captured under continuous assessment, as well as with differences in the extent to which students identify with the content being evaluated.

Briffett-Aktaş, C., & Ying, J. (2026). **Expressions of educational change agents: Student voice influences in higher education.** *Higher Education*, 92(2), 563-575. <https://doi.org/10.1007/s10734-025-01472-6>

With the changing paradigms in education, from teacher-centred, student-as-object to student-centred, student-as-subject, student voice discourse has developed at all levels of education, including in higher education (HE). However, the development of student voice research and implementation has tended to prioritise Northern voices over those of colleagues in institutions in the Global South. Incorporating student voice in HE is a journey that all colleagues globally should be and are participating in. This special issue aims to create a space for diverse voices in the field, both from the Global North and South. In addition to expanding student voice discourse geographically, this special issue includes articles in which students act as knowledge producers in student voice discourse (Hu & Lue, 2025), and the voices of neurodivergent students are highlighted (Durgungoz & Durgungoz, 2025). In this special issue, we hope to help fill the geographical and positional 'minority' gaps in student voice discourse, making room for future discourse expansion and promoting education as a more collaborative and socially just endeavour.

Brochier, C. (2026). **La politique des quotas sociaux et raciaux dans les universités brésiliennes : développement et effets.** *Éducation et Sociétés*, 56(2), 245-269. <https://doi.org/10.3917/es.056.0245>

Cet article présente la politique des quotas sociaux et raciaux qui s'est développée au Brésil depuis le début des années 2000. L'origine, les objectifs et les détails de la politique sont exposés, ainsi que les débats critiques qui ont accompagné les premières mesures. L'un des problèmes du système est en effet l'organisation de comités de vérification du phénotype racial des candidats. L'article fait toutefois le constat d'une généralisation et d'une acceptation progressives des mesures de discrimination positive dans les universités publiques, fédérales d'abord et, de plus en plus, régionales. L'effet des quotas sur la composition raciale et sociale du public est cependant à relativiser, d'abord car la population estudiantine s'est diversifiée depuis les années 1990, en même temps que l'accès aux collèges et lycées s'est amélioré, ensuite car le secteur supérieur privé, très majoritaire en termes d'effectifs, fonctionne sur une logique du profit qui exclut la discrimination positive.

Cambeses-Franco, C., & Cambeses-Franco, P. (2026). **A country-level preparedness index for digital education: infrastructure, teacher scientific-technology competence, and socioeconomic context.** *Education and Information Technologies*, 31(14), 6381-6408. <https://doi.org/10.1007/s10639-026-14042-9>

As education systems worldwide race towards digital transformation, increasingly driven by artificial intelligence and other emerging technologies, striking contrasts are emerging. While some nations are using these tools to transform learning, others are struggling to overcome deep-rooted structural and economic barriers. These disparities directly hinder progress towards Sustainable Development Goals 4 (Quality Education) and 10 (Reduced Inequalities). To capture these dynamics, this study introduces a digital preparedness index for education, constructed using Principal Component Analysis, and applies it to 43 countries. The aim was to evaluate national performance by combining measures of technological infrastructure, human capacity

for digital pedagogy, and socio-economic context. The weighted ICT index, standardized with a mean of 0 and a standard deviation of 1, ranged from $-\$2.590$ to $\$1.639$. The highest scores were achieved by the United Arab Emirates, Denmark and the United States, followed by Sweden, New Zealand and Singapore. By contrast, negative values were concentrated in Latin America, with countries such as Brazil, Mexico, Argentina, and Colombia lagging due to persistent structural and economic barriers. The study also highlighted countries such as Japan and Austria, which despite having strong economies and investing heavily in technology, underperformed due to weak pedagogical integration. This shows that, in the age of artificial intelligence, true readiness lies as much in people and institutions as in infrastructure, reminding policymakers that the digital future of education will be written not only with devices, but with human capacity and vision.

Chandak, A., & Yeravdekar, R. (2026). **Malnutrition and Health Burden Among Urban Indian Schoolchildren: Evidence from Digital Health Records.** *Child Indicators Research*, 19(5), 2429-2446. <https://doi.org/10.1007/s12187-026-10391-6>

School-going children in Indian cities have to contend with the co-existence of undernutrition and new non-communicable diseases. Well-informed real-world evidence is essential to design specific and sustainable interventions in school health. Electronic health record (EHR) data analysis was conducted on 4,848 students (ages 3 to 17 years) in a large private school in the city of Pune, India, in the academic years 2023–2024, which operated on the Health Promoting School (HPS) model. The outcomes measured were Body Mass Index (BMI) groups, dental, visual, ENT, and pediatric problems. The analysis was conducted by age groups, sex, and grade. A large number of students were underweight, representing 71.2%. The most common morbidity was related to dental problems at 50.9%, followed by pediatric/systemic problems at 27.8%, and vision problems at 26.6%. The prevalence of vision problems was significantly higher in girls than in boys (28.6% vs. 24.9%, $p = 0.004$). The pattern of diseases varied significantly according to age, grade, and BMI. There is a high prevalence of undernutrition and other morbidities among school children in the city. Dental problems and vision problems were the most common morbidities. There is a need for school health programs that are grade- and gender-sensitive using electronic health records to address the changing health needs of school children in India.

Chantseva, V., Garnier, P., & Lehrer, J. (2026). **Présentation du dossier. Regards comparatifs sur la petite enfance.** *Éducation et Sociétés*, 56(2), 5-28. <https://doi.org/10.3917/es.056.0005>

Déscolariser la sociologie de l'éducation est depuis les années 1970 un des mots d'ordre de la sociologie de l'éducation francophone. Ce déplacement du regard de l'enceinte scolaire vers les espaces-temps plus larges a contribué à l'émergence d'études consacrées à la vie des enfants hors de l'école, aux sociabilités dans la cour de récréation, aux activités sportives, à l'alimentation, aux loisirs culturels. Cependant, la période précédant l'entrée à l'école, appelée petite enfance, reste assez peu étudiée dans les perspectives de la sociologie de l'éducation. C'est ce déficit que ce dossier souhaite combler en explorant les normes institutionnelles et les pratiques relatives aux jeunes enfants dans une perspective comparative. Il s'agit d'interroger la diversité des normes et justifications selon les pays et de comprendre comment les acteurs se les approprient ou non, comment les savoirs théoriques et les innovations pédagogiques circulent, sont adoptés ou rejetés. Les comparaisons éclairent aussi les coopérations et les conflits entre acteurs et actrices présents autour des jeunes enfants –professionnelles, parents– qui doivent composer avec la pluralité de leurs cultures, croyances et perspectives sur la prise en charge et l'éducation des jeunes enfants.

d'Arripe, A., & Fleurent, D. (2026). **Enjeux et défis de la place des personnes ayant l'expérience de la déficience intellectuelle à l'université comme étudiantes, co-formatrices et co-chercheuses.** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 49-63. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/723>

This article examines the place of people with lived experience of intellectual disability (ID) at university through the project DESHMA, which trains pairs to co-teach disability awareness courses. It first explores their role as students, then as teachers once they obtain their co-instructor certificate. The article also analyses their involvement as co-researchers, particularly in the co-writing of scientific publications. The issues raised by these roles are discussed through the lenses of epistemic justice (Fricker, 2007) and the social role valorization framework (Wolfensberger, 1991). The analysis highlights the challenges of co-construction in a context marked by structural asymmetries. This work builds on a communication jointly delivered by a person with ID and a university lecturer-researcher who both took part in the project. Keywords: disability, experiential knowledge, intellectual disability, research, training.

Dekker, I., de Coninck, L., Biwer, F., Wenzel, N., van Herpen, S., Janssen, T., & Zijlstra, B. (2026). **Comparing a sociological and psychological approach to summer bridge programs: a field experiment.** *Higher Education*, 92(2), 807-831. <https://doi.org/10.1007/s10734-025-01550-9>

Many higher education institutions organize summer bridge programs (SBPs) to prepare students for university. However, what a SBP should contain is unclear because few studies directly compare different theoretical approaches. This study evaluated two types of SBPs offered at a Dutch university: (A) a sociological approach focusing on academic capital and (B) a psychological approach targeting mindset and metacognition. We randomly assigned 250 applicants between these programs. Participants in both programs were compared with each other and with (C) 161 students who neither applied for nor attended any SBP. We hypothesized that A would improve students' academic capital, while B would improve students' mindset and metacognition. As hypothesized, Program A improved students' scores on two aspects of academic capital formation: navigation of systems and trustworthy information. Unexpectedly, Program B produced similar improvements. As predicted, Program B enhanced students' metacognition and mindset scores, with these participants outperforming both other conditions at posttest. Unexpectedly, Program A increased the growth mindset and effort beliefs of first-generation students, while it decreased scores for these outcomes for continuous-generation students. We found no significant differences in academic performance between groups, suggesting that brief SBPs may be insufficient to generate medium effects on longer term outcomes. Qualitative data revealed that while some students retained and applied specific SBP content, most prioritized familiarization with peers and the university environment over program curriculum.

Diebolt, C., & Jaoul-Grammare, M. (2026, septembre 21). **Filles ou garçons : le prestige des études n'influence pas leurs choix d'orientation de la même manière.** <https://doi.org/10.64628/AAK.w5dg3ykrm>

Avec un recul de 120 ans sur les inscriptions universitaires, une recherche montre comment le prestige social des professions agit sur les choix d'orientation en médecine et en droit.

Droussent, L. (2026). **De l'information à la conscientisation : réception et traduction de la pédagogie freirienne dans les pratiques d'éducation à la solidarité internationale chez Frères des Hommes**. *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u97>

Cet article documente la transformation des pratiques d'éducation à la solidarité internationale (ECSI) de l'association Frères des Hommes sous l'effet de l'appropriation progressive d'un cadre pédagogique particulier : celui de l'éducation populaire au sens freirien. À partir d'un corpus d'archives couvrant la période 1970-2010 et de témoignages d'acteurs/ices de l'association, il montre comment cette association tiers-mondiste a progressivement réorienté ses actions d'information et de sensibilisation vers des pratiques dialogiques visant la conscientisation de ses publics et leur engagement dans l'action collective. Ce faisant, il contribue à documenter empiriquement la réception française d'une éducation populaire d'inspiration freirienne dans le secteur de la solidarité internationale.

Fokides, E. (2026). **Learning, motivation, gender, and epistemic emotions: how are they connected in the context of immersive virtual reality?** *Education and Information Technologies*, 31(14), 6309-6342. <https://doi.org/10.1007/s10639-026-14039-4>

Emotions shape cognitive processes, motivation, and academic outcomes. Among these, epistemic emotions have significant impacts on intellectual engagement. The increasing utilization of immersive virtual reality (ImVR) in education enhances the potential for emotion-driven learning experiences due to its capacity to create absorbing and emotionally evocative environments. Despite ImVR's transformative potential, limited research has examined the dynamic interplay of epistemic emotions and their influence on learning motivation and academic performance. For that matter, the study developed and tested a model to analyze how positive and negative epistemic emotions interact, shape learning outcomes and motivation, and vary by gender in ImVR contexts. An application able to evoke emotions was selected and 124 university students participated in the study. Findings revealed that positive epistemic emotions, particularly enjoyment, curiosity, and surprise enhanced both motivation and learning. Enjoyment emerged as the most impactful factor, suppressing negative emotions such as anxiety and boredom, while fostering motivation and learning. Negative emotions like frustration and anxiety hindered learning, with anxiety reducing motivation and frustration demonstrating a paradoxical positive effect. Gender differences were evident, with males showing elevated enjoyment and surprise and reduced anxiety and confusion. Overall, ImVR amplified emotional engagement, highlighting its promise for advancing research and practice in emotion-driven educational design.

Gachet, A. (2026). **Agrarian Reform and Child Stunting: Evidence from Two Land Allocation Strategies** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:343612>

Stunting remains a major development challenge in many countries, including Ecuador. In this paper, I examine whether agrarian reform policies implemented during the 1960s and 1970s help explain long-run patterns of child stunting. The Ecuadorian reform relied on two distinct land allocation strategies: Public land transfers (PLT), designed to promote frontier settlement, and expropriation, aimed at redistributing land from large estates. Combining household survey data with historical maps and administrative records, I estimate the longrun relationship between these policies and child stunting by exploiting historical variation in land allocation across parishes. I find that areas exposed to PLT exhibit significantly lower rates of child stunting, while expropriation shows no robust association. Across specifications, PLT exposure is associated with stunting rates

that are 3-17 percent lower relative to the mean. Cohort evidence further indicates that the relationship is stronger for mothers plausibly exposed to PLT during early childhood. Consistent with this pattern, mothers from more exposed PLT cohorts attained higher levels of education, suggesting that maternal human capital may be one channel linking frontier settlement policies to lower child stunting.

Gallen, Y., & Wasserman, M. (2026). **Informed Choices: Gender Gaps in Career Advice** (Working paper N° 35750). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35750>

This paper provides the first causal evidence that gender affects the information an individual receives about careers. We conduct a large-scale field experiment in which real college students seek career information from 10,000 working professionals. We randomize whether a professional receives a message from a male or a female student. When students ask broadly for information about a career, female students receive substantially more information on work/life balance than male students. This gender difference persists when students specifically ask about work/life balance. A survey of professionals suggests non-altruistic motives for discussing work/life balance with women. Combining findings from the field experiment and results from an information intervention, we conclude that gender gaps in information received about work/life balance are consequential for gender gaps in career intentions.

Gao, Y., Wang, X., & Quan, Q. (2026). **Exploring Chinese students' engagement with student voice for social justice pedagogy: the role of classroom climate, willingness to communicate, and creative thinking**. *Higher Education*, 92(2), 655-672. <https://doi.org/10.1007/s10734-025-01465-5>

In the era of heightened global focus on social justice and equity, educational practices are undergoing significant reform to better cater to the diverse needs of students. Amongst these innovations, the student voice for social justice (SVSJ) pedagogy has emerged as a pivotal approach, as it emphasises the integration of students' perspectives and lived experiences to foster an equitable learning environment. Despite its significance, research on SVSJ within the Chinese educational context remains scarce. To address this gap, the present study adopts structural equation modelling (SEM) to investigate the intricate interplay between classroom climate, willingness to communicate (WTC), creative thinking, and classroom engagement, all of which resonate with the core principles of SVSJ pedagogy. The results highlight the central role of classroom climate in predicting classroom engagement, emphasising its foundational importance in creating an environment conducive to learning and participation. Furthermore, creative thinking emerges as a crucial mediator, bridging the gap between a positive classroom climate and enhanced engagement. Notably, WTC exerts an even stronger mediating influence in this relationship, highlighting the significance of fostering an open and communicative classroom culture. Taken together, these insights offer a more refined understanding of the ways in which classroom dynamics influence engagement in socially just educational settings, offering some insights for educators, policymakers, and stakeholders in China and globally.

Gaussel, M. (2026). **À la cantine, tout ne se joue pas dans l'assiette**. *Édudébat*, (1), 1-4. Consulté à l'adresse <https://ife.ens-lyon.fr/ressources/la-cantine-tout-ne-se-joue-pas-dans-lassiette>
Combien ça coute ? Qui peut y manger ? Et qui prépare les repas ? Pour son premier numéro, Édudébat s'invite à la cantine pour mettre au jour ce qui s'y passe.

Hu, X. H., & Lue, K. (2026). **Centring international student voice: a collaborative autoethnography and critical reflections from an equity-focused doctoral course.** *Higher Education*, 92(2), 617-632. <https://doi.org/10.1007/s10734-025-01423-1>

A promising pedagogical practice that faculty utilises to enhance equity and inclusion is the centring of marginalised student voice in curricular design. The implementation of these approaches in university classrooms, however, does not always include the voices of international students, who are often expected to assimilate into US institutions of higher education. In this paper, an international doctoral student utilises collaborative autoethnographic methods (CAE) with one of the instructors of a mandatory introductory education research course that she was enrolled in, to analyse the engagement of student voice in this equity-focused course. We anchor our analysis in a social justice-oriented approach to student voice, integrating critical reflection methods to develop our collaborative autoethnographic findings into suggestions to improve practice. By sharing our stories with each other and engaging in a collective exploration of our experiences, we found that the course engaged different student voice strategies to create an equitable learning environment. However, the positionalities of the instructors and the context of the course and education programme shaped which dimensions of equity these student voice strategies focused on, leading to international students being overlooked. As international enrolment continues to rise, this study has insightful practice-based implications for stakeholders who seek to create equitable and transformative environments for marginalised students in higher education.

Huchette, M., Martinez-Barrera, L., & Iduñate, G. R. (2026). **Quand le formel et l'informel s'entremêlent : les relations sociales qui comptent dans l'apprentissage du métier d'enseignant.** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u9h>

Les auteurs abordent les premières années d'apprentissage du métier d'enseignant sous l'angle des relations sociales qui soutiennent l'exercice professionnel. Ils interrogent ainsi la nature et l'importance relative des apprentissages imputables aux institutions de formation, des apprentissages plus informels sur le terrain d'exercice professionnel, et de ceux qui ont lieu dans d'autres contextes. Adoptant une conception dynamique, extensive et située des apprentissages professionnels, l'enquête est menée auprès de 15 professeurs de lycée professionnel et 2 professeurs de l'enseignement technologique. Une caractérisation des rapports entre les apprentissages formels et informels est finalement proposée, prenant en compte la dynamique des relations sociales en jeu.

Isaacson, K. B., Cox, B. E., Jiang, Y., & Nachman, B. R. (2026). **Beyond the Blueprint: Navigating Higher Education for Students with Autism and Co-Occurring Disabilities.** *The Journal of Higher Education*, 0(0), 1-28. <https://doi.org/10.1080/00221546.2026.2728560>

Although research on autistic college student success is growing, less is known about those who navigate both autism and co-occurring disabilities during college. This mixed-methods study employs a rigorous proposition testing approach to address critical gaps in the literature. Drawing on national survey and interview data, we identify two key challenges to these students' success: academic barriers shaped by intersecting disabilities and reduced accommodation access for students with self-diagnosed conditions. While quantitative findings indicate modest effects, qualitative data reveal more substantial difficulties. Findings underscore the urgent need for disability-informed supports that reflect the complex realities of this student population. Specifically, our findings point to the limitations of relying on discrete diagnostic categories to understand students' support needs and call for more flexible approaches to disability research

and practice. By considering how disabilities operate together rather than as separate conditions, institutions can better address the complex and individualized challenges students encounter during college.

Jerrim, J. (2026). **The White Working Class. How Engaged are Their Children During Secondary School?** *British Journal of Educational Studies*, 74(4), 525-555. <https://doi.org/10.1080/00071005.2026.2641026>

This study investigates the school engagement of White Working-Class (WWC) children in England. Drawing upon data from The Engagement Platform (TEP), we examine how cognitive, emotional and behavioural engagement amongst WWC pupils compares to their peers from other ethnic and socio-economic backgrounds. WWC pupils are found to exhibit lower levels of engagement than other socio-economic-by-ethnic groups, with WWC girls particularly lacking interest in lessons and a sense of academic agency. Emotional engagement, especially enjoyment of school, is also low among WWC pupils, with girls again being the most affected. We also find that WWC pupils tend to enter secondary school with lower levels of engagement than other groups. The challenges faced by WWC pupils appear to be mainly due to the additive effects of being both White and socio-economically disadvantaged, rather than these factors interacting (with the important exception of effort at school). Targeted interventions may nevertheless be needed to address the unique difficulties faced by WWC pupils.

Kavak, O., & Sakız, H. (2026). **Aspects of refugee students' financial path to academic achievement in higher education.** *International Journal for Educational and Vocational Guidance*, 26(2), 1093-1118. <https://doi.org/10.1007/s10775-025-09732-8>

This study examined the relationships between financial aspects—scholarships, student loans, salary, and household income—and academic achievement of 931 refugee students enrolled in Turkish universities. Employing structural equation modeling, it explored the mediating roles of work motivation and financial literacy in the relationship between financial aspects and academic achievement. Findings revealed that scholarship and salary directly predicted academic achievement, the influence of student loan and household income varied, and work motivation and financial literacy mediated the relationships between financial aspects and academic achievement. Findings highlight the financial dynamics affecting refugee students, providing implications for policy and career guidance.

Kim, S., Culbertson, M. J., Grodsky, E., Muller, C., & Warren, J. R. (2026). **Human capital and racial and ethnic gaps in mid-life labor market outcomes: Evidence from High School and Beyond 1980.** *Economics of Education Review*, 114, 102793. <https://doi.org/10.1016/j.econedurev.2026.102793>

We document the role of premarket human capital in explaining racial and ethnic income disparities in labor market outcomes for individuals from their late 20s to mid-50s. Using comprehensive measures of the human capital students possess at the end of high school—including scores on achievement tests in reading comprehension, vocabulary, and math, GPA—and detailed school context measures, we study Black-White and Hispanic-White gaps across various economic outcomes. We find that human capital at high school completion largely determines racial and ethnic differences in mid-life labor market outcomes, explaining up to 87% of gaps in some outcomes. Our analysis examines men and women separately to provide a comprehensive picture of how human capital relates to racial and ethnic disparities across genders. We find that human capital explains a larger proportion of Black-White income gaps for women (95%) than men (69%), with women's racial gaps primarily explained by test scores while

men's gaps show greater contributions from educational attainment and school characteristics. Finally, we show that the Black-White income gap for this cohort widened from early career to mid-life, with the explanatory power of human capital increasing as people grew older. Our research extends previous literature by considering longer-term outcomes, employing comprehensive and refined human capital measures, and broadening the scope of racial and ethnic comparisons. These findings emphasize the critical and persistent role of human capital development in shaping long-term economic outcomes and racial and ethnic disparities, reinforcing the need for targeted educational interventions to address persistent inequalities across the life course.

Kozak, Meredith, Temin, Miriam, López-Lalinde, Lina, & Martinez Martinez, A. (2026). **Girls' Education Roadmap: 2026 report** (p. 74). Consulté à l'adresse Population Council website: <https://curated-library.iiep.unesco.org/fr/node/58583>

This Roadmap highlights where the gender and education field can align on coordinated action and investment to close critical gender gaps in education and improve learning for all. Building on findings from the original 2021 Girls' Education Roadmap, it brings together data on the greatest gender and education needs, evidence on evaluated approaches, and where current practice reaches or misses vulnerable learners. From this foundation, the Roadmap organizes insights around 18 gender-related barriers to education, giving decision makers a framework for diagnosing context specific challenges and identifying proven approaches to address them.

Le Fanu, G. (2026). **Disability, Education and International Development: A Social Justice Approach**. <https://doi.org/10.51952/9781529241495>

How can the international development community better support inclusive education for children with disabilities in low and lower-middle income countries? This timely book critically examines current approaches to disability and education in sub-Saharan Africa and beyond, offering a roadmap for achieving the post-2030 Agenda for learners with disabilities. Grounded in social justice theory, Le Fanu provides an essential analysis of educational needs, development strategies and implementation challenges. Written in an accessible style, this comprehensive resource identifies practical ways forward for creating sustainable, high-quality inclusive education systems that truly serve children with disabilities and their diverse, evolving needs.

Lee, H.-S., & Lee, E. S. (2026). **Testing an integrative model of work-family conflict, social cognitive variables, and job and life satisfaction among Korean teachers**. *International Journal for Educational and Vocational Guidance*, 26(2), 1161-1181. <https://doi.org/10.1007/s10775-025-09725-7>

This study examined the associations between work-to-family conflict (WFC), family-to-work conflict (FWC), work-related self-efficacy, outcome expectations, and job and life satisfaction among 355 South Korean secondary school teachers (197 women, 158 men). The research model proposed that teacher self-efficacy and outcome expectations mediate the impact of work-family conflict on job and life satisfaction. The model demonstrated good fit to the data. Additionally, multigroup analysis revealed gender differences in the structural relationship between these variables. Practical implications for gender-specific interventions and future vocational guidance research to enhance job and life satisfaction of working adults are discussed.

Lepine, A., & Nguyen, N. (2026). **Women in Learning Leadership. Advancing gender-responsive education using evidence in Ethiopia** (p. 62). Consulté à l'adresse UNICEF Innocenti - Global Office of Research and Foresight website: <https://www.unicef.org/innocenti/reports/women-learning-leadership-ethiopia>

This report, produced through the Women in Learning Leadership initiative, examines the policies and practices that shape who becomes a school leader in Ethiopia, and compares schools led by women with those led by men. It finds that schools led by women tend to be smaller, better resourced and have more women teachers. Once these differences are accounted for, women- and men-led schools perform similarly on promotion and dropout rates. Schools with more women teachers, however, show modestly better outcomes for both girls and boys. The analysis also identifies barriers to women's advancement, including long service requirements before becoming eligible for principal positions, limited access to leadership training beforehand, informal recruitment practices and the generally low attractiveness of the role given heavy workloads and modest pay. The report offers policy recommendations for the Ministry of Education and regional authorities to strengthen women's pathways into school leadership. These include making principal positions more attractive through better pay and training and support, building stronger pipelines for women through mentoring, improving transparency in recruitment and promotion and continuing to address barriers to girls' education so that more women can eventually enter and lead in the teaching profession.

Li, Y., Xu, W., Liu, X., Situ, J., Ng, K. C., Ma, H., & Xie, Q. (2026). **Can Macau University students speak? A critical study of voice and subjectivities in local higher education**. *Higher Education*, 92(2), 633-654. <https://doi.org/10.1007/s10734-024-01392-x>

Macau, once a Portuguese colony, is now the Las Vegas of the Far East. As an economic decolonisation strategy, the central government of China legitimised the gaming industry in Macau. Many students and teachers were absorbed by casino work, resulting in a low higher education entry rate and sabotaging the city's sustainable development. While few studies on the Macau student voice exist, the research has mostly adopted either an academician view or top-down surveys. This study explores how Macau university students voice their subjectivities in higher education. Using a combined theoretical framework of Foucauldian homo economicus and the postcolonial theory, this study interviews 17 Macau students from six local tertiary institutions triangulated by four teachers. The findings reveal that, under the influence of neoliberalism, Macau university students voiced their subjectivities as homo economicus, using the mentality of cost-profit to guide their educational practices. They were, however, simultaneously restrained by the performativity of the knowledge economy. Meanwhile, the Macau students' subjectivities are sealed in a complex discursive matrix of coloniality and (neo)coloniality, not capable of thinking 'outside the box' and living a life distinct from Macau's planned destiny as a casino destination. In conclusion, although we interviewed Macau students and amplified their voices, their perspectives remained confined to the defaults of neoliberal and (neo)colonial discourses.

Lundborg, P., & Nieto, A. (2026). **The STEM Next Door: Early Exposure to Science-Trained Neighbors and Long-Run Outcomes** (Working paper N° 12955). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12955>

We examine how early exposure to STEM professionals in the local neighborhood shapes children's long run educational and labor market outcomes. To identify causal effects, we use Swedish register data and several sources of variation in exposure to STEM qualified neighbors

measured at the 100 by 100 meter grid. Exposure during compulsory education raises children's math performance, and evidence points to social ties as the main channel. It also increases the presence of boys and girls in science programs in high school and university, but mainly boys are more likely to complete a STEM bachelor degree. This gender gap persists into adulthood: STEM employment and earnings rise predominantly for boys. The results show that high skill professionals can serve as community based informal role models and that neighbors can shape long run educational and labor market trajectories.

Lundborg, P., & Nieto Castro, A. (2026). **The STEM Next Door: Early Exposure to Science-Trained Neighbors and Long-Run Outcomes** (Working paper N° 18889). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18889>

We examine how early exposure to STEM professionals in the local neighborhood shapes children's long run educational and labor market outcomes. To identify causal effects, we use Swedish register data and several sources of variation in exposure to STEM qualified neighbors measured at the 100 by 100 meter grid. Exposure during compulsory education raises children's math performance, and evidence points to social ties as the main channel. It also increases the presence of boys and girls in science programs in high school and university, but mainly boys are more likely to complete a STEM bachelor degree. This gender gap persists into adulthood: STEM employment and earnings rise predominantly for boys. The results show that high skill professionals can serve as community based informal role models and that neighbors can shape long run educational and labor market trajectories.

Ma, R., & Zeng, D. (2026). **Exploring the influence of contemporary global music on national music education: a PLS-SEM analysis**. *Higher Education*, 92(2), 859-882. <https://doi.org/10.1007/s10734-025-01552-7>

Music education (ME) is an essential component of a musical culture and plays a key role in preserving musical traditions and transmitting them to the next generation. A multicultural approach to ME examines and integrates musical genres that have emerged from different national and cultural backgrounds (CB). This leads to the creation of new musical forms and an understanding of the strengths and weaknesses of different musical cultures. In today's educational environment, the influence of modern musical genres and the global spread of world music culture are of great importance. This study examines how the influence of world music culture and modern music (MM) occurs in national ME. Data were collected from 295 students and analyzed using partial least squares structural equation modeling (PLS-SEM). Importantly, it was found that the integration of world music culture into national ME improves students' cultural understanding. This makes ME more meaningful. This study contributes to the literature by applying PLS-SEM to examine how global music (GM) culture and MM influence national ME. While global and international music educations have been previously studied, the present research introduces a methodological innovation by employing PLS-SEM to explore these relationships in depth. This methodological framing, combined with a global perspective, offers comparative relevance and extends existing discussions on the integration of global music into national ME contexts.

Mbanga, R., Ratelle, C., Duchesne, S., Smith, J., & Amadji, F. M. (2026). **Indécision vocationnelle et satisfaction des besoins psychologiques fondamentaux à l'école : une analyse différenciée selon le sexe**. *L'orientation scolaire et professionnelle*, (55/3), 417-453. <https://doi.org/10.4000/16s6h>

Cette étude examine les liens entre la satisfaction des besoins psychologiques fondamentaux en contexte scolaire (autonomie, compétence et appartenance sociale) et l'indécision vocationnelle chez des élèves de dernière année du secondaire, tout en évaluant le rôle modérateur du sexe. Les données ont été recueillies auprès de 376 élèves de cinquième secondaire (Mâge = 17.4 ans ; 54 % de filles) provenant de 21 écoles de la province de Québec (Canada). Des analyses factorielles exploratoires ont permis d'identifier quatre dimensions de l'indécision vocationnelle : l'incapacité décisionnelle, l'immaturité vocationnelle, les difficultés décisionnelles et le manque d'importance accordée au choix de carrière. Les analyses d'invariance ont révélé que cette structure factorielle était globalement équivalente chez les filles et les garçons. Les modèles de régression ont montré que la satisfaction des besoins d'autonomie et de compétence est négativement associée à toutes les dimensions de l'indécision vocationnelle ainsi qu'à son score global, contrairement à la satisfaction du besoin d'appartenance sociale, qui n'y est pas associée. Les analyses de modération ont révélé un rôle limité du sexe : certaines associations entre le besoin de compétence et certaines dimensions de l'indécision vocationnelle sont plus marquées chez les filles que chez les garçons.

Mi, J., Li, C., Rahut, D. B., Niraula, B., & Managi, S. (2026). **From knowledge to action: Educational pathways to climate adaptation in Nepal.** *International Journal of Disaster Risk Reduction*, 144, 106369. <https://doi.org/10.1016/j.ijdr.2026.106369>

Climate change increasingly threatens livelihoods in developing countries, where adaptive capacity depends heavily on individuals' ability to understand climatic risks and respond accordingly. Using 11,568 observations from the 2016 and 2022 waves of Nepal's National Climate Change Impact Survey, this study examines associations between education and climate change knowledge, awareness, and adaptive actions. We construct a multi-layered framework in which XGBoost models are organized into three sequential analytical layers. These layers link education to climate knowledge, climate knowledge to awareness, and both knowledge and awareness to four adaptive actions. Comparisons between factual and counterfactual predictions distinguish model-estimated total, direct and indirect effects. Under the education-improvement scenario, the predicted probability of climate knowledge rises from 46.35% to 51.07%, while the probabilities of engaging in adaptive actions increase by 0.56-1.15 percentage points. Indirect effects operating through knowledge and awareness are generally larger than the corresponding direct effects. Importantly, the adaptive returns to education are uneven: groups with lower baseline educational attainment, including women, older adults, low-income households, rural residents, and populations in the western Mountain and Hill regions, exhibit larger marginal gains from additional education. Overall, the findings highlight that strengthening education systems, especially for groups with low educational attainment, may offer an effective and equity-enhancing approach to building climate resilience in vulnerable contexts.

Mirza, N. M., Wisard, L., & Ikherbane, L. (2026). **L'analyse psychosociale de transitions délicates.** *Savoirs*, 71(2), 67-76. <https://doi.org/10.3917/savo.071.0067>

L'entrée dans le monde professionnel ou de la formation apparaît pour certains jeunes comme une transition délicate. Dans cet article, nous examinons des parcours qui ont reçu une issue satisfaisante aux yeux des personnes qui les ont vécus, de manière à mieux comprendre cette expérience, les processus de transition qui s'y déploient et leur potentiel développemental. Outre la mise en évidence de processus qui apparaissent de manière transversale, notre intention est

de contribuer à une réflexion épistémologique et méthodologique pour l'étude des transitions en formation des adultes dans une perspective psychosociale.

Monnet, M., Dagorn, E., & Coló, P. (2026). **Determinants of gender discrimination by teachers: Evidence from an online experiment.** *European Economic Review*, 105470. <https://doi.org/10.1016/j.euroecorev.2026.105470>

This paper examines whether teachers' gender biases stem from discrimination, and focuses on two of its potential drivers: gender preferences and beliefs. In an online experiment, 1840 teachers evaluated fictitious transcripts with randomized gender information. Preferences are measured via dictator games, and beliefs through an Implicit Association Test. While teachers show no gender preferences, they do hold gender beliefs. Analyzing 19,000 transcript evaluations, we find no evidence of gender-based discrimination. Our findings suggest that when only exposed to student gender, even teachers with biased beliefs do not discriminate.

Monteiro Nascimento, M., & Markic, S. (2026). **The iceberg of science identity: structural inequalities in science-related practices and dispositions.** *International Journal of Science Education*, 48(14), 2159-2176. <https://doi.org/10.1080/09500693.2025.2517890>

Research on science identity has gained significant attention in recent years, focusing on how students' personal and social factors influence their engagement in STEM fields. Traditional studies have often emphasised qualitative approaches, which prioritise individual experiences and identity formation in localised contexts. However, this focus has led to a gap in macro-sociological perspectives that consider structural inequalities and broader social dynamics. Recent literature highlights the need for adopting different methodological approaches that take these structural aspects into account. Starting from this gap, this study incorporates large-scale quantitative analyses to deepen the understanding of how factors such as social background and school environment influence students' science-related practices and dispositions. Thus, the Multiple Correspondence Analysis is employed to explore the relationship between science-related practices and student identities in German schools, utilising data from the 2015 PISA assessment. Drawing on Pierre Bourdieu's concepts of habitus, field, and capital, the research examines how students' social backgrounds, school environments, and parental support shape their science-related practices and attitudes. The findings illustrate how the alignment between students' habitus and the field of science education plays a central role in shaping science identities. Furthermore, a model on the dependence of habitus and students' capital is presented.

Odle, T. K., Gottfried, M. A., Miller, T., & Andrews, R. J. (2026). **Who's matched up? Access to same-race instructors in higher education.** *Economics of Education Review*, 114, 102619. <https://doi.org/10.1016/j.econedurev.2024.102619>

Despite consistent evidence on the benefits of same-race instructor matching in K-12 settings and developing work in higher education, research has yet to conceptualize and document the incidence of same-race matching. That is, even if same-race matching produces positive effects, how likely are racially minoritized students to ever experience an instructor of the same race? Using administrative data from Texas on the universe of community college students and instructors over seven years, we document the rate of same-race matching overall and across racial/ethnic groups, the courses in which students are more or less likely to match, and the types of instructors who most commonly serve as matches. We also leverage student fixed effects models to show descriptive differences in credit accumulation, course pass rates, and course

grades between matched and unmatched students and courses. We show that experiencing a same-race match is correlated with meaningfully higher course grades, pass rates, and credit hour accumulation particularly among racially minoritized students. However, we also show that there is substantial variation in the incidence of same-race matching across racial groups. This investigation expands our understanding of the relationship between same-race matching and students' outcomes in college while also offering a new framework for considering access to (or the "take-up" of) the benefits of same-race matching to guide future research and policy.

Opoku, K., Ackah, C. G., & Asuman, D. (2026). **Disability Gaps in Schooling and Learning Outcomes of Children in Ghana.** *Child Indicators Research*, 19(6), 3277-3300. <https://doi.org/10.1007/s12187-026-10423-1>

This paper examines schooling and learning outcomes of children with disabilities in Ghana. We used data from the Multiple Indicator Cluster Survey (MICS) and linear regression models to estimate the relationship between disability status and schooling and learning outcomes of children aged 5 to 17 years. We then explore the sources of the gaps in schooling and learning outcomes by decomposing the disability gaps into explained and unexplained components. Our results show that disability is associated with poor schooling and learning outcomes for children in Ghana. We find that ities are less likely to be enrolled in school and those who have enrolled are less likely to be in the grade appropriate for their age. Children with disabilities also recorded lower performance in reading tests compared to children without disabilities. We also find that the disability gap in schooling and learning outcomes arises from unexplained factors, which may include institutional and structural factors, rather than differences in observable characteristics between children with and without disabilities. Addressing these gaps requires targeted policy interventions, including investment in disability-accessible infrastructure, inclusive teaching pedagogies, and stronger enforcement of inclusive education laws and policies to ensure that children with disabilities have equitable access to schooling and learning opportunities.

Otten, S. (2026). **Gender differences in teacher grading across school subjects: Evidence from Germany** (Working paper N° 1222). <https://doi.org/10.4419/96973407>

This study examines whether gender differences in teacher-assigned grades vary systematically across subjects. Using data from German secondary schools, I compare teacher-assigned grades with anonymously graded standardized test scores within a difference-in-differences framework. Across six core subjects spanning the humanities and STEM, I find systematic grading differentials favoring female students. The estimated differential is largest in German and Math and substantially smaller in English and the sciences, indicating considerable cross-subject heterogeneity. The differential also varies markedly by school track and teacher experience, with systematically larger estimates in the academic track and particularly pronounced differentials among novice teachers.

Öztürk, D. (2026). **Motivation and technology in voice-AI adoption: an empirical validation of the integrated model in social studies classrooms.** *Education and Information Technologies*, 31(14), 6255-6290. <https://doi.org/10.1007/s10639-026-14032-x>

This study proposes and empirically tests an integrated model combining Self-Determination Theory (SDT), the Technology Acceptance Model (TAM), and the Theory of Planned Behavior (TPB) to investigate social studies teachers' behavioral intentions to adopt voice-activated artificial intelligence (AI) in education. Data were collected from 1,590 teachers, comprising both pre-service and in-service educators, using a validated instrument. Measurement analyses

confirmed strong construct reliability, convergent validity, and discriminant validity across all scales. Structural equation modeling demonstrated a good overall model fit, supporting the hypothesized relationships among constructs. The findings revealed that SDT-based motivational variables—perceived competence, autonomy, and relatedness—significantly predicted TAM variables, namely perceived usefulness and perceived ease of use of voice-activated AI. These technology acceptance factors, in turn, influenced attitudes toward use, which—together with subjective norm and perceived behavioral control from TPB—significantly shaped behavioral intention. The integrated model explained 48% of the variance in behavioral intention, outperforming models based solely on TAM or TPB. Multi-group analysis by professional status confirmed full metric invariance, with only one significant path difference observed, indicating broad applicability across teacher demographics. Overall, the results underscore the value of integrating motivational, cognitive, and social-behavioral perspectives in educational technology research and offer empirically grounded implications for professional development, policy design, and curricular innovation supporting AI integration in social studies education.

Palhares, J. A., Torres, L. L., & Abrantes, P. (2026). **Continuités, recompositions et nouvelles appropriations de la sociologie de l'éducation portugaise.** *Éducation et Sociétés*, 56(2), 173-199.
<https://doi.org/10.3917/es.056.0173>

La sociologie de l'éducation portugaise traverse aujourd'hui une zone de turbulence face aux récentes transformations du système éducatif. Cet article cherche à comprendre les matrices intellectuelles et institutionnelles qui ont marqué le développement du domaine, en particulier les circulations entre traditions francophones et anglo-saxonnes, ainsi que les relations plus intenses avec les espaces lusophones. À partir d'une analyse systématique des thèses de doctorat soutenues au Portugal, il tente de construire une généalogie du champ, en identifiant ses principales origines intellectuelles, ses auteurs de référence et les processus d'encadrement doctoral qui ont marqué son développement au cours des cinquante dernières années. Cette approche permet d'interroger l'identité scientifique de la sociologie de l'éducation portugaise, les formes d'hybridation institutionnelle et disciplinaire qu'elle a progressivement intégrées, ainsi que les dynamiques de continuité, de différenciation et de recomposition qui structurent aujourd'hui ce champ de recherche.

Putz, J. (2026). **Making FAFSA mandatory: an evaluation of Louisiana's financial aid submission policy on college enrollment and pell grant awards.** *Education Economics*, 34(5), 731-751.
<https://doi.org/10.1080/09645292.2025.2590745>

Aiming to reduce inequalities between low- and high-income students enrolling in college, Louisiana enacted legislation requiring high school students to file a FAFSA application, or opt-out, prior to graduation. FAFSA submissions increased in Louisiana following the policy change, suggesting there may have been some follow through into post-secondary institutions. I use a synthetic control approach to estimate impacts of Louisiana's FAFSA policy on enrollment and Pell Grant awards. I find positive, significant impacts on the enrollment rate for Black students at large, public four-year universities. I also find that the rate of Pell Grant recipients increased at public four-year universities.

Rayou, P. (2026, septembre 22). **École : le décrochage silencieux des parents.** Consulté 22 septembre 2026, à l'adresse Le Café pédagogique website:
<https://www.cafepedagogique.net/2026/09/22/ecole-le-decrochage-silencieux-des-parents/>

PISA 2025 a mis en lumière le recul du soutien parental. Que faire ? « Faire des parents des partenaires plus écoutés de l'école devrait aider à enrayer cette tendance

Rizwan, S., & Wadheefa, A. (2026). **Beyond equality: unpacking the need for equity in women's educational leadership in the Maldives** (p. 20). Consulté à l'adresse NORRAG (Network for international policies and cooperation in education and training) website: <https://www.gpekix.org/sites/default/files/2026-07/dFg7oe41u8yoXw14yFA8Sig768KB3wUCn5H3FKTz.pdf>

Ruben Pomella, A., & Ali, M. (2026, octobre). **Young Migrants in Outermost Europe (YMOE2026). A Research about Migration and Education in France Overseas Territories.** <https://doi.org/10.13140/RG.2.2.34104.92166>

EU member states with overseas territories, such as France, face additional, multilayered challenges in managing migration flows. The European Union has, in fact, recognized the unique challenges facing Outermost Regions (ORs), adopting specific strategies to address their geographic and socioeconomic disadvantages (European Parliament, 2021). Supporting this approach, recent studies highlight how ORs face compounded integration challenges due to their isolation from continental Europe, requiring tailored policy approaches (Benoît, 2019; European Commission, 2022). For instance, Martinique and Guadeloupe are among the least represented territories in intra-Caribbean migration datasets (ECLAC, 2024). This underrepresentation results in limitation of analysis of regional migration trends, leading to systemic underreporting of both quantitative and qualitative migration data. Consequently, policies aimed at migrant inclusion in European ORs are often undermined by insufficient evidence. Our research project (YMOE2026), financed by a MSCA Postdoctoral Fellowship, has the purpose of addressing these gaps by: empirically evaluating the impact of educational policies on social inclusion; investigating how physical and symbolic learning environments shape educational outcomes; strengthening the capacity of educators and practitioners.

Sengupta, N., Munshi, R., & Kaur, R. (2026). **A foot in the door: evaluating the supernumerary seats scheme for girls in the IITs.** *Higher Education*, 92(2), 833-858. <https://doi.org/10.1007/s10734-025-01551-8>

This paper critically examines the implementation of a novel affirmative action scheme, the Supernumerary Seats Scheme (SSS), to raise the proportion of female students in undergraduate degree programs to 20% in the Indian Institutes of Technology (IITs). SSS led to the creation of additional seats for females and bifurcated all available seats into two categories: "female-only" and "gender-neutral." Our analysis of official data and documents shows that SSS has been remarkably successful in meeting its stated objective in a short span of time, albeit with regional variations. We also find that SSS is nudging high-ranking females to apply in greater numbers to highly competitive and historically male-dominated branches in IITs like computer science, electrical and mechanical engineering. There is however an in-built tension in the allocation design of SSS wherein female candidates are unable to compete for gender-neutral seats prior to being considered for female-only seats, in a stark departure from traditional caste-based reservation. In-built heterogeneity also exists in the extent of affirmative action the scheme entails for different branch-institute pairs. Overall, our study presents the first rigorous evaluation of this landmark policy and in doing so highlights the urgent need for improved communication on the design, implementation and impact of the scheme.

Soares, R., & Melo, F. (2026). **Renforcement positif ou système de récompenses et de punitions : un regard critique foucaldien sur la gestion de comportement des élèves en classe et le pouvoir disciplinaire à l'école.** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u95>

Plutôt que de reconduire le discours dominant qui présente le fonctionnement positif comme une pratique bienveillante, nous soutenons dans cet article que le renforcement positif fait partie du système de récompenses et de punitions, comme décrit par Foucault, et que la gestion de classe, sous couvert de bienveillance et d'efficacité pédagogique, participe à des mécanismes de discipline et de normalisation des comportements des corps. Sur le plan des pistes d'intervention, nous proposons de réfléchir à des approches alternatives telles que la justice restauratrice, voire la justice réparatrice, en soulignant la nécessité, pour le personnel scolaire, de reconnaître que les élèves peuvent être soumis à des injustices scolaires et sociales. Ces injustices ne peuvent être résolues par un simple discours d'égalité de traitement, ni par des dispositifs comportementaux individualisants qui occultent les dimensions structurelles du pouvoir à l'école.

Sovet, L., Brioux, K., Zenasni, F., & Hajjat, N. (2026). **Personnalité proactive et sentiment d'efficacité vocationnelle en première année à l'université : une analyse des conditions nécessaires.** *L'orientation scolaire et professionnelle*, (55/3), 455-487. <https://doi.org/10.4000/16s6q>

Cette étude vise à explorer les liens entre personnalité proactive et sentiment d'efficacité vocationnelle auprès d'une population étudiante, en s'appuyant sur l'analyse des conditions nécessaires. Cette méthode permet d'identifier quel est le score minimum nécessaire d'une variable indépendante pour atteindre un certain score d'une variable dépendante. Au total, 289 étudiant·es inscrit·es en première année de licence en sciences ont participé à cette étude en complétant la version courte de l'échelle de personnalité proactive et la version courte de l'échelle du sentiment d'efficacité vocationnelle. Après un examen de sa structure factorielle, le sentiment d'efficacité vocationnelle a été appréhendé en tant que score global et à travers quatre composantes : sélection d'objectifs, résolution de problèmes, information sur les métiers et les formations et planification et mise en œuvre de ses objectifs. Les résultats montrent que les dimensions du sentiment d'efficacité vocationnelle qui relèvent davantage de comportements actifs comparativement aux dimensions les plus réflexives, sont celles qui requièrent le plus haut niveau de personnalité proactive. Les implications pour les pratiques d'accompagnement et d'éducation à l'orientation dans l'enseignement supérieur sont discutées.

Stout, P., & Koh, A. (2026). **Escaping China's Gaokao with Chinese Capital: A Bourdieusian Analysis of Wealth, Guanxi and Elite Schooling.** *British Journal of Educational Studies*, 74(4), 503-523. <https://doi.org/10.1080/00071005.2025.2579154>

The gaokao, China's annual college entrance exam, profoundly impacts Chinese students and their families; their singular performance will determine their university pathway. It is the exam of their lives. While studies often focus on rural, low-income, and middle-class experiences, little attention has been paid to how wealthy families circumvent the gaokao altogether. This study addresses that gap through a case study of 'Lennus', an elite school offering an alternative international track. We define elite schools as top-ranked and highly selective institutions serving socially advantaged families; yet 'Lennus' embodies a dual form of elitism. It is academically prestigious, but it also admits students who, though not academically exceptional, leverage socio-economic privilege and guanxi (social connections) to bypass the gaokao. In doing so, such schools become complicit in constructing privileged exit routes from the domestic exam

system. Drawing on Bourdieu's theory, our analysis of interview data shows how elite families strategically convert wealth and guanxi into educational advantages. This process illuminates the reproduction of class advantage while offering fresh insights into the interplay of capital, privilege, and elite schooling in contemporary China.

Tang, H.-H. H., Tsang, K. K., Choi, T.-H., Lam, H. W. M., Li, G., & Zhu, Z. (2026). **Pursuing social justice through education policy programmes: capturing subtleties with a modified welfare regime analysis.** *Journal of Education Policy*, 41(5), 751-775. <https://doi.org/10.1080/02680939.2025.2610835>

Social justice is a central concern for societies worldwide, and governments frequently design education policies to advance it. While research has examined the forms and extent of educational inequities, it has paid less attention to how equity-oriented policies are shaped by historical and contextual factors, especially regional diversity within a single nation. This paper analyses welfare policy interventions in education in two Chinese cities – Beijing and Hong Kong — and explores how their distinct socio-cultural settings influence public views of education as a public or private good. Drawing on a welfare-regime perspective combined with Nancy Fraser's notion of social justice, it offers a new approach to understanding equity-oriented education policies, based on 21 policy programmes. Findings show that both cities employ a direct, centralised approach typically associated with a conservative model, yet their sociopolitical contexts generate divergent strategies. Beijing operates a conservative-productivist regime, using centralised redistribution to advance distributive justice while subordinating recognitive and participatory aims to collectivism and political stability. Hong Kong's conservative-neoliberal regime delegates redistribution to school-level market mechanisms, expanding recognitive coverage but sustaining class-based barriers to participation. It closes with suggestions for disadvantaged students and contributes to wider debates on the need for context-sensitive frameworks of social justice.

Tsang, E. Y. (2026). **From mentor to monster: symbolic power and silence about sexual harassment in China's ivory tower.** *Higher Education*, 92(2), 905-923. <https://doi.org/10.1007/s10734-025-01555-4>

Sexual harassment (hereafter SH) has emerged as a significant issue in Chinese higher education, particularly among graduate students. SH encompasses a range of behaviors from degrading remarks and unwanted sexual advances to violent sexual assault. It predominantly involves younger female students and older male professors. While existing studies often focus on workplace SH through surveys, the experiences and responses of college graduate students to SH by professors remain underexamined. Bourdieu's concept of symbolic power is used to analyze SH within Chinese universities, where institutionalized gender discrimination is perpetuated through hierarchical structures. SH is particularly bad because the apprenticeship system (shimen 师门) casts the teacher-student relationship as mentor-mentee, and even parent-child. The unequal power dynamic is inherently transactional and may border on the incestuous. Interviews with 71 students overall who said they experienced SH at schools in Beijing, Hong Kong, and Jinan, Shandong, resulted in 30 who admitted they remained silent about being sexually harassed. All 30 said their silence was due to marginalization, fear of stigmatization, and coercion. The findings aim to foster environments that empower students to speak out, thereby enhancing awareness and addressing SH in Chinese higher education.

Ujvárossy, O., & Kiss, H. J. (2026). **Does Classroom Gender Composition Shape Risk-Taking and Willingness to Compete?** (Working paper N° 2612). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: <https://EconPapers.repec.org/RePEc:has:discpr:2612>

We study whether classroom gender composition is associated with adolescents' risk-taking and willingness to compete. Using lab-in-the-field data from 1,108 students in 53 classes from nine Hungarian secondary schools, we relate incentivized measures of both outcomes to the share of girls in the class. School fixed effects compare students across classes within the same school, and we interpret these comparisons as conditional associations because class composition is not randomly assigned. Student-level regressions show robust gender gaps: girls are less risk-taking and less willing to compete than boys. Classroom gender composition, however, is not systematically associated with either outcome. Flexible specifications and analyses of boys and class-level gender gaps likewise reveal no consistent pattern.

UNESCO. (2026). **Policy paper: boys' disengagement from education in Cambodia** (p. 10). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000399208>

In Cambodia, boys disengage from education at the lower secondary school level where more boys than girls of official age are out of school, and girls outperform boys in most subjects in international assessments. Drawing from the Cambodia case study on boys' disengagement from education (2026), this policy paper provides policymakers and partners with clear, actionable recommendations for addressing boys' disengagement.

Venechuk, G. E., & Bonham, J. P. (2026). **The degree of reproduction: education, jobs, and gender** (Working paper N° WP-2026-038). <https://doi.org/10.4054/MPIDR-WP-2026-038>

The macrolevel relationship between increases in women's education, family SES, and declines in fertility is well-established. However, region-specific studies (e.g., Sub-Saharan Africa) often highlight exceptions to this trend. We add to the literature by examining this relationship within the historical context of Utah. Utah is an outlier in many ways—it has historically been homogenous with regards to religion, had strong schooling systems, and had higher than average fertility. In this context, we examine whether 1) husband's employment is associated with wife's education levels, 2) wife's education levels are associated with age at first birth and total births, and 3) the relationship between the interaction of husband's employment, wife's education and fertility outcomes. We find a negative relationship between wife's education and fertility—however, we also find that, among self-employed husbands, each additional year of wife's schooling is associated with an increase in total number of children.

Xiong, W. (2026). **Student or customer? Mainland Chinese students' self-identification and reflexivity in Hong Kong's self-financed taught postgraduate programmes.** *Higher Education*, 92(2), 595-615. <https://doi.org/10.1007/s10734-025-01435-x>

Hong Kong's self-financed taught postgraduate (TPg) programmes have experienced significant growth, primarily driven by mainland Chinese students. The marketisation orientation of these programmes may gradually change these students' self-identification of seeing themselves as 'customers' or 'students'. This study aims to explore how mainland Chinese students perceive their identities based on their learning experiences in these self-financed TPg programmes. Using a mixed-methods approach, this study collected 303 responses, and 17 of them joined the follow-up semi-structured interviews. The findings suggest that mainland Chinese students are generally satisfied with the self-financed TPg programmes in Hong Kong for their cost-effectiveness

compared to similar degrees from Western universities and for receiving internationally competitive higher degrees. In their studies, most mainland students view themselves primarily as students pursuing qualifications for career development, but some have transitioned to seeing themselves as customers due to unsatisfactory experiences and influences from teachers and peers. The study aims to contribute to understanding mainland Chinese students' learning experiences when studying abroad and provide practical insights for self-financed TPg programme providers in Hong Kong to enhance the programme quality.

Yazan, Z. O., Kirazci, F., & Buyukgoze-Kavas, A. (2026). **Predictors of perceived future decent work and the moderating role of social support among low-income Turkish Female Students.** *International Journal for Educational and Vocational Guidance*, 26(2), 1067-1092. <https://doi.org/10.1007/s10775-025-09747-1>

This study tested a model on the basis of the Psychology of Working Theory [(Duffy et al. 2014) in *J Couns Psychol* 63(2):127, 2016). <https://doi.org/10.1037/cou0000140>] to examine the predictors of perceived future decent work and the moderating role of social support among low-income female Turkish university students. Data from 397 participants revealed that work volition played a key mediating role, being positively correlated with future decent work and negatively correlated with marginalization experiences and economic constraints. Additionally, social support, as a moderator, influenced the strength of the relationship between marginalization experiences and work volition. These findings emphasize the importance of fostering work volition and enhancing social support to improve access to decent work for marginalized young women.

Yu, S. (2026). **Career decision-making trajectories and their determinants in multiethnic adolescents in high school.** *International Journal for Educational and Vocational Guidance*, 26(2), 965-984. <https://doi.org/10.1007/s10775-025-09723-9>

Multiethnic families in Korea have primarily been formed through marriages between Korean men and foreign women from less developed countries. Multiethnic adolescents face career decision-making challenges due to ethnic discrimination, identity confusion, and limited access to career information. This study aims to analyze multiethnic adolescents' career decision-making changes using data from the Multiethnic Adolescents Panel Survey. The study employed latent growth models for the analysis. Results show steady growth in decision-making with age, influenced by bicultural acceptance, academic adaptation, self-awareness, and peer relationships. The study highlights the importance of fostering these factors to effectively support multiethnic adolescents in making career decisions.

Zhang, H., Hu, L.-C., & Hannum, E. (2026). **Youth educational mobility and the rural family in China.** *Research in Education*, 122(2), 165-198. <https://doi.org/10.1177/00345237231216309>

Urban-rural economic opportunity gaps drive rural youth to seek economic stability by migrating away from home and family. The links between educational attainment and economic outcomes for rural youth are well studied in China and elsewhere, but the implications of educational mobility for rural family relationships remain less understood. Extending tenets of second demographic transition theory, we posit that education sets the stage for "individualization:" geographic mobility for urban work distant from rural family networks. Educational mobility may thus set conditions for upending traditional family co-residence patterns, direct-support relationships, and family-gender attitudes. In this paper, we consider first whether educational advancement is associated with urban economic mobility for rural youth in young adulthood, and then ask whether education is linked to disruption of rural family relations.

Specifically, using the case of children growing up in rural northwest China, we estimate relationships between secondary and tertiary educational attainment and (1) economic stability, (2) intergenerational geographic separation and material exchange, and (3) traditional family and gender role attitudes, after adjusting for potential confounders. Results show that for both men and women, education is associated with greater economic stability in young adulthood, across several measures, and with an erosion of adherence to traditional family and gender attitudes. Moreover, for men, education correlates to less family proximity and more material exchange.

Zhao, X., Chen, K., Vahed, A., & Khoza, T. E. (2026). **Reforging cultural identity through global virtual exchange: a case study of an Asia-Africa project.** *Pedagogy, Culture & Society*, 34(5), 1387-1410. <https://doi.org/10.1080/14681366.2026.2669639>

As higher education becomes increasingly internationalised, Global Virtual Exchange (GVE) has emerged as a promising pedagogy for intercultural learning across geographically distant contexts. Yet existing literature centred on Global North settings and often treats GVE as a neutral platform for contact, overlooking how identity, language, and power are negotiated within uneven post-colonial conditions. Addressing the limited research on Global South collaborations, this study conceptualises GVE as an emerging pedagogy rather than a technological tool. Through a post-colonial lens, it examines how students in an Asia-Africa GVE project negotiated cultural differences. Findings show that GVE created a dialogic contact zone where students questioned inherited stereotypes, reflected on divergent communicative norms, and renegotiated cultural and learner identities. However, these processes were shaped by asymmetries in English proficiency, educational traditions, and intercultural skills. The article argues that GVE's transformative potential depends on critically designed structures supporting reflexivity, communicative divergence, and equitable engagement.

Zhao, Y., Zhou, Y., & Wang, G. (2026). **Student voices: constructing leadership identities in a global university.** *Higher Education*, 92(2), 577-593. <https://doi.org/10.1007/s10734-025-01434-y>

The development of student leadership in higher education increasingly requires understanding how leadership identities are constructed through social interactions, particularly in cross-cultural contexts. Drawing on DeRue's (2011) adaptive leadership theory, this study explores how students claim and grant leader and follower identities through their social interactions and how both cultural backgrounds and institutional contexts shape these identities in a global university in China. Participants engaged in ongoing claiming and granting processes where leadership identities were negotiated through individual, relational, and collective social interactions. Some participants needed to build trust and validate their leadership capabilities (individual internalisation), while others emerged through recognition from followers (relational recognition). At the same time, some gained legitimacy through broader group endorsement (collective endorsement). By identifying key patterns in how students claim and grant leader identities across cultural boundaries, we provide insights that can help institutions better support student leadership development while bridging cultural differences.

Climat de l'école

Alhaimer, R., & Hassan, H. (2026). **Perceptions of rebranding: a survey of student attitudes toward the new logo of Arab Open University in Kuwait.** *Quality & Quantity*, 60(5), 14909-14938. <https://doi.org/10.1007/s11135-026-02766-2>

This study examines students' perceptions of the rebranding initiative at Arab Open University (AOU), Kuwait Branch, with a particular focus on the newly introduced logo and visual identity. Using a cross-sectional quantitative survey design, data were collected from undergraduate students across different faculties. The findings indicate generally positive evaluations of the new logo in terms of modernity, professionalism, visual appeal, and alignment with institutional values. Inferential analysis further revealed a strong positive association between overall logo evaluation and students' recommendation intention ($r = .80$, $p < .001$), with regression results showing that logo perception explained approximately 65% of the variance in advocacy behavior ($R^2 = .65$). The study contributes to higher education branding literature by demonstrating the significant relationship between visual identity transformation and stakeholder endorsement behavior.

Gao, Y., Wang, X., & Quan, Q. (2026). **Exploring Chinese students' engagement with student voice for social justice pedagogy: the role of classroom climate, willingness to communicate, and creative thinking.** *Higher Education*, 92(2), 655-672. <https://doi.org/10.1007/s10734-025-01465-5>

In the era of heightened global focus on social justice and equity, educational practices are undergoing significant reform to better cater to the diverse needs of students. Amongst these innovations, the student voice for social justice (SVSJ) pedagogy has emerged as a pivotal approach, as it emphasises the integration of students' perspectives and lived experiences to foster an equitable learning environment. Despite its significance, research on SVSJ within the Chinese educational context remains scarce. To address this gap, the present study adopts structural equation modelling (SEM) to investigate the intricate interplay between classroom climate, willingness to communicate (WTC), creative thinking, and classroom engagement, all of which resonate with the core principles of SVSJ pedagogy. The results highlight the central role of classroom climate in predicting classroom engagement, emphasising its foundational importance in creating an environment conducive to learning and participation. Furthermore, creative thinking emerges as a crucial mediator, bridging the gap between a positive classroom climate and enhanced engagement. Notably, WTC exerts an even stronger mediating influence in this relationship, highlighting the significance of fostering an open and communicative classroom culture. Taken together, these insights offer a more refined understanding of the ways in which classroom dynamics influence engagement in socially just educational settings, offering some insights for educators, policymakers, and stakeholders in China and globally.

Haspolat, N. K., Açırgan, M., Ciminli, A., & Koç, M. (2026). **What Works Against Peer Bullying? A Meta-Analysis of School-Based Interventions in Türkiye.** *Educational Psychology Review*, 38(1), 119. <https://doi.org/10.1007/s10648-026-10214-8>

Peer bullying remains a persistent global concern with far-reaching implications for students' psychological, social, and academic development. While numerous interventions have been developed to address this issue, their effectiveness within culturally specific contexts warrants further investigation. This meta-analysis synthesizes 35 empirical studies conducted in Türkiye, encompassing 1,534 participants aged 4 to 17. Using a random-effects model, the findings

indicate that intervention programs are associated with reductions in bullying ($ES = 0.78$) and victimization ($ES = 0.74$) and improvements in social skills ($ES = 0.62$) and well-being ($ES = 0.83$), although effects varied across studies and should be interpreted in light of between-study heterogeneity. Exploratory moderator analyses suggested that effects were associated with educational level and participant type for bullying, and with theoretical background for victimization; however, these subgroup patterns should be interpreted cautiously given the limited number of studies in some categories and the fact that moderators were examined in separate models. In exploratory univariable meta-regression analyses, session duration was associated with bullying effect sizes, whereas the number of sessions was not. These results underscore the importance of developing comprehensive, theoretically informed, and culturally responsive anti-bullying strategies, while also suggesting potential mechanisms and boundary conditions that may inform the adaptation of such interventions beyond the Turkish context.

Legodec, O., Montanède, E., Venot, T., & Ali, M. (2026, octobre). **Enquêter le climat éducatif dans l'enseignement supérieur aux Antilles. Une étude longitudinale auprès des étudiants de l'INSPE de Martinique**. Consulté à l'adresse <https://hal.science/hal-05765079>

Ce poster présente les résultats de l'enquête « Le climat universitaire à l'INSPE de Martinique », menée entre novembre et décembre 2025 auprès des étudiants de l'INSPE de Fort-de-France. Cette étude s'inscrit dans la continuité d'une première enquête réalisée en 2023 et vise à mieux comprendre les perceptions étudiantes concernant les conditions de vie, d'étude et de bien-être au sein de l'institution. Cette recherche repose sur une démarche quantitative fondée sur la diffusion d'un questionnaire adressé à l'ensemble des étudiants inscrits à l'INSPE. Au total, 87 réponses ont été recueillies soit environ 1 étudiant sur 5. Le questionnaire explore plusieurs dimensions du climat universitaire : relations sociales, sentiment de sécurité, conditions matérielles d'apprentissage, accessibilité des infrastructures, inclusion et bien-être étudiant. L'enquête permet d'identifier des tendances générales et donne accès au vécu et aux représentations des étudiants. Les résultats mettent en évidence un climat universitaire contrasté. D'un côté, les étudiants expriment majoritairement une satisfaction concernant leurs relations au sein de l'INSPE. De l'autre, plusieurs fragilités structurelles apparaissent : une majorité des répondants estime que les infrastructures ne sont pas suffisamment adaptées, notamment en matière d'accessibilité, et certains espaces du campus sont perçus comme insécurisants. L'enquête met également en évidence plusieurs fragilités qui traversent le vécu étudiant. Certains répondants déclarent avoir été confrontés à des situations de discrimination ou de violence, tandis que beaucoup évoquent des difficultés liées à leurs conditions de vie et d'étude. Le cumul entre emploi et études, la dépendance aux aides financières ou au soutien familial, ainsi que la difficulté à maintenir un équilibre entre vie personnelle et vie universitaire témoignent de réalités socio-économiques parfois contraignantes. Ces difficultés s'accompagnent d'un sentiment de manque d'information ou de visibilité concernant les dispositifs d'inclusion et d'accompagnement proposés aux étudiants, notamment pour les publics allophones, étrangers ou ayant des besoins spécifiques. Cette recherche propose ainsi une lecture contextualisée du climat universitaire en Martinique et vise à produire des données utiles pour accompagner les politiques institutionnelles d'amélioration du bien-être étudiant, de l'inclusion et des conditions d'étude au sein de l'INSPE.

Mikailoff, N., Cartaut, S. C., & Bayet, M.-N. (2025). **Le bien-vivre ensemble lors de l'entrée en collège : la contribution d'une didactique éducative des conseillers principaux d'éducation**. *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nax>

L'étude porte sur l'entrée au collège des élèves de classe de 6e et l'accompagnement par un conseiller principal d'éducation (CPE) d'un rituel éducatif permettant de fédérer les élèves autour du bien vivre ensemble. Ce rituel nommé « Grand Frère - Grande Sœur » repose sur un mentorat des élèves de 6e par leurs pairs de classes de 3e. A partir de postulats théoriques issus d'une didactique de l'action éducative, nos résultats documentent les gestes professionnels du CPE accompagnant et sa transposition didactique du savoir-vivre ensemble permettant de construire le rapport des élèves à la norme scolaire. Par ailleurs, nous montrons les pressions psychosociales existantes entre parents et élèves au cours de cette période ainsi que les enjeux d'acquisition de compétences psychosociales et émotionnelles pour des relations sociales apaisées.

Musambay Ramazani, L. (2026). **Droits de l'enfant à l'épreuve de la discipline scolaire à Kisangani**. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-droits-de-l-enfant-a-l-epreuve-de-la-discipline-scolaire-a-kisangani/86525?srsId=AU7gw4Wpck3AiXSqn9KoPSj_69btW9n4a-VZxgr4lgl80DEwunzDe1ed

L'école est un espace d'apprentissage, de socialisation et de formation citoyenne. Pour en assurer le bon fonctionnement, les établissements scolaires appliquent des règlements d'ordre intérieur définissant les règles de conduite et les sanctions disciplinaires. Toutefois, ces mesures doivent respecter l'intérêt supérieur et les droits fondamentaux de l'enfant. À partir d'une analyse des règlements en vigueur dans les écoles secondaires publiques et privées de Kisangani, cet ouvrage met en lumière les tensions entre discipline scolaire et protection des droits de l'enfant. Il montre que certaines sanctions demeurent incompatibles avec la dignité humaine, les principes pédagogiques modernes et les normes juridiques nationales et internationales. Fondée sur une approche juridique associant analyse normative, enquête de terrain et étude des pratiques scolaires, cette recherche met en évidence des violations institutionnalisées des droits de l'enfant, en examine les causes, les manifestations et les effets. Elle propose enfin des réformes juridiques, pédagogiques et institutionnelles pour promouvoir une discipline scolaire respectueuse des droits de l'enfant en République Démocratique du Congo.

Simar, C., Cury, P., Jourdan, D., Pironom, J., Monier, M., Riera-Navarro, C., & Regnier, V. (2026). **Empowering teachers for health education: a systemic analysis of engagement in school well-being promotion**. *Health Education*, 1-22. <https://doi.org/10.1108/HE-08-2025-0160>

This study investigates the factors influencing primary school teachers' engagement in health education and well-being promotion in France. It aims to identify the personal, institutional and contextual determinants that shape teachers' professional practices and perceptions of health education as part of their educational mission. The study is embedded within the ALLIANCE initiative, a randomized intervention program involving 101 schools across four French departments. Baseline quantitative data from 243 teachers were collected prior to the start of a three-year training program on health education, psychosocial skills and health literacy, designed to support whole-school health promotion. Bivariate and multivariate statistical analyses (logistic and linear regressions) were conducted to identify predictors of engagement, integration and motivation related to health education. Teacher engagement was significantly associated with perceived relevance of health education in professional practice, intrinsic interest, self-efficacy, participation in school-wide well-being initiatives, and awareness of peer practices. Collective dynamics and institutional support emerged as key facilitators, while working alone and lack of alignment between resources and perceived roles were negatively associated. Teachers only motivated by the inclusion of HE in the demonstrated weaker

integration, highlighting a tension between institutional legitimacy and professional ownership. This study presents several threats to internal validity, including voluntary participation, which may introduce self selection, and reliance on self reported questionnaires, which can generate social desirability and recall bias (Lynagh et al., 1997). External validity is limited by the fact that participating schools were already engaged in a health promotion initiative, restricting generalization beyond similar contexts. Moreover, the analysis is based on cross sectional baseline data, which prevents causal inference; longitudinal follow up and mixed methods analyses are needed, in line with recommendations for complex school health promotion evaluations (Inchley et al., 2007). The next phase of this research will analyze, at Year 3 of the Alliance Initiative, the following question: How do the global standards and institutional frameworks promoted by the Alliance for Health-Promoting Schools shape teachers' pedagogical and professional practices in delivering health education and promoting student well-being in school settings? In addition, a separate article will examine the quality of implementation of the Health-Promoting School approach over time, providing insights into fidelity, adaptation, and sustainability of whole-school strategies. These perspectives aim to deepen understanding of systemic factors influencing teacher engagement and to inform evidence-based strategies for embedding health education within whole-school approaches. The findings underscore the need for targeted professional development that strengthens teachers' intrinsic motivation and self-efficacy through experiential and collaborative formats. School leaders should foster supportive environments that embed health education into strategic planning and encourage peer collaboration. From a societal perspective, empowering teachers to deliver comprehensive health education enhances pupils' health literacy, psychosocial skills, and overall well-being, which are essential for academic success and lifelong health. By promoting whole-school approaches, this research supports public health goals and advances equity in education. This study offers a systemic and multi-layered analysis of teacher engagement in health education, extending previous research by integrating personal, relational and organizational dimensions. It provides new insights into the differentiated pathways of engagement and supports the development of whole-school approaches that align policy, training and practice to foster sustainable health promotion in schools.

Évaluation des dispositifs d'éducation-formation

Bechichi, N., Charpentier, A., Cornetet, J., Dextre Polo, M., El Bah, F., Barone, C., ... Soudali, L. (2026). **Évaluation des organisations des enseignements de français et de mathématiques en sixième et cinquième : premiers résultats pour l'année scolaire 2024-2025** (p. 145). Consulté à l'adresse <https://www.education.gouv.fr/depp/evaluation-des-organisations-des-enseignements-de-francais-et-de-mathematiques-en-sixieme-et-505810>

Cette étude vise à documenter précisément le déploiement du dispositif des « groupes de besoins » et ses modalités de mise en œuvre au cours de l'année scolaire 2024-2025 ainsi qu'à en évaluer les effets causaux sur les apprentissages des élèves.

Coupaud, M., Fouchet-Isambard, K., Martin, E., Castéra, J., Impedovo, M. A., & Leroux, B. (2025, décembre). **Impact d'un dispositif d'enseignement par investigation par une approche STEM sur le raisonnement scientifique des collégiens**. Consulté à l'adresse <https://hal.science/hal-05766120>

Impact d'un dispositif d'enseignement par investigation par une approche STEM sur le raisonnement scientifique des collégiens

Goldman, B., Gracie, J., & Porter, S. (2026). **When Resources Meet Relationships: The Returns to Personalized Supports for Low-Income Students** (Working paper N° 35740). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35740>

Children from low-income families face barriers outside the classroom that impede learning and limit opportunities for economic mobility. We study Communities In Schools (CIS), a program that places coordinators in high-poverty schools to connect struggling students with personalized support. Coordinators match students to resources that address academic, behavioral, and basic needs—such as tutoring, mental health counseling, and housing stabilization. CIS is the largest program of its kind in the U.S., reaching 2 million students annually. Using the staggered rollout of CIS, we find that the program boosts test scores for struggling students. These gains persist, raising high school completion and adult earnings. Improvements in test scores explain only about half of CIS's impact on high school graduation; the remainder reflects progress on non-cognitive outcomes such as attendance and behavior. Consistent with CIS's emphasis on personalization, coordinators tailor services to distinct student needs, yet students with different needs experience comparable long-run gains. Placing a trusted adult in schools, backed by a network of programs and services, may offer a scalable way to improve economic mobility.

Sengupta, N., Munshi, R., & Kaur, R. (2026). **A foot in the door: evaluating the supernumerary seats scheme for girls in the IITs**. *Higher Education*, 92(2), 833-858. <https://doi.org/10.1007/s10734-025-01551-8>

This paper critically examines the implementation of a novel affirmative action scheme, the Supernumerary Seats Scheme (SSS), to raise the proportion of female students in undergraduate degree programs to 20% in the Indian Institutes of Technology (IITs). SSS led to the creation of additional seats for females and bifurcated all available seats into two categories: "female-only" and "gender-neutral." Our analysis of official data and documents shows that SSS has been remarkably successful in meeting its stated objective in a short span of time, albeit with regional variations. We also find that SSS is nudging high-ranking females to apply in greater numbers to highly competitive and historically male-dominated branches in IITs like computer science, electrical and mechanical engineering. There is however an in-built tension in the allocation design of SSS wherein female candidates are unable to compete for gender-neutral seats prior to being considered for female-only seats, in a stark departure from traditional caste-based reservation. In-built heterogeneity also exists in the extent of affirmative action the scheme entails for different branch-institute pairs. Overall, our study presents the first rigorous evaluation of this landmark policy and in doing so highlights the urgent need for improved communication on the design, implementation and impact of the scheme.

Zhong, J. (2026). **Early Grade Retention Harms Adult Earnings**. *American Economic Journal: Applied Economics*, 18(4), 276-308. <https://doi.org/10.1257/app.20230121>

This paper provides new causal evidence on the effects of grade retention on educational attainment, behavioral outcomes, and labor market performance by analyzing Texas's reading test-based retention policy. Using a fuzzy regression discontinuity design, I find that third-grade retention significantly reduces annual earnings at age 26 by \$3,477 (19 percent). While temporarily improving test scores, retention increases absenteeism, violent behavior, and juvenile

crime, and reduces the likelihood of high school graduation. Moreover, retained students exhibit higher community college enrollment but lower public university attendance, though neither estimate is statistically significant.

Formation continue

Afrin, S., Petit, P., Vuillerme, N., & Asaduzzaman, M. (2026). **Planetary health in practice: A scoping review of education and training for nurses and midwives.** *International Journal of Nursing Studies Advances*, 11(6), 100670. <https://doi.org/10.1016/j.ijnsa.2026.100670>

Digital technologies are reshaping human behavior, health care delivery, and population health; however, their cumulative effects across the lifespan remain underexplored. This viewpoint argues that exposures arising from interactions with digital technologies should be formally integrated into exposome science as a distinct, measurable component of the human environment. Our aims are to (1) redefine the digital component of the exposome (the digital exposome) within the broader exposome framework, (2) examine its life course implications for health and equity, and (3) outline a research and policy agenda to enable its systematic measurement and integration into clinical and public health practice. Digital technology-related exposures can confer benefits such as enhanced health monitoring, personalized interventions, improved access to care, and the promotion of healthy behaviors. However, they may also introduce potential risks, including mental health challenges, cognitive and circadian disruptions, sedentary lifestyles, exposure to misinformation, and widening inequities among vulnerable populations. Despite their ubiquity, digital technology-related exposures remain poorly integrated into clinical medicine, epidemiology, or public and global health policies. Drawing on interdisciplinary evidence from exposure science, epidemiology, and digital phenotyping research, we propose a refined conceptual definition of the digital exposome grounded in the classical exposome domains. We propose redefining the digital exposome as the full spectrum of exposures resulting from interactions or proximities with digital technologies and their combined influence on health across the lifespan. This framework conceptualizes digital technology-related exposures as a dynamic set of environmental influences operating through sociotechnical, behavioral, and biological pathways over the life course. To operationalize this framework, we discuss practical approaches using validated behavioral instruments, objective device use logs, ecological momentary assessments, smartphone-based digital phenotyping, and wearable sensing technologies. Systematic measurement, large-scale longitudinal studies, and harmonized exposure metrics are needed to characterize the cumulative health impacts of digital environments more accurately. Emerging tools such as digital markers or biomarkers and digital phenotypes offer promising opportunities to link real-world technology use with physiological and biological outcomes, thereby supporting precision medicine and population health strategies. Ethical governance, privacy safeguards, and equity considerations must be embedded from the start, drawing on emerging exposomethics frameworks. Recognizing the digital exposome as a modifiable determinant of health offers a foundation for evidence-based guidance, prevention strategies, and policy interventions suited to increasingly digital societies. By integrating digital technology-related exposures into exposome science, clinical practice, and public health research, this viewpoint seeks to foster interdisciplinary dialogue, guide future empirical work, and support the development of safer and more equitable digital environments across the lifespan.

André, M., & Leyh, O. (2025). **Accompagnement-recherche en littératie : identifier des leviers de développement professionnel avec et pour les enseignants.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nav>

Cet article explore un dispositif d'accompagnement-recherche. Fondée sur des échanges entre chercheurs et enseignants, cette recherche participative articule validité scientifique (principes didactiques éprouvés) et validité sociale (appropriation par les acteurs). À travers l'étude de deux trajectoires d'enseignantes, cet article analyse de manière exploratoire les leviers favorisant le développement professionnel dans le contexte de la mise en œuvre d'outils didactiques dans le courant de l'evidence-based education (EBE). Les résultats montrent que des outils didactiques structurants, une intégration progressive, des formations concrètes et un accompagnement bienveillant contribuent à transformer les pratiques d'enseignement et les conceptions de la lecture et de l'écriture chez les enseignants participants. L'articulation entre pratiques efficaces et réflexivité professionnelle apparaît essentielle pour instaurer des changements durables et ouvre la voie à une transférabilité vers d'autres contextes.

Dutoit, M., & Barbier, J.-M. (2026). **Les transformations de l'expérience à l'occasion de sa réévocation dans un récit en collectif.** *Savoirs*, 71 (2), 37-44. <https://doi.org/10.3917/savo.071.0037>

L'expérience est devenue une référence majeure tant pour les milieux professionnels de la formation et des métiers de l'humain que pour les milieux de recherche sur l'activité. Restent ouvertes cependant plusieurs questions importantes : qu'appelle-t-on expérience ? Comment se constitue-t-elle ? Comment peut-on y accéder ? Comment se transforme-t-elle ? Comment peut-on rendre compte à la fois de la singularité du vécu des sujets et des processus partagés de fabrique de l'expérience ? Dans le cadre d'un programme de recherche de la Chaire Unesco-ICP sur la formation professionnelle, les auteurs ont réuni des enseignants-chercheurs et des professionnels de divers secteurs autour de la thématique de la fabrication de l'expérience. L'expérience y est définie comme une transformation simultanée d'une activité et d'un sujet en activité. Sont distingués ce qui m'advient, ce que je fais de ce qui m'advient, ce que je dis de ce qui m'advient. L'accès à la construction/reconstruction de l'expérience s'effectue selon plusieurs modes : le rappel, le récit individuel ou collectif, l'inférence et la confrontation à des traces d'activité. Cet article est centré sur la construction et la transformation d'une expérience collective de commandement d'un service de pompiers de l'Essonne où les participants sont mis en situation de revécu de leur « feu ».

Frétygné, C. (2026). **« Aspiration, incitation, injonction... et accès »: Regards croisés sur les initiatives des employeurs et des salarié.es en matière de formation.** *Savoirs*, 71 (2), 29-36. <https://doi.org/10.3917/savo.071.0029>

L'article étudie trois dimensions relatives à la formation des salarié.es en France : ce qui, juridiquement, est à l'initiative de leur entrée en formation ; ce qu'il en est des logiques sociales incitant/enjoignant à se former ; quels sont les effets en matière d'accès effectif à la formation. Le texte plaide enfin pour le développement d'approches comparées permettant de mettre en regard la situation française avec d'autres configurations nationales.

Kabir, R., & Maimouni, H. (2026). **Peer Support in Higher Education by and for Adults Returning to Study.** In D. Guralnick, M. E. Auer, & A. Poce (Éd.), *Creativity and New Technologies in Learning for the Workplace and Higher Education* (p. 85-98). https://doi.org/10.1007/978-3-032-09908-2_7
Success in higher education is a challenge, particularly for first-year students and adult returners. This exploratory research examines the effectiveness of peer teaching as a methodological

support device. A study was carried out at the Haute École Francisco Ferrer (Belgium), where 15 third-year students coached 30 first-year students through six themed sessions on note-taking, time management, class participation, managing stress in the academic process and exam preparation. The mixed analysis, combining quantitative data (questionnaires) and qualitative data (interviews and observations), revealed a significant improvement in first-year students' sense of competence (+ 1.5 points on a scale of 5), better time management and a positive impact on their motivation. Coaching by more experienced peers also promotes autonomy and academic success. For tutors, the experience enhances their ability to synthesize information and their sense of pedagogical responsibility. However, challenges remain, notably time management and the need for prior tutor training. These results confirm the value of collaborative learning for the integration and retention of students in higher education. To optimize this approach, longitudinal follow-up and increased institutional support are recommended.

Leininger-Frézal, C. (2026). **Implementing Diversity in Teacher Training in Geography Education.** *IGU Regional Conference. Exploring The Earth, Connecting world.* Consulté à l'adresse <https://hal.science/hal-05730847>

Geography education shows limited attention to the diversity of content and of the actors represented. Certain groups are not given the opportunity to demonstrate their abilities, whereas others are overrepresented and stereotyped. The latter category largely comprises white, middle aged men. This paper therefore examines how geography might be taught differently. Within the Erasmus Plus V GeoSciEd project, a training model has been developed to equip educators with tools to integrate diversity into their pedagogical practices. This model combines the TPACK model (Mishra, & Koehle, 2006) and Universal Design for Learning (Hall et al., 2012) with subject specific knowledge. The model has been integrated into the Master's degree in Education at Paris Cité University for in service teachers engaged in continuing professional development. The study analyses the implementation of this model and explores the benefits and limitations of integrating diversity training into geography teacher education. The analysis draws on a qualitative approach (Creswell & Creswell, 2018) to oral and written work produced by trainee teachers, as well as to their interactions with trainers. The findings suggest that the model affects the teacher education programme as a whole and cannot be reduced to a single session devoted to diversity. Trainee teachers need to become aware of the lack of diversity in the curriculum and to develop their knowledge of epistemology and ICT in education. Diversity is thus presented as a potential catalyst for the development of trainee teachers' reflective skills. However, the emergence of new teaching practices is constrained by the difficulty of finding appropriate resources. In addition, it is not always easy to respond adequately to the sometimes very high level of diversity within student populations. Creswell, J. W., & Creswell, J. D. (2018). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (5th edition). SAGE Publications, Inc. Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal Design for Learning in the Classroom : Practical Applications*. Guilford Press. Mishra, P., & Koehle, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*,. *Teachers College Record*, 108(6), 1017-1054.

Petrucci, S., Gagnon, R., & Florey, S. (2025). **De l'enseignant e au passeur se : vers un dispositif de formation continue robuste ?** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nas>

Cet article présente un dispositif de recherche-développement visant à former des enseignant-es-formateur-trices (F2) à l'introduction de nouveaux moyens d'enseignement

romands en français dans le canton de Vaud. Le dispositif s'appuie sur la théorie de l'apprentissage transformateur de Mezirow et positionne les F2 comme des passeurs de connaissances (brokers) entre la recherche et le terrain scolaire. Dans cette perspective, le développement professionnel suppose une prise en compte ou une transformation des cadres de référence des formé·es : des présupposés qui orientent l'action enseignante, révélés par des dilemmes désorientants, sont interrogés et remis en question grâce à une réflexivité collective. Deux questionnaires ont été administrés en début et fin de formation auprès de 36 et 40 répondant·es. Le premier questionnaire permet d'initier une réflexion transformatrice par six dilemmes perturbateurs confrontant les F2 à des résultats de recherche sur l'enseignement du français. Le second questionnaire documente l'évolution des pratiques déclarées après expérimentation des nouveaux moyens. Les résultats montrent que la majorité des F2 adoptent une attitude réflexive face aux constats de recherche et mobilisent leurs expériences pour argumenter. Après la formation, des évolutions dans les pratiques déclarées sont observées, notamment en enseignement de l'oral, suggérant une transformation potentielle de certains cadres de référence.

Rainford, J. (2026). **Using Zemiology to explore the potential social harms of a lifelong learning entitlement.** *Journal of Education Policy*, 41(5), 816-835.
<https://doi.org/10.1080/02680939.2025.2560376>

The Lifelong Learning Entitlement (LLE) policy aims to provide equal access to loan funding for all adults aged 18–60 pursuing level 4–6 courses in both further and higher education in England. Its goal is to address the 'problem' of funding access to vocational training and retraining throughout an individual's life course. The study employs a novel analytical approach, combining Bacchi's 'What's the problem represented to be?' (WPR) approach with a zemiological lens to examine the harms generated by the LLE's problem representation. It demonstrates how various harms, including financial, psychological, and cultural harms, are produced. The paper further argues that the LLE policy's focus on economic value may restrict individuals' opportunities to follow education and training paths that reflect their personal aspirations, as it prioritises specific types of provision. This paper makes an original contribution to education policy studies by showing how analysing the harms produced by the LLE policy through a zemiological lens can offer ways to consider how to mitigate these harms. Although the analysis centres on a single policy in England, this combination of the WPR approach and a zemiological lens offers a systematic method for examining policy harms, with potential applicability both nationally and internationally.

Roy, P., & Brière, F. (2025). **Dispositifs de recherche et développement professionnel des acteurs : un regard épistémologique.** *Questions Vives. Recherches en éducation*, (44).
<https://doi.org/10.4000/16nan>

Les dispositifs de recherche-formation ou de recherche participative impliquant conjointement des acteurs de terrain et des chercheurs revêtent des formes plurielles. Selon les orientations théoriques adoptées et la manière d'appréhender le travail des acteurs et leurs savoirs professionnels, ces dispositifs se différencient par leurs finalités, leurs contextes de déploiement, leurs modalités opératoires, la nature des savoirs mobilisés ou générés et leurs processus d'élaboration, ainsi que p...

Roy, P., Deslarzes, D. S., Kolly, H., & Kuettel, A. (2025). **Développer la professionnalité d'enseignants du secondaire dans le cadre d'une communauté discursive de pratiques professionnelles : le**

quartier durable comme problème complexe d'une éducation à l'ère de l'Anthropocène.

Questions Vives. Recherches en éducation, (44). <https://doi.org/10.4000/16nat>

Une communauté discursive de pratiques professionnelles (CDPP) a engagé un collectif d'acteurs de la Suisse romande dans la conception de situations d'enseignement-apprentissage et d'un dispositif de formation continue sur le quartier durable appréhendé comme problème complexe d'une éducation à l'ère de l'Anthropocène. Cet article explore le potentiel de ce dispositif de recherche participative – médiatisé et instrumenté par un système d'outils culturels et sémiotiques – pour favoriser la circulation des savoirs entre les acteurs et la coconstruction de savoirs de métier sur l'enseignement de ce problème chez les enseignants. L'analyse des interactions discursives sur 15 séances, couplées aux situations de classe, montre le potentiel de cette communauté pour coconstruire des savoirs de métier sur la conduite de démarches prospectives de résolution de problèmes interdisciplinaires articulant problématisation et modélisation tout en intégrant le processus de conception technique. Toutefois, l'orientation MINT du projet qui a conduit à prioriser les dimensions écologique et technique au détriment de la dimension sociale dans la problématisation du quartier durable s'est avérée contraignante pour mobiliser l'approche politique sous-jacente à l'éducation à l'ère de l'Anthropocène.

Simar, C., Cury, P., Jourdan, D., Pironom, J., Monier, M., Riera-Navarro, C., & Regnier, V. (2026).

Empowering teachers for health education: a systemic analysis of engagement in school well-being promotion. *Health Education*, 1-22. <https://doi.org/10.1108/HE-08-2025-0160>

This study investigates the factors influencing primary school teachers' engagement in health education and well-being promotion in France. It aims to identify the personal, institutional and contextual determinants that shape teachers' professional practices and perceptions of health education as part of their educational mission. The study is embedded within the ALLIANCE initiative, a randomized intervention program involving 101 schools across four French departments. Baseline quantitative data from 243 teachers were collected prior to the start of a three-year training program on health education, psychosocial skills and health literacy, designed to support whole-school health promotion. Bivariate and multivariate statistical analyses (logistic and linear regressions) were conducted to identify predictors of engagement, integration and motivation related to health education. Teacher engagement was significantly associated with perceived relevance of health education in professional practice, intrinsic interest, self-efficacy, participation in school-wide well-being initiatives, and awareness of peer practices. Collective dynamics and institutional support emerged as key facilitators, while working alone and lack of alignment between resources and perceived roles were negatively associated. Teachers only motivated by the inclusion of HE in the demonstrated weaker integration, highlighting a tension between institutional legitimacy and professional ownership. This study presents several threats to internal validity, including voluntary participation, which may introduce self selection, and reliance on self reported questionnaires, which can generate social desirability and recall bias (Lynagh et al., 1997). External validity is limited by the fact that participating schools were already engaged in a health promotion initiative, restricting generalization beyond similar contexts. Moreover, the analysis is based on cross sectional baseline data, which prevents causal inference; longitudinal follow up and mixed methods analyses are needed, in line with recommendations for complex school health promotion evaluations (Inchley et al., 2007). The next phase of this research will analyze, at Year 3 of the Alliance Initiative, the following question: How do the global standards and institutional frameworks promoted by the Alliance for Health-Promoting Schools shape teachers' pedagogical and professional practices in delivering health education and promoting student

well-being in school settings? In addition, a separate article will examine the quality of implementation of the Health-Promoting School approach over time, providing insights into fidelity, adaptation, and sustainability of whole-school strategies. These perspectives aim to deepen understanding of systemic factors influencing teacher engagement and to inform evidence-based strategies for embedding health education within whole-school approaches. The findings underscore the need for targeted professional development that strengthens teachers' intrinsic motivation and self-efficacy through experiential and collaborative formats. School leaders should foster supportive environments that embed health education into strategic planning and encourage peer collaboration. From a societal perspective, empowering teachers to deliver comprehensive health education enhances pupils' health literacy, psychosocial skills, and overall well-being, which are essential for academic success and lifelong health. By promoting whole-school approaches, this research supports public health goals and advances equity in education. This study offers a systemic and multi-layered analysis of teacher engagement in health education, extending previous research by integrating personal, relational and organizational dimensions. It provides new insights into the differentiated pathways of engagement and supports the development of whole-school approaches that align policy, training and practice to foster sustainable health promotion in schools.

Supper, X., & Lauzier, M. (2026). **Prédire les réactions des apprenants à l'égard de la formation : le rôle de l'orientation des buts centrée sur l'apprentissage.** *Savoirs*, 71(2), 119-131. <https://doi.org/10.3917/savo.071.0119>

Cette étude a pour objectif de mieux comprendre la relation entre l'orientation des buts centrée sur l'apprentissage (learning goal orientation) et différents types de réactions qu'émettent les apprenants une fois la formation terminée. 101 apprenants ont pris part à cette étude en remplissant deux courts questionnaires. Les résultats montrent l'effet de l'orientation des buts centrée sur l'apprentissage (mesurée avant le début de la formation) sur les réactions affectives et globales (mesurées à la fin de la formation). Ces résultats invitent à réfléchir quant à l'utilité des réactions qu'émettent les apprenants comme indicateur fiable des qualités d'une formation.

Tiberghien-Leclercq, V. (2026). **Investigations sur la production scientifique récente de la revue Savoirs.** *Savoirs*, 71(2), 157-168. <https://doi.org/10.3917/savo.071.0157>

Cet article propose une analyse qualitative de 26 articles publiés dans la revue Savoirs de 2021 à 2025. Cette investigation permet de mettre en évidence certaines dynamiques actuelles de la recherche francophone en formation et éducation des adultes.

Vergnas, O. L., Jouet, E., & Vinçon-Leite, A. (2026). **Des discours sur les savoirs expérientiels aux travaux sur la réflexivité liée aux troubles de santé : retour d'expérience de la communauté CoReS.** *Savoirs*, 71(2), 57-66. <https://doi.org/10.3917/savo.071.0057>

Cette communication, issue de l'atelier «de l'expérience aux savoirs», expose le retour d'expérience de la communauté informelle CoReS (Coopérations Réflexives en Santé). Elle présente d'abord les objectifs et la genèse de cette communauté mixte, constituée progressivement en parallèle de différents colloques ayant mis en évidence l'intérêt de passer d'une logique de reconnaissance des «savoirs expérientiels» à une prise en considération de la réflexivité associée aux troubles de santé. Elle précise ensuite une première définition de travail donnée à cette réflexivité, entendue comme «le processus consistant à conscientiser, à réfléchir et à expliciter ses actions, ses réflexions, à prendre du recul sur soi, sur ses perceptions, sur les

réactions de son corps et sur ses émotions ainsi qu'à s'autoréguler», ainsi que les cadres permettant son analyse. Enfin, trois points d'étape concernant les travaux en cours au sein de CoReS sont présentés.

Winder, C. G.-B., Brière, F., & Assude, T. (2025). **Rôle des acteurs dans les constellations au service du développement professionnel des enseignants**. *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nau>

Notre contribution s'intéresse au déploiement dans l'académie d'Aix-Marseille d'une constellation, un dispositif de formation continue des professeurs des écoles en France s'inspirant des recherches participatives par leur adossement aux analyses réflexives et collaboratives des pratiques effectives des enseignants. Dans ce dispositif, les formateurs, et non pas les chercheurs, accompagnent les praticiens. Nous interrogeons alors les rôles respectifs du formateur et des enseignants dans l'action conjointe au cours d'une constellation en mathématiques au regard des savoirs de métier mobilisés et des modalités de co-conception des situations de classe. Poursuivant une double visée épistémique et transformative, notre recherche conjugue différents corpus (questionnaires, films, entretiens semi-dirigés et d'auto-confrontation) et échelles d'analyse (mésoscopique, mésodidactique, microdidactique), au croisement d'orientations scientifiques issues de la didactique et de la psychologie du travail. Nous prenons appui sur les descripteurs de l'action conjointe transposés au cadre de la formation. La mise en évidence des processus de négociation et de co-élaboration des savoirs de métier interroge les conditions, modalités et empêchements du développement professionnel des professeurs des écoles.

Insertion professionnelle

Fischer, A., Gorshkov, A., Sandoy, T. M., & Walldorf, J. (2026). **Peers and careers: unequal returns to elite alumni networks** (Working paper N° 2026:17). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2026_017

Do alumni ties preserve economic advantage? Linking random tutorial-group assignments at a Danish business school to administrative career data, we show that students align careers more with group peers than others in the same cohort, particularly through shared workplaces. These effects are especially pronounced among students from the wealthiest families and concentrated in top-paying firms. More exposure to affluent peers raises earnings, access to top-paying jobs, and increases the probability of reaching the top income ranks for similarly privileged students, while not for others. Job transitions to group peers point to gains from peer-connected moves, again concentrated among wealthier students.

Yazan, Z. O., Kirazci, F., & Buyukgoze-Kavas, A. (2026). **Predictors of perceived future decent work and the moderating role of social support among low-income Turkish Female Students**. *International Journal for Educational and Vocational Guidance*, 26(2), 1067-1092. <https://doi.org/10.1007/s10775-025-09747-1>

This study tested a model on the basis of the Psychology of Working Theory [(Duffy et al. 2014) in J Couns Psychol 63(2):127, 2016]. <https://doi.org/10.1037/cou0000140>] to examine the predictors of perceived future decent work and the moderating role of social support among low-income female Turkish university students. Data from 397 participants revealed that work volition played a key mediating role, being positively correlated with future decent work and negatively

correlated with marginalization experiences and economic constraints. Additionally, social support, as a moderator, influenced the strength of the relationship between marginalization experiences and work volition. These findings emphasize the importance of fostering work volition and enhancing social support to improve access to decent work for marginalized young women.

Zhong, J. (2026). **Early Grade Retention Harms Adult Earnings**. *American Economic Journal: Applied Economics*, 18(4), 276-308. <https://doi.org/10.1257/app.20230121>

This paper provides new causal evidence on the effects of grade retention on educational attainment, behavioral outcomes, and labor market performance by analyzing Texas's reading test-based retention policy. Using a fuzzy regression discontinuity design, I find that third-grade retention significantly reduces annual earnings at age 26 by \$3,477 (19 percent). While temporarily improving test scores, retention increases absenteeism, violent behavior, and juvenile crime, and reduces the likelihood of high school graduation. Moreover, retained students exhibit higher community college enrollment but lower public university attendance, though neither estimate is statistically significant.

Marché du travail

Cairó, I., & Lipton, A. (2026). **Labor Market Discrimination and the Racial Unemployment Gap: Can Monetary Policy Make a Difference?** *American Economic Journal: Macroeconomics*, 18(4), 390-428. <https://doi.org/10.1257/mac.20240207>

Black workers experience higher, more volatile unemployment than White workers, a racial disparity unexplained by observables. A New Keynesian model with a frictional labor market, endogenous separations, and employer discrimination explains these outcomes. We use the model to assess how alternative monetary policy strategies affect labor market outcomes by race. Switching to a monetary policy rule where interest rates respond to shortfalls of employment from its maximum level instead of deviations raises inflation and does not reduce the racial unemployment gap. A monetary policy rule where interest rates respond to the racial unemployment gap also fails to reduce the gap.

Oleš, T., & Roncone, F. (2026). **The Labor Market Effects of AI Automation and Augmentation** (Working paper N° 1821). Consulté à l'adresse Global Labor Organization (GLO) website: <https://EconPapers.repec.org/RePEc:zbw:glodps:1821>

Does artificial intelligence automate work or augment workers' productive capabilities? Our results show that it can do both, through distinct channels that conventional exposure measures obscure. We distinguish these channels by linking U.S. patents to occupations' tasks and tools, with patent-task matches capturing automation and patent-tool matches capturing augmentation. Using the origins and diffusion of historical AI breakthroughs to predict contemporary local exposure, we find large but opposing labor-market effects. A one-standard-deviation increase in AI automation reduces occupational employment by 21 percent, with little effect on wages; AI augmentation instead raises wages by 8 percent, alongside some employment growth. We also find that a larger AI share within each channel strengthens labor displacement through automation while shifting augmentation's effects from employment growth toward wage gains. The labor-market consequences of AI therefore depend critically on the balance between automation and augmentation rather than overall exposure alone.

Weber, A., Card, D., Dauth, W., Frimmel, W., Schmieder, J., & Winter-Ebmer, R. (2026a). **The Returns to International Migration in a Free Mobility Setting: Evidence from Austria and Germany** (Working paper N° 2026-07). Consulté à l'adresse Department of Economics, Johannes Kepler University Linz, Austria website: <https://EconPapers.repec.org/RePEc:jku:econwp:2026-07>

How big are the gains to international migration? How do they vary across migrants? We study these questions using linked administrative data for Austria and Germany, focusing on migrants who were steadily employed 2-4 years before their move and using their previous co-workers as a comparison group for a difference-in-differences design. We combine data from the origin and destination countries for 5 years after the move, allowing us to assess the gains for those who remain in the destination and those who return. On average, migrants from Austria to Germany experience an immediate and persistent rise of around 13% in their daily wage relative to their matched co-workers, while migrants from Germany to Austria gain about 4%. The higher returns for Austrians are mainly driven by higher average wages in Germany, rather than by differential selection of migrants. Consistent with a dynamic learning model, the returns to migration are largest for migrants who remain in the destination country, smaller for those who return after 1-4 years, and zero or even slightly negative for those who return in less than a year. They are also larger for migrants who follow established cross-border networks between workplaces. To help interpret our findings we conduct a parallel analysis of domestic migrants who move to a larger city (Vienna or one of the 5 largest cities in Germany). "Big city" movers experience gains in wages of about 5% for Austrians and 10% for Germans. Again the gains are largest for those who remain in the destination city, with smaller effects for those who move on.

Weber, A., Card, D., Dauth, W., Frimmel, W., Schmieder, J., & Winter-Ebmer, R. (2026b). **The Returns to International Migration in a Free Mobility Setting: Evidence from Austria and Germany** (Working paper N° 35774). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35774>

How big are the gains to international migration? How do they vary across migrants? We study these questions using linked administrative data for Austria and Germany, focusing on migrants who were steadily employed 2-4 years before their move and using their previous co-workers as a comparison group for a difference-in-differences design. We combine data from the origin and destination countries for 5 years after the move, allowing us to assess the gains for those who remain in the destination and those who return. On average, migrants from Austria to Germany experience an immediate and persistent rise of around 13% in their daily wage relative to their matched co-workers, while migrants from Germany to Austria gain about 4%. The higher returns for Austrians are mainly driven by higher average wages in Germany, rather than by differential selection of migrants. Consistent with a dynamic learning model, the returns to migration are largest for migrants who remain in the destination country, smaller for those who return after 1-4 years, and zero or even slightly negative for those who return in less than a year. They are also larger for migrants who follow established cross-border networks between workplaces. To help interpret our findings we conduct a parallel analysis of domestic migrants who move to a larger city (Vienna or one of the 5 largest cities in Germany). "Big city" movers experience gains in wages of about 5% for Austrians and 10% for Germans. Again the gains are largest for those who remain in the destination city, with smaller effects for those who move on.

Métiers de l'éducation

Affran, S., Quao, B., & Arthur Duncan, E. (2026). **Justice Perceptions and Teacher Performance: The Mediating Role of Professional Love in Ghanaian Senior Secondary Schools.** *Social Justice Research*, 39(3), 290-312. <https://doi.org/10.1007/s11211-026-00485-5>

Most studies on organizational justice and teacher outcomes examine schools with high autonomy. Less is known about how fairness functions in resource-constrained public schools across sub-Saharan Africa. This gap matters because perceived fairness corresponds with teacher commitment and instructional effort, which are associated with learning quality. This study examines associations among distributive, procedural, and interactional justice and teacher performance in public senior secondary schools in Ghana's Greater Accra Region. Professional love, teachers' emotional bond and care for the profession and students, is tested as a mediator. Using Organizational Justice Theory and Self-Efficacy Theory, data from 399 teachers in Class A schools were analyzed with structural equation modeling. Procedural justice demonstrates the strongest association with teacher performance. Interactional justice does not. Both procedural and interactional justice show significant associations with professional love, which in turn is associated with performance and accounts for these associations. Distributive justice has a modest direct association with performance but no significant connection to professional love, yielding a non-significant indirect path. The findings extend theory by clarifying boundary conditions for settings with limited control over rewards. Procedural and interactional fairness show stronger connections to affective commitment and sustained instructional effort than outcome allocation. Strengthening transparent procedures and respectful communication may therefore support improved teacher effectiveness.

African Centre for School Leadership. (2026). **Afrocentric school leadership: an ACSL practice framework for school leadership and professional development in Africa** (p. 26). Consulté à l'adresse African Centre for School Leadership website: https://africancentreforschoolleadership.org/content/uploads/2026/08/ACSL-practice-framework_Afro-centric-school-leadership.pdf

Aguilar-Bohorquez, J., Goldhaber, D., Grout, C., Mykerezi, E., Pathak, P., & Sojourner, A. (2026). **Eliciting Information about Teacher Applicants Using Open-Ended Questions** (Working paper N° 18942). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18942>

Employers often use open-ended questions in hiring, but usually responses aren't recorded, and knowledge about the usefulness of such responses is limited. This study investigates properties of written responses to open-ended questions collected over many years via an application tracking platform that school districts use to hire teachers. We develop a scalable process to discover topics within the corpus of responses to each question and to score documents. It adapts a traditional qualitative topic modeling approach, Inductive Thematic Analysis, to combine the strengths of researcher judgment and large language models while preserving interpretability and transparency. Questions elicit distinct information regarding a candidate's pedagogical skills, classroom management, professional philosophy and growth mindset, relational and cultural competence, and other professional attributes. Questions regarding classroom activities and student progress generate more dispersion in responses across

applicants and fewer extreme demographic selection ratios. This framework empowers researchers and practitioners to assess language-based hiring instruments transparently and to monitor potential demographic disparities.

Allam, M.-C. (2026). **Les coopérations interprofessionnelles en éducation en prise avec la forme scolaire : Quand les acteurs de terrain des cités éducatives s'approprient l'injonction au partenariat.** *Spirale - Revue de recherches en éducation*, 78(2), 79-92. <https://doi.org/10.3917/spir.078.0079>

Expérimentée à partir de 2019 dans près de deux cents quartiers prioritaires français, la politique des Cités éducatives vise à coordonner les actions à destination des enfants et des jeunes de 0 à 25 ans en matière d'insertion, d'emploi, de parentalité, de réussite scolaire, etc. Affichant une vocation partenariale, le dispositif finance des projets qui associent les acteurs de la communauté éducative locale (enseignants, personnels scolaires, acteurs socio-éducatifs locaux, etc.). Issu d'une recherche postdoctorale, cet article analyse les modalités de coopération entre les enseignants et des acteurs socio-éducatifs non scolaires dans le cadre de six projets labélisés par différentes Cités éducatives. Il interroge les implications de ces coopérations sur la forme scolaire et sur la division du travail éducatif.

André, M., & Leyh, O. (2025). **Accompagnement-recherche en littérature : identifier des leviers de développement professionnel avec et pour les enseignants.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nav>

Cet article explore un dispositif d'accompagnement-recherche. Fondée sur des échanges entre chercheurs et enseignants, cette recherche participative articule validité scientifique (principes didactiques éprouvés) et validité sociale (appropriation par les acteurs). À travers l'étude de deux trajectoires d'enseignantes, cet article analyse de manière exploratoire les leviers favorisant le développement professionnel dans le contexte de la mise en œuvre d'outils didactiques dans le courant de l'evidence-based education (EBE). Les résultats montrent que des outils didactiques structurants, une intégration progressive, des formations concrètes et un accompagnement bienveillant contribuent à transformer les pratiques d'enseignement et les conceptions de la lecture et de l'écriture chez les enseignants participants. L'articulation entre pratiques efficaces et réflexivité professionnelle apparaît essentielle pour instaurer des changements durables et ouvre la voie à une transférabilité vers d'autres contextes.

Bajomi, I. (2026). **Les enseignants hongrois sous contrôle... de 2010 au 12 avril 2026.** *Éducation et Sociétés*, 56(2), 201-219. <https://doi.org/10.3917/es.056.0201>

En Hongrie, entre 2010 et 2026, les gouvernements autoritaires de Viktor Orbán ont restreint l'autonomie des établissements et des enseignants. Une nouvelle faculté universitaire a été créée pour renforcer l'identité nationale dans la formation initiale et contrôler toute la formation continue du secteur public. Ses objectifs ont repris des idées conservatrices des anciennes élites hongroises puis des gouvernements de droite post-guerre froide. Les enseignants sont vus par Orbán comme une corporation clé du pouvoir étatique de même que les fonctionnaires, les militaires ou les policiers. Pour produire des enseignants dévoués à l'État, le gouvernement les a privés de leur statut de fonctionnaire acquis en 1992. Cette dégradation a précarisé leurs conditions de travail, aggravé la pénurie d'enseignants surtout en milieu rural et suscité désobéissances civiles et réactions syndicales sanctionnées par une restriction drastique du droit de grève associée à des licenciements. Après les élections législatives du 12 avril et la chute pacifique du régime autoritaire, en juillet 2026 lorsque le point final de cet article est mis, il est

incontestable que le contrôle sur les enseignants hongrois se desserre... Les attentes sont immenses, mais les oppositions encore marquées.

Ball, S., & Murtagh, L. (2026). **A critical exchange between reviewers and authors**. *Research in Education*, 122(2), 269-275. <https://doi.org/10.1177/00345237251385921>

Baujard, C., & Kahlik, L. (2026). **Transformation de l'expérience d'accompagnement et reconnaissance professionnelle des personnes en situation de handicap**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 20-33. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/733>

This article presents a theoretical and conceptual analysis of the experience of caregivers in the context of professional recognition of people with disabilities. It seeks to understand how a transformative professional reciprocity allows for the reconciliation of ethical imperatives and human values. Thus, how does the recognition of people with disabilities affect the professional experience of caregivers? Based on a review of the scientific literature, it appears that a change in perspective towards vulnerable individuals depends on the subjective engagement of caregivers who are part of support communities inherent to living together. Keywords: recognition at/of work, research method, scientific approach, support for people with disabilities, transformative experience.

Bednarz, N., Maheux, J.-F., Bacon, L., Saboya, M., & Lajoie, C. (2025). **Développement d'une professionnalité : regard épistémologique sur la co-production dans une recherche collaborative menée avec des conseillers pédagogiques**. *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nar>

Cet article s'inscrit dans le développement de l'approche de recherche collaborative (RC) en éducation, sous l'angle de ses apports. Nous nous intéressons à la co-production de la recherche (analyse et diffusion) et à sa contribution au développement professionnel (DP) des praticiens qui y sont engagés. Les travaux antérieurs ont peu exploré la co-production, pourtant centrale pour comprendre les apports des RC et les conditions de leur diffusion. Nous prenons appui sur une RC menée avec des conseillers pédagogiques en mathématiques pendant quatre ans, dont l'intention était de mieux comprendre l'exercice de leur métier en lien avec l'accompagnement des enseignants. L'analyse met en évidence la forme que prend ce DP : le développement d'une professionnalité profondément imbriquée à l'approfondissement d'un métier dont les contours s'explicitent, se précisent et se raffinent. Parallèlement, nous examinons comment le positionnement épistémologique de cette approche de RC est cohérent avec la manière dont la co-production et le développement sont conçus et se vivent.

Boulin, A. (2026). **Ouvrir sa classe aux artistes:Entre contrôle et laisser-faire**. *Spirale - Revue de recherches en éducation*, 78(2), 105-115. <https://doi.org/10.3917/spir.078.0105>

À partir d'une enquête ethnographique réalisée dans un collège francilien, notre article analyse en quoi le travail collaboratif met à l'épreuve les professionnalités d'enseignants impliqués dans des projets d'éducation artistique et culturelle. À l'initiative des projets et principaux protagonistes dans leur conception, ils choisissent de travailler principalement avec des artistes familiers aux interventions en milieu scolaire. Pour autant, malgré le fort cadrage qu'ils réalisent, la mise en œuvre des projets, auprès des élèves dans l'enceinte des classes, déstabilise la routine de ces enseignants qui sont confrontés à de nouvelles incertitudes quant à la place qu'ils doivent

occuper. Laisser l'artiste prendre la main sur l'activité s'avère déstabilisant mais peut également favoriser des gains professionnels pour des enseignants s'autorisant à travailler autrement.

Café pédagogique. (2026, septembre 29). **Entretien avec Pierre Périer : « Les attentes à l'égard des enseignants n'ont jamais été aussi élevées »**. Consulté 29 septembre 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/09/29/entretien-avec-pierre-perier-les-attentes-a-legard-des-enseignants-nont-jamais-ete-aussi-elevees/>

Pénurie de candidats, manque de reconnaissance, conditions de travail dégradées : la crise du métier enseignant touche de nombreux pays. Pierre Périer, sociologue et professeur en sciences de l'éducation, président

Casanova, R. (2026). **Existe-t-il une pédagogie spécialisée et ses conséquences pour la formation des éducateurs et enseignants spécialisés ?** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 34-48. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/707>

This text examines the distinction between special and mainstream pedagogy through the lens of Edgar Morin's complex thought. Overcoming this duality lies in educability, a common denominator that transcends populations and ages. Inclusive education is structured around three levels (individual, collective, institutional) and four axes (common language, mechanisms, daily practice, and analysis of responsiveness). It is based on the 4Rs (Reference Points, Responsibility, Recognition, Respect), guarantees foundational prohibitions, and develops Mauss's triptych of « giving, receiving, and reciprocating. » Reverse integration follows, making specialization a standard of excellence. The purpose of education is then to transform the institution by guiding it towards Institutional Pedagogy, which educates the institution in a meta-reflective stance, transforming power into authority, and thus transcending the sterile opposition between special and mainstream. Keywords: educability, inclusive training, institutional pedagogy.

Chaaban, Y., Alkhateeb, H., & Al-Ahmadi, A. (2026). **Exploring supports and constraints to school counselors' practices through Q-methodology research.** *International Journal for Educational and Vocational Guidance*, 26(2), 893-915. <https://doi.org/10.1007/s10775-025-09740-8>

This Q study explored the systems of influence on 24 male career counselors' practices in Qatari public schools along intrapersonal, relational, and contextual dimensions. Results revealed three perspectives, which differed on the basis of the loci of supports. Accordingly, relationships matter most for F-1, professional goals and values matter most for F-2, and work conditions matter most for F-3. There was also a high level of consensus among factors, revealing shared viewpoints on the supports and constraints to participants' practices. These results are discussed in light of the status of career counseling and the importance of research emerging from the Global South.

Chartier, M. (2026). **Accueillir un atelier philo dans sa classe:« Bulle d'air » ou situation de socialisation professionnelle ?** *Spirale - Revue de recherches en éducation*, 78(2), 93-104. <https://doi.org/10.3917/spir.078.0093>

Des Ateliers philo, composés de pratiques de l'attention et de discussions à visées philosophiques, sont proposés par l'association SEVE et mis en œuvre dans des classes du primaire et du secondaire. Un enseignant et un animateur SEVE se retrouvent alors en co-présence. À partir d'une enquête ethnographique, il s'agira de questionner ces situations d'intermétiers inédites en tant que moments de socialisation professionnelle en situation de travail. Quel sens les

enseignants accordent-ils à ce projet ? L'observation par les enseignants d'autres activités et façons d'entrer en relation avec les enfants transforme-t-elle leur manière d'enseigner ? Qu'est-ce que cela produit dans le groupe professionnel ?

Delavergne, C. (2026). **Faire collectif dans les établissements scolaires du second degré:Analyse anthropo-didactique des relations professionnelles entre les enseignants et leur encadrement.** *Spirale - Revue de recherches en éducation*, 78(2), 143-159. <https://doi.org/10.3917/spir.078.0143>
À partir d'une approche anthropo-didactique, cet article permet d'identifier et de comprendre le fonctionnement, les limites et les conditions du travail collectif interprofessionnel au sein des établissements scolaires. Les résultats, issus d'un dispositif mixte de recueil de données, rendent compte des mécanismes de médiation qui régulent le travail des enseignants et de leur encadrement faisant ainsi apparaître les décalages entre les pratiques et les logiques des différents groupes professionnels. Les divergences les plus essentielles entre les groupes professionnels portent sur la mise en œuvre des directives institutionnelles, sur l'usage des instruments de pilotage ainsi que sur l'échelle et les modalités du travail collectif. Si les situations sont hétérogènes selon les contextes, force est de constater que l'essor du new public management tend à rigidifier les relations entre les différents groupes professionnels, limitant d'autant les possibilités de faire collectif de manière systématique et durable.

Dumulescu, D., Opre, A., Necula, C.-V., Cristea, D., & Mara, D. (2026). **How does career calling impact teachers' self-efficacy, competencies and satisfaction? A structural equation model.** *International Journal for Educational and Vocational Guidance*, 26(2), 1183-1207. <https://doi.org/10.1007/s10775-025-09728-4>

This study investigates the role of calling within the teaching profession, proposing an explanatory model that examines the relationships between calling, career competencies, occupational self-efficacy, life satisfaction and subjective career success. Utilising structural equation modelling (SEM) and data collected from a sample of 801 Romanian teachers, the study evaluates how a strong sense of career calling enhances occupational self-efficacy and perceived competencies, which in turn influence both subjective career success and overall life satisfaction. Results underscore the centrality of a calling orientation in teaching, suggesting its integration as a focus within teacher education programs to support career development and personal fulfilment.

Ficapal-Cusí, P., Rajmil, D., & Torrent-Sellens, J. (2026). **Reinstituting teacher agency and classroom resilience amid geopolitics of AI homogenisation.** *Pedagogy, Culture & Society*, 34(5), 1455-1473. <https://doi.org/10.1080/14681366.2026.2709075>

The development of Artificial Intelligence in Education (AIEd) is often presented as a narrative of technological neutrality, sustained by the logic of efficiency and deterministic inevitability. This paper questions that assumption, exploring how global power structures influence AI implementation, propelled by divergent geopolitical visions that hint at deeper national interests. Through a critical analysis of the existing literature, three hegemonic models are identified: instrumental in the United States, behavioural in China, and regulatory in Europe. Then, the paper critically reviews algorithmic homogeneity and the associated cognitive delegation that might diminish teachers' agency and pedagogical capacity. The notion of classroom resilience is proposed as an alternative integrative framework. This resilience is not understood as mere technological adaptation in the face of ongoing change, but as the claim to regain teaching

agency and pedagogical sovereignty in the face of the change that educational automation and contextual variables entail.

Gann, R. J., & Hulme, J. A. (2026). **Scholarship reimaged: creating the DARSHE, an inclusive and flexible framework for developing scholarship in higher education.** *Higher Education*, 92(2), 1075-1092. <https://doi.org/10.1007/s10734-025-01562-5>

The expansion and marketisation of Higher Education (HE) over recent years has prompted significant growth in the number and proportion of education-focused academics (EFAs) within the academy. Recognition and reward for these staff has however been a persistent challenge, in part because of debates around the nature of scholarship, variation in institutional criteria pertaining to scholarship, and lack of clarity around recognition of the work undertaken by EFAs. As part of our remit to develop scholarship in our own institution, we conducted workshops with academics from six departments within a post-1992 English university, capturing lived experiences of scholarship, understandings of what it comprised, and perspectives on how scholarship could be supported. We reflect on these discussions, on the literature defining scholarship, and on our own lived experiences as EFAs and supporting EFAs, to reimagine scholarship through an integrated framework, the DARSHE (Description of Activities Relating to Scholarship in Higher Education). The DARSHE framework offers a synthesis of some of the different approaches in the current literature, taking into account the development needs we have identified, and subsequent evaluations with wider stakeholders. The framework can be used by individuals to reflect on their scholarship, as a tool to support the development of an inclusive approach to scholarship by academic developers, and to enable reward and recognition for EFAs in university policy. We suggest that this will lead to a positive impact on colleagues seeking to develop their scholarship, the HE sector, and the students that study within it.

Gardiner-Hyland, F., & van den Hoven, M. (2025). **Preparing for Multilingual Classrooms in Ireland: What Do Student Teachers Need to Know?** *Education Sciences*, 15(8), 1074. <https://doi.org/10.3390/educsci15081074>

Ireland, historically a country of emigration, has transformed into a hub of immigration. Today, over 200 languages are spoken among its 5.25 million residents, with approximately 750,000 individuals speaking a language other than English or Irish at home. This growing linguistic diversity is increasingly reflected in Irish primary classrooms, where teachers are called upon to support students from a wide range of linguistic and cultural backgrounds). In response, Teaching English as an Additional Language (EAL) modules have expanded across initial teacher education (ITE) programs in Ireland. This study examines over two decades of teacher development initiatives, tracing a shift from an earlier bilingual model—where multilingualism was viewed primarily as second language acquisition—to a more expansive, European-informed vision of plurilingualism. Drawing on recommendations for reflexive, linguistically and culturally responsive education, this research adopts an insider/outsider discursive case study approach to explore student teachers' preparedness to support multilingual learners in Irish primary schools. Conducted through a collaboration between an Irish teacher educator/module coordinator and an intercultural education specialist, this study employs reflexive thematic analysis) of student teachers' self-reports from a twelve-week elective module on linguistic and cultural diversity within a Primary Bachelor of Education program. Data were drawn from surveys (n = 35) across three module iterations in 2019, 2021, and 2023. Findings indicate student teachers' growing awareness of language teaching strategies and resources, developing positive orientations toward inclusive and plurilingual pedagogy, and emerging skills in professional collaboration. However, areas for

further development include strengthening agency in navigating real-world multilingual teaching scenarios and embedding deeper reflexivity around linguistic identities, integrating students' home language and intercultural learning. The paper concludes with recommendations to expand access to language teaching resources for diverse student profiles and support collaborative, shared EAL leadership through professional learning communities as part of teacher education reform.

Gavard-Veau, J. (2026). **Les collaborations interprofessionnelles au cœur du métier d'enseignant en prison.** *Spirale - Revue de recherches en éducation*, 78(2), 191-205.
<https://doi.org/10.3917/spir.078.0191>

Les établissements carcéraux constituent des sociétés à part entière (Lemire & Vacheret, 2007), structurées par la coexistence de missions institutionnelles multiples. Ils réunissent des professionnels issus de la justice, de la santé, du travail social et de l'éducation, dont les objectifs ne sont pas nécessairement convergents. Leurs interactions reposent ainsi sur des logiques professionnelles distinctes, susceptibles de générer des tensions et des négociations. Cet article s'intéresse plus particulièrement au métier d'enseignant en milieu carcéral et aux modalités de sa collaboration avec les autres acteurs de l'institution. En interrogeant la place longuement négociée de ces enseignants au sein de l'institution judiciaire (Milly, 2004), il analyse la nature des collaborations pluridisciplinaires en prison et les interactions professionnelles qui les structurent.

Gertsberg, M., & Yimfor, E. (2026). **Editor Visits and Publication Success** (Working paper N° 18922). Consulté à l'adresse IZA Network @ LISER website:
<https://EconPapers.repec.org/RePEc:iza:izadps:dp18922>

Professionals invest heavily in gaining brief access to gatekeepers, yet we know little about whether such encounters affect career outcomes. We ask whether an editor's seminar visit raises junior scholars' chances of publishing in that editor's journal. We link seminar visits at top-100 U.S. finance departments to junior faculty publication histories and editorial rosters of leading economics and finance journals. Because departments select whom to invite and editors choose where to visit, we exploit seminar rotation norms: departments typically wait several years before re-inviting a speaker, generating predictable variation in the timing of editor visits. Effects are close to zero at two-, three-, and four-year horizons. We rule out increases of 50 percent or more relative to baseline at every horizon, and of 30 percent or more after three and four years. Point estimates are more positive for women, scholars at lower-ranked schools, editors who visit fewer schools, and pairs with greater research overlap, suggesting information or access benefits. We find no persistent gains outside the editor's journal. A single editor visit yields no large average publication gain, though smaller gains where access is scarce remain possible.

Gouellec, M. L. (2026). **Le travail relationnel enseignant en début de carrière: Ressources et limites des interactions interprofessionnelles.** *Spirale - Revue de recherches en éducation*, 78(2), 65-77.
<https://doi.org/10.3917/spir.078.0065>

À partir d'une enquête qualitative menée auprès d'enseignant·es débutant·es, cet article analyse les épreuves relationnelles auxquelles ces dernier·es sont confronté·es durant leurs premières années d'exercice. Ces situations révèlent les tensions auxquelles les enseignant·es font face dans la gestion des relations avec les élèves quand ils·elles débutent. Les résultats de cette recherche mettent en évidence le rôle que peuvent jouer les professionnel·les non-enseignant·es dans la régulation de ces situations, notamment en contribuant à une meilleure

compréhension des élèves et en ouvrant d'autres registres d'interaction. La coopération interprofessionnelle apparaît ainsi comme une ressource potentielle – mais encore peu institutionnalisée – souvent marquée par des logiques de délégation plus que de co-construction.

Hien, N. T. (2026). **Enhancing Preschool Teachers' Professional Competence in Alignment with Professional Standards: Proposed Measures and Their Evaluation in Preschools in Ho Chi Minh City, Vietnam.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 174-190. [https://doi.org/10.59324/ejahss.2026.3\(5\).15](https://doi.org/10.59324/ejahss.2026.3(5).15)

This study aims to propose and evaluate measures to enhance preschool teachers' professional competence in alignment with professional standards in preschools in Ho Chi Minh City, Vietnam. Based on a theoretical review of professional standards for preschool teachers and the development of professional competence, the study develops a system of measures to support teachers in improving their professional qualities, knowledge, pedagogical skills, and capacity to meet the requirements of early childhood education reform. The study conducted a survey involving 78 participants, including 40 educational administrators and 38 preschool teachers, to evaluate the necessity and feasibility of the proposed measures. The survey data were analyzed using descriptive statistics, including mean scores, standard deviations, ranking of evaluations, and correlation analysis between the two evaluation criteria. The results indicate that all proposed measures were highly rated in terms of both necessity and feasibility. The overall mean score for necessity was 4.33/5, corresponding to the level of "highly necessary," while the overall mean score for feasibility was 4.29/5, corresponding to the level of "highly feasible." The correlation analysis also revealed a positive relationship between the necessity and feasibility of the proposed measures, reflecting the alignment between the requirements for enhancing preschool teachers' professional competence and the practical conditions for implementation in educational institutions. This study provides a reference basis for educational administrators in developing plans for professional development, support, and capacity building for preschool teachers toward standardization, responsiveness to educational innovation requirements, and sustainable development.

Huchette, M., Martinez-Barrera, L., & Iduñate, G. R. (2026). **Quand le formel et l'informel s'entremêlent : les relations sociales qui comptent dans l'apprentissage du métier d'enseignant.** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u9h>

Les auteurs abordent les premières années d'apprentissage du métier d'enseignant sous l'angle des relations sociales qui soutiennent l'exercice professionnel. Ils interrogent ainsi la nature et l'importance relative des apprentissages imputables aux institutions de formation, des apprentissages plus informels sur le terrain d'exercice professionnel, et de ceux qui ont lieu dans d'autres contextes. Adoptant une conception dynamique, extensive et située des apprentissages professionnels, l'enquête est menée auprès de 15 professeurs de lycée professionnel et 2 professeurs de l'enseignement technologique. Une caractérisation des rapports entre les apprentissages formels et informels est finalement proposée, prenant en compte la dynamique des relations sociales en jeu.

Jacquot, A. (2026). **Quand les cadres éducatifs travaillent ensemble: Conflictualités, diversités et unitées des cadres éducatifs en atelier relais.** *Spirale - Revue de recherches en éducation*, 78(2), 161-175. <https://doi.org/10.3917/spir.078.0161>

Cet article aborde la question des relations interprofessionnelles entre les cadres éducatifs d'un dispositif de lutte contre le décrochage scolaire. Il analyse les rapports sociaux qu'entretiennent

les responsables associatifs, chef·fes d'établissement et Inspecteur·rices de l'Éducation nationale chargé·es de l'Information et de l'Orientation (IEN IO) qui organisent et coordonnent le travail en atelier relais. Il démontre les points de tension et les points communs de ces personnels à travers leurs discours, leurs manières de concevoir leur travail, leur parcours, et enfin leurs représentations des publics en situation de décrochage scolaire. Cet article entend complexifier l'analyse des rapports interprofessionnels dans le cadre du partenariat entre Éducation nationale et éducation populaire au niveau méso.

Jiang, X., Li, M., & Zhang, Z. (2026). **'Bridging borders in academia': the motivations, barriers, and strategies of Global North scholars in Chinese higher education research.** *Higher Education*, 92(2), 987-1009. <https://doi.org/10.1007/s10734-025-01558-1>

China's rise as a global leader in technology and education has positioned its higher education system as a key site of international scholarly inquiry. This study explores the motivations, barriers, and adaptive strategies of Global North scholars conducting research on Chinese higher education through qualitative interviews with 16 of these scholars. The findings indicate that they were motivated by advances in China's higher education system, opportunities for innovations in theoretical approaches to comparing higher education systems, and personal affinities with Chinese culture. However, they encountered significant challenges, including language barriers, cultural misunderstandings, participant distrust, and structural constraints such as uncertain career pathways in China and shifts in the academic climate of the Global North. To navigate these complexities, these scholars employed strategies such as forming reciprocal partnerships with Chinese colleagues, leveraging localized networks for data legitimacy, and balancing methodological rigor with cultural reflexivity. This study highlights the dual role of international scholars as critical analysts and cultural interpreters who exercise agency to traverse epistemic hierarchies and structural inequalities in the global knowledge system. By acting as boundary spanners, they advance the co-production of transnational knowledge and challenge reductive North–South binaries, thereby demonstrating that the Global South is not merely an empirical case study but a generative source of theoretical insight. While grounded in the Chinese context, the findings have broader implications for understanding how international scholars can engage with Southern knowledge systems to foster a more inclusive, dialogical, and pluralistic global academy.

Joyeux, L. (2026). **Enseignants missionnés dans les institutions culturelles:Un cas d'interprofessionnalité.** *Spirale - Revue de recherches en éducation*, 78(2), 177-189. <https://doi.org/10.3917/spir.078.0177>

Les « professeurs relais » sont des enseignants missionnés dans les institutions culturelles pour leur apporter une expertise pédagogique afin d'adapter les projets proposés au public scolaire et de favoriser la fréquentation de ces lieux par les élèves, dans le cadre de l'éducation artistique et culturelle (EAC). Analyser le cas des professeurs relais (PR) permet d'interroger une forme d'interprofessionnalité en dehors de l'espace scolaire : en travaillant en marge des établissements, dans des lieux plus légitimés et au contact de professionnels de la culture, les enseignants appréhendent un nouveau type de socialisation professionnelle. L'enquête porte sur les professeurs relais de deux académies idéaltypiques, et questionne ce que cette mission fait à leur professionnalité et à leur épanouissement personnel dans un contexte de « malaise enseignant » (Barrère, 2017). Dans un second temps l'article tend à montrer que cette collaboration entre des professionnels de deux milieux ne se fait pas sans difficultés.

Kienou, I. (2026). **La professionnalisation des professeurs des écoles catholiques au Burkina Faso : enjeux d'engagement et d'identité professionnelle dans le processus de refondation de l'éducation catholique burkinabè** (Theses, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-05768754>

This doctoral research examines the professionalization, professional identity and engagement of Catholic primary school teachers (PEC) in Burkina Faso within the context of the 1990s refounding of Catholic Education (EC). The research uses a mixed methodology (N=122: 73 questionnaires and 49 semi-structured interviews across three Ecclesiastical Provinces). A second corpus of 14 interviews with ecclesiastical authorities and researchers (bishops, diocesan directors, national secretaries) enables an institutional triangulation. The practitioner-researcher stance (De Lavergne, 2007), the researcher held leadership positions in Burkinabè Catholic Education for twenty years, including seven as diocesan director — grounds the epistemological framework. All three hypotheses (H) are validated. (H1) All six Wittorski (2007) professionalization pathways are documented, under the condition of an institutional mediation (M). (H2) Five identity dynamics, cognitive, affective, cultural, operative and religious, structure PEC professional identity; the religious dimension extends existing models. (H3) Marcia's (1993) identity statuses produce differentiated engagement: 58.2 % identity-achieved; 46.79 % attrition between 2005 and 2015, stabilized since the 2018 salary alignment. The main theoretical contribution is the enriched PIE Model ($P \rightarrow (M) \rightarrow I \rightarrow E \rightarrow P$), an integrative model of the professionalization-identity-engagement dynamic. The thesis formulates three strategic axes of institutional recommendations.

Kim, S. (2026). **Effects of a non-traditional teacher preparation program on non-test outcomes: evidence from Relay Graduate School of Education in New York City**. *Education Economics*, 34(5), 752-773. <https://doi.org/10.1080/09645292.2025.2593341>

This study examines the effects of a non-traditional teacher preparation program, the Relay Graduate School of Education, on non-test outcomes for New York City public school students in Grades 3–8. By controlling for student and school fixed effects, I use plausibly random variation in Relay teacher assignments within students over time to identify causal Relay program effects. Results indicate that Relay-trained teachers are more effective at improving student attendance and marginally effective at reducing suspensions compared to non-Relay teachers. The program shows a particular impact on students of color, male students, and those from economically disadvantaged backgrounds.

Lee, H.-S., & Lee, E. S. (2026). **Testing an integrative model of work–family conflict, social cognitive variables, and job and life satisfaction among Korean teachers**. *International Journal for Educational and Vocational Guidance*, 26(2), 1161-1181. <https://doi.org/10.1007/s10775-025-09725-7>

This study examined the associations between work-to-family conflict (WFC), family-to-work conflict (FWC), work-related self-efficacy, outcome expectations, and job and life satisfaction among 355 South Korean secondary school teachers (197 women, 158 men). The research model proposed that teacher self-efficacy and outcome expectations mediate the impact of work–family conflict on job and life satisfaction. The model demonstrated good fit to the data. Additionally, multigroup analysis revealed gender differences in the structural relationship between these variables. Practical implications for gender-specific interventions and future vocational guidance research to enhance job and life satisfaction of working adults are discussed.

Legendre, F. (2026). **L'injonction au travail interprofessionnel à l'école saisie par la sociologie des groupes professionnels.** *Spirale - Revue de recherches en éducation*, 78(2), 11-21. <https://doi.org/10.3917/spir.078.0011>

L'injonction au travail entre professionnels dans les mondes éducatifs n'est pas nouvelle et constitue un objet de recherche foisonnant ces dernières décennies. Certaines approches conceptuelles, à visées performatives, décrivent finement ces situations de travail mais peinent à dépasser les injonctions normatives et ne permettent pas toujours de comprendre les dynamiques sociales et professionnelles en jeu, pourtant bien identifiées par ailleurs. La sociologie des groupes professionnels permet de dépasser ces limites. Elle offre des outils conceptuels et méthodologiques heuristiques pour saisir, à partir des pratiques et de leurs contextes, la fabrication du travail interprofessionnel. Dans ce cadre, trois concepts d'analyse de données qualitatives apparaissent particulièrement heuristiques : l'arc de travail, les divisions du travail et les trames des négociations.

Lehner, P., & Olivier, A. (2026). **Délégations sous contrôle: Les professeurs principaux et le partage juridictionnel de l'orientation au collège.** *Spirale - Revue de recherches en éducation*, 78(2), 117-127. <https://doi.org/10.3917/spir.078.0117>

Analysant les formes et les modalités du partage juridictionnel de l'accompagnement à l'orientation des élèves du point de vue des professeurs principaux (PP) de collège, cet article examine la division concrète du travail éducatif en la matière. Il s'appuie sur une enquête par observations et entretiens menée au sein d'un collège REP+ d'une grande métropole française. Le partage juridictionnel de l'orientation donne lieu à des délégations sous contrôle de la part des PP, qui se déchargent de tâches jugées trop éloignées de leur cœur de métier tout en veillant à leur mise en œuvre. Asymétriques, ces délégations génèrent une certaine violence symbolique vis-à-vis des personnes à qui elles sont adressées, mais elles représentent aussi des opportunités de s'approprier des espaces et des tâches professionnels sans avoir à lutter pour les obtenir.

Leininger-Frézal, C. (2026). **Implementing Diversity in Teacher Training in Geography Education.** *IGU Regional Conference. Exploring The Earth, Connecting world*. Consulté à l'adresse <https://hal.science/hal-05730847>

Geography education shows limited attention to the diversity of content and of the actors represented. Certain groups are not given the opportunity to demonstrate their abilities, whereas others are overrepresented and stereotyped. The latter category largely comprises white, middle aged men. This paper therefore examines how geography might be taught differently. Within the Erasmus Plus V GeoSciEd project, a training model has been developed to equip educators with tools to integrate diversity into their pedagogical practices. This model combines the TPACK model (Mishra, & Koehle, 2006) and Universal Design for Learning (Hall et al., 2012) with subject specific knowledge. The model has been integrated into the Master's degree in Education at Paris Cité University for in service teachers engaged in continuing professional development. The study analyses the implementation of this model and explores the benefits and limitations of integrating diversity training into geography teacher education. The analysis draws on a qualitative approach (Creswell & Creswell, 2018) to oral and written work produced by trainee teachers, as well as to their interactions with trainers. The findings suggest that the model affects the teacher education programme as a whole and cannot be reduced to a single session devoted to diversity. Trainee teachers need to become aware of the lack of diversity in the curriculum and to develop their knowledge of epistemology and ICT in education. Diversity is thus

presented as a potential catalyst for the development of trainee teachers' reflective skills. However, the emergence of new teaching practices is constrained by the difficulty of finding appropriate resources. In addition, it is not always easy to respond adequately to the sometimes very high level of diversity within student populations. Creswell, J. W., & Creswell, J. D. (2018). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (5th edition). SAGE Publications, Inc. Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal Design for Learning in the Classroom : Practical Applications*. Guilford Press. Mishra, P., & Koehle, M. J. (2006). Technological pedagogical content knowledge : A framework for teacher knowledge. *Teachers College Record*,. *Teachers College Record*, 108(6), 1017-1054.

Lémonie, Y., Grosstephan, V., & Bationo-Tillon, A. (2025). **Théorie de l'activité, intervention formative et développement professionnel dans les changements paradigmatiques en cours.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nao>

Cet article propose une reconceptualisation théorique et épistémologique du développement professionnel en éducation à partir de la théorie historico-culturelle de l'activité (THCA) et de la méthodologie du laboratoire du changement. Il interroge les conceptions dominantes du développement professionnel, majoritairement pensées comme des processus individuels, adaptatifs et centrés sur l'acquisition de compétences. Le développement professionnel est ici envisagé comme un processus collectif, historique et conflictuel de transformation qualitative des systèmes d'activité. L'activité est identifiée comme l'unité dialectique pertinente du développement, comprise comme une formation systémique, médiatisée et orientée par un objet, évoluant à travers des contradictions historiquement constituées. Dans cette perspective, le développement ne relève pas de l'amélioration incrémentale, mais d'une réorganisation expansive de l'activité professionnelle. L'article montre enfin que le laboratoire du changement constitue un dispositif méthodologique privilégié pour soutenir ce développement, en favorisant l'agentivité transformative, la projection vers des futurs souhaitables et l'explicitation de ses dimensions politico-éthiques.

Lepine, A., & Nguyen, N. (2026). **Women in Learning Leadership. Advancing gender-responsive education using evidence in Ethiopia** (p. 62). Consulté à l'adresse UNICEF Innocenti - Global Office of Research and Foresight website: <https://www.unicef.org/innocenti/reports/women-learning-leadership-ethiopia>

This report, produced through the Women in Learning Leadership initiative, examines the policies and practices that shape who becomes a school leader in Ethiopia, and compares schools led by women with those led by men. It finds that schools led by women tend to be smaller, better resourced and have more women teachers. Once these differences are accounted for, women- and men-led schools perform similarly on promotion and dropout rates. Schools with more women teachers, however, show modestly better outcomes for both girls and boys. The analysis also identifies barriers to women's advancement, including long service requirements before becoming eligible for principal positions, limited access to leadership training beforehand, informal recruitment practices and the generally low attractiveness of the role given heavy workloads and modest pay. The report offers policy recommendations for the Ministry of Education and regional authorities to strengthen women's pathways into school leadership. These include making principal positions more attractive through better pay and training and support, building stronger pipelines for women through mentoring, improving transparency in recruitment and promotion and continuing to address barriers to girls' education so that more women can eventually enter and lead in the teaching profession.

Lu, W. C., Lin, S.-H., Cheng, C.-F., & Chen, M.-Y. (2026). **Psychological empowerment, work-family facilitation, and job satisfaction among PE teachers: the moderating role of work-family segmentation preferences.** *International Journal for Educational and Vocational Guidance*, 26(2), 1209-1230. <https://doi.org/10.1007/s10775-025-09741-7>

This study aims to respond to the research call to recognize the boundary conditions between individual differences in work-family theorizing and to provide empirical support for the model of work-family facilitation. Therefore, we adopted the model of work-family facilitation and examined the relationships among psychological empowerment, work-family facilitation, work-family segmentation preferences, and job satisfaction. A total of 233 physical education (PE) teachers participated in this study. The data were collected via questionnaire. The results indicated that work-family segmentation preferences strengthened the indirect effect of psychological empowerment on job satisfaction through work-family facilitation. Limitations and future research directions are discussed.

Manolache, R. (2026a). **Chapitre I. L'héritage et l'organisation de la formation des enseignants du premier degré avant 1989.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 25-50). <https://doi.org/10.4000/16tvz>

Manolache, R. (2026b). **Chapitre II. 1989-2005 : au croisement des changements institutionnels.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 51-76). <https://doi.org/10.4000/16tw3>

Manolache, R. (2026c). **Chapitre IV. Contenus des plans de formation des écoles normales de 1989 à 2005.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 105-130). <https://doi.org/10.4000/16tw1>

Manolache, R. (2026d). **Chapitre IX. Le lien de la formation avec le recrutement.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 243-266). <https://doi.org/10.4000/16tw5>

Manolache, R. (2026e). **Chapitre V. Études de cas : analyse des plans de formation des IUFM d'Amiens et de Rennes.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 131-160). <https://doi.org/10.4000/16tw4>

Manolache, R. (2026f). **Chapitre VI. Études de cas : Collèges universitaires d'instituteurs implantés à Drobeta-Turnu Severin, à Bacău et à Bucarest.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 161-194). <https://doi.org/10.4000/16tw8>

Manolache, R. (2026g). **Chapitre VII. Spécificités, différences et ressemblances entre le contenu des plans de formation des IUFM et des Collèges universitaires d'instituteurs.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 195-218). <https://doi.org/10.4000/16twb>

Manolache, R. (2026h). **Chapitre VIII. La place de l'initiation à la recherche dans la formation initiale des enseignants du premier degré.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 221-242). <https://doi.org/10.4000/16tw0>

Manolache, R. (2026i). **Chapitre X. 20 ans plus tard : des institutions de formation toujours sous pression ?** In *Former les enseignants du premier degré en France et en Roumanie* (p. 267-290). <https://doi.org/10.4000/16tw9>

Manolache, R. (2026j). **Former les enseignants du premier degré en France et en Roumanie.** <https://doi.org/10.4000/16twl>

La formation des enseignants et les politiques qui la structurent sont au cœur des réformes des systèmes éducatifs et des débats à l'échelle européenne et internationale. La question très politique de la formation initiale des enseignants se trouve ici analysée en France et en Roumanie. Centré sur la comparaison des structures publiques françaises et roumaines, l'ouvrage analyse d'un point de vue historique l'évolution de la formation initiale des enseignants et la transition des écoles normales aux IUFM et aux Collèges universitaires d'instituteurs. De 1989 à 2005, les institutions chargées de la formation initiale des enseignants du premier degré évoluent différemment. Or, leur création, dans un contexte de pénurie d'enseignants, s'inscrit dans une politique visant à assurer aux futurs enseignants du premier degré une formation pleinement universitaire et davantage professionnalisante. Dans les deux systèmes, cette évolution est portée par une ambition commune : la revalorisation de la fonction enseignante. En explorant des sources multiples et originales, l'approche franco-roumaine inédite menée ici permet de mettre en avant le poids de l'héritage dans le processus théorique et pratique de construction ou de réforme de la formation initiale des enseignants du premier degré. Dans les deux pays, ce processus se déploie entre rupture, adaptation et surtout continuité.

Meinck, S., Holtmann, M., Fraillon, J., & Strietholt, R. (2026). **School principals as change agents in an era of AI-driven transformation: insights from ICILS 2023** (p. 8). Consulté à l'adresse International Association for the Evaluation of Educational Achievement, IEA website: <https://curated-library.iiep.unesco.org/fr/node/58578>

This Compass Brief presents findings from the 2023 cycle of ICILS, the first international study to capture school principals' perspectives on the emergence of generative AI in schools. Data from more than 1,100 principals in 11 countries, collected in late 2023 and early 2024, provide a unique snapshot of leadership responses at an early stage of AI adoption.

Mikailoff, N., Cartaut, S. C., & Bayet, M.-N. (2025). **Le bien-vivre ensemble lors de l'entrée en collège : la contribution d'une didactique éducative des conseillers principaux d'éducation.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nax>

L'étude porte sur l'entrée au collège des élèves de classe de 6e et l'accompagnement par un conseiller principal d'éducation (CPE) d'un rituel éducatif permettant de fédérer les élèves autour du bien vivre ensemble. Ce rituel nommé « Grand Frère - Grande Sœur » repose sur un mentorat des élèves de 6e par leurs pairs de classes de 3e. A partir de postulats théoriques issus d'une didactique de l'action éducative, nos résultats documentent les gestes professionnels du CPE accompagnant et sa transposition didactique du savoir-vivre ensemble permettant de construire le rapport des élèves à la norme scolaire. Par ailleurs, nous montrons les pressions psychosociales existantes entre parents et élèves au cours de cette période ainsi que les enjeux d'acquisition de compétences psychosociales et émotionnelles pour des relations sociales apaisées.

Ministère de l'Éducation nationale. (2026). **Panorama statistique des personnels de l'enseignement scolaire 2025-2026** (p. 380). Consulté à l'adresse

<https://www.education.gouv.fr/depp/panorama-statistique-des-personnels-de-l-enseignement-scolaire-2025-2026-504389>

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

Montanar, M., & Gambi, L. (2026). **Investing in education 2026. Focus on the teaching profession.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4265> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/606e11de-a5ac-11f1-b25c-01aa75ed71a1>

"Investing in Education" is an annual report that the EU. It is composed of two parts: informs on developments in education investment in - Part 1 analyses the most recent indicators at EU and national levels and the long-term trends concerning public expenditure in education, and compares them with public expenditure in other policy areas. - Part 2 has a thematic focus that changes every year and aims at strengthening the evidence base to support education investment at EU and country levels. The 2026 topic draws on data from the OECD Teaching and Learning International Survey (TALIS) 2024 to identify the factors that can make the teaching profession more attractive. This is particularly policy-relevant because staff costs are the largest category of public expenditure on education in EU countries.

Nicolas-Noir, B., & Corriveau, C. (2025). **La co-production en recherche collaborative comme constitution d'un monde commun.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nap>

Ce texte propose une réflexion méthodologique sur la production de savoirs en recherche collaborative. Nous mobilisons l'approche de Desgagné et Bednarz qui considère les savoirs comme co-construits, par complémentarité entre recherche et pratique. Toutefois, nous questionnons cette complémentarité et ce qu'elle suppose pour l'analyse des données et la diffusion des résultats. Nous choisissons de postuler l'égalité entre recherche et pratique, plutôt que leur complémentarité. Nous repensons alors la co-production à travers la démarche égalitaire du philosophe Rancière et introduisons une approche d'analyse qui s'intéresse aux objets de pensée communs, constitués par la recherche et la pratique. Cette approche est illustrée par des données secondaires, issues de recherches collaboratives sur les transitions scolaires en mathématiques. Il en résulte, d'une part, que l'analyse peut exister déjà dans l'interaction entre recherche et pratique, à travers l'entrelacement ou la reprise de discours. D'autre part, que la diffusion peut advenir comme un partage, aussi pris en charge par la pratique. Enfin, nous suggérons que l'analyse écrite par la recherche et sa diffusion peuvent s'inscrire dans une démarche d'écriture égalitaire.

Otten, S. (2026). **Gender differences in teacher grading across school subjects: Evidence from Germany** (Working paper N° 1222). <https://doi.org/10.4419/96973407>

This study examines whether gender differences in teacher-assigned grades vary systematically across subjects. Using data from German secondary schools, I compare teacher-assigned grades with anonymously graded standardized test scores within a difference-in-differences framework. Across six core subjects spanning the humanities and STEM, I find systematic grading differentials favoring female students. The estimated differential is largest in German and Math and substantially smaller in English and the sciences, indicating considerable cross-subject

heterogeneity. The differential also varies markedly by school track and teacher experience, with systematically larger estimates in the academic track and particularly pronounced differentials among novice teachers.

Pagoni, M., Mato, O., & Dormoy, C. (2026). **Comment le travail interprofessionnel interroge-t-il la forme scolaire à l'école primaire ?** *Spirale - Revue de recherches en éducation*, 78(2), 37-50. <https://doi.org/10.3917/spir.078.0037>

L'article analyse une expérimentation scolaire mise en place dans une ville de France parmi les plus pauvres, avec l'objectif de renforcer l'encadrement éducatif des élèves et d'améliorer les résultats scolaires. Il se centre sur le partenariat mis en place avec notamment deux structures associatives pour favoriser la collaboration interprofessionnelle autour de projets « innovants » au sein de six écoles. Ces projets concernent la prise en charge par des éducateurs spécialisés d'élèves désignés comme problématiques du point de vue du comportement. À partir de 56 entretiens semi-directifs réalisés avec les acteurs de ces projets pendant deux années consécutives, l'article montre que la mise en place de ces expérimentations est traversée par des tensions relatives à l'inflexion de la forme scolaire et aux rapports de force que cette inflexion génère entre groupes professionnels au sein de l'école. Ces tensions sont en partie résolues par des adaptations négociées de la division du travail des professionnels au sein des établissements.

Perret, A., & Kennel, S. (2026). **Référentiel de compétences de la recherche scientifique**. Consulté à l'adresse <https://hal.science/hal-05764011>

Nous considérons que maîtriser la compétence de la recherche scientifique c'est être capable d' « élaborer, conduire, évaluer et partager une recherche scientifique, expérimentale ou non, dans le but de produire des connaissances sur un sujet, avec intégrité scientifique et esprit critique ». Ce document présente le référentiel des compétences de la recherche scientifique élaboré à l'Université de Strasbourg.

Petrucci, S., Gagnon, R., & Florey, S. (2025). **De l'enseignant·e au passeur·se : vers un dispositif de formation continue robuste ?** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nas>

Cet article présente un dispositif de recherche-développement visant à former des enseignant·es-formateur·trices (F2) à l'introduction de nouveaux moyens d'enseignement romands en français dans le canton de Vaud. Le dispositif s'appuie sur la théorie de l'apprentissage transformateur de Mezirow et positionne les F2 comme des passeurs de connaissances (brokers) entre la recherche et le terrain scolaire. Dans cette perspective, le développement professionnel suppose une prise en compte ou une transformation des cadres de référence des formé·es : des présupposés qui orientent l'action enseignante, révélés par des dilemmes désorientants, sont interrogés et remis en question grâce à une réflexivité collective. Deux questionnaires ont été administrés en début et fin de formation auprès de 36 et 40 répondant·es. Le premier questionnaire permet d'initier une réflexion transformatrice par six dilemmes perturbateurs confrontant les F2 à des résultats de recherche sur l'enseignement du français. Le second questionnaire documente l'évolution des pratiques déclarées après expérimentation des nouveaux moyens. Les résultats montrent que la majorité des F2 adoptent une attitude réflexive face aux constats de recherche et mobilisent leurs expériences pour argumenter. Après la formation, des évolutions dans les pratiques déclarées sont observées, notamment en enseignement de l'oral, suggérant une transformation potentielle de certains cadres de référence.

Poucet, B. (2026). **Préface. Transformer la formation des enseignants du primaire en France et en Roumanie.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 7-10). <https://doi.org/10.4000/16tw6>

Rivkin, S. G., Austin, W., Chen, B., Goldhaber, D., Hanushek, E. A., Holden, K., ... Tureava, M. (2026). **State differences in pathways to school leadership and in achievement growth.** *Economics of Education Review*, 114, 102699. <https://doi.org/10.1016/j.econedurev.2025.102699>

States regulate entry into principalships, including requirements for prior experience as a teacher or assistant principal, to guard against poor school leadership and bad outcomes for students. Such requirements might be expected to reduce the variation in principal quality and achievement growth by excluding applicants in the lower tail of the effectiveness distribution, but differences in state standardized tests, family circumstances, state economic conditions, and myriad state and local policies and conditions prevent direct analyses of their effects on principal quality. To learn more about their likely impacts, we describe pathways to the principalship in terms of prior teaching experience, and assistant principal and principal experience, across six states with substantial differences in context, regulations, and student populations. There are sizeable differences across states in the shares of principals without prior experiences as a teacher or assistant principal but only modest differences in estimates of the variance of principal effectiveness, which suggests that prior experience requirements create barriers to becoming a principal and do not succeed in raising the principal effectiveness floor. Schools serving more economically disadvantaged students and Black students are more likely to have principals without prior experience as a teacher, but the findings suggest that stricter prior experience requirements may not benefit—or could potentially even harm—students in schools that have more difficulty attracting and retaining principals. JEL: I20, H41, J20

Rizwan, S., & Wadheefa, A. (2026). **Beyond equality: unpacking the need for equity in women's educational leadership in the Maldives** (p. 20). Consulté à l'adresse NORRAG (Network for international policies and cooperation in education and training) website: <https://www.gpekix.org/sites/default/files/2026-07/dFg7oe41u8yoXw14yFA8Sig768KB3wUCn5H3FKTz.pdf>

Roy, D. L., & Fanton-Bayrou, M. F. (2026). **Expériences marquantes et émotions vécues dans la formation continue des enseignants d'Éducation Physique et Sportive.** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u93>

En 2019, le Ministère de l'Éducation Nationale fait évoluer la formation continue des enseignants français d'un droit à une obligation. En dépit des contraintes qui leur sont imposées, un pourcentage très important d'enseignants sollicite des temps de formation. Qu'est-ce qui les incite à s'inscrire en formation ? Quelles expériences y vivent-ils ? Quels sont les déterminants d'une formation marquante positivement ? Cet article identifie et hiérarchise des inducteurs émotionnels d'enseignants associés aux meilleurs et aux plus mauvais souvenirs de formation continue afin de dégager des pistes pour des formations continues positives et marquantes.

Roy, P., Deslarzes, D. S., Kolly, H., & Kuettel, A. (2025). **Développer la professionnalité d'enseignants du secondaire dans le cadre d'une communauté discursive de pratiques professionnelles : le quartier durable comme problème complexe d'une éducation à l'ère de l'Anthropocène.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nat>

Une communauté discursive de pratiques professionnelles (CDPP) a engagé un collectif d'acteurs de la Suisse romande dans la conception de situations d'enseignement-apprentissage et d'un dispositif de formation continue sur le quartier durable appréhendé comme problème complexe d'une éducation à l'ère de l'Anthropocène. Cet article explore le potentiel de ce dispositif de recherche participative – médiatisé et instrumenté par un système d'outils culturels et sémiotiques – pour favoriser la circulation des savoirs entre les acteurs et la coconstruction de savoirs de métier sur l'enseignement de ce problème chez les enseignants. L'analyse des interactions discursives sur 15 séances, couplées aux situations de classe, montre le potentiel de cette communauté pour coconstruire des savoirs de métier sur la conduite de démarches prospectives de résolution de problèmes interdisciplinaires articulant problématisation et modélisation tout en intégrant le processus de conception technique. Toutefois, l'orientation MINT du projet qui a conduit à prioriser les dimensions écologique et technique au détriment de la dimension sociale dans la problématisation du quartier durable s'est avérée contraignante pour mobiliser l'approche politique sous-jacente à l'éducation à l'ère de l'Anthropocène.

Shih, T., Zhao, L., & Schwaag Serger, S. (2026). **Navigating institutional complexity in Chinese academia: researcher agency, identity, and international collaboration amid geopolitical tensions.** *Higher Education*, 92(2), 1055-1073. <https://doi.org/10.1007/s10734-025-01561-6>

In recent years, international scientific collaboration has become increasingly entangled with geopolitical tensions, especially between China and Western countries. While institutional and policy-level analyses have offered important insights, relatively little is known about how these global dynamics are experienced and navigated by individual researchers within China. Drawing on the analytical lens of institutional complexity and in-depth interviews with scholars in China engaged in international research, this study examines how researchers navigate the often conflicting expectations of national political agendas, organizational performance metrics, and global academic norms. The findings reveal five cross-cutting themes: the growing salience of national imperatives, intensifying organizational pressures, sustained commitment to global scientific values, pragmatic navigation of international collaborations, and perceived misrecognition and emotional tensions. By highlighting the micro-level strategies and adaptation, this study contributes to a deeper understanding of researcher agency under competing institutional logics in a rapidly evolving academic landscape.

Simar, C., Cury, P., Jourdan, D., Pironom, J., Monier, M., Riera-Navarro, C., & Regnier, V. (2026). **Empowering teachers for health education: a systemic analysis of engagement in school well-being promotion.** *Health Education*, 1-22. <https://doi.org/10.1108/HE-08-2025-0160>

This study investigates the factors influencing primary school teachers' engagement in health education and well-being promotion in France. It aims to identify the personal, institutional and contextual determinants that shape teachers' professional practices and perceptions of health education as part of their educational mission. The study is embedded within the ALLIANCE initiative, a randomized intervention program involving 101 schools across four French departments. Baseline quantitative data from 243 teachers were collected prior to the start of a three-year training program on health education, psychosocial skills and health literacy, designed to support whole-school health promotion. Bivariate and multivariate statistical analyses (logistic and linear regressions) were conducted to identify predictors of engagement, integration and motivation related to health education. Teacher engagement was significantly associated with perceived relevance of health education in professional practice, intrinsic interest, self-efficacy, participation in school-wide well-being initiatives, and awareness of peer

practices. Collective dynamics and institutional support emerged as key facilitators, while working alone and lack of alignment between resources and perceived roles were negatively associated. Teachers only motivated by the inclusion of HE in the demonstrated weaker integration, highlighting a tension between institutional legitimacy and professional ownership. This study presents several threats to internal validity, including voluntary participation, which may introduce self selection, and reliance on self reported questionnaires, which can generate social desirability and recall bias (Lynagh et al., 1997). External validity is limited by the fact that participating schools were already engaged in a health promotion initiative, restricting generalization beyond similar contexts. Moreover, the analysis is based on cross sectional baseline data, which prevents causal inference; longitudinal follow up and mixed methods analyses are needed, in line with recommendations for complex school health promotion evaluations (Inchley et al., 2007). The next phase of this research will analyze, at Year 3 of the Alliance Initiative, the following question: How do the global standards and institutional frameworks promoted by the Alliance for Health-Promoting Schools shape teachers' pedagogical and professional practices in delivering health education and promoting student well-being in school settings? In addition, a separate article will examine the quality of implementation of the Health-Promoting School approach over time, providing insights into fidelity, adaptation, and sustainability of whole-school strategies. These perspectives aim to deepen understanding of systemic factors influencing teacher engagement and to inform evidence-based strategies for embedding health education within whole-school approaches. The findings underscore the need for targeted professional development that strengthens teachers' intrinsic motivation and self-efficacy through experiential and collaborative formats. School leaders should foster supportive environments that embed health education into strategic planning and encourage peer collaboration. From a societal perspective, empowering teachers to deliver comprehensive health education enhances pupils' health literacy, psychosocial skills, and overall well-being, which are essential for academic success and lifelong health. By promoting whole-school approaches, this research supports public health goals and advances equity in education. This study offers a systemic and multi-layered analysis of teacher engagement in health education, extending previous research by integrating personal, relational and organizational dimensions. It provides new insights into the differentiated pathways of engagement and supports the development of whole-school approaches that align policy, training and practice to foster sustainable health promotion in schools.

Thiriet, J. (2026). ***L'imaginaire de la profession d'enseignant à l'université à l'épreuve des recompositions institutionnelles: étude à l'Université de Lorraine*** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-05764064>

La création de l'Université de Lorraine (UL) le 1er janvier 2012, par fusion des différents établissements devenus composantes, a conduit à une recomposition géographique et institutionnelle, au prix de nouvelles modalités de gouvernance issues du New Public Management. Elles y ont importé un imaginaire marchand poreux à l'espace économique alentour qui bouleverse celui de la profession des enseignants à l'université, en leur demandant d'habiter selon un bâtir imaginaire exogène qui invisibilise leurs pratiques socio-culturelles domestiques et affecte leur liberté académique. Or les lieux universitaires construisent les enseignants autant que ceux-ci les construisent. Travailler dans un lieu universitaire est une pratique vivante, qui, en mobilisant une multiplicité d'imaginaires sociaux et culturels construits historiquement et plus ou moins incorporés, participe au développement des enseignants par la

construction imaginaire et sociale qu'ils en fabriquent. La désistance consiste à ne pas vivre l'imaginaire institué comme réel et à faire usage du lieu en tant que vecteur structurel et socio-culturel de l'activité professionnelle attendue pour ménager son habiter. Pour ce faire, elle construit un récit pour la profession, qui défait l'usage institué du lieu pour bricoler un autre imaginaire, en lien avec les pratiques académiques vécues. Cette étude s'est donc intéressée au bricolage imaginaire de l'espace provoquée par cette crise de l'habiter. Quel contre-dispositif narratif au récit organisationnel instituent les enseignants pour ménager leur profession et recouvrer leur souveraineté ? L'enquête a été menée selon une approche qualitative à logique inductive et délibérative à l'UL de 2021 à 2024, avec pour objet analyseur le Congé pour projet pédagogique (CPP), dispositif institué en 2019 pour soutenir la pédagogie à l'université qui octroie à ces bénéficiaires un congé de six mois à un an pour mener un projet pédagogique en établissement. Dix-huit enseignants ont participé à cette enquête, huit enseignants du secondaire affectés dans le supérieur et dix enseignants-chercheurs. Les résultats montrent que même si ces récits bouleversent la topologie universitaire instituée, du moment où ils puisent dans l'imaginaire socio-historique universitaire collectif, ils sont instituants et favorisent le développement professionnel. En revanche, plus ces récits sont individuels, plus ils peinent à le soutenir. Les enseignants ne recouvrent leur souveraineté professionnelle qu'à condition de puiser dans l'imaginaire collectif. Cette étude montre que le développement professionnel des enseignants à l'université suppose un savoir faire avec les lieux et leurs imaginaires. Elle implique de mieux comprendre ce que signifie habiter un lieu universitaire.

Wang, N., Luo, Y., Xu, J., Gan, P., & Li, Y. (2026). **Social cognitive predictors of Chinese high school teachers' occupational well-being and turnover intention.** *International Journal for Educational and Vocational Guidance*, 26(2), 1231-1255. <https://doi.org/10.1007/s10775-025-09748-0>

This study tested the validity of the integrative Social Cognitive Career Theory model of satisfaction and persistence intentions, examining how schools' organizational climates (management, teaching, and interpersonal) affect occupational well-being and turnover intention via personal and general teaching efficacy among Chinese high school teachers (N = 907; 50.1% male; 87.6% from public schools) using a questionnaire survey. Of the 18 hypothesized paths, 10 were verified by structural equation modeling (SEM), supporting the model's potential applicability to Asian working adults while also highlighting necessary modifications for Chinese high school teachers. Implications to improve teachers' occupational well-being and reduce turnover were discussed.

Winder, C. G.-B., Brière, F., & Assude, T. (2025). **Rôle des acteurs dans les constellations au service du développement professionnel des enseignants.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16nau>

Notre contribution s'intéresse au déploiement dans l'académie d'Aix-Marseille d'une constellation, un dispositif de formation continue des professeurs des écoles en France s'inspirant des recherches participatives par leur adossement aux analyses réflexives et collaboratives des pratiques effectives des enseignants. Dans ce dispositif, les formateurs, et non pas les chercheurs, accompagnent les praticiens. Nous interrogeons alors les rôles respectifs du formateur et des enseignants dans l'action conjointe au cours d'une constellation en mathématiques au regard des savoirs de métier mobilisés et des modalités de co-conception des situations de classe. Poursuivant une double visée épistémique et transformative, notre recherche conjugue différents corpus (questionnaires, films, entretiens semi-dirigés et d'auto-confrontation) et échelles d'analyse (mésoscopique, mésodidactique, microdidactique), au croisement d'orientations

scientifiques issues de la didactique et de la psychologie du travail. Nous prenons appui sur les descripteurs de l'action conjointe transposés au cadre de la formation. La mise en évidence des processus de négociation et de co-élaboration des savoirs de métier interroge les conditions, modalités et empêchements du développement professionnel des professeurs des écoles.

Numérique et éducation

Ab Kadir, M. A. (2026). **Towards a framework for teaching multiliteracies in the age of generative AI.** *Pedagogy, Culture & Society*, 34(5), 1235-1257. <https://doi.org/10.1080/14681366.2026.2691544>

As generative AI technologies rapidly evolve, they are transforming how students build meaning, presence, and identity across physical and virtual spaces, demanding a rethinking of existing pedagogical frameworks. This paper proposes a reimagined approach to multiliteracies education grounded in three intersecting domains: critical digital literacy, ethical AI literacy, and adaptive, student-centred pedagogy. Situating the argument within debates on pedagogical innovation and virtual identity, it explores how students co-create multimodal texts with AI systems that mediate how they are seen, heard, and recognised online. Methodologically, the paper develops a conceptual framework synthesising scholarship in multiliteracies, critical pedagogy, and sociotechnical AI ethics, illustrated through pedagogical examples. The framework foregrounds learners' need to interrogate algorithmic systems, navigate civic and moral complexity, and leverage AI as a resource for inclusive and creative expression. It demonstrates how multiliteracies pedagogy can support students to read, design, and remix AI-mediated representations of self and others while cultivating reflexive, ethical virtual identities. The paper argues that adaptive AI should function not as an efficiency instrument but as a strategy for justice-oriented inclusion, enabling diverse learners to engage with literacy practices that honour their cultural, linguistic, and virtual lives.

Abouelenein, Y. A. M., Khalaf, M. H. R., Ghazala, A. F. A., & Mahdy, E. M. M. (2026). **Faculty acceptance of blockchain technology in higher education: an extended technology acceptance model analysis.** *Education and Information Technologies*, 31(14), 5509-5535. <https://doi.org/10.1007/s10639-026-14005-0>

Blockchain technology possesses transformative potential across various industries, including higher education, offering improved security, transparency, and efficiency in managing academic records and certification. This study employed an Extended Technology Acceptance Model (ETAM) to examine faculty acceptance of blockchain technology in higher education and inform implementation strategies. A survey instrument based on the ETAM framework was administered to 297 faculty members across some countries in the Middle East. The results indicated generally favorable perceptions of blockchain technology. Regression analyses revealed that both perceived usefulness ($\beta = 0.54$, $p < .001$) and perceived ease of use ($\beta = 0.48$, $p < .001$) significantly predicted faculty intention to adopt the technology. Further analyses identified significant differences in blockchain perceptions based on academic specialty, with science faculty reporting higher perceptions compared to humanities faculty ($t(297) = 2.005$, $p = .046$), attitudes toward using blockchain technology ($t(297) = 3.161$, $p = .002$), and total blockchain technology in education (BTE) ($t(297) = 3.050$, $p = .002$). There were also significant differences observed in the perceptions of faculty members based on their geographical context, showing

considerable differences ($t(297) = 4.206$, $p < .001$). These findings underscore the importance of implementation strategies designed for academic specialization and geographic context. Perceived usefulness and ease of use remain critical drivers of technology acceptance in higher education, highlighting the need for targeted resources and support to facilitate successful integration. However, the study's cross-sectional design and exclusive focus on faculty perspectives provide a circumscribed view of implementation complexities and long-term impacts. Future research should incorporate longitudinal data, including student perspectives, and assess technical and organizational readiness. This study also invites further exploration of the impact of targeted training on faculty acceptance and on discipline-specific blockchain use.

Abunamous, M., & Zreik, M. (2026). **Fostering cultural dialogue in virtual communities: a pedagogical model for Education 5.0.** *Pedagogy, Culture & Society*, 34(5), 1365-1385. <https://doi.org/10.1080/14681366.2026.2668079>

The transition to Education 5.0 marks a pivotal moment in redefining pedagogical approaches to address the complexities of digital transformation and cultural integration in virtual environments. This paper explores the potential of fostering cultural dialogue within virtual communities through an innovative pedagogical model grounded in inclusivity, diversity, and human-centric learning. By examining the intersection of technology-enhanced education, digital literacy, and virtual identity, the proposed framework highlights strategies for engaging students in meaningful intercultural exchanges. The study utilises a theoretical analysis based on social constructivism and dialogical pedagogy, integrating immersive technologies such as virtual reality and collaborative platforms to create inclusive learning ecosystems. These ecosystems aim to bridge cultural gaps, enhance global citizenship, and cultivate virtual identities that respect multicultural values. The contributions of this research are twofold: it introduces a novel pedagogical framework for Education 5.0 and presents actionable strategies for fostering cultural understanding in digital spaces. Policy implications include guiding educators and policymakers in developing virtual learning environments that promote diversity, inclusivity, and intercultural dialogue in a globalised educational landscape.

Adigun, O. T. (2026). **AI-enabled sign language interpretation in E-learning: a structural modelling of the perspectives of African sign language interpreters.** *Education and Information Technologies*, 31(14), 6409-6441. <https://doi.org/10.1007/s10639-026-14031-y>

The development of artificial intelligence-enabled sign language interpretation (AI-enabled SLI) is changing the dynamics in the sign language interpreting space and there have been various arguments for and against the use of AI-enabled SLI, especially for academic use. Leveraging on the importance of artificial intelligence for persons who are Deaf or hard of hearing, this study brought to forward the perspectives of professional sign language interpreters from Sub-Saharan Africa about AI-enabled SLI. Framed by the technology acceptance model, a total of 412 sign language interpreters from 12 African countries participated in the study and responded to the e-questionnaire. The survey responses were analysed using structural equation modelling. The findings revealed that perceived benefits (PB), perceived risks (PR) and perceived trust (PT) had a significant positive relationship with future perspectives (FP) about AI-enabled SLI. It was also found that while PB had a negative but direct relationship with cultural influence (CI), PT was found to be positively significant with CI. This study could not establish any significant mediative influence of CI in the relationship between PB, PR, PT and FP about AI-enabled SLI among African SLIs. Therefore, CI has not been found to have any influence on FP

about AI-enabled SLI among African SLIs. Based on the findings, appropriate recommendations were made.

Adinda, D., Denami, M., & Jeunesse, C. (2026). **L'intelligence artificielle générative au service de l'apprentissage par projet.** *Savoirs*, 71(2), 133-143. <https://doi.org/10.3917/savo.071.0133>

Cette recherche examine les différents usages des apprenants et leurs expériences d'utilisation des outils d'Intelligence Artificielle Générative (IAGen) dans le cadre d'un apprentissage par projet. À partir de l'analyse de 33 journaux de bord, l'étude révèle une prédominance des usages de type « prothèse » et « orthèse », aussi bien dans la réalisation des tâches élémentaires que complexes, impliquant davantage de réflexion et de pensée critique. L'étude souligne également la présence d'une contradiction entre usage et représentation des outils, ce qui introduit l'importance de proposer des approches pédagogiques favorisant une utilisation critique de ces derniers pour soutenir la professionnalisation des apprenants.

Adinda, D., Jeunesse, C., & Vergnas, O. L. (2026). **Recours des étudiants à l'IA générative : importance de l'initiative individuelle dans l'intensité d'usage.** *Savoirs*, 71(2), 145-156. <https://doi.org/10.3917/savo.071.0145>

Cette étude par questionnaire auto-administré examine les usages et perceptions des outils d'intelligence artificielle générative (IAGen) par des étudiants de l'Université Paris-Nanterre. Parmi les 608 répondants, 87 % déclarent les utiliser, principalement pour des tâches académiques de reformulation, de synthèse et de recherche d'idées, mais aussi comme moteur de recherche et pour trouver des définitions. Si le gain de temps est perçu positivement, des inquiétudes persistent concernant la méconnaissance des règles, le plagiat, la gestion des données personnelles et l'éthique. Les usages restent principalement liés à des initiatives individuelles et à des auto-apprentissages en situations informelles ou peu formelles. L'analyse met en évidence un continuum d'intensité de ces usages, fortement associé au degré d'initiative individuelle des étudiants que l'on peut interpréter comme relevant de formes de volontarisme – entendu ici comme capacité d'initiative en l'absence de soutien institutionnel ou d'autres incitations, voire renvoyant à l'autodétermination. Ces résultats plaident pour une approche concrète et documentée des outils d'IAGen dans les curricula, susceptible de favoriser des intégrations sécurisées dans les environnements personnels d'apprentissage.

Afrin, S., Petit, P., Vuillerme, N., & Asaduzzaman, M. (2026). **Planetary health in practice: A scoping review of education and training for nurses and midwives.** *International Journal of Nursing Studies Advances*, 11(6), 100670. <https://doi.org/10.1016/j.ijnasa.2026.100670>

Digital technologies are reshaping human behavior, health care delivery, and population health; however, their cumulative effects across the lifespan remain underexplored. This viewpoint argues that exposures arising from interactions with digital technologies should be formally integrated into exposome science as a distinct, measurable component of the human environment. Our aims are to (1) redefine the digital component of the exposome (the digital exposome) within the broader exposome framework, (2) examine its life course implications for health and equity, and (3) outline a research and policy agenda to enable its systematic measurement and integration into clinical and public health practice. Digital technology-related exposures can confer benefits such as enhanced health monitoring, personalized interventions,

improved access to care, and the promotion of healthy behaviors. However, they may also introduce potential risks, including mental health challenges, cognitive and circadian disruptions, sedentary lifestyles, exposure to misinformation, and widening inequities among vulnerable populations. Despite their ubiquity, digital technology-related exposures remain poorly integrated into clinical medicine, epidemiology, or public and global health policies. Drawing on interdisciplinary evidence from exposure science, epidemiology, and digital phenotyping research, we propose a refined conceptual definition of the digital exposome grounded in the classical exposome domains. We propose redefining the digital exposome as the full spectrum of exposures resulting from interactions or proximities with digital technologies and their combined influence on health across the lifespan. This framework conceptualizes digital technology-related exposures as a dynamic set of environmental influences operating through sociotechnical, behavioral, and biological pathways over the life course. To operationalize this framework, we discuss practical approaches using validated behavioral instruments, objective device use logs, ecological momentary assessments, smartphone-based digital phenotyping, and wearable sensing technologies. Systematic measurement, large-scale longitudinal studies, and harmonized exposure metrics are needed to characterize the cumulative health impacts of digital environments more accurately. Emerging tools such as digital markers or biomarkers and digital phenotypes offer promising opportunities to link real-world technology use with physiological and biological outcomes, thereby supporting precision medicine and population health strategies. Ethical governance, privacy safeguards, and equity considerations must be embedded from the start, drawing on emerging exposomethics frameworks. Recognizing the digital exposome as a modifiable determinant of health offers a foundation for evidence-based guidance, prevention strategies, and policy interventions suited to increasingly digital societies. By integrating digital technology-related exposures into exposome science, clinical practice, and public health research, this viewpoint seeks to foster interdisciplinary dialogue, guide future empirical work, and support the development of safer and more equitable digital environments across the lifespan.

Angrist, N., Ainomugisha, M., Bathena, S. P., Bergman, P., Crossley, C., Cullen, C., ... Sullivan, T. (2026). **Mobile education builds resilience during shocks in five countries.** *Nature*, 657(8132), 689-696. <https://doi.org/10.1038/s41586-026-10990-x>

Education systems need to withstand frequent shocks, including disease and climate events, which close schools for more than 222 million children. During these emergencies, alternative models are needed to deliver education. However, rigorous evaluation of effective educational approaches in these settings is challenging and rare, especially across multiple countries. Here we present results from five randomized trials in India, Kenya, Nepal, the Philippines and Uganda to evaluate the provision of education in emergency settings. We test multiple scalable models of remote targeted tutoring instruction, comparing delivery by governments and non-governmental organizations (NGOs). Whereas text messages have mixed results, tutorials conducted via phone call show effectiveness across diverse settings. We find large and robust effect sizes on learning. These effects are highly cost-effective, and deliver approximately 4 years of high-quality instruction per US\$100 spent. Results show large effects when delivered by government teachers or NGO instructors. Together, our results reveal that it is possible to strengthen the resilience of education systems, enabling education provision amid

disruptions, and to deliver cost-effective learning gains across contexts and with governments.

Atamhenwan, L. E. (2026). **How are combinations of human-written words and LLM-generated words by ChatGPT, Copilot, Gemini and Grammarly detected by Turnitin?** *Education and Information Technologies*, 31(14), 6483-6517. <https://doi.org/10.1007/s10639-026-14049-2>

Generative artificial intelligence (GAI) has had significant impacts on work and study in only a few years. Among the GAI tools, the use of large language models (LLMs) has been both beneficial and challenging for institutional learning. A major challenge has been to accurately identify the differences between LLM-generated words and human-written words. Consequently, this study investigates the extent to which the differences between LLM-generated words and human-written words are detected by Turnitin. How Turnitin detects words created by LLMs and paraphrased by GAI tools is also ascertained. 81 scripts with combinations ranging from 100% LLM-generated words to 100% human-written words were run through Turnitin, and the data were analysed. Results indicate that Turnitin does not show AI-generated scores for scripts that are human-written. Regression analyses reveal that 100% of the scripts in which Turnitin detected AI-generated words were due to the actual LLM-generated words in those scripts. Also, correlation analyses show that an increase in the percentage of actual LLM-generated words in scripts correlated with an increase in the percentage of AI-generated words detected. However, the lower the percentage of actual LLM-generated words in a script, the more inaccurately higher the Turnitin's AI score is. The higher the percentage of actual LLM-generated words, the more inaccurately lower Turnitin's AI score is. Considering the variety of these findings, computer-based lockdown browser assessments and multi-stakeholder cooperation are required to reap the benefits of using LLMs and to prevent the challenges.

Busobozi, N., & Ekadu, P. E. (2026). **From Blackboards to Smart Boards: Digital Learning Practices and Competency-Based Curriculum Innovation in Selected Secondary Schools in Kampala City, Uganda.** *European Journal of Contemporary Education and E-Learning*, 4(5), 293-308. [https://doi.org/10.59324/ejceel.2026.4\(5\).12](https://doi.org/10.59324/ejceel.2026.4(5).12)

Digital learning has emerged as a defining feature of contemporary educational reform, yet its practical manifestation in sub-Saharan African secondary schools remains unevenly documented. This study examined digital learning practices, opportunities, and challenges in selected secondary schools in Kampala City, Uganda, within the context of the 2020 competency-based curriculum (CBC) reform. A convergent parallel mixed methods design was adopted across six purposively selected secondary schools three private urban well-resourced institutions and three public urban moderate-to-low-resource institutions (KMP-1 to KMP-6). Data were collected through a structured questionnaire administered to 60 music and performing arts teachers, semi-structured interviews with 12 teachers (T1–T12) and six head teachers (HT1–HT6), five focus group discussions with approximately 60 students (FGD-1 to FGD-5), non-participant classroom observation, and documentary analysis. Quantitative data were analysed using descriptive statistics; qualitative data were subjected to reflexive thematic analysis. Four themes emerged: digital tool repertoire and pedagogical integration; infrastructure disparities and the urban digital divide; teacher digital competence and professional development gaps; and student engagement, creativity, and competence development. Well-resourced schools deployed smart boards, Logic Pro X 12, Sibelius,

Adobe Premiere Pro 2026, OBS Studio, and vMix to support creative and performance learning; public schools faced persistent connectivity, hardware, and training deficits. Guided by TPACK, the Technology Acceptance Model, and the SAMR model, the study concludes that digital learning substantially supports CBC implementation where infrastructure and teacher preparation are adequate, but deepens inequalities where they are not. Evidence-based recommendations address policy, professional development, and resourcing priorities.

Cai, W., & Hewitt, J. (2026). **From prompts to practice: preservice teachers candidates' integration of ChatGPT in lesson planning during practicum.** *Education and Information Technologies*, 31(14), 6055-6090. <https://doi.org/10.1007/s10639-026-14028-7>

This study examined preservice teachers' use of generative Artificial Intelligence (AI) chatbots for lesson planning during K-12 practicum placements. Using a convergent mixed-methods approach, we analyzed survey responses (n = 103; response rate = 12.88%) and conducted 4 semi-structured interviews to contextualize quantitative patterns. Among respondents, approximately three-quarters reported using AI chatbots for lesson-planning-related tasks, with ChatGPT being the most common tool. Exploratory analyses (χ^2 tests and a focused logistic model predicting frequent use ($\geq$ half the time)) suggest that use frequency is driven more by perceived value and practical needs than by demographic factors. Interview data indicate that participants primarily used AI to save time and generate ideas, particularly under time pressure or when teaching less familiar topics, while noting risks related to curriculum alignment, accuracy, technical reliability, and over-reliance. Given the low response rate and likely self-selection, findings should be interpreted as indicative rather than fully generalizable. We conclude with program-level recommendations, including a minimal practicum policy toolkit (Appendix D) to support responsible and transparent AI use in teacher education.

Cambeses-Franco, C., & Cambeses-Franco, P. (2026). **A country-level preparedness index for digital education: infrastructure, teacher scientific-technology competence, and socioeconomic context.** *Education and Information Technologies*, 31(14), 6381-6408. <https://doi.org/10.1007/s10639-026-14042-9>

As education systems worldwide race towards digital transformation, increasingly driven by artificial intelligence and other emerging technologies, striking contrasts are emerging. While some nations are using these tools to transform learning, others are struggling to overcome deep-rooted structural and economic barriers. These disparities directly hinder progress towards Sustainable Development Goals 4 (Quality Education) and 10 (Reduced Inequalities). To capture these dynamics, this study introduces a digital preparedness index for education, constructed using Principal Component Analysis, and applies it to 43 countries. The aim was to evaluate national performance by combining measures of technological infrastructure, human capacity for digital pedagogy, and socio-economic context. The weighted ICT index, standardized with a mean of 0 and a standard deviation of 1, ranged from $-\$2.590$ to $\$1.639$. The highest scores were achieved by the United Arab Emirates, Denmark and the United States, followed by Sweden, New Zealand and Singapore. By contrast, negative values were concentrated in Latin America, with countries such as Brazil, Mexico, Argentina, and Colombia lagging due to persistent structural and economic barriers. The study also highlighted countries such as Japan and Austria, which despite having strong economies and investing heavily in technology, underperformed due to weak pedagogical integration. This shows that, in the age of artificial intelligence, true readiness lies as much in people and institutions as

in infrastructure, reminding policymakers that the digital future of education will be written not only with devices, but with human capacity and vision.

Cao, X., & Zhang, H. (2026). **The impact of artificial intelligence on creativity in early childhood: a scoping review**. *Pedagogy, Culture & Society*, 34(5), 1345-1364. <https://doi.org/10.1080/14681366.2026.2676803>

Fostering creativity in early childhood has generated growing research interest due to its value for both individuals and societies. Artificial intelligence (AI) is believed to have the potential to impact children's creativity and has been investigated in many empirical studies. However, there is a lack of comprehensive reviews exploring the impact of AI on creativity in early childhood. In order to address this gap, following the five-stage framework, this scoping review included 13 studies published from 2019 to 2024 and primarily conducted in the Western context to synthesise existing studies and suggest future directions. The results revealed two types of objectives in the existing studies, respectively addressing the questions 'Can AI impact children's creativity?' and 'What characteristics of AI will impact children's creativity?'. Three types of AI, including social robots, programmable robots and an AI-driven system, were used in experiments, mainly with children aged 7–9 years. Characteristics of social robots and the AI-driven system, such as embodiment, creativity-fostering strategies and social behaviours, were investigated in some studies. Verbal and figural creativity were the most explored domains of creativity, which were often measured through components of divergent thinking. This review highlights research gaps and suggests directions for future work.

Çelik, Ö. (2026). **Lost in the middle? examining scoring reliability and position bias in LLM-based automated essay scoring**. *Education and Information Technologies*, 31(14), 5761-5779. <https://doi.org/10.1007/s10639-026-14019-8>

This study investigates position bias in ChatGPT's scoring patterns for automated essay scoring, with a focus on primacy and recency effects. Position bias, originating from the serial position effect in cognitive psychology, refers to the tendency of Large Language Models (LLMs) to emphasize the introduction and conclusion of a text while potentially neglecting content in the middle sections. Using 192 synthetic essays across varying lengths and section qualities, this research explores whether ChatGPT disproportionately weighs the quality of introductions and conclusions compared to body paragraphs. Statistical analyses reveal that while ChatGPT successfully differentiates between strong and weak sections, no consistent evidence supports the presence of systematic primacy or recency effects in overall scoring. Domain-specific analyses further indicate that rubric categories such as grammar and mechanics are sensitive to errors throughout essays, while content and organization are more heavily influenced by body quality. The findings suggest that ChatGPT's scoring patterns are largely balanced, with minimal signs of position bias, thereby enhancing the validity of its use for automated scoring. This research highlights the need for continued evaluation of AI-based grading systems to ensure fairness and reliability while proposing avenues for future exploration in LLM-driven assessments.

Chiou, H.-H., & Ho, H.-J. (2026). **The longitudinal impact of pedagogical digital technology integration on educator–child relationship quality in preschool: moderating effects of child sex and teacher professional frameworks**. *Education and Information Technologies*, 31(14), 5537-5553. <https://doi.org/10.1007/s10639-026-14012-1>

This study investigates longitudinal associations between pedagogical digital technology integration and educator–child relationship (ECR) quality within the Kids in Taiwan (KIT) National Longitudinal Study (2016 to 2019). Using a sample of 678 children tracked from ages 36 to 72 months, latent growth modeling and mixed-effects regression were employed to analyze developmental trajectories. All missing data were handled using Full Information Maximum Likelihood (FIML) to ensure robust estimates. Findings indicated that higher initial levels of technology integration initially aligned with the displacement hypothesis, correlating with lower baseline ECR quality. However, sex-disaggregated analyses revealed significant divergence. For boys, higher initial integration predicted more favorable relationship quality at the baseline ($\beta = +0.18$, $p < .05$). For girls, initial exposure positively predicted subsequent relational growth ($\beta = +0.10$, $p < .05$), suggesting a gender-specific adaptation effect. Mixed-effects models further demonstrated that teacher professional experience ($\beta = 0.10$, $p < .05$) and perceived child teachability ($\beta = 0.12$, $p < .001$) were robust positive predictors of ECR quality, beyond digital integration levels. These results highlight the nuanced and gendered role of digital media within preschool environments. The findings emphasize the necessity of tailored professional development that enhances the gendered professional perspectives of educators. This professional training ought to amalgamate relational pedagogy with empirically supported media strategies to facilitate developmentally suitable and equitable interactions between educators and children.

Chu, K.-M., & Chan, H.-C. (2026). **Human–AI Co-intelligence in higher education: reframing student agency and learning strategies among Taiwanese undergraduates in the ChatGPT era.** *Education and Information Technologies*, 31(14), 5327-5352. <https://doi.org/10.1007/s10639-026-13993-3>

This study empirically validates the Human–AI Co-Intelligence Learning (HAIL) framework, which explains how university students convert generative AI support into autonomous, ethical, and effective learning. Using a mixed-methods design, data were collected from 320 undergraduates in Taiwan who had integrated ChatGPT or similar tools into their coursework. Partial Least Squares Structural Equation Modeling (PLS-SEM) revealed that AI Support significantly enhanced Trust Calibration, which in turn strengthened Self-Regulated Learning (SRL) and promoted Learning Agency and Outcomes. SRL partially mediated the trust–agency relationship, while Ethical Awareness and Cultural Orientation moderated these effects in opposite directions. Thematic interviews corroborated the quantitative findings, showing that students developed reflective reliance on AI—balancing efficiency with integrity—while hierarchical cultural norms constrained autonomy. The validated HAIL model extends self-regulation and trust theories into AI-mediated education, positioning trust calibration as the cognitive bridge between algorithmic support and human autonomy. The findings provide theoretical and practical guidance for designing human-centered, ethically sustainable, and culturally responsive AI learning environments in higher education.

Conseil de l'intelligence artificielle et numérique. (2026). **Sortir de la clandestinité : mettre l'IA au service d'une nouvelle ambition pour le système éducatif** (p. 76). Consulté à l'adresse Conseil de l'intelligence artificielle et numérique website: <https://www.conseil-ia-numerique.fr/nos-travaux/sortir-de-la-clandestinite-mettre-lia-au-service-dune-nouvelle-ambition-pour-le-systeme>

La généralisation croissante des usages de l'intelligence artificielle place le système éducatif dans une situation paradoxale, à mi-chemin entre la tentation de transformer

les pratiques pédagogiques et celle de rester prudent face à ces usages et aux risques qui y sont associés. Ces usages sont pourtant désormais très répandus, tant parmi les élèves qu'au sein de la communauté enseignante, mais ils restent le plus souvent dissimulés et pas entièrement assumés. Dans ce contexte, ce rapport interroge les prérequis d'une intégration réussie, maîtrisée et encadrée de l'IA dans l'enseignement primaire et secondaire.

Darban, M. (2026). **Enhancing knowledge gain in virtual learning teams: the role of AI explainability, team cohesion, and perceived virtuality**. *Education and Information Technologies*, 31(14), 6227-6254. <https://doi.org/10.1007/s10639-026-14048-3>

The integration of Artificial Intelligence (AI) in education has introduced new opportunities for supporting team-based learning in virtual environments. While conversational AI tools like ChatGPT offer scalable and interactive learning support, their effectiveness in enhancing knowledge gain in virtual team settings remains underexplored. This study investigates the role of perceived AI explainability in fostering knowledge gain among learners in AI-supported virtual teams. Drawing on Self-Regulated Learning theory, we propose that AI explainability promotes metacognitive engagement by providing clear, interpretable feedback that scaffolds learners' planning, monitoring, and reflection processes. We further examine two team-level moderators—Team Perceived Virtuality and Team Cohesion—as contingencies that influence the strength of this relationship. A multi-level, longitudinal study was conducted involving 344 MBA students working in 48 virtual project teams over a 16-week period. Students collaborated with ChatGPT as a team member, and data were collected across three time points. Results reveal that perceived AI explainability significantly enhances knowledge gain, and this relationship is amplified in teams with higher levels of perceived virtuality and cohesion. These findings suggest that the effectiveness of AI in virtual learning contexts is shaped by the team's social dynamics and the clarity of AI communication. This study contributes to research on AI-enhanced education by emphasizing the importance of explainability and team characteristics in knowledge acquisition and supports the pedagogical design of AI-mediated collaborative learning environments.

Doucet, A. (2026). **Enseignement et IA : défendre l'humain au coeur de l'éducation** (p. 42). Consulté à l'adresse Education International website: <https://www.ei-ie.org/fr/item/32620:enseignement-et-ia-defendre-lhumain-au-coeur-de-leducation>

Across the world, Civil Society Organizations (CSOs) are turning to digital technologies, transparency portals, monitoring platforms, and whistleblower systems, to increase transparency and accountability in education. This study evaluates their efforts to shed a light on the financing and management of education systems. Drawing on a comprehensive desk review, survey data, and seven mini case studies, it explores how CSOs are using information and communication technologies (ICTs) to prevent, detect, and address corruption in education. Building on the experience of Education Out Loud grantees, it examines their successes and setbacks – from the use of innovative citizen-engagement tools to challenges caused by digital divides, funding constraints, and political resistance. The study outlines pathways forward, emphasizing inclusive, user-centred digital design, investment in technical and cybersecurity skills, strong data and ethical safeguards, and the integration of ICTs into broader anti-corruption strategies. It calls on education authorities to strengthen enabling legal frameworks, expand access to education data, support sustainable financing, and foster partnerships – offering

evidence-based insights to harness digital innovation in support of more transparent and accountable education systems.

Durak, G., Çankaya, S., & Öncü, S. (2026). **A theory-driven scale for assessing text-based generative AI literacy from a self-efficacy perspective (T-GASE)**. *Education and Information Technologies*, 31(14), 5671-5694. <https://doi.org/10.1007/s10639-026-14023-y>
This study aimed to develop and validate the Text-Based Generative AI Literacy Scale (T-GASE)—a multidimensional instrument designed to assess individuals' competencies in interacting with, evaluating, and ethically engaging with text-based Generative AI (GenAI) tools. The scale development followed Hinkin's five-step framework, including item generation, expert validation, pilot testing, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). A total of 645 undergraduate students participated in the study, with 332 students in the EFA phase and 313 in the CFA phase, all from diverse academic disciplines such as engineering, education, architecture, economics, and social sciences. Grounded in four well-established theoretical frameworks—the Theory of Planned Behavior (TPB), Technology Acceptance Model (TAM), Expectancy-Value Theory (EVT), and Diffusion of Innovations Theory (DIT)—the final 23-item scale revealed a robust four-factor structure: Application, Expectations, Ethics, and Evaluation. The scale demonstrated strong psychometric properties, with high internal consistency and excellent model fit indices. Results showed that students had high expectations for the future of GenAI and were actively using it but exhibited lower confidence in critically evaluating AI-generated content. Moreover, students from STEM-oriented disciplines outperformed those from non-STEM fields, suggesting disciplinary differences in GenAI literacy levels. Unlike existing AI literacy scales that broadly assess technical knowledge or general attitudes, the T-GASE uniquely addresses the practical, ethical, and evaluative skills specific to text-based GenAI tools, including prompt crafting, misinformation detection, and adaptive usage. These findings highlight the T-GASE as a pioneering and theoretically grounded instrument for assessing GenAI literacy, with significant implications for curriculum design and digital competence development across higher education contexts.

Elodie, E., Cho, J., Hyungsoo, T., & Schyns, M. (2026). **A Virtual Reality Approach to Public Speaking Training in Higher Education**. *FIE 2026 - IEEE ASEE Frontiers in Education Conference*. Consulté à l'adresse <https://hal.science/hal-05725840>

This research-to-practice full paper describes the use of Virtual Reality (VR) as a pedagogical tool for public speaking training in higher education. Addressing the limitations of traditional training methods and existing digital tools, a theory-driven VR environment was designed to support authentic, low-risk practice through immersive and interpretable feedback. The system integrates interactive virtual audiences powered by Large Language Models and Text-to-Speech, alongside multimodal analytics based on speech, acoustic, and body movement features. Using a mixed-method comparative case study with 60 students from two European universities (UK and Belgium), the study combines quantitative questionnaires and qualitative interviews to assess learning outcomes, usability, and immersion. Findings indicate that VR-based public speaking training enhances skill development, self-reflection, confidence, and engagement. Grounded in experiential learning theory, the study adopts an immersive learning framework to link technological suitability, immersion, and learning processes, offering transferable theoretical and practical contributions for the design of VR environments supporting public speaking training across educational disciplines.

Eusebio, J., Pérez Alfaro, M., & Vinacur, T. (2026). **Conceptual Framework for Interoperability in Educational Information Systems in Latin America and the Caribbean: Foundation, Strategies and Enabling Conditions. With Applications and Lessons from the Argentine Case.** <https://doi.org/10.18235/0014390>

The document proposes a conceptual and operational framework to promote interoperability in educational information systems across Latin America and the Caribbean, viewing it as a key enabler of digital transformation and evidence-based decision-making. To this end, it organizes interoperability into four interdependent domains: legal, organizational, technical, and semantic, which must be developed in a balanced manner, and presents a practical five-step roadmap that guides implementation from initial conditions and governance arrangements to institutional sustainability. In addition, it identifies the main barriers and enabling conditions: technological, regulatory, organizational, and cultural, and emphasizes the importance of strengthening institutional capacities, coordination across levels of government, and a culture of data use in educational management.

Ficapal-Cusí, P., Rajmil, D., & Torrent-Sellens, J. (2026). **Reinstituting teacher agency and classroom resilience amid geopolitics of AI homogenisation.** *Pedagogy, Culture & Society*, 34(5), 1455-1473. <https://doi.org/10.1080/14681366.2026.2709075>

The development of Artificial Intelligence in Education (AIE) is often presented as a narrative of technological neutrality, sustained by the logic of efficiency and deterministic inevitability. This paper questions that assumption, exploring how global power structures influence AI implementation, propelled by divergent geopolitical visions that hint at deeper national interests. Through a critical analysis of the existing literature, three hegemonic models are identified: instrumental in the United States, behavioural in China, and regulatory in Europe. Then, the paper critically reviews algorithmic homogeneity and the associated cognitive delegation that might diminish teachers' agency and pedagogical capacity. The notion of classroom resilience is proposed as an alternative integrative framework. This resilience is not understood as mere technological adaptation in the face of ongoing change, but as the claim to regain teaching agency and pedagogical sovereignty in the face of the change that educational automation and contextual variables entail.

Fokides, E. (2026). **Learning, motivation, gender, and epistemic emotions: how are they connected in the context of immersive virtual reality?** *Education and Information Technologies*, 31(14), 6309-6342. <https://doi.org/10.1007/s10639-026-14039-4>

Emotions shape cognitive processes, motivation, and academic outcomes. Among these, epistemic emotions have significant impacts on intellectual engagement. The increasing utilization of immersive virtual reality (ImVR) in education enhances the potential for emotion-driven learning experiences due to its capacity to create absorbing and emotionally evocative environments. Despite ImVR's transformative potential, limited research has examined the dynamic interplay of epistemic emotions and their influence on learning motivation and academic performance. For that matter, the study developed and tested a model to analyze how positive and negative epistemic emotions interact, shape learning outcomes and motivation, and vary by gender in ImVR contexts. An application able to evoke emotions was selected and 124 university students participated in the study. Findings revealed that positive epistemic emotions, particularly enjoyment, curiosity, and surprise enhanced both motivation and

learning. Enjoyment emerged as the most impactful factor, suppressing negative emotions such as anxiety and boredom, while fostering motivation and learning. Negative emotions like frustration and anxiety hindered learning, with anxiety reducing motivation and frustration demonstrating a paradoxical positive effect. Gender differences were evident, with males showing elevated enjoyment and surprise and reduced anxiety and confusion. Overall, ImVR amplified emotional engagement, highlighting its promise for advancing research and practice in emotion-driven educational design.

Frohn, J., Pozas, M., Lau, J., & Hundt, J. (2026). **Differentiated instruction through learning management systems: Insights from teachers in Germany.** *Education and Information Technologies*, 31(14), 5807-5826. <https://doi.org/10.1007/s10639-026-13997-z>

This exploratory study investigates how teachers use Learning Management Systems (LMS) to adjust their teaching to meet diverse student needs through differentiated instruction (DI). Research was carried out among 223 primary and secondary German school teachers, aiming at the frequency in which teachers differentiate their instruction in LMS as well as concrete practices and possible risks and barriers in implementing DI through LMS. The survey included closed and open items, allowing for quantitative insights as well as more detailed analyses. One prominent result shows that the participating teachers rarely make use of LMS for differentiation purposes. When they do implement DI practices in LMS, the most common strategies aim at open education purposes – such as enabling student autonomy and flexibility – and tiered assignments that adjust medial means or task difficulty, while also fostering cooperative and co-constructive practices. In contrast, DI-practices like mastery learning, nonverbal aids, and tutoring systems are rarely used. Teachers identify LMS as helpful for flexible, individualized learning and for reducing stigmatization in differentiated tasks. However, significant barriers are noted, including students' limited digital and self-regulation skills, lack of home support, technical difficulties, and increased teacher workloads. Particularly alarming is the reported risk in LMS use with regard to potentially reinforcing educational inequalities. The study concludes that to fully harness LMS for DI in terms of inclusive education, teachers require targeted professional development while critically reflecting upon possible risks in implementing DI in LMS. Still, further research – in international contexts – is needed to enrich these findings.

Frøsig, T., & Romero, M. (2026). **Teacher agency and generative AI: A cultural-historical analysis of contradictions in planning, instruction, and assessment.** *Learning, Culture and Social Interaction*, 61, 101065. <https://doi.org/10.1016/j.lcsi.2026.101065>

Scholars have traced diverse contradictions of GenAI's potential to seemingly both help and harm education back to the origins of AI in Education (AIED), thereby broadening the discussion to include a cultural-historical perspective. Generative AI (GenAI) is being analyzed for its impact on student achievement through personalized learning, and concerns about the potential devaluation of educators' skills and expertise. However few studies have examined AIED's impact on teacher agency, particularly through the lens of its perceived exchange value. This pilot study applies a third-generation CHAT framework to explore how GenAI mediates teacher agency and generates contradictions across the activity systems of planning, instruction, and assessment. The answers were analyzed using Natural Language Processing (NLP) looking for the emotional valence (Sentiment Analysis) and linguistic cues contradicting teacher agency (Natural Language Inference). The results revealed that the activity of lesson

planning had a positive perceived agency, while the activities of teaching and assessment displayed a neutral and a negative perceived agency. GenAI is perceived to increase teacher agency in planning, but constrains it during instruction and assessment due to emergent contradictions. A primary contradiction was identified indicating that AI is being perceived as a helpful tool in the delivery of learning while also being perceived as negating the development of teacher agency. A secondary contradiction consisting of a dilemma between efficiency and agency was also found.

Gai, G., Zhu, X., & Yang, F. (2026). **How does AI use foster teachers' innovative work behavior? the sequential roles of work meaningfulness and creative self-efficacy.** *Education and Information Technologies*, 31(14), 6185-6206. <https://doi.org/10.1007/s10639-026-14047-4>

The rapid integration of artificial intelligence (AI) into higher education has reshaped teachers' work processes, yet empirical evidence regarding its implications for teaching innovation remains mixed. Moving beyond technology-deterministic and risk-oriented perspectives, this study examines how AI use fosters university teachers' innovative teaching behavior by focusing on underlying psychological mechanisms. Drawing on Self-Determination Theory and Social Cognitive Theory, we propose a sequential mediation model in which AI use enhances teachers' work meaningfulness, which subsequently strengthens creative self-efficacy and promotes innovative teaching behavior. Data were collected from 580 full-time Chinese university teachers using a two-wave time-lagged survey design. Structural equation modeling and bias-corrected bootstrap analyses were employed to test the hypothesized relationships. The results indicate that AI use is positively associated with innovative teaching behavior. Furthermore, both work meaningfulness and creative self-efficacy independently mediate this relationship. Importantly, a significant sequential mediation effect was identified, demonstrating that AI use enhances teachers' perceptions of work meaningfulness, which in turn strengthens creative self-efficacy and ultimately leads to higher levels of innovative teaching behavior. These findings suggest that the innovative potential of AI in education is psychologically contingent rather than technologically automatic. By uncovering a distal-to-proximal psychological pathway from work meaningfulness to efficacy-based confidence, this study advances understanding of how AI-supported teaching innovation emerges and extends the application of Self-Determination Theory and Social Cognitive Theory to AI-integrated educational contexts. Practically, the results highlight the importance of human-centered AI implementation strategies that foster teachers' sense of meaning and creative agency to support sustained instructional innovation.

Gao, X., Guo, X., Jiang, Q., Xiong, W., Zhao, W., & Zhang, D. (2026). **Chatbot-supported inquiry-based learning: effects of metacognitive scaffolding on K-12 students' inquiry skills, metacognitive behavior patterns, and learning experience.** *Education and Information Technologies*, 31(14), 6343-6380. <https://doi.org/10.1007/s10639-026-14037-6>
GenAI chatbots can be flexibly integrated into online learning platforms to create safer and more autonomous environments for inquiry-based learning. They enrich students' learning experiences by offering personalized support and fostering deep inquiry through real-time feedback. However, students in chatbot-supported inquiry-based learning (CSIBL) environments require strong metacognitive abilities to regulate both inquiry processes and chatbot usage: they need to plan, monitor, and adjust their inquiry while critically evaluating chatbot responses and avoiding overreliance that may reduce

active inquiry to passive reception. Without proper guidance, they often struggle to consistently apply metacognition for self-regulation. Metacognitive scaffolding has proven effective in fostering metacognition and self-regulated learning, yet few studies have examined its design and effects in chatbot-supported science education. To address this gap, this study designed a metacognitive scaffolding-integrated chatbot-supported inquiry-based learning (MS-CsIBL) approach to enhance students' self-regulation and inquiry performance. A quasi-experimental design involving 85 eighth-grade students was employed. The experimental group (N = 43) adopted the MS-CsIBL approach, whereas the control group (N = 42) utilized the traditional CsIBL approach without scaffolding. Data were collected through surveys, learning logs, and interviews. The findings indicated that the approach significantly promoted the development of inquiry skills and supported positive learning experiences, as indicated by enhanced self-efficacy and a more favorable cognitive load profile. Moreover, it fostered a distinctive metacognitive behavior pattern centered on monitoring, where monitoring, evaluation, regulation, and reflection were closely interlinked. This study provides theoretical and practical implications for designing effective GenAI-supported scientific inquiry courses in K-12 education.

GPE KIX. (2026). ***From fragmented data to decision-ready EMIS. Strengthening South Sudan's education data system for planning, equity, and accountability.*** Consulté à l'adresse Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX website: <https://www.gpekix.org/sites/default/files/2026-07/Validated%20KIX%20Policy%20Brief%20South%20Sudan%20EMIS%20Strengthening.pdf>

This policy brief presents findings from the AU-IPED EMIS Strengthening Mission held in Juba, South Sudan (16–18 March 2026) under the GPE KIX Africa 19 Hub, in partnership with GESCI and Canada's IDRC. It reviews South Sudan's education data landscape — which currently operates across six parallel platforms and involves 14 institutional actors — and draws on a structured evidence review identifying 17 opportunities to strengthen data systems and coordination. Focusing on four priority areas (system integration, school-level data practices, data quality assurance, and governance and financing), the brief sets out the case for a phased, Ministry-led approach and offers five recommendations to advance a coordinated, trusted, and decision-ready national EMIS that supports evidence-based planning, equity, and accountability, in alignment with the AU EMIS Norms and Standards, CESA 2026–2035, Agenda 2063, and SDG 4.

Gulen, H. N., & Kucuk, S. (2026). ***Integrating artificial intelligence into preservice teacher education: enhancing AI literacy and digital material design competency.*** *Education and Information Technologies*, 31(14), 5735-5760. <https://doi.org/10.1007/s10639-026-14020-1>

The rapid advancement of Artificial Intelligence (AI) has transformed educational tools and practices. Integrating AI into instruction supports complex thinking, enriches teaching, and helps educators in material creation and visualization. Therefore, it is essential to equip both students and educators with AI literacy and digital material design competencies in order to support pedagogically sound and ethically responsible instructional practices. Within this context, the present study examines the extent to which an AI-integrated instructional technology course influences pre-service teachers' AI literacy and digital material design competencies, as well as their perceptions and experiences of learning within an AI-integrated instructional environment. Using a mixed-methods approach, 50 pre-service social studies teachers (41 female, 9 male)

participated in a semester-long course. Data were collected through the Artificial Intelligence Literacy Scale, Digital Material Design Competency Scale, and semi-structured interviews. Paired sample t-tests indicated significant gains in both AI literacy and digital material design competencies, with large effect sizes. Qualitative and quantitative findings showed that AI tools not only improved technical abilities but also enhanced pedagogical thinking. The study highlights the importance of AI-integrated curricula in preparing future teachers for modern educational challenges.

He, M., Li, C., Jiang, X., & Cao, L. (2026). **Efficacy testing and design strategies for animated micro-lectures in civic education: an empirical study based on EEG data.** *Education and Information Technologies*, 31(14), 5827-5856.
<https://doi.org/10.1007/s10639-026-14018-9>

Civic education is a core component of the university curriculum, designed to shape students' values and civic literacy. Its abstract and theoretical nature makes it difficult to sustain student attention, limiting instructional effectiveness under conventional approaches. To explore innovative, evidence-informed teaching strategies, this study used electroencephalography (EEG) to empirically examine the impact of animated micro-lectures on civic education outcomes. Sixty second-year undergraduate students majoring in Chinese Language and Literature at a university in Western China participated in the study. The instructional content centered on the theme "Ideals, Beliefs, and Civic Responsibility." We developed a multidimensional evaluation framework that integrated real-time EEG-based attention monitoring, standardized achievement tests, and validated questionnaires assessing learning interest and perceived acceptability. Three quasi-experimental designs were conducted to compare: (1) animated micro-lectures versus recorded video micro-lectures, and (2) the differential effects of specific design features —namely, textual elements (e.g., color highlighting, subtitle presence/absence) and visual elements (e.g., inclusion of animated characters, background type). Results showed that animated micro-lectures achieved significantly better teaching effects than recorded video micro-lectures: attention levels increased by 16.6%, learning achievement scores improved by 17.2%, and students reported markedly higher levels of learning interest and instructional acceptability. With respect to textual design, color highlighting significantly enhanced attention allocation, whereas the presence of subtitles had no significant effect on either attention or learning performance. Regarding visual design, incorporating animated characters showed a non-significant trend toward increased attention, while the background type had no statistically significant effect. Overall, these findings indicate that scientifically designed animated micro-lectures based on cognitive principles can substantially enhance the efficacy of civic education instruction. The study thus provides multi-method, empirically derived evidence grounded in EEG-based measures of attention and behavioral data, along with concrete, actionable design principles to support pedagogical reform in value-oriented courses in higher education.

Hellenkamp, D. (2026). **Generative AI in Higher Education: Academic Authorship, Validity, and the Transformation of Assessment** [Working paper].
<https://doi.org/10.2139/ssrn.6634941>

This paper analyses how generative artificial intelligence is reshaping the requirements of academic authorship in higher education and explores the implications this development holds for a contemporary culture of assessment. It begins from the observation that generative systems can substantially accelerate scholarly work in areas

such as structuring, drafting, and tutorial support, while simultaneously generating new risks for academic integrity, validity, and reliability. To address this development, the paper develops the theoretical framework of functional tool indifference. What matters, on this view, is not the tool as such, but whether validity, traceability, and human responsibility are preserved throughout the scholarly process. On this basis, the paper proposes a distinction between a merely technical product and a human artefact. An AI-generated output becomes a human artefact attributable in scholarly terms only through the human act of validation – that is, through review, selection, revision, source checking, and responsible contextualization. From this perspective, academic authorship shifts away from mere text production towards capacities of validation, verification, and judgement. For higher education, this entails the need for a transformed assessment culture that evaluates not only end products, but also processes of production, reflective performance, and the logic of evidentiary support. The paper therefore argues for a dual model of assessment based on process integrity and artefact validity, and for sustained AI governance that strengthens higher education institutions as sites of methodological, reflective, and validation competence.

Holmes, T., & Guichon, N. (2026). **French learners' use of ChatGPT for interactive textual revision: an in-depth multiple case study.** *The JALT CALL Journal*, 22, 102993. <https://doi.org/10.29140/jaltcall.2026.102993>

Nowadays, generative artificial intelligence (GAI) tools can be found virtually everywhere, including in the second language classroom. Despite this widespread use, there remains a paucity of research exploring how such tools can be utilized for textual revision, especially in languages other than English. Furthermore, the need for students and teachers alike to understand the tools that they use grows ever more important. In the present study, we investigate how French as a Foreign Language students interact with ChatGPT, a widely accessible and well-known GAI tool, to correct their texts. Participants (n = 14) first answered a survey regarding their familiarity with ChatGPT and then participated in a 60-minute workshop on the use of ChatGPT for interactive textual revision in French. Participants (n = 8) wrote a short, narrative text which they then revised using ChatGPT and subsequently refined into a final version. We collected the screen recordings of the writing and revision process, the links to discussion threads and the original and final versions of the texts. We analysed the prompt patterns that emerged, as well as the quality of ChatGPT's responses, revisions and explanations. A sample of participants (n = 2) participated in self-confrontation interviews regarding their experience. Overall, texts saw a significant improvement from first to final draft following interactive revision with ChatGPT regarding error count, though shortcomings concerning ChatGPT's responses as well as the lack of engagement on behalf of participants call into question the pedagogical value of using ChatGPT for textual revision in French.

Holubinka, K. I., Hassane, S., Urlings, C., van Lankveld, G., Klemke, R., & de Groot, R. H. M. (2026). **Enabling the integration of desktop virtual reality in a distance university: an educational stakeholder perspective.** *Education and Information Technologies*, 31(14), 5695-5734. <https://doi.org/10.1007/s10639-026-14014-z>

As desktop virtual reality (VR) technologies become more accessible, universities face the challenge not of adoption, but of achieving meaningful and scalable integration. While prior research has examined the pedagogical affordances of VR, little is known about how these tools can be embedded within institutional structures and practices

over time. This qualitative interview study investigates the factors that enable the integration of desktop VR in a European distance-learning university. Drawing on in-depth interviews with teachers, media designers, and institutional managers, the study identifies five interdependent themes: Context, Values, Technology, Pedagogy, and Management, that shape integration processes. Findings indicate that integration is achieved not through isolated initiatives, but through coordinated alignment between the themes. Two key mechanisms are proposed: a three-point audit (hardware, software, staff expertise) to assess organisational readiness, and a value-aligned design workflow that links VR affordances to instructional goals while anticipating risks such as cognitive overload and accessibility gaps. This paper contributes empirical stakeholder evidence on conditions for integrating desktop VR in distance higher education, introduces two actionable mechanisms to operationalise sustainable, value-sensitive integration, and offers practical recommendations to align implementation with pedagogical aims and institutional priorities. The study offers an institutional-level perspective on VR integration within a single distance university and provides context-sensitive insights into how desktop VR can be integrated in pedagogically grounded, ethically informed, and organisationally sustainable ways.

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 évaluation en éducation*, 47(spécial), 199-232. <https://doi.org/10.7202/1127306ar>

L'article décrit le processus d'élaboration et de validation de l'Échelle de Mesure de la Présence Socio-Affective en Formation (EMSPA e-Formation). Cette échelle a été construite en prenant appui sur le modèle théorique de la présence sociale en e-Formation (Jézégou, 2022). L'étude repose sur un échantillon de 309 étudiants inscrits en Master en sciences de l'éducation et de la formation, intégralement en distanciel et dispensé par des universités françaises. Dans un premier temps, une analyse factorielle exploratoire met en évidence une structure factorielle à trois facteurs, caractérisée par une bonne cohérence interne. Dans un second temps, une analyse factorielle confirmatoire valide cette structuration et confirme les relations entre les trois facteurs identifiés. Les résultats montrent que cette échelle constitue un instrument psychométrique robuste pour l'étude et pour l'analyse de la présence socioaffective en e-formation, tout en ouvrant des perspectives pour de futures recherches.

Kızıltaş, Y. (2026). **Artificial intelligence (AI) in primary school classrooms: ChatGPT's text summarization ability and its impact on attitudes towards summarization.** *Education and Information Technologies*, 31(14), 6091-6118. <https://doi.org/10.1007/s10639-026-14029-6>
Developments in artificial intelligence technology are having a significant impact on education. ChatGPT, in particular, plays an important role in this regard. Although it raises various concerns, ChatGPT can also be positively integrated into classrooms. The current study investigates the integration of ChatGPT into primary schools for fourth-grade students. Within this framework, the study aims to examine the impact of ChatGPT on primary school students' text summarization skills and their attitudes toward summarization. This study employed a nonequivalent control group pretest-posttest design within the framework of quantitative research methods. Data were collected from fourth-grade students aged 10 (experimental group = 34, control group = 34) at a primary school in Van, Türkiye, at the beginning of the second semester of 2025. A criterion sampling technique was used to determine the study group. Parametric tests were

conducted to analyze the data collected using the Summary Skills Graded Scoring Key and the Attitude Toward Summarizing Scale. The results of the study showed that ChatGPT had a statistically significant effect on text summarization skills. Attitudes toward summarization, which is a challenging skill for students, also showed an increasing trend with the use of ChatGPT. The findings support the idea that ChatGPT can be incorporated into teaching to improve students' summarization skills and attitudes toward summarization. Similarly, the findings indicate that ChatGPT can be utilized in contexts where traditional methods fall short. It is recommended that ChatGPT be integrated into primary school classrooms and curricula.

Kundu, A., & Bej, T. (2026). **Measuring AI literacy in elementary students: development and validation of a psychometric instrument.** *Education and Information Technologies*, 31(14), 5857-5880. <https://doi.org/10.1007/s10639-026-14022-z>

This study presents the development and validation of the AI Literacy Questionnaire for Children (AILQ-C), a psychometrically robust instrument designed to assess elementary students' multidimensional awareness, attitudes, and perceived competencies related to artificial intelligence. Grounded in UNESCO's AI Competency Framework, the AILQ-C captures human-centred, ethical, practical, and system-design dimensions aligned with the framework's developmental progression (Understand–Apply–Create), focusing on students' perceptions and orientations toward these competencies. An initial 30-item pool, derived from theoretical review and expert input, underwent face and content validation, cognitive interviews, and pilot testing, resulting in a refined 24-item instrument. Field testing with 480 students (Grades 4–8; Mage = 11.2, SD = 1.1; 51% girls) from ten schools across diverse socio-economic settings in eastern India confirmed a four-factor structure, with strong item discrimination (DI=0.42–0.76), high internal consistency (α =0.84–0.89), and robust convergent and discriminant validity. Measurement invariance analyses demonstrated configural, metric, and scalar invariance across gender and grade levels. While validated within an Indian school context, the instrument provides a developmentally appropriate tool for examining children's AI literacy profiles and informing future research and educational interventions. The AILQ-C may support teachers, researchers, and policymakers in exploring students' engagement with AI-related concepts and identifying areas for targeted learning support.

Kyianovskyi, A. (2026). **Integration of humanitarian and digital pedagogical approaches: an empirical analysis of the impact on student resilience and engagement in a conflict zone (Ukraine).** *Education and Information Technologies*, 31(14), 6291-6307. <https://doi.org/10.1007/s10639-026-14045-6>

The escalation of global conflicts necessitates robust pedagogical frameworks capable of ensuring academic continuity and human development. This article validates the Humanitarian Digital Pedagogy Model, an innovative framework that integrates technological innovation with human-centered values to sustain inclusive schooling under wartime conditions. Drawing on mixed-method research conducted in Ukraine (2020–2024), the study empirically assesses the model's effectiveness in supporting psychological resilience, relational cohesion, and academic involvement during the full-scale military conflict in Ukraine. The analysis utilizes a comparative design, examining differences between participants (Experimental Group) and non-participants (Control Group). Four component indices—Academic Involvement (AI), Psychological Involvement (PI), Relational Interaction (RI), and Teacher Involvement (TI)—were synthesized into a composite Efficiency Index (EI). Results show that students and

teachers engaged in the model significantly outperformed non-participants, demonstrating an average gain of 12–15% across all measured indices. The findings confirm that digital tools, when grounded in empathy, moral agency, and solidarity, can transform education from mere knowledge transmission into a crucial instrument for survival and post-conflict recovery. Implications are discussed for developing global pedagogical resilience and reforming education in conflict-affected regions.

Laumann, D., Fischer, J. A., Stürmer-Steinmann, T. K., Weßnigk, S., & Neumann, K. (2026). **Comparing e-learning courses pre and during the COVID-19 pandemic in physics: the effect of classroom and distance learning.** *International Journal of Science Education*, 48(14), 2200-2219. <https://doi.org/10.1080/09500693.2025.2518599>

The impact of the COVID-19 pandemic on students' engagement and learning achievement is widely recognised. Many studies provide evidence for this finding, but there rarely are comparative investigations of identical teaching units used in-class before and during the COVID-19 pandemic. This study addresses the transition from traditional classroom learning to distance learning on example of the use of e-learning courses in physics with significant challenges, especially regarding the inclusion practical work. Drawing on data from 1023 students, the research employs linear mixed-effect models to analyze the influence of time and setting (before vs. during COVID-19 pandemic) on students' behavioural engagement, affective engagement and physics achievement. Results indicate a decline in behavioural engagement in physics instruction during the pandemic especially for activities involving practical work. Interestingly, affective engagement as well as physics achievement did not develop differently during the pandemic. These findings underscore the importance of engaging students in the learning process, especially during extended periods of distance learning and highlight the challenges for physics instruction, in particular practical work. The study contributes insights for physics and science educators as well as policymakers in designing effective e-learning courses, particularly in times of crisis such as the COVID-19 pandemic.

Li, Y., & Jiang, J. (2026). **How time pressure intensifies artificial intelligence addiction among graduate students: exploring the role of academic control deprivation and self-reflexivity across engagement profiles.** *Higher Education*, 92(2), 1011-1029. <https://doi.org/10.1007/s10734-025-01559-0>

In an era of rapid change, the immense time pressure on graduate students has compelled them to turn to artificial intelligence (AI) tools, which have the potential to foster addiction. This study examines how perceived time pressure contributes to AI addiction among graduate students through academic control deprivation and how self-reflexivity moderates this pathway. A cross-sectional survey of 1257 Chinese graduate students was analyzed using latent-profile analysis and multi-group structural-equation modeling. Latent profile analysis (LPA) identified three student learning engagement profiles (low, moderate, and high engagement). Data were analyzed using structural equation modeling (SEM) with bootstrapping to test the moderated mediation model. Results show that perceived time pressure significantly increases AI addiction, partly via academic control deprivation, while self-reflexivity mitigates this indirect effect. The moderated mediation was strongest among high-engagement students, suggesting a paradox of vulnerability. These findings extend the self- vs. external regulatory theory by demonstrating how the interaction between contextual stress and self-regulation shapes AI addiction, offering insights for targeted interventions.

Liang, S., Yau, K. W., Meng, H., Chiu, T. K. F., King, I., Yam, Y., & Sing, C. C. (2026). **From disengaged to self-determined: A latent transition analysis of students' AI learning motivation.** *Education and Information Technologies*, 31(14), 5781-5806. <https://doi.org/10.1007/s10639-026-13998-y>

As AI education expands, understanding whether and how students sustain their engagement in AI learning has become increasingly important. Current research has predominantly focused on students' AI literacy over shorter timeframes, with limited attention to their motivational development. Grounded in Self-Determination Theory (SDT), this study conceptualizes AI learning motivation through students' perceived needs satisfaction for competence (confidence and AI knowledge mastery), relatedness (AI for social good and ethical engagement), and autonomy (behavioral intention to continue learning AI). A total of 2,086 secondary students across 53 schools participated in a year-long AI curriculum and completed both pre- and post-tests. Latent Transition Analysis was used to identify motivational profiles and examine transitions over time. Three motivational profiles emerged consistently at both time points: Disengaged, Developing, and Self-Determined, representing low, moderate, and high levels of need satisfaction. Although profile configurations remained similar, transitions revealed developmental patterns, with most students maintaining or moving toward higher motivational profiles. Female students and those with more prior AI learning experience were more likely to transition to higher motivational profiles. Furthermore, students who transitioned into or remained in the Self-Determined profile showed the greatest improvements in AI literacy. Findings extend SDT to emerging AI learning contexts and underscore the importance of supporting students' psychological needs to foster sustained engagement and AI literacy development.

Lin, Q., Zhou, Q., Long, Q., Zhu, M., & Ma, H. (2026). **How does technological anxiety affect teachers' self-efficacy in AI competence: the mediating role of work engagement and the moderating role of social support.** *Education and Information Technologies*, 31(14), 6119-6148. <https://doi.org/10.1007/s10639-026-14036-7>

The rapid development of artificial intelligence technology in the field of education has led to its increasingly widespread application by teachers in teaching practice. This has not only reshaped the educational ecosystem but also had a profound impact on teachers' self-efficacy. However, technological anxiety, as a negative emotional response, undermines teachers' confidence and ability to apply artificial intelligence technology. Although existing research has explored the relationship between technological anxiety and teachers' behavioral outcomes, there is still a lack of in-depth understanding of its psychological mechanisms and the moderating effects of external resources. Therefore, based on the Cognitive Evaluation Theory and the Unified Theory of Acceptance and Use of Technology, this study constructs an analytical framework that includes mediating and moderating effects, aiming to explore how technological anxiety affects teachers' self-efficacy in AI teaching through work engagement and the moderating role of social support in this process. Based on a cross-sectional survey of 550 primary and secondary school teachers in Jiangxi and Fujian provinces, this study advances the educational technology anxiety mechanism model by integrating work engagement. In addition, the findings demonstrate that social support exerts a significant cross-level moderating effect. The results show that: (1) Technological anxiety has a significant negative impact on teachers' self-efficacy in AI teaching; (2) Work engagement plays a partial mediating role between technological anxiety and

teachers' self-efficacy in AI teaching; (3) Social support has a positive moderating effect between technological anxiety and work engagement, as well as between work engagement and teachers' self-efficacy in AI teaching; (4) Social support plays a significant positive moderating role between work engagement and teachers' self-efficacy in AI competence. This study contributes to teachers' professional development theory and offers empirical support for developing AI teacher training systems that combine technological and psychological dimensions. It further provides actionable insights for educational practice on mitigating teachers' technology anxiety and strengthening their self-efficacy in AI-based teaching.

Lin, S., & Li, N. (2026). **The dynamic impact of online teaching behavior patterns on student engagement: a longitudinal study based on departmental differences.** *Education and Information Technologies*, 31(14), 5387-5421. <https://doi.org/10.1007/s10639-026-14009-w>
This study explores the dynamic interplay between faculty online teaching behaviors and student engagement across academic departments, using a longitudinal dataset spanning eight semesters (2020–2024) from 17 departments. Employing multilevel regression analysis and SHAP (SHapley Additive exPlanations) value interpretation, the study identifies teacher feedback behavior as the feature showing the highest relative contribution within the model predictions ($\beta = 0.457$, $|SHAP| = 0.220$, 98.6% bootstrap rank stability) in association with student engagement, revealing substantial variations across departments. The analysis uncovers distinct behavioral patterns: STEM faculty exhibited higher teacher feedback frequencies, whereas humanities faculty emphasized more in-depth feedback. A time-series analysis delineates three developmental stages—adaptation (2020–2021), development (2021–2023), and maturation (2023–2024)—characterized by progressively increasing stability. This study advances educational technology theory by introducing a “dynamic departmental difference” framework and offering empirical support for tailored faculty development strategies in online education. The findings present actionable insights for institutional policymaking in the digital transformation of higher education.

Liu, T. (2026). **Smart campus ecosystems: integrating IoT and AI for efficient educational administration and student support services.** *Education and Information Technologies*, 31(14), 5649-5670. <https://doi.org/10.1007/s10639-026-14017-w>
Despite the rapid expansion of smart campus ecosystems, the majority of the literature is still focused on administrative efficiency. The current study was carried out with the aim of examining the effectiveness of the implementation of the open student-engaged smart campus model with the integration of the Internet of Things, artificial intelligence, and learning analytics in terms of academic performance and psychological outcomes in the higher education sector. A randomized two-group pretest-posttest study was carried out with the participation of 160 biology department undergraduate students (80 in the experimental group and 80 in the control group). Academic performance was evaluated using the biology examination scores of the students. Anxiety and well-being were monitored using the GAD-7 scale and the WHO-5 scale, respectively. The study revealed that the students in the experimental group showed higher academic performance (81.21), lower anxiety (7.79), and higher well-being (18.79) compared with the control group (76.16, 9.89, and 11.11, respectively). The study revealed significant effects of the implementation of the smart campus model in terms of academic performance, anxiety, and well-being using repeated-measures ANOVA. The study revealed that the implementation of the smart campus model is more effective with the

involvement of the students in the governance structure of the university, where they can inspect the outputs of the system and understand the application of AI in the analytics process.

Mangundu, J., Mutasa, L. S., Gunaratnege, S. M., & Ujakpa, M. (2026). **Innovativeness and self-efficacy in lecturers' intentions to use cloud computing services in teaching and learning in South African higher education**. *Education and Information Technologies*, 31(14), 5881-5919. <https://doi.org/10.1007/s10639-026-14016-x>

There has been an acceleration of the adoption of cloud computing in higher education institutions (HEIs), especially in response to the COVID-19 pandemic. This shift to virtual and blended learning environments, led to a migration of HEIs' information management processes to cloud-based systems. Despite its advantages, cloud computing adoption in South African HEIs remains low. This study applies the Theory of Planned Behaviour (TPB) to examine how self-efficacy and innovativeness influence lecturers' intentions to use cloud computing services. A quantitative design was applied, and stratified random sampling ensured representation across the lecturer population. Data were collected through an online questionnaire from 202 lecturers at a South African university and analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings revealed that behavioural factors, including attitudes, subjective norms, and perceived behavioural control, positively influence lecturers' intentions to use cloud computing services. In addition, findings demonstrated that self-efficacy partially mediates the relationship between attitudes and intention and fully mediates the relationship between perceived behavioural control and cloud computing use intention. However, innovativeness demonstrated minimal to no mediation in the relationships. The model highlights the centrality of perceived behavioural control and self-efficacy in shaping intentions, with attitudes contributing moderately and innovativeness playing a minimal role. The study offers practical implications for HEIs in developing countries by suggesting targeted interventions to strengthen user confidence and engagement in cloud-based teaching and learning environments.

Marlin, K., Brandt-Pomares, P., Laisney, P., Castéra, J., & Mascré, N. (2026). **Beyond initial perceptions: A quasi-experimental study of how hands-on training shapes teachers' mobile learning acceptance**. *Computers in Human Behavior Reports*, 23, 101248. <https://doi.org/10.1016/j.chbr.2026.101248>

This quasi-experimental study examines the transition from acceptance before use to acceptance after use of mobile learning technology among teachers and evaluates the role of training in facilitating this transition. Using the Technology Acceptance Model framework, it explores how hands-on experience with an adaptive, collaborative, free mobile learning application (Artefac) shapes acceptance differently across pre-service and in-service teachers. A 2x2 quasi-experimental design involved 112 French teachers (57 pre-service, 55 in-service) assigned to either a 3-h Artefac Training condition or an unrelated Control condition. Participants completed questionnaires measuring perceived usefulness for teaching, perceived usefulness for students, perceived ease of use, perceived enjoyment, and intention to use before and after the intervention. Results revealed contrasting patterns across acceptance dimensions. While perceived usefulness for students remained consistently positive across all conditions and Status groups, perceived usefulness for teaching significantly decreased among in-service teachers following Artefac training. Training improved perceived ease of use across both Status groups. Intention to use decreased significantly in the Training condition, while

remaining stable in the Control condition. These findings suggest that distinguishing between student-centered and teacher-centered benefits in technology acceptance research may be a fruitful avenue worth exploring further, as training effects appear to unfold differently across career stages and acceptance dimensions. The study underscores the importance of measuring both acceptance before and after use, as hands-on experience with technology can reveal acceptance patterns that differ significantly from initial perceptions, providing a more complete understanding of technology acceptance processes.

Meinck, S., Holtmann, M., Fraillon, J., & Strietholt, R. (2026). **School principals as change agents in an era of AI-driven transformation: insights from ICILS 2023** (p. 8). Consulté à l'adresse International Association for the Evaluation of Educational Achievement, IEA website: <https://curated-library.iiep.unesco.org/fr/node/58578>

This Compass Brief presents findings from the 2023 cycle of ICILS, the first international study to capture school principals' perspectives on the emergence of generative AI in schools. Data from more than 1,100 principals in 11 countries, collected in late 2023 and early 2024, provide a unique snapshot of leadership responses at an early stage of AI adoption.

Morales, L., Hill, V., Pop, L., Valtins, K., O'Connor, J., Rajmil, D., ... Todorov, T. (2026). **Evolving circular pedagogy: a framework for immersive transdisciplinary learning.** *Pedagogy, Culture & Society*, 34(5), 1411-1434. <https://doi.org/10.1080/14681366.2026.2700558>

The contemporary world is undergoing profound socio-economic and environmental transformations that necessitate a radical re-evaluation of how we learn, teach, innovate and engage with research. Traditional educational models are increasingly insufficient to address the complexity of the twin transition (i.e. green and digital), in which countries need to identify the most effective strategies to advance the digital and green transformations necessary to support sustainable development. Educational systems and frameworks also need to respond to the United Nations 2030 Agenda for Sustainable Development and its three pillars: environment, society, and economy. This research study offers critical insights into the need to build an actionable framework that supports the development of innovative learning spaces and pedagogies within an Immersive Transdisciplinary Learning framework better attuned to the realities of contemporary society. We propose an innovative approach that integrates immersive technologies, transdisciplinary collaboration, and real-world applications to reshape knowledge exchange processes as the learning loop continues to evolve through the lens of Circular Pedagogy.

Morales, L., Rajmil, D., Pop, L., Gülmez, M., & Peev, I. (2026). **Reimagining digital literacy and virtual identity in the Age of AI" - Special Collection Editorial.** *Pedagogy, Culture & Society*, 34(5), 1223-1233. <https://doi.org/10.1080/14681366.2026.2710773>

This special collection reflects on the need to reimagine teaching and learning spaces in the age of artificial intelligence (AI). Understanding digital literacy and virtual identity is essential to engaging with our contemporary society, which is defined by the fast pace of socio-economic digitalisation. Experts in the development of educational models, systems, and curricula need to consider how to integrate the development of advanced digital literacy skills, ensuring that learners can interact with technology and have the competencies to find, evaluate, and communicate information online, protect

themselves from online threats, and secure personal information. The importance of virtual identity provides insights into how teaching and learning models can be grounded in human-centred learning spaces. Spaces that should be accessible and foster collaboration, discussion, and critical inquiry through community-driven activities that go beyond content delivery. Learners are shifting towards being co-creators in AI-mediated working and learning environments. As such, there is a need to combine elements of innovative and transformative pedagogy, cultural studies, and critical literacy to engage in and lead educational transformations.

Morrison, C., & Hoben, J. (2026). **Rethinking education in the algorithmic age: a model for AI digital literacy and identity.** *Pedagogy, Culture & Society*, 34(5), 1283-1300. <https://doi.org/10.1080/14681366.2026.2668652>

In an increasingly polarised socio-political landscape, generative artificial intelligence (GenAI) is positioned as both a threat to conventional forms of learning and assessment in educational institutions and a reconfiguration of educational practice within postdigital contexts. This paper critically examines how AI can reshape knowledge production, pedagogy, and learner subjectivity, arguing that it can become an epistemic actor within evolving relations of power. Drawing on Foucauldian discourse theory, we conceptualise educational systems as contested sites where algorithmic logics and the imperatives of surveillance capitalism become spaces for critical literacy. In response, we introduce the PRAXAI pedagogical model through examples from our everyday teaching practice with educators. We introduce a critical literacy model combining human ingenuity with AI's power as co-creator, mediated by the pull of capitalist surveillance and siloed algorithms that narrow our understanding of the world. PRAXAI advances critical digital literacies that enable learners to interrogate the conditions under which algorithmic systems shape meaning-making and identity. We argue that current policy responses must engage with the interplay of technology, power and subjectivity. We call for educational frameworks that combine insights from critical pedagogy, cultural studies, and critical literacy theory in ways that sustain democratic values and support critically reflexive learners.

Nga, V. H. T. (2026). **Life Skills of Lower-Secondary School Students in the Context of Digital Transformation: An Integrative Review of Theoretical Perspectives, Empirical Evidence, and Educational Directions.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 87-95. [https://doi.org/10.59324/ejahss.2026.3\(5\).08](https://doi.org/10.59324/ejahss.2026.3(5).08)

Digital transformation is reconfiguring the ecological contexts in which lower-secondary school students (grades 6-9, approximately ages 11-15) form the life skills that underpin healthy development. This paper presents an integrative narrative review that synthesizes four complementary theoretical perspectives the World Health Organization's ten core life skills, Bronfenbrenner's bioecological model as extended by Navarro and Tudge's neo-ecological theory, self-determination theory, and the European DigComp digital competence framework to explain how digital environments shape the formation of life skills in early adolescence. Drawing on peer-reviewed evidence published between 1997 and 2026, the review examines the opportunities and risks that digital transformation poses across the micro-, meso-, exo-, and macrosystems of adolescent life, proposes an integrated four-domain framework of digital-era life skills, and critically appraises the current state of life-skills education in Vietnamese lower-secondary schools under the 2018 General Education Curriculum. The review finds that, although digital transformation expands access to knowledge and social connection, it simultaneously intensifies

psychosocial risks that traditional life-skills curricula are poorly equipped to address, and that Vietnamese practice remains fragmented and under-theorized relative to international scholarship. The paper concludes with an evidence-informed set of educational directions and a research agenda aimed at strengthening the theoretical and empirical foundations of digital-era life-skills education in Vietnam.

Nguyen Tan, D. (2026). **Digital ecosystem for higher education: the case of Vietnam.** *Summer School E&T 2026 for International Doctoral Students or Young Researchers: Global strands in digital participation research*. Consulté à l'adresse <https://hal.science/hal-05751392>

1. Legal framework for digital transformation in Vietnam; 2. Digital transformation in Vietnamese higher education; 3. The Erasmus+ ACCEES project.

Öz Tatacak, S., Yar, Z., Elibol, Z., Adıgüzel, D., & Koşar, Z. N. (2026). **Adolescents' Problematic Social Media Use and Socioemotional Well-Being: A Structural Equation Modeling Approach.** *Child Indicators Research*, 19(5), 2761-2782. <https://doi.org/10.1007/s12187-026-10402-6>

Social media has become an inseparable part of modern life. While existing research focuses on the various outcomes of social media use on adolescents, there is a perceived need for an in-depth investigation into the relationship between problematic social media use and adolescents' overall socioemotional well-being. This study aimed to examine the associations between adolescents' problematic social media use and their socioemotional well-being. A sample of 715 adolescents (mean age = 16.69, SD = 0.65) was included in the study group. Self-reported data were collected using scales designed to assess problematic social media use and socioemotional well-being. Parametric test methods, including Structural Equation Modeling (SEM), were utilized after confirming the normal distribution of the data. The analyses indicated that problematic social media use was significantly and negatively associated with the components of socioemotional well-being. A relationship was established between problematic social media use and socioemotional well-being variables. Furthermore, problematic social media use was found to be higher among girls, as well as among participants who spent more time on social media and those who reported attempts to reduce their social media use. Considering the associations between social media use and adolescents' socioemotional well-being, taking precautionary measures in this regard is deemed highly important.

Öztürk, D. (2026). **Motivation and technology in voice-AI adoption: an empirical validation of the integrated model in social studies classrooms.** *Education and Information Technologies*, 31(14), 6255-6290. <https://doi.org/10.1007/s10639-026-14032-x>

This study proposes and empirically tests an integrated model combining Self-Determination Theory (SDT), the Technology Acceptance Model (TAM), and the Theory of Planned Behavior (TPB) to investigate social studies teachers' behavioral intentions to adopt voice-activated artificial intelligence (AI) in education. Data were collected from 1,590 teachers, comprising both pre-service and in-service educators, using a validated instrument. Measurement analyses confirmed strong construct reliability, convergent validity, and discriminant validity across all scales. Structural equation modeling demonstrated a good overall model fit, supporting the hypothesized relationships among constructs. The findings revealed that SDT-based motivational variables—perceived competence, autonomy, and relatedness—significantly predicted TAM variables,

namely perceived usefulness and perceived ease of use of voice-activated AI. These technology acceptance factors, in turn, influenced attitudes toward use, which—together with subjective norm and perceived behavioral control from TPB—significantly shaped behavioral intention. The integrated model explained 48% of the variance in behavioral intention, outperforming models based solely on TAM or TPB. Multi-group analysis by professional status confirmed full metric invariance, with only one significant path difference observed, indicating broad applicability across teacher demographics. Overall, the results underscore the value of integrating motivational, cognitive, and social-behavioral perspectives in educational technology research and offer empirically grounded implications for professional development, policy design, and curricular innovation supporting AI integration in social studies education.

Pinelli, M., Moranges, M., & Cojean, S. (2026). **Take a Break, Take Notes? The Relationship Between Pauses, Note-Taking, and Learning Performance in Instructional Videos.** *International Journal of Human-Computer Interaction*, 1-24.
<https://doi.org/10.1080/10447318.2026.2702729>

Although pauses in instructional videos can enhance learning, previous studies have shown that learners barely use this function. However, these studies have not examined the role of note-taking in pause use. This study investigated whether note-taking is associated with pause use and whether pause use and note-taking are related to cognitive load and learning performance, measured by comprehension and recall. Participants watched a 10-min instructional video with the possibility to pause and take notes. Data (N = 74) were analyzed using mediation and exploratory methods, including subgroup discovery. Results suggested that pause use mediated the relationship between note-taking and comprehension. Exploratory analyses supported the relationship between pause use and note-taking, showing that learners with higher comprehension had greater pause use, whereas recall was associated with note-taking-related factors. Patterns related to gender and age were also observed. These findings are discussed in the context of multimedia learning and instructional video design.

Poisson, M., Fernanda, O., & Korn, E. (2026). **Digital tools for transparency and accountability in education: the role of civil society organizations** (p. 46).
<https://doi.org/10.54673/FKPV3683>

Across the world, Civil Society Organizations (CSOs) are turning to digital technologies, transparency portals, monitoring platforms, and whistleblower systems, to increase transparency and accountability in education. This study evaluates their efforts to shed a light on the financing and management of education systems. Drawing on a comprehensive desk review, survey data, and seven mini case studies, it explores how CSOs are using information and communication technologies (ICTs) to prevent, detect, and address corruption in education. Building on the experience of Education Out Loud grantees, it examines their successes and setbacks – from the use of innovative citizen-engagement tools to challenges caused by digital divides, funding constraints, and political resistance. The study outlines pathways forward, emphasizing inclusive, user-centred digital design, investment in technical and cybersecurity skills, strong data and ethical safeguards, and the integration of ICTs into broader anti-corruption strategies. It calls on education authorities to strengthen enabling legal frameworks, expand access to education data, support sustainable financing, and foster partnerships – offering evidence-based insights to harness digital innovation in support of more transparent and accountable education systems.

Pouye, A. K. (s. d.). **Cartographie stratégique de l'écosystème edtech en Afrique**. Consulté à l'adresse <https://www.undp.org/fr/senegal/publications/edtech-en-afrique-cartographier-pour-accelerer-la-transformation-educative>

Cette étude a été commanditée par le Programme timbuktoo du PNUD dans le cadre de la création du Hub EdTech de Dakar, avec pour objectif de structurer, analyser et dynamiser l'écosystème africain des technologies éducatives.

Romero, M. (2026). **L'Intelligence Artificielle va-t-elle nous rendre idiots?** <https://doi.org/10.5281/zenodo.22258367>

Machines are not intelligent, but they can perform increasingly complex tasks. From winning a game of chess to generating texts, images, or videos, the evolution of artificial intelligence (AI) is leading us to ask not only what we are capable of doing with these technologies, but also what impact their use may have on different human activities. This question is particularly important in education. AI allows us to delegate certain cognitive, creative, or decision-making processes that, until now, could only be carried out by humans. When this delegation replaces the cognitive effort required to learn and develop particular competencies, it may ultimately limit opportunities for learning. This places us in a position of responsibility: from an educational perspective, we need to decide when to use AI, for what purposes, in what ways, and within what limits. Throughout this book, we address ten questions that concern educators and families: Is AI making us idiots? With AI, do we still need to memorise? When AI does the homework, who learns? Can AI help with mental health? Will AI destroy human creativity? Will AI make us lose our critical thinking skills? Will AI help us collaborate or make us more individualistic? Can AI support autistic students? Does AI increase inequalities? Which jobs will AI transform? In each chapter, we examine recent research that can help us answer these questions and propose concrete actions for educators and families. The aim of this book is to help readers develop their own informed judgement and decide what role they want AI to play in teaching and learning.

Roth, C., Bender-Salazar, R., & Pitt, B. (2026). **Stories and systems: educational interactive storytelling to foster media literacy and systemic thinking**. *Pedagogy, Culture & Society*, 34(5), 1259-1282. <https://doi.org/10.1080/14681366.2026.2678550>

In an era of super-complexity, where wicked problems resist straightforward solutions and the very frameworks for producing knowledge are contested, transformative learning is not a pedagogical option but a necessity. Without the capacity for systemic, transdisciplinary thinking, learners risk being overwhelmed by information complexity, susceptible to misinformation, and unable to act meaningfully on the challenges they face. This paper argues that Interactive Digital Narratives (IDNs) offer a distinctive pedagogical instrument for bridging this gap: by immersing learners in nonlinear, perspective-shifting narrative experiences, IDNs can cultivate the critical literacies and systemic sensibilities that transformative learning requires. However, realising this potential demands a principled framework for design and implementation. We introduce two connected contributions: the concept of Systemic Learning IDNs, which are narrative experiences explicitly designed to support learners in exploring complex systems, and the CLASS transdisciplinary pedagogical framework, a structured model integrating systems thinking, design thinking, and interactive storytelling to guide their creation and use. Applying CLASS to two contrasting case studies, a commercial narrative simulation and a student-developed educational prototype, we demonstrate how IDNs can be

designed and deployed to foster media literacy, systemic thinking, and collaborative problem-solving across disciplinary contexts. The paper offers both conceptual grounding and practical recommendations for educators seeking to implement transformative, systems-oriented learning in an increasingly complex world.

Sasaya, T. (2026). **Distributed Pedagogical Agency as Interpretive Labor: Tracing the Emergence of Teacherly Judgment in AI-Mediated Design.** *Education and Information Technologies*, 31(14), 5295-5325. <https://doi.org/10.1007/s10639-026-14010-3>

This study advances and empirically elaborates the concept of Distributed Pedagogical Agency (DPA) as a framework for understanding how teacherly judgment develops in AI-mediated instructional design. Conducted in an undergraduate design-based course where students created educational videos introducing responsible uses of generative AI for secondary learners, the study examines how engagement with AI technologies shapes emerging pedagogical decision-making. Rather than evaluating AI performance metrics, the analysis focuses on learners' interpretive labor—how they justified, constrained, and strategically integrated AI suggestions in relation to instructional goals and anticipated learner needs. Drawing on reflexive thematic analysis of longitudinal reflection reports, peer evaluations, and final multimedia artifacts, the findings reconstruct a developmental progression across three layers of DPA: interactional negotiation with AI tools, reflective mediation of AI affordances and limitations, and the consolidation of pedagogical authorship. Across cases, learners moved from using generative AI as a productivity tool to positioning it as a differentiated instructional resource requiring simulated responsiveness, ethical discernment, and responsibility-taking. The study demonstrates that teacherly judgment in AI-rich environments emerges through the coordinated interplay of human intention and technological mediation rather than from either source alone. Theoretically, it reconceptualizes teacher agency as relational and distributed across human–AI systems. Methodologically, it shows how pedagogical development in technology-enhanced settings can be traced through interpretive accounts rather than interaction logs. Practically, the findings suggest that structured AI-mediated learning design can cultivate technological discernment and pedagogical responsibility essential for educators navigating the integration of generative AI in contemporary classrooms.

Shehabat, I., & Mryyan, O. (2026). **The role of academic social networks in knowledge discovery and sharing: academics in Jordan universities.** *Education and Information Technologies*, 31(14), 5615-5647. <https://doi.org/10.1007/s10639-026-14004-1>

With the increasing global significance of social networking sites, Academic Social Networking Sites (ASNS) such as Google Scholar and ResearchGate have become vital tools for researchers. This study aims to examine the relationships between ASNS usage, academic engagement, and the facilitation of knowledge discovery and sharing, drawing on social capital theory as the underlying framework. A quantitative research design was employed using a structured electronic questionnaire distributed to academic faculty members at Jordanian universities. The collected data were statistically analyzed to explore correlations among ASNS utilization, engagement, knowledge discovery, and knowledge sharing. The findings indicate a positive relationship between ASNS use and the enhancement of knowledge discovery and sharing through engagement, consistent with the dimensions of social capital theory. Researchers primarily use ASNS for self-promotion, belonging to a professional community, acquiring knowledge, interacting with peers, and disseminating research

outputs. This study underscores the critical role of ASNS in promoting academic engagement and fostering knowledge exchange within scholarly communities. However, the results are limited by the relatively small sample size and the focus on faculty members from a single country, which may restrict generalizability. Future research should expand the scope across countries and institutions and consider alternative theoretical perspectives to validate and extend these findings.

Staunton, T. (2026). **An exploration of tensions amongst career guidance practitioners when it comes to the conceptualisation of digital technology.** *International Journal for Educational and Vocational Guidance*, 26(2), 833-849. <https://doi.org/10.1007/s10775-024-09722-2>

This study explores the experiences of career practitioners delivering career guidance using digital technology during the coronavirus pandemic 2019 (COVID-19) pandemic. This explored how practitioners experienced and understood using digital technology to deliver career guidance and how this interacted with their professional identities. This research made use of a Bakhtinian analytical approach to draw out tensions. Particular focus was paid to tensions and debates between practitioners where career guidance practitioners presented different and contradictory understandings of using digital technology. The study highlighted tensions relating to access, working alliances and interactivity and how these related to different understandings of embodiment and agency.

Tran, V. A., & Nguyen, H. L. (2026). **Aligning Difficulty and Support: Vocabulary Learning Challenges and Perceived Usefulness of Duolingo among Eighth-Grade EFL Learners in Vietnam.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 68-79. [https://doi.org/10.59324/ejahss.2026.3\(5\).06](https://doi.org/10.59324/ejahss.2026.3(5).06)

Mobile-assisted language learning has become a routine part of how young EFL learners study vocabulary, yet research rarely asks whether the support learners perceive in an application corresponds to the difficulties they actually report. This study examined eighth-grade Vietnamese learners' vocabulary learning challenges, their patterns of mobile application and Duolingo use, and their perceptions of Duolingo's usefulness, and then compared the two descriptively. A quantitative survey design was adopted. Fifty students aged 13–14 completed an expert-reviewed paper-based questionnaire, and the data were analysed with descriptive statistics. Internal consistency was acceptable for both the challenge scale and the usefulness scale, with all corrected item-total correlations above .30. Pronunciation was the most strongly reported difficulty ($M = 4.90$), followed by lack of motivation ($M = 4.84$), whereas word use, multiple meanings and limited materials were reported at moderate levels. Mobile applications were already embedded in these learners' study habits: 70% used them very often, 94% knew and used Duolingo, and 47.8% of valid respondents had used it for more than six months. Perceptions of Duolingo were positive, peaking for pronunciation and accurate word use ($M = 4.62$) and for motivation ($M = 4.57$), followed by real-life use ($M = 4.21$) and retention ($M = 4.06$). The perceived benefits therefore converged on the two most severe reported difficulties, while the convenience features usually assumed to drive adoption were rated lowest. Because the evidence is self-reported, subsequent studies should pair perception measures with vocabulary tests or classroom observation.

Valtins, K., Araignon, C., Puertas, E., & Stathopoulou, E. (2026). **Deconstructing enclosure of knowledge in higher education through digital and open networked models that use**

innovative pedagogies. *Pedagogy, Culture & Society*, 34(5), 1435-1454.
<https://doi.org/10.1080/14681366.2026.2708190>

As higher education transitions from Industry 4.0 to 5.0 amid global instability, universities face a profound paradox. While processing big data is effortless, potentially millions of gigabytes of student-generated intellectual capital like essays, theses and projects remain trapped behind closed institutional repositories. Driven by neoliberal demands, dominant frameworks treat student work as transactional assessment checkpoints rather than contributions to the global knowledge commons, suppressing students professional virtual identities and public agency. To analyze this enclosure, the authors introduce the content enclosure matrix, a taxonomy mapping eight nested layers of institutional and technological barriers. They argue that digital, open networked learning, rooted in critical, student-centered pedagogies acts as a powerful opening force. Liberating student outputs into interactive, open-source ecosystems transforms universities from spaces of passive consumption into vibrant knowledge hubs. Finally, the article examines neoliberal mechanics, open networks as democratic counter-spaces, pedagogical requirements, and virtual persona and AI dualities.

Vor, P., Sam, R., Szeles, M. R., Kheuy, S., & Da, V. (2026). **Digital Leadership and School Management in Higher Education: A Comparative Study of Romania and Cambodia.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 23-36.
[https://doi.org/10.59324/ejahss.2026.3\(5\).03](https://doi.org/10.59324/ejahss.2026.3(5).03)

The process of digital transformation has dramatically changed the government and management practices in higher education institutions (HEIs) worldwide. Digital leadership has become one of the determinants of this change. The present study attempts to explore the influence of digital leadership on the management of schools in higher education. Qualitative comparative research was carried out. The entire analysis is based on secondary sources only and consists of a literature review of public universities in Romania and Cambodia. A qualitative comparative research methodology was used for this study, based on secondary data collection and a literature review. This information was obtained from 42 sources, such as academic journal articles, national policy documents, institutional reports, and other studies focusing on digital leadership and higher education management in Romania and Cambodia, from 2019 to 2026. The main conclusions are that digital leadership greatly increases organizational performance through better administration, communication, data-driven decision-making, and flexibility. HEIs in Romania have achieved a high level of digitalization because of advanced infrastructure, policy, and leadership abilities. Moreover, HEIs in Cambodia are at an early stage of digital transformation with poor infrastructure and low digital competence. In conclusion, digital leadership plays an imperative role in driving the transformation process in HEIs. The effectiveness of this type of leadership strongly depends on context-specific aspects such as infrastructure, finances, and the readiness of institutions for change. The development of leaders' capabilities, the establishment of digital infrastructure, and the development of digital competencies among personnel are essential in both nations. The current research contributes to existing studies related to digital leadership and the comparative higher education governance literature.

Wang, F., Havard, D., & Barnhart, T. (2026). **Approaching learning satisfaction: Factors influencing educational video learning.** *Education and Information Technologies*, 31(14), 5353-5386. <https://doi.org/10.1007/s10639-026-13996-0>

The rapid expansion of digital education has accelerated the use of online instructional videos, yet variability in video design and production quality continues to shape learners' engagement and satisfaction. This study developed and tested a structural equation model to examine predictors of undergraduates' satisfaction with educational videos. Using survey data from 964 students, learning satisfaction was positively predicted by image clarity ($\beta = 0.381$, $p < 0.001$), learning motivation ($\beta = 0.18$, $p = 0.006$), and interactive behavior ($\beta = 0.182$, $p = 0.011$). In contrast, video attachment tools showed a small negative direct association with satisfaction ($\beta = -0.116$, $p = 0.042$). Teacher performance and video attachment tools influenced satisfaction indirectly by shaping learners' motivation and interactive behavior. These relationships were robust across both maximum likelihood and ordinal DWLS estimations. Although learning self-efficacy and learning barriers did not directly predict satisfaction, self-efficacy exerted its influence through motivation, while learning barriers operated through interactive behavior, highlighting distinct affective and behavioral mechanisms. Overall, the model identifies three interrelated dimensions of satisfaction—perceived video quality, intrinsic affective response, and extrinsic behavioral engagement. Practically, the findings suggest prioritizing high visual clarity, carefully designing attachment features (e.g., captions, playback controls) to minimize cognitive and usability burden, and incorporating instructor presence to strengthen motivation and interaction in video-based instruction.

Wang, J., Wang, L., Zhang, M., Dong, J., & Xiong, J. (2026). **Development and validation of a measurement scale for higher education students' perceptions of generative artificial intelligence ethical risks.** *Education and Information Technologies*, 31(14), 6207-6226. <https://doi.org/10.1007/s10639-026-14044-7>

With the growing adoption of generative artificial intelligence (GenAI) by higher education students across various learning contexts, its associated ethical risks have garnered considerable attention. However, a validated scale for measuring higher education students' perceptions of GenAI ethical risks remains unavailable. To address this gap, this study systematically investigates the multidimensional structure of GenAI ethical risks through scale development and validation. An exploratory factor analysis (EFA) was conducted on 290 students to establish the scale structure, followed by a confirmatory factor analysis (CFA) on data from an additional 676 students to validate the structure and evaluate competing models. The results identified four dimensions: subjective ethical risk, algorithmic ethical risk, relational ethical risk, and ecological ethical risk. The final scale consists of 20 items and demonstrates satisfactory psychometric properties, including robust reliability ($\alpha = 0.934$), as well as convergent, discriminant, and criterion validity. Furthermore, the second-order factor structure was empirically supported, indicating the scale's theoretical coherence. Beyond its theoretical contributions to understanding higher education students' perceptions of GenAI ethical risks, this scale offers practical value by equipping educators with an evidence-based tool for systematic risk assessment in educational settings. It enables the development and implementation of informed policies governing the ethical use of GenAI in higher education.

Wang, L., de Vetten, A., van der Rijst, R., & Admiraal, W. (2026). **Students' pre-tutorial learning behaviors and their relationship with tutorial engagement and learning outcomes.** *Education and Information Technologies*, 31(14), 5989-6015. <https://doi.org/10.1007/s10639-026-14027-8>

In blended learning, pre-tutorial learning lays the foundation for in-tutorial learning but also presents challenges due to its emphasis on self-regulated learning. To understand the relationship between pre-tutorial and in-tutorial learning, this study examined variations in pre-tutorial behaviors using both online and offline learning data, identified students' pre-class learning patterns, and investigated how these patterns relate to both tutorial engagement and learning outcomes. Our quantitative data were collected from 51 first-year bachelor students. Our qualitative data were collected from a subset of 20 students through interviews. The findings show an overall declining participation in pre-tutorial activities. Instructional aspects, such as pedagogy and course format, were reported in interviews as primary reasons for not participating in pre-tutorial learning activities. Three learning behavior profiles have been identified through Latent profile analysis, but neither tutorial engagement nor learning outcomes differed significantly across these profiles according to ANCOVA. However, self-regulation was found to be a predictor of tutorial engagement. This study extends previous blended learning analytics research, which has primarily focused on online learning, by integrating both online and offline pre-tutorial data and examining their relationship to tutorial engagement and outcomes. Future research should focus on refining methods for identifying learning profiles that comprehensively represent students' engagement and learning outcomes, for example, by including students' self-regulation skills in the profile analysis. In addition, future research should investigate the pedagogical design of blended learning to more effectively support students' learning, using tools such as AI-driven dashboards and learning analytics.

Wang, W.-S., Lin, C.-J., Huang, Y.-M., & Wu, T.-T. (2026). **Boosting self-directed learning in virtual reality: the role of gpt-driven feedback for low achievers.** *Education and Information Technologies*, 31(14), 5423-5459. <https://doi.org/10.1007/s10639-026-14015-y>

Virtual reality (VR) can foster self-directed learning (SDL), yet traditional feedback in self-directed VR (SDVR) environments often fails to provide timely and individualized support, particularly for average and low achievers. Recent advancements in GPT-based assistants may offer adaptive, real-time feedback to address these limitations. This study employed a stratified randomized controlled design with 83 undergraduates (experimental $n = 42$; control $n = 41$) enrolled in an embedded-AI VR course. Learners completed SDVR units on embedded-AI hardware and block-based programming, followed by two hands-on tasks (EAI assembly and EAI programming). Primary outcome measures included SDL abilities, learning motivation, cognitive levels, and hands-on performance. Compared with traditional feedback, GPT-based feedback was associated with higher post-test SDL, motivation, cognitive level, and hands-on scores, with the most substantial gains observed among average and low achievers (LAs). The GPT-based feedback showed significant main effects across all outcomes ($p < .001$), explaining a substantial portion of the variance in cognitive level ($\omega^2_p = 0.397$), SDL abilities ($\omega^2_p = 0.299$), and motivation ($\omega^2_p = 0.397$), representing large effect sizes. These findings demonstrate that integrating GPT-based adaptive feedback into SDVR environments provides timely and personalized support that enhances SDL, motivation, and higher-level cognitive and practical performance, particularly for learners with weaker prior achievement. The study highlights the potential of generative AI to support more personalized and equitable learning in immersive VR settings.

Wei, X., Zeng, Y., Miao, Z., Xie, P., Shan, J., & Zhou, L. (2026). **Microlearning in higher education course: an exploration of student's behavioral pattern, cognitive engagement and learning outcome using a developed intelligent monitoring platform.** *Education and Information Technologies*, 31(14), 6519-6561. <https://doi.org/10.1007/s10639-026-14054-5>

With the rapid development of educational technology and widespread use of mobile devices, microlearning has emerged as an innovative and promising approach for knowledge acquisition and skill development. However, its effectiveness in higher education and the key factors influencing learning outcomes remain underexplored. This study aims to address these issues. Firstly, to investigate the effectiveness of microlearning-assisted instructional mode, this study develops a microlearning platform, applies it to higher education course, and compares this instructional mode with traditional classroom and flipped classroom modes. Secondly, by adopting AI technique, this study identifies behavioral patterns and cognitive engagement as two key factors in microlearning. Finally, based on these two identified o factors, this study explores the relationship between them and learning outcome. The findings indicate that microlearning significantly improves students' learning outcomes, motivation, and engagement. Their cognitive engagement varies across behavioral patterns, with higher participation linked to more frequent "constructive" and "active" cognitive engagement. Furthermore, the relationship between cognitive engagement and learning outcome differed across behavioral pattern. For behavior pattern with low participation, cognitive engagement exerts a significant impact on learning outcome, whereas for high participation patterns, such influence is relatively weaker. This study highlights the application potential of microlearning in higher education course and provides practical implications for instructional design.

Xu, D. (2026). **Officials Hedge, Public Doubts: The Certainty Gap in China's AI-Education Discourse (2020–2026)** (Working paper N° upmt3_v1). https://doi.org/10.31235/osf.io/upmt3_v1

Chinese universities have launched a wave of "AI+X" programs that train students in professional domains—architecture, journalism, accounting, teaching—to use generative AI tools, often before any consensus exists that AI-assisted learning improves educational outcomes. Empirical research to date finds no reliable improvement in grades, documents cognitive offloading, and leaves long-term learning effects unmeasured. This paper asks whether that disconnect between institutional acceleration and empirical uncertainty surfaces in discourse: do official and public articulations of AI's role in education differ in epistemic certainty, and is any such gap innate or emergent? We construct two corpora spanning 2020–2026—official discourse (policy documents and official-media posts, $n = 691$) and public discourse (Weibo, $n = 11,345$)—and measure four dimensions of epistemic stance (certainty markers, presupposition, hedging, and tolerance of uncertainty) using a hybrid design that pairs a transparent dictionary with LLM zero-shot coding, cross-validated at a mean Cohen's κ of .926. Three findings stand out. First, before ChatGPT the two corpora were epistemically indistinguishable, replicating Zeng, Chan, and Schäfer's (2020) "striking similarity"; the gap emerged only after 2023. Second, the gap is not unidirectional: official discourse presupposes AI's value more ($D2 = 82.8\%$ vs. 77.2% ; policy documents 90.7%) yet hedges and acknowledges uncertainty significantly more than the public does ($D3$ and $D4$ reversed)—a pattern we term institutional hedging. Third, public epistemic stance is bimodal (absolute assertion or absolute doubt), whereas official discourse is layered across premise and expression. Time-series and difference-in-differences analyses locate two shocks—ChatGPT (2023)

broke the stance layer (public D2 fell from 82% to 52%), and DeepSeek-R1 (2025) deepened the expression layer (D3 reached its series maximum)—suggesting the public underwent an epistemic learning process, first learning to doubt and then to qualify. We contribute a measurable, multidimensional discourse variable for the certainty gap and a hybrid coding template for large-scale epistemic-stance annotation.

Xu, Z. (2026). **Rethinking AIGC acceptance in higher education: new evidence from a large-scale study of Chinese university students on AI ethical cognition and usage motivation.** *Education and Information Technologies*, 31(14), 5267-5293. <https://doi.org/10.1007/s10639-026-14013-0>

Artificial intelligence-generated content (AIGC) has become integral to university students' learning in higher education, offering potential for improved efficiency and personalized learning while raising concerns over academic integrity, privacy, and other issues. Drawing upon the Technology Acceptance Model (TAM) and Use and Gratification Theory, this study conceptualizes students' AIGC acceptance as associated with both rational judgment (i.e., AI ethical cognition) and the fulfillment of needs (i.e., AI usage motivation). However, existing studies on AIGC acceptance remain fragmented, lacking integrated analysis of ethical cognition, unified modeling of diverse motivations, and sufficiently representative samples. To address these limitations, this study synthesized relevant literature in accordance with PRISMA guidelines, categorizing key factors into two constructs: AI ethical cognition (i.e., academic norms, privacy risk, algorithmic fairness dimensions) and AI usage motivation (i.e., knowledge-based, instrumental, and social entertainment dimensions). A research framework was constructed with these six factors as independent variables and AIGC acceptance level, measured using a six-item Likert scale, as the dependent variable. Using 1,642 valid responses from Chinese university students, the model was tested via CB-SEM in AMOS and regression analysis in SPSS. Results show that academic norms cognition is negatively associated with AIGC acceptance level, while the other five factors show significant positive relationships with acceptance. This study contributes to expanding the understanding boundaries of ethical factors in technology acceptance research and explaining more complex usage scenarios of generative AI. Practically, the findings provide novel empirical insights into ethical and privacy education initiatives, bias detection practices, learning communities building, interdisciplinary collaborative projects coordination, and the design of teaching activities related to AIGC acceptance in higher education contexts.

Xue, S., Lu, A., Zhu, K., Chen, W., Xu, Y., Ao, L., ... Kwan, T. (2026). **Links between executive functions, metacognition, and computational thinking in adolescence: network and mediation approaches.** *Education and Information Technologies*, 31(14), 5595-5614. <https://doi.org/10.1007/s10639-026-14021-0>

Computational thinking (CT), as a cognitive process central to problem solving, has received increasing attention in recent years. The association between executive functions (EF) and CT has been widely documented; however, the mechanisms underlying this relationship remain insufficiently understood. Moreover, most previous studies have treated CT as a unified construct, paying limited attention to its distinct components. Metacognition (MC), a higher-order cognitive capacity, has been theoretically and empirically linked to both EF and CT and may serve as a potential mechanism connecting them. Hence, we recruited 2,820 children and adolescents aged 9 to 16 who completed validated questionnaires assessing EF, MC, and CT. Results from network and mediation analyses revealed that (1) metacognitive monitoring

mediated the relationship between EF and CT, whereas metacognitive knowledge was associated only with CT; (2) cognitive flexibility served as a key pathway through which working memory and inhibitory control were linked to CT; (3) abstraction, decomposition, and evaluation were more closely associated with cognitive flexibility; and (4) algorithmic thinking and generalization were more directly linked to working memory. These findings provide a nuanced understanding of the cognitive architecture of CT and highlight metacognitive monitoring as a critical mechanism in the development of CT during adolescence.

Yang, F.-C. (2026). **Factors influencing K–12 teachers' intention to adopt AI tools in teaching: Extending TAM with AI tool competence and school support.** *Education and Information Technologies*, 31(14), 6149-6183. <https://doi.org/10.1007/s10639-026-14040-x>
This study investigates the factors influencing K–12 teachers' intention to adopt AI tools in teaching by extending the Technology Acceptance Model with two contextual antecedents: teachers' AI tool competence and school support. Survey data from 218 in-service teachers in Taiwan were analyzed using partial least squares structural equation modeling (PLS-SEM). The findings indicate that AI tool competence and school support significantly shape perceived ease of use and perceived usefulness, which in turn predict behavioral intention. Perceived usefulness emerges as the stronger proximal predictor of intention, while AI tool competence most strongly influences perceived ease of use. The substantive pattern of relationships remains stable after accounting for key demographic characteristics. By incorporating teacher competence and institutional support into the TAM, this study provides a context-sensitive explanation of AI adoption in K–12 education and offers practical implications for school-level implementation.

Yu, S., & Smith-Mutegi, D. (2026). **Becoming an inclusive teacher across 'virtual and real' contexts: negotiating teacher identity through engagement with GenAI.** *Pedagogy, Culture & Society*, 34(5), 1321-1343. <https://doi.org/10.1080/14681366.2026.2668080>
This study explores how pre-service teachers construct and negotiate their professional identities as inclusive educators through interactions with generative AI across virtual and real-world teaching contexts. Drawing on ANT as a sociomaterial enactment of post-structural thinking, the research analyzes GenAI-mediated classroom designs, reflective writing, lesson plans, and interviews to trace how pedagogical values are articulated and translated across contexts. Findings show that GenAI-enabled design tasks functioned as performative spaces where participants envisioned inclusive, equity-centred learning environments. Yet these virtual ideals often met friction in lesson planning and practicum contexts, shaped by institutional norms, material constraints, and mentor expectations. Rather than abandoning their commitments, participants recalibrated their visions, reflecting critically, adapting to constraints, and navigating moments of affirmation and resistance. GenAI emerged as a sociomaterial, reflective actor that provokes ethical and affective dimensions of teacher identity formation in teacher education.

Zapata, G. C., Tzirides, A. O. (Olnancy), Cope, B., Kalantzis, M., & Sears Smith, D. (2026). **GenAI-by-Design: a theoretically grounded, research-informed pedagogical framework for classroom practice and assessment in higher education.** *Pedagogy, Culture & Society*, 34(5), 1301-1320. <https://doi.org/10.1080/14681366.2026.2667388>
This paper introduces GenAI-by-Design, a theoretically grounded, research-informed pedagogical framework for integrating Generative AI (GenAI) into higher education

instruction and assessment. Grounded in the pedagogy Learning by Design and UNESCO's AI Competency Framework for Students, the approach is also informed by results from mixed-methods studies conducted in graduate-level education programmes in the USA. Specifically, these studies explored the affordances and limitations of GenAI in providing formative feedback alongside human commentary. Initial findings revealed students' overwhelming preference for human feedback. Nevertheless, after implementing a calibrated AI system, perceptions shifted markedly. Student and instructor participants characterised GenAI as a valuable feedback source, welcoming its addition to formative assessment. Findings also pointed to development in students' AI literacy and critical engagement with GenAI tools. The framework operationalises these insights through scaffolded knowledge processes and competency progression, emphasising ethical, dialogic, inclusive, student-centred learning while safeguarding equity, transparency, and human agency in AI-supported learning ecosystems.

Zhang, H., & Jiang, R. (2026). **Cognitive load pathways linking generative AI dependency to university students' higher-order thinking skills and academic enjoyment.** *Education and Information Technologies*, 31(14), 5921-5950. <https://doi.org/10.1007/s10639-026-14026-9>

Generative artificial intelligence (GenAI) is rapidly reshaping higher education, yet evidence remains limited on how students' AI dependency relates to cognitive load and learning-related outcomes. Drawing on Technology Dependency Theory and Cognitive Load Theory, this study examines the curvilinear associations between AI dependency, intrinsic, extraneous, and germane cognitive load, and two outcomes: higher-order thinking skills (self-reported) and academic enjoyment. An online survey of 951 undergraduate students from eight universities in Sichuan, China, instructed participants to respond with reference to typical coursework in which they use the Chinese GenAI tool DeepSeek for study-related activities, rather than a one-off experimental task. Confirmatory factor analysis and structural equation modeling assessed measurement quality and estimated direct associations, while polynomial regression and the Two-Lines procedure tested nonlinearity. Results show a dependency curve. Extraneous load is lowest at moderate AI dependency. Germane load, higher-order thinking skills, and academic enjoyment also peak at moderate AI dependency. Intrinsic load decreases as more processing is handled by GenAI. The study shifts attention from usage amount to AI dependency. It shows outcomes are clearer when considering extraneous and germane load instead of assuming linear effects. The findings support structure-first guidance that reduces coordination and checking costs while maintaining generative engagement.

Zhang, Q., & Liang, Y. (2026). **Chatbot-assisted self-regulated learning scaffolding in EAP writing: the mediating role of SRL and the moderating role of AI literacy.** *Education and Information Technologies*, 31(14), 6443-6482. <https://doi.org/10.1007/s10639-026-14038-5>

Self-regulated learning (SRL) enhances academic performance and fosters lifelong learning skills, yet many students struggle to regulate their own learning effectively. Generative AI chatbots hold promise for scaffolding SRL through adaptive interaction, but most prior studies have targeted isolated SRL phases and relied on domain-specific chatbots requiring technical expertise, limiting their scalability in ordinary classrooms. To address this gap, the present study embedded SRL scaffolding into a general-purpose AI chatbot and examined its effects on students' academic writing performance in a project-based English for Academic Purposes (EAP) context. Using a quasi-experimental

pretest-posttest design with 205 undergraduates across intact classes, the study compared the experimental group that received structured chatbot prompts covering the full SRL cycle (forethought, performance, self-reflection) with a control group using the same chatbot without SRL scaffolding. The findings revealed three key outcomes. First, chatbot-assisted SRL scaffolding was associated with significant improvements in students' writing performance, with particular gains in task fulfillment and discourse competencies, highlighting the value of comprehensive, cyclical SRL support. Second, SRL skills partially mediated the relationship between chatbot use and writing performance, suggesting that improvements occurred both directly and indirectly through strengthened self-regulation. Third, AI literacy moderated the relationship between chatbot-assisted SRL scaffolding and writing performance, with structured chatbot prompts helping compensate for lower literacy levels and thereby narrowing performance gaps. These findings contribute theoretically by extending SRL frameworks into generative AI-enhanced learning contexts. Practically, they demonstrate the feasibility of embedding SRL scaffolding in general-purpose chatbots as accessible, scalable tools for improving writing performance and fostering learner development.

Zhang, W., Yu, H., Xia, M., Yang, M., & Ja, J. (2026). **Beyond tutoring: a child-centered AI framework for embodied construction in culturally-grounded steam education.** *Education and Information Technologies*, 31(14), 6017-6053.
<https://doi.org/10.1007/s10639-026-14030-z>

This quasi-experimental study integrates embodied cognition, constructionism, and culturally sustaining teaching to address the three-dimensional needs of cognitive development, practical competence, and cultural understanding, operationalized through the Child-Centered Guided Scaffolding AI Framework (CGS-AI). Based on this framework, we developed an AI-supported Intelligent Learning Companion called "Little Bean Companion," which guides elementary students in learning about traditional cultural architecture and building miniature physical architectural models. The system integrates Vygotsky's dynamic scaffolding support, Constructionism, and child-centered interaction design principles. A total of 38 fourth-grade students participated in this quasi-experimental study designed to quantitatively evaluate the effectiveness of our developed system. Based on existing class arrangements, students were assigned to an experimental group (n = 20) and a control group (n = 18). The experimental group used the Intelligent Learning Companion for architecture-themed learning over a one-month period totaling 7 class hours, while the control group received traditional teacher-led instruction. Results showed that the experimental group performed significantly better than the control group in the post-test of the Course Knowledge Test (Adj. M = 88.32 vs. 80.59, $p < .001$), with a particularly pronounced difference in multiple-choice questions requiring knowledge transfer and application. In the Architectural Model Evaluation, the experimental group not only had a higher median score (92 vs. 86) but also exhibited a "high-score clustering" phenomenon. Structural analysis of learning motivation revealed that while all four dimensions showed improvement, the effect size for mastery-goal orientation exceeded that of performance-goal orientation, perceived enjoyment, and self-efficacy. These students were able to externalize abstract knowledge principles into concrete physical operations when constructing miniature physical architectural models, and through heuristic dialogue with the Intelligent Learning Companion, they established deep connections between cultural concepts and engineering practice. The study demonstrates that when AI transforms from an "information tutor" to a "constructionist

partner," it can effectively promote children's embodied learning, cultural understanding, and learning motivation.

Zhao, X., Zhang, Y., Yue, S., Wang, X., Qin, C., & Xia, X. (2026). **Understanding continuance learning intention in online educational videos: the role of danmaku (real-time interactive comments) in Informal learning.** *Education and Information Technologies*, 31(14), 5555-5594. <https://doi.org/10.1007/s10639-026-14008-x>

With the rapid development of network technologies, platforms featuring on-screen, real-time interactive comments—known as danmaku (i.e., comments that scroll across the screen while the video plays)—such as Bilibili, have become important channels for knowledge acquisition. Their highly interactive nature provides a useful context for examining learners' behavioral and psychological mechanisms in informal learning. This study aims to identify the key determinants of users' continuance learning intention through a two-stage research design. In Stage One, grounded in established information systems theories, large-scale danmaku and comment texts were analyzed using the Latent Dirichlet Allocation (LDA) and Biterm Topic Model (BTM) to extract core themes and contextual psychological factors, which were subsequently incorporated into an extended structural model. In Stage Two, a questionnaire survey and structural equation modeling were employed to validate the proposed model and examine the pathways among latent variables. The results indicate that social presence does not directly predict continuance learning intention but indirectly influences it through flow experience and user satisfaction. Perceived interactivity and content quality positively affect continuance learning intention directly or indirectly, while emotional value significantly moderates the pathway from perceived interactivity to continuance learning intention. The findings provide new empirical evidence for understanding psychological mechanisms in interactive online learning environments and offer practical implications for optimizing content design and user engagement on knowledge-based video platforms.

Zheng, Z., Kong, S. C., Yang, Y., Liao, Y., & Sun, D. (2026). **From empathy to algorithms: how design thinking pedagogy influences primary school students' computational thinking skills and learning motivation in STEM education.** *Education and Information Technologies*, 31(14), 5951-5987. <https://doi.org/10.1007/s10639-026-14025-w>

As STEM education increasingly emphasizes the development of both cognitive and non-cognitive competencies, there remains a critical gap in understanding how pedagogical approaches such as design thinking can simultaneously foster computational thinking (CT) and learning motivation in primary school contexts. This study investigates the effectiveness of a design thinking-guided STEM intervention in fostering primary students' CT skills and learning motivation. It further examines the moderating roles of gender and educational stage, while addressing three specific gaps: the lack of empirical evidence on design thinking as a framework for CT development, the need for a nuanced understanding of differential growth across CT dimensions, and the unresolved relationship between general STEM motivation and domain-specific CT performance. A one-month quasi-experimental study was conducted with 34 fourth- to sixth-grade students (22 male, 12 female) from a public school in Shenzhen, China. Participants engaged in a micro: bit-based project to design an automated plant monitoring system, structured around the five phases of design thinking: empathize, define, ideate, prototype, and test. CT was assessed using pre- and post-test Bebras challenges across five dimensions (abstraction, algorithmic thinking, decomposition,

evaluation, and generalization). Learning motivation was measured using adapted STEM self-efficacy and ability belief scales. Data were analyzed using paired t-tests, ANOVA, and content analysis. Results revealed a statistically significant overall improvement in CT following the intervention. Among the five dimensions, evaluation skills showed the most substantial growth, while algorithmic thinking remained the strongest component throughout. However, decomposition and generalization exhibited relative declines in normalized scores, suggesting these areas require additional instructional support. No significant gender or grade-level differences were found in overall CT gains, although greater performance variability was observed among female students, and Grade 5 demonstrated the highest mean post-test score. Notably, no significant correlation emerged between CT performance and STEM motivation, challenging conventional assumptions about the motivation–cognition relationship in project-based learning environments. This study provides novel empirical evidence for design thinking as an effective pedagogical framework for cultivating multi-dimensional CT in primary STEM education. It advances the field by revealing differential developmental trajectories across CT components and identifying a dissociation between general STEM motivation and CT performance, findings that underscore the need for domain-specific motivational frameworks.

Zhu, F., Gao, M., Yang, R., Liu, Y., Yang, J., & Pi, Z. (2026). **Does praise reinforce or override smiling expressions? The interaction effects of instructors' facial expressions and praise in instructional videos.** *Education and Information Technologies*, 31(14), 5461-5485. <https://doi.org/10.1007/s10639-026-13989-z>

The absence of real-time interaction in instructional videos can contribute to emotional disengagement and perceived isolation, underscoring the need for more emotionally responsive instructional design. This study examined how two instructor-delivered emotional cues, facial expressions (smiling vs. neutral) and praise (present vs. absent), influence learners' emotions, attention, cognitive load, self-efficacy, and learning performance in asynchronous video-based instruction. A total of 121 undergraduate students were randomly assigned to one of four experimental video conditions, and gaze behavior was recorded using an EyeLink 1000 eye tracker. Results indicated that smiling facial expressions significantly increased learners' positive emotions and self-efficacy, whereas praise increased self-efficacy and reduced intrinsic cognitive load. Regarding attention, significant interaction effects between facial expressions and praise were observed for average fixation duration and blink rate, suggesting stronger attentional engagement when praise accompanied smiling expressions. Learning performance showed additive benefits on immediate tests, and the combined cue condition yielded the highest delayed performance, although the interaction effect was only marginal significant. These findings suggest that praise is more likely to reinforce, rather than override the benefits of instructors' smiling expressions in instructional videos, with the most consistent joint advantage observed in attentional engagement.

Zhu, M., & Wang, C. (2026). **Designing AI in education programs: Structures, enablers, and constraints in higher education in the United States.** *Education and Information Technologies*, 31(14), 5487-5508. <https://doi.org/10.1007/s10639-026-14011-2>

As artificial intelligence (AI) transforms education systems, higher education institutions are increasingly developing formal AI in Education (AIED) programs to prepare educators, researchers, and leaders for ethical and pedagogically grounded AI integration. This study investigates how AIED programs are structured and what factors

enable or constrain their development. Drawing on semi-structured interviews with faculty teaching in AIED programs across U.S. universities, complemented by document analysis, this qualitative study explores programmatic design rationales, governance processes, and sustainability challenges. The findings reveal that AIED programs are predominantly postgraduate-level credentials, certificates and master's degrees. Enabling factors included strong faculty leadership, multi-level institutional support, collaboration and partnerships, job market needs, staff support, and policy. Conversely, rapid technological evolution, faculty shortages, and program marketing and visibility emerged as significant constraints. These findings extend research on educational technology innovation and curriculum design by highlighting the need for systematic, interdisciplinary structures for AIED educator preparation. The paper concludes with implications for institutional strategy, faculty capacity-building, and policy mechanisms to foster sustainable AIED program ecosystems that balance technological responsiveness with enduring pedagogical and ethical principles.

Orientation scolaire et professionnelle

Acton, R., Cortes, K. E., Miller, L., & Morales, C. (2026). **Distance to degrees: How college proximity shapes students' enrollment choices and attainment across race-ethnicity and socioeconomic status.** *Economics of Education Review*, 114, 102724. <https://doi.org/10.1016/j.econedurev.2025.102724>

Leveraging rich data on the universe of Texas high school graduates, we estimate how the relationship between geographic access to public two- and four-year postsecondary institutions and postsecondary outcomes varies across race-ethnicity and socioeconomic status. We find that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students – particularly with regard to distance to public two-year colleges (i.e., community colleges). White and higher-income students who live in a community college desert (i.e., at least 30 minutes driving time from the nearest public two-year college) substitute towards four-year colleges and are more likely to complete bachelor's degrees. Meanwhile, Hispanic, lower-income, and to some extent, Black students respond to living in a community college desert by forgoing college enrollment altogether, reducing the likelihood that they earn associate's degrees and reducing the likelihood that they ultimately transfer to four-year colleges and earn bachelor's degrees. These relationships persist up to eight years following high school graduation, resulting in substantial long-term gaps in overall degree attainment by race-ethnicity and income in areas with limited postsecondary access. JEL Codes: I21, I23, I24

Aglave, J., Bussi, M., & Raemdonck, I. (2026). **Penser et initier un changement de carrière en milieu de vie : prédicteurs et dynamiques à l'œuvre.** *Savoirs*, 71(2), 77-87. <https://doi.org/10.3917/savo.071.0077>

La recherche présentée ici explore les prédicteurs psychologiques des changements professionnels en milieu de carrière. À partir d'un questionnaire auprès de 1 143 actifs âgés entre 35 et 50 ans en Belgique francophone, l'étude distingue deux phases du changement : la pensée et l'action. Les résultats montrent que l'adaptabilité de carrière, la satisfaction au travail, l'ouverture à l'expérience et la perspective temporelle future influencent différemment chaque étape. Ces données invitent à repenser les dispositifs d'accompagnement en fonction des dynamiques individuelles et leur pertinence à chaque phase du processus.

Alessandrini, D., & Milla, J. (2026). **School choice and higher education attainment.** *Education Economics*, 34(5), 652-673. <https://doi.org/10.1080/09645292.2025.2579801>

We analyze how school vouchers affect post-secondary attainment by exploiting the Chilean voucher program, which allows students to choose which primary and secondary schools to attend. The government subsidizes tuition independently of whether the chosen school is private or public. We find that vouchers are associated with an increase in the probability of attending PSE by 2–6 percentage points, if vouchers are available before the beginning of high school. Students in urban areas benefit the most. We also find that the impacts of vouchers on PSE outcomes are maximized if vouchers are introduced before students start middle school.

Bailli, L., Ollivier, S., Soidet, I., & Arnoux-Nicolas, C. (2026). **L'orientation post-baccalauréat perçue comme subie : entre interférence parentale et sens des études Une étude exploratoire.** *L'orientation scolaire et professionnelle*, (55/3), 547-578. <https://doi.org/10.4000/16s6e>

From an exploratory perspective, the study aimed to better understand the phenomenon of career choices during the post-baccalaureate transition by examining the psychosocial processes at work in parental interference patterns, as well as the dynamics of the emerging meaning of studies in this context. Thus, ten retrospective interviews were conducted with individuals aged 20 to 25, mostly from privileged social backgrounds, who perceived their career choices as being endured. A dual analysis of the accounts collected, one automated and lexicometric and the other manual and thematic, reveals processes of influence that are more suggestive than direct, with an emphasis on the overvaluation of certain fields of study in parental discourse. The consequences reported include moments of suffering, difficulties in projecting into the future, and a lack of meaning in studies. The gain in meaning often appears to be linked to a feeling of regaining control over one's educational path, ranging from peripheral choices (options, schools) to a focus on what one enjoys (subject, working methods) within the original field of study, or even to a reorientation of the curriculum. The discussion addresses the importance of considering the development of agency in relation to that of meaning in support programs.

Cao, P., & Lee, J. H. (2026). **A validation study on the planned happenstance career inventory among Chinese overseas students in South Korea.** *International Journal for Educational and Vocational Guidance*, 26(2), 1335-1354. <https://doi.org/10.1007/s10775-025-09749-z>

The world is increasingly uncertain, which significantly influences individuals' career choices. The theory of planned happenstance offers valuable insights into how people can make use of unplanned events in their career development. However, few studies have examined or validated this theory among Chinese students studying in South Korea. This study confirmed the factor structure of the Planned Happenstance Career Inventory (PHCI) among 191 Chinese overseas students in South Korea. Descriptive statistics, correlation analysis, confirmatory factor analysis, and difference analyses were conducted. The results are as follows. Firstly, the five-factor model best represented the sample. Secondly, all PHCI subscales showed significant positive correlations with career adaptability and career engagement. Only curiosity and flexibility had a weak positive relationship with career stress. Thirdly, when looking for gender or degree level

differences, only flexibility differed in degree level. Implications and limitations for utilizing PHCI scales for Chinese overseas students in South Korea are discussed.

Celis, J. (2026). **Universities as providers of shadow education at upper-secondary education level: Market-driven preparatory courses for the Saber 11 exam in Colombia.** *Higher Education*, 92(2), 1109-1136. <https://doi.org/10.1007/s10734-025-01564-3>

This article examines the role of Colombian universities as institutional providers of fee-based test-preparatory courses for the Saber 11 examination, the national high-stakes upper-secondary exit exam used for admission to higher education. Drawing on the concept of promotional shadowing, the study conceptualizes university-led preparatory courses as hybrid initiatives that combine pedagogical support with market-oriented recruitment strategies. Using a Web Content Analysis of institutional websites, the research identifies ten universities offering fee-based programs that align directly with the skills assessed in the national exam. Findings reveal that universities frame these courses as comprehensive training in conceptual, methodological, and strategic skills, frequently invoking exam legitimacy and positioning tuition as an "investment value." Courses are delivered through diverse modalities—face-to-face, synchronous online, and hybrid formats—ranging from 80 to 200 instructional hours, with mock examinations universally included. Payment systems are transactional, often contingent on minimum enrollments, and managed through strict deadlines that emphasize financial viability. Marketing strategies deploy aspirational slogans, accreditation seals, student imagery, faculty profiles, and social media integration to reinforce credibility and attract participants, while registration forms capture information on intended undergraduate programs, embedding test preparation within broader recruitment pipelines. The study demonstrates that universities have institutionalized preparatory courses as both pedagogical interventions and promotional instruments. By integrating fee-based exam training into extension units and framing it as an admissions pathway, universities operate as hybrid providers within the shadow education sector.

Desclaux, B., Condette, S., & Martin, J. (2026). **L'éducation à l'orientation en France: anatomie d'un échec récurrent.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/leducation-a-lorientation-en-france/86292?srsId=AU7gw4Ubrbt-eZ9z-xQLHq9eTZSI9ZXAjZ5Dif8urGMFiefEFD0EWmZP>

Depuis quarante ans, l'éducation à l'orientation (EAO) revient régulièrement dans les politiques éducatives françaises. Annoncée comme une évidence, promise comme une révolution, elle peine pourtant à s'enraciner dans le système scolaire. Pourquoi cette innovation consensuelle rencontre-t-elle des résistances persistantes ? Comment expliquer cette «amnésie institutionnelle» qui pousse chaque gouvernement à redécouvrir l'EAO sans tirer les leçons du passé ? Innover suppose d'intéresser les acteurs et de tisser des alliances fragiles. Or l'EAO ne réunit jamais tous ses alliés : enseignants réticents, conseillers marginalisés, institutions résistantes, administrations paralysées. Ce livre montre que les innovations éducatives sont des batailles d'intérêts et de pouvoirs bien plus que des débats pédagogiques. Il décortique les mécanismes qui transforment les réformes en reproduction du même et interroge les contradictions du système éducatif français : entre massification et sélection, entre émancipation affichée et contrôle structurel. Une enquête radicale sur les conditions du changement

Diebolt, C., & Jaoul-Grammare, M. (2026, septembre 21). **Filles ou garçons : le prestige des études n'influence pas leurs choix d'orientation de la même manière.** <https://doi.org/10.64628/AAK.w5dg3ykrm>

Avec un recul de 120 ans sur les inscriptions universitaires, une recherche montre comment le prestige social des professions agit sur les choix d'orientation en médecine et en droit.

Duchesne, S., Litalien, D., Lauzon, A., Ratelle, C. F., & Mbanga, R. (2026). **From secondary school to college: evolution of vocational indecision and contributions of motivations in vocational decision-making.** *International Journal for Educational and Vocational Guidance*, 26(2), 985-1004. <https://doi.org/10.1007/s10775-025-09736-4>

This study had two main goals: to describe the evolution of vocational indecision in adolescents from mid-secondary school to the second year of college, and to examine how motivations toward vocational decision-making were related to this evolution. A sample of 213 adolescents was followed over a 5-year period. The results showed that adolescents began secondary 3 with a moderate level of vocational indecision, and that this indecision decreased slightly over time. Furthermore, this trajectory was better predicted by controlled motivations than by autonomous motivations, after controlling for gender, having consulted a guidance counselor, and geographical region.

Eryilmaz, A., & Kara, A. (2026). **Reciprocal relations between self-esteem, class engagement, and career calling: evidence from a two-wave longitudinal study.** *International Journal for Educational and Vocational Guidance*, 26(2), 1047-1066. <https://doi.org/10.1007/s10775-025-09738-2>

This study aims to longitudinally investigate the relationships between self-esteem, class engagement, and career calling. A total of 161 university students were included in the final sample. Data were obtained using the Two-Dimensional Self-Esteem Scale, General Class Engagement Scale, and Career Calling Scale. The cross-lagged panel model revealed the paths (for indirect effects models and autoregressive) between self-esteem, class engagement, and career calling. The cross-lagged panel model demonstrated an acceptable fit with the data. The cross-lagged effect of self-esteem at time 1 on class engagement at time 2 was positive and significant. Furthermore, the cross-lagged effect of class engagement at time 1 on career calling at time 2 was positive and significant. Finally, all these results would support the longitudinal mediation effect of class engagement in the relationship between self-esteem and career calling.

Fan, W., Zhang, S., Li, M., & Leong, F. T. L. (2026). **Growth mindset of intelligence and occupational well-being: The mediating roles of perceived problem-solving ability and career adaptability.** *International Journal for Educational and Vocational Guidance*, 26(2), 1257-1278. <https://doi.org/10.1007/s10775-025-09724-8>

On the basis of the career construction model of adaptation, this study examines the influence of the growth mindset of intelligence (GMI) on occupational well-being (OWB) through perceived problem-solving ability and career adaptability. At time 1, 450 employees reported GMI, perceived problem-solving ability, and career adaptability. After 2 weeks, 352 of those 450 participants (mean, M ; $M_{age} = 34.52$ years; standard deviation, SD ; and $SD_{age} = 9.53$ years) further reported occupational well-being. Results indicated that high GMI was related to high levels of occupational pleasure and low levels of occupational displeasure indirectly, through perceived problem-solving ability

or career cooperation. The role of GMI in the workplace for improving an employee's career adaptability and OWB is highlighted.

Feitosa, L. (2026). **Conception et usage du jeu de cartes Traversées : un outil de dialogue avec les jeunes.** *L'orientation scolaire et professionnelle*, (55/3), DLXXXI-DXCV. <https://doi.org/10.4000/16s6f>

Cet article analyse la conception et l'utilisation du jeu de cartes Traversées comme outil pédagogique destiné à accompagner les jeunes dans la transition entre l'école et le monde du travail. Ancré dans le champ des recherches appliquées en psychologie et en éducation, le développement du jeu s'est appuyé sur une démarche méthodologique articulant une enquête quantitative menée auprès d'environ 800 jeunes et des ateliers qualitatifs portant sur leurs trajectoires scolaires et professionnelles. À partir de l'analyse des données, quatre axes thématiques ont structuré le dispositif : connaissance de soi, soutien social, prise de décision et accès à l'information. L'article présente également une expérience d'utilisation du jeu dans un atelier réalisé avec des élèves du secondaire d'un établissement public. Les résultats mettent en évidence le potentiel du dispositif pour favoriser l'expression des expériences juvéniles, la réflexion critique sur les projets de vie et le partage de stratégies de soutien face aux incertitudes liées à l'avenir scolaire et professionnel. La dynamique coopérative du jeu a contribué à la création d'un espace dialogique et sécurisant, favorisant l'écoute, la participation et la construction collective de sens. L'étude souligne enfin que les jeux éducatifs, lorsqu'ils reposent sur une base empirique et des référentiels théoriques explicites, peuvent constituer des outils pertinents de médiation pédagogique et d'orientation scolaire et professionnelle.

Feng, L., & Zhang, Q. (2026). **Relationship between proactive personality and career choice anxiety in college students: a mediated moderation model.** *International Journal for Educational and Vocational Guidance*, 26(2), 1119-1138. <https://doi.org/10.1007/s10775-025-09730-w>

College students' career choice anxiety is a growing concern. Proactive personality may be an essential factor to reduce the anxiety of college students. However, the relationship and mechanism between the two remain unclear. The purpose of this study was to explore the role of career decision-making self-efficacy and perceived social support between proactive personality and career choice anxiety. With data from 1129 college students, we found that career decision-making self-efficacy played a mediating role, and perceived social support moderated the mediating path. This suggests that increased support can boost self-efficacy and reduce anxiety in career choices.

Fort, I., & Cerqueira, E. (2026). **Impact of social support dimensions on academic self-efficacy, outcome expectations, and persistence intentions of students from diverse disciplines.** *International Journal for Educational and Vocational Guidance*, 26(2), 1027-1045. <https://doi.org/10.1007/s10775-025-09746-2>

Drawing on social cognitive career theory, we investigated the paths between dimensions of social support and academic self-efficacy, outcome expectations, and persistence intentions (i.e., indicator of choice goals) among students from a variety of disciplines. Scores on scales measuring these variables were analyzed using structural equations. Results confirmed expected paths among self-efficacy, outcome expectations, and persistence intentions. They also revealed significant paths between

three dimensions of social support (social support from family, social integration, and reassurance of worth) and other variables in the hypothetical model. Findings are discussed with reference to previous studies and in terms of their practical implications.

Gallen, Y., & Wasserman, M. (2026). **Informed Choices: Gender Gaps in Career Advice** (Working paper N° 35750). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35750>

This paper provides the first causal evidence that gender affects the information an individual receives about careers. We conduct a large-scale field experiment in which real college students seek career information from 10,000 working professionals. We randomize whether a professional receives a message from a male or a female student. When students ask broadly for information about a career, female students receive substantially more information on work/life balance than male students. This gender difference persists when students specifically ask about work/life balance. A survey of professionals suggests non-altruistic motives for discussing work/life balance with women. Combining findings from the field experiment and results from an information intervention, we conclude that gender gaps in information received about work/life balance are consequential for gender gaps in career intentions.

Ibrahim, B., Tayşir, N. K., & Görener, A. (2026). **Exploring the intentions of Generation Z to pursue environmental and green careers**. *International Journal for Educational and Vocational Guidance*, 26(2), 1005-1026. <https://doi.org/10.1007/s10775-025-09751-5>

As global environmental concerns intensify, understanding the career motivations of sustainability-minded youth has become increasingly important. This study extends the theory of planned behavior (TPB) to investigate the factors influencing green job pursuit intention (GJPI) among Generation Z. Specifically, it incorporates perceived environmental responsibility (PER) and expected treatment as theoretical extensions to enhance explanatory power. Using a sample of 292 participants, the study examines how PER influences attitudes (ATT), subjective norms (SN), perceived behavioral control (PBC), and ultimately GJPI. Structural equation modeling (AMOS) and SPSS are employed for data analysis. Results reveal that PER significantly predicts ATT and PBC, which, along with SN, are positively associated with GJPI. Additionally, ATT and PBC mediate the relationship between PER and GJPI, while expected treatment moderates the effect of PER on ATT.

Jacob, C. (2026). **La réorientation des étudiants de licence : Réguler, choisir et réussir à l'université** (Theses, Nantes Université). Consulté à l'adresse <https://theses.hal.science/tel-05764773>

This thesis examines student reorientation within university, analysing how institutions adjust their functioning in response to individualised educational pathways through three analytical levels: institutional policies, professional practices, and individual trajectories. The study is based on fifty interviews with institutional actors and a survey of 1,400 first-year undergraduates. The analysis draws on three theoretical frameworks: Boudon explains how individual decisions aggregate into collective phenomena; Bourdieu sheds light on the weight of positions within the academic field and inherited dispositions; Sen distinguishes between formally available resources and what students are effectively able to make of them. This framing rests on a shared hypothesis: greater resources would expand students' possibilities. However, findings nuance this proposition. Interviews reveal that the institutionalisation of reorientation takes place at the periphery of the academic

field without altering the balance of power between professional groups. Survey data show that determinants of reorientation intention differ from actual reorientation. Intentions depend on available information and baccalaureate type, whereas actual reorientations relate to living conditions (health, finances) and initial choices. Results demonstrate that the mere possession of resources is not sufficient to expand students' possibilities. Furthermore, with comparable characteristics, reoriented students from preparatory classes, business and engineering schools have higher success rates than non-reoriented students, while those from technical programs achieve lower grades than students following linear pathways. The central issue, therefore, is to understand how inequalities transform rather than accumulate: prior positions continue to matter after changing tracks, even where formal access appeared open to all.

Kanzaki, M., Suzuki, H., Ouédraogo, A., Andrei, A., Bacanlı, F., Donnelly, H. K., ... Zbróg, Z. (2026). **Cultural translation of career decision-making: understanding practitioners' perspectives from a multinational study on social and emotional learning.** *International Journal for Educational and Vocational Guidance*, 26(2), 811-831. <https://doi.org/10.1007/s10775-025-09745-3>

The purpose of this study was to examine the practices and philosophies of educators in nine countries, regarding career decision-making. We surveyed educators' perceptions, created codebooks, and conducted cluster analysis using the data related to career decision-making. As a result, we found patterns within the differences: career decision-making as part of survival skills (South Africa and Burkina Faso), the negotiation of decision-making holders (Greece and Türkiye), influencing problems of adults in children's decision-making (Italy, Poland, Japan, and Romania), and involving management skills (Türkiye and USA). We discuss the different ways to understand career decision-making and multinational study.

Kauppila, P., & Kettunen, J. (2026). **Career practitioners' conceptions of career management skills at Finnish universities of applied sciences.** *International Journal for Educational and Vocational Guidance*, 26(2), 873-892. <https://doi.org/10.1007/s10775-025-09727-5>

This article presents the findings of a phenomenographic study of career practitioners' conceptions of career management skills (CMS) at Finnish universities of applied sciences (UAS). The results demonstrate that CMS were conceived as (1) irrelevant, (2) secondary, (3) noteworthy, (4) significant and (5) indispensable. This aligns with previous evidence that conceptions of CMS differ in multiple ways and vary in emphasis. By exploring the logical relationship between qualitatively different conceptions, the study provides a framework for understanding CMS acquisition at UAS, and clarifies the objectives and developmental needs of career guidance in higher education settings.

Kilic, E., & Kitapci, H. (2026). **Career crafting assessment scale in the Turkish context: validation and psychometric properties.** *International Journal for Educational and Vocational Guidance*, 26(2), 1305-1333. <https://doi.org/10.1007/s10775-025-09731-9>

This study aims to validate the Career Crafting Assessment (CCA) and examine its psychometric properties in the Turkish context. A quantitative research design was used to collect two-wave time-lagged survey data from 424 employees. Results confirmed the higher-order four-factor structure of the CCA. Further analyses showed that the CCA had significant positive correlations with the theoretically related constructs (i.e., protean career attitude, organizational career management, and job crafting), confirming

convergent validity. Moreover, the CCA was positively related to the theoretically criterion-related constructs (i.e., career satisfaction, work engagement, and work meaningfulness), supporting criterion validity. The CCA was also indirectly related to these criterion-related constructs via person-career fit. The results corroborate previous research and suggest that the CCA is valid and reliable in the Turkish context.

Lehner, P., & Olivier, A. (2026). **Délégations sous contrôle: Les professeurs principaux et le partage juridictionnel de l'orientation au collège.** *Spirale - Revue de recherches en éducation*, 78(2), 117-127. <https://doi.org/10.3917/spir.078.0117>

Analysant les formes et les modalités du partage juridictionnel de l'accompagnement à l'orientation des élèves du point de vue des professeurs principaux (PP) de collège, cet article examine la division concrète du travail éducatif en la matière. Il s'appuie sur une enquête par observations et entretiens menée au sein d'un collège REP+ d'une grande métropole française. Le partage juridictionnel de l'orientation donne lieu à des délégations sous contrôle de la part des PP, qui se déchargent de tâches jugées trop éloignées de leur cœur de métier tout en veillant à leur mise en œuvre. Asymétriques, ces délégations génèrent une certaine violence symbolique vis-à-vis des personnes à qui elles sont adressées, mais elles représentent aussi des opportunités de s'approprier des espaces et des tâches professionnels sans avoir à lutter pour les obtenir.

Mbanga, R., Ratelle, C., Duchesne, S., Smith, J., & Amadji, F. M. (2026). **Indécision vocationnelle et satisfaction des besoins psychologiques fondamentaux à l'école : une analyse différenciée selon le sexe.** *L'orientation scolaire et professionnelle*, (55/3), 417-453. <https://doi.org/10.4000/16s6h>

Cette étude examine les liens entre la satisfaction des besoins psychologiques fondamentaux en contexte scolaire (autonomie, compétence et appartenance sociale) et l'indécision vocationnelle chez des élèves de dernière année du secondaire, tout en évaluant le rôle modérateur du sexe. Les données ont été recueillies auprès de 376 élèves de cinquième secondaire (Mâge = 17.4 ans ; 54 % de filles) provenant de 21 écoles de la province de Québec (Canada). Des analyses factorielles exploratoires ont permis d'identifier quatre dimensions de l'indécision vocationnelle : l'incapacité décisionnelle, l'immaturation vocationnelle, les difficultés décisionnelles et le manque d'importance accordée au choix de carrière. Les analyses d'invariance ont révélé que cette structure factorielle était globalement équivalente chez les filles et les garçons. Les modèles de régression ont montré que la satisfaction des besoins d'autonomie et de compétence est négativement associée à toutes les dimensions de l'indécision vocationnelle ainsi qu'à son score global, contrairement à la satisfaction du besoin d'appartenance sociale, qui n'y est pas associée. Les analyses de modération ont révélé un rôle limité du sexe : certaines associations entre le besoin de compétence et certaines dimensions de l'indécision vocationnelle sont plus marquées chez les filles que chez les garçons.

McMahon, M., & Abkhezr, P. (2026). **Career adaptability and career resilience: a systems perspective.** *International Journal for Educational and Vocational Guidance*, 26(2), 701-722. <https://doi.org/10.1007/s10775-025-09739-1>

Amidst constant societal, environmental and labour market changes, people are urged to be resilient and adaptable in their careers. Career guidance often portrays career resilience and adaptability as measurable traits, overlooking the privileging, discriminating, oppressing or marginalising impact of multiple systems (e.g. social,

economic, political and educational) on them. The systems theory framework of career development offers a holistic view of the complex systems influencing career adaptability and resilience. This conceptual article proposes systems thinking as a perspective that links career adaptability and resilience with social justice towards more effectively addressing the needs of a diversifying population.

Mehreen, A., Deng, F., & Ali, Z. (2026). **It is never too late: understanding career shocks–career development nexus from affective events theory.** *International Journal for Educational and Vocational Guidance*, 26(2), 1279-1304. <https://doi.org/10.1007/s10775-025-09744-4>

Considerable studies have investigated the antecedents and outcomes of career development; however, few studies have explored the role of career shocks in shaping individual career development. Further, we explore the underlying mediation process of emotional exhaustion in the linkage between career shocks and career development and how career self-efficacy moderates these associations using affective events theory. A total of 243 banking professionals were recruited using a survey approach, and the hypotheses were tested. The moderated mediated model reveals that career shocks directly and indirectly (via emotional exhaustion) relate to career development, and career self-efficacy moderates these associations.

Mello, U., Melo, A. P., & Santos, A. (2026). **Shifting Pathways: Displacement, Substitution, and the Equilibrium Effects of Preferential College Admissions** (Working paper N° 18880). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18880>

Admission policies can reshape educational pathways before college entry by changing opportunities and incentives to invest. We study these responses using Brazil's 2012 Federal Quota Law, which expanded reserved seats for underrepresented students in elite public universities. Exploiting variation induced by pre-existing quota policies, we implement matched difference-in-differences and follow students through college completion. We find that targeted students increase high-school completion, exam participation, and college enrollment. In contrast, non-targeted students substitute toward private institutions rather than leave higher education and become more likely to complete college. Together, these responses reveal anticipatory adjustments and system-wide reallocation across higher education institutions.

Mira, C. (2026). **Représentations et pratiques en jeu dans les (co)accompagnements à l'orientation des jeunes en territoire d'éducation prioritaire.** *L'orientation scolaire et professionnelle*, (55/3), 607-614. <https://doi.org/10.4000/16s6i>

Thèse de doctorat en Sciences de l'éducation soutenue le 7 décembre 2023 À CY Cergy Paris Université, sous la direction de Line Numa-Bocage, CY Cergy Paris Université et la co-direction de Gaëlle Dechamp, Université Jean Monnet Saint Etienne Composition du Jury Jean-Claude Kalubi-Lukusa, Président, Professeur des universités, Université de Sherbrooke, Canada Line Numa-Bocage, Directrice, Professeure des universités, CY Cergy Paris Université Gaëlle Dechamp, Co-directrice, MCF-HDR, Université...

Mirza, N. M., Wisard, L., & Ikherbane, L. (2026). **L'analyse psychosociale de transitions délicates.** *Savoirs*, 71(2), 67-76. <https://doi.org/10.3917/savo.071.0067>

L'entrée dans le monde professionnel ou de la formation apparaît pour certains jeunes comme une transition délicate. Dans cet article, nous examinons des parcours qui ont

reçu une issue satisfaisante aux yeux des personnes qui les ont vécus, de manière à mieux comprendre cette expérience, les processus de transition qui s'y déploient et leur potentiel développemental. Outre la mise en évidence de processus qui apparaissent de manière transversale, notre intention est de contribuer à une réflexion épistémologique et méthodologique pour l'étude des transitions en formation des adultes dans une perspective psychosociale.

Mokher, C. G., Reyes, R. J. V. D., & Mella-Alcazar, A. A. C. (2026). **Navigating futures: examining how the addition of senior high school tracks influenced postsecondary aspirations among education majors in the Philippines.** *International Journal for Educational and Vocational Guidance*, 26(2), 939-963. <https://doi.org/10.1007/s10775-025-09735-5>

This study investigates Filipino students' educational and career aspirations following a national education reform adding two senior high school years and introducing academic and technical vocation-livelihood tracks. Focus groups were conducted with education majors in an instrumental case study of Urdaneta City University. The findings indicate support for the expectancy-value theory and FIT-Choice framework, with student's educational pathways influenced by their ability beliefs and achievement value perceptions. Some students faced constraints such as information gaps. Many students found alignment between high school strands and university majors, aiding postsecondary major choices. This study highlights the interplay between individual choices, structural constraints, and social influences in shaping educational trajectories.

Montano, V., Nalangan, R., & Natividad, N. (2026). **Predicting General Weighted Average from Student Advising Records: An Elastic Net and Stacked Ensemble Analysis of the Human Resource Management Program.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 12-22. [https://doi.org/10.59324/ejahss.2026.3\(5\).02](https://doi.org/10.59324/ejahss.2026.3(5).02)

The General Weighted Average (GWA) serves as the key measure of academic performance in the Philippine higher education system, but challenges in the student's GWA are often ignored until it is too late to act on them. The current study explores the ability of metadata associated with the process of guidance and advising, specifically, the type of advising, the grading policy, and when the interaction took place, to predict the GWA of students enrolled in the Human Resource Management (HR) program of the Faculty of Business Administration at a University in Mindanao. A hybrid approach combining a regularized linear model with three distinct non-linear base models (Random Forest, XGBoost, and k-nearest neighbors) via a ridge meta-learner was trained on 1,136 advising instances from 707 different students. Since GWA is a student-level output that repeats across multiple observations, all partitioning and cross-validation were performed at the student level to avoid leakage. The stacked ensemble model demonstrated the best grouped cross-validated performance ($R^2 = 0.166$) and showed competitive results on a held-out test set ($R^2 = 103$). At the same time, the Elastic Net regression produced an interpretable solution in which recognition for good behavior was associated with higher standings, and referrals for academic misconduct and time management were associated with lower standings. Overall, metadata from the advising process accounted for only 10-17% of the GWA variance across all models. The findings position the hybrid as a defensible early-warning and explanatory instrument rather than a high-precision predictor.

Prévost, V., Mbang, R., & Atitsogbe, K. A. (2026). **Introduction – Décision et indécision de carrières de la population étudiante.** *L'orientation scolaire et professionnelle*, (55/3), 411-416. <https://doi.org/10.4000/16s6c>

La décision et l'indécision de carrière continuent de susciter un intérêt soutenu en recherche et pour la pratique en orientation, tant en raison de leurs répercussions sur les parcours scolaires et professionnels que de l'évolution des réalités auxquelles sont confrontées les personnes qui s'orientent. Les travaux menés au cours des dernières années invitent à enrichir la compréhension de la décision et de l'indécision de carrière en reconnaissant la pluralité des dimensions personnelles et ...

Rochat, S., Tacchini, S., Duay, M., & Rossier, J. (2026). **Sensibilité écologique, éco-anxiété et difficultés d'éco-orientation dans une population d'élèves du secondaire.** *L'orientation scolaire et professionnelle*, (55/3), 489-518. <https://doi.org/10.4000/16s6d>

Les crises sociétales et environnementales qui marquent l'époque actuelle soulignent l'importance d'aider les individus à réaliser des choix de carrière qui respectent les limites planétaires. L'objectif de cette recherche est d'étudier le lien entre la présence de difficultés d'éco-orientation (c.-à-d., difficultés à tenir compte des enjeux socio-environnementaux lors des choix de carrière), la sensibilité écologique et l'éco-anxiété. Les relations entre ces variables ont été examinées auprès d'un échantillon de 200 jeunes en phase d'effectuer leur premier choix de formation ou de carrière. Les résultats soulignent la prévalence importante des difficultés d'éco-orientation, ainsi qu'un lien positif significatif entre la sensibilité écologique et ces difficultés, partiellement médiatisé par le niveau exprimé d'éco-anxiété. Les implications pour la pratique et la recherche sont discutées.

Samson, A., & Atitsogbe, K. A. (2026). **Décision de poursuivre les études postsecondaires en français en milieu minoritaire canadien : antécédents et résultantes.** *L'orientation scolaire et professionnelle*, (55/3), 519-545. <https://doi.org/10.4000/16s6g>

Les transitions scolaires en contexte francophone minoritaire canadien constituent un enjeu important, notamment lorsqu'il s'agit du choix de la langue d'études postsecondaires. Cette étude vise à comprendre l'expérience d'étudiants ayant choisi de poursuivre leurs études en français, en examinant les antécédents de cette décision et ses résultantes identitaires, académiques, sociales et vocationnelles. Une approche qualitative phénoménologique a été menée auprès de 24 étudiants provenant de trois institutions postsecondaires francophones situées au Manitoba, au Nouveau-Brunswick et en Nouvelle-Écosse. Les résultats montrent que la décision s'inscrit dans des contextes familial, scolaire et communautaire favorisant l'identité ethnolinguistique. Les participants rapportent également des bénéfices liés au sentiment d'appartenance, à l'adaptation académique et à la transition professionnelle, malgré certaines contraintes institutionnelles, notamment l'offre limitée de programmes et la faible flexibilité des horaires. L'expérience est décrite comme globalement positive, mais nuancée.

Shakya, P. (2026). **The pandemic learning shock that wasn't: STEM major choice resilience during COVID-19.** *Education Economics*, 34(5), 774-789. <https://doi.org/10.1080/09645292.2025.2595166>

This study examines whether the onset of the COVID-19 pandemic and the associated transition to remote instruction affected undergraduates' decisions to remain in or switch into STEM and biology-related majors. Using longitudinal data from a large U.S. public university (2013–2019) and a staggered difference-in-differences design, I find no

meaningful changes in semester-level STEM enrollment or switching behavior. Robustness checks, including nearest-neighbor matching, yield similar null estimates. Overall, the evidence suggests that students' field-of-study choices were largely resilient to the abrupt shift in instructional format, at least in the short run.

Sovet, L., Brioux, K., Zenasni, F., & Hajjat, N. (2026). **Personnalité proactive et sentiment d'efficacité vocationnelle en première année à l'université : une analyse des conditions nécessaires.** *L'orientation scolaire et professionnelle*, (55/3), 455-487. <https://doi.org/10.4000/16s6q>

Cette étude vise à explorer les liens entre personnalité proactive et sentiment d'efficacité vocationnelle auprès d'une population étudiante, en s'appuyant sur l'analyse des conditions nécessaires. Cette méthode permet d'identifier quel est le score minimum nécessaire d'une variable indépendante pour atteindre un certain score d'une variable dépendante. Au total, 289 étudiant·es inscrit·es en première année de licence en sciences ont participé à cette étude en complétant la version courte de l'échelle de personnalité proactive et la version courte de l'échelle du sentiment d'efficacité vocationnelle. Après un examen de sa structure factorielle, le sentiment d'efficacité vocationnelle a été appréhendé en tant que score global et à travers quatre composantes : sélection d'objectifs, résolution de problèmes, information sur les métiers et les formations et planification et mise en œuvre de ses objectifs. Les résultats montrent que les dimensions du sentiment d'efficacité vocationnelle qui relèvent davantage de comportements actifs comparativement aux dimensions les plus réflexives, sont celles qui requièrent le plus haut niveau de personnalité proactive. Les implications pour les pratiques d'accompagnement et d'éducation à l'orientation dans l'enseignement supérieur sont discutées.

Staunton, T. (2026). **An exploration of tensions amongst career guidance practitioners when it comes to the conceptualisation of digital technology.** *International Journal for Educational and Vocational Guidance*, 26(2), 833-849. <https://doi.org/10.1007/s10775-024-09722-2>

This study explores the experiences of career practitioners delivering career guidance using digital technology during the coronavirus pandemic 2019 (COVID-19) pandemic. This explored how practitioners experienced and understood using digital technology to deliver career guidance and how this interacted with their professional identities. This research made use of a Bakhtinian analytical approach to draw out tensions. Particular focus was paid to tensions and debates between practitioners where career guidance practitioners presented different and contradictory understandings of using digital technology. The study highlighted tensions relating to access, working alliances and interactivity and how these related to different understandings of embodiment and agency.

Stead, G. B., Kim, J., & Liao, K. Y.-H. (2026). **Social support and career adaptability: a meta-analysis.** *International Journal for Educational and Vocational Guidance*, 26(2), 723-741. <https://doi.org/10.1007/s10775-025-09737-3>

A univariate meta-analysis using a random effects model was conducted to examine the relationship between career adaptability and social support. A total of 73 studies comprising 48,624 participants were analyzed. There were statistically significant relationships ($p < 0.05$) between social support and career adaptability, and the four subscales of the CAAS (Savickas and Porfeli, 2012). It was also found that subtypes of

perceived social support (i.e., family, friend/peer, significant other, teacher/school, co-worker, supervisory, and organizational) were statistically significantly related to career adaptability. There were no statistically significant moderators. A discussion of the findings and practical implications are provided.

Toivainen, S. P., & Bilon-Piórko, A. D. (2026). **Developing the notion of relationality in understanding careers in precarious and vulnerable times.** *International Journal for Educational and Vocational Guidance*, 26(2), 681-699. <https://doi.org/10.1007/s10775-025-09743-5>

In the post-pandemic world, witnessing a climate crisis and shifts in the geopolitical landscape, millions of lives are affected by precarity and uncertainty. In the field of career guidance, there is a need to develop new ways of thinking that can contribute to both social and environmental sustainability. This study discusses and elaborates the notion of relationality as a way forward. To establish a more robust ontological ground for relational thinking, we explore the conceptualisations of relationality in relational sociology, new materialism, and more-than-human thinking. Finally, we discuss how a deeper understanding of relationality can inform research and practice.

Wang, J., & Chang, B. (2026). **The association of career learning experiences on career exploration: the mediating role of future decent work perception among Chinese teacher education undergraduates.** *International Journal for Educational and Vocational Guidance*, 26(2), 1139-1160. <https://doi.org/10.1007/s10775-025-09742-6>

This study explores the relationship between career learning experiences and career exploration, emphasizing the mediating role of future decent work perception (FDWP). Data from 542 Chinese teacher education undergraduates were analyzed using structural equation modeling. Mastery experiences, vicarious learning, verbal persuasion, and positive emotion are positively associated with career exploration, while negative emotion shows an indirect association through FDWP. FDWP is highlighted as a key mediator, offering insights into career development. This study extends social cognitive career theory and suggests practical implications for teacher education and culturally responsive career guidance.

Yates, J. (2026). **Career development theories in practice: a thematic analysis of practitioner perceptions of the benefits of theoretically informed practice.** *International Journal for Educational and Vocational Guidance*, 26(2), 851-872. <https://doi.org/10.1007/s10775-025-09726-6>

Career development theories can help practitioners to support their clients' career development, yet evidence suggests that they are not well used in practice. This study explores career practitioners' perceptions of the value that career development theories can add in guidance. Data were gathered through semi-structured interviews with thirty UK career practitioners exploring their perceptions of the benefits of theory-driven practice and were analysed with a reflexive thematic analysis. Three themes were developed: theories add value through boosting the confidence of client and practitioner, through deepening the understanding of client and practitioner, and through directly and indirectly improving career guidance conversations.

Yazıcı, M. S. (2026). **Why do so few individuals with an autism spectrum disorder attend university? A case of Türkiye.** *International Journal for Educational and Vocational Guidance*, 26(2), 743-766. <https://doi.org/10.1007/s10775-025-09729-3>

This study examines the barriers faced by individuals with autism spectrum disorder (IWA) in Turkish higher education. A phenomenological design was employed, involving 18 participants, including IWA, parents, lecturers, and friends with relevant experience. Data were collected through semi-structured interviews. The findings indicate that the challenges faced by IWA begin in childhood and persist throughout their university education. The study highlights the critical role of parental involvement in overcoming these barriers. It is suggested that this primary responsibility should shift from being managed by parents to being guided by policies. Additionally, it underscores the importance of integrating cultural factors into the development of policies that support IWA in higher education.

Yu, S. (2026). **Career decision-making trajectories and their determinants in multiethnic adolescents in high school.** *International Journal for Educational and Vocational Guidance*, 26(2), 965-984. <https://doi.org/10.1007/s10775-025-09723-9>

Multiethnic families in Korea have primarily been formed through marriages between Korean men and foreign women from less developed countries. Multiethnic adolescents face career decision-making challenges due to ethnic discrimination, identity confusion, and limited access to career information. This study aims to analyze multiethnic adolescents' career decision-making changes using data from the Multiethnic Adolescents Panel Survey. The study employed latent growth models for the analysis. Results show steady growth in decision-making with age, influenced by bicultural acceptance, academic adaptation, self-awareness, and peer relationships. The study highlights the importance of fostering these factors to effectively support multiethnic adolescents in making career decisions.

Politique de l'éducation et système éducatif

Abriac, D. (2026). **La formation professionnelle dans le réseau des Greta et des GIP-FCIP en 2024.** *Note d'Information*, (26.41), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/depp/la-formation-professionnelle-dans-le-reseau-des-greta-et-des-gip-fcip-en-2024-505555>

En 2024, l'activité de formation professionnelle du réseau des Greta et des GIP-FCIP (groupement d'intérêt public – formation continue insertion professionnelle) marque un recul par rapport à l'année précédente.

Agency for the Development of Educational Management, African Centre for School Leadership, & Mastercard Foundation. (2026). **Country mapping report: school leadership in Tanzania.** Consulté à l'adresse African Centre for School Leadership website: <https://africancentreforschoolleadership.org/content/uploads/2026/07/Country-Mapping-Report-School-Leadership-in-Tanzania.pdf>

This report provides a comprehensive assessment of the policy, practice, research, and institutional landscape of school leadership in Mainland Tanzania and Zanzibar. Developed by the African Centre for School Leadership (ACSL) in partnership with national institutions, the report aims to identify strengths, gaps, and strategic opportunities to strengthen school leadership as a driver of quality, equity, and improved learning outcomes.

Angrist, N., Ainomugisha, M., Bathena, S. P., Bergman, P., Crossley, C., Cullen, C., ... Sullivan, T. (2026). **Mobile education builds resilience during shocks in five countries.** *Nature*, 657(8132), 689-696. <https://doi.org/10.1038/s41586-026-10990-x>

Education systems need to withstand frequent shocks, including disease and climate events, which close schools for more than 222 million children. During these emergencies, alternative

models are needed to deliver education. However, rigorous evaluation of effective educational approaches in these settings is challenging and rare, especially across multiple countries. Here we present results from five randomized trials in India, Kenya, Nepal, the Philippines and Uganda to evaluate the provision of education in emergency settings. We test multiple scalable models of remote targeted tutoring instruction, comparing delivery by governments and non-governmental organizations (NGOs). Whereas text messages have mixed results, tutorials conducted via phone call show effectiveness across diverse settings. We find large and robust effect sizes on learning. These effects are highly cost-effective, and deliver approximately 4 years of high-quality instruction per US\$100 spent. Results show large effects when delivered by government teachers or NGO instructors. Together, our results reveal that it is possible to strengthen the resilience of education systems, enabling education provision amid disruptions, and to deliver cost-effective learning gains across contexts and with governments.

Baeck, U.-D. K. (2026). **Approaches to spatial inequalities in a Nordic welfare state – the case of Norway.** *Research in Education*, 122(2), 199-214. <https://doi.org/10.1177/00345237241242992>

In this article, the position of the core ideas of equity and equal opportunities within the Nordic model of education today is problematized, using Norway as the case of interest and spatial dividing lines as the main variable in question. I am specifically preoccupied with geographical education differences as part of the 'unequal opportunity problem' in Nordic education. Focusing on spatial inequalities in education, something that is rarely addressed by educational authorities, brings light to the assertion that aims that used to be the foundation for the Norwegian education system, are harder to see as guiding principles in education policy today. Through highlighting this, the aim is also to contribute to a discussion of how research related to education in rural areas is situated in the Norwegian context, viewing this in light of Norway as a representative of the Nordic model of education. In the article understanding the agential doings behind the paradox of the Nordic education equality ethos on the one side and the persisting and empirically documented spatial education inequalities on the other, represents the analytic intake.

Bagot, L., Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2026). **En 2025, 199,2 milliards d'euros consacrés à l'éducation, soit 6,7 % du PIB.** *Note d'Information*, (26.42), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/en-2025-1992-milliards-d-euros-consacres-l-education-soit-67-du-pib-506005>

En 2025, la France a consacré 199,2 milliards d'euros à son système éducatif, soit une hausse de 2,4 milliards d'euros par rapport à 2024 en euros courants (+ 1,2 %). En tenant compte de l'effet prix, la hausse est ramenée à 0,3 milliard en euros constants, soit + 0,1 % par rapport à 2024.

Bajomi, I. (2026). **Les enseignants hongrois sous contrôle... de 2010 au 12 avril 2026.** *Éducation et Sociétés*, 56(2), 201-219. <https://doi.org/10.3917/es.056.0201>

En Hongrie, entre 2010 et 2026, les gouvernements autoritaires de Viktor Orbán ont restreint l'autonomie des établissements et des enseignants. Une nouvelle faculté universitaire a été créée pour renforcer l'identité nationale dans la formation initiale et contrôler toute la formation continue du secteur public. Ses objectifs ont repris des idées conservatrices des anciennes élites hongroises puis des gouvernements de droite post-guerre froide. Les enseignants sont vus par Orbán comme une corporation clé du pouvoir étatique de même que les fonctionnaires, les militaires ou les policiers. Pour produire des enseignants dévoués à l'État, le gouvernement les a privés de leur statut de fonctionnaire acquis en 1992. Cette dégradation a précarisé leurs conditions de travail, aggravé la pénurie d'enseignants surtout en milieu rural et suscité désobéissances civiles et réactions syndicales sanctionnées par une restriction drastique du droit de grève associée à des licenciements. Après les élections législatives du 12 avril et la chute pacifique du régime autoritaire, en juillet 2026 lorsque le point final de cet article est mis, il est incontestable que le contrôle sur les enseignants hongrois se desserre... Les attentes sont immenses, mais les oppositions encore marquées.

Baujard, C., & Kahlik, L. (2026). **Transformation de l'expérience d'accompagnement et reconnaissance professionnelle des personnes en situation de handicap.** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 20-33. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/733>

This article presents a theoretical and conceptual analysis of the experience of caregivers in the context of professional recognition of people with disabilities. It seeks to understand how a transformative professional reciprocity allows for the reconciliation of ethical imperatives and human values. Thus, how does the recognition of people with disabilities affect the professional experience of caregivers? Based on a review of the scientific literature, it appears that a change in perspective towards vulnerable individuals depends on the subjective engagement of caregivers who are part of support communities inherent to living together. Keywords: recognition at/of work, research method, scientific approach, support for people with disabilities, transformative experience.

Bly, S., Houen, S., Staton, S., & Thorpe, K. (2026). **Community, Children, Child: New Directions for Equitable Delivery Of High-Quality Early Childhood Education and Care (ECEC).** *Educational Psychology Review*, 38(1), 120. <https://doi.org/10.1007/s10648-026-10215-7>

Theory and measurement approaches to Early Childhood Education and Care (ECEC) quality focus disproportionately on educator inputs. Yet, ECEC quality is profoundly relational. Each child and the collective of children in the ECEC classroom contribute to the nature of educators' daily work and the resources they require to enable high-quality learning experiences. We review the literature examining the contribution of the child, and collective of children in a class on ECEC quality and identify design and measurement strategies to advance understanding of the ways in which high-quality ECEC can be co-created. We discuss implications for proportionate universal policy approaches to support educator wellbeing and attendant practice to deliver on the promise of ECEC to redress inequities.

Brochier, C. (2026). **La politique des quotas sociaux et raciaux dans les universités brésiliennes : développement et effets.** *Éducation et Sociétés*, 56(2), 245-269. <https://doi.org/10.3917/es.056.0245>

Cet article présente la politique des quotas sociaux et raciaux qui s'est développée au Brésil depuis le début des années 2000. L'origine, les objectifs et les détails de la politique sont exposés, ainsi que les débats critiques qui ont accompagné les premières mesures. L'un des problèmes du système est en effet l'organisation de comités de vérification du phénotype racial des candidats. L'article fait toutefois le constat d'une généralisation et d'une acceptation progressives des mesures de discrimination positive dans les universités publiques, fédérales d'abord et, de plus en plus, régionales. L'effet des quotas sur la composition raciale et sociale du public est cependant à relativiser, d'abord car la population estudiantine s'est diversifiée depuis les années 1990, en même temps que l'accès aux collèges et lycées s'est amélioré, ensuite car le secteur supérieur privé, très majoritaire en termes d'effectifs, fonctionne sur une logique du profit qui exclut la discrimination positive.

Bruyère, A. (2026). **Inclusion et pratiques situées.** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 84-95. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/740>

This article examines the training provided to railway staff in relation to the diversity of disability situations, with a particular focus on intellectual disability, which is still largely overlooked in professional practice. Drawing on a qualitative survey conducted at four French railway stations, the research highlights a structural tension between institutional ambitions for inclusion and the actual ways in which professional development is delivered. The analysis reveals that existing training courses remain largely general in nature and centred on visible disabilities, relegating intellectual disability to a marginal position. This invisibilisation results in conditional support, subject to prior booking. Keywords: inclusion, intellectual disability, training.

Bussi, M. (2026). **Analyser les politiques publiques d'éducation et de formation des adultes : enjeux et perspectives de recherche.** *Savoirs*, 71(2), 17-27. <https://doi.org/10.3917/savo.071.0017>

Dans un contexte où les injonctions au développement des compétences et à la formation tout au long de la vie se multiplient pour répondre aux défis sociaux, économiques et environnementaux contemporains, il apparaît nécessaire d'examiner la manière dont l'action publique contribue à configurer l'espace d'intervention des acteurs publics et privés de la formation, ainsi que celui des citoyens et citoyennes en tant qu'apprenant-es. Dès lors, cette contribution propose une première exploration de la portée analytique de deux cadres, à savoir l'approche par le référentiel (Mueller, 2019) et l'approche « What's the problem represented to be ? » (Bacchi, 2012), appliquées aux politiques d'éducation et de formation des adultes. La contribution présente d'abord le contexte actuel des politiques d'éducation et de formation avec un focus sur l'évolution des politiques européennes. Elle détaille ensuite les fondements des deux approches choisies et termine en soulignant leur valeur ajoutée pour la recherche dans le domaine de l'éducation et la formation des adultes.

Cedefop, Poulou, A., & Symeonidis, V. (2026). **Policy pointers for the shift to learning outcomes.** Consulté à l'adresse <https://data.europa.eu/doi/10.2801/2557984>

This Cedefop Insight proposes six policy pointers to support the implementation of learning outcomes-based approaches in initial vocational education and training. Drawing on evidence from 10 European countries, it examines the factors influencing the transformation of intended learning outcomes, as defined in curricula and policy documents, into achieved learning outcomes demonstrated by learners. The analysis highlights the importance of balancing policy coherence with implementation flexibility, fostering professional dialogue, providing accessible implementation support, strengthening practitioner capacity, using quality assurance as a driver of improvement, and promoting responsive governance. Together, these policy pointers emphasise that learning outcomes implementation is not a linear or purely technical process but a systemic transformation requiring coordinated action across policy, institutional and practitioner levels.

Chantseva, V., Garnier, P., & Lehrer, J. (2026). **Présentation du dossier. Regards comparatifs sur la petite enfance.** *Éducation et Sociétés*, 56(2), 5-28. <https://doi.org/10.3917/es.056.0005>

Déscolariser la sociologie de l'éducation est depuis les années 1970 un des mots d'ordre de la sociologie de l'éducation francophone. Ce déplacement du regard de l'enceinte scolaire vers les espaces-temps plus larges a contribué à l'émergence d'études consacrées à la vie des enfants hors de l'école, aux sociabilités dans la cour de récréation, aux activités sportives, à l'alimentation, aux loisirs culturels. Cependant, la période précédant l'entrée à l'école, appelée petite enfance, reste assez peu étudiée dans les perspectives de la sociologie de l'éducation. C'est ce déficit que ce dossier souhaite combler en explorant les normes institutionnelles et les pratiques relatives aux jeunes enfants dans une perspective comparative. Il s'agit d'interroger la diversité des normes et justifications selon les pays et de comprendre comment les acteurs se les approprient ou non, comment les savoirs théoriques et les innovations pédagogiques circulent, sont adoptés ou rejetés. Les comparaisons éclairent aussi les coopérations et les conflits entre acteurs et actrices présents autour des jeunes enfants –professionnelles, parents– qui doivent composer avec la pluralité de leurs cultures, croyances et perspectives sur la prise en charge et l'éducation des jeunes enfants.

Charbonnier, V. (2025). **Projet et projection en éducation.** *Le Télémaque*, 68(2), 159-171. <https://doi.org/10.3917/tele.068.0159>

On se propose de réfléchir sur l'idée de projet en éducation et formation, qui recèle selon nous une ambiguïté native. Cette idée de projet peut en effet tout à la fois désigner le fait de se projeter et celui d'être projeté. Après une exploration de la sémantique du terme projet et de son lien avec les paronymes de l'art de jeter, objet et sujet notamment, nous envisageons l'institution du projet dans le champ de l'éducation et de la formation, d'un double point de vue philosophique et réglementaire. Nous insistons ensuite et plus particulièrement sur l'élargissement

de la notion de projet aux curricula des élèves, ainsi qu'au fonctionnement concret des établissements d'enseignement. Cela nous conduit à nous interroger sur un retournement du projet sur l'élève, au sens d'une injonction qui lui est faite d'avoir un projet, laquelle se révèle être, en définitive, une projection de la société sur l'élève, particulièrement saillante dans certaines "éducations à".

Chénier, C., Bibeau, L.-D., & Fournier-Dubé, N. (2025). **Scolaire et sociale : l'indépassable dualité des épreuves nationales à la jonction du secondaire et du tertiaire**. *Revue des sciences de l'éducation*, 51(2). <https://doi.org/10.7202/1127583ar>

Cet article explore l'évolution historique des épreuves nationales (EN) considérées comme étant scolaires et sociales selon diverses mesures. Notre analyse présente une typologie regroupant les EN en quatre quadrants, selon leurs fonctions prédominantes : à la fois scolaires et sociales, principalement sociales, principalement scolaires, ou peu sociales et peu scolaires. L'article propose des pistes de réflexion quant aux diverses vocations des EN après avoir soulevé leurs répercussions sur la société et l'éducation. L'article souligne l'importance de s'interroger sur les implications sociales et éducatives de ces épreuves nationales et de mener une réflexion approfondie sur leur rôle dans le paysage éducatif, et ce, dans divers coins du monde.

Christian, M. (2026). **Les jardins d'enfants en Allemagne, en France et en Suisse (XIXe-XXe siècle)**. *Éducation et Sociétés*, 56(2), 111-131. <https://doi.org/10.3917/es.056.0111>

Cet article compare l'histoire des jardins d'enfants en Allemagne, en France et en Suisse depuis le XIXe siècle en proposant d'associer méthode comparative et approche transnationale. La comparaison des jardins d'enfants dans divers pays fait apparaître deux types de trajectoires : en Allemagne et en Suisse alémanique, ils sont devenus une forme normale d'éducation du jeune enfant entretenant peu de liens avec l'institution scolaire ; en France et en Suisse romande, ils sont restés marginaux, voire ont été évincés par étapes du périmètre de l'éducation du jeune enfant dominé par l'école. Comparer non les pays mais les institutions elles-mêmes permet de contourner l'approche centrée sur les États en faisant apparaître l'importance d'autres échelles locales et régionales. Cependant, partout, le jardin d'enfants a subi l'influence de l'institution scolaire, que ce soit en termes de tutelle, de personnel, de missions et de pédagogie. Cela a été jusqu'à une scolarisation du préscolaire en France et en Suisse romande, mais s'observe aussi sous des formes variées dans les cas allemand et surtout alémanique, en particulier sous l'influence des organisations internationales à l'échelle européenne.

Coelli, F., Ouyang, D., Yuan, W., & Zi, Y. (2026). **Educating like China** (Working paper N° 27-2026). Consulté à l'adresse Economics Section, The Graduate Institute of International Studies website: <https://EconPapers.repec.org/RePEc:gii:giihei:heidwp27-2026>

This paper shows that human capital accumulation can accelerate structural transformation without accelerating growth. We study China's 1999 higher education expansion, a large, rapid, and largely unanticipated increase in college graduates. We find that more exposed prefectures experienced larger increases in the skilled-labor share and shifted employment and value added from agriculture toward services. The reallocation extended to low-skilled workers. Consumer services absorbed most of the increase in employment, while producer services accounted for a disproportionate share of high-skilled employment growth. Yet more-exposed prefectures did not grow faster. A four-sector model rationalizes these patterns, showing how greater skill supply can generate broad-based servitization, but also a Baumol-type growth penalty when labor reallocates toward slower-growing sectors. Our findings highlight that the payoff to higher education depends not only on how much skill it creates, but also on whether the resulting structural transformation directs resources toward the economy's engines of productivity growth.

Conseil de l'intelligence artificielle et numérique. (2026). **Sortir de la clandestinité : mettre l'IA au service d'une nouvelle ambition pour le système éducatif** (p. 76). Consulté à l'adresse Conseil de l'intelligence artificielle et numérique website: <https://www.conseil-ia-numerique.fr/nos-travaux/sortir-de-la-clandestinite-mettre-lia-au-service-dune-nouvelle-ambition-pour-le-systeme>

La généralisation croissante des usages de l'intelligence artificielle place le système éducatif dans une situation paradoxale, à mi-chemin entre la tentation de transformer les pratiques pédagogiques et celle de rester prudent face à ces usages et aux risques qui y sont associés. Ces usages sont pourtant désormais très répandus, tant parmi les élèves qu'au sein de la communauté enseignante, mais ils restent le plus souvent dissimulés et pas entièrement assumés. Dans ce contexte, ce rapport interroge les prérequis d'une intégration réussie, maîtrisée et encadrée de l'IA dans l'enseignement primaire et secondaire.

Desclaux, B., Condette, S., & Martin, J. (2026). **L'éducation à l'orientation en France: anatomie d'un échec récurrent.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/leducation-a-lorientation-en-france/86292?srsId=AU7gw4Ubrbt-eZ9z-xQLHq9eTZSI9ZXAJz5Dif8urGMFiefEFD0EWmZP>

Depuis quarante ans, l'éducation à l'orientation (EAO) revient régulièrement dans les politiques éducatives françaises. Annoncée comme une évidence, promise comme une révolution, elle peine pourtant à s'enraciner dans le système scolaire. Pourquoi cette innovation consensuelle rencontre-t-elle des résistances persistantes ? Comment expliquer cette « amnésie institutionnelle » qui pousse chaque gouvernement à redécouvrir l'EAO sans tirer les leçons du passé ? Innover suppose d'intéresser les acteurs et de tisser des alliances fragiles. Or l'EAO ne réunit jamais tous ses alliés : enseignants réticents, conseillers marginalisés, institutions résistantes, administrations paralysées. Ce livre montre que les innovations éducatives sont des batailles d'intérêts et de pouvoirs bien plus que des débats pédagogiques. Il décortique les mécanismes qui transforment les réformes en reproduction du même et interroge les contradictions du système éducatif français : entre massification et sélection, entre émancipation affichée et contrôle structurel. Une enquête radicale sur les conditions du changement

Education Research in Conflict and Protracted Crisis, ERICC. (2025). **Rapid review: education, peacebuilding, and social cohesion to inform Syria's education sector** (p. 52). Consulté à l'adresse Education Research in Conflict and Protracted Crisis, ERICC website: https://figshare.com/articles/online_resource/ERICC_Helpdesk_Report_Rapid_Review_Education_Peacebuilding_and_Social_Cohesion_to_Inform_Syria's_Education_Sector/33230760?file=67478334

This rapid review synthesises scholarly evidence and contextual insights to inform the design and implementation of past, existing, and prospective educational programming in Syria. Lessons from comparable contexts, including but not limited to, Lebanon, Nepal, Sierra Leone, Burundi, Northern Ireland, Bosnia and Herzegovina, Rwanda and South Sudan are presented to help inform Syria's Education sector priorities in its current, post-conflict state.

Ek, C., Söderberg, M., & Kataria, M. (2026). **Can teaching children about the environment influence household behavior? Experiments in Swedish schools.** *The Scandinavian Journal of Economics*, 128(4), 835-859. <https://doi.org/10.1111/sjoe.70017>

In two separate field experiments with Swedish school children aged 10–16, we evaluate Environmental Education Programs designed to promote pro-environmental behavior; specifically, reduce household waste. We match the addresses of participating students with high-resolution administrative records on collected household waste. This allows us to estimate causal effects on the waste generated in households where a child was treated. Across both experiments, we find no detectable reductions in household waste. In the second experiment, we are also able to estimate the effect of regular environmental education within the Swedish school curriculum, and find little indication that this affects household waste.

ERICC consortium. (2026, mars 31). **Education Financing, Community Priorities, and Education in Emergencies (EiE) in the Sahel** (p. 520739 Bytes). p. 520739 Bytes. <https://doi.org/10.6084/M9.FIGSHARE.31900654>

This brief combines public education finance data from 5 central Sahel countries—Burkina Faso, Chad, Mali, Mauritania and Niger—with how it relates to community stated education evidence

from 19 African countries. More than half of primary and lower-secondary-age children are out of school, and learning poverty across the Sahel is estimated at around 90%¹, meaning only one child in ten can read and understand a simple text by late primary age. Sahel governments already spend around 2.8-5.3% of GDP and up to about 20.3% of their total budgets on education. This translates into US \$100-380 per child per year² in primary school—lower than comparable African economies and too little to deliver quality schooling at scale. Official development assistance (ODA) in low-income countries is usually a small part of total education spending—even when combined with domestic financing; it falls far short of what is needed. ³ An extra \$1.9 billion is required for primary education alone to meet the demand of 10.6 million out of school children. Education in Emergencies (EiE) funding by international donors like the UK is a clear area of impact and value for money. Education is not just about schools and learning—it has significant impacts on wider life chances, reproductive health, protection and mental health and psychosocial support especially in crises. Education is also not just about children, but also about adults who can potentially contribute to national development. For full country by country financial analysis see Annexes 1-5.

Ervin, M., & Fishman, S. H. (2026). **Polarized by Education: Political Affiliation, Education, and Beliefs on the Free Market.** *Social Science Quarterly*, 107(5), e70184. <https://doi.org/10.1111/ssqu.70184>

Objective This article tests how education and political affiliation shape individuals' political attitudes toward free-market economics. Prior research finds that higher education levels are associated with more liberal political attitudes toward cultural issues—the “liberalization thesis.” However, this pattern may not hold for economic issues, especially surrounding free-market economics. **Methods** For analysis, this article uses data from the World Values Survey (WVS) to model the association between political affiliation and respondent education with free-market attitudes. **Results** In contrast with the liberalization thesis, we find that at higher levels of education, Democrat and Republican respondents are more polarized, respectively, in their attitudes toward free-market economics compared to their Democrat and Republican peers at lower levels of education. **Conclusion** Our findings demonstrate the complexity of education's association with political attitudes, contrasting with commonly held beliefs about unified liberalizing effects of education. One plausible explanation is that education reinforces prior held economic attitudes, leading to greater consistency between political affiliation and attitudes toward the free market.

Finneran, R. (2026). **Policy as cultural artefact: value attributed to student voice in the field of Victorian policy production.** *Journal of Education Policy*, 41(5), 712-729. <https://doi.org/10.1080/02680939.2026.2622965>

The argument that class-based schooling inequities may be exacerbated through education policy enactment has been mounted by education policy researchers over several decades. Student voice is a popular educational policy focus with the promise of addressing schooling inequities. However, the concept of student voice is ambiguous with contestation over who has the authority to decide what can be considered ‘tokenistic’ or ‘authentic’ practice. Drawing on Bourdieu, I conceptualise student voice policy as a cultural artefact; a constituted taste created by professionals. Complementing policy analysis with interviews conducted with policy actors, I highlight the way value has been attributed to student voice practice by those occupying different positions in the field of student voice policy production (state, Catholic, and a Non-Government Organisation) in Victoria in 2019. I argue conceptualising policy as a cultural artefact helps illuminate the ways in which student voice policies have the potential to reinforce existing schooling inequities.

Flatø, M., Bratsberg, B., Kotsadam, A., Torvik, F. A., Røgeberg, O., & Stoltenberg, C. (2026). **Ready for school? Effects on school starters of establishing school psychology offices in Norway.** *Education Economics*, 34(5), 633-651. <https://doi.org/10.1080/09645292.2025.2588588>

We consider long-term impacts of establishing school psychology offices in Norway. In the 1960s, these offices assessed school readiness resulting in increased postponement of schooling for children born late in the year. We find a positive effect of establishing offices in the 1967–1970

period on adult income, with stronger effects for younger children in each cohort, males, and children in low-income families. After a legislative change in 1976, the offices could reject applications for delayed school entry. In this period, we find no overall benefits of establishing an office, and negative effects on adult earnings for males and disadvantaged children.

Gachoki, Charles & Mutisya, Maurice. (2026). **Design-based implementation research report: cycle 2. Scaling data use in subnational education systems in Kenya.** <https://doi.org/10.53832/unlockingdata.1053>

Kenya's foundational learning ecosystem does not suffer from a lack of data. It suffers from a persistent gap between what is collected and what is used. The Unlocking Data Initiative's second Design-Based Implementation Research cycle set out to close that gap at the county level, working across five counties to shift data from a compliance exercise into a genuine decision-making tool. The results are candid about both progress and remaining fragility. Data officer roles are being formalised. Real administrative decisions, from teacher deployment to water infrastructure prioritisation, are now being informed by locally generated data. At the same time, technical hosting capacity, staff turnover, and the absence of formal HR recognition remain open challenges for the next cycle. This is useful reading for anyone working on data systems, strengthening governance, or implementing education policy in decentralised government contexts.

Gicheva, D. (2026). **Effects of state funding cuts on program offerings at public universities.** *Economics of Education Review*, 114, 102748. <https://doi.org/10.1016/j.econedurev.2025.102748>

This paper examines how public four-year institutions adjust their program offerings in different fields in response to changes in state appropriations for higher education. Using a shift-share identification approach that interacts state-level fluctuations in funding for higher education with baseline institutional reliance on appropriations, I show that public institutions offer fewer programs in the natural sciences, social sciences, and education, but more programs in other professional and vocational fields, following a decrease in state funding. Program cuts in the sciences are more pronounced at research-intensive universities, while social science majors are more affected at non-research institutions; program cuts in education are observed at both types of schools. Program offerings are not responsive to changes in state higher education budgets at private universities, which provides further evidence that the results cannot be fully explained by shocks to aggregate economic conditions.

Global Education Monitoring Report Team. (s. d.). **Bilan des pertes : l'aide à l'éducation en 2024 et 2025.** Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000398525_fre

GPE KIX. (2026). **From fragmented data to decision-ready EMIS. Strengthening South Sudan's education data system for planning, equity, and accountability.** Consulté à l'adresse Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX website: https://www.gpekix.org/sites/default/files/2026-07/Validated%20KIX%20Policy%20Brief_South%20Sudan%20EMIS%20Strengthening.pdf

This policy brief presents findings from the AU-IPED EMIS Strengthening Mission held in Juba, South Sudan (16–18 March 2026) under the GPE KIX Africa 19 Hub, in partnership with GESCI and Canada's IDRC. It reviews South Sudan's education data landscape — which currently operates across six parallel platforms and involves 14 institutional actors — and draws on a structured evidence review identifying 17 opportunities to strengthen data systems and coordination. Focusing on four priority areas (system integration, school-level data practices, data quality assurance, and governance and financing), the brief sets out the case for a phased, Ministry-led approach and offers five recommendations to advance a coordinated, trusted, and decision-ready national EMIS that supports evidence-based planning, equity, and accountability, in alignment with the AU EMIS Norms and Standards, CESA 2026–2035, Agenda 2063, and SDG 4.

Gupta, A., Garcia Moreno, V., & Kheyfets, I. (2026). **Climate Change and Education Systems in Mexico: Impacts and Policy Priorities**. <https://doi.org/10.1596/45552>

Climate change is increasingly shaping education outcomes in Mexico, while education systems remain central to enabling climate adaptation and mitigation. This paper examines the relationship between climate risks and education through a systems lens, combining evidence on impacts with an analysis of policy frameworks and implementation constraints. Drawing on administrative data, geospatial analysis, and existing empirical studies, it shows that hydrometeorological shocks such as floods and extreme rainfall disrupt schooling continuity, damage infrastructure, and generate persistent learning losses, with disproportionate effects in high-marginality regions. Despite a comprehensive policy framework linking climate change, disaster risk management, and education, implementation remains uneven. Climate-related disruptions are often treated as administrative issues rather than systemic risks, and coordination across institutions remains partial. Constraints related to institutional fragmentation, financing, alignment of skills systems with labor market demand, and limited implementation capacity reduce the effectiveness of policy efforts. The paper identifies priority pathways to strengthen climate-responsive education systems, focusing on risk-informed planning, teacher capacity, curriculum integration, and alignment of green skills with regional demand. Strengthening these system functions can improve the resilience of education systems while enhancing their contribution to long-term climate adaptation and low-carbon development.

Guzman, M., McGuinness, S., & Turner, L. J. (2026). **The Influence of Mega Universities on college competition and outcomes**. *Economics of Education Review*, 114, 102688. <https://doi.org/10.1016/j.econedurev.2025.102688>

Just 16 Mega Universities (MUs) collectively enroll 5 percent of all undergraduate and over 10 percent of graduate students in the U.S., yet little is known about how these predominantly online institutions fit into the postsecondary education landscape. We leverage new data covering the universe of federal student aid applicants to describe students served, degrees and geographic specializations, and student outcomes at MUs. MU enrollment is concentrated in the rural south, mid-Atlantic, and southwest, where up to 20 percent of federal higher education aid recipients attend MUs. MUs compete broadly with other open-access institutions and specialize in fields like business, computer and information sciences, and homeland security. MU students have lower average completion rates and leave with higher average student loan debt compared to students at "competitor" schools, defined using preferences indicated through federal aid applications. For undergraduate students on the margin of MU enrollment, completion rates tend to be lower and both student loan take-up and default higher compared to demographically similar peers with identical college preferences who enroll in other institutions, though heterogeneity exists across individual MUs.

Hämäläinen, J., Marti, S., & Peneoasu, A.-M. (2026). **Doctoral collaboration with society: Drivers, success factors and ways forward**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4266> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://eua.eu/publications/reports/doctoral-collaboration-with-society-drivers-success-factors-and-ways-forward.html>

As doctoral education across Europe evolves in response to growing societal and economic challenges, collaboration with a wide range of societal partners is becoming increasingly important, while remaining rooted in research excellence. This report provides a comprehensive overview of how universities and doctoral candidates engage with societal partners in the private, public and non-profit sectors to co-create knowledge and strengthen the impact of doctoral research. To do so, it looks at what drives doctoral collaboration beyond academia and maps the wide range of collaborative approaches currently used across Europe. These span less intensive forms of engagement to more structured collaborations, including co-supervision, joint research activities and collaborative doctorates. Based on contributions from 22 EUA-CDE member institutions in 13 countries, this report reflects the Thematic Peer Group's

discussions on key challenges, enabling conditions and success factors for effective collaboration. It also offers institutional perspectives on how doctoral collaboration can be developed through different stages: from creating favourable framework conditions and preparing partnerships to implementing collaboration and ensuring meaningful follow-up. The report findings cover the work and expertise of the group, a stakeholder survey capturing the perspectives of societal partners and insights from doctoral candidates pursuing collaborative doctorates, as well as thirteen good practice examples. As such, it may serve as a source of reflection and guidance for institutions wishing to build and further develop meaningful and well-structured doctoral partnerships beyond academia.

Harboun, I. (2026). **Between Protection and Identity: Mapping Securitization in Education**. *British Journal of Educational Studies*, 74(4), 607-629. <https://doi.org/10.1080/00071005.2026.2652950>

This article develops a typology for analyzing securitization in education across diverse political contexts, including the UK, France, Hungary, Russia, and Israel. It distinguishes between the securitization of education (where education systems are constructed as threatened objects) and securitization through education (where education functions as a means of addressing perceived threats), the latter encompassing instrumental, ontological, and hybrid logics. Drawing on insights from the Copenhagen School and the Paris School, the framework clarifies conceptual ambiguities in the literature and enables systematic comparison across regime types to assess the implications of securitization for education. The analysis compares overt and covert practices, examining how different securitizing logics are articulated in policy discourse, institutional design, and everyday educational practices in each case. The findings show that while regimes differ in the explicitness and justification of security measures, all cases reconfigure educational priorities, institutionalize mechanisms of control and surveillance, generate stigmatization of minorities and dissenters, foster professional self-censorship, and constrain the conditions for critical thinking within the education system.

Hogan, A., & Thompson, G. (2026). **The policy simulacrum: text, discourse and the hyperreal**. *Journal of Education Policy*, 41(5), 671-692. <https://doi.org/10.1080/02680939.2025.2533842>

This paper explores how policy discourse is constructed, circulated and transformed within social media networks. Drawing on sentiment analysis of over 35,000 tweets authored between 2019 and mid-2022, we examine how the 2011 'Gonski report', which recommended a more equitable and transparent school funding system in Australia, was taken up and reinterpreted on Twitter/X. Our analysis shows how policy meanings become detached from their original textual referents, resulting in a condition where what a document says and what it is believed to say become two different things. In theorising this, we draw from Ball's work on discourse and enactment, and Baudrillard's concept of the simulacrum, where representations proliferate in ways that obscure or replace the real. We also incorporate Baudrillard's idea of operational negativity and Laclau's notion of the empty signifier to explain how policy acquires symbolic power through emotional resonance, ambiguity and scandal. Ultimately, we argue that Gonski functions as a hyperreal policy, that is, one that circulates more as a political, moral and ideological signifier, rather than as a technical funding model. This policy simulacrum is important in understanding how policy is taken up, how meaning circulates and what is assumed, desired and missed in such policy interpretations.

Homonchuk, Olya. (2026). **Financing and cost-effectiveness of education provision in conflicts and protracted crises** (p. 22). Consulté à l'adresse Education Research in Conflict and Protracted Crisis, ERICC website: <https://curated-library.iiep.unesco.org/library-record/financing-and-cost-effectiveness-education-provision-conflicts-and-protracted-crises>

Protracted conflicts and crises place severe pressures on education systems, which are nonetheless expected not only to maintain and expand access but also to improve learning outcomes and protect children's safety and wellbeing. Financing is central to meeting these challenges. This involves not only the volume and sources of funding but also how resources are allocated and whether interventions provide good value for money. To date, the evidence base

on education financing, costing and cost-effectiveness in protracted crisis settings has been limited. This synthesis brings together insights from eight ERICC publications that address this evidence gap.

Issa Seidi, A. (2026). **Des réformes éducatives pour un Niger viable et prospère**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/des-reformes-educatives-pour-un-niger-viable-et-prospere/86485?srsId=AU7gw4VmELgUbmFc0lAwUxLWmp09MWoUyMeCL1XROJQwYCilgsyronRk>

Cet ouvrage s'appuie sur nos expériences vécues concernant les obstacles majeurs qui entravent le développement social durable et l'aboutissement du processus démocratique entamé dans les années 1990. Ces dynamiques ont favorisé l'avènement des conférences nationales souveraines au Niger, comme dans les autres pays de la sous-région, dans le but d'insuffler une nouvelle dynamique sociopolitique et économique. Dans cette perspective, nous partons de la question suivante: pourquoi le Niger, après plus de soixante ans d'indépendance, a-t-il du mal à s'industrialiser, à se développer et à prospérer comme d'autres pays africains, alors qu'il dispose de richesses naturelles suffisantes, rares et recherchées (uranium, or, pétrole, phosphate, cuivre, étain, fleuve, etc.), nécessaires à la construction de bases matérielles solides pour une croissance économique et énergétique stable et durable?

Jackson, C. K. (2026). **The Macroeconomic Returns to School Finance Reforms: Micro-Calibrated Predictions Meet Causal Evidence** (Working paper N° 35755). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35755>

A large literature posits a central role for human capital in determining macroeconomic output, while another documents substantial private returns to educational investment. However, whether private gains translate into aggregate gains remains uncertain, as signaling, displacement, or general-equilibrium adjustment may drive a wedge between private and aggregate returns. This paper bridges these literatures with causal evidence that state-level school finance reforms (SFRs) increase macroeconomic output. First, I combine design-based micro estimates of SFR effects on private earnings with a cohort replacement framework to simulate state-level earnings per worker. The simulation predicts little change for 10 to 15 years, then gradual gains as treated cohorts enter the labor force, reaching 7.8 percent after 60 years. Next, I test this prediction using the staggered implementation of SFRs across U.S. states. In an event-study framework, state-level earnings per worker track the predicted path, remaining flat through about 15 years before rising roughly 4.7 percent above counterfactual levels after 30 years — consistent with private earnings gains aggregating to the broader economy. Finally, I show that these effects extend to broader economic output, with GDP per capita declining modestly initially before rising to more than 5 percent above its counterfactual path after 30 years.

Kallunki, J., Viseu, S., & Silvén, P. (2026). **Network governance in Finnish higher education and science policy, 2012–2021**. *Higher Education*, 92(2), 967-985. <https://doi.org/10.1007/s10734-025-01557-2>

Finnish higher education and science policy has been characterised as corporatist, but reforms after the 1990s have created conditions for a more network-based governance mode of policymaking. These networks empower various stakeholders to participate in policy processes, but they also allow the government, particularly the Ministry of Education and Culture (MEC), to promote the government's interests in and govern through stakeholder networks. In this paper, we ask what kind of network the government (the MEC) uses in higher education and science policymaking, and how it uses the network. We examined a network of organisations that participated in Finnish higher education and science policy in 2012–2021 via the working groups of the MEC. Our methods were social network analysis and expert interviews (N = 23). Our results show that the network had a small core set of key actors that consisted of state ministries and

agencies, universities and their associations, employer and employee unions, and student unions. The network was centralised around the MEC and stable over time, and it was used for knowledge exchange, interest intermediation, and policy advocacy. These are traits of traditional corporatism. Nevertheless, we found that the MEC played a dual role of a coordinator and stakeholder-lobbyist, reflecting more horizontally equal relationships between the actors, especially at the network's core, which is characteristic of networked governance.

Keo, D., Soem, S., Sorn, T., Lom, B., & Sam, R. (2026). **The Role of Leadership in Promoting a Quality Assurance Culture in Educational Institutions: A Systematic Review.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 37-58. [https://doi.org/10.59324/ejahss.2026.3\(5\).04](https://doi.org/10.59324/ejahss.2026.3(5).04)

Quality assurance (QA) now sits at the heart of how educational institutions raise teaching standards and strengthen their effectiveness rather than serving as a peripheral administrative duty. However, whether a QA system produces real change depends largely on how it is led. This paper presents a systematic review, conducted in accordance with the PRISMA 2020 statement, of how different leadership approaches shape, sustain, or undermine a culture that authentically supports quality assurance, with particular attention to staff engagement, psychological safety, continuous improvement, and the staff-wellbeing costs of QA implementation that leadership fails to buffer. Following a systematic search, a screening process, and a citation verification step described in Section 3, 41 independently verified studies were retained for synthesis. Across this body of work, transformational, distributed, and relationally enacted leadership emerges as the approach most likely to produce an authentic quality culture rather than a merely performative one. When leaders make quality visible, encourage collaboration across units, keep feedback loops working, and invest in staff capacity, commitment tends to be stronger and improvement more durable. Leadership that relies on compliance and control alone tends to produce the opposite outcomes: ritual compliance, administrative fatigue, and, in several of the studies reviewed, measurable staff burnout. The review concludes by drawing these findings into a conceptual framework and a set of practical recommendations for institutional leaders, policymakers, and leadership-preparation programs.

Khalid, S., Tadesse, E., & Huang, X. (2026). **Sino-African higher education under FOCAC: an integrative review of initiatives, structural impacts, and enduring challenges.** *Higher Education*, 92(2), 925-965. <https://doi.org/10.1007/s10734-025-01556-3>

President Xi Jinping's keynote address at the 2024 FOCAC Beijing Summit marked a new phase in comprehensive China-Africa cooperation, with ten strategic partnership initiatives, several of which directly target education, vocational training, and digital innovation. Despite the growing scale and ambition of these programs, empirical understanding of their implementation, outcomes, and long-term impacts on African higher education systems remains limited. This integrative review systematically synthesizes evidence from 32 diverse sources to address three key questions: how FOCAC initiatives have been operationalized across African countries, what outcomes they have generated for national higher education systems, and what challenges and limitations constrain their effectiveness. The analysis reveals that while the initiatives have contributed to capacity building, knowledge exchange, and infrastructural development, persistent gaps remain in aligning programs with African development priorities, ensuring sustainability, and evaluating long-term institutional impact. Drawing on these findings, the review outlines evidence-informed directions for future Sino-African higher education cooperation, emphasizing the need for coordinated, context-sensitive, and mutually beneficial strategies that advance institutional reform, foster regional development, and maximize the transformative potential of these partnerships. By consolidating diverse empirical and policy perspectives, this study provides a robust foundation for guiding both research and policy agendas in the evolving landscape of China-Africa educational collaboration.

Kheuy, S., Sam, R., Rana, R. L., Vutha, D., No, S., Hour, R., ... Sam, S. (2026). **Differential Contributions of School-Based Management Dimensions to Principals' Effectiveness: PLS-SEM Evidence from**

Cambodian Public High Schools. *European Journal of Arts, Humanities and Social Sciences*, 3(5), 155-173. [https://doi.org/10.59324/ejahss.2026.3\(5\).14](https://doi.org/10.59324/ejahss.2026.3(5).14)

School-based management (SBM) is a central mechanism of education decentralization, yet its component dimensions may not contribute equally to effective school leadership. This study examines the differential relationships of five SBM dimensions—administrative management (ADM), stakeholder participation (STP), school leadership and governance (SLG), accountability (ACT), and resource mobilization and management (RMM)—with teacher-rated principal effectiveness (PE) in Cambodian public high schools. Data were collected from a cross-sectional survey of 387 teachers across six public high schools. A 35-indicator reflective measurement model was evaluated using partial least squares structural equation modeling (PLS-SEM) in SmartPLS 4. The final measurement model showed satisfactory indicator reliability, with outer loadings ranging from .665 to .912 and all but one indicator exceeding .708. The internal consistency was satisfactory (Cronbach's alpha = .863–.952; rho_A = .884–.985; rho_C = .900–.958), convergent validity was supported (AVE = .645–.751), and discriminant validity was established (HTMT = .062–.540). Inner VIF values ranged from 1.033 to 1.523. The structural model explained 20.7% of the variance in principals' effectiveness ($R^2 = .207$). RMM showed the strongest positive direct relationship with PE ($\beta = .197$, $p = .003$), followed by SLG ($\beta = .179$, $p = .001$) and ADM ($\beta = .165$, $p = .009$); ACT ($\beta = .031$, $p = .613$) and STP ($\beta = .059$, $p = .382$) were not statistically significant. Model-fit diagnostics were favorable (SRMR = .037; d_ULS = .880; d_G = .539), with the discrepancy measures below their 95% bootstrap quantiles. Compared with the linear-model benchmark, PLSpredict produced positive Q^2 predict values for all ten PE indicators (.066–.203), with lower RMSE and MAE values across all the indicators. Similarly, compared with the linear model, the CVPAT showed significantly lower PLS-SEM prediction loss for all the PE indicators. Importance–performance map analysis identified SLG as the highest-importance SBM dimension. The findings support a differentiated view of SBM in which resource management, governance, and administrative management are the most evident direct organizational correlates of principals' effectiveness.

Le Fanu, G. (2026). **Disability, Education and International Development: A Social Justice Approach.** <https://doi.org/10.51952/9781529241495>

How can the international development community better support inclusive education for children with disabilities in low and lower-middle income countries? This timely book critically examines current approaches to disability and education in sub-Saharan Africa and beyond, offering a roadmap for achieving the post-2030 Agenda for learners with disabilities. Grounded in social justice theory, Le Fanu provides an essential analysis of educational needs, development strategies and implementation challenges. Written in an accessible style, this comprehensive resource identifies practical ways forward for creating sustainable, high-quality inclusive education systems that truly serve children with disabilities and their diverse, evolving needs.

Magnússon, G., & Paulsrud, D. (2026). **"Inclusion has gone too far": how a slogan became policy in Swedish education.** *Journal of Education Policy*, 41(5), 796-815. <https://doi.org/10.1080/02680939.2025.2560370>

Sweden has often been raised as exemplary regarding inclusive education. This image has, however, been questioned as inclusion is not a prioritized concept in central Swedish education policy. Despite this, political moves questioning inclusive education have increased in the last few years, through political discourse and debate, governmental policy, and even financing. This article aims to map out these political shifts and illustrate their development through policy tools on different levels in the years 2018–2024. Using a broad definition of policy, the materials studied are a selection of debate articles from politicians, government reports (green papers), parliamentary motions (white papers), government agreements, and documents describing targeted funding for segregated environments. The results show how inclusion became negatively connoted through political discourse and the slogan 'inclusion has gone too far', established in public debate – primarily driven by one political party. The slogan subsequently became official government policy through political agreements, investigations, and funding.

There are no signs of reversal regarding this new policy direction, meaning that Sweden is among the first countries to actually abandon inclusion as a political goal for education.

Malet, R. (2026). **L'indétermination comme mode de gouvernance Compétences transversales et zones grises curriculaires dans trois systèmes contrastés.** *Éducation et Sociétés*, 56(2), 221-244. <https://doi.org/10.3917/es.056.0221>

L'introduction des compétences transversales dans les curricula nationaux génère des tensions entre épistémologies disciplinaires héritées et nouvelles légitimités promues par les organisations internationales. Cette recherche analyse, à travers une comparaison de trois systèmes contrastés (France, Finlande, Chine), l'émergence d'espaces normatifs où se renégocient les hiérarchies des contenus scolaires, espaces d'indétermination identifiés comme des zones grises curriculaires. L'étude montre que ces zones fonctionnent comme des dispositifs de gouvernance permettant aux systèmes d'enseignement de gérer des demandes contradictoires sans les résoudre. Loin de constituer des dysfonctionnements transitoires, elles apparaissent comme des modalités durables de régulation des contradictions épistémiques, susceptibles de produire des inégalités spécifiques.

Manolache, R. (2026). **Chapitre II. 1989-2005 : au croisement des changements institutionnels.** In *Former les enseignants du premier degré en France et en Roumanie* (p. 51-76). <https://doi.org/10.4000/16tw3>

Marchand, M.-P., & Hurteau, M. (2024). **Between Power Plays and Interests: A Return to the Core Purpose of Evaluation.** *Mesure et évaluation en éducation*, 47(spécial), 1-21. <https://doi.org/10.7202/1127299ar>

La crédibilité accordée aux résultats d'une évaluation par les parties prenantes demeure une préoccupation importante chez les personnes évaluatrices. Comment les parties prenantes, porteuses d'intérêts, perçoivent-elles la démarche évaluative et les résultats qu'elle génère comme crédibles ? L'article présente les résultats d'une recherche ayant permis de documenter la perspective des parties prenantes à cet égard. Discutés sous l'angle comparatif avec la perspective de la personne évaluatrice, les résultats indiquent que les discours convergent sur plusieurs plans, mais qu'une divergence potentielle peut être observée quant aux finalités poursuivies dans le cadre de l'évaluation. Les constats mettent en relief plusieurs questionnements réflexifs quant aux implications de cette divergence pour la pratique de l'évaluation, lesquels mènent à conclure avec une piste de solution innovante exigeant un certain repositionnement dans la façon d'approcher une évaluation et dans les relations avec les parties prenantes

Martinez, Raphaëlle. (2026). **Le financement durable de l'éducation : un cadre stratégique et opérationnel au service de l'éducation | Institut international de planification de l'éducation** (p. 15). Consulté à l'adresse Global Partnership for Education, GPE website: <https://curated-library.iiep.unesco.org/fr/bibliotheque/le-financement-durable-de-leducation-un-cadre-strategique-et-operationnel-au-service>

Comment les pays peuvent-ils financer l'éducation de manière durable dans un contexte de pression budgétaire croissante et de baisse de l'aide au développement ? Ce document d'orientation du GPE propose une nouvelle approche associant les ambitions de réforme de l'éducation à la viabilité budgétaire, à la mobilisation des ressources nationales et à des partenariats de financement innovants, afin de soutenir la transformation à long terme des systèmes éducatifs.

McCannon, B. C. (2026). **The financial consequences of launching a graduate business program at private universities.** *Education Economics*, 34(5), 694-709. <https://doi.org/10.1080/09645292.2025.2584062>

Private higher education institutions have been launching graduate business programs as a strategic initiative. I study 487 private, nonprofit, four-year institutions, 84 of which launched their first graduate, business program during the 1998–2022 time period. Using IPEDS data, I explore the

financial consequences to do so. I document spillover improvements in undergraduate business enrolment and improved tuition revenues. Endowment levels are unaffected.

McKenzie, M., Henderson, J., & Nxumalo, F. (2026). **Climate change and educational research: Mapping resistances and futurities.** *Research in Education*, 122(2), 156-164. <https://doi.org/10.1177/00345237231207502>

Given that human-caused climate change is one of the defining educational contexts in the 21st Century, we ask this question of ourselves and our educational research community: What is the role of education and educational research as we attempt to "cultivate equitable educational systems" in a world dominated by climate breakdown and related emergencies? We suggest our scholarly community needs to examine the systems and ideologies that are responsible for climate change: human supremacy, colonialism, capitalism, industrialization, and white supremacy, among others. The perpetuation of these ideas via educational institutions and practices is a significant part of the problem that has led to the current climate crisis. Therefore, the aim of this special issue of *Research in Education* is to draw together scholarship that can help map out potential roles of education in both the possibilities and resistances of addressing climate change. Collectively the papers map possible and much-needed educational futures where climate change is a matter of urgent superordinate concern including through enacting resistance to human-centrism, colonality, racial capitalism, and their interconnections. In these futures, climate change education inquires - at multiple scales - into possibilities for materializing less extractive and more livable worlds through education policy and data infrastructures to youth coalitions and even the small everyday encounters with the more-than-human world. The papers also illustrate the potentials of climate change pedagogical orientations that are affective, interdisciplinary and intergenerational. We hope this special issue prompts our colleagues to consider how the collective work of educational scholarship might produce desirable futures amid a rapidly changing climate.

Mello, U., Melo, A. P., & Santos, A. (2026). **Shifting Pathways: Displacement, Substitution, and the Equilibrium Effects of Preferential College Admissions** (Working paper N° 18880). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18880>
Admission policies can reshape educational pathways before college entry by changing opportunities and incentives to invest. We study these responses using Brazil's 2012 Federal Quota Law, which expanded reserved seats for underrepresented students in elite public universities. Exploiting variation induced by pre-existing quota policies, we implement matched difference-in-differences and follow students through college completion. We find that targeted students increase high-school completion, exam participation, and college enrollment. In contrast, non-targeted students substitute toward private institutions rather than leave higher education and become more likely to complete college. Together, these responses reveal anticipatory adjustments and system-wide reallocation across higher education institutions.

Mikhaylova, T. (2026). **The pictorial turn that wasn't (yet?): visuals and the study of education policy and governance.** *Journal of Education Policy*, 41(5), 693-711. <https://doi.org/10.1080/02680939.2025.2554593>

Pictures and visual symbols have long played a central role in political communication, influenced ideas and shaped public perceptions of political matters. Their impact has become even more pronounced with the proliferation of traditional visual media alongside the rise of digital technologies, social media platforms and increasingly automated data-driven infrastructures for learning and decision-making, to which visualisations are central. These technologies enable the rapid dissemination of visual content and real-time engagement with it, shaping not only preferred interpretations of policy initiatives but also policy subjects and objects, attitudes and conduct. Nonetheless, the relation between the visual and education policy and governance remains largely overlooked and under-theorised. This configurative review examines 27 research pieces to identify key themes, theoretical approaches and areas for further inquiry. It shows that the pictorial turn is yet to occur in the study of education policy and governance.

This is evident in the relatively small number of studies that engage directly with visual materials, as well as the limited range of theoretical trajectories – primarily semiotics and STS – currently dominating the field. The article calls for a broader and more systematic engagement with visuality as an important dimension of educational policy and governance.

Mizunoya, S., Yokogawa, N., Yano, S., & Sergeant, L. (2026). **Mainstreaming social and emotional learning in education sector plans: a methodology for policy and planning analysis** (p. 44). <https://doi.org/10.54673/BGAS1683>

The systematic integration of social and emotional learning (SEL) into national education policy remains insufficiently understood, despite growing global recognition of its importance. This paper presents a replicable three-stage methodology for analysing how SEL is conceptualized, positioned, and operationalized within national education sector plans (ESPs), using the Explore SEL Taxonomy developed by Harvard University's EASEL Laboratory as a common analytical framework. The methodology enables analysts to identify which SEL competency domains are present, how coverage is distributed across education levels, and whether SEL commitments are coherently carried through the policy cycle from an ESP's Vision/Mission through to its Strategy/Programme and Monitoring & evaluation. The methodological paper presents the SEL analysis methodology with an application to Rwanda's Education Sector Strategic Plan (ESSP) 2024–2029, demonstrating how the approach highlights structural patterns and gaps that would not be visible through a superficial reading of the document alone. It is offered as a practical analytical instrument for researchers, education planners, and policy-makers seeking to strengthen SEL policy coherence at the system level.

Montanar, M., & Gambi, L. (2026). **Investing in education 2026. Focus on the teaching profession.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4265> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/606e11de-a5ac-11f1-b25c-01aa75ed71a1>

"Investing in Education" is an annual report that the EU. It is composed of two parts: informs on developments in education investment in - Part 1 analyses the most recent indicators at EU and national levels and the long-term trends concerning public expenditure in education, and compares them with public expenditure in other policy areas. - Part 2 has a thematic focus that changes every year and aims at strengthening the evidence base to support education investment at EU and country levels. The 2026 topic draws on data from the OECD Teaching and Learning International Survey (TALIS) 2024 to identify the factors that can make the teaching profession more attractive. This is particularly policy-relevant because staff costs are the largest category of public expenditure on education in EU countries.

Ndabananiye, Jean Claude, Deconinck, Christophe, & D'Aiglepierre, Rohen. (s. d.). **L'efficacité des financements internationaux en éducation 2005–2025 : vingt ans de pratiques, de résultats et de transformations des systèmes** (p. 213). Consulté à l'adresse IIEP-UNESCO website: <https://curated-library.iiep.unesco.org/fr/library-record/lefficacite-des-financements-internationaux-en-education-2005-2025-vingt-ans-de>

Vingt ans après la Déclaration de Paris, les débats sur l'efficacité des financements internationaux demeurent d'une actualité saisissante. La fragmentation des interventions, la prolifération des acteurs, les coûts de transaction élevés, la faible prévisibilité des financements ou encore le contournement des systèmes nationaux continuent de caractériser une partie importante des financements internationaux de l'éducation. Dans le même temps, alors que la crise de l'apprentissage, de la formation et de l'emploi des jeunes est immense et nécessite des investissements accrus, les contraintes budgétaires affectent les pays partenaires comme les pays donateurs, notamment sous l'effet de crises et chocs multiples et superposés (effets des changements climatiques, insécurité, dette publique, etc.). Ce contexte renforce les exigences d'efficacité et de soutenabilité

des financements internationaux. Ces objectifs ne sont pas nouveaux : ils étaient au cœur des changements proposés avec les principes d'efficacité de l'aide de la Déclaration de Paris en 2005. Cette étude conjointe entre l'Institut international de planification de l'éducation de l'UNESCO (IIP-UNESCO), l'Agence française de développement (AFD) et le Partenariat mondial pour l'éducation (GPE) vise avant tout à tirer les enseignements de vingt années d'expérience dans le secteur de l'éducation afin d'éclairer les défis contemporains du financement des systèmes éducatifs. Elle examine plus particulièrement les principes d'alignement sur les systèmes nationaux et d'harmonisation entre partenaires techniques et financiers (PTF), considérés comme les principaux leviers opérationnels de l'appropriation nationale.

OCDE. (2026). **Regards sur l'éducation 2026: Indicateurs de l'OCDE.** <https://doi.org/10.1787/cba0b622-fr>

OECD. (2026). **Education at a Glance 2026: OECD Indicators.** <https://doi.org/10.1787/b4968bbc-en>

Pouye, A. K. (s. d.). **Cartographie stratégique de l'écosystème edtech en Afrique.** Consulté à l'adresse <https://www.undp.org/fr/senegal/publications/edtech-en-afrique-cartographier-pour-acceler-la-transformation-educative>

Cette étude a été commanditée par le Programme timbuktoo du PNUD dans le cadre de la création du Hub EdTech de Dakar, avec pour objectif de structurer, analyser et dynamiser l'écosystème africain des technologies éducatives.

Putz, J. (2026). **Making FAFSA mandatory: an evaluation of Louisiana's financial aid submission policy on college enrollment and pell grant awards.** *Education Economics*, 34(5), 731-751. <https://doi.org/10.1080/09645292.2025.2590745>

Aiming to reduce inequalities between low- and high-income students enrolling in college, Louisiana enacted legislation requiring high school students to file a FAFSA application, or opt-out, prior to graduation. FAFSA submissions increased in Louisiana following the policy change, suggesting there may have been some follow through into post-secondary institutions. I use a synthetic control approach to estimate impacts of Louisiana's FAFSA policy on enrollment and Pell Grant awards. I find positive, significant impacts on the enrollment rate for Black students at large, public four-year universities. I also find that the rate of Pell Grant recipients increased at public four-year universities.

Rainford, J. (2026). **Using Zemiology to explore the potential social harms of a lifelong learning entitlement.** *Journal of Education Policy*, 41(5), 816-835. <https://doi.org/10.1080/02680939.2025.2560376>

The Lifelong Learning Entitlement (LLE) policy aims to provide equal access to loan funding for all adults aged 18–60 pursuing level 4–6 courses in both further and higher education in England. Its goal is to address the 'problem' of funding access to vocational training and retraining throughout an individual's life course. The study employs a novel analytical approach, combining Bacchi's 'What's the problem represented to be?' (WPR) approach with a zemiological lens to examine the harms generated by the LLE's problem representation. It demonstrates how various harms, including financial, psychological, and cultural harms, are produced. The paper further argues that the LLE policy's focus on economic value may restrict individuals' opportunities to follow education and training paths that reflect their personal aspirations, as it prioritises specific types of provision. This paper makes an original contribution to education policy studies by showing how analysing the harms produced by the LLE policy through a zemiological lens can offer ways to consider how to mitigate these harms. Although the analysis centres on a single policy in England, this combination of the WPR approach and a zemiological lens offers a systematic method for examining policy harms, with potential applicability both nationally and internationally.

Reimers, F., & Wang-Aghania, M. (2026). **Educating for a Climate Changed Future: From First Order Impacts to System Level Transformation**. <https://doi.org/10.1007/978-3-032-23256-4>

This open access book offers a comprehensive, systems-level examination of how schooling and climate change shape one another. Drawing on insights from climate science, comparative education, education policy and implementation research, it distinguishes between first-order effects—how climate hazards and slow-onset changes disrupt learning—and second-order effects—how education systems respond through curriculum, teacher preparation, infrastructure, operations and community engagement. It maps five major narratives of climate change education—climate literacy, climate action, green economy skills, education for sustainable development and critical/decolonial approaches—and shows how they coexist and interact in global frameworks and national policies. Moving from policy to practice, it analyzes national case studies of policy reform, case studies of transformation at the school level and examines the role of educator networks and of eco-systems supporting climate change education efforts. Using a complexity science perspective, it explains why many systems remain in “low climate learning traps” and outlines realistic strategies to escape them and achieve systemic policy coherence, offering guidance for researchers, policymakers, practitioners and graduate students working toward climate-ready education systems.

Ruben Pomella, A., & Ali, M. (2026, octobre). **Young Migrants in Outermost Europe (YMOE2026). A Research about Migration and Education in France Overseas Territories**. <https://doi.org/10.13140/RG.2.2.34104.92166>

EU member states with overseas territories, such as France, face additional, multilayered challenges in managing migration flows. The European Union has, in fact, recognized the unique challenges facing Outermost Regions (ORs), adopting specific strategies to address their geographic and socioeconomic disadvantages (European Parliament, 2021). Supporting this approach, recent studies highlight how ORs face compounded integration challenges due to their isolation from continental Europe, requiring tailored policy approaches (Benoît, 2019; European Commission, 2022). For instance, Martinique and Guadeloupe are among the least represented territories in intra-Caribbean migration datasets (ECLAC, 2024). This underrepresentation results in limitation of analysis of regional migration trends, leading to systemic underreporting of both quantitative and qualitative migration data. Consequently, policies aimed at migrant inclusion in European ORs are often undermined by insufficient evidence. Our research project (YMOE2026), financed by a MSCA Postdoctoral Fellowship, has the purpose of addressing these gaps by: empirically evaluating the impact of educational policies on social inclusion; investigating how physical and symbolic learning environments shape educational outcomes; strengthening the capacity of educators and practitioners.

Rubin, P. G., Lee, J. C., English, L. N., & Heath, M. (2026). **Developing an exploratory policy-focused typology of state higher education governance for degree attainment oversight in the USA**. *Higher Education*, 92(2), 729-750. <https://doi.org/10.1007/s10734-025-01547-4>

Characteristics of state governance are often discussed when considering differences in higher education policy decision-making across the USA. These comparisons are rooted in widely utilized typologies that consider structural centralization, autonomy, and authority. Despite the continued consideration of these typologies, previous research notes limitations regarding understanding policy roles within these agencies. Using latent class analysis, the current study provides a new exploratory policy-focused typology of how states allocate responsibilities to higher education agencies around improving postsecondary degree attainment. The resulting four-group typology serves as a foundational overview of differences in state higher education governance in the USA. As well as provides a descriptive tool for future causal and explanatory research. We also offer insights into potential takeaways of differences in policy-making responsibilities between states and considerations for policymakers, state officials, and researchers.

Saner, P., & Rost, K. (2026). **Competition for students in the digital era: scientific disciplines as drivers of study program innovation in Swiss higher education.** *Higher Education*, 92(2), 751-779. <https://doi.org/10.1007/s10734-025-01548-3>

Competition between universities has become more intense and multilevel in recent years. Whereas previous studies have mainly looked at multilevel competition in research, this paper investigates competition among universities in academic teaching related to digital transformation. We use a database of study programs on digitalization offered by Swiss universities between 2017 and 2023 to examine the levels at which competition for students occurs. Results show that most competition is found within scientific disciplines, with weaker forms of competition observed at the university, canton, and university type levels. The number of digitalization-related study programs offered in a discipline at a specific university increases significantly if the number of such programs increases in that discipline at other universities. The findings suggest that disciplines are significant drivers of new degree programs in digitalization because program innovation happens at the department and faculty levels rather than the university level. Although all types of universities are positioning themselves for digital transformation in teaching, universities of applied sciences are proving particularly entrepreneurial in creating new offerings. The study highlights that competition for students is intensifying due to digitalization, changing student demands, and demographic trends, which may lead to a new market segmentation in which universities increasingly specialize in disciplines in which they excel.

Savage, G. C., Broom, J., & Gerrard, J. (2026). **Scalecraft, scalecreep and scalecrunch: school autonomy as scalar politics.** *Journal of Education Policy*, 41(5), 730-750. <https://doi.org/10.1080/02680939.2026.2626715>

This paper deploys the concept of scalecraft in concert with two new concepts (scalecreep and scalecrunch) to explore how scale functions as a strategic tool in policy design and governance. Taking the Independent Public Schools (IPS) initiative in the Australian state of Western Australia (WA) as a case study, we analyse how school autonomy reforms reshape governance structures and power relations in public schooling. Established in 2009, the IPS introduced a suite of policy changes designed to increase flexibility and align school governance with local needs, mirroring global trends seeking to devolve governance from centralised bureaucracies to local schools in publicly funded systems of education. Drawing on interviews with senior WA policymakers, we examine the scalar politics and processes of this reform, tracing how the IPS has redistributed power and resources between local schools, mid-level bureaucracies, and the central education department.

Scasso, M., & Yáñez, E. (2026). **Towards a barrier-free education: advances and challenges in inclusive education, evidence from the results of SIRIED 2024; executive summary** (p. 12). Consulté à l'adresse UNESCO Office Santiago and Regional Bureau for Education in Latin America and the Caribbean website: <https://curated-library.iiep.unesco.org/fr/node/58569>

This report is part of SIRIED and has been prepared with the purpose of providing solid and up-to-date evidence on the educational reality faced by students with disabilities in our region, to serve as input for educational planning and public decision-making. The objective is twofold: on the one hand, to present an assessment of the educational situation of persons with disabilities by analyzing progress and identifying opportunities and challenges, and on the other, to guide the regional agenda for producing information on the educational situation of students with disabilities by recognizing gaps and methodological challenges.

Selwyn, N., Kaviani, F., Strengers, Y., Dahlgren, K., Cumbo, B., & Wagner, M. (2026). **"You can't really learn the future" – student perspectives of futures education in schools.** *Research in Education*, 122(2), 228-240. <https://doi.org/10.1177/00345237241311009>

Despite numerous attempts over the past 60 years, futures studies have so far failed to become a mainstream part of school education. In light of recent renewed interest in education futures amongst policymakers and academics, this paper reappraises the opportunities and

impediments to establishing school-based futures education in the mid 2020s. Drawing on interviews with 61 Australian secondary school students who had participated in a futures education program, the paper explores student perceptions of establishing school-based futures education on a wider basis. Despite pockets of enthusiasm, most students remain doubtful of futures education fitting into their schooling – perceiving futures studies as too uncertain, unknowable, abstract and/or unsettling to be taken up as a regular part of schooling. The paper considers the forms of futures studies that might be seen as acceptable, and whether the most productive way of engaging young people in futures learning is to look toward non-formal and informal education.

Shieh, E. (2026). **'Can we enter into a project and turn it against brutality and into liberation?': inhabiting continuous improvement.** *Journal of Education Policy*, 41(5), 776-795. <https://doi.org/10.1080/02680939.2025.2540347>

This paper investigates continuous improvement, a contemporary imperative of education reform, through my experiences as a network coach charged with its enactment in schools. Employing critical autoethnography alongside analyses of continuous improvement's histories, contradictory discourses, and heterarchical contexts, I enact an attempt to move myself from a relationship to it suffused with control and crisis into something that might approach strategy and repair. Noting that as policy continuous improvement can be simultaneously described as democratizing school reform and subjectivizing individuals to an intensifying neoliberal environment, I follow a question by Fred Moten, 'Can we enter into a project and turn it against brutality and into liberation?' I suggest such possibilities might exist, and they can involve strategies that leverage contradictory discourses, use a framework of brutality and liberation to analyse ongoing work, and co-opt or move continuous improvement towards collaborative teacher research or participatory action research in its enactment.

Sissoko, T. (2026). **La boucle réflexive de la performance en éducation et formation : Penser l'école, penser la société malienne.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/la-boucle-reflexive-de-la-performance-en-education-et-formation/86416>

À partir d'une immersion dans les États généraux de l'éducation du Mali comme observateur, chercheur et acteur, cet ouvrage pose un diagnostic implacable : les réformes éducatives africaines échouent moins par manque d'idées que par absence de mécanisme d'apprentissage institutionnel. Les recommandations s'accumulent, les commissions se succèdent, les constats se répètent. Ce qui manque, c'est la boucle. La boucle réflexive de la performance en éducation et formation est le concept central proposé ici. Cinq angles morts des EGE structurent l'analyse : la marginalisation des femmes dans la gouvernance éducative, la déconnexion de l'école du tissu économique local, l'ignorance des défis sahéliens communs, et l'aveuglement face à la révolution numérique et à l'intelligence artificielle. Pour chacun, l'ouvrage propose et montre comment une boucle réflexive bien conçue aurait transformé des vœux pieux en leviers de transformation réelle.

Smith, W. C., Gallagher, M., Reynolds, A., Aktas, F., Shephard, D., Matsui, R., ... Cairney, M. (2026). **Access and completion in primary and secondary education: a global systematic review** (p. 193). <https://doi.org/10.54676/WKJK8912>

This mixed methods systematic review draws on research published between 2000 and 2025 to examine the barriers that prevent educational access and completion, and the policies and interventions that have been put in place to try and overcome them.

Sotherland, N., & Stange, K. (2026). **The role of individual institutions in creating effective and efficient transfer pathways from community college to bachelor's degree.** *Economics of Education Review*, 114, 102770. <https://doi.org/10.1016/j.econedurev.2026.102770>

Community colleges potentially offer a cost-effective path to earning a bachelor's degree, though this path is bumpy for many students. This paper investigates how transfer pathways could

be improved, with a focus on the role of specific institutions. We study the universe of all new undergraduates in the U.S. that receive Federal student aid tracked across all institutions for eight years. We first find that BA aspirants that start at a community college are 21.6 percentage points less likely to earn a BA within eight years of first enrolling than similar students who start directly at a public four-year college, though they accumulate \$3400 less loan debt to do so. Community college thus offers a lower cost, but less certain path to BA completion. We then use the large number of cross-institution transfers occurring in the US student population to identify the contribution of individual institutions to these patterns while also controlling for unobserved student factors by estimating a student and institution fixed effects model. We find substantial variation in the estimated impacts of enrolling at individual institutions on students' persistence and debt accumulation; however, the difference in persistence effects between the public two- and four-year sectors is insufficient to explain the entirety of gap in their BA completion rates. Increasing all two-years' persistence effects by 1 standard deviation would only increase the BA completion rate by 3.8 percentage points. We conclude that feasible improvements in individual community colleges' ability to get students to persist, in isolation, are unlikely to bring meaningful pathway improvement. Rather, the creation of stronger and more effective pathways between specific two- and four-year institutions is likely to generate greater increases in BA degree attainment.

Tang, H.-H. H., Tsang, K. K., Choi, T.-H., Lam, H. W. M., Li, G., & Zhu, Z. (2026). **Pursuing social justice through education policy programmes: capturing subtleties with a modified welfare regime analysis.** *Journal of Education Policy*, 41(5), 751-775.
<https://doi.org/10.1080/02680939.2025.2610835>

Social justice is a central concern for societies worldwide, and governments frequently design education policies to advance it. While research has examined the forms and extent of educational inequities, it has paid less attention to how equity-oriented policies are shaped by historical and contextual factors, especially regional diversity within a single nation. This paper analyses welfare policy interventions in education in two Chinese cities – Beijing and Hong Kong — and explores how their distinct socio-cultural settings influence public views of education as a public or private good. Drawing on a welfare-regime perspective combined with Nancy Fraser's notion of social justice, it offers a new approach to understanding equity-oriented education policies, based on 21 policy programmes. Findings show that both cities employ a direct, centralised approach typically associated with a conservative model, yet their sociopolitical contexts generate divergent strategies. Beijing operates a conservative-productivist regime, using centralised redistribution to advance distributive justice while subordinating recognitive and participatory aims to collectivism and political stability. Hong Kong's conservative-neoliberal regime delegates redistribution to school-level market mechanisms, expanding recognitive coverage but sustaining class-based barriers to participation. It closes with suggestions for disadvantaged students and contributes to wider debates on the need for context-sensitive frameworks of social justice.

Testi, J. (2026). **Développer une « culture de l'engagement » chez les élèves du secondaire: Étude d'une mobilisation renouvelée d'acteurs associatifs autour de nouveaux enjeux curriculaires.** *Spirale - Revue de recherches en éducation*, 78(2), 129-141. <https://doi.org/10.3917/spir.078.0129>
Les réformes récentes des politiques scolaires s'inscrivent dans une injonction croissante à l'éducation à la citoyenneté active des élèves, laquelle se traduit dans le Parcours citoyen par la volonté de développer une culture de l'engagement dans et hors l'école. Aussi, de nouveaux partenariats voient le jour entre acteurs scolaires et associations. Ces dernières interviennent à la fois dans la formation des élèves à l'engagement, dans la proposition d'actions bénévoles adaptées et dans la valorisation des compétences acquises. L'article questionne les modalités de partenariats associatifs dans le Parcours citoyen des élèves, ainsi que les porosités entre éducation populaire et forme scolaire, tout autant que les tensions entre deux visions antinomiques de l'engagement, l'une normative et l'autre émancipatrice.

Uganda. Ministry of Education and Sports & African Centre for School Leadership. (2026). **Mapping of school leadership landscape in Uganda report** (p. 42). Consulté à l'adresse The African Centre for School Leadership website: <https://africancentreforschoolleadership.org/content/uploads/2026/08/Country-Mapping-Report-School-Leadership-in-Uganda.pdf>

This report presents a comprehensive mapping of the school leadership landscape in Uganda, developed by the African Centre for School Leadership (ACSL) in partnership with the Ministry of Education and Sports. Using a mixed-methods approach—including a policy review, analysis of 53 research publications (2010–2025), stakeholder interviews, and a national validation workshop—the study examines the country's policy environment, professional development systems, research ecosystem, and stakeholder coordination mechanisms.

UNESCO Institute for Statistics, UIS & Australian Council for Educational Research, ACER. (2026). **Pairwise comparison method toolkit: a toolkit for countries to measure global learning outcomes** (p. 65). Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000398706>

This toolkit provides countries with a method to link their national assessment to global standards that combines expert judgement, through a pairwise comparison or comparative judgement process, with statistical linking using item response theory (IRT).

UNICEF. (2026). **Learning interrupted: global snapshot of climate-related school disruptions in 2025** (p. 21). Consulté à l'adresse UNICEF website: <https://www.unicef.org/media/184111/file/Learning-interrupted-global-snapshot-2025-climate-related-disruptions%20va.pdf.pdf>

This report examines the global impact of climate-related hazards on education in 2025, estimating that at least 171 million students across 106 countries or territories experienced disruptions to schooling. Storms, floods, heatwaves and droughts caused school closures, damaged infrastructure, delayed reopening, reduced attendance and increased dropout risks, with students in low- and lower-middle-income countries disproportionately affected

Urban, M., Lehrer, J., Chantseva, V., & Garnier, P. (2026). **Le rôle de la recherche comparative dans le domaine de l'éducation et de l'accueil de la petite enfance**. *Éducation et Sociétés*, 56(2), 157-171. <https://doi.org/10.3917/es.056.0157>

La discussion avec Mathias Urban, spécialiste des études internationales dans le domaine de la petite enfance, s'est déployée autour de plusieurs sujets : la construction de la recherche comparative à grande échelle (objets de comparaison et procédures de comparabilité) et les enjeux politiques de telles études. Mathias Urban a pointé en particulier l'ethnocentrisme implicite de certaines évaluations internationales et le peu de transparence sur leurs choix méthodologiques. Le chercheur a également exprimé ses critiques envers la manière dont l'enquête PISA préscolaire (IELS) a été conçue et menée, en interrogeant les implications idéologiques de ce projet. Enfin, la conversation a porté sur la thématique des inégalités sociales à la fois comme objet d'étude et d'intervention, et la spécificité de la recherche sur le secteur de la petite enfance avec, par exemple, la possibilité ou non, pour les chercheurs et chercheuses, de tenir une position de neutralité axiologique.

Villeneuve, E., Morlaix, S., & Perret, C. (2026). **Pour une meilleure compréhension de l'enseignement supérieur privé et ses enjeux pour les familles**. *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u94>

Cet article propose un état des lieux des informations disponibles sur l'enseignement supérieur privé en France. À partir de la littérature existante, il revient sur ce que désigne l'enseignement supérieur privé et sa variété, en passant par le cas particulier de l'enseignement supérieur privé à but lucratif. Au-delà, il s'agit de mettre en lumière les impacts potentiels de l'émergence de ce nouveau marché, pour les étudiants et les familles au regard des travaux de recherche sur les inégalités sociales dans l'enseignement supérieur.

Vindigni, G. (2026). **From Formal Participation in Education to Substantive, Meaningful Participation – An Indicator-Based Secondary Analysis and Critical Synthesis of Evidence.** *European Journal of Contemporary Education and E-Learning*, 4(5), 218-292. [https://doi.org/10.59324/ejceel.2026.4\(5\).11](https://doi.org/10.59324/ejceel.2026.4(5).11)

National and international education reporting primarily captures the expansion of tertiary education through indicators of access, participation, progress, and completion. In this respect, these indicators are indispensable for monitoring and exploring social selectivity and institutional performance; however, they allow only limited conclusions regarding whether formally established educational pathways are in fact accessible, usable, manageable, and available under fair conditions for heterogeneous groups of students. The present study therefore examines the extent to which current educational reporting actually reflects the conditions for substantively meaningful participation in Germany's tertiary education system. In doing so, this exploratory study methodologically combines an indicator-based secondary analysis of official data with a structuring qualitative document analysis and a critical synthesis of evidence. In terms of content, the interpretation is based on a deductive theoretical triangulation drawing on reproduction and capital theory, the capability approach, socio-technical system and platform perspectives, as well as human-centered design and accessibility governance. The core corpus consists of the 2024 and 2026 Education Reports, the BIBB Data Report 2025, the German-language edition of Education at a Glance 2025, and the corresponding OECD country profile for Germany, as well as supplementary Destatis indicators; peer-reviewed research and normative-technical reference architectures are drawn upon for contextualization. The findings reveal, on the one hand, expansion, internationalization, institutional differentiation, and the growing importance of private and distance learning programs. On the other hand, social background, early dropouts, unequal conversion conditions, and a striking concentration of digital study programs remain significant factors. Above all, digital accessibility, usability, assistive technology compatibility, quality of interaction, accessible exams, algorithmic transparency, and institutional support capacity have not yet been operationalized as a coherent set of indicators. To address this reporting gap, access conditionality is conceptualized through deductive theoretical triangulation as a multidimensional logic of selectivity and integrated into the expanded Tertiary Participation and Accessibility Framework. Through inductive relevance feedback, empirically emerging barriers and previously unanticipated conditions can subsequently be fed back into the framework's indicator architecture. Essentially, this study explains why formal participation in education cannot, in and of itself, be equated with substantive participation and how, in practice, participation-oriented educational reporting should be structurally expanded in today's higher education environment.

Vinh, N. T., & Ngoc, T. T. K. (2026). **Organizational and Personnel Autonomy at Thu Dau Mot University: Legal Framework and Practical Implementation.** *European Journal of Contemporary Education and E-Learning*, 4(5), 150-162. [https://doi.org/10.59324/ejceel.2026.4\(5\).07](https://doi.org/10.59324/ejceel.2026.4(5).07)

This study examines the legal framework and current status of organizational and personnel autonomy in Vietnamese higher education, with a particular focus on Thu Dau Mot University (TDMU), against the backdrop of the country's ongoing shift toward greater university autonomy. Employing document analysis and a comparative review of international practice, the study evaluates how effectively Vietnam's legal framework - anchored in the Law on Higher Education and reinforced by a series of legal instruments issued in 2025-2026 - translates the principle of autonomy into practice. The findings indicate that, despite an increasingly robust legal foundation, implementation continues to be constrained by inconsistencies among legal documents, an uneven understanding of autonomy among stakeholders, and limited delegation of authority from governing bodies to university councils. Drawing on the experience of the United States, the United Kingdom, Japan, China, and Thailand, together with an assessment of TDMU's own governance context following its 2025 organizational restructuring, the study proposes a four-pillar autonomy framework comprising: (1) a flexible organizational model; (2) an autonomous personnel policy for recruitment, remuneration, and professional development; (3) a transparent accountability mechanism; and (4) a phased, three-stage implementation

roadmap. The proposed framework is intended to help TDMU accelerate its autonomy process, strengthen governance capacity, and enhance its competitive position, while also offering practical insights that may be of relevance to other Vietnamese public universities navigating a similar transition.

Vor, P., Sam, R., Szeles, M. R., Kheuy, S., & Da, V. (2026). **Digital Leadership and School Management in Higher Education: A Comparative Study of Romania and Cambodia.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 23-36.
[https://doi.org/10.59324/ejahss.2026.3\(5\).03](https://doi.org/10.59324/ejahss.2026.3(5).03)

The process of digital transformation has dramatically changed the government and management practices in higher education institutions (HEIs) worldwide. Digital leadership has become one of the determinants of this change. The present study attempts to explore the influence of digital leadership on the management of schools in higher education. Qualitative comparative research was carried out. The entire analysis is based on secondary sources only and consists of a literature review of public universities in Romania and Cambodia. A qualitative comparative research methodology was used for this study, based on secondary data collection and a literature review. This information was obtained from 42 sources, such as academic journal articles, national policy documents, institutional reports, and other studies focusing on digital leadership and higher education management in Romania and Cambodia, from 2019 to 2026. The main conclusions are that digital leadership greatly increases organizational performance through better administration, communication, data-driven decision-making, and flexibility. HEIs in Romania have achieved a high level of digitalization because of advanced infrastructure, policy, and leadership abilities. Moreover, HEIs in Cambodia are at an early stage of digital transformation with poor infrastructure and low digital competence. In conclusion, digital leadership plays an imperative role in driving the transformation process in HEIs. The effectiveness of this type of leadership strongly depends on context-specific aspects such as infrastructure, finances, and the readiness of institutions for change. The development of leaders' capabilities, the establishment of digital infrastructure, and the development of digital competencies among personnel are essential in both nations. The current research contributes to existing studies related to digital leadership and the comparative higher education governance literature.

WatreLOT, P. (2026, septembre 16). **Pour changer l'école française, il faut réformer la manière de la réformer.** Consulté 22 septembre 2026, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/pour-changer-l-ecole-francaise-il-faut-reformer-la-maniere-de-la-reformer_16-09-2026

La publication du Programme international pour le suivi des acquis des élèves (Pisa), le 8 septembre 2026 par l'Organisation de coopération et de développement...

Wilkesmann, M., Hast, K., Bassyouny, M., & Becker, J. (2026). **Academic hybrid work. Institutional logics and creative assemblies in German universities.** *Higher Education*, 92(2), 1179-1202.
<https://doi.org/10.1007/s10734-025-01567-0>

The shift to hybrid work has introduced new organizational challenges for higher education institutions (HEIs), especially when balancing academic freedom, managerial oversight, digital infrastructure, and global mobility. This study explores how three German universities are developing hybrid work policies in the context of institutional complexity. Using the Field-Level Deduction framework and the institutional logics perspective, we examine how these universities balance professional, managerial, market, and digital logics in their formal policies on mobile work and workation. Drawing on a comparative case study of mobile work agreements and expert interviews with the involved key actors, we identify three emerging modes of creative assembly: (1) flexibility oriented toward academic freedom, (2) structured balance through procedural clarity, and (3) standardization with strong risk aversion. Although these universities operate under the same legal framework, their hybrid work models vary considerably, suggesting different ways in which institutional logics can be selectively coupled. The study provides exploratory insights into the diversity of hybrid work in German HEIs and introduces creative

assembly as a conceptual lens for understanding how universities navigate institutional complexity. The findings are not statistically representative but serve the purpose of analytic generalization, offering conceptual insights. These insights lay the theoretical groundwork for future empirical research examining the effects of different assemblies on outcomes such as academic productivity, collegiality, student engagement, and international competitiveness.

World Bank. (2026a). **Cambodia: addressing public finance and human resource bottlenecks to education outcomes** (p. 78). Consulté à l'adresse The World Bank website: <https://documents1.worldbank.org/curated/en/099060326061010509/pdf/P507378-d7a28d37-0929-45b7-8bd0-1ee54b45287b.pdf>

Cambodia has made substantial gains in school enrollment over the past two decades, yet these advances have not translated into improved learning outcomes. This report, Cambodia: Addressing Public Finance and Human Resource Bottlenecks to Education Outcomes, examines the governance challenges that continue to constrain the quality of education service delivery, with a primary focus on the basic education level. Drawing on fieldwork conducted between September and November 2024 across 18 schools in five provinces, as well as a comprehensive review of secondary data sources and international assessments, the report employs the World Bank's FinEd: PFM in Education Tool to identify six interrelated bottlenecks: limited access to quality early childhood education; insufficiently trained and unevenly distributed teachers; inadequate support for students falling behind; large class sizes compounded by infrastructure deficits; shortages of key inputs such as textbooks; and fragmented, outdated management information systems. The analysis reveals that Cambodia's education system remains significantly underfunded by the state, with households bearing approximately 59% of total education costs, while high wage expenditures (70–80 percent of the public education budget) have not yielded commensurate improvements in learning. The report finds that structural weaknesses in Public Financial Management (PFM), Human Resource Management (HRM), and data governance are the binding constraints preventing the system from delivering quality education at scale. The report presents a sequenced reform agenda, with short-term (1–2 year) and medium-term (3–5 year) recommendations spanning budget restructuring, teacher incentive reforms, streamlined procurement, greater school-level financial flexibility, and investment in an integrated data architecture. Addressing these bottlenecks in a coordinated manner is identified as essential if Cambodia is to achieve its ambition of becoming a high-income country by 2050.

World Bank. (2026b). **The Tracker of Learning Assessment Activities in South Asia**. <https://doi.org/10.1596/45059>

The Tracker of Learning Assessment Activities in South Asia has been developed as a regional public good under the World Bank's Skills Collaboration & Action for Learning and Employability (SCALE) platform. The Tracker consolidates a comprehensive overview of national and international learning assessment activities across the countries of South Asia. It brings together publicly available information from assessment agencies, ministries of education, and development partners to provide a summary of how countries measure learning outcomes at scale, the degree to which these assessments are institutionalized, and how their results are used to inform policy and practice. Attention is given to foundational literacy and numeracy, participation in international assessments, and countries' readiness to report on international learning indicators.

Yanez, K. D., Cloutier, M.-H., Tanaka, N., Sidibé, M., & Luna-Bazaldua, D. (2026). **The Costs of Large-Scale Assessments in Sub-Saharan Africa**. <https://doi.org/10.1596/45226>

Yazıcı, M. S. (2026). **Why do so few individuals with an autism spectrum disorder attend university? A case of Türkiye**. *International Journal for Educational and Vocational Guidance*, 26(2), 743–766. <https://doi.org/10.1007/s10775-025-09729-3>

This study examines the barriers faced by individuals with autism spectrum disorder (IWA) in Turkish higher education. A phenomenological design was employed, involving 18 participants,

including IWA, parents, lecturers, and friends with relevant experience. Data were collected through semi-structured interviews. The findings indicate that the challenges faced by IWA begin in childhood and persist throughout their university education. The study highlights the critical role of parental involvement in overcoming these barriers. It is suggested that this primary responsibility should shift from being managed by parents to being guided by policies. Additionally, it underscores the importance of integrating cultural factors into the development of policies that support IWA in higher education.

Zhu, M., & Wang, C. (2026). **Designing AI in education programs: Structures, enablers, and constraints in higher education in the United States.** *Education and Information Technologies*, 31(14), 5487-5508. <https://doi.org/10.1007/s10639-026-14011-2>

As artificial intelligence (AI) transforms education systems, higher education institutions are increasingly developing formal AI in Education (AIED) programs to prepare educators, researchers, and leaders for ethical and pedagogically grounded AI integration. This study investigates how AIED programs are structured and what factors enable or constrain their development. Drawing on semi-structured interviews with faculty teaching in AIED programs across U.S. universities, complemented by document analysis, this qualitative study explores programmatic design rationales, governance processes, and sustainability challenges. The findings reveal that AIED programs are predominantly postgraduate-level credentials, certificates and master's degrees. Enabling factors included strong faculty leadership, multi-level institutional support, collaboration and partnerships, job market needs, staff support, and policy. Conversely, rapid technological evolution, faculty shortages, and program marketing and visibility emerged as significant constraints. These findings extend research on educational technology innovation and curriculum design by highlighting the need for systematic, interdisciplinary structures for AIED educator preparation. The paper concludes with implications for institutional strategy, faculty capacity-building, and policy mechanisms to foster sustainable AIED program ecosystems that balance technological responsiveness with enduring pedagogical and ethical principles.

Pratiques enseignantes

Ab Kadir, M. A. (2026). **Towards a framework for teaching multiliteracies in the age of generative AI.** *Pedagogy, Culture & Society*, 34(5), 1235-1257. <https://doi.org/10.1080/14681366.2026.2691544>

As generative AI technologies rapidly evolve, they are transforming how students build meaning, presence, and identity across physical and virtual spaces, demanding a rethinking of existing pedagogical frameworks. This paper proposes a reimagined approach to multiliteracies education grounded in three intersecting domains: critical digital literacy, ethical AI literacy, and adaptive, student-centred pedagogy. Situating the argument within debates on pedagogical innovation and virtual identity, it explores how students co-create multimodal texts with AI systems that mediate how they are seen, heard, and recognised online. Methodologically, the paper develops a conceptual framework synthesising scholarship in multiliteracies, critical pedagogy, and sociotechnical AI ethics, illustrated through pedagogical examples. The framework foregrounds learners' need to interrogate algorithmic systems, navigate civic and moral complexity, and leverage AI as a resource for inclusive and creative expression. It demonstrates how multiliteracies pedagogy can support students to read, design, and remix AI-mediated representations of self and others while cultivating reflexive, ethical virtual identities. The paper argues that adaptive AI should function not as an efficiency instrument but as a strategy for justice-oriented inclusion, enabling diverse learners to engage with literacy practices that honour their cultural, linguistic, and virtual lives.

Abunamous, M., & Zreik, M. (2026). **Fostering cultural dialogue in virtual communities: a pedagogical model for Education 5.0.** *Pedagogy, Culture & Society*, 34(5), 1365-1385. <https://doi.org/10.1080/14681366.2026.2668079>

The transition to Education 5.0 marks a pivotal moment in redefining pedagogical approaches to address the complexities of digital transformation and cultural integration in virtual environments. This paper explores the potential of fostering cultural dialogue within virtual communities through an innovative pedagogical model grounded in inclusivity, diversity, and human-centric learning. By examining the intersection of technology-enhanced education, digital literacy, and virtual identity, the proposed framework highlights strategies for engaging students in meaningful intercultural exchanges. The study utilises a theoretical analysis based on social constructivism and dialogical pedagogy, integrating immersive technologies such as virtual reality and collaborative platforms to create inclusive learning ecosystems. These ecosystems aim to bridge cultural gaps, enhance global citizenship, and cultivate virtual identities that respect multicultural values. The contributions of this research are twofold: it introduces a novel pedagogical framework for Education 5.0 and presents actionable strategies for fostering cultural understanding in digital spaces. Policy implications include guiding educators and policymakers in developing virtual learning environments that promote diversity, inclusivity, and intercultural dialogue in a globalised educational landscape.

Baujard, C., & Kahlik, L. (2026). **Transformation de l'expérience d'accompagnement et reconnaissance professionnelle des personnes en situation de handicap.** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 20-33. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/733>

This article presents a theoretical and conceptual analysis of the experience of caregivers in the context of professional recognition of people with disabilities. It seeks to understand how a transformative professional reciprocity allows for the reconciliation of ethical imperatives and human values. Thus, how does the recognition of people with disabilities affect the professional experience of caregivers? Based on a review of the scientific literature, it appears that a change in perspective towards vulnerable individuals depends on the subjective engagement of caregivers who are part of support communities inherent to living together. Keywords: recognition at/of work, research method, scientific approach, support for people with disabilities, transformative experience.

Beauset, R., Lequeu, C., & Duroisin, N. (2024). **Assessment of the cognitive visualization process used in learning geometry.** *Mesure et évaluation en éducation*, 47(spécial), 129-160. <https://doi.org/10.7202/1127304ar>

L'évaluation de processus cognitifs impliqués dans l'apprentissage de la géométrie constitue un réel défi pour comprendre de nombreuses difficultés d'apprentissage dans ce domaine. Cet article investigate l'évaluation de processus cognitifs au travers de deux études portant sur l'habileté de visualisation spatiale. Centrée sur la géométrie plane, la première étude utilise une épreuve de type papier-crayon, réalisée auprès d'élèves en fin d'enseignement primaire, pour évaluer les capacités de visualisation des figures. Centrée sur la géométrie tridimensionnelle, la seconde étude implique une épreuve évaluant la visualisation spatiale réalisée avec du matériel virtuel comme alternative aux épreuves papier-crayon, auprès d'élèves du primaire et du secondaire inférieur. En analysant notamment certaines productions d'élèves, l'objectif de cet article est également de poser un regard critique sur l'évaluation de processus cognitifs en

présentant les limites relatives aux évaluations présentées et en identifiant des alternatives offertes par l'émergence des nouvelles technologies, entre autres.

Bourgau, L., Tricot, A., & Paas, F. (2026). **Worked Examples and Transfer: An Integrative Review, Design Framework, and Practitioner Checklist.** *Educational Psychology Review*, 38(1), 118. <https://doi.org/10.1007/s10648-026-10206-8>

Worked examples are a robust and well-studied instructional approach designed to support initial problem-solving learning by guiding learners through step-by-step solutions. While their benefits for initial skill acquisition are clear, promoting transfer – the application of learned principles to novel, dissimilar problems – remains a key challenge. This review addresses that challenge by synthesizing empirical research on how worked example designs can be optimized to foster that kind of transfer. We focus on the cognitive mechanisms underlying transfer and examine specific instructional strategies shown to support it. By synthesizing and organizing these strategies, this review clarifies how specific design features of worked examples can enhance learners' ability to generalize knowledge to new contexts. These insights provide a valuable foundation for both educational research and instructional practice, guiding the teaching of problem-solving and informing the effective implementation of worked examples across learning environments. Across peer-reviewed and grey-literature searches, we screened 2,644 unique records, including a targeted dissertation/thesis search, and included 85 empirical reports (82 peer-reviewed articles and 3 doctoral dissertations, representing 127 studies/experiments). We synthesize design features linked to transfer, organizing them by knowledge targets (factual, conceptual, procedural, metacognitive) and boundary conditions. We conclude with a checklist for designing worked examples for promoting transfer.

Broucke, A. (2026). **Prendre part à un collectif appelé à s'agréger Des temps de jeux libres aux temps collectifs, micro-transitions contrastées à l'école maternelle (France) et au Kindergarten (Allemagne).** *Éducation et Sociétés*, 56(2), 91-109. <https://doi.org/10.3917/es.056.0091>

Ce texte s'intéresse à la façon dont l'unité des groupes de jeunes enfants se construit à l'occasion de temps de rassemblements, à l'école maternelle (France) et au Kindergarten (Allemagne). En prenant appui sur la sociologie d'Erving Goffman, l'analyse se concentre sur les transitions qui mènent les enfants de la dispersion des jeux libres au rassemblement des temps collectifs et conçoit celles-ci comme passages d'un cadre à un autre. En dépliant les différentes étapes des micro-transitions, des opérations de cadrage des adultes aux réponses des enfants, l'article montre les manières dont l'engagement corporel et attentionnel des enfants se transforme à mesure que s'installe le cadre du rassemblement ; ce faisant, il interroge le sens que prennent les situations de rassemblement des deux côtés du Rhin ainsi que les conceptions du collectif qu'elles véhiculent.

Bruyère, A. (2026). **Inclusion et pratiques situées.** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 84-95. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/740>

This article examines the training provided to railway staff in relation to the diversity of disability situations, with a particular focus on intellectual disability, which is still largely overlooked in professional practice. Drawing on a qualitative survey conducted at four French railway stations, the research highlights a structural tension between institutional ambitions for inclusion and the actual ways in which professional development is delivered. The analysis reveals that existing training courses remain largely general in nature and centred on visible disabilities, relegating

intellectual disability to a marginal position. This invisibilisation results in conditional support, subject to prior booking. Keywords: inclusion, intellectual disability, training.

Busobozi, N., & Ekadu, P. E. (2026). **From Blackboards to Smart Boards: Digital Learning Practices and Competency-Based Curriculum Innovation in Selected Secondary Schools in Kampala City, Uganda.** *European Journal of Contemporary Education and E-Learning*, 4(5), 293-308. [https://doi.org/10.59324/ejceel.2026.4\(5\).12](https://doi.org/10.59324/ejceel.2026.4(5).12)

Digital learning has emerged as a defining feature of contemporary educational reform, yet its practical manifestation in sub-Saharan African secondary schools remains unevenly documented. This study examined digital learning practices, opportunities, and challenges in selected secondary schools in Kampala City, Uganda, within the context of the 2020 competency-based curriculum (CBC) reform. A convergent parallel mixed methods design was adopted across six purposively selected secondary schools three private urban well-resourced institutions and three public urban moderate-to-low-resource institutions (KMP-1 to KMP-6). Data were collected through a structured questionnaire administered to 60 music and performing arts teachers, semi-structured interviews with 12 teachers (T1–T12) and six head teachers (HT1–HT6), five focus group discussions with approximately 60 students (FGD-1 to FGD-5), non-participant classroom observation, and documentary analysis. Quantitative data were analysed using descriptive statistics; qualitative data were subjected to reflexive thematic analysis. Four themes emerged: digital tool repertoire and pedagogical integration; infrastructure disparities and the urban digital divide; teacher digital competence and professional development gaps; and student engagement, creativity, and competence development. Well-resourced schools deployed smart boards, Logic Pro X 12, Sibelius, Adobe Premiere Pro 2026, OBS Studio, and vMix to support creative and performance learning; public schools faced persistent connectivity, hardware, and training deficits. Guided by TPACK, the Technology Acceptance Model, and the SAMR model, the study concludes that digital learning substantially supports CBC implementation where infrastructure and teacher preparation are adequate, but deepens inequalities where they are not. Evidence-based recommendations address policy, professional development, and resourcing priorities.

Cambeses-Franco, C., & Cambeses-Franco, P. (2026). **A country-level preparedness index for digital education: infrastructure, teacher scientific-technology competence, and socioeconomic context.** *Education and Information Technologies*, 31(14), 6381-6408. <https://doi.org/10.1007/s10639-026-14042-9>

As education systems worldwide race towards digital transformation, increasingly driven by artificial intelligence and other emerging technologies, striking contrasts are emerging. While some nations are using these tools to transform learning, others are struggling to overcome deep-rooted structural and economic barriers. These disparities directly hinder progress towards Sustainable Development Goals 4 (Quality Education) and 10 (Reduced Inequalities). To capture these dynamics, this study introduces a digital preparedness index for education, constructed using Principal Component Analysis, and applies it to 43 countries. The aim was to evaluate national performance by combining measures of technological infrastructure, human capacity for digital pedagogy, and socio-economic context. The weighted ICT index, standardized with a mean of 0 and a standard deviation of 1, ranged from $-\$2.590$ to $\$1.639$. The highest scores were achieved by the United Arab Emirates, Denmark and the United States, followed by Sweden, New Zealand and Singapore. By contrast, negative values were concentrated in Latin America, with countries such as Brazil, Mexico, Argentina, and Colombia lagging due to

persistent structural and economic barriers. The study also highlighted countries such as Japan and Austria, which despite having strong economies and investing heavily in technology, underperformed due to weak pedagogical integration. This shows that, in the age of artificial intelligence, true readiness lies as much in people and institutions as in infrastructure, reminding policymakers that the digital future of education will be written not only with devices, but with human capacity and vision.

Carattini, S., Giustinelli, P., & Veronesi, M. (2026). **Climate Change in the Classroom** (Working paper N° 2026-008). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://EconPapers.repec.org/RePEc:hka:wpaper:2026-008>

Knowledge gaps and biased beliefs concerning both climate change and climate policy represent major obstacles to the decarbonization process. Climate education may offer a scalable solution to address such obstacles. In the context of a national reform of the school curriculum in Italy, we implemented a nationwide field experiment, training thousands of secondary school teachers across thousands of schools using a staggered design. Our intervention, a comprehensive course on climate change and climate policy, goes beyond the light-touch interventions typical in the literature. Using extensive survey data, we examine how training affects teachers' knowledge, beliefs, attitudes, behaviors, and policy preferences and, in turn, those of students. Our study highlights important initial knowledge gaps and biased beliefs about climate change among teachers and students, and provides evidence that climate education can address them at scale. Following our intervention, teachers and students also reconsider their support for climate policies.

Carré, P., & O'Neill, C. (2026). **Régimes pédagogiques et figures attendues de l'apprenant.** *Savoirs*, 71 (2), 109-118. <https://doi.org/10.3917/savo.071.0109>

Cet article combine une proposition conceptuelle et une analyse empirique autour des notions de régimes pédagogiques et des figures apprenantes qu'ils supposent. Il s'appuie, d'une part, sur un cadre théorique visant à décrire les logiques fonctionnelles de l'acte d'intervenir en formation d'adultes et/ou dans l'enseignement supérieur et, d'autre part, sur les premiers résultats d'une recherche doctorale en cours portant sur les représentations pédagogiques d'enseignants et d'étudiants de niveau licence. L'objectif est d'interroger les écarts possibles entre intentions pédagogiques, perceptions des apprenants et comportements observables, et d'examiner la manière dont ces écarts nourrissent des formes de malentendu pédagogique.

Casanova, R. (2026). **Existe-t-il une pédagogie spécialisée et ses conséquences pour la formation des éducateurs et enseignants spécialisés?** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 34-48. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/707>

This text examines the distinction between special and mainstream pedagogy through the lens of Edgar Morin's complex thought. Overcoming this duality lies in educability, a common denominator that transcends populations and ages. Inclusive education is structured around three levels (individual, collective, institutional) and four axes (common language, mechanisms, daily practice, and analysis of responsiveness). It is based on the 4Rs (Reference Points, Responsibility, Recognition, Respect), guarantees foundational prohibitions, and develops Mauss's triptych of « giving, receiving, and reciprocating. » Reverse integration follows, making specialization a standard of excellence. The purpose of education is then to transform the institution by guiding it towards Institutional Pedagogy, which educates the institution in a meta-

reflective stance, transforming power into authority, and thus transcending the sterile opposition between special and mainstream. Keywords: educability, inclusive training, institutional pedagogy.

Charles, S. (2024). **Which methodologies can be used to identify engineering students' spatial skills?** *Mesure et évaluation en éducation*, 47(spécial), 22-47. <https://doi.org/10.7202/1127300ar>

La recherche sur les habiletés spatiales s'intéresse à qualifier les processus cognitifs qui la caractérisent. Dans le cadre du projet e-FRAN EXAPP_3D, notre recherche s'est portée sur la mesure des habiletés spatiales et des compétences de modélisation volumique d'étudiants ingénieurs primo-arrivants. Pour ce faire, nous avons investigué la mesure des habiletés spatiales la plus fréquemment observée dans les études contemporaines, c'est-à-dire les tests papier-crayon. Notre recherche a mis en évidence que la performance relevée dans ces tests n'est pas révélatrice des seules compétences visées : nos premiers entretiens ont révélé une pluralité de stratégies (cognitives, comportementales) mobilisées. Cette sensibilité des tests spatiaux aux stratégies de contournement présente le défi de définir un protocole expérimental qui permette de caractériser aussi bien la performance mesurée dans ces tâches que les compétences qui y sont mises en oeuvre. Cet article présente la méthodologie mixte que nous avons conçue pour répondre à ce double enjeu.

Chiou, H.-H., & Ho, H.-J. (2026). **The longitudinal impact of pedagogical digital technology integration on educator–child relationship quality in preschool: moderating effects of child sex and teacher professional frameworks.** *Education and Information Technologies*, 31(14), 5537-5553. <https://doi.org/10.1007/s10639-026-14012-1>

This study investigates longitudinal associations between pedagogical digital technology integration and educator–child relationship (ECR) quality within the Kids in Taiwan (KIT) National Longitudinal Study (2016 to 2019). Using a sample of 678 children tracked from ages 36 to 72 months, latent growth modeling and mixed-effects regression were employed to analyze developmental trajectories. All missing data were handled using Full Information Maximum Likelihood (FIML) to ensure robust estimates. Findings indicated that higher initial levels of technology integration initially aligned with the displacement hypothesis, correlating with lower baseline ECR quality. However, sex-disaggregated analyses revealed significant divergence. For boys, higher initial integration predicted more favorable relationship quality at the baseline ($\beta = +0.18$, $p < .05$). For girls, initial exposure positively predicted subsequent relational growth ($\beta = +0.10$, $p < .05$), suggesting a gender-specific adaptation effect. Mixed-effects models further demonstrated that teacher professional experience ($\beta = 0.10$, $p < .05$) and perceived child teachability ($\beta = 0.12$, $p < .001$) were robust positive predictors of ECR quality, beyond digital integration levels. These results highlight the nuanced and gendered role of digital media within preschool environments. The findings emphasize the necessity of tailored professional development that enhances the gendered professional perspectives of educators. This professional training ought to amalgamate relational pedagogy with empirically supported media strategies to facilitate developmentally suitable and equitable interactions between educators and children.

Colognesi, S., Boonaert, V., & Wiertz, C. (2024). **The criterion-based rubric: Always a good assessment method? A comparison of different methods for evaluating paraverbal elements in the oral productions of 11–12-year-old students.** *Mesure et évaluation en éducation*, 47(spécial), 48-75. <https://doi.org/10.7202/1127301ar>

Cet article compare trois méthodes d'évaluation des aspects paraverbaux dans les productions orales : la méthode holistique absolue (note globale), la méthode analytique absolue (grille critériée) et la méthode holistique comparative (logiciel Comproved). Trois questions principales guident l'étude : 1) Quelle est la fiabilité inter-évaluateurs de chaque méthode ? 2) Quelle est la corrélation entre ces méthodes ? et 3) Quels écarts de notation observe-t-on entre elles ? Chaque méthode a été utilisée pour évaluer des productions orales sur des critères paraverbaux tels que l'intonation, le volume et les pauses. Les résultats révèlent que, contrairement aux attentes, la méthode holistique absolue présente la meilleure fiabilité interévaluateurs. Bien que des corrélations significatives existent entre les méthodes, des écarts de notation importants subsistent. Ces résultats remettent en question l'utilisation systématique des grilles critériées et montrent qu'il est crucial d'adapter les méthodes d'évaluation aux objectifs spécifiques, notamment pour les aspects paraverbaux des productions orales.

Dequiré, A.-F. (2026). **Faire expérience du handicap en contexte de simulation**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 64-83. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/741>

The purpose of this article is to present an innovative program, the STIMUL Experiment, designed to revitalize the pedagogical approach to ethics in the healthcare sector. Its goal is to foster ethical reflection on "caring" through the implementation, within an ethics-in-care laboratory, of a teaching approach centered on the experiences of healthcare providers and students in a simulation setting. The article seeks to answer the following question: "How can a simulation-based training program empower students, healthcare professionals, and instructors who encounter disability?". To answer this question, we will draw on the accompanying workbooks distributed to the 68 participants during the various sessions, as well as on analysis reports from debriefings and post-session evaluations. Keywords: disability, empowering environment, ethics education, simulation, training program.

Doukhan, C., Derouet, C., Rolland, A., Sabra, H., & Yvain-Prébiski, S. (2026). **Une étude des pratiques enseignantes dans la formation des futurs techniciens en statistique : le cas des techniques de sondage en BUT Science des Données**. Consulté à l'adresse <https://hal.science/hal-05771042>

In the DidaStatExpl project, we are examining teaching practices in statistics, with a particular focus on the teaching of sampling techniques in the Bachelor of University Technology (BUT) in Data Science programme. A curriculum analysis has enabled us to organise the project into three research areas. The first area aims to characterise teaching practices — both declared and effective — in relation to the national curriculum, which places Learning and Assessment Situations at the centre of the programme. Drawing on an anthropological approach, we describe the personal didactic praxeologies of the teacher in this specific educational context and identify the conditions and constraints that shape them. The second research focus aims to understand the practices of survey professionals. Using the PPDAC cycle (Problem, Plan, Data, Analysis, Conclusion), which describes the statistical survey process, we will identify the key steps involved in conducting a survey. The third focus area seeks to characterise the teacher's practices through her interaction with resources. To this end, we analyse these practices by examining how her relationship with knowledge impacts the design and implementation of resources for teaching survey techniques.

Droussent, L. (2026). **De l'information à la conscientisation : réception et traduction de la pédagogie freirienne dans les pratiques d'éducation à la solidarité internationale chez Frères des Hommes.** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u97>

Cet article documente la transformation des pratiques d'éducation à la solidarité internationale (ECSI) de l'association Frères des Hommes sous l'effet de l'appropriation progressive d'un cadre pédagogique particulier : celui de l'éducation populaire au sens freirien. À partir d'un corpus d'archives couvrant la période 1970-2010 et de témoignages d'acteurs/ices de l'association, il montre comment cette association tiers-mondiste a progressivement réorienté ses actions d'information et de sensibilisation vers des pratiques dialogiques visant la conscientisation de ses publics et leur engagement dans l'action collective. Ce faisant, il contribue à documenter empiriquement la réception française d'une éducation populaire d'inspiration freirienne dans le secteur de la solidarité internationale.

Durgungoz, F. C., & Durgungoz, A. (2026). **"Interactive lessons are great, but too much is too much": Hearing out neurodivergent students, Universal Design for Learning and the case for integrating more anonymous technology in higher education.** *Higher Education*, 92(2), 691-710. <https://doi.org/10.1007/s10734-024-01389-6>

This study investigates the role of neurodivergent (ND) students' voices in shaping educational experiences and engagement in higher education (HE). There is a significant gap in the literature on incorporating ND students' voices in curriculum design in HE. By integrating Universal Design for Learning (UDL) elements, this study aimed to enhance cognitive and emotional engagement among ND and neurotypical (NT) students. This study utilised a combination of quantitative and qualitative research methods. Quantitative data were collected over 8 weeks, transitioning from traditional lecture-based teaching to UDL-enhanced sessions. Our findings reveal that UDL strategies benefit ND and NT students, improving their cognitive and emotional engagement. Qualitative results highlighted that traditional lectures often lacked engagement, while interactive activities were generally preferred. However, too much interactivity, particularly in group discussions, was sometimes overwhelming. ND students preferred anonymous, technology-driven interactions and practical tasks, allowing them to participate more effectively in learning. This study underlines the importance of incorporating ND student voices in curriculum design to create supportive and empowering educational environments for all students. By addressing the unique needs of ND students, this research contributes to the ongoing discourse on student voice in HE, emphasising the need for flexible and inclusive teaching practices that offer diverse learning preferences.

Edwards, O., & Meer, J. (2026). **The economics of encouragement: Can a simple email shape major choice?** *Economics of Education Review*, 114, 102680. <https://doi.org/10.1016/j.econedurev.2025.102680>

We examine the impact of encouragement emails sent to high-performing students in a principles of microeconomics course at a large state university, aimed at motivating them to take additional economics courses and consider an economics major or minor. Using a regression discontinuity design, we find some evidence of an increase in the likelihood of enrolling in intermediate microeconomics, especially for first-generation college students and underrepresented minorities, but limited effects on major switching or declaring an economics minor. Our findings suggest sustained interventions may be necessary to produce lasting effects.

Frohn, J., Pozas, M., Lau, J., & Hundt, J. (2026). **Differentiated instruction through learning management systems: Insights from teachers in Germany.** *Education and Information Technologies*, 31(14), 5807-5826. <https://doi.org/10.1007/s10639-026-13997-z>

This exploratory study investigates how teachers use Learning Management Systems (LMS) to adjust their teaching to meet diverse student needs through differentiated instruction (DI). Research was carried out among 223 primary and secondary German school teachers, aiming at the frequency in which teachers differentiate their instruction in LMS as well as concrete practices and possible risks and barriers in implementing DI through LMS. The survey included closed and open items, allowing for quantitative insights as well as more detailed analyses. One prominent result shows that the participating teachers rarely make use of LMS for differentiation purposes. When they do implement DI practices in LMS, the most common strategies aim at open education purposes – such as enabling student autonomy and flexibility – and tiered assignments that adjust medial means or task difficulty, while also fostering cooperative and co-constructive practices. In contrast, DI-practices like mastery learning, nonverbal aids, and tutoring systems are rarely used. Teachers identify LMS as helpful for flexible, individualized learning and for reducing stigmatization in differentiated tasks. However, significant barriers are noted, including students' limited digital and self-regulation skills, lack of home support, technical difficulties, and increased teacher workloads. Particularly alarming is the reported risk in LMS use with regard to potentially reinforcing educational inequalities. The study concludes that to fully harness LMS for DI in terms of inclusive education, teachers require targeted professional development while critically reflecting upon possible risks in implementing DI in LMS. Still, further research – in international contexts – is needed to enrich these findings.

Frøsig, T., & Romero, M. (2026). **Teacher agency and generative AI: A cultural-historical analysis of contradictions in planning, instruction, and assessment.** *Learning, Culture and Social Interaction*, 61, 101065. <https://doi.org/10.1016/j.lcsi.2026.101065>

Scholars have traced diverse contradictions of GenAI's potential to seemingly both help and harm education back to the origins of AI in Education (AIED), thereby broadening the discussion to include a cultural-historical perspective. Generative AI (GenAI) is being analyzed for its impact on student achievement through personalized learning, and concerns about the potential devaluation of educators' skills and expertise. However few studies have examined AIED's impact on teacher agency, particularly through the lens of its perceived exchange value. This pilot study applies a third-generation CHAT framework to explore how GenAI mediates teacher agency and generates contradictions across the activity systems of planning, instruction, and assessment. The answers were analyzed using Natural Language Processing (NLP) looking for the emotional valence (Sentiment Analysis) and linguistic cues contradicting teacher agency (Natural Language Inference). The results revealed that the activity of lesson planning had a positive perceived agency, while the activities of teaching and assessment displayed a neutral and a negative perceived agency. GenAI is perceived to increase teacher agency in planning, but constrains it during instruction and assessment due to emergent contradictions. A primary contradiction was identified indicating that AI is being perceived as a helpful tool in the delivery of learning while also being perceived as negating the development of teacher agency. A secondary contradiction consisting of a dilemma between efficiency and agency was also found.

Gai, G., Zhu, X., & Yang, F. (2026). **How does AI use foster teachers' innovative work behavior? the sequential roles of work meaningfulness and creative self-efficacy.** *Education and Information Technologies*, 31(14), 6185-6206. <https://doi.org/10.1007/s10639-026-14047-4>

The rapid integration of artificial intelligence (AI) into higher education has reshaped teachers' work processes, yet empirical evidence regarding its implications for teaching innovation remains mixed. Moving beyond technology-deterministic and risk-oriented perspectives, this study examines how AI use fosters university teachers' innovative teaching behavior by focusing on underlying psychological mechanisms. Drawing on Self-Determination Theory and Social Cognitive Theory, we propose a sequential mediation model in which AI use enhances teachers' work meaningfulness, which subsequently strengthens creative self-efficacy and promotes innovative teaching behavior. Data were collected from 580 full-time Chinese university teachers using a two-wave time-lagged survey design. Structural equation modeling and bias-corrected bootstrap analyses were employed to test the hypothesized relationships. The results indicate that AI use is positively associated with innovative teaching behavior. Furthermore, both work meaningfulness and creative self-efficacy independently mediate this relationship. Importantly, a significant sequential mediation effect was identified, demonstrating that AI use enhances teachers' perceptions of work meaningfulness, which in turn strengthens creative self-efficacy and ultimately leads to higher levels of innovative teaching behavior. These findings suggest that the innovative potential of AI in education is psychologically contingent rather than technologically automatic. By uncovering a distal-to-proximal psychological pathway from work meaningfulness to efficacy-based confidence, this study advances understanding of how AI-supported teaching innovation emerges and extends the application of Self-Determination Theory and Social Cognitive Theory to AI-integrated educational contexts. Practically, the results highlight the importance of human-centered AI implementation strategies that foster teachers' sense of meaning and creative agency to support sustained instructional innovation.

Gao, Y., Wang, X., & Quan, Q. (2026). **Exploring Chinese students' engagement with student voice for social justice pedagogy: the role of classroom climate, willingness to communicate, and creative thinking.** *Higher Education*, 92(2), 655-672. <https://doi.org/10.1007/s10734-025-01465-5>

In the era of heightened global focus on social justice and equity, educational practices are undergoing significant reform to better cater to the diverse needs of students. Amongst these innovations, the student voice for social justice (SVSJ) pedagogy has emerged as a pivotal approach, as it emphasises the integration of students' perspectives and lived experiences to foster an equitable learning environment. Despite its significance, research on SVSJ within the Chinese educational context remains scarce. To address this gap, the present study adopts structural equation modelling (SEM) to investigate the intricate interplay between classroom climate, willingness to communicate (WTC), creative thinking, and classroom engagement, all of which resonate with the core principles of SVSJ pedagogy. The results highlight the central role of classroom climate in predicting classroom engagement, emphasising its foundational importance in creating an environment conducive to learning and participation. Furthermore, creative thinking emerges as a crucial mediator, bridging the gap between a positive classroom climate and enhanced engagement. Notably, WTC exerts an even stronger mediating influence in this relationship, highlighting the significance of fostering an open and communicative classroom culture. Taken together, these insights offer a more refined understanding of the ways in which classroom dynamics influence engagement in socially just educational settings, offering some insights for educators, policymakers, and stakeholders in China and globally.

Garnier, P., Paquette, A., Rayna, S., Lafleur, T., Chantseva, V., & Lehrer, J. (2026). **Travailler à plusieurs pour la réussite des enfants/élèves en maternelle: Enseignantes et aides à la classe au Québec et en France.** *Spirale - Revue de recherches en éducation*, 78(2), 23-36. <https://doi.org/10.3917/spir.078.0023>

Notre recherche menée dans huit classes, maternelle 4 ans au Québec et moyenne section en France, permet d'analyser les rapports entre enseignantes et aides à la classe en étudiant à la fois leurs différents cadres institutionnels et organisationnels et leurs relations et pratiques au sein des classes. Elle montre que différents rapports entre ces personnels sont à l'œuvre selon que la «réussite» des enfants/élèves est pensée en termes d'intervention pédagogique et d'apprentissages scolaires, comme c'est le cas en France, ou de manière plus globale au Québec où la maternelle 4 ans représente la première année d'un cycle préscolaire. En outre, la hiérarchie socio-institutionnelle entre personnels y semble moins explicite qu'en France où elle dépend aussi du contexte local. Dans l'ensemble, ces rapports reposent moins sur des expertises professionnelles distinctes que sur une assistance aux enseignantes qui demande des compétences analogues et s'appuie sur des liens interpersonnels.

Gauthier, Y. (2025). **Recherche d'un dispositif efficace de mise en œuvre de l'enseignement universel de Joseph Jacotot.** *Le Télémaque*, 67(1), 63-76. <https://doi.org/10.3917/tele.067.0063>

L'objectif de ce texte est d'exposer et de justifier une méthode permettant d'appliquer l'enseignement universel de Joseph Jacotot, de nos jours, dans des classes de collège et de lycée. Après avoir donné une interprétation des principes de la pédagogie jacotiste, il y est question des différentes méthodes testées in vivo au cours de l'année scolaire 2022-2023. D'abord une méthode individuelle, puis une méthode – inspirée de l'enseignement mutuel tel qu'il se pratiquait en France et en Angleterre au XIX^e siècle – fondée sur un classement par rangs des élèves. Enfin, il y est question d'une méthode par groupes pensée à partir du concept de pédagogie parallèle d'Anton Makarenko. Pour finir, nous discutons du rapport entre la méthode et les institutions.

Gonzalez-Donoso, A., Khan, S., & Stewart, J. (2026). **Science teacher's assessment of their students' models.** *International Journal of Science Education*, 48(14), 2139-2158. <https://doi.org/10.1080/09500693.2025.2517889>

This study explores science teachers' assessment of their students' models. The Questionnaire of Assessment Literacy (QALMBT-Modeling) was developed to investigate the range of in-service science teachers (ISTs)' assessment practices in model-based teaching (MBT). The questionnaire was informed by an assessment literacy (AL) framework and rooted in studies on modelling in science education. This Likert-type scale questionnaire was administered to 386 middle and high school science teachers in Chile. Statistical analyses demonstrated strong reliability and structural validity of the scale and exploratory factor analysis revealed three key dimensions of AL in MBT (ALMBT): (1) assessment strategies to elicit, evaluate, and support student modelling; (2) facilitation of student-led evaluation and refinement of models through peer and self-assessment, (3) and communication of assessment criteria for student models. Analysis of item-level data showed that while teachers frequently provide feedback and evaluate students' conceptual understanding of models, they less often involve students in peer/self-assessment or use student-generated criteria to assess models which are practices critical to epistemic growth in MBT. This work supports future efforts to refine assessment practices and promote reflective, model-rich science instruction, particularly during the evaluation and modification phases of the instructional cycle.

Gulen, H. N., & Kucuk, S. (2026). **Integrating artificial intelligence into preservice teacher education: enhancing AI literacy and digital material design competency.** *Education and Information Technologies*, 31(14), 5735-5760. <https://doi.org/10.1007/s10639-026-14020-1>

The rapid advancement of Artificial Intelligence (AI) has transformed educational tools and practices. Integrating AI into instruction supports complex thinking, enriches teaching, and helps educators in material creation and visualization. Therefore, it is essential to equip both students and educators with AI literacy and digital material design competencies in order to support pedagogically sound and ethically responsible instructional practices. Within this context, the present study examines the extent to which an AI-integrated instructional technology course influences pre-service teachers' AI literacy and digital material design competencies, as well as their perceptions and experiences of learning within an AI-integrated instructional environment. Using a mixed-methods approach, 50 pre-service social studies teachers (41 female, 9 male) participated in a semester-long course. Data were collected through the Artificial Intelligence Literacy Scale, Digital Material Design Competency Scale, and semi-structured interviews. Paired sample t-tests indicated significant gains in both AI literacy and digital material design competencies, with large effect sizes. Qualitative and quantitative findings showed that AI tools not only improved technical abilities but also enhanced pedagogical thinking. The study highlights the importance of AI-integrated curricula in preparing future teachers for modern educational challenges.

Hassaniyan, A. (2026). **Revisiting the debate about teaching-research nexus relevance.** *Research in Education*, 122(2), 215-227. <https://doi.org/10.1177/00345237241301919>

This article reflects on debates about research-teaching synergy. There has long been a debate regarding the synergy between research and teaching, but there is no consensus on how this enhances teaching and research at higher education institutions. The article aims to conceptualise the term research-teaching synergy and highlight challenges, arguments, and disputes that dominate the debate. It accomplishes this by reviewing a substantial body of literature covering more than three decades of intellectual debates and studies related to the research-teaching nexus. It also discusses the application and integration of research into teaching in higher education, particularly in university settings, and its impact on improving the learning environment. One of the arguments for the significance of integrating research and teaching/learning focuses on the potential benefits for undergraduate students, instilling hope for the future of higher education. This approach, known as the 'student-focused strategy,' can improve the quality and outcomes of students' learning experiences. The article argues that despite the contentious issues related to the research-teaching nexus, the literature reveals that most academics consider a strong link between research and teaching as a necessary component of their job satisfaction, and there are many reasons to promote this nexus at the institutional and faculty levels.

He, M., Li, C., Jiang, X., & Cao, L. (2026). **Efficacy testing and design strategies for animated micro-lectures in civic education: an empirical study based on EEG data.** *Education and Information Technologies*, 31(14), 5827-5856. <https://doi.org/10.1007/s10639-026-14018-9>

Civic education is a core component of the university curriculum, designed to shape students' values and civic literacy. Its abstract and theoretical nature makes it difficult to sustain student attention, limiting instructional effectiveness under conventional approaches. To explore innovative, evidence-informed teaching strategies, this study used electroencephalography

(EEG) to empirically examine the impact of animated micro-lectures on civic education outcomes. Sixty second-year undergraduate students majoring in Chinese Language and Literature at a university in Western China participated in the study. The instructional content centered on the theme "Ideals, Beliefs, and Civic Responsibility." We developed a multidimensional evaluation framework that integrated real-time EEG-based attention monitoring, standardized achievement tests, and validated questionnaires assessing learning interest and perceived acceptability. Three quasi-experimental designs were conducted to compare: (1) animated micro-lectures versus recorded video micro-lectures, and (2) the differential effects of specific design features —namely, textual elements (e.g., color highlighting, subtitle presence/absence) and visual elements (e.g., inclusion of animated characters, background type). Results showed that animated micro-lectures achieved significantly better teaching effects than recorded video micro-lectures: attention levels increased by 16.6%, learning achievement scores improved by 17.2%, and students reported markedly higher levels of learning interest and instructional acceptability. With respect to textual design, color highlighting significantly enhanced attention allocation, whereas the presence of subtitles had no significant effect on either attention or learning performance. Regarding visual design, incorporating animated characters showed a non-significant trend toward increased attention, while the background type had no statistically significant effect. Overall, these findings indicate that scientifically designed animated micro-lectures based on cognitive principles can substantially enhance the efficacy of civic education instruction. The study thus provides multi-method, empirically derived evidence grounded in EEG-based measures of attention and behavioral data, along with concrete, actionable design principles to support pedagogical reform in value-oriented courses in higher education.

Henriksson, A., Leden, L., & Fridberg, M. (2026). **Preschool educators' experiences of orchestrating science-play.** *International Journal of Science Education*, 48(14), 2296-2315.
<https://doi.org/10.1080/09500693.2025.2518603>

A central part of preschool education is play as a foundation for children's learning and development. In addition, preschool educators are expected to teach specific content areas such as science. Therefore, there is reason to explore how these two areas might be combined. In this article, we explore what factors are perceived as influencing when preschool educators orchestrate science-play (i.e. activities integrating play and science). The empirical data consists of audio recordings from five work teams in a Swedish preschool that participated in focus-group discussions with stimulated recall. A thematic analysis approach was used to identify patterns in the work-teams discussions about their experiences in science-play. The theoretical framework of Play-Responsive Early Childhood Education and Care (PRECEC) contributed with a conceptual frame. In accordance with PRECEC, teaching and play are understood as a mutual activity, where teachers and children are constantly shifting between fantasy (as if) and reality (as is). The results show that factors influencing science-play – impeding or facilitating the activity – are (I) The context (environment and artefacts), (II) Children's prior experiences and initiatives and (III) Preschool educators' roles. The results are discussed in relation to challenges and possibilities that preschool educators can face while orchestrating science-play.

Jacq, G. (2026). **Repenser l'enseignement des humanités en lycée professionnel. Enjeu d'une légitimité assumée.** *Le Français Aujourd'hui*, N° 234(3), 97-106.
<https://doi.org/10.3917/lfa.234.0097>

Jamal, F. M. (2026). **Examining the Interplay of EFL Teachers' Self-Concept and Self-Regulation in Predicting Burnout: The Mediating Effect of Teaching Style.** *European Journal of Contemporary Education and E-Learning*, 4(5), 163-187. [https://doi.org/10.59324/ejceel.2026.4\(5\).08](https://doi.org/10.59324/ejceel.2026.4(5).08)

This mixed-methods study examined the relationship among Iraqi EFL teachers' self-concept, self-regulation, and burnout, with a focus on their teaching style. It was conducted with the participation of 10 male and female English teachers and 180 male and female students in Kurdistan, Iraq. Participants were selected using convenience sampling. The participants were native speakers of Kurdish and Arabic. To meet the study's objectives, questionnaires measuring teachers' self-regulation, self-concept, and burnout, as well as teaching style, were used. Moreover, interview questions about the teachers' external regulation, intrinsic motivation, and identified regulation were asked. The analysis of the data revealed associations among self-regulation, teaching style, and self-concept. Moreover, the study showed that there was a relationship between teachers' teaching styles and their burnout. Finally, according to the findings, teachers' teaching styles might have a significant relationship with students' achievement, which is most evident in instructors' autonomy and engagement. The qualitative data analysis revealed intriguing aspects of teachers' teaching methods, which were discussed. The study has implications for syllabus designers and materials developers, teachers, and learners by illustrating how teachers' senses of identity, ability to control their emotions, and sense of burnout can impact their effectiveness in the classroom.

Jan, D. (2024). **The validity of the practical examination from the perspective of experts in initial vocational education in the retail trade sector in Switzerland.** *Mesure et évaluation en éducation*, 47(spécial), 97-128. <https://doi.org/10.7202/1127303ar>

En Suisse, en formation professionnelle initiale dans la branche du commerce de détail, la diplomation passe par l'examen pratique dans l'entreprise formatrice de l'apprenti. Cet examen, certificatif et éliminatoire, dure entre une heure et une heure et demie, selon le type de formation. Il est conduit par deux professionnels du domaine nommés experts. Les buts de cette étude sont, d'une part, de comprendre la validité attribuée par les experts à l'examen pratique et, d'autre part, de définir les raisons de cette évaluation. Pour y parvenir, un échantillon de 189 experts a répondu à un questionnaire sur la validité de cet examen. Les données ont été traitées par des analyses factorielles exploratoires. Nous avons ensuite extrait trois profils d'experts par classes latentes. Les résultats de cette étude ont permis de mettre en évidence, parmi les experts, une hétérogénéité de profils. Ils se différencient selon leur expérience en tant qu'expert et selon leur langue.

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 évaluation en éducation*, 47(spécial), 199-232. <https://doi.org/10.7202/1127306ar>

L'article décrit le processus d'élaboration et de validation de l'Échelle de Mesure de la Présence Socio-Affective en Formation (EMSPA e-Formation). Cette échelle a été construite en prenant appui sur le modèle théorique de la présence sociale en e-Formation (Jézégou, 2022). L'étude repose sur un échantillon de 309 étudiants inscrits en Master en sciences de l'éducation et de la formation, intégralement en distanciel et dispensé par des universités françaises. Dans un premier temps, une analyse factorielle exploratoire met en évidence une structure factorielle à trois facteurs, caractérisée par une bonne cohérence interne. Dans un second temps, une analyse factorielle confirmatoire valide cette structuration et confirme les relations entre les trois facteurs identifiés. Les résultats montrent que cette échelle constitue un instrument psychométrique

robuste pour l'étude et pour l'analyse de la présence socioaffective en e-formation, tout en ouvrant des perspectives pour de futures recherches.

Kohlmann, É., Cezeur, L., David, C., & Follet, C. F. (2026). **Accompagner et redonner du sens à des collectifs de l'Enseignement Supérieur en France : Le projet RENFO'RSE, une expérimentation pédagogique comme réponse aux injonctions institutionnelles.** *Éducation relative à l'environnement : Regards - Recherches - Réflexions*, Volume 21.1. <https://doi.org/10.4000/16p75>
Depuis 2023, le ministère de l'Enseignement Supérieur et de la Recherche en France impose le développement de modules de formation à la Transition Écologique et au Développement Durable auprès des étudiants et étudiantes de premier puis de deuxième cycle. Nous présentons dans cet article un projet mené en IUT dans un département de Sciences Humaines et Sociales (SHS) pour accompagner les équipes enseignantes à donner du sens à cette injonction, dans le cadre de formations professionnalisantes. En effet, les quatre thématiques imposées (climat, biodiversité, ressources, transition équitable) minorent la part des SHS dans ces questionnements et préconisent le développement d'une culture scientifique de manière homogène, sans réelle préoccupation à l'égard des moyens alloués ou des besoins de formation des équipes. Le projet RENFO'RSE, qui visait à accompagner une équipe pédagogique dans cette évolution, pose la question de l'éducation à l'environnement à destination d'enseignants et dans un cadre conceptuel et administratif contraint.

Kyianovskyi, A. (2026). **Integration of humanitarian and digital pedagogical approaches: an empirical analysis of the impact on student resilience and engagement in a conflict zone (Ukraine).** *Education and Information Technologies*, 31(14), 6291-6307. <https://doi.org/10.1007/s10639-026-14045-6>

The escalation of global conflicts necessitates robust pedagogical frameworks capable of ensuring academic continuity and human development. This article validates the Humanitarian Digital Pedagogy Model, an innovative framework that integrates technological innovation with human-centered values to sustain inclusive schooling under wartime conditions. Drawing on mixed-method research conducted in Ukraine (2020–2024), the study empirically assesses the model's effectiveness in supporting psychological resilience, relational cohesion, and academic involvement during the full-scale military conflict in Ukraine. The analysis utilizes a comparative design, examining differences between participants (Experimental Group) and non-participants (Control Group). Four component indices—Academic Involvement (AI), Psychological Involvement (PI), Relational Interaction (RI), and Teacher Involvement (TI)—were synthesized into a composite Efficiency Index (EI). Results show that students and teachers engaged in the model significantly outperformed non-participants, demonstrating an average gain of 12–15% across all measured indices. The findings confirm that digital tools, when grounded in empathy, moral agency, and solidarity, can transform education from mere knowledge transmission into a crucial instrument for survival and post-conflict recovery. Implications are discussed for developing global pedagogical resilience and reforming education in conflict-affected regions.

Leininger-Frézal, C., & Klonari, A. (2025). **Natural Risk Education: How to train primary teachers?** *Humanising Geography: people, place and Space in Global World*. Consulté à l'adresse <https://hal.science/hal-05730709>

This workshop is based on the Crisepac project. Primary school teachers struggle to teach about risks, especially those related to climate change. What to teach, how to use teaching materials without increasing pupils' eco-fear? The workshop proposes to introduce and test some

innovative tools, such as a simulation game developed by Ecocène within the Crisepac project, and booklets with tools that could be very easily implemented in primary and lower secondary education. The workshop will also present some training materials that can be used in teacher training.

Lin, Q., Zhou, Q., Long, Q., Zhu, M., & Ma, H. (2026). **How does technological anxiety affect teachers' self-efficacy in AI competence: the mediating role of work engagement and the moderating role of social support.** *Education and Information Technologies*, 31(14), 6119-6148. <https://doi.org/10.1007/s10639-026-14036-7>

The rapid development of artificial intelligence technology in the field of education has led to its increasingly widespread application by teachers in teaching practice. This has not only reshaped the educational ecosystem but also had a profound impact on teachers' self-efficacy. However, technological anxiety, as a negative emotional response, undermines teachers' confidence and ability to apply artificial intelligence technology. Although existing research has explored the relationship between technological anxiety and teachers' behavioral outcomes, there is still a lack of in-depth understanding of its psychological mechanisms and the moderating effects of external resources. Therefore, based on the Cognitive Evaluation Theory and the Unified Theory of Acceptance and Use of Technology, this study constructs an analytical framework that includes mediating and moderating effects, aiming to explore how technological anxiety affects teachers' self-efficacy in AI teaching through work engagement and the moderating role of social support in this process. Based on a cross-sectional survey of 550 primary and secondary school teachers in Jiangxi and Fujian provinces, this study advances the educational technology anxiety mechanism model by integrating work engagement. In addition, the findings demonstrate that social support exerts a significant cross-level moderating effect. The results show that: (1) Technological anxiety has a significant negative impact on teachers' self-efficacy in AI teaching; (2) Work engagement plays a partial mediating role between technological anxiety and teachers' self-efficacy in AI teaching; (3) Social support has a positive moderating effect between technological anxiety and work engagement, as well as between work engagement and teachers' self-efficacy in AI teaching; (4) Social support plays a significant positive moderating role between work engagement and teachers' self-efficacy in AI competence. This study contributes to teachers' professional development theory and offers empirical support for developing AI teacher training systems that combine technological and psychological dimensions. It further provides actionable insights for educational practice on mitigating teachers' technology anxiety and strengthening their self-efficacy in AI-based teaching.

Lin, S., & Li, N. (2026). **The dynamic impact of online teaching behavior patterns on student engagement: a longitudinal study based on departmental differences.** *Education and Information Technologies*, 31(14), 5387-5421. <https://doi.org/10.1007/s10639-026-14009-w>

This study explores the dynamic interplay between faculty online teaching behaviors and student engagement across academic departments, using a longitudinal dataset spanning eight semesters (2020–2024) from 17 departments. Employing multilevel regression analysis and SHAP (SHapley Additive exPlanations) value interpretation, the study identifies teacher feedback behavior as the feature showing the highest relative contribution within the model predictions ($\beta = 0.457$, $|SHAP| = 0.220$, 98.6% bootstrap rank stability) in association with student engagement, revealing substantial variations across departments. The analysis uncovers distinct behavioral patterns: STEM faculty exhibited higher teacher feedback frequencies, whereas

humanities faculty emphasized more in-depth feedback. A time-series analysis delineates three developmental stages—adaptation (2020–2021), development (2021–2023), and maturation (2023–2024)—characterized by progressively increasing stability. This study advances educational technology theory by introducing a “dynamic departmental difference” framework and offering empirical support for tailored faculty development strategies in online education. The findings present actionable insights for institutional policymaking in the digital transformation of higher education.

Liu, H. (2026). **Étude de la transition contrainte de l'enseignement en présentiel vers le tout distantiel. Les changements dans les pratiques d'enseignement des compétences orales, le cas d'enseignants chinois de FLE en milieu universitaire.** (Theses, Université de la Sorbonne nouvelle - Paris III). Consulté à l'adresse <https://theses.hal.science/tel-05767130>

This study examines the changes in oral skills teaching practices among Chinese university FLE teachers during the transition from face-to-face to distance learning caused by the COVID-19 crisis. It aims to understand teacher representations and the motivations guiding their pedagogical choices. Grounded in language didactics, it adopts a theoretical framework combining oral didactics, teacher cognition, and online pedagogical engineering. Six female teachers from four Chinese universities were followed across three face-to-face and three distance learning sequences. Data were collected from video-recorded classroom observations and both semi-structured and self-confrontation interview, and analyzed using both quantitative and qualitative approaches. Oral teaching practices were examined quantitatively using a multi-level analysis, while teachers' discourse was qualitatively analyzed using content analysis. The results reveal a dual trend: on one hand, the attempt to replicate face-to-face practices has intensified the marginalization of oral skills; on the other, the emergence of pragmatic adaptation strategies. These choices stem from the complex interaction between experiences, representations, and contextual constraints. Beyond the specific transition to online teaching, this study on teacher adaptation and resistance mechanisms suggests new directions for more reflective integration of new technologies, such as AI, in teaching oral skills in Chinese higher education.

Logan, S. W., Sloane, B. M., & Chandler, K. D. (2026). **Punk pedagogy in a course about punk: A qualitative study of undergraduate students' experiences.** *Research in Education*, 122(2), 241–268. <https://doi.org/10.1177/00345237241311023>

Critical pedagogy is one of the major influences on the development of punk pedagogy. Despite the challenges with defining punk pedagogy, we offer a set of guiding principles that informed the current study. The principles are as follows: (a) do-it-yourself (DIY) ethos, (b) anti-hierarchical structure, (c) co-creation of knowledge, (d) inclusive and accessible, and (e) diverse representation. The purpose of this study is to understand students' experiences with punk pedagogy principles implemented in a course about punk, titled “Punk 101: An exploration of punk rock through zine and do-it-yourself culture.” There were two research questions that guided the current study: (1) What were students' overall course experiences in Punk 101? And (2) What were students' experiences with punk pedagogy principles in Punk 101? We used a phenomenological approach involving students' critical reflection of their experiences in a university-level course. Seven students participated in semi-structured interviews following the course. In this course, students listened to a playlist of 14 songs per week, read and discussed zines, and recorded a sound file from a DIY circuit board or created a zine about a topic of their choosing for their final project. The instructor implemented punk pedagogy principles in a variety

of ways throughout the course. Students had positive experiences with the Punk 101 course; they gained knowledge and appreciation about punk music and culture, personal growth through DIY, and community building inside and outside of the classroom. Punk pedagogy is a viable approach in higher education. Further research is warranted to understand effective ways to use punk pedagogy strategies in the university classroom, and beyond.

Luciani, P. (2026). **“Ça suffit les comédies, va jouer !” Comparer les attentes des professionnelles des crèches vis-à-vis des enfants en France et en Tunisie.** *Éducation et Sociétés*, 56(2), 51-70.
<https://doi.org/10.3917/es.056.0051>

En matière d'accueil et d'éducation du jeune enfant, les appels au comparatisme évoquent souvent la nécessité de questionner des critères de qualité jugés ethnocentrés. Cet article déplace légèrement la focale en proposant de comparer les attentes des professionnelles vis-à-vis des jeunes enfants en France et en Tunisie à partir d'une enquête ethnographique de longue durée dans deux institutions. Il commence par discuter des conditions et modalités d'une telle comparaison en mettant au jour les différences des situations d'accueil d'un pays à l'autre. Puis, il montre que la notion de cultures locales de l'agentivité des bébés est insuffisante pour expliquer les différences constatées et qu'il est nécessaire, pour en rendre compte plus finement, de la compléter par celle de cultures de l'accueil du jeune enfant, tout en considérant les conditions institutionnelles réelles de cet accueil, qui permettent de décoder le caractère paradoxal de certaines attentes.

Mangundu, J., Mutasa, L. S., Gunaratnege, S. M., & Ujakpa, M. (2026). **Innovativeness and self-efficacy in lecturers' intentions to use cloud computing services in teaching and learning in South African higher education.** *Education and Information Technologies*, 31(14), 5881-5919.
<https://doi.org/10.1007/s10639-026-14016-x>

There has been an acceleration of the adoption of cloud computing in higher education institutions (HEIs), especially in response to the COVID-19 pandemic. This shift to virtual and blended learning environments, led to a migration of HEIs' information management processes to cloud-based systems. Despite its advantages, cloud computing adoption in South African HEIs remains low. This study applies the Theory of Planned Behaviour (TPB) to examine how self-efficacy and innovativeness influence lecturers' intentions to use cloud computing services. A quantitative design was applied, and stratified random sampling ensured representation across the lecturer population. Data were collected through an online questionnaire from 202 lecturers at a South African university and analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings revealed that behavioural factors, including attitudes, subjective norms, and perceived behavioural control, positively influence lecturers' intentions to use cloud computing services. In addition, findings demonstrated that self-efficacy partially mediates the relationship between attitudes and intention and fully mediates the relationship between perceived behavioural control and cloud computing use intention. However, innovativeness demonstrated minimal to no mediation in the relationships. The model highlights the centrality of perceived behavioural control and self-efficacy in shaping intentions, with attitudes contributing moderately and innovativeness playing a minimal role. The study offers practical implications for HEIs in developing countries by suggesting targeted interventions to strengthen user confidence and engagement in cloud-based teaching and learning environments.

Marlin, K., Brandt-Pomares, P., Laisney, P., Castéra, J., & Mascret, N. (2026). **Beyond initial perceptions: A quasi-experimental study of how hands-on training shapes teachers' mobile learning acceptance.** *Computers in Human Behavior Reports*, 23, 101248. <https://doi.org/10.1016/j.chbr.2026.101248>

This quasi-experimental study examines the transition from acceptance before use to acceptance after use of mobile learning technology among teachers and evaluates the role of training in facilitating this transition. Using the Technology Acceptance Model framework, it explores how hands-on experience with an adaptive, collaborative, free mobile learning application (Artefac) shapes acceptance differently across pre-service and in-service teachers. A 2x2 quasi-experimental design involved 112 French teachers (57 pre-service, 55 in-service) assigned to either a 3-h Artefac Training condition or an unrelated Control condition. Participants completed questionnaires measuring perceived usefulness for teaching, perceived usefulness for students, perceived ease of use, perceived enjoyment, and intention to use before and after the intervention. Results revealed contrasting patterns across acceptance dimensions. While perceived usefulness for students remained consistently positive across all conditions and Status groups, perceived usefulness for teaching significantly decreased among in-service teachers following Artefac training. Training improved perceived ease of use across both Status groups. Intention to use decreased significantly in the Training condition, while remaining stable in the Control condition. These findings suggest that distinguishing between student-centered and teacher-centered benefits in technology acceptance research may be a fruitful avenue worth exploring further, as training effects appear to unfold differently across career stages and acceptance dimensions. The study underscores the importance of measuring both acceptance before and after use, as hands-on experience with technology can reveal acceptance patterns that differ significantly from initial perceptions, providing a more complete understanding of technology acceptance processes.

Masclet, J., Necker, S., & Thorel-Hallez, S. (2026). **L'interprofessionnalité comme processus de transformation des pratiques enseignantes en milieu scolaire:Conventions, cadrages et regulations.** *Spirale - Revue de recherches en éducation*, 78(2), 51-64. <https://doi.org/10.3917/spir.078.0051>

Cet article analyse les dynamiques interprofessionnelles à l'œuvre dans un projet de danse en école primaire, dans le cadre de l'éducation artistique et culturelle (EAC). En croisant observations, entretiens et traces institutionnelles et par l'appui sur l'analyse d'un épisode d'atelier en classe de CM1-CM2, l'article montre que les tensions entre artistes et enseignants relèvent moins d'un rejet du sensible que de conflits de cadrages autour de la légitimité des objets de savoir. En articulant la «chaîne de coopération» (Becker, 1982), les «chaînes de cadrages et d'appropriations croisés» (Eloy et al., 2021) et le concept d'interprofessionnalité (Hatano-Chalvidan, 2016), l'analyse met en évidence que l'interprofessionnalité se construit par heurts et ajustements successifs, au sein d'espaces de régulation institutionnels favorisant cette construction.

Monnet, M., Dagorn, E., & Coló, P. (2026). **Determinants of gender discrimination by teachers: Evidence from an online experiment.** *European Economic Review*, 105470. <https://doi.org/10.1016/j.euroecorev.2026.105470>

This paper examines whether teachers' gender biases stem from discrimination, and focuses on two of its potential drivers: gender preferences and beliefs. In an online experiment, 1840 teachers evaluated fictitious transcripts with randomized gender information. Preferences are

measured via dictator games, and beliefs through an Implicit Association Test. While teachers show no gender preferences, they do hold gender beliefs. Analyzing 19,000 transcript evaluations, we find no evidence of gender-based discrimination. Our findings suggest that when only exposed to student gender, even teachers with biased beliefs do not discriminate.

Morales, L., Hill, V., Pop, L., Valtins, K., O'Connor, J., Rajmil, D., ... Todorov, T. (2026). **Evolving circular pedagogy: a framework for immersive transdisciplinary learning**. *Pedagogy, Culture & Society*, 34(5), 1411-1434. <https://doi.org/10.1080/14681366.2026.2700558>

The contemporary world is undergoing profound socio-economic and environmental transformations that necessitate a radical re-evaluation of how we learn, teach, innovate and engage with research. Traditional educational models are increasingly insufficient to address the complexity of the twin transition (i.e. green and digital), in which countries need to identify the most effective strategies to advance the digital and green transformations necessary to support sustainable development. Educational systems and frameworks also need to respond to the United Nations 2030 Agenda for Sustainable Development and its three pillars: environment, society, and economy. This research study offers critical insights into the need to build an actionable framework that supports the development of innovative learning spaces and pedagogies within an Immersive Transdisciplinary Learning framework better attuned to the realities of contemporary society. We propose an innovative approach that integrates immersive technologies, transdisciplinary collaboration, and real-world applications to reshape knowledge exchange processes as the learning loop continues to evolve through the lens of Circular Pedagogy.

Morales, L., Rajmil, D., Pop, L., Gülmez, M., & Peev, I. (2026). **Reimagining digital literacy and virtual identity in the Age of AI" - Special Collection Editorial**. *Pedagogy, Culture & Society*, 34(5), 1223-1233. <https://doi.org/10.1080/14681366.2026.2710773>

This special collection reflects on the need to reimagine teaching and learning spaces in the age of artificial intelligence (AI). Understanding digital literacy and virtual identity is essential to engaging with our contemporary society, which is defined by the fast pace of socio-economic digitalisation. Experts in the development of educational models, systems, and curricula need to consider how to integrate the development of advanced digital literacy skills, ensuring that learners can interact with technology and have the competencies to find, evaluate, and communicate information online, protect themselves from online threats, and secure personal information. The importance of virtual identity provides insights into how teaching and learning models can be grounded in human-centred learning spaces. Spaces that should be accessible and foster collaboration, discussion, and critical inquiry through community-driven activities that go beyond content delivery. Learners are shifting towards being co-creators in AI-mediated working and learning environments. As such, there is a need to combine elements of innovative and transformative pedagogy, cultural studies, and critical literacy to engage in and lead educational transformations.

Morrison, C., & Hoben, J. (2026). **Rethinking education in the algorithmic age: a model for AI digital literacy and identity**. *Pedagogy, Culture & Society*, 34(5), 1283-1300. <https://doi.org/10.1080/14681366.2026.2668652>

In an increasingly polarised socio-political landscape, generative artificial intelligence (GenAI) is positioned as both a threat to conventional forms of learning and assessment in educational institutions and a reconfiguration of educational practice within postdigital contexts. This paper

critically examines how AI can reshape knowledge production, pedagogy, and learner subjectivity, arguing that it can become an epistemic actor within evolving relations of power. Drawing on Foucauldian discourse theory, we conceptualise educational systems as contested sites where algorithmic logics and the imperatives of surveillance capitalism become spaces for critical literacy. In response, we introduce the PRAXAI pedagogical model through examples from our everyday teaching practice with educators. We introduce a critical literacy model combining human ingenuity with AI's power as co-creator, mediated by the pull of capitalist surveillance and siloed algorithms that narrow our understanding of the world. PRAXAI advances critical digital literacies that enable learners to interrogate the conditions under which algorithmic systems shape meaning-making and identity. We argue that current policy responses must engage with the interplay of technology, power and subjectivity. We call for educational frameworks that combine insights from critical pedagogy, cultural studies, and critical literacy theory in ways that sustain democratic values and support critically reflexive learners.

Mukoro, J., Setty, E., & Hemming, P. (2026). **Teachers' Cultural Conflicts in Secondary School Sex Education.** *British Journal of Educational Studies*, 74(4), 585-606.
<https://doi.org/10.1080/00071005.2026.2648998>

This article investigates the cultural conflicts experienced by teachers when delivering sex education in English secondary schools. Drawing on qualitative, semi-structured interviews with 12 secondary school teachers, conducted as part of a broader empirical study on the emotional dynamics of cultural conflict in sex education, the research examines intrapersonal, interpersonal, social, and institutional tensions within this contested educational space. Data were analysed using reflexive thematic analysis supported by NVivo. Framed through symbolic interactionism and identity theory, the study positions teachers as active agents navigating power, identity, and cultural meaning-making. Findings identify four key sources of conflict: (1) student and community diversity, (2) teachers' personal beliefs and experiences, (3) societal pressures and expectations, and (4) school – family dynamics. In response to these conflicts, teachers employed two main pedagogical strategies: (1) collaborative support-seeking and (2) critical self-awareness. The article highlights teachers as cultural actors mediating between policy mandates and pluralistic school environments.

Ochelen, J.-P., Yerly, G., & Mottier Lopez, L. (2024). **The Collective Work of Teachers for the Assessment of Learning as a Professional Norm? A Literature Review to Examine this Emerging Trend.** *Mesure et évaluation en éducation*, 47(spécial), 161-198.
<https://doi.org/10.7202/1127305ar>

L'article présente une rapid review de la littérature anglophone et francophone sur le travail collectif des enseignants pour l'évaluation des apprentissages. Ce genre de travail collectif tend à devenir une norme dans les systèmes éducatifs, soulevant des enjeux majeurs dans le champ de l'évaluation en éducation. La littérature compte déjà des synthèses et des recherches empiriques qui traitent de la collaboration des enseignants de manière générale, mais aucune ne traite spécifiquement des pratiques évaluatives collectives. Cette recherche documentaire dans la littérature conduit à la sélection de 30 articles, aux niveaux primaire et secondaire. L'analyse de ces articles permet 1) d'identifier les dynamiques mises en place dans les établissements et 2) d'observer les conséquences pour tous les acteurs de l'école. Les résultats permettent de discuter de certaines tensions liées à cette tendance, au point de vue des politiques de pilotage mais également sur le plan des pratiques évaluatives individuelles et collectives.

Papi, C., Boéchat-heer, S., & Rinaudo, J.-L. (s. d.). **Éduquer et former depuis la pandémie : Stabilité et changements**. Consulté à l'adresse <https://purh.univ-rouen.fr/catalogue/livres/eduquer-et-former-depuis-la-pandemie-9791024019420.html>

Cet ouvrage résulte de la réflexion de chercheurs réunis lors d'un symposium du Réseau francophone en éducation et formation (REF), à Fribourg en juillet 2024. Mais plus qu'une conclusion, il se veut une ouverture vers des pratiques des acteurs et des institutions qui bénéficient de l'expérience acquise lors des périodes de confinement. À mesure que nous avançons dans un contexte postpandémique, il est en effet crucial de continuer à réfléchir aux pratiques d'enseignement et d'apprentissage, en cherchant à pérenniser les innovations qui ont émergé, en les adaptant aux différents contextes. Les résultats présentés dans cet ouvrage ouvrent des pistes pour une réflexion plus approfondie sur la formation à distance, l'hybridation des pratiques et l'engagement des apprenants, en montrant l'importance d'une approche réfléchie et adaptable face aux défis éducatifs. Ils appellent à une mobilisation collective pour intégrer de manière durable les leçons tirées de la pandémie, afin de bâtir un avenir éducatif inclusif et innovant.

Prasad Koirala, K. (2026). **Pedagogical challenges and possibilities of critical thinking in the culturally diverse classroom: connecting secondary science teaching with STEAM approach**. *International Journal of Science Education*, 48(14), 2276-2295. <https://doi.org/10.1080/09500693.2025.2518602>

This paper explores activities that influence the critical thinking practice of secondary science classrooms in Nepal. This study aims to explore the pedagogical challenges of critical thinking practices in science teaching in a culturally diverse classroom in a STEAM-focused teaching space. A critical case study was used based on the qualitative research approaches. Purposively selected science teachers and students of selected school were participants in this study. A focus group interview was conducted with students and classroom observation and an open-ended interview was conducted with the science teacher to pursue the research objectives. The thematic analysis indicated that both pedagogical strategies and contextual linkages of science teaching were seen as appropriate means for both teachers and students to build critical thinking skills in school science learning. Scientific critical thinking (SCT) model seemed to show some effectiveness in present days connecting science teaching with STEAM education, however, SCT use was not found in science teaching. Despite having training and professional development opportunities, science teachers lack the practical knowledge and skills to implement critical thinking strategies in culturally diverse classrooms. This study implies a pedagogical shift from rote, exam-centred teaching to a more inclusive and critical thinking-oriented teaching approach in science classrooms.

Rahman, S., & Buck, G. (2026). **Nurturing science learning amidst adversity: a portraiture of science teaching with refugee students in refugee camps**. *International Journal of Science Education*, 48(14), 2177-2199. <https://doi.org/10.1080/09500693.2025.2518598>

In the contemporary world of science, providing high-quality science education is imperative for all students. While a growing body of research in science education is increasing our understanding of science education for many marginalised populations, very little of that research has focused on science education for refugee students, particularly in refugee camps. This study provides an understanding of how refugee teachers in the Rohingya refugee camps in Bangladesh engage in science teaching with their Rohingya refugee students. Observations,

field notes, and interviews were used to construct the portraits to depict the teaching practices in refugee camps. The findings in this study portray the teaching practices of four refugee teachers in the Rohingya refugee camps in Bangladesh, which reveal how refugee teachers, along with their co-teachers, enact science teaching within these complex contexts. The portraits are used to view practice and future research in co-teaching, specifically concerning science teaching and learning approaches with refugee students in under-resourced and constrained environments in refugee camps.

Roth, C., Bender-Salazar, R., & Pitt, B. (2026). **Stories and systems: educational interactive storytelling to foster media literacy and systemic thinking.** *Pedagogy, Culture & Society*, 34(5), 1259-1282. <https://doi.org/10.1080/14681366.2026.2678550>

In an era of super-complexity, where wicked problems resist straightforward solutions and the very frameworks for producing knowledge are contested, transformative learning is not a pedagogical option but a necessity. Without the capacity for systemic, transdisciplinary thinking, learners risk being overwhelmed by information complexity, susceptible to misinformation, and unable to act meaningfully on the challenges they face. This paper argues that Interactive Digital Narratives (IDNs) offer a distinctive pedagogical instrument for bridging this gap: by immersing learners in nonlinear, perspective-shifting narrative experiences, IDNs can cultivate the critical literacies and systemic sensibilities that transformative learning requires. However, realising this potential demands a principled framework for design and implementation. We introduce two connected contributions: the concept of Systemic Learning IDNs, which are narrative experiences explicitly designed to support learners in exploring complex systems, and the CLASS transdisciplinary pedagogical framework, a structured model integrating systems thinking, design thinking, and interactive storytelling to guide their creation and use. Applying CLASS to two contrasting case studies, a commercial narrative simulation and a student-developed educational prototype, we demonstrate how IDNs can be designed and deployed to foster media literacy, systemic thinking, and collaborative problem-solving across disciplinary contexts. The paper offers both conceptual grounding and practical recommendations for educators seeking to implement transformative, systems-oriented learning in an increasingly complex world.

Sasaya, T. (2026). **Distributed Pedagogical Agency as Interpretive Labor: Tracing the Emergence of Teacherly Judgment in AI-Mediated Design.** *Education and Information Technologies*, 31(14), 5295-5325. <https://doi.org/10.1007/s10639-026-14010-3>

This study advances and empirically elaborates the concept of Distributed Pedagogical Agency (DPA) as a framework for understanding how teacherly judgment develops in AI-mediated instructional design. Conducted in an undergraduate design-based course where students created educational videos introducing responsible uses of generative AI for secondary learners, the study examines how engagement with AI technologies shapes emerging pedagogical decision-making. Rather than evaluating AI performance metrics, the analysis focuses on learners' interpretive labor—how they justified, constrained, and strategically integrated AI suggestions in relation to instructional goals and anticipated learner needs. Drawing on reflexive thematic analysis of longitudinal reflection reports, peer evaluations, and final multimedia artifacts, the findings reconstruct a developmental progression across three layers of DPA: interactional negotiation with AI tools, reflective mediation of AI affordances and limitations, and the consolidation of pedagogical authorship. Across cases, learners moved from using generative AI as a productivity tool to positioning it as a differentiated instructional resource requiring simulated responsiveness, ethical discernment, and responsibility-taking. The study

demonstrates that teacherly judgment in AI-rich environments emerges through the coordinated interplay of human intention and technological mediation rather than from either source alone. Theoretically, it reconceptualizes teacher agency as relational and distributed across human–AI systems. Methodologically, it shows how pedagogical development in technology-enhanced settings can be traced through interpretive accounts rather than interaction logs. Practically, the findings suggest that structured AI-mediated learning design can cultivate technological discernment and pedagogical responsibility essential for educators navigating the integration of generative AI in contemporary classrooms.

Shehabat, I., & Mryyan, O. (2026). **The role of academic social networks in knowledge discovery and sharing: academics in Jordan universities.** *Education and Information Technologies*, 31(14), 5615-5647. <https://doi.org/10.1007/s10639-026-14004-1>

With the increasing global significance of social networking sites, Academic Social Networking Sites (ASNS) such as Google Scholar and ResearchGate have become vital tools for researchers. This study aims to examine the relationships between ASNS usage, academic engagement, and the facilitation of knowledge discovery and sharing, drawing on social capital theory as the underlying framework. A quantitative research design was employed using a structured electronic questionnaire distributed to academic faculty members at Jordanian universities. The collected data were statistically analyzed to explore correlations among ASNS utilization, engagement, knowledge discovery, and knowledge sharing. The findings indicate a positive relationship between ASNS use and the enhancement of knowledge discovery and sharing through engagement, consistent with the dimensions of social capital theory. Researchers primarily use ASNS for self-promotion, belonging to a professional community, acquiring knowledge, interacting with peers, and disseminating research outputs. This study underscores the critical role of ASNS in promoting academic engagement and fostering knowledge exchange within scholarly communities. However, the results are limited by the relatively small sample size and the focus on faculty members from a single country, which may restrict generalizability. Future research should expand the scope across countries and institutions and consider alternative theoretical perspectives to validate and extend these findings.

Soh, G., Wamba, A., & Chen, M.-Y. (2024). **Adaptation of a Composite Scale for Assessing Health-Promoting Behaviors in Adolescents and Young Adults.** *Mesure et évaluation en éducation*, 47(spécial), 233-271. <https://doi.org/10.7202/1127307ar>

Les outils d'évaluation des comportements de promotion de la santé abondent en anglais alors qu'ils sont rares, voire quasi-inexistants en français. Cet article vise à valider un questionnaire composite d'identification des comportements pro-santé ou à risque. Les dix étapes de l'adaptation des tests/échelles de mesure psychologique de Gana et al. (2021) ont été appliquées aux données collectées auprès de 343 adolescents et jeunes adultes de 15-25 ans (moyenne = $17,6 \pm 1,76$) ayant rempli un questionnaire de 51 items issus de trois échelles préexistantes. Les analyses factorielles exploratoires et confirmatoires supportent la structure à huit dimensions avec 27 items expliquant 56,69 % des variances : santé spirituelle, relation interpersonnelle, exercice physique, gestion du stress, appréciation de la vie, hygiène du sommeil, responsabilité en santé et soutien social. Le questionnaire composite d'évaluation des comportements de promotion de santé (AHPB-27) est donc valide pour identifier des comportements de promotion de la santé des adolescents et des jeunes adultes en francophonie.

Terigele, T. (2026). **Diverse class participation formats as a heutagogical approach to integrate student voice in higher education.** *Higher Education*, 92(2), 673-689. <https://doi.org/10.1007/s10734-025-01447-7>

Class participation is integral to student learning as it promotes engagement and the expression of student voices. However, attempting to 'get students to talk' without acknowledging their diverse identities and needs can inadvertently reinforce oppression. Grounded in a heutagogical framework, this action research was conducted to address this limitation and advocate for diverse participation formats, such as inviting students to share relevant news, introduce innovative learning materials, or create social media content related to the subject field for broader audiences. Surveys with quantitative and qualitative measures, along with instructor journaling, were used to assess students' perceived empowerment and to identify specific highlights and challenges from both students' and the instructor's perspectives. The results indicate that students find authentic ways to voice themselves through contributing to collective learning in formats aligning with their skills and comfort and perceive a stronger sense of empowerment afterwards. The findings contribute to the discourse on student voice implementation by highlighting the significance of varied participation formats in empowering students to develop adaptive leadership and boost engagement and agency in higher education.

Tobin, J., Chantseva, V., & Lehrer, J. (2026). **Les origines de la méthode ethnographique multivocale guidée par la vidéo.** *Éducation et Sociétés*, 56(2), 29-49. <https://doi.org/10.3917/es.056.0029>

Mon usage de vidéos d'établissements accueillant de jeunes enfants comme supports pour des entretiens ethnographiques remonte à 1982. J'ai demandé à des praticiens de trois pays de réagir à des vidéos tournées dans leurs propres établissements préscolaires et dans ceux des autres. Ces supports visuels ont guidé leurs conversations que mes collègues et moi-même avons utilisées dans l'ouvrage publié en 1989, *Preschool in Three Cultures*, afin de livrer différents récits des mêmes événements produits par des personnes appartenant à une culture donnée et par celles qui lui sont étrangères. Cet article présente les multiples influences sur lesquelles s'appuie cette innovation méthodologique : notamment l'utilisation du film par Mead dans l'ethnographie comparative, l'utilisation des tests projectifs en anthropologie psychologique, les concepts de dialogisme et de multivocalité de Bakhtine et les entretiens avec support vidéo utilisés à Bali par Connor.

Tranchant, L. (2026). **When patients' knowledge enters the University!** *French Academic Journal of Primary Care*, 2. <https://doi.org/10.46298/fajpc.19440>

This editorial reflects on what happens to patients' knowledge when it enters health professions education. Through the example of a patient-led verbatim theatre performance, it considers experiential knowledge, academic recognition and recontextualisation, and the ways in which patients' knowledge may contribute to transforming the curriculum.

Tregenza, S. (2026). **'We are Hiding From the Adults': What can Children Teach us About Daily Micro-Transitions Within Their Pre-School Environment?** *Child Indicators Research*, 19(6), 3365-3387. <https://doi.org/10.1007/s12187-026-10426-y>

This paper explores facets of insight into children's responses to adult-led micro-transitions which are well-embedded and often unquestioned within Early Childhood Education and Care (ECEC). Micro-transitions include events such as tidy-up time which often exists as a transitional bridge

between well-established pedagogical activities like carpet time. This qualitative study draws upon facet methodology as a research orientation (Mason, 2011), alongside cultural historical activity theory (CHAT) (Engeström, 1987) as a theoretical framework, to illuminate children's responses to daily micro-transitions within their pre-school environment. Visual participatory methods were used within one early years setting, participants included 22 pre-school children and six educators. This paper discusses the purpose of transitions, questioning whether the routine and structure aim to benefit the children in the here and now, or whether this serves to support children in what they are to become and the 'school-readiness' agenda. The theoretical and methodological pairing supports the children's expressions of learning documented through their hundred languages, providing examples as to how children can show objection towards micro-transitions by 'hiding from the adults', or avoid adult instruction to continue child-initiated inquiry. The children's ability to disrupt and challenge daily micro-transitions, questions whether we as adults, need to reframe micro-transition to encompass the voice of the child, by including children within the decision-making process to plan and design daily routines.

Valtins, K., Araignon, C., Puertas, E., & Stathopoulou, E. (2026). **Deconstructing enclosure of knowledge in higher education through digital and open networked models that use innovative pedagogies.** *Pedagogy, Culture & Society*, 34(5), 1435-1454.
<https://doi.org/10.1080/14681366.2026.2708190>

As higher education transitions from Industry 4.0 to 5.0 amid global instability, universities face a profound paradox. While processing big data is effortless, potentially millions of gigabytes of student-generated intellectual capital like essays, theses and projects remain trapped behind closed institutional repositories. Driven by neoliberal demands, dominant frameworks treat student work as transactional assessment checkpoints rather than contributions to the global knowledge commons, suppressing students professional virtual identities and public agency. To analyze this enclosure, the authors introduce the content enclosure matrix, a taxonomy mapping eight nested layers of institutional and technological barriers. They argue that digital, open networked learning, rooted in critical, student-centered pedagogies acts as a powerful opening force. Liberating student outputs into interactive, open-source ecosystems transforms universities from spaces of passive consumption into vibrant knowledge hubs. Finally, the article examines neoliberal mechanics, open networks as democratic counter-spaces, pedagogical requirements, and virtual persona and AI dualities.

Vejux, C., Brière, F., & Mendiola, E. (2025). **Co-évaluer un dispositif d'éducation à la citoyenneté par une intervention-recherche collaborative.** *Questions Vives. Recherches en éducation*, (44).
<https://doi.org/10.4000/16naq>

Notre contribution interroge le positionnement épistémologique au fondement d'une intervention-recherche (Amigues et al., 2004) qui vise à soutenir l'agentivité transformative (Engeström et Sannino, 2013) des acteurs engagés dans la co-évaluation d'un dispositif d'éducation à la citoyenneté en lycée professionnel. Menée sur deux années, la recherche explore le dispositif français Ateliers Démocratiques pour une Expression Réflexive (ADER) (Müllner, 2021), centré sur des questions éthiques et de citoyenneté. Les fondements théorico-méthodologiques reposent sur les théorisations de l'activité avec les travaux de Clot (1999, 2008a) en clinique de l'activité et ceux d'Engeström (2007) considérant l'approche historico-culturelle. Dans une telle dynamique de co-évaluation du dispositif Ader au sein d'un lycée professionnel, en quoi le dispositif de recherche révèle-t-il des controverses de métier favorables au développement professionnel enseignant ? Afin d'étudier la mise en œuvre du dispositif Ader

à partir de la mobilisation d'outils de travail enseignant et de méthodes de recherche, la discussion s'attache à comprendre comment l'impulsion collaborative et réflexive contribue à une visée transformative des pratiques enseignantes.

Verpillot, E., Plazy, M., Kiewsky, V., Hierholzer, E., & Avalos, M. (2026, juillet). **The Art of Teamwork: Aligning Pedagogy and Practice for Public Health Students at Bordeaux School of Public Health.** Consulté à l'adresse <https://hal.science/hal-05751369>

In Public Health, addressing complex health challenges requires seamless collaboration across diverse disciplines. In higher education, group projects are designed to foster essential « soft skills »—such as leadership, project management, and co-development—but often face hurdles like interpersonal conflict and unequal contributions. Furthermore, the high degree of student diversity at the Bordeaux School of Public Health—encompassing varied geographical origins, disciplinary backgrounds, and a mix of initial and continuing education profiles—inevitably creates coordination challenges. These tensions can lead to conflicts that impact both cohort cohesion and faculty management. Traditionally, Master's students were primarily assessed on scientific outputs, without formal evaluation of behavioral competencies. To address this, we initiated a process of constructive alignment to better articulate learning objectives, pedagogical activities, and objective assessment methods for tutored projects involving groups of 3-4 students. Launched in January 2024, the project followed a structured methodological framework: (1) redefining learning outcomes to include behavioral competencies; (2) developing targeted pedagogical activities; (3) creating rubric-based assessments; (4) designing guidance materials for the teaching team to ensure a shared understanding of expectations; and (5) evaluating the impact in June 2025 through mid-term self-assessment questionnaires, final satisfaction surveys, and qualitative feedback to support continuous improvement. Two specific learning outcomes targeting group dynamics were identified: « Effective organization with peers and supervisors » and « Active engagement in a collective work environment. » In 2025, 5 out of 20 groups required specific mediation (meetings between students and a neutral faculty member) following conflicts identified in mid-term questionnaires. Overall, student satisfaction reached 70%, with particular appreciation for the project management tools provided. For tutors, the new rubrics simplified the grading process, although further calibration is required to harmonize scoring across different groups.

Yang, F.-C. (2026). **Factors influencing K–12 teachers' intention to adopt AI tools in teaching: Extending TAM with AI tool competence and school support.** *Education and Information Technologies*, 31(14), 6149-6183. <https://doi.org/10.1007/s10639-026-14040-x>

This study investigates the factors influencing K–12 teachers' intention to adopt AI tools in teaching by extending the Technology Acceptance Model with two contextual antecedents: teachers' AI tool competence and school support. Survey data from 218 in-service teachers in Taiwan were analyzed using partial least squares structural equation modeling (PLS-SEM). The findings indicate that AI tool competence and school support significantly shape perceived ease of use and perceived usefulness, which in turn predict behavioral intention. Perceived usefulness emerges as the stronger proximal predictor of intention, while AI tool competence most strongly influences perceived ease of use. The substantive pattern of relationships remains stable after accounting for key demographic characteristics. By incorporating teacher competence and institutional support into the TAM, this study provides a context-sensitive explanation of AI adoption in K–12 education and offers practical implications for school-level implementation.

Ying, J., & Briffett-Aktaş, C. (2026). **Including student voice in Chinese higher education classrooms: possibilities and challenges of practicing a student-led pedagogical method.** *Higher Education*, 92(2), 711-727. <https://doi.org/10.1007/s10734-024-01355-2>

In China, traditional classrooms are believed to be teacher-centred, and lecturer-student relations are of a relatively high-power distance. Recent trends have witnessed initiatives by Chinese educators to make classrooms more student-centred and to make lecturer-student interactions more equal. However, this process has been slow and challenging as different, even opposing pedagogical values, epistemological traditions, and understandings of lecturer and student roles and relationships collide. This may be demonstrated more vividly when non-Chinese international students and faculty encounter local Chinese faculty and students in Chinese higher education (HE). Drawing on interviews with a non-Chinese international lecturer who initiated a student-led pedagogical method called the student voice for social justice (SVSJ) method in a mainland Chinese university and with her students, we explore how the lecturer and her students understand and experience this pedagogical method. Our findings show that despite some discrepancies in the lecturer's and the students' understandings of the theoretical or philosophical underpinnings of SVSJ, they all regard it as a pedagogical method which empowers students and diversifies the knowledge base in classrooms, achieving the philosophical aims of (re)distribution of knowledge, recognition of 'the other' as valuable members of the classroom, and representation of groups in educational processes. Despite these promising possibilities, the challenges observed still require careful reflection on participants' social, cultural, and educational contexts when student-led pedagogies are implemented in Chinese classrooms or similar contexts.

Yu, S., & Smith-Mutegi, D. (2026). **Becoming an inclusive teacher across 'virtual and real' contexts: negotiating teacher identity through engagement with GenAI.** *Pedagogy, Culture & Society*, 34(5), 1321-1343. <https://doi.org/10.1080/14681366.2026.2668080>

This study explores how pre-service teachers construct and negotiate their professional identities as inclusive educators through interactions with generative AI across virtual and real-world teaching contexts. Drawing on ANT as a sociomaterial enactment of post-structural thinking, the research analyzes GenAI-mediated classroom designs, reflective writing, lesson plans, and interviews to trace how pedagogical values are articulated and translated across contexts. Findings show that GenAI-enabled design tasks functioned as performative spaces where participants envisioned inclusive, equity-centred learning environments. Yet these virtual ideals often met friction in lesson planning and practicum contexts, shaped by institutional norms, material constraints, and mentor expectations. Rather than abandoning their commitments, participants recalibrated their visions, reflecting critically, adapting to constraints, and navigating moments of affirmation and resistance. GenAI emerged as a sociomaterial, reflective actor that provokes ethical and affective dimensions of teacher identity formation in teacher education.

Zakaria, N. A. (2026). **Pédagogie universitaire : évaluer, former, réguler: dispositif d'évaluation des stagiaires en sciences de l'éducation.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/pedagogie-universitaire-evaluer-former-reguler/86649?srltid=AU7gw4VO52COTxMZ3k_SDJBeNUzkWXwFwflAszkXGQSe9WhF2xkd2rv7

Les modalités d'évaluation des stagiaires en sciences de l'éducation sont inhérentes à la pédagogie universitaire. Les accompagnateurs en stage s'interrogent actuellement sur la conception des dispositifs mis en œuvre pour évaluer les pratiques enseignantes en fin de parcours de licence. Nombreuses sont les réponses qui dépendent des techniques d'évaluation utilisées à

cet usage. Un dispositif bien organisé assure clairement ce processus et garantit l'intégration des acquis théoriques et pratiques dans l'évaluation. Dans cet ouvrage, des outils bien précis constituent la toile de fond d'une démarche évaluative, progressive et fonctionnelle. Cet ouvrage s'adresse à tous les enseignants et les formateurs qui évaluent les acquis des étudiants universitaires. Il s'adresse particulièrement aux accompagnateurs, maîtres de stage et superviseurs qui suivent les stagiaires en sciences de l'éducation, dans les contextes scolaires

Zapata, G. C., Tzirides, A. O. (Olnancy), Cope, B., Kalantzis, M., & Sears Smith, D. (2026). **GenAI-by-Design: a theoretically grounded, research-informed pedagogical framework for classroom practice and assessment in higher education.** *Pedagogy, Culture & Society*, 34(5), 1301-1320. <https://doi.org/10.1080/14681366.2026.2667388>

This paper introduces GenAI-by-Design, a theoretically grounded, research-informed pedagogical framework for integrating Generative AI (GenAI) into higher education instruction and assessment. Grounded in the pedagogy Learning by Design and UNESCO's AI Competency Framework for Students, the approach is also informed by results from mixed-methods studies conducted in graduate-level education programmes in the USA. Specifically, these studies explored the affordances and limitations of GenAI in providing formative feedback alongside human commentary. Initial findings revealed students' overwhelming preference for human feedback. Nevertheless, after implementing a calibrated AI system, perceptions shifted markedly. Student and instructor participants characterised GenAI as a valuable feedback source, welcoming its addition to formative assessment. Findings also pointed to development in students' AI literacy and critical engagement with GenAI tools. The framework operationalises these insights through scaffolded knowledge processes and competency progression, emphasising ethical, dialogic, inclusive, student-centred learning while safeguarding equity, transparency, and human agency in AI-supported learning ecosystems.

Zhu, F., Gao, M., Yang, R., Liu, Y., Yang, J., & Pi, Z. (2026). **Does praise reinforce or override smiling expressions? The interaction effects of instructors' facial expressions and praise in instructional videos.** *Education and Information Technologies*, 31(14), 5461-5485. <https://doi.org/10.1007/s10639-026-13989-z>

The absence of real-time interaction in instructional videos can contribute to emotional disengagement and perceived isolation, underscoring the need for more emotionally responsive instructional design. This study examined how two instructor-delivered emotional cues, facial expressions (smiling vs. neutral) and praise (present vs. absent), influence learners' emotions, attention, cognitive load, self-efficacy, and learning performance in asynchronous video-based instruction. A total of 121 undergraduate students were randomly assigned to one of four experimental video conditions, and gaze behavior was recorded using an EyeLink 1000 eye tracker. Results indicated that smiling facial expressions significantly increased learners' positive emotions and self-efficacy, whereas praise increased self-efficacy and reduced intrinsic cognitive load. Regarding attention, significant interaction effects between facial expressions and praise were observed for average fixation duration and blink rate, suggesting stronger attentional engagement when praise accompanied smiling expressions. Learning performance showed additive benefits on immediate tests, and the combined cue condition yielded the highest delayed performance, although the interaction effect was only marginal significant. These findings suggest that praise is more likely to reinforce, rather than override the benefits of instructors' smiling expressions in instructional videos, with the most consistent joint advantage observed in attentional engagement.

Relation formation-emploi

Caliari, P. (2026). **Représentations professionnelles du handicap et accompagnement vers l'emploi : Regards croisés entre éducation et insertion en Martinique.** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u92>

Cet article analyse les représentations professionnelles du handicap et les pratiques d'accompagnement des jeunes en transition école-emploi en Martinique, un territoire ultramarin encore peu étudié dans la littérature scientifique. S'appuyant sur une démarche qualitative, l'enquête repose sur dix entretiens semi-directifs menés auprès de professionnels issus des secteurs de l'éducation et de l'insertion. L'analyse thématique met en évidence des représentations ambivalentes du handicap, oscillant entre un ethos inclusif centré sur l'adaptation de l'environnement et une lecture plus déficitaire orientée vers l'employabilité immédiate. Les résultats montrent également que la coopération interprofessionnelle, bien que jugée essentielle par l'ensemble des acteurs, demeure faiblement institutionnalisée et repose largement sur des réseaux informels. Par ailleurs, plusieurs initiatives locales témoignent d'une inventivité professionnelle réelle, mais leur portée reste limitée en raison de l'absence de dispositifs structurants et des contraintes socio-économiques du territoire. L'étude souligne ainsi que l'inclusion en Martinique s'inscrit dans un contexte marqué par un marché du travail restreint, une faible densité d'acteurs spécialisés et une fragmentation institutionnelle, produisant des formes d'inclusion limitées par les contraintes structurelles du territoire. En documentant un contexte encore peu exploré, cette recherche contribue à une compréhension contextualisée des dynamiques inclusives et invite à renforcer les coopérations, soutenir les innovations locales et adapter les politiques publiques aux réalités ultramarines.

Delobbe, N., & Boer, C. de. (2026). **Les formations-emplois au prisme de la théorie de la socialisation organisationnelle.** *Savoirs*, 71(2), 99-108. <https://doi.org/10.3917/savo.071.0099>

Nous explorons dans cet article les apports et limites du cadre théorique de la socialisation organisationnelle pour comprendre les processus d'apprentissage en jeu dans les formations-emplois, caractérisées par une alternance des temps de formation en institution de formation et en situation réelle de travail. Largement étudiées comme espaces de socialisation professionnelle, ces formations contribuent en effet aussi à l'acculturation progressive des apprentis et stagiaires aux normes et valeurs de l'entreprise formatrice. En ce sens, elles peuvent constituer la première étape d'un engagement plus durable dans une organisation, à la croisée d'enjeux de formation et de gestion du personnel. Notre analyse s'appuie notamment sur trois études présentées dans le cadre de la journée Savoirs et menées sur des populations diversifiées, à savoir des jeunes en décrochage intégrant les Compagnons du Devoir, des étudiants entrant dans une prestigieuse école hôtelière et des alternants réalisant un stage en mobilité internationale.

Fleming, G. C., Richardson, A., Knight, D., Borrego, M., Deters, J., & Grote, D. (2026). **Synergistic organizational influences: how universities strategically prepare graduate students for industry, government, and non-profit careers.** *Higher Education*, 92(2), 883-903. <https://doi.org/10.1007/s10734-025-01553-6>

A majority of engineering postgraduate students (Master's and PhD) enter into jobs in industry, government, and non-profit organizations. However, most postgraduate programming is geared

toward careers in academia. Our study examines how universities prepare engineering postgraduate students for careers outside of academia. We draw on interview data with administrators across 11 institutions and leverage an existing framework for organizational influences to identify how institutions leverage their organizational characteristics, organizational culture, and/or management strategies to prepare engineering postgraduate students for these careers. The highest-impact efforts were those that synergistically leveraged at least two organizational influences, such as utilizing an industry advisory board to design career-relevant curricula. We conclude with recommendations for how institutions can help their students be prepared for these career sectors.

Hämäläinen, J., Marti, S., & Peneoasu, A.-M. (2026). **Doctoral collaboration with society: Drivers, success factors and ways forward.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4266> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://eua.eu/publications/reports/doctoral-collaboration-with-society-drivers-success-factors-and-ways-forward.html>

As doctoral education across Europe evolves in response to growing societal and economic challenges, collaboration with a wide range of societal partners is becoming increasingly important, while remaining rooted in research excellence. This report provides a comprehensive overview of how universities and doctoral candidates engage with societal partners in the private, public and non-profit sectors to co-create knowledge and strengthen the impact of doctoral research. To do so, it looks at what drives doctoral collaboration beyond academia and maps the wide range of collaborative approaches currently used across Europe. These span less intensive forms of engagement to more structured collaborations, including co-supervision, joint research activities and collaborative doctorates. Based on contributions from 22 EUA-CDE member institutions in 13 countries, this report reflects the Thematic Peer Group's discussions on key challenges, enabling conditions and success factors for effective collaboration. It also offers institutional perspectives on how doctoral collaboration can be developed through different stages: from creating favourable framework conditions and preparing partnerships to implementing collaboration and ensuring meaningful follow-up. The report findings cover the work and expertise of the group, a stakeholder survey capturing the perspectives of societal partners and insights from doctoral candidates pursuing collaborative doctorates, as well as thirteen good practice examples. As such, it may serve as a source of reflection and guidance for institutions wishing to build and further develop meaningful and well-structured doctoral partnerships beyond academia.

Ichimura, H., Sawada, Y., Takayasu, Y., & Tanaka, M. (2026a). **The Last or Lasting Samurai? The Impact of Secondary Education Expansion on Elite Attainment and Occupational Sorting after Japan's Meiji Restoration** (Working paper N° 18924). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18924>

When societies transition from hereditary to meritocratic systems, to what extent does educational expansion broaden access to elite positions and change inherited patterns of occupational sorting? We study Japan after the Meiji Restoration, which abolished samurai hereditary privileges in public-sector positions and modernized education. Exploiting cohort-specific discontinuities in access to secondary schooling created by the expansion of public secondary schools, we find that greater access increased elite attainment among both samurai and commoner families, but most additional elites entered sectors historically associated with

their family background. Many had non-elite fathers, indicating greater upward intergenerational mobility into elite status.

Ichimura, H., Sawada, Y., Takayasu, Y., & Tanaka, M. (2026b). **The Last or Lasting Samurai? The Impact of Secondary Education Expansion on Elite Attainment and Occupational Sorting after Japan's Meiji Restoration** (Working paper N° CIRJE-F-1280). Consulté à l'adresse CIRJE, Faculty of Economics, University of Tokyo website: <https://EconPapers.repec.org/RePEc:tky:fseries:2026cf1280>

When societies transition from hereditary to meritocratic systems, to what extent does educational expansion broaden access to elite positions and change inherited patterns of occupational sorting? We study Japan after the Meiji Restoration, which abolished samurai hereditary privileges in public-sector positions and modernized education. Exploiting cohort-specific discontinuities in access to secondary schooling created by the expansion of public secondary schools, we find that greater access increased elite attainment among both samurai and commoner families, but most additional elites entered sectors historically associated with their family background. Many had non-elite fathers, indicating greater upward intergenerational mobility into elite status.

Japitana, M. P. (2026). **Joint Alternative Program Scheme for Innovative Education: Basis of Curriculum Intervention Supplementing Onboard Training for Undergraduate Maritime Students.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 142-154. [https://doi.org/10.59324/ejahss.2026.3\(5\).13](https://doi.org/10.59324/ejahss.2026.3(5).13)

This study examined the viability of the Joint Alternative Program Scheme for Innovative Education (JAPSIE) as a curriculum-based intervention in maritime education to address the limited availability of Onboard Training (OBT) among undergraduate students in the Bachelor of Science in Marine Transportation (BSMT) and Bachelor of Science in Marine Engineering (BSMarE) programs. The framework addresses persistent constraints in shipboard deployment that delay graduation and hinder compliance with maritime education standards. Employing a mixed-methods sequential explanatory research design (QUAN→qual), quantitative baseline analysis of official Commission on Higher Education (CHED) 2024 Academic Data covering 127,810 students across 83 accredited Maritime Higher Education Institutions (MHEIs) was conducted first to determine nationwide deployment deficits. This was followed by a qualitative evaluation incorporating insights from 60 purposively selected maritime industry stakeholders to explain structural barriers and inform the design of targeted curriculum interventions for fourth-year students who were unable to secure OBT placements. Findings indicate generally favorable support for adopting structured shore-based alternatives as a practical response to OBT limitations, addressing the study's methodological gaps. Sequential integration confirms that quantitative capacity bottlenecks directly justify qualitative stakeholder consensus. It also examined compliance concerns raised by the European Maritime Safety Agency (EMSA), particularly in relation to Completed Classroom Instruction (CCI) capacity, prolonged program completion, and insufficient shipboard deployment. The proposed JAPSIE curriculum adopts an outcomes-based approach, ensuring that graduates acquire the necessary knowledge, technical competencies, professional values, and independence for shore-based maritime employment. The study concludes that JAPSIE can mitigate the annual deficit of approximately 26,201 maritime students across 83 institutions, supporting timely graduation and employability. Graduates may subsequently complete OBT when opportunities arise to fulfill licensure requirements.

Javier Julian Enriquez. (2026). **Assessing Critical Thinking and Ethics in Business Education: An Integrated Framework for Contemporary Labor Markets.**
<https://doi.org/10.13140/RG.2.2.18263.64169>

Khan, M., & Sen, I. (2026). **Soft skills and Youth Employment: Experimental Evidence from Bangladesh** (Working paper N° 2026-05). Consulté à l'adresse Centre for the Study of African Economies, University of Oxford website: <https://EconPapers.repec.org/RePEc:csa:wpaper:2026-05>

Soft skills are widely believed to matter for labor market success, but two questions remain central to their use in active labor-market policy: are they malleable beyond childhood, and can training in these skills improve employment outcomes? To address these, we evaluate CareerX, a one-month soft-skills and career-readiness program for university students in Bangladesh. Across 15 cohorts, 1,794 applicants were randomly assigned to an offer of training or a control group. One to two months after, training improves employment and paid employment by 7.3% and 6.7% in the treatment group. One year later, the estimated effect is similar in magnitude but less precisely estimated. An index of self-reported soft skills is 0.10 SD higher shortly after the program and remains higher, by 0.13 SD, one year later with larger gains in intrapersonal than interpersonal skills. Other measures such as CV quality, professional references and job-search planning and effort do not change detectably, a pattern consistent with improvements in soft skills contributing to the observed employment effects. The program is delivered at low marginal cost through group sessions and hybrid instruction at approximately USD 117 per additional attendee employed. Our results indicate that soft skills remain malleable at the point of labor market entry and that short programs can shift early employment outcomes at a cost well below comparable interventions.

Kim, S., Culbertson, M. J., Grodsky, E., Muller, C., & Warren, J. R. (2026). **Human capital and racial and ethnic gaps in mid-life labor market outcomes: Evidence from High School and Beyond 1980.** *Economics of Education Review*, 114, 102793. <https://doi.org/10.1016/j.econedurev.2026.102793>

We document the role of premarket human capital in explaining racial and ethnic income disparities in labor market outcomes for individuals from their late 20s to mid-50s. Using comprehensive measures of the human capital students possess at the end of high school—including scores on achievement tests in reading comprehension, vocabulary, and math, GPA—and detailed school context measures, we study Black-White and Hispanic-White gaps across various economic outcomes. We find that human capital at high school completion largely determines racial and ethnic differences in mid-life labor market outcomes, explaining up to 87% of gaps in some outcomes. Our analysis examines men and women separately to provide a comprehensive picture of how human capital relates to racial and ethnic disparities across genders. We find that human capital explains a larger proportion of Black-White income gaps for women (95%) than men (69%), with women's racial gaps primarily explained by test scores while men's gaps show greater contributions from educational attainment and school characteristics. Finally, we show that the Black-White income gap for this cohort widened from early career to mid-life, with the explanatory power of human capital increasing as people grew older. Our research extends previous literature by considering longer-term outcomes, employing comprehensive and refined human capital measures, and broadening the scope of racial and ethnic comparisons. These findings emphasize the critical and persistent role of human capital development in shaping long-term economic outcomes and racial and ethnic disparities,

reinforcing the need for targeted educational interventions to address persistent inequalities across the life course.

McGuinness, S., Kelly, L., Devlin, A., & Whelan, A. (2026). **Vocational education, earnings and job satisfaction in Europe.** *Education Economics*, 34(5), 710-730. <https://doi.org/10.1080/09645292.2025.2584065>

This paper examines the earnings and job satisfaction of Vocational Education and Training (VET) graduates in the European Union (EU) using two definitions of vocational education: a self-reported definition and a more specific definition that incorporates work-based learning. The incidence of third-level VET falls from 73% to 32% under the stricter definition. Across the EU, the returns to vocational and academic qualifications are comparable for upper secondary, post-secondary and tertiary qualifications. Earnings premia vary between countries, with VET generating higher returns in just under one-third of all EU-28 members. Additionally, third level VET graduates enjoy higher levels of job satisfaction.

Pennaforte, A. (2026). **Mobilité internationale des apprentis et socialisation primaire aux organisations : vers une socialisation multiple ?** *Savoirs*, 71(2), 89-97. <https://doi.org/10.3917/savo.071.0089>

Dans le cadre des formations-emplois, et particulièrement de l'apprentissage, les apprenants sont progressivement amenés à réaliser des périodes de mobilité longues (2 à 6 mois) à l'international pendant leur parcours d'apprentissage, aidés en cela par un cadre légal évolutif en France. Pendant ces périodes de mobilité, les apprenants sont accueillis dans des organisations à l'étranger et initient un processus de socialisation primaire et organisationnelle en développant des comportements proactifs de socialisation. S'appuyant sur le cadre théorique de la socialisation organisationnelle (Blau, 1964 ; Gouldner, 1960), cet article questionne en quoi ce cadre théorique appliqué aux nouveaux entrants – comportements proactifs de socialisation (Ashford et Black, 1996) et domaines de socialisation (Chao et al., 1994) – ne constituent pas un cadre totalement pertinent pour comprendre les multiples socialisations des apprentis lors de périodes de mobilité internationale au sein d'organisations. L'article, en se basant sur une recherche empirique menée auprès de 105 apprentis en 2024, vise à comprendre comment le cadre de la socialisation organisationnelle demeure utile mais insuffisant pour capter pleinement les multiples socialisations en cours dans le processus d'alternance incluant une période de mobilité. Cet article contribuera à comprendre les développements attitudeux et humains vécus par les étudiants lors de leur socialisation organisationnelle en formation-emploi au cours de leur période de mobilité internationale, proposera des pistes théoriques associées aux multiples socialisations en développement en période de mobilité, et enfin proposera des pistes pour de futures recherches.

Salgado, M., Díaz, M., Gamarra, C., & Núñez, J. (2026). **Uplifting mechanism or equalizing force? The expansion of higher education and its role in intergenerational mobility in Chile.** *Higher Education*, 92(2), 1031-1053. <https://doi.org/10.1007/s10734-025-01560-7>

Access to higher education in Chile has significantly expanded, driven by reforms to increase the inclusion of marginalized groups. However, its impact on intergenerational mobility remains uncertain. This study examines the extent to which higher education functions as an uplifting mechanism, raising occupational status across all social origins, or as an equalizing force, reducing the influence of parental background on the occupational outcomes of their offspring. Using unique survey data and a weighting technique to identify causal effects, the analysis

assesses intergenerational persistence and the mediating role of higher education, distinguishing between university and technical tracks. Findings indicate that university education significantly improves occupational status but does not substantially reduce intergenerational persistence, even for graduates who benefited from expanded financial access. In contrast, technical education has a stronger equalizing effect, particularly for individuals from lower socioeconomic backgrounds, though its impact has weakened with the recent massification of higher education. These results suggest that expanding access alone is insufficient to promote social mobility and may even weaken the equalizing role of technical tracks. The study contributes to the ongoing debate on higher education's role in socioeconomic mobility in Latin America and beyond.

Réussite scolaire

Ahimbisibwe, I., Carrell, S., & Lybbert, T. (2026). **Who Matters in College? Familiarity, Ability Signals, and Student Achievement** (Working paper N° 35728). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35728>

This study examines how social influences on academic performance evolve during transition to university when students encounter new social environments and publicly observable signals of academic ability. Using administrative data from a large, elite, and linguistically and culturally heterogeneous public university in Uganda and exploiting random assignment of students to dormitories, we examine how exposure to coethnic peers and peers with scholarship status affects academic performance. We find that greater exposure to peers from similar linguistic and cultural backgrounds improve academic achievement early in university, but these effects fade over time. In contrast, exposure to scholarship peers generates persistent gains in academic performance that increase in magnitude over time. Our setting allows us to distinguish between peers' underlying academic ability and publicly observable signals of ability since scholarship status is visible, while underlying academic preparation is not. We find that exposure to scholarship peers improves academic performance regardless of those peers' underlying ability, while exposure to high-ability peers without a scholarship signal has no detectable effect. These results suggest that students respond more strongly to observable signals of academic standing than to peers' underlying academic preparation. Taken together, our findings indicate that the sources of academic influence evolve over time.

Bartlett, S. (2026). **The Role of Maths, Science, and English/Welsh GCSE Attainment in Post-16 Subject Progression.** *British Journal of Educational Studies*, 74(4), 475-502. <https://doi.org/10.1080/00071005.2026.2631424>

This study investigates the predictive value of subject-specific attainment in GCSE maths, science, and English/Welsh language on AS-level outcomes across six universally popular subjects. Logistic regression models estimate the independent effects of prior attainment and school-factors on AS-level success based on administrative data from 8010 pupils in state-maintained schools in Wales. GCSE science attainment was a consistently strong predictor of success across both STEM and humanities subjects, suggesting broader academic utility than typically acknowledged. These findings challenge prevailing policy- and school-level emphasis on maths and English as the priorities for post-16 readiness, subsequently calling for a reconsideration of how 'core' subjects are conceptualised and prioritised within educational policy, performance metrics, and

school-level guidance. Additionally, the analysis revealed nuanced effects of school language medium and geography, with urban and English-medium schools generally associated with higher AS-level pass rates. Given the attrition between AS- and A-levels, the AS-level attainment focus provides critical insights into early post-16 educational progression not captured by an A-level focus. By focusing on Wales, a bilingual and rural context underrepresented in UK education research, the study contributes novel insights into subject progression, highlighting the need for more subject-specific approaches to educational planning and intervention.

Bassi, M., Besbas, B., Dinarte-Diaz, L., Ravindran, S., & Reynoso, A. (2026). **From Access to Achievement: The Primary School-Age Impacts of an At-Scale Preschool Construction Program in Highly Deprived Communities.** *American Economic Journal: Applied Economics*, 18(4), 242-275. <https://doi.org/10.1257/app.20240364>

We evaluate a large-scale public preschool construction program in deprived rural communities in Mozambique using a randomized controlled trial. The program increased preschool enrollment from 2 to 75 percent, improved primary school enrollment and progression, and led treated children to score higher in cognitive and social-emotional skills tests. Impacts were strongest among children of illiterate parents, in less poor households, and living near preschools. We provide evidence that preschool construction mediates later educational success at primary school age. We also detect increased parental investment in children and higher preschool enrollment for younger siblings. Finally, we estimate the program was implemented cost-effectively.

Behrer, A. P., Goodman, J., Goyer, J. P., & Park, R. J. (2026). **Air Pollution and Learning** (Working paper N° 35670). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35670>

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 (8–12 µg/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.

Bijou, N., Liouaeddine, M., & Bijou, M. (2026). **Unequal Starts: How Socioeconomic Status Shapes Child and Adolescent Learning Outcomes – International Insights from PISA 2018 and 2022.** *Child Indicators Research*, 19(5), 2675-2721. <https://doi.org/10.1007/s12187-026-10397-0>

This study examines how socioeconomic status is associated with educational inequalities in mathematics, science, and reading across Morocco, Singapore, France, Turkey, and Jordan, using PISA 2018 and 2022 data. The 2022 cycle was administered in a post-pandemic educational context, providing an opportunity to investigate socioeconomic inequality patterns across two independent cohorts. A two-level multilevel modeling framework estimated across ten plausible values following Rubin's Rules accounts for the

hierarchical structure of the data and examines both individual- and school-level determinants of academic performance. Socioeconomic background constitutes the primary factor associated with student achievement across all five countries and both cohorts. Inter-cohort comparisons reveal heterogeneous patterns: socioeconomic gaps appear wider in the 2022 sample in Singapore and Turkey, but narrower in Morocco, France, and Jordan, attributable to score compression at the upper end rather than genuine improvements among disadvantaged students. Gender effects are domain-specific. Furthermore, while institutional type's compound socioeconomic inequalities in Morocco, geographic location shows descriptive compounding trends without reaching structural significance. Finally, psychosocial factors including a counterintuitive negative association between life satisfaction and performance operate differently across contexts. These findings point to the multidimensional and self-reinforcing nature of educational inequality in Morocco, where individual, institutional, and psychosocial disadvantages are associated with compounding patterns.

Bongato, K. J. D., & Galache, A. S. (2026). **The Influence of Study Habits and Time Management on the Academic Achievement of Students Major in Social Studies.** *European Journal of Arts, Humanities and Social Sciences*, 3(5), 106-113. [https://doi.org/10.59324/ejahss.2026.3\(5\).10](https://doi.org/10.59324/ejahss.2026.3(5).10)

Academic achievement is often associated with students' study habits and time management skills. This study examined the combined influence of study habits and time management on the academic achievement of students majoring in Social Studies. A diagnostic research design was employed, and 140 respondents were selected through stratified random sampling. Multiple linear regression analysis revealed that only time management significantly predicted academic achievement, partially affirming the Self-Regulated Learning Theory. However, approximately 56% of the variance in academic achievement remained unexplained, suggesting the influence of other factors not included in the model. Future studies may employ qualitative or mixed methods approaches to identify additional variables that contribute to students' academic achievement.

Colognesi, S., Boonaert, V., & Wiertz, C. (2024). **The criterion-based rubric: Always a good assessment method? A comparison of different methods for evaluating paraverbal elements in the oral productions of 11–12-year-old students.** *Mesure et évaluation en éducation*, 47(spécial), 48-75. <https://doi.org/10.7202/1127301ar>

Cet article compare trois méthodes d'évaluation des aspects paraverbaux dans les productions orales : la méthode holistique absolue (note globale), la méthode analytique absolue (grille critériée) et la méthode holistique comparative (logiciel Comproved). Trois questions principales guident l'étude : 1) Quelle est la fiabilité inter-évaluateurs de chaque méthode ? 2) Quelle est la corrélation entre ces méthodes ? et 3) Quels écarts de notation observe-t-on entre elles ? Chaque méthode a été utilisée pour évaluer des productions orales sur des critères paraverbaux tels que l'intonation, le volume et les pauses. Les résultats révèlent que, contrairement aux attentes, la méthode holistique absolue présente la meilleure fiabilité interévaluateurs. Bien que des corrélations significatives existent entre les méthodes, des écarts de notation importants subsistent. Ces résultats remettent en question l'utilisation systématique des grilles critériées et montrent qu'il est crucial d'adapter les méthodes d'évaluation aux objectifs spécifiques, notamment pour les aspects paraverbaux des productions orales.

Declercq, E. (2026). **Et si l'analyse cognitive des émotions rendait les étudiant.e.s plus efficaces ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (81). <https://doi.org/10.4000/16u96>

La transition du lycée vers l'enseignement supérieur étant souvent délicate, nous avons conçu et dispensé des ateliers d'analyse cognitive des émotions pour accompagner des étudiant.e.s (n=43) de Bachelor Universitaire de Technologie en Génie Mécanique et Productique afin de leur redonner confiance en leur capacité à réussir. L'étude évalue l'évolution du sentiment d'efficacité personnelle (SEP) à l'aide du General Self-Efficacy Scale et des stratégies de régulation émotionnelle à partir du Questionnaire de Régulation des Émotions. Les analyses comparatives pré/post intervention montrent une évolution des différents profils de régulation émotionnelle. À la suite des ateliers, les étudiant.e.s adoptent davantage un mode de régulation émotionnelle de type réévaluation cognitive que suppression émotive. Le SEP s'accroît également, soulignant l'impact positif de ce dispositif sur les compétences psychosociales étudiantes.

García, A. J., Fong, C. J., Harper, K. L., & Peimani, P. (2026). **Campus Engagement and Climate-Based Factors Associated With Academic Achievement of Collegiate Athletes: A Meta-Analytic Investigation.** *The Journal of Higher Education*, 0(0), 1-29. <https://doi.org/10.1080/00221546.2026.2735777>

In the ever-evolving landscape of intercollegiate athletics, postsecondary institutions are increasingly committed to creating inclusive environments that enable collegiate athletes to thrive academically. Some of the influential factors shaping athletes' academic achievement may be their experiences of campus engagement and climate. Aggregating prior studies on college athletics, we conducted a meta-analytic synthesis of 58 studies (N = 60,105) to examine the quantitative associations linking campus engagement and climate factors with the academic performance of U.S. collegiate athletes. We categorized these factors into six constructs: campus climate and belonging, educational and student activities, faculty interactions, help- and resource-seeking, peer interactions, and racialized experiences. Our findings revealed statistically significant, positive correlations between college GPA and campus climate and belonging, educational and student activities, help- and resource-seeking, and faculty interactions. Moderator analyses identified differential patterns by publication status and athletic division. Our findings underscore the importance of inclusive campus environments and meaningful interactions in promoting academic achievement with sensitivity to diversity across institutional settings. We offer timely insights for scholar-practitioners seeking to develop equity-minded academic support structures that affirm collegiate athletes' intellectual capacities and foster integration within the broader campus community.

Garnier, P., Paquette, A., Rayna, S., Lafleur, T., Chantseva, V., & Lehrer, J. (2026). **Travailler à plusieurs pour la réussite des enfants/élèves en maternelle: Enseignantes et aides à la classe au Québec et en France.** *Spirale - Revue de recherches en éducation*, 78(2), 23-36. <https://doi.org/10.3917/spir.078.0023>

Notre recherche menée dans huit classes, maternelle 4 ans au Québec et moyenne section en France, permet d'analyser les rapports entre enseignantes et aides à la classe en étudiant à la fois leurs différents cadres institutionnels et organisationnels et leurs relations et pratiques au sein des classes. Elle montre que différents rapports entre ces personnels sont à l'œuvre selon que la «réussite» des enfants/élèves est pensée en termes d'intervention pédagogique et d'apprentissages scolaires, comme c'est le cas

en France, ou de manière plus globale au Québec où la maternelle 4 ans représente la première année d'un cycle préscolaire. En outre, la hiérarchie socio-institutionnelle entre personnels y semble moins explicite qu'en France où elle dépend aussi du contexte local. Dans l'ensemble, ces rapports reposent moins sur des expertises professionnelles distinctes que sur une assistance aux enseignantes qui demande des compétences analogues et s'appuie sur des liens interpersonnels.

Gentaz, É. (Éd.). (2026). **Langage, cognition et apprentissages : regards croisés sur le développement de l'enfant et la réussite scolaire de la maternelle au collège**. ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant, (202). Consulté à l'adresse <http://www.anae-revue.com/>
DERNIERES PUBLICATIONS

Goldman, B., Gracie, J., & Porter, S. (2026). **When Resources Meet Relationships: The Returns to Personalized Supports for Low-Income Students** (Working paper N° 35740). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35740>

Children from low-income families face barriers outside the classroom that impede learning and limit opportunities for economic mobility. We study Communities In Schools (CIS), a program that places coordinators in high-poverty schools to connect struggling students with personalized support. Coordinators match students to resources that address academic, behavioral, and basic needs—such as tutoring, mental health counseling, and housing stabilization. CIS is the largest program of its kind in the U.S., reaching 2 million students annually. Using the staggered rollout of CIS, we find that the program boosts test scores for struggling students. These gains persist, raising high school completion and adult earnings. Improvements in test scores explain only about half of CIS's impact on high school graduation; the remainder reflects progress on non-cognitive outcomes such as attendance and behavior. Consistent with CIS's emphasis on personalization, coordinators tailor services to distinct student needs, yet students with different needs experience comparable long-run gains. Placing a trusted adult in schools, backed by a network of programs and services, may offer a scalable way to improve economic mobility.

Goodman, J., & Nitkin, S. (2026). **Kumon Up: Private Tutoring Centers and Student Achievement** (Working paper N° 18905). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18905>

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.

Guzman, M., McGuinness, S., & Turner, L. J. (2026). **The Influence of Mega Universities on college competition and outcomes.** *Economics of Education Review*, 114, 102688. <https://doi.org/10.1016/j.econedurev.2025.102688>

Just 16 Mega Universities (MUs) collectively enroll 5 percent of all undergraduate and over 10 percent of graduate students in the U.S., yet little is known about how these predominantly online institutions fit into the postsecondary education landscape. We leverage new data covering the universe of federal student aid applicants to describe students served, degrees and geographic specializations, and student outcomes at MUs. MU enrollment is concentrated in the rural south, mid-Atlantic, and southwest, where up to 20 percent of federal higher education aid recipients attend MUs. MUs compete broadly with other open-access institutions and specialize in fields like business, computer and information sciences, and homeland security. MU students have lower average completion rates and leave with higher average student loan debt compared to students at "competitor" schools, defined using preferences indicated through federal aid applications. For undergraduate students on the margin of MU enrollment, completion rates tend to be lower and both student loan take-up and default higher compared to demographically similar peers with identical college preferences who enroll in other institutions, though heterogeneity exists across individual MUs.

He, M., Li, C., Jiang, X., & Cao, L. (2026). **Efficacy testing and design strategies for animated micro-lectures in civic education: an empirical study based on EEG data.** *Education and Information Technologies*, 31(14), 5827-5856. <https://doi.org/10.1007/s10639-026-14018-9>

Civic education is a core component of the university curriculum, designed to shape students' values and civic literacy. Its abstract and theoretical nature makes it difficult to sustain student attention, limiting instructional effectiveness under conventional approaches. To explore innovative, evidence-informed teaching strategies, this study used electroencephalography (EEG) to empirically examine the impact of animated micro-lectures on civic education outcomes. Sixty second-year undergraduate students majoring in Chinese Language and Literature at a university in Western China participated in the study. The instructional content centered on the theme "Ideals, Beliefs, and Civic Responsibility." We developed a multidimensional evaluation framework that integrated real-time EEG-based attention monitoring, standardized achievement tests, and validated questionnaires assessing learning interest and perceived acceptability. Three quasi-experimental designs were conducted to compare: (1) animated micro-lectures versus recorded video micro-lectures, and (2) the differential effects of specific design features —namely, textual elements (e.g., color highlighting, subtitle presence/absence) and visual elements (e.g., inclusion of animated characters, background type). Results showed that animated micro-lectures achieved significantly better teaching effects than recorded video micro-lectures: attention levels increased by 16.6%, learning achievement scores improved by 17.2%, and students reported markedly higher levels of learning interest and instructional acceptability. With respect to textual design, color highlighting significantly enhanced attention allocation, whereas the presence of subtitles had no significant effect on either attention or learning performance. Regarding visual design, incorporating animated characters showed a non-significant trend toward increased attention, while the background type had no statistically significant effect. Overall, these findings indicate that scientifically designed animated micro-lectures based on cognitive principles can substantially enhance the efficacy of civic education instruction. The study thus provides multi-method, empirically

derived evidence grounded in EEG-based measures of attention and behavioral data, along with concrete, actionable design principles to support pedagogical reform in value-oriented courses in higher education.

Kavak, O., & Sakız, H. (2026). **Aspects of refugee students' financial path to academic achievement in higher education.** *International Journal for Educational and Vocational Guidance*, 26(2), 1093-1118. <https://doi.org/10.1007/s10775-025-09732-8>

This study examined the relationships between financial aspects—scholarships, student loans, salary, and household income—and academic achievement of 931 refugee students enrolled in Turkish universities. Employing structural equation modeling, it explored the mediating roles of work motivation and financial literacy in the relationship between financial aspects and academic achievement. Findings revealed that scholarship and salary directly predicted academic achievement, the influence of student loan and household income varied, and work motivation and financial literacy mediated the relationships between financial aspects and academic achievement. Findings highlight the financial dynamics affecting refugee students, providing implications for policy and career guidance.

Liu, T. (2026). **Smart campus ecosystems: integrating IoT and AI for efficient educational administration and student support services.** *Education and Information Technologies*, 31(14), 5649-5670. <https://doi.org/10.1007/s10639-026-14017-w>

Despite the rapid expansion of smart campus ecosystems, the majority of the literature is still focused on administrative efficiency. The current study was carried out with the aim of examining the effectiveness of the implementation of the open student-engaged smart campus model with the integration of the Internet of Things, artificial intelligence, and learning analytics in terms of academic performance and psychological outcomes in the higher education sector. A randomized two-group pretest-posttest study was carried out with the participation of 160 biology department undergraduate students (80 in the experimental group and 80 in the control group). Academic performance was evaluated using the biology examination scores of the students. Anxiety and well-being were monitored using the GAD-7 scale and the WHO-5 scale, respectively. The study revealed that the students in the experimental group showed higher academic performance (81.21), lower anxiety (7.79), and higher well-being (18.79) compared with the control group (76.16, 9.89, and 11.11, respectively). The study revealed significant effects of the implementation of the smart campus model in terms of academic performance, anxiety, and well-being using repeated-measures ANOVA. The study revealed that the implementation of the smart campus model is more effective with the involvement of the students in the governance structure of the university, where they can inspect the outputs of the system and understand the application of AI in the analytics process.

Mira, C. (2026, septembre 28). **C'est quoi, réussir sa première année post-bac ?** <https://doi.org/10.64628/AAK.a57vrhy3d>

Le décrochage universitaire est-il avant tout un problème individuel ou plutôt une préoccupation financière pour l'État ?

Rousselle, P., & Vigneau, F. (2025). **La maîtrise de la langue, facteur différentiel de la réussite universitaire.** *Revue des sciences de l'éducation*, 51(2). <https://doi.org/10.7202/1127585ar>

Les différences individuelles quant à la réussite universitaire sont associées à diverses variables identifiées par la recherche : résultats scolaires antérieurs, intelligence, personnalité, aptitudes. Un modèle structurel des relations entre ces variables est proposé et son ajustement testé à l'aide des données de 320 personnes inscrites à une université de langue française en milieu minoritaire. Les résultats obtenus précisent la taille des relations entre les variables retenues. Ils montrent également que la maîtrise de la langue d'enseignement est fortement liée à la réussite universitaire et que son rôle dans la prédiction de cette dernière reste important en présence des autres variables de prédiction.

Sotherland, N., & Stange, K. (2026). **The role of individual institutions in creating effective and efficient transfer pathways from community college to bachelor's degree.** *Economics of Education Review*, 114, 102770. <https://doi.org/10.1016/j.econedurev.2026.102770>

Community colleges potentially offer a cost-effective path to earning a bachelor's degree, though this path is bumpy for many students. This paper investigates how transfer pathways could be improved, with a focus on the role of specific institutions. We study the universe of all new undergraduates in the U.S. that receive Federal student aid tracked across all institutions for eight years. We first find that BA aspirants that start at a community college are 21.6 percentage points less likely to earn a BA within eight years of first enrolling than similar students who start directly at a public four-year college, though they accumulate \$3400 less loan debt to do so. Community college thus offers a lower cost, but less certain path to BA completion. We then use the large number of cross-institution transfers occurring in the US student population to identify the contribution of individual institutions to these patterns while also controlling for unobserved student factors by estimating a student and institution fixed effects model. We find substantial variation in the estimated impacts of enrolling at individual institutions on students' persistence and debt accumulation; however, the difference in persistence effects between the public two- and four-year sectors is insufficient to explain the entirety of gap in their BA completion rates. Increasing all two-years' persistence effects by 1 standard deviation would only increase the BA completion rate by 3.8 percentage points. We conclude that feasible improvements in individual community colleges' ability to get students to persist, in isolation, are unlikely to bring meaningful pathway improvement. Rather, the creation of stronger and more effective pathways between specific two- and four-year institutions is likely to generate greater increases in BA degree attainment.

Wang, W.-S., Lin, C.-J., Huang, Y.-M., & Wu, T.-T. (2026). **Boosting self-directed learning in virtual reality: the role of gpt-driven feedback for low achievers.** *Education and Information Technologies*, 31(14), 5423-5459. <https://doi.org/10.1007/s10639-026-14015-y> Virtual reality (VR) can foster self-directed learning (SDL), yet traditional feedback in self-directed VR (SDVR) environments often fails to provide timely and individualized support, particularly for average and low achievers. Recent advancements in GPT-based assistants may offer adaptive, real-time feedback to address these limitations. This study employed a stratified randomized controlled design with 83 undergraduates (experimental n = 42; control n = 41) enrolled in an embedded-AI VR course. Learners completed SDVR units on embedded-AI hardware and block-based programming, followed by two hands-on tasks (EAI assembly and EAI programming). Primary outcome measures included SDL abilities, learning motivation, cognitive levels, and hands-on

performance. Compared with traditional feedback, GPT-based feedback was associated with higher post-test SDL, motivation, cognitive level, and hands-on scores, with the most substantial gains observed among average and low achievers (LAs). The GPT-based feedback showed significant main effects across all outcomes ($p < .001$), explaining a substantial portion of the variance in cognitive level ($\omega^2_{\text{cognitive}} = 0.397$), SDL abilities ($\omega^2_{\text{SDL}} = 0.299$), and motivation ($\omega^2_{\text{motivation}} = 0.397$), representing large effect sizes. These findings demonstrate that integrating GPT-based adaptive feedback into SDVR environments provides timely and personalized support that enhances SDL, motivation, and higher-level cognitive and practical performance, particularly for learners with weaker prior achievement. The study highlights the potential of generative AI to support more personalized and equitable learning in immersive VR settings.

Xia, Y., Zhang, A., Wang, W., & Wen, M. (2026). **In Case You Were Wondering: Long-Term Peer Effects of Curiosity on Educational Attainment** (Working paper N° 1818). Consulté à l'adresse [Global Labor Organization \(GLO\) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1818](https://EconPapers.repec.org/RePEc:zbw:glodps:1818)

Curiosity motivates learning yet has rarely been studied in economics. Using random assignment to classrooms in the first year of middle school, we document persistent and long-term effects of peer curiosity that extend into early adulthood. A 10- percentage-point increase in the share of highly curious peers raises higher education enrollment by 4.7 percentage points after seven years, against a baseline rate of 68 percent, with gains concentrated in four-year bachelor's programs. Exploratory analyses point to higher aspirations, better time management, and greater parental investment as plausible mechanisms. These results suggest that curiosity generates lasting social returns.

Yoo, C. (2026). **Baseline Depressive Symptoms and Happiness as Predictors of Self-Reported Academic Achievement Trajectories among South Korean Adolescents.** *Child Indicators Research*, 19(6), 3219-3245. <https://doi.org/10.1007/s12187-026-10421-3>

This study examines whether baseline depressive symptoms and happiness predict trajectories of self-reported academic achievement among adolescents. Using five-year longitudinal data from the Korea Children and Youth Panel Survey (N = 2,471), we conducted latent class growth analysis to identify distinct trajectory patterns of self-reported academic achievement from 7th through 11th grade (2018–2022). We then examined whether depressive symptoms and happiness measured at baseline predicted membership in these trajectory groups, adjusting for gender, parental education, household income, urbanicity, parenting styles, peer support, and study time. Three distinct trajectories emerged: high-decreasing (29.3%), mid-gradually decreasing (59.4%), and low-U-shaped (11.3%). Higher baseline depressive symptoms predicted membership in the mid-gradually decreasing (OR = 1.47) and low-U-shaped (OR = 1.85) groups relative to the high-decreasing group, whereas happiness showed no significant associations. Household income, peer support, and time spent in private tutoring and self-study also differentiated trajectory groups, and the depressive-symptom associations were robust to these adjustments. These findings highlight the importance of considering mental health alongside socioeconomic and behavioral contexts in understanding adolescents' academic self-perceptions, and provide insights for educators and policymakers developing targeted interventions.

Yu, L. (2026). **Comprendre la réussite étudiante.** Consulté à l'adresse <https://hal.science/hal-05772032>

Zhong, J. (2026). **Early Grade Retention Harms Adult Earnings.** *American Economic Journal: Applied Economics*, 18(4), 276-308. <https://doi.org/10.1257/app.20230121>

This paper provides new causal evidence on the effects of grade retention on educational attainment, behavioral outcomes, and labor market performance by analyzing Texas's reading test-based retention policy. Using a fuzzy regression discontinuity design, I find that third-grade retention significantly reduces annual earnings at age 26 by \$3,477 (19 percent). While temporarily improving test scores, retention increases absenteeism, violent behavior, and juvenile crime, and reduces the likelihood of high school graduation. Moreover, retained students exhibit higher community college enrollment but lower public university attendance, though neither estimate is statistically significant.

Zhu, F., Gao, M., Yang, R., Liu, Y., Yang, J., & Pi, Z. (2026). **Does praise reinforce or override smiling expressions? The interaction effects of instructors' facial expressions and praise in instructional videos.** *Education and Information Technologies*, 31(14), 5461-5485. <https://doi.org/10.1007/s10639-026-13989-z>

The absence of real-time interaction in instructional videos can contribute to emotional disengagement and perceived isolation, underscoring the need for more emotionally responsive instructional design. This study examined how two instructor-delivered emotional cues, facial expressions (smiling vs. neutral) and praise (present vs. absent), influence learners' emotions, attention, cognitive load, self-efficacy, and learning performance in asynchronous video-based instruction. A total of 121 undergraduate students were randomly assigned to one of four experimental video conditions, and gaze behavior was recorded using an EyeLink 1000 eye tracker. Results indicated that smiling facial expressions significantly increased learners' positive emotions and self-efficacy, whereas praise increased self-efficacy and reduced intrinsic cognitive load. Regarding attention, significant interaction effects between facial expressions and praise were observed for average fixation duration and blink rate, suggesting stronger attentional engagement when praise accompanied smiling expressions. Learning performance showed additive benefits on immediate tests, and the combined cue condition yielded the highest delayed performance, although the interaction effect was only marginal significant. These findings suggest that praise is more likely to reinforce, rather than override the benefits of instructors' smiling expressions in instructional videos, with the most consistent joint advantage observed in attentional engagement.

Valeurs

Amilhat, C. (2025a). **Les jeunes face à l'éducation à la citoyenneté : un intérêt prononcé pour une discipline singulière.** *Revue des sciences de l'éducation*, 51(2). <https://doi.org/10.7202/1127587ar>

Cet article vise à comprendre les représentations que les jeunes Français se font de l'éducation à la citoyenneté et leurs effets sur le développement des compétences civiques. À partir de l'analyse qualitative et quali-quantitative d'entretiens avec une cinquantaine d'élèves et d'observations de cours d'éducation à la citoyenneté, nous montrons que les jeunes expriment un intérêt fort à s'engager dans l'apprentissage de cette discipline doublement singulière par

son caractère non formel et par les sujets politiques et civiques qui y sont abordés. Les résultats conduisent à réinterroger plus largement le rapport des jeunes à la politique.

Amilhat, C. (2025b). **Les jeunes face à l'éducation à la citoyenneté : un intérêt prononcé pour une discipline singulière.** *Revue des sciences de l'éducation*, 51(2).
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Arold, B. W., Monteiro, A. A., & Yannelis, C. (2026a). **The Long Term Effects of School Prayer** (Working paper N° 12979). Consulté à l'adresse CESifo website:
<https://EconPapers.repec.org/RePEc:ces:ceswps:12979>

This paper studies whether school prayer and Bible reading affect adult beliefs and behavior. We exploit the U.S. Supreme Court's early-1960s school-prayer decisions, which removed these practices only from states where they were still legal. Linking this state-by-cohort variation to adult outcomes in the General Social Survey, we estimate the long-run effects of removing school prayer on religiosity, family formation, labor market outcomes, gender attitudes, and social views. The abolition of school prayer lowers adult religiosity; reduces marriage and fertility; increases employment; and shifts gender and selected social attitudes in a less traditional direction. The employment effect is driven by women, and may operate partly through decreased full-time homemaking and less traditional gender roles. A decomposition indicates that school prayer bans explain more than half the decline in American religious attendance, and roughly one quarter of the decline in fertility and rise in female labor force participation. The findings show that even brief daily devotional practices in childhood can shape adult beliefs, family life, and economic behavior.

Arold, B. W., Monteiro, A. A., & Yannelis, C. (2026b). **The Long Term Effects of School Prayer** [Working paper]. Consulté à l'adresse Faculty of Economics, University of Cambridge website:
<https://EconPapers.repec.org/RePEc:cam:camdae:2673>

This paper studies whether school prayer and Bible reading affect adult beliefs and behavior. We exploit the U.S. Supreme Court's early-1960s school-prayer decisions, which removed these practices only from states where they were still legal. Linking this state-by-cohort variation to adult outcomes in the General Social Survey, we estimate the long-run effects of removing school prayer on religiosity, family formation, labor-market outcomes, gender attitudes, and social views. The abolition of school prayer lowers adult religiosity; reduces marriage and fertility; increases employment; and shifts gender and selected social attitudes in a less traditional direction. The employment effect is driven by women, and may operate partly through decreased full-time homemaking and less traditional gender roles. A decomposition indicates that school prayer bans explain more than half the decline in American religious attendance, and roughly one quarter of the decline in fertility and rise in female labor force participation. The findings show that even brief daily devotional practices in childhood can shape adult beliefs, family life, and economic behavior.

Carattini, S., Giustinelli, P., & Veronesi, M. (2026). **Climate Change in the Classroom** (Working paper N° 2026-008). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://EconPapers.repec.org/RePEc:hka:wpaper:2026-008>

Knowledge gaps and biased beliefs concerning both climate change and climate policy represent major obstacles to the decarbonization process. Climate education may offer a scalable solution to address such obstacles. In the context of a national reform of the school curriculum in Italy, we implemented a nationwide field experiment, training thousands of secondary school teachers across thousands of schools using a staggered design. Our intervention, a comprehensive course on climate change and climate policy, goes beyond the light-touch interventions typical in the literature. Using extensive survey data, we examine how training affects teachers' knowledge, beliefs, attitudes, behaviors, and policy preferences and, in turn, those of students. Our study highlights important initial knowledge gaps and biased beliefs about climate change among teachers and students, and provides evidence that climate education can address them at scale. Following our intervention, teachers and students also reconsider their support for climate policies.

Dokhan-Vallade, D. (2026). **Victor Hugo à Joséphine Baker: que nous enseignent les noms de lycées?** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/de-victor-hugo-a-josephine-baker-que-nous-enseignent-les-noms-de-lycees/86559?srsId=AU7gw4XVvSe2Shmig7yLqZMFyoL68QXkwXVY5jZPxP93Gu7VHHhRPADk>

Lycée, j'écris ton nom. Comment se décide l'attribution des noms de lycées ? Quel palmarès ? Quel est le rapport hommes-femmes ? Architectes, médecins, politiques, scientifiques, artistes, écrivains... quels sont les secteurs les plus représentés, sur l'ensemble du territoire, mais aussi dans chaque académie ? Des établissements portent également des noms de lieux, quelles géographies, quels paysages suggèrent-ils ? L'appellation ou la débaptisation peuvent susciter d'innombrables polémiques, nous en avons relaté certaines. Indéniablement, les noms de lycées offrent une peinture de la France, des valeurs qu'elle prône à travers ses hommes et ses femmes honorés. Fruit d'un travail de recherches approfondies, cet ouvrage est le premier à traiter des dénominations. Très documenté, il apporte un regard passionnant et surprenant.

Doucet, A. (2026). **Enseignement et IA : défendre l'humain au coeur de l'éducation** (p. 42). Consulté à l'adresse Education International website: <https://www.ei-ie.org/fr/item/32620:enseignement-et-ia-defendre-lhumain-au-coeur-de-leducation>

Across the world, Civil Society Organizations (CSOs) are turning to digital technologies, transparency portals, monitoring platforms, and whistleblower systems, to increase transparency and accountability in education. This study evaluates their efforts to shed a light on the financing and management of education systems. Drawing on a comprehensive desk review, survey data, and seven mini case studies, it explores how CSOs are using information and communication technologies (ICTs) to prevent, detect, and address corruption in education. Building on the experience of Education Out Loud grantees, it examines their successes and setbacks – from the use of innovative citizen-engagement tools to challenges caused by digital divides, funding constraints, and political resistance. The study outlines pathways forward, emphasizing inclusive, user-centred digital design, investment in technical and cybersecurity skills, strong data and ethical safeguards, and the integration of ICTs into broader anti-corruption strategies. It calls on education authorities to strengthen enabling legal frameworks, expand access to education

data, support sustainable financing, and foster partnerships – offering evidence-based insights to harness digital innovation in support of more transparent and accountable education systems.

Evans, C. (2026). **The ethics of love and care in higher education: Perspectives of students with care experience.** *Higher Education*, 92(2), 1093-1107. <https://doi.org/10.1007/s10734-025-01563-4>
Despite decades of widening participation agendas in UK higher education (HE) policy, students with experience of the care system remain substantially under-represented in HE in England and Wales and are more likely to drop-out of university early. Universities in England and Wales now provide a range of mechanisms to support care experienced students, including financial and practical support. However, less emphasis has been placed on the relational dimension of provision, namely social and emotional support. This omission is striking given the importance of caring, reliable and empathetic relationships in care experienced young people's lives. Drawing on the voices of care experienced (CE) students and graduates, this paper reveals that relationships characterised by love and care were crucial to students' experiences of university and retention in it. However, these kinds of relationships were seldom found in the formal mechanisms of support at university, but were more often embedded in relationships with friends, partners, foster carers or professionals outside of HE. Implications for HE policy and practice are discussed, including how a relational dimension of HE may support the engagement and retention of some of the most vulnerable students in HE in the UK and internationally.

Fernández-Espinosa, V., Redondo-corcobado, P., & Velázquez Gil, M. (2026). **Differences Between Teachers' and Parents' Perspectives on Character Education in Schools in the Community of Madrid.** *British Journal of Educational Studies*, 74(4), 557-583. <https://doi.org/10.1080/00071005.2025.2607350>

This study analyses the differences and similarities between the perspectives of teachers and parents in the Community of Madrid regarding Character Education (CE) in schools. Using a mixed-methods design combining quantitative questionnaires and an open-ended question, data were collected from 444 teachers and 1020 parents. The results reveal a highly positive evaluation of CE by both groups, who agree on its importance for students' holistic development and its positive influence on academic performance. However, differences emerged regarding the attribution of responsibility, the prioritisation of virtues, and the perceived importance of CE compared to academic achievement. Additionally, few parents expressed concerns about potential ideological bias in the implementation of CE. The study concludes by highlighting the need for an educational alliance between teachers and parents grounded in shared language and co-responsibility, and the importance of revaluing relational virtues such as compassion to foster more inclusive and just educational communities.

Gupta, A., Garcia Moreno, V., & Kheyfets, I. (2026). **Climate Change and Education Systems in Mexico: Impacts and Policy Priorities.** <https://doi.org/10.1596/45552>

Climate change is increasingly shaping education outcomes in Mexico, while education systems remain central to enabling climate adaptation and mitigation. This paper examines the relationship between climate risks and education through a systems lens, combining evidence on impacts with an analysis of policy frameworks and implementation constraints. Drawing on administrative data, geospatial analysis, and existing empirical studies, it shows that hydrometeorological shocks such as floods and extreme rainfall disrupt schooling continuity, damage infrastructure, and generate persistent learning losses, with disproportionate effects in high-marginality regions. Despite a comprehensive policy framework linking climate change,

disaster risk management, and education, implementation remains uneven. Climate-related disruptions are often treated as administrative issues rather than systemic risks, and coordination across institutions remains partial. Constraints related to institutional fragmentation, financing, alignment of skills systems with labor market demand, and limited implementation capacity reduce the effectiveness of policy efforts. The paper identifies priority pathways to strengthen climate-responsive education systems, focusing on risk-informed planning, teacher capacity, curriculum integration, and alignment of green skills with regional demand. Strengthening these system functions can improve the resilience of education systems while enhancing their contribution to long-term climate adaptation and low-carbon development.

He, M., Li, C., Jiang, X., & Cao, L. (2026). **Efficacy testing and design strategies for animated micro-lectures in civic education: an empirical study based on EEG data.** *Education and Information Technologies*, 31(14), 5827-5856. <https://doi.org/10.1007/s10639-026-14018-9>

Civic education is a core component of the university curriculum, designed to shape students' values and civic literacy. Its abstract and theoretical nature makes it difficult to sustain student attention, limiting instructional effectiveness under conventional approaches. To explore innovative, evidence-informed teaching strategies, this study used electroencephalography (EEG) to empirically examine the impact of animated micro-lectures on civic education outcomes. Sixty second-year undergraduate students majoring in Chinese Language and Literature at a university in Western China participated in the study. The instructional content centered on the theme "Ideals, Beliefs, and Civic Responsibility." We developed a multidimensional evaluation framework that integrated real-time EEG-based attention monitoring, standardized achievement tests, and validated questionnaires assessing learning interest and perceived acceptability. Three quasi-experimental designs were conducted to compare: (1) animated micro-lectures versus recorded video micro-lectures, and (2) the differential effects of specific design features—namely, textual elements (e.g., color highlighting, subtitle presence/absence) and visual elements (e.g., inclusion of animated characters, background type). Results showed that animated micro-lectures achieved significantly better teaching effects than recorded video micro-lectures: attention levels increased by 16.6%, learning achievement scores improved by 17.2%, and students reported markedly higher levels of learning interest and instructional acceptability. With respect to textual design, color highlighting significantly enhanced attention allocation, whereas the presence of subtitles had no significant effect on either attention or learning performance. Regarding visual design, incorporating animated characters showed a non-significant trend toward increased attention, while the background type had no statistically significant effect. Overall, these findings indicate that scientifically designed animated micro-lectures based on cognitive principles can substantially enhance the efficacy of civic education instruction. The study thus provides multi-method, empirically derived evidence grounded in EEG-based measures of attention and behavioral data, along with concrete, actionable design principles to support pedagogical reform in value-oriented courses in higher education.

Ibrahim, B., Tayşir, N. K., & Görener, A. (2026). **Exploring the intentions of Generation Z to pursue environmental and green careers.** *International Journal for Educational and Vocational Guidance*, 26(2), 1005-1026. <https://doi.org/10.1007/s10775-025-09751-5>

As global environmental concerns intensify, understanding the career motivations of sustainability-minded youth has become increasingly important. This study extends the theory of planned behavior (TPB) to investigate the factors influencing green job pursuit intention (GJPI)

among Generation Z. Specifically, it incorporates perceived environmental responsibility (PER) and expected treatment as theoretical extensions to enhance explanatory power. Using a sample of 292 participants, the study examines how PER influences attitudes (ATT), subjective norms (SN), perceived behavioral control (PBC), and ultimately GJPI. Structural equation modeling (AMOS) and SPSS are employed for data analysis. Results reveal that PER significantly predicts ATT and PBC, which, along with SN, are positively associated with GJPI. Additionally, ATT and PBC mediate the relationship between PER and GJPI, while expected treatment moderates the effect of PER on ATT.

Javier Julian Enriquez. (2026). **Assessing Critical Thinking and Ethics in Business Education: An Integrated Framework for Contemporary Labor Markets.**
<https://doi.org/10.13140/RG.2.2.18263.64169>

Jermstad, L. K. (2026). **The Ethics of University Futures: Leadership in Higher Education.** *Educational Theory*, 76(5), 578-596. <https://doi.org/10.1111/edth.70107>

Universities today face accelerating instability, shaped by audit cultures, performance metrics, and constant pressures for adaptation. Leadership is often framed in managerial terms of strategic control and technical problem-solving, yet such models risk obscuring the ethical responsibility that sustains institutional life. This article develops an alternative account of leadership as a hermeneutic-ethical practice. Drawing on Paul Ricoeur's conception of narrative identity, I argue that leaders are responsible for holding together the idem of institutional continuity with the ipse of transformation and promise. Leadership is not exhausted by decision-making but entails the narrative labor of keeping faith with an institution's story while opening it to new possibilities. Hannah Arendt's reflections on responsibility and judgment further deepen this account by highlighting the plurality and contestability of institutional narratives. The article concludes by proposing leadership as a practice of narrative responsibility: sustaining coherence while remaining open to critique, plurality, and renewal.

Jin, H. (2026). **Education Beyond the Program: Exploring the Eventive Possibilities of Education.** *Educational Theory*, 76(5), 655-672. <https://doi.org/10.1111/edth.70104>

Modern education has often been criticized for reducing teaching and schooling to a matter of "program." Critiques of this programmatic approach to education come from a variety of perspectives with a wide range of underlying reasons. This article presents a perspective that might contribute to the prevailing ways of theorizing about how education could be taken beyond the program: namely, a deconstructionist perspective derived from the work of American philosopher and theologian John D. Caputo. This article begins with a discussion of the relation between the program of education and the "name" of education by posing the question: can a program of education (ever) be worthy of its name? The answer I give, in short, is "no." Next, I engage with the question of the ontological status of the program and argue that there is, properly or ontologically speaking, nothing beyond the program. The two sections that follow discuss how education could go beyond the program of being and becoming on the one hand, and the program of education itself on the other. Overall, I present and argue for a Caputo-inspired deconstructionist way to theorize about education that tries to take education beyond the program by exploring its possibilities for the event without being hostile to the inherent program-ness of education.

Kohlmann, É., Cezeur, L., David, C., & Follet, C. F. (2026). **Accompagner et redonner du sens à des collectifs de l'Enseignement Supérieur en France : Le projet RENFO'RSE, une expérimentation**

pédagogique comme réponse aux injonctions institutionnelles. *Éducation relative à l'environnement : Regards - Recherches - Réflexions*, Volume 21.1. <https://doi.org/10.4000/16p75>
Depuis 2023, le ministère de l'Enseignement Supérieur et de la Recherche en France impose le développement de modules de formation à la Transition Écologique et au Développement Durable auprès des étudiants et étudiantes de premier puis de deuxième cycle. Nous présentons dans cet article un projet mené en IUT dans un département de Sciences Humaines et Sociales (SHS) pour accompagner les équipes enseignantes à donner du sens à cette injonction, dans le cadre de formations professionnalisantes. En effet, les quatre thématiques imposées (climat, biodiversité, ressources, transition équitable) minorent la part des SHS dans ces questionnements et préconisent le développement d'une culture scientifique de manière homogène, sans réelle préoccupation à l'égard des moyens alloués ou des besoins de formation des équipes. Le projet RENFO'RSE, qui visait à accompagner une équipe pédagogique dans cette évolution, pose la question de l'éducation à l'environnement à destination d'enseignants et dans un cadre conceptuel et administratif contraint.

McKenzie, M., Henderson, J., & Nxumalo, F. (2026). **Climate change and educational research: Mapping resistances and futurities.** *Research in Education*, 122(2), 156-164. <https://doi.org/10.1177/00345237231207502>

Given that human-caused climate change is one of the defining educational contexts in the 21st Century, we ask this question of ourselves and our educational research community: What is the role of education and educational research as we attempt to "cultivate equitable educational systems" in a world dominated by climate breakdown and related emergencies? We suggest our scholarly community needs to examine the systems and ideologies that are responsible for climate change: human supremacy, colonialism, capitalism, industrialization, and white supremacy, among others. The perpetuation of these ideas via educational institutions and practices is a significant part of the problem that has led to the current climate crisis. Therefore, the aim of this special issue of *Research in Education* is to draw together scholarship that can help map out potential roles of education in both the possibilities and resistances of addressing climate change. Collectively the papers map possible and much-needed educational futures where climate change is a matter of urgent superordinate concern including through enacting resistance to human-centrism, coloniality, racial capitalism, and their interconnections. In these futures, climate change education inquires - at multiple scales - into possibilities for materializing less extractive and more livable worlds through education policy and data infrastructures to youth coalitions and even the small everyday encounters with the more-than-human world. The papers also illustrate the potentials of climate change pedagogical orientations that are affective, interdisciplinary and intergenerational. We hope this special issue prompts our colleagues to consider how the collective work of educational scholarship might produce desirable futures amid a rapidly changing climate.

Mukoro, J., Setty, E., & Hemming, P. (2026). **Teachers' Cultural Conflicts in Secondary School Sex Education.** *British Journal of Educational Studies*, 74(4), 585-606. <https://doi.org/10.1080/00071005.2026.2648998>

This article investigates the cultural conflicts experienced by teachers when delivering sex education in English secondary schools. Drawing on qualitative, semi-structured interviews with 12 secondary school teachers, conducted as part of a broader empirical study on the emotional dynamics of cultural conflict in sex education, the research examines intrapersonal, interpersonal, social, and institutional tensions within this contested educational space. Data were analysed

using reflexive thematic analysis supported by NVivo. Framed through symbolic interactionism and identity theory, the study positions teachers as active agents navigating power, identity, and cultural meaning-making. Findings identify four key sources of conflict: (1) student and community diversity, (2) teachers' personal beliefs and experiences, (3) societal pressures and expectations, and (4) school – family dynamics. In response to these conflicts, teachers employed two main pedagogical strategies: (1) collaborative support-seeking and (2) critical self-awareness. The article highlights teachers as cultural actors mediating between policy mandates and pluralistic school environments.

Musambay Ramazani, L. (2026). **Droits de l'enfant à l'épreuve de la discipline scolaire à Kisangani**. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-droits-de-l-enfant-a-l-epreuve-de-la-discipline-scolaire-a-kisangani/86525?srsId=AU7gw4WpcK3AiXSqn9KoPSj_69btW9n4a-VZxgr4lgl80DEwunzDe1ed

L'école est un espace d'apprentissage, de socialisation et de formation citoyenne. Pour en assurer le bon fonctionnement, les établissements scolaires appliquent des règlements d'ordre intérieur définissant les règles de conduite et les sanctions disciplinaires. Toutefois, ces mesures doivent respecter l'intérêt supérieur et les droits fondamentaux de l'enfant. À partir d'une analyse des règlements en vigueur dans les écoles secondaires publiques et privées de Kisangani, cet ouvrage met en lumière les tensions entre discipline scolaire et protection des droits de l'enfant. Il montre que certaines sanctions demeurent incompatibles avec la dignité humaine, les principes pédagogiques modernes et les normes juridiques nationales et internationales. Fondée sur une approche juridique associant analyse normative, enquête de terrain et étude des pratiques scolaires, cette recherche met en évidence des violations institutionnalisées des droits de l'enfant, en examine les causes, les manifestations et les effets. Elle propose enfin des réformes juridiques, pédagogiques et institutionnelles pour promouvoir une discipline scolaire respectueuse des droits de l'enfant en République Démocratique du Congo.

Portin, F. (2026). **Supporting liberal democracy with curious students**. *Higher Education*, 92(2), 1163-1177. <https://doi.org/10.1007/s10734-025-01566-1>

In this theoretical paper, it is argued that developing students' curiosity is a crucial way in which higher education can contribute to the preservation and advancement of liberal democracy. This argument is developed through two theoretical frameworks: Perry Zurn's analysis of the politics of curiosity and Bruno Latour's understanding of liberal democracy as a process of negotiation between openness and closedness. As part of his description of liberal democracy, Latour maintains that any well-functioning liberal democracy is sustained through the agency of four public actors: the politician, the scientist, the administrator, and the moralist. The last three roles, which should be understood as ideal types, correspond to three forms of curiosity highlighted by Zurn: epistemic, hegemonic, and resistant curiosity. Consequently, the paper posits that higher education institutions can play a pivotal role in the preservation and development of liberal democracy by promoting all three forms of curiosity. By doing so, higher education institutions will support the preservation of the public roles identified by Latour, as each role is shaped and maintained by different forms of curiosity. Finally, the paper invites the reader to critically reflect on what forms of higher education that higher education should promote and nurture in their students.

Reimers, F., & Wang-Aghania, M. (2026). **Educating for a Climate Changed Future: From First Order Impacts to System Level Transformation**. <https://doi.org/10.1007/978-3-032-23256-4>

This open access book offers a comprehensive, systems-level examination of how schooling and climate change shape one another. Drawing on insights from climate science, comparative education, education policy and implementation research, it distinguishes between first-order effects—how climate hazards and slow-onset changes disrupt learning—and second-order effects—how education systems respond through curriculum, teacher preparation, infrastructure, operations and community engagement. It maps five major narratives of climate change education—climate literacy, climate action, green economy skills, education for sustainable development and critical/decolonial approaches—and shows how they coexist and interact in global frameworks and national policies. Moving from policy to practice, it analyzes national case studies of policy reform, case studies of transformation at the school level and examines the role of educator networks and of eco-systems supporting climate change education efforts. Using a complexity science perspective, it explains why many systems remain in “low climate learning traps” and outlines realistic strategies to escape them and achieve systemic policy coherence, offering guidance for researchers, policymakers, practitioners and graduate students working toward climate-ready education systems.

Testi, J. (2026). **Développer une « culture de l'engagement » chez les élèves du secondaire: Étude d'une mobilisation renouvelée d'acteurs associatifs autour de nouveaux enjeux curriculaires.** *Spirale - Revue de recherches en éducation*, 78(2), 129-141. <https://doi.org/10.3917/spir.078.0129>

Les réformes récentes des politiques scolaires s'inscrivent dans une injonction croissante à l'éducation à la citoyenneté active des élèves, laquelle se traduit dans le Parcours citoyen par la volonté de développer une culture de l'engagement dans et hors l'école. Aussi, de nouveaux partenariats voient le jour entre acteurs scolaires et associations. Ces dernières interviennent à la fois dans la formation des élèves à l'engagement, dans la proposition d'actions bénévoles adaptées et dans la valorisation des compétences acquises. L'article questionne les modalités de partenariats associatifs dans le Parcours citoyen des élèves, ainsi que les porosités entre éducation populaire et forme scolaire, tout autant que les tensions entre deux visions antinomiques de l'engagement, l'une normative et l'autre émancipatrice.

Vejux, C., Brière, F., & Mendiola, E. (2025). **Co-évaluer un dispositif d'éducation à la citoyenneté par une intervention-recherche collaborative.** *Questions Vives. Recherches en éducation*, (44). <https://doi.org/10.4000/16naq>

Notre contribution interroge le positionnement épistémologique au fondement d'une intervention-recherche (Amigues et al., 2004) qui vise à soutenir l'agentivité transformative (Engeström et Sannino, 2013) des acteurs engagés dans la co-évaluation d'un dispositif d'éducation à la citoyenneté en lycée professionnel. Menée sur deux années, la recherche explore le dispositif français Ateliers Démocratiques pour une Expression Réflexive (ADER) (Müllner, 2021), centré sur des questions éthiques et de citoyenneté. Les fondements théorico-méthodologiques reposent sur les théorisations de l'activité avec les travaux de Clot (1999, 2008a) en clinique de l'activité et ceux d'Engeström (2007) considérant l'approche historico-culturelle. Dans une telle dynamique de co-évaluation du dispositif Ader au sein d'un lycée professionnel, en quoi le dispositif de recherche révèle-t-il des controverses de métier favorables au développement professionnel enseignant ? Afin d'étudier la mise en œuvre du dispositif Ader à partir de la mobilisation d'outils de travail enseignant et de méthodes de recherche, la discussion s'attache à comprendre comment l'impulsion collaborative et réflexive contribue à une visée transformative des pratiques enseignantes.

Wang, J., Wang, L., Zhang, M., Dong, J., & Xiong, J. (2026). **Development and validation of a measurement scale for higher education students' perceptions of generative artificial intelligence ethical risks.** *Education and Information Technologies*, 31(14), 6207-6226. <https://doi.org/10.1007/s10639-026-14044-7>

With the growing adoption of generative artificial intelligence (GenAI) by higher education students across various learning contexts, its associated ethical risks have garnered considerable attention. However, a validated scale for measuring higher education students' perceptions of GenAI ethical risks remains unavailable. To address this gap, this study systematically investigates the multidimensional structure of GenAI ethical risks through scale development and validation. An exploratory factor analysis (EFA) was conducted on 290 students to establish the scale structure, followed by a confirmatory factor analysis (CFA) on data from an additional 676 students to validate the structure and evaluate competing models. The results identified four dimensions: subjective ethical risk, algorithmic ethical risk, relational ethical risk, and ecological ethical risk. The final scale consists of 20 items and demonstrates satisfactory psychometric properties, including robust reliability ($\alpha = 0.934$), as well as convergent, discriminant, and criterion validity. Furthermore, the second-order factor structure was empirically supported, indicating the scale's theoretical coherence. Beyond its theoretical contributions to understanding higher education students' perceptions of GenAI ethical risks, this scale offers practical value by equipping educators with an evidence-based tool for systematic risk assessment in educational settings. It enables the development and implementation of informed policies governing the ethical use of GenAI in higher education.

XU, Z. (2026). **Rethinking AIGC acceptance in higher education: new evidence from a large-scale study of Chinese university students on AI ethical cognition and usage motivation.** *Education and Information Technologies*, 31(14), 5267-5293. <https://doi.org/10.1007/s10639-026-14013-0>

Artificial intelligence-generated content (AIGC) has become integral to university students' learning in higher education, offering potential for improved efficiency and personalized learning while raising concerns over academic integrity, privacy, and other issues. Drawing upon the Technology Acceptance Model (TAM) and Use and Gratification Theory, this study conceptualizes students' AIGC acceptance as associated with both rational judgment (i.e., AI ethical cognition) and the fulfillment of needs (i.e., AI usage motivation). However, existing studies on AIGC acceptance remain fragmented, lacking integrated analysis of ethical cognition, unified modeling of diverse motivations, and sufficiently representative samples. To address these limitations, this study synthesized relevant literature in accordance with PRISMA guidelines, categorizing key factors into two constructs: AI ethical cognition (i.e., academic norms, privacy risk, algorithmic fairness dimensions) and AI usage motivation (i.e., knowledge-based, instrumental, and social entertainment dimensions). A research framework was constructed with these six factors as independent variables and AIGC acceptance level, measured using a six-item Likert scale, as the dependent variable. Using 1,642 valid responses from Chinese university students, the model was tested via CB-SEM in AMOS and regression analysis in SPSS. Results show that academic norms cognition is negatively associated with AIGC acceptance level, while the other five factors show significant positive relationships with acceptance. This study contributes to expanding the understanding boundaries of ethical factors in technology acceptance research and explaining more complex usage scenarios of generative AI. Practically, the findings provide novel empirical insights into ethical and privacy education initiatives, bias detection practices, learning communities building, interdisciplinary collaborative projects coordination, and the design of teaching activities related to AIGC acceptance in higher education contexts.