15 OCTOBRE 2026 NUMÉRO 259

Veille de l'IREDU



Sommaire :

Acquisition de compétences 2
Aspects économiques de l'éducation 40
Aspects psychologiques de l'éducation 46
Aspects sociaux de l'éducation 94
Climat de l'école 138
Évaluation des dispositifs d'éducation-formation 144
Formation continue 159
Insertion professionnelle 161
Marché du travail 166
Métiers de l'éducation 169
Numérique et éducation 183
Orientation scolaire et professionnelle 237
Politique de l'éducation et système éducatif 245
Pratiques enseignantes 288
Relation formation-emploi 349
Réussite scolaire 352
Valeurs 374

Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121

Acquisition de compétences

Abouelenein, Y. A. M., Selim, S. A. S., Hashem, Z. M. A. A., & Khalaf, M. H. R. (2026). **The 3D4E strategic approach: Can GAI improve visual thinking skills in STEM high schools?** *Education and Information Technologies*, *31*(16), 7871-7917. https://doi.org/10.1007/s10639-026-14093-y
Generative Artificial Intelligence (GAI) has the potential to transform education, particularly in fostering students' visual thinking skills (VTS) within STEM learning. However, its pedagogical value depends on strategic integration guided by cognitive and instructional principles. This study introduces the 3D4E Strategic Approach—a structured model encompassing Define, Design, Develop, Evaluate, and Enhance phases—to optimize the educational use of GAI visualization tools for improving VTS among STEM high school students. Grounded in Whole Brain Theory (WBT) and Brain-Based Learning Theory (BBLT), the approach operationalizes iterative cycles that engage both hemispheres of the brain to promote conceptual understanding and creative visualization. A quasi-experimental design was employed in a STEM high school with an experimental and a control group. Data was collected using a cognitive VTS test and an observational performance rubric. Results indicated no significant pre-test differences between groups, yet post-test analyses revealed substantial improvements favoring the experimental group on both instruments (cognitive test: $M = 37.50$ vs. 24.87; $p < 0.001$, $\eta^2 = 0.998$; rubric: $M = 116.00$ vs. 81.83; $p < 0.001$, $\eta^2 = 0.988$). Repeated measures ANOVA confirmed significant time × group interaction effects, and a strong positive correlation ($r = 0.945$, $p < 0.001$) demonstrated convergent validity between conceptual and applied gains. The findings underscore the power of integrating GAI with structured, theory-driven instructional design to enhance higher-order visual thinking in STEM education. The study offers practical implications for curriculum innovation and teacher professional learning and recommends longitudinal and multi-context replications to validate the scalability of the 3D4E model.

Absalon, M. (2025). ***Learning to learn through artificial intelligence techniques : metacognitive impacts of digital teaching and machine learning in elementary school*** (Theses, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-05778364
Digital technology and artificial intelligence (AI) have become part of our everyday lives, finding their way into classrooms through various tools designed to support and personalize learning. Although this democratization creates new educational opportunities, the impact of these tools on metacognitive development - that is, students' ability to understand, monitor, and regulate their own learning - is largely unknown. Although there is a wealth of research on metacognition as a key driver of academic success and on teaching AI and machine learning (ML) as an essential part of contemporary digital culture, few studies have examined the relationship between these two fields, whose central and common concept is learning. This thesis aims to explore how teaching digital technology and machine learning techniques can promote metacognitive development in students aged 8 to 11, focusing on three key areas: 1) demystifying AI and ML, enabling students to understand how these technologies work, as well as their advantages and limitations; 2) using this teaching as a lever to help students develop lasting, transferable metacognitive skills; and 3) training teachers to use these tools and integrate them into classroom practices. We use AlphAI, an experimental tool combining a learning robot that students can physically manipulate and a graphical interface that allows them to visualize the neural network's evolution in real time as the robot learns, to achieve this. In an initial study, we designed a progressive teaching scenario with AlphAI to introduce the basics of machine

learning (ML) in an accessible way while encouraging students to reflect on the similarities and differences between human and machine learning. In a second study conducted as part of teacher training, we collaborated with four teachers to develop a new scenario that combined activities from the first study with transfer exercises aimed at promoting the development of metacognitive skills essential for solving mathematical problems. Combined, the qualitative and quantitative results of these two studies demonstrate the positive impact of these activities: 1) a significant improvement in students' knowledge of robotics and ML systems, 2) a positive change in their metacognitive beliefs, 3) a change in their behavior when faced with errors, over a period of several months, encouraging active engagement, 4) an improvement in their problem-solving strategies with more analytical and thoughtful thinking, and 5) a statistically significant increase in their problem-solving performance. In addition, teachers' practices evolved, with better integration of digital technology and machine learning, as well as increased support for students when faced with errors. Ultimately, longitudinal protocols will allow for a more thorough evaluation of the sustainability of observed learning behavior changes, as well as the conditions that promote their long-term maintenance (beyond several months). It will also be crucial to continue training teachers to integrate ML activities into their teaching practices. Finally, gathering feedback from teachers on the usefulness, feasibility, and acceptability of the activities will be essential to promoting their adoption and deployment in the classroom on a larger scale.

Baştuğ, M., & Kocatürk, M. (2026). **Twinship in family and school contexts: mothers' and teachers' perceptions of individuality, learning, and behavioral regulation**. *European Journal of Psychology of Education*, *41*(3), 103. https://doi.org/10.1007/s10212-026-01167-1
The rising prevalence of twin births has created distinct developmental and educational dynamics that remain insufficiently theorized in psychological and educational research. Conducted in Türkiye, this study employs a constructivist grounded theory approach to examine how mothers and teachers perceive twin children's academic achievement, social-emotional development, and behavioral regulation within family and school contexts. Data were collected through in-depth interviews with 23 mothers of twins aged 6–10 and focus group discussions with 11 primary school teachers. Analysis identified a core category, establishing individual development and social balance in twinship, describing the ongoing negotiation between differentiation and relational cohesion. Seven interrelated categories emerged: personality complementarity, academic divergence, sibling dynamics, parenting strategies, school and peer influences, behavioral regulation, and twin identity. Findings show how intradyadic processes, parental practices, and institutional routines interact to shape perceived identity formation and learning trajectories. Teachers' perceptions influenced classroom placement, instructional differentiation, and approaches to behavioral management. By integrating family and school perspectives within a single explanatory model, this study advances existing twin research beyond biological and descriptive accounts, offering a process-oriented framework for educational psychology. Implications include teacher preparation on twin-specific dynamics, flexible classroom policies, and parent–school coordination strategies that support both individual development and relational stability.

Bauvet, S. (2026). **Portée du dispositif générique de reconnaissance des pratiques et des soft skills Jobready**. *Cahiers de l'action - Jeunesses, pratiques et territoires*, (66), 78-86. https://doi.org/10.3917/cact.066.art009
Cette contribution analyse le dispositif Jobready conçu par l'association Article 1 pour aider les jeunes, notamment de milieux populaires, à identifier et à valoriser leurs soft skills à partir d'une

démarche réflexive sur leurs expériences informelles. L'auteur montre comment le travail de reformulation des pratiques en compétences, médiatisé par une plateforme numérique et des ateliers, se heurte à des écarts d'appropriation selon le capital scolaire et la prise de décision dans l'expérience. L'article alerte enfin sur les risques qu'introduirait un recours précipité à l'IA générative dans les démarches d'insertion.

Beshir, H., Fitzsimons, E., Kelly, D., & Macmillan, L. (2026). ***Adolescent Skills, Mental Health, and Early-Adult Educational and Labour-Market Outcomes*** (Working paper N° 26-09). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-09
We examine how different dimensions of adolescent development---cognitive skills, socio-emotional functioning, and mental health---are associated with educational attainment and labour-market engagement at age 23. Using the Millennium Cohort Study, we show that these dimensions are linked to distinct outcomes in early adulthood. Attention difficulties are most strongly associated with lower educational attainment, while emotional, conduct, and peer difficulties are more closely related to weaker labour-market engagement and a higher likelihood of being not in education, employment, or training (NEET). Persistent behavioural and mental-health difficulties are particularly predictive of NEET status. We further document substantial socioeconomic inequalities in educational attainment and labour-market engagement and assess the extent to which adolescent skills and mental health account for these disparities. Our findings show that different dimensions of adolescent development are associated with distinct pathways through education and into the labour market, while also contributing to persistent socioeconomic inequalities in early-adult outcomes.

Bidet-Ildei, C., Francisco, V., Fevin, S., Decatoire, A., & Vibert, N. (2026). **Influence of biological kinematics on learning the number concepts 6 to 9 in kindergarten**. *European Journal of Psychology of Education*, *41*(3), 86. https://doi.org/10.1007/s10212-026-01142-w
The present study evaluated the performance of two comparable groups of kindergarten children after a two-week intervention in which they learned a number-themed song containing the digits 1 to 9 along with visual aids. Each number was associated with a symbolic representation, a picture of an object or animal that rhymed with the number in French, and a video representing a finger counting movement in the form of an animated sequence of dots that could move in a biological or non-biological way. Our results showed a better understanding of numbers, especially numbers greater than 6, in children exposed to the song with biological counting movements. This finding highlights the importance of biological kinematics in children's understanding of abstract concepts and suggests that the link between numbers and biological movements is crucial for the acquisition of numerical understanding.

Bodzin, A., Fu, Q., Araujo-Junior, R., Hammond, T., Pan, Z., Zhu, J., … Marlatt, M. (2026). **The impact of place-based local contexts, presence, and narrative design on headset virtual reality engagement and learning in non-formal education settings**. *Education and Information Technologies*, *31*(16), 8231-8263. https://doi.org/10.1007/s10639-026-14110-0
While virtual reality (VR) learning experiences have been widely studied in formal educational settings, fewer studies have explored their impact in non-formal environments across diverse age groups. This study used path analysis to examine how place-based local context, immersion, presence, and VR design features (narrative, guidance and feedback) predict participants' engagement, industrial history content knowledge, affective learning, and perceptions of local

environmental learning. Multivariate analysis of variance (MANOVA) was also conducted to explore differences by age, gender, race, and watershed residence. Results indicated a statistically significant increase in content knowledge from pretest to posttest, with no significant group differences for gender, race, or residence across outcome variables. Path analysis findings highlighted the importance of presence and local context for engagement and affective learning. Engagement was positively related to all learning outcomes and served as a significant mediator between local context and learning of the local environment, between local context and affective learning, and between presence and affective learning. VR design features, including the narrative component, did not significantly predict engagement or learning outcomes. The findings underscore the importance of authentic place-based contexts and presence in fostering engagement and learning in non-formal VR environments. While narrative design may contribute to VR learning experiences, its effects may be context-dependent, with experiential factors such as presence and local context playing a more central role in shaping engagement and learning outcomes.

Brandibas, G. (2026). **Autodétermination et enseignement stratégique : croiser deux modèles au service de l'école inclusive**. *La nouvelle revue - Éducation et société inclusives*, (105), 233-245. https://doi.org/10.3917/nresi.105.0233
L'injonction à l'autonomie traverse aujourd'hui l'ensemble du discours éducatif, sans que les conditions de son enseignement soient toujours précisément pensées. Cet article propose une articulation théorique entre deux modèles complémentaires : l'autodétermination, issue du champ de l'éducation spécialisée nord-américaine, et l'enseignement stratégique de Tardif (1999), fondé sur la psychologie cognitive. Nous montrons que ces deux cadres convergent vers une même conception de l'élève comme agent actif de ses apprentissages, autour de trois nœuds d'articulation : la motivation à apprendre, la métacognition et la posture de médiation. Le modèle proposé est programmatique et s'adresse à l'ensemble des élèves du milieu ordinaire, y compris ceux avec besoins éducatifs particuliers en contexte inclusif. Des implications pratiques sont développées en termes de posture enseignante, d'évaluation du processus et de formation.

Bremnes, F., Bétrancourt, M., & Sander, E. (2026). **Overcoming cognitive biases to develop students' critical thinking skills: an experimental study in primary school**. *European Journal of Psychology of Education*, *41*(3), 95. https://doi.org/10.1007/s10212-026-01145-7
Developing critical thinking skills in future citizens is a major educational challenge for twenty-first century schools. Defining critical thinking is complex, leading to diverse educational approaches. One promising, though less common, approach is transversal—focusing on the cognitive processes that underlie critical thinking. This approach has mostly been studied with older students, leaving a significant gap in the research on its effectiveness with primary school learners. This study addresses that gap by evaluating a targeted intervention with 92 fifth-grade students aimed at helping them recognise and counteract three common cognitive biases. The 12 weeks intervention consisted of an explicit teaching sequence designed to raise students' awareness of the correlation-causation bias, the confirmation bias and the argument from authority fallacy. Sessions on the latter also addressed source checking. We performed 16 tests, and the results showed significant improvements in 14 of them. Students better identified correlation and causation ($p < .01$ in all setups), countered confirmation bias ($p < .01$ in two setups), and identified trustworthy sources for decision-making ($p < .01$ in all setups). They also chose multiple sources rather than relying on a single one ($p < .01$ in all setups). These findings suggest that brief and targeted interventions can improve critical thinking skills in young learners, encouraging further

exploration of domain-general approaches to develop elementary school students' critical thinking skills and help them become enlightened, responsible citizens.

Bruna, D., Sánchez, A., & Ramírez-Azócar, P. (2026). **The evolution of self-regulated learning in psychology students. Longitudinal insights across pre-pandemic, remote, and post-pandemic cohorts**. *Higher Education*, *92*(3), 1451-1473. https://doi.org/10.1007/s10734-025-01580-3
This study examines the evolution of self-regulated learning (SRL) among psychology students at a Chilean university across six cohorts (2019–2024), with a specific focus on the impact of the COVID-19 pandemic on key SRL dimensions—forethought, monitoring, and self-assessment—and their relationship with academic performance. Guided by two hypotheses, the research explores whether SRL dimensions varied across pandemic phases and whether all dimensions predicted academic performance. Using a longitudinal design and data from over 1,500 students across two campuses, significant differences were found between cohorts. Students who began their university studies during the most disruptive pandemic phases (2021–2022) exhibited lower levels of SRL, particularly in forethought and monitoring, compared to pre- and post-pandemic cohorts. These declines are attributed to unstructured remote education environments and limited feedback. Post-pandemic cohorts (2023–2024) showed signs of SRL recovery, reinforcing the stabilizing role of face-to-face education. Regression analyses showed that forethought and monitoring significantly predicted academic performance, while self-assessment did not, partially confirming the second hypothesis. Monitoring emerged as the strongest predictor, consistent with recent literature (2023–2025) emphasizing its role in metacognitive adaptation and academic persistence. The discussion integrates these findings with the SRL vs. ERL Theory, highlighting the buffering effects of regulatory teaching and calling for targeted interventions to rebuild SRL capacities.

Büchele, S., & Marten, C. (2026). **Unpacking skill growth in higher education: how initial competencies and engagement shape mathematics achievement**. *Higher Education*, *92*(3), 1713-1740. https://doi.org/10.1007/s10734-025-01594-x
This study explores the dynamics of skill growth in higher education, focusing on mathematical competencies among economics students. Using longitudinal data, we examine how initial skill levels, baseline characteristics, affective variables, and student engagement shape achievement over the first semester. Standardized test scores reveal a cumulative growth pattern: students with higher initial competencies show greater skill enhancement, underscoring the Matthew Effect and reciprocal relationships in learning. Engagement variables, particularly learning persistence, play a crucial role in mediating these patterns. Additionally, affective factors such as math interest and self-efficacy significantly contribute to skill development, highlighting the interplay between motivation and academic success. The results suggest that educational interventions need to address both prior knowledge gaps and motivational aspects to foster equitable learning outcomes. This study provides valuable insights into the mechanisms driving academic achievement disparities and emphasizes the importance of tailored support to enhance learning growth in higher education.

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

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.

Chaker, R. (2026). **Effects of a project management MOOC on employability skills and career self-perception: Comparing academic cohorts and free auditors in a pre-test/post-test design**. *Journal of Online Learning and Teaching*, *30*(3), 482-508. https://doi.org/10.24059/olj.v30i3.5015
This study examines the impact of a Project Management MOOC on self-perceived employability and career self-perception, comparing academic cohorts (AC) who enroll as part of formal education with free auditors (FA) who participate voluntarily. Drawing on a competence-based approach, we assess skill-based employability through dimensions of occupational expertise, anticipation and optimization, and personal flexibility, and evaluate career self-perception via measures of external marketability, career ambition, and motivation. Prior research tends to show that the active population puts importance on skills and social networks, whereas students view MOOC micro-credentials as a means to access the labor market. However, a research gap remains regarding how different learner groups leverage MOOCs for professional development. Data was collected during the course via two surveys administered at pretest (N = 3,059) and posttest (N = 1,357), with paired analyses on 1,301 participants. Results indicate that FA exhibit significantly higher scores in skill-based employability and career motivation at both pre- and post-test, whereas AC demonstrate better scores in external marketability and career ambition, with no significant differences observed in personal flexibility for both groups. These findings highlight that the subdimensions of employability, whether approached from a skill-based or dispositional perspective, do not behave homogeneously but vary depending on contextual factors such as learner group and course subject matter. The study contributes to the integrative employability research agenda and underscores the importance of contextualizing MOOC effects according to learner status. These results highlight the need for further investigation about the mechanisms through which MOOCs enhance practical competencies and influence career

self-conception across diverse learner populations, paving the way for future research to better understand how distance learning settings can better foster employability.

Cheung, S. K., Kum, B. H. C., Lin, Y., Liu, M., & Chan, W. W. L. (2026). **Relations between parents' failure mindset, numeracy expectations, home numeracy activities, and young children's numeracy competence**. *European Journal of Psychology of Education*, *41*(3), 108. https://doi.org/10.1007/s10212-026-01170-6
Parents' mindsets play a critical role in children's academic achievement. Nonetheless, little is known about whether and how parents' failure mindset contributes to early numeracy development. This study therefore explored whether parents' failure mindset was associated with young children's numeracy competence through parents' numeracy expectations and home numeracy activities (including operational, mapping, and informal activities). Participants were 222 third-year kindergarteners in Hong Kong and their parents. The children individually completed various numeracy and cognitive tests, and their parents completed a questionnaire. Results of structural equation modeling showed that when children's gender, their verbal and visuospatial working memory, and parents' educational level were controlled, parents' failure mindset was directly positively associated with young children's numeracy competence. An indirect association, first through parents' numeracy expectations and then operational activities, was also found. Parents' numeracy expectations were positively associated with mapping and informal activities, but these two types of activities were not significantly correlated with young children's numeracy competence. These findings indicate that helping parents appreciate the educational value of failure and coaching them to initiate home numeracy activities conducive to children's numeracy learning is beneficial.

Chochard, Y., Bieri, S., Zuppiger, J., & Shehu, M. (2026). **Évaluer les effets de formations continues sur les compétences ouvertes et fermées dans le domaine des soins**. *e-JIREF*, *12*(2), 83-107. https://doi.org/10.48782/e-jiref-12-2-83
Cette étude examine l'influence de la nature des compétences (ouvertes ou fermées) sur le transfert des apprentissages en formation continue des soins dans les pratiques professionnelles. L'analyse porte sur dix formations d'un CHU suisse, totalisant les réponses de 1 170 professionnel·le·s de santé. Les compétences fermées correspondent à des procédures standardisées et reproductibles, tandis que les compétences ouvertes exigent adaptation au contexte et créativité. Trois hypothèses ont été testées : (H1) les compétences fermées seraient mieux transférées immédiatement après la formation ; (H2) les compétences ouvertes se renforceraient durant la pratique professionnelle ; (H3) les compétences fermées ne progresseraient plus après la formation. Les données ont été collectées à trois temps de mesure (préformation, 1-4 mois post-formation, 3-8 mois post-formation) au moyen de questionnaires d'autoévaluation mesurant la perception des professionnels de leurs propres compétences. Les résultats invalident H1 : les compétences ouvertes présentent parfois des effets supérieurs aux compétences fermées immédiatement après la formation. H2 est également rejetée : aucun renforcement spontané des compétences ouvertes n'est observé durant la phase de mise en pratique ; les effets tendent même à diminuer. Seule H3 est confirmée : les compétences fermées ne progressent pas après la formation. Ces résultats remettent en question l'idée que les compétences complexes nécessitent un temps d'expérimentation sur le terrain et démontrent qu'une pédagogie structurée peut produire des effets immédiats. Cependant, l'absence de consolidation spontanée souligne la nécessité d'un accompagnement post-formation

(supervision, coaching) pour maintenir les acquis, particulièrement pour les compétences ouvertes dont l'expression dépend fortement du contexte organisationnel.

Chu, H.-C., Yin, C., & Chang, C.-Y. (2026). **Effects of GenAI-assisted 5E inquiry-based learning on university students' problem-solving skills, service planning competencies, and self-efficacy**. *Education and Information Technologies*, *31*(15), 7461-7487. https://doi.org/10.1007/s10639-026-14076-z
Service planning education requires students to develop integrated competencies, particularly problem-solving skills, service planning competencies, and self-efficacy. However, traditional instructional approaches often lack structured support for engaging learners in complex, iterative problem-solving and design processes. The emergence of generative AI (GenAI) technologies, such as ChatGPT, offers new opportunities to scaffold learners' inquiry and reflective processes; however, their application in service planning education remains limited. This study aimed to examine the effects of integrating GenAI into a 5E inquiry-based learning framework to enhance students' problem-solving skills, service planning competencies, and self-efficacy. A quasi-experimental design was adopted involving 46 university students. Participants were divided into two groups: 22 students engaged in a GenAI-assisted 5E inquiry-based learning model, while 24 received traditional PowerPoint-based instruction. Learners' performance was assessed across three domains: service planning competencies (rubric-based evaluation of design tasks), self-efficacy (self-reported scale), and problem-solving skills (self-reported questionnaire). Group differences were analyzed using the N-gain analysis, Mann-Whitney U test and two-way ANOVA. The results showed that the GenAI-assisted 5E inquiry group achieved significantly higher scores in service planning competencies, self-efficacy, and problem-solving skills compared to the traditional learning group. Although higher-order thinking was not directly measured, the improvements observed in problem solving and design performance suggest that the proposed approach may support aspects of higher-order cognitive processes. These findings indicate that integrating GenAI with a structured inquiry-based instructional framework can effectively enhance key competencies required in service planning education.

Correia, C. F. (2026). **Assessment literacy and critical consciousness**. *Oxford Review of Education*, *52*(5), 618-633. https://doi.org/10.1080/03054985.2025.2533238
This article explores the potential of critical consciousness to transform teachers' and students' relationship with educational assessment. Assessment is used as a technology for regulation and control in education. Educational assessment embodies two different and potentially contradictory discourses in the classroom: one where all students are capable learners with potential to develop and grow; and another where some students become winners and losers in a context of limited resources. These discourses are also shaped by social constructions of class, gender, and race, and place significant oppressive pressures on students and teachers. Current conceptions of teacher assessment literacy do not sufficiently prepare teachers to navigate these oppressive pressures and contradictions, and to challenge and resist policies and practices that shape these. The concept of critical consciousness can be used to support the development of greater critical engagement and of teacher activism, in relation to assessment. In this context, the responsibility for change in assessment policies and practices can be organised and distributed between the individual and the collective.

Coulombe, S., Allard-Martin, C., Deschênes, M., Beaucher, C., Jutras, C., Bazinet, N., … Giroux, P. (2026). ***Portrait de pratiques d'enseignement soutenant le développement dés compétences en***

littératie, numératie et numérique (CLNN) en formation professionnelle. (p. 99). Consulté à l'adresse Observatoire de la formation professionnelle du Québec website: https://observatoirefp.org/clnn/

De Keersmaeker, K., Onghena, P., Van den Branden, K., & Van Dooren, W. (2026). **Children's performance in math and language: Examining the role of maternal education and home language**. *European Journal of Psychology of Education*, *41*(3), 101. https://doi.org/10.1007/s10212-026-01163-5
Regression-based studies concluded that children's general language abilities, mathematical language abilities, and mathematical abilities are positively related to each other. However, additional approaches are needed to better understand these relationships. A k-means cluster analysis based on 692 first, second, and third grader's general language abilities, mathematical language abilities, and their mathematical abilities identified four distinct profiles of children. In a second step, group membership in these clusters in terms of maternal education level and home language use was examined. In Cluster 1, children attained a low performance on all three abilities, had low maternal education levels, and often spoke a different language than the instructional language. In Cluster 4, children attained a high performance on all three abilities, had high maternal education levels, and often only spoke the instructional language at home. Clusters 2 and 3 are situated between these extremes. These clusters exhibit similar mathematical language abilities, both representing intermediate performance levels. Children in Cluster 2 had intermediate general language abilities and low mathematical abilities. Children in Cluster 3 had low general language abilities and high mathematical abilities. Children in both clusters differed in their home language use but showed comparable maternal educational levels (i.e., medium to highly educated mothers). Our results indicate that the previously reported positive associations between these three abilities are more nuanced. In addition, children with lower maternal education levels (and especially those growing up with a different home language as well) may require more targeted support.

de la Hoz-Ruiz, J., Chaker, R., Fernández-Terol, L., & Olmo-Extremera, M. (2025). **A Review About the Effects of Digital Competences on Professional Recognition; The Mediating Role of Social Media and Structural Social Capital**. *Societies*, *15*(7), 194. https://doi.org/10.3390/soc15070194
This article investigates how digital competences contribute to the production of social capital and professional recognition through a systematic review of international literature. Drawing on 62 peer-reviewed articles indexed in Web of Science, Scopus, and ERIC, the review identifies the most frequently mobilized theoretical frameworks, the predominant types and sources of recognition, and the associated dimensions of social capital. The findings reveal a growing emphasis on communicative and network-based digital competences—particularly digital communication, information management, and virtual collaboration—as key assets in professional contexts. Recognition is shown to take predominantly non-material, extrinsic, and visibility-oriented forms, with social media platforms emerging as central sites for the performance and circulation of digital competences. The results indicate that social media proficiency has become a central determinant of social recognition, favoring individuals who possess not only digital fluency but also the ability to strategically develop and mobilize their networks. This dynamic reframes signal theory in light of today's platformed ecosystems: recognition no longer depends increasingly on one's capacity to render competences legible, visible, and endorsed within algorithmically mediated environments. Those who master the codes of visibility and

reputation-building online are best positioned to convert recognition into social capital and professional opportunity.

DeCaro, M. S., Bego, C. R., Thompson, A. K., & Patrick, R. J. (2026). **Considering Cognitive Load When Exploring Before Instruction: The Potential Role of Element Interactivity**. *Educational Psychology Review*, *38*(1), 127. https://doi.org/10.1007/s10648-026-10223-7
Exploring a new concept before instruction can promote students' interest and deepen conceptual understanding compared to typical instructional methods—but does not always. Extending prior research, we examined whether the complexity of the exploration activity can limit its conceptual benefits. In Study 1, undergraduate first-year engineering students (N = 388) learned common programming errors. Students in the instruct-first order received a lecture and practice activity targeting three error types. Students in the explore-first order explored the activity before lecture. Afterwards, students completed a survey and posttest assessing basic facts and concepts. Compared to the instruct-first order, students in the explore-first order scored lower on the posttest, reported equal interest/curiosity, and higher cognitive load. Studies 2a (N = 393) and 2b (N = 402) examined this instructional sequencing while varying task complexity (element interactivity). Study 2a (complex activity condition) again targeted three error types, and results overall replicated Study 1. Study 2b (simple activity condition) split the error types into three activities, interleaved with mini-lectures. Results showed the opposite pattern. Exploring first boosted conceptual knowledge, and equalized fact knowledge between orders. Exploring first also led to higher interest, curiosity, and cognitive load than receiving instruction first. Findings represent ecologically-valid, suggestive evidence, though with small to very small effect sizes. In accordance with cognitive load theory, it may be important to consider element interactivity when designing exploration activities. Exploration activities with smaller conceptual units may help learners discern important conceptual features and deepen understanding.

Delorme, C. (2026). **Des stages trans-formateurs ? Ce qu'en disent des stagiaires en enseignement spécialisé à l'issue de leur formation pratique**. *Swiss Journal of Educational Research*, *48*(2), 292-303. https://doi.org/10.24452/sjer.48.2.10
Les stages de formation initiale en enseignement spécialisé offrent des opportunités d'apprentissage dès lors que les stagiaires enseignent en situation de formation au travail. Toutefois, la diversité des contextes professionnels et des conditions de formation pratique à l'enseignement spécialisé peut également comporter le risque de conduire à la cristallisation de pratiques, à terme, peu propices aux apprentissages des élèves. Cet article rend compte des transformations que les stagiaires repèrent a posteriori, lorsqu'elles, ils sont confrontés aux traces de leur activité déployée en stage. Il souligne l'importance d'aider les stagiaires à identifier les aspects de leur activité qui se transforment pendant les stages, ainsi que les risques d'un renforcement de pratiques moins pertinentes.

Ding, A.-C. E., Shi, L., Lee, I. H., Demirata, A., Cha, E., Zhu, Z., & Yang, H. (2026). **Investigating the impact of learning modes and instructional sequences of VR-integrated station activities on science learning from the multimodal perspective**. *Education and Information Technologies*, *31*(16), 8991-9024. https://doi.org/10.1007/s10639-026-14137-3
This study explores the impact of different VR learning modes (direct vs. vicarious) and instructional sequences (VR-Reading vs. Reading-VR) on middle school students' science learning outcomes and transmodal moments during VR-integrated station activities. Using a mixed-methods design, the research involved 85 seventh-grade students, including multilingual

learners (MLs) and English-first-language learners (EFLLs), who participated in a week-long unit on science lab safety and equipment. A 2 × 2 × 2 quasi-experimental design was employed to examine the effects of VR learning modes or instructional sequences across learner types on science learning outcomes. In parallel, multimodal interaction analysis was conducted on video data from 16 focal participants to examine transmodal moments—instances in which meaning shifted across communicative modes and activities—and their associations with learning outcomes. Quantitative analysis revealed that the direct learning mode resulted in significantly higher knowledge gains compared to the vicarious learning mode. Additionally, there was an indication of a potential interaction between VR learning mode and learner types; however, this observation should be interpreted with caution due to the limited number of MLs and the small effect size. Instructional sequences did not significantly affect learning outcomes. Qualitative analyses showed that the direct learning mode afforded more frequent modal shifts and richer multimodal engagement, while MLs exhibited more transmodal moments in the VR–Reading sequence. However, these transmodal moments did not fully mitigate existing power dynamics between EFLLs and MLs, with EFLLs remaining more dominant in collaborative meaning-making. Overall, the findings suggest that the direct learning mode enhances science learning outcomes by deepening multimodal integration, and that promoting equitable participation for MLs in VR-based collaborative settings may require intentional role assignment and transmodal scaffolding. Implications for designing inclusive, immersive, and multimodal science learning environments are discussed.

Dion-Routhier, J., Hamel, C., & Richard, V. (2026). **« Personnellement, je fais aucun lien! » : Modèle prometteur d'analyse d'expériences en formation par alternance**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8m

La formation par alternance, essentiellement conçue pour articuler formation et travail (Maubant et Roger, 2014), est polymorphe (Maubant et Gremion, 2022) et transdisciplinaire (p. ex. éducation, ingénierie) (Chaubet et al., 2018). Elle fait consensus pour sa centration sur l'apprenant, les contextes réels (Clénet, 2021) et sa promesse d'apprentissages signifiants (Geay et al., 2005). Néanmoins, elle s'accompagne d'un enjeu majeur : le fossé théorie-pratique. Si ce dernier est abondamment documenté (Chu et Wang, 2024), peu de travaux portent sur la compréhension fine de l'expérience des apprenants (Maubant, 2022). Autrement dit, les apprenants demeurent les grands oubliés de l'alternance. Pour rendre compte de leur expérience, le modèle de l'apprentissage humain (Jarvis, 2006) constitue une théorie particulièrement féconde, car il offre une vision holistique de l'apprentissage articulant biographie, contexte social et expérience. L'objectif de cet article est de proposer une démarche d'analyse des dispositifs de formation par alternance fondée sur ce modèle théorique, permettant de comprendre les expériences singulières d'apprenants et, réciproquement, la diversité de celles-ci. Nous proposons de repérer des lieux communs dans les objets d'intérêt et les disjonctions qui jalonnent l'expérience en formation par alternance, afin de repenser des dispositifs de formation authentiques et susceptibles de soutenir les liens théorie-pratique. Dans le présent article, nous présenterons le cadre théorique de l'apprentissage humain (Jarvis, 2006), illustrerons la potentialité de son utilisation à l'aide de cas d'étudiantes en formation par alternance à l'enseignement, puis discuterons des implications de la démarche sur la conception des dispositifs de formation par alternance.

Drainville, R., & Dumais, C. (2026). **Processus méthodologique de validation d'un modèle théorique de l'approche intégrale du développement du langage chez l'enfant âgé de 3 à 7 ans**. *Formation et profession*, *34*(1), 2. https://doi.org/10.18162/fp.2026.996
Le développement du langage (oral et écrit) est un processus complexe impliquant diverses connaissances et habiletés, et reposant sur le développement singulier de l'enfant, ses expériences et son environnement socioculturel. À ce jour, aucun modèle théorique ne présente l'ensemble des composantes en interaction dans ce processus. Ainsi, au moyen de l'anasynthèse, nous avons élaboré un modèle de l'approche intégrale du développement du langage de l'enfant âgé de 3 à 7 ans. Cet article présente son évaluation théorique au moyen d'un groupe de discussion. Les résultats offrent des pistes de réflexion concernant l'approche intégrale du développement langagier des enfants d'âge préscolaire.

Ernstsen, S., Rødnes, K. A., & Furberg, A. (2026). **Joining in or opting out? A sociocultural analysis of how students navigate classroom talk about personal issues in life skills education**. *European Journal of Psychology of Education*, *41*(3), 104. https://doi.org/10.1007/s10212-026-01164-4
In a time defined by societal instability, life skills education (LSE) has become an integral part of schooling worldwide. Through its engagement with issues closely related to the lifeworlds and personal experiences of students, LSE has the potential to facilitate meaningful classroom conversations. However, not all students find it comfortable to talk about personal issues and may hesitate to share what they regard as private in class. Since students experience such situations differently, it is important to develop a deeper understanding of how they respond to educational settings in which their own lives and experiences are a central part of the content. Employing a sociocultural and dialogic approach, this study explores how students participate in such learning activities by examining how they navigate talking about personal issues and what opportunities and challenges that emerge from their interactional approaches. The applied analytical procedure involves microanalyses of conversations in two contrasting student groups that navigated the talk in markedly different ways. The analyses show that in one group, the students interacted in a way that rendered their experiences more generalised and less personal, which opened up space for multiple perspectives and exploration of the issue. In another group, the students' way of interacting made them accountable for providing personal answers, which resulted in contributions being withheld and the conversation breaking down. Finally, we discuss the implications of these findings and consider how teachers can support meaningful and educational discussions about personal issues in LSE.

Fang, X., Yang, Z., Niu, J., & Mazhar, B. (2026). **The influence of AI literacy and dependency on innovative behavior: a multiple mediation-based analysis**. *Education and Information Technologies*, *31*(16), 8461-8492. https://doi.org/10.1007/s10639-026-14113-x
Artificial intelligence (AI) is increasingly integrated into learning and work, but its association with innovative behaviour remains incompletely understood. Drawing on a sample predominantly composed of higher education students (over 93% undergraduates and postgraduates), this study examines the influence of two core variables, AI literacy and AI dependency, on innovative behavior through a multiple mediation model that incorporates critical thinking awareness, self-regulated learning, and psychological need satisfaction. It adopts a cross-sectional survey design. Questionnaires were distributed via the Credamo platform with regional and gender quotas, using adapted established scales. Data were analyzed using structural equation modeling and bootstrap mediation tests. The quantitative analysis of 910 valid questionnaires reveals that both AI literacy and AI dependency have significant positive associations with

innovative behavior, with the positive association of AI literacy being more pronounced. Specifically, AI literacy shows significant indirect associations with innovative behavior through three pathways: increased critical thinking awareness, enhanced self-regulated learning, and greater psychological need satisfaction. In contrast, the indirect associations of AI dependency are weaker. The theoretical contributions are twofold. This study offers a preliminary perspective on "technology-enabled innovation" by jointly examining AI dependency and AI literacy within a unified framework, and it reconceptualizes AI dependency (within the context of our sample and operationalization) not as a passive or compulsive behavior, but as an active and purposeful integration of AI tools to augment cognitive and operational capacities. The practical contribution lies in providing an empirical basis for prioritizing AI literacy development and for constructing AI-enabled innovation management models that leverage both literacy and strategic dependency.

Favre, S., Class, B., & Szilas, N. (2026). **L'éducation ouverte et libre à l'épreuve de la justice cognitive : vers une coconstruction transformative des savoirs en enseignement supérieur**. *Médiations et médiatisations*, (23), 19-37. https://doi.org/10.52358/mm.vi23.497
Open Education (OE) is generally portrayed as fostering the democratization of access to knowledge and equity in higher education. However, this vision obscures the persistence of systemic inequalities, particularly those arising from the logic of the gift or from the neoliberal instrumentalization of openness. Resource sharing is systematically promoted in a positive light, with only a few scholars raising the issue of cognitive justice. This article aligns with this line of inquiry by proposing levers that may foster the emergence of knowledge co-construction practices. Drawing on a non-systematic literature review combined with a critical analysis, the approach builds on the conceptual contributions of Von Humboldt's notion of Bildung as well as on the epistemologies of the South. The identified levers for OE grounded in cognitive justice call for the development of epistemic, pedagogical, and technical forms of knowledge to break with the systemic reproduction of North–South asymmetries.

Feroz, H. M. B., Yi, X., Zhiying, L., & Zulfiqar, S. (2026). **Generative AI in education: unlocking new frontiers in student learning: a STEM perspective**. *Education and Information Technologies*, *31*(15), 6645-6668. https://doi.org/10.1007/s10639-026-14055-4
This study aims to explore the impact of GenAI tools on students' learning performance. Drawing on self-determination theory, this study examines the serial mediation of individual absorption capacity between GenAI and learning performance. Additionally, this study incorporates psychological well-being as a moderator in determining the absorptive capacity for learning performance. Given the technological competency inherent in STEM education, this study specifically investigates how novel GenAI tools can augment STEM students' capacity to effectively acquire and exploit these tools within the educational ecosystem in order to enhance their learning outcomes. To test this, we employed a two-wave time-lagged technique for data collection, and the sample included 419 STEM students in time lag 1 and 394 during time lag 2. Data were collected from Chinese universities in Liaoning and Anhui Provinces. PLS-SEM was used to test the hypotheses. The findings revealed that GenAI tools strongly influence the individual absorption capacity of students. Additionally, individual absorption capacity serially mediates the relationship between GenAI and learning performance, and it shows full mediation. Furthermore, the direct association between GenAI and learning performance showed insignificant results, which implies that an individual's absorption capacity is an important determinant for enhanced learning outcomes of students. Furthermore, the study revealed that

psychological well-being negatively moderates the relationship between individual absorption capacity and learning performance of STEM students. Thus, this study suggests that STEM students have the ability to absorb GenAI tools but lack the ability to implement those tools for enhanced learning outcomes. These results provide valuable implications for policymakers and higher education institutions to incorporate digital education and training in the curriculum to improve the learning outcomes of STEM students. In the end, future research may inquire into motivational or affective factors aimed at improving the psychological well-being of STEM students that can reshape GenAI effectiveness in an educational context.

Ferrier, L. P., & Connac, S. (2026). **Vous avez dit portfolio? Formalisation d'un modèle de portfolio de formation-évaluation pour le développement de compétences dans l'enseignement supérieur**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8p
La généralisation de l'approche par compétences dans l'enseignement supérieur suscite un intérêt croissant pour les démarches de portfolio. Toutefois, la grande diversité de leurs formes et de leurs modalités d'implémentation rend difficile l'identification de leurs principes de fonctionnement et des conditions de leur efficacité. Le présent article propose un état de l'art ainsi qu'une formalisation explicite d'un modèle de portfolio de formation-évaluation, en décrivant ses fondements théoriques, son architecture pédagogique et ses modalités de mise en œuvre. La démarche, déployée auprès d'une cohorte importante d'étudiants de troisième année de licence en sciences de l'éducation et de la formation, repose sur une structuration progressive des apprentissages articulant productions successives, cycles de rétroactions, accompagnement pédagogique et temporalités d'évaluation flexibles. À partir d'une méthodologie mixte (quantitative et qualitative) et hybride (transversale et longitudinale), les résultats suggèrent des effets positifs sur le sentiment de cohérence entre formation et évaluation ainsi que sur l'identification, l'appropriation, le transfert et la visibilité des compétences mobilisées dans la formation. Le niveau de satisfaction, ainsi que les intentions et recommandations d'usage, apparaissent également élevés. Ces résultats sont discutés comme des indicateurs permettant d'éclairer le fonctionnement du dispositif, ses conditions d'appropriation ainsi que ses potentialités de transfert à d'autres contextes pédagogiques. La démarche présentée appelle ainsi à un déplacement paradigmatique, d'un modèle centré sur l'enseignement vers un modèle centré sur l'apprentissage, dans lequel l'évaluation devient une composante structurante et dynamique du processus de formation plutôt qu'un dispositif figé de certification.

Garcia, M. B. (2026). **Embedding stealth assessment in metaverse-based training for PC building: advancing technical education using evidence-centered design**. *Education and Information Technologies*, *31*(15), 7215-7247. https://doi.org/10.1007/s10639-026-14072-3
Technical and Vocational Education and Training (TVET) programs require reliable methods to teach and assess performance-based skills in authentic contexts. Immersive platforms such as the metaverse offer promising environments for simulating real-world tasks and providing scalable training opportunities. In these technology-rich settings, stealth assessment is recognized as a psychometrically sound and theoretically grounded approach. However, its application has been largely confined to video games and primarily in contexts emphasizing creativity and collaboration. This study broadens that scope by embedding stealth assessment within a metaverse environment to develop and evaluate technical competencies in PC building. Guided by evidence-centered design, a two-part investigation examined (1) the suitability of stealth assessment in a metaverse context and (2) the effectiveness of metaverse-based training

in improving learning outcomes and facilitating skill transfer. Undergraduate students from computing and engineering programs engaged in structured PC-building scenarios within the metaverse, where their performance was tracked through automated event logs, validated against expert evaluations, and analyzed using inferential statistical methods. Results indicate that embedding stealth assessment in the metaverse enabled reliable and unobtrusive evaluation of learners' technical competencies. Metaverse-based PC-building training yielded higher learning gains than traditional methods, and learners demonstrated the ability to transfer skills from virtual tasks to physical PC-building. Overall, these findings offer evidence-informed insights for educators, researchers, and policymakers on integrating immersive technologies and embedded assessments in technical education and vocational training.

Gavens, N., Doignon-Camus, N., Quinones, E., Roth, R., & Popa-Roch, M. (2026). **When do tests help learning? The role of working memory capacity and test frequency in secondary school students**. *European Journal of Psychology of Education*, *41*(3), 105. https://doi.org/10.1007/s10212-026-01169-z
Retrieval practice requires learners to retrieve previously learned information from memory. It has proven to be a powerful strategy for long-term learning. The aim of the present paper is to investigate the effectiveness of this strategy, as a function of the students' working memory capacity and the number of tests performed in real class settings conditions and over the course of a school year. Study 1 aimed to determine whether the effectiveness of retrieval practice was affected by the students' working memory skills. Students were tested on half of the content taught throughout the school year. Tested content was better memorized in the long term than non-tested content, and this result did not vary as a function of the students' working memory. Study 2 aimed to test the effect of the number of tests on the retrieval practice. Throughout the school year, the learning content was either tested frequently, moderately frequently, or not at all. Results showed that the more frequent the tests, the better the long-term learning. These results offer promising prospects for more systematic retrieval practice in the classroom.

Gharaibeh, M., Ayasrah, M. N., Khatib, A. J. A., & Khasawneh, M. A. S. (2026). **Assessing perceived creative fluency in gifted high school students: development and validation of a technology-enhanced learning scale (PCFS-GHS)**. *Education and Information Technologies*, *31*(15), 6927-6950. https://doi.org/10.1007/s10639-026-14067-0
The integration of technology-enhanced learning into gifted education is expanding globally. However, culturally validated instruments for assessing students perceived creative fluency in this context remain limited. This study aimed to evaluate the psychometric properties of the Perceived Creative Fluency Scale for Gifted High School Students (PCFS-GHS) in Jordan. An exploratory sequential mixed-methods design was used, and 816 gifted high school students participated in the quantitative validation phase. The scale was examined using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). Internal consistency was assessed using Cronbach's alpha and McDonald's omega. Convergent and discriminant validity were evaluated using Composite Reliability (CR), Average Variance Extracted (AVE), inter-construct correlations, √AVE, MSV, and ASV. Factor analysis revealed a five-factor structure—Digital Ideational Fluency, Applied Visualization and Adaptive Implementation, Interdisciplinary Synthetic Creativity, Imaginative Foresight and Simulation, and, Cognitive Flexibility and Rule Redefinition—which explained 70.47% of the total variance. CFA results indicated acceptable model fit ($\chi^2/df = 3.40$; CFI = 0.918; TLI = 0.910; RMSEA = 0.077; SRMR = 0.051). The scale demonstrated high internal consistency across subscales (Cronbach's $\alpha = 0.912–0.978$;

McDonald's ω = 0.899–0.946). The PCFS-GHS is a valid and reliable instrument for assessing perceived creative fluency in technology-enhanced learning environments, with strong potential for research and educational applications.

Giam, N. M. (2025). **Impact and Transformation Mechanisms of Scientific Research Activities on Student Learning Outcomes and Soft Skills: A Conceptual Literature Review**. *EJSMT*, *2*(5), 45-54. https://doi.org/10.59324/ejsmt.2026.2(5).05
Student scientific research activities not only contribute to enhancing students' ability to apply disciplinary knowledge but also play a vital role in developing critical thinking, creativity, problem-solving capacity, and essential soft skills necessary for academic and professional endeavors. This paper focuses on analyzing the impact of scientific research activities on students' learning outcomes and soft skill development across various dimensions: enhancing self-directed learning ability, analytical thinking, problem-solving capacity, communication skills, teamwork, time management, and research presentation skills. Based on the synthesis and analysis of the relevant literature, this paper elaborates on the mechanisms through which scientific research activities provide active learning experiences, transitioning students from passive knowledge reception to knowledge discovery and creation. Apart from these benefits, this paper also elaborates on some of the challenges faced with the organization and continuity of student scientific research activities, such as limitations in research methodology, supporting resources, and extent of student engagement. Thus, the paper proposes a set of solutions to maximize the effectiveness of scientific research activities for improving educational quality and promoting the comprehensive development of students' competencies in higher education.

González-Gómez, A. M., Cebollero-Salinas, A., & Hernández, S. O. (2026). **Online and offline socio-emotional competencies and academic performance: the role of social media use in adolescents**. *European Journal of Psychology of Education*, *41*(3), 116. https://doi.org/10.1007/s10212-026-01179-x
Adolescents increasingly navigate offline and online communication environments simultaneously, often using several social media platforms at once. Socio-emotional competencies are thus crucial in online and offline contexts. This study investigates the impact of offline socio-emotional competencies, online socio-emotional competencies (e-COMs), and the number of social media platforms on academic achievement in Colombian adolescents. Data were collected from a sample of 303 Colombian secondary school students (10–14 years old, M = 11.8, SD = 1.48). To examine direct and indirect effects, path analysis was applied. Results showed significant connections between offline socio-emotional competencies and e-COMs, which, in turn, predicted academic performance. Additionally, the number of regularly used social media platforms negatively impacted academic performance. Notably, we observed an indirect effect of offline socio-emotional competencies on academic performance through e-COMs, alongside significant overall effects. This study's findings offer insights into the interplay between online and offline socio-emotional competencies, highlighting the need for targeted educational interventions to enhance academic performance. Implications include the need for educational programs designed to strengthen socio-emotional competencies and encourage responsible online engagement. This study contributes to the international literature by providing evidence from a Latin American context, expanding the cultural breadth of research on emotional development and academic outcomes in digitally connected youth.

Graf, L., Bassner, P., Anzinger, M., Dietrich, F., Krusche, S., & Poquet, O. (2026). **Interactive learning dashboards: rethinking learning visualisations as engagement tools**. *Education and Information Technologies*, *31*(15), 7715-7741. https://doi.org/10.1007/s10639-026-14082-1
Learning Analytics Dashboards (LADs) have shown limited impact on student outcomes, often functioning as static visualizations. In this paper, we present a case study reimagining LADs as interactive tools that promote student engagement. Namely, we extend a conventional LAD with a Large Language Model (LLM)-powered pedagogical agent and an interactive Judgement of Learning (JoL) feature to support students' awareness of their study progress. The pedagogical agent engaged students in conversations about their learning data, while the JoL feature required self-assessment before viewing system metrics, encouraging learners' calibration of their judgement. This interactive LAD (ILAD) was implemented in a university programming course with three randomly assigned conditions: no agent, a "telling" agent providing information about learner data, and an "eliciting" agent asking questions about learner data. The case study reports on the data collected over five weeks from thirty students paid to regularly use the ILAD within their computer science course. Data analysis from this small sample showed that the students in the "elicit" condition engaged in more reflection and more accurately judged their own mastery. This study highlights ILADs' potential to foster student engagement with learning data and improve metacognitive outcomes, offering new directions for learning dashboard design.

Gros, H., Thibaut, J.-P., & Sander, E. (2026). **Can teachers identify and overcome content effects in mathematics? A conceptual replication study**. *Journal of School Psychology*, *118*, 101573. https://doi.org/10.1016/j.jsp.2026.101573
Our study aims to conceptually replicate and extend findings from Gros et al. (2019), which explored the impact of real-world semantics interference in expert mathematicians' ability to solve 5th-grade level arithmetic word problems. Unlike the original study, our replication examines the performance of secondary-level mathematics teachers, a group with a different kind of expertise. We aimed to determine if teachers, who often need to translate abstract concepts into concrete examples, are less susceptible to semantic interference due to their specific form of pedagogical expertise. Secondary-level school teachers (N = 122) participated in behavioral experiments involving semantically congruent and incongruent arithmetic word problems. Results showed that what we call « semantic incongruence » significantly increased response times and error rates, both among mathematics teachers and non-mathematics teachers, suggesting that pedagogical experience in itself is not sufficient to recognize semantic incongruence when encoding arithmetic word problems. These findings indicate that teachers, despite their pedagogical expertise, fall into the same traps as mathematicians, demonstrating that semantic incongruence interferes with both Content Knowledge (CK) and Pedagogical Content Knowledge (PCK). We discuss the implications of this replication for educational practices, school psychology, and teacher training and make recommendations to reduce the impact of semantic interference and improve instructional effectiveness.

Gulmus Yelmen, M., & Turel, Y. K. (2026). **The effect of teaching provided through interactive infographics on the social skills of children with intellectual disabilities**. *International Journal of Inclusive Education*, *30*(12), 3584-3599. https://doi.org/10.1080/13603116.2025.2591686
This study aims to explore the effects of interactive infographic-based instruction on the social skills of preschool children (aged 60–72 months) with mild intellectual disabilities. The interactive infographic, developed specifically for the research, was employed using the direct teaching

method to facilitate the learning of social skills typically acquired by children through natural observation. The research utilised an ABA design, a single-subject experimental model, involving three preschool children with mild intellectual disabilities (one female, two males) within the specified age range, as well as their teachers. The study spanned an initial teaching phase, followed by post-implementation assessments at two and three weeks to evaluate skill retention. Findings indicated a significant improvement in the social skills of the participants following the interactive infographic-based instruction delivered through the direct teaching approach. These improvements were observed to be largely maintained during the follow-up assessments, suggesting the effectiveness of the intervention in fostering long-term skill acquisition. The study concludes that interactive infographic-based instruction can effectively enhance the social skills of young children with mild intellectual disabilities. Teacher interviews further supported these findings, providing positive social validity data and affirming the practical applicability and benefits of the instructional approach used.

Ha, C., McCarthy, M. F., Strambler, M. J., & Cipriano, C. (2026). **Disentangling the Effects of Social and Emotional Learning Programs on Student Academic Achievement Across Grades 1–12: A Systematic Review and Meta-analysis**. *Review of Educational Research*, 96(5), 1839-1880. https://doi.org/10.3102/00346543251367769
Universal school-based social and emotional Learning (SEL) programs are designed to provide structured learning opportunities for all students during the regular school time to advance their social, emotional, and academic development. This systematic review and meta-analysis reviewed 40 empirical studies (n = 40) conducted between 2008 and 2020 and explored the effect of SEL programs on students' academic achievement across first through twelfth grade. The analysis involved 33,737 students and 76 effect sizes (k = 76) related explicitly to academic achievement. Findings reveal that students in grades 1–12 who participated in universal school-based SEL programs demonstrated better academic achievement (g = .101) compared to those who did not participate. Analyses further confirmed that student standardized test scores and grade point averages are improved by participating in SEL programs and that student test scores are the most proximal and accurate estimate of the effects of an SEL program on student achievement. Furthermore, students showed significantly improved achievement in both literacy and math across grades 1–12, suggesting the impact of SEL across academic domains. Implications for addressing the academic achievement gap through SEL programs are discussed.

Hagège, H. (2026). ***Re-Anchoring Mindfulness for an Ethics of Responsibility in Contemporary Education: From New Life Skills and Meditation Typologies to a Pilot Evaluation of a Secular Program***. Consulté à l'adresse https://hal.science/hal-05776653
Objectives. Research on mindfulness faces two main obstacles: the ethical content of second generation mindfulness based programs (SG MBPs) often derives from Buddhist theory, ill suited to secular, pluralistic contexts, and methods assessing meditation's ethical impact remain rooted in normative moral psychology rather than reflexive ethics, without multidimensional, educationally relevant indicators. Moreover, even within ethics and ethics-education research, responsibility itself remains theoretically underspecified and weakly operationalized. To address these obstacles, we propose an original theoretical framework conceptualizing responsibility as five interrelated life skills—axiological, relational, epistemic, emotional, and attentional—integrating personal health with reflexive ethics, from which we derive a new meditation typology. We then examine a secular SG-MBP designed to cultivate these skills, along with its effects on them. Methods. In a pilot quasi experimental study, university science students who

completed the XXX program (anonymized for review), combining mindfulness based and four other meditation types, were compared with an active control group (N = 84). Validated self report measures assessed the five life skill domains and well being; group differences were tested with one way ANCOVAs controlling for baseline scores. Results. Relative to controls, XXX participants showed moderate improvements in empathy, connectedness to nature, values toward uncertainty, intra individual emotional competence, decentering, and well being, with no significant effects detected on value alignment, affects toward uncertainty, epistemological beliefs about science, or cognitive fusion. Conclusions. These findings offer preliminary support for secular SG MBPs grounded in reflexive ethics and life skills theory to jointly foster responsibility related competencies and well being, while underscoring the need for more sensitive measures of meditation's ethical impact, and lay groundwork for the viability of MBPs and for future research in education for responsibility and mindfulness studies.

Kachisi, F., Ehm, J.-H., & Nagler, T. (2026). **Interdependence of context, child- and word-related predictors of single-word reading strategies in German-speaking second graders**. *European Journal of Psychology of Education*, *41*(3), 94. https://doi.org/10.1007/s10212-026-01155-5
This study examined how child- and word-level characteristics as well as contextual information influence reading strategy use and whether there are interdependencies between the levels. German-speaking second graders (N = 124) were assessed on rapid automatized naming and vocabulary. To assess reading strategies, students read individual words aloud, with half of the words being presented with auditory context sentences. Word-level characteristics included frequency and familiarity. A linear mixed-effects model was used to analyze the relationships between context, child-level and word-level characteristics and reading strategies simultaneously. Context, child-level (vocabulary and naming) and word-level (frequency and familiarity) characteristics significantly influenced reading strategy use. Furthermore, interaction effects showed that both naming and vocabulary moderated the influence of context. Multiple factors influence the word reading process. However, these factors are not independent of one another, suggesting that different factors should be considered in reading lessons and reading support to adapt learning units to the specific needs of individual children.

Ke, J., & Gan, Y. (2026). **What impact does AI literacy have on university students' behavioral intention to use generative AI in art education? a quantitative analysis based on the UTAUT model**. *Education and Information Technologies*, *31*(15), 7489-7509. https://doi.org/10.1007/s10639-026-14090-1
In the age of Artificial Intelligence (AI), a significant transformation is taking place in art education for university students. AI literacy has become a crucial element for them to navigate the intricate digital landscape. However, existing AI literacy research has primarily focused on general education, STEM education, or workplace contexts, while studies specifically examining AI literacy in art education and creative learning environments remain relatively limited. This study employed the PLS-SEM method to uncover the factors that influence university students' behavioral intention (BI) to use Generative AI (GenAI), based on the UTAUT model, and to examine the mediating role of AI literacy. This study recruited university students on a voluntary basis who had previously used GenAI to complete art assignments. A total of 703 valid responses were gathered and analyzed using SmartPLS 4 software. The findings revealed that performance expectancy ($\beta = 0.651$, $p < 0.001$), effort expectancy ($\beta = 0.292$, $p < 0.001$), and social influence ($\beta = -0.093$, $p = 0.009$) significantly influenced AI literacy, while AI literacy strongly predicted behavioral intention to use GenAI ($\beta = 0.386$, $p < 0.001$). This research assists educational

institutions in understanding how UTAUT-related factors and AI literacy jointly shape students' behavioral intention to use GenAI in art education. It not only offers a valuable reference for constructing an AI literacy framework for university students majoring in art education in the digital age but also provides a theoretical underpinning for the digital transformation of university art education courses.

Kerimbayev, N., Shadiev, R., & Menlibay, Z. (2026). **Evaluating the hybrid interactive learning with GenAI (HILG) model: a multi-agent framework for enhanced programming education**. *Education and Information Technologies*, *31*(16), 8599-8635. https://doi.org/10.1007/s10639-026-14125-7
The article presents an empirical study to test the effectiveness of the Hybrid Interactive Learning with GenAI (HILG) model in improving the quality of programming education in the context of digital transformation of education. The model is based on the multi-agent interaction of five specialized generative AI systems, each performing a distinct pedagogical function: adapting content, providing explanations, diagnosing errors, generating alternative solutions, and facilitating a learning dialogue. The experiment involved 108 students who were randomly assigned to experimental (n = 54) and control (n = 54) groups. The study lasted 15 weeks, and the results showed statistically significant improvements in the experimental group across a number of indicators: average academic performance increased by 25%, the level of critical thinking rose by 33.3%, and the quality of project work improved significantly in terms of both scores and the degree of autonomy and originality. Multidimensional and correlation analysis revealed key factors of the model's effectiveness: adaptive complexity variation, individualized feedback, and generation of cognitively stimulating solutions. HILG also had a positive effect on motivation, self-confidence, and reduced learning stress. The results confirm the high potential of the HILG model for integrating GenAI into the educational process.

Kirkpatrick, M., Tiernan, K., Montemurro, G., Sulz, L., Torrance, B., Cole, T., & Storey, K. (2026). **Educators' Experiences Awarding High School Credit for an Indigenous Youth Program in Alberta**. *Revue phénEPS / PHEnex Journal*, *16*(2). Consulté à l'adresse https://ojs.acadiau.ca/index.php/phenex/article/view/4685
Educational attainment is a vital determinant of health, yet inequities persist for Indigenous students in Canada. The Indigenous Youth Mentorship Program (IYMP) is a community-based, after-school health promotion program that supports leadership, mentorship, physical activity, belonging, and wholistic wellbeing among Indigenous youth. In Alberta, high school youth mentors participating in IYMP have sought formal recognition of their learning through course credit; however, little is known about how educators navigate credit-awarding processes for health-focused, community-based programs. This study involved semi-structured interviews with five Alberta-based educators and program leaders with experience awarding credit for IYMP participation. Interview transcripts were analyzed using inductive thematic analysis. Four themes were developed: (1) essential partnerships across schools and communities; (2) the need to educate educators on credit processes; (3) fostering student engagement and autonomy; and (4) policy challenges and opportunities. Findings indicate that credit awarding is a relational and locally mediated practice shaped by educator authority, institutional structures, and policy interpretation, with important implications for recognizing experiential learning central to physical and health education. Strengthening these pathways may support more equitable recognition of Indigenous youth leadership and community-based learning within school systems.

Kırıkçı, A. C., & Sen, S. (2026). **Digital literacy profiles of pre-service social studies teachers in Turkey: a factor mixture modeling approach**. *Education and Information Technologies*, *31*(16), 8337-8370. https://doi.org/10.1007/s10639-026-14117-7
This study examined the digital literacy (DL) profiles of pre-service social studies teachers in Turkey and investigated how background characteristics predict profile membership. Data were collected from 534 participants across six universities using the Digital Literacy Scale. Applying factor mixture modeling, a three-class structure was identified: high (15.9%), moderate (70.2%), and low (13.9%) DL groups. Multinomial logistic regression using the three-step approach revealed that gender, number of siblings, long-term residence, and number of languages spoken significantly predicted membership in the identified DL groups. Female students and those from larger families were more likely to belong to lower DL groups, whereas rural-origin students were associated with the moderate level of DL. Similarly, multilingual students tended to be in the low DL group in this context. Focusing on social studies, a discipline central to digital citizenship education, this research provides the first field-specific latent profile study of pre-service teachers in Turkey. It advances understanding of DL in a developing-country context and offers evidence-based insights for equitable, context-sensitive teacher education programs.

Laurent, M. (2026). **Apprendre à l'université avec l'IAG : Quelle place pour l'effort cognitif ?** *MIAI DayS 2026*. Consulté à l'adresse https://hal.science/hal-05763172

Leonti, O., Daigle, D., & Montésinos-Gelet, I. (2026). **Les liens entre les habiletés de mise en correspondance graphophonologique et la reconnaissance et la production de mots écrits : le cas des élèves ayant un trouble développemental du langage (TDL)**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 140-168. https://doi.org/10.26443/mje/rsem.v60i3.10231
Cette étude visait à examiner les liens entre les habiletés en lecture et en production de mots écrits et les habiletés graphophonologiques chez des élèves du primaire ayant un TDL. Leurs performances ont été comparées à celles des élèves appariés sur le niveau de lecture (CL) et l'âge chronologique (CA). Les résultats indiquent que les performances en lecture et en production de mots écrits des élèves ayant un TDL s'apparentent à celles du groupe CL, mais sont inférieures à celles du groupe CA. Les liens entre les processus graphophonologiques et les performances en lecture et en production de mots écrits suggèrent une contribution des habiletés phonologiques au retard dans le développement des connaissances orthographiques chez les élèves ayant un TDL.

Leroux-Maurais, D. (2026). ***Associations longitudinales entre le type d'activités réalisées sur les écrans mobiles et le développement cognitif et socioémotionnel des enfants d'âge préscolaire*** (Mémoire de Maîtrise en psychoéducation, Université de Sherbrooke). https://doi.org/10.71892/11143/1547
Les écrans mobiles occupent désormais une place importante dans le quotidien des enfants d'âge préscolaire. Aux États-Unis, 93 % des parents rapportent que leurs enfants âgés de 2 à 4 ans utilisent des écrans mobiles, avec un temps d'utilisation moyen d'environ une heure par jour (Rideout et Robb, 2020). Contrairement aux écrans traditionnels, tels que la télévision, les écrans mobiles se distinguent par un usage plus autonome et par la diversité des activités qu'ils permettent, notamment les appels vidéo, la lecture de livres électroniques et différents types de jeux. Dans un contexte où l'utilisation des écrans mobiles chez les jeunes enfants est en constante augmentation et où ces dispositifs présentent des caractéristiques distinctes des écrans

traditionnels, il apparaît essentiel de mieux comprendre quelles activités réalisées sur les écrans mobiles sont associées à des risques ou à des bénéfices pour le développement (Mann et al., 2025). Ce mémoire examine la contribution de différentes activités réalisées sur des écrans mobiles (p. ex. regarder des émissions de télévision, jouer à des jeux, lire des livres électroniques, écouter de la musique, prendre des photos et visionner des photos ou des vidéos familiales) sur les habiletés cognitives (fonctions exécutives, capacités langagières, inattention) et socioémotionnelles (contrôle volontaire, réactions de colère et de frustration, hyperactivité) des enfants d'âge préscolaire. Des données longitudinales recueillies entre 2020 et 2023 auprès de 315 enfants ont été mises à contribution dans ce projet. Sept régressions linéaires multiples ont été effectuées afin d'estimer l'association entre les activités faites sur les écrans mobiles par l'enfant à 4,5 ans et chacune des variables de développement cognitif et socioémotionnel à 5,5 ans, en contrôlant pour certaines caractéristiques individuelles (p. ex. sexe de l'enfant, temps total sur écran mobile) et familiales (p. ex. niveau d'éducation du parent). Les résultats montrent qu'une plus grande fréquence de jeux sur les écrans mobiles est associée à une diminution de la flexibilité cognitive, un moindre contrôle volontaire et davantage de réactions de colère et de frustration un an plus tard. L'utilisation d'applications mobiles autres que les jeux, comme les appels vidéo ou les réseaux sociaux, est associée des niveaux plus élevés d'inattention un an plus tard. Cependant, l'utilisation des écrans mobiles pour lire des livres électroniques à 4,5 ans est associée des scores plus faibles d'hyperactivité à 5,5 ans. Finalement, la prise ou le visionnement de photos, l'écoute de film ou d'émission et l'écoute de contenu (p. ex. livre audio, balado, musique) ne sont pas significativement associés au développement cognitif ou socioémotionnel des jeunes enfants. Ces résultats permettront d'éclairer la pratique psychoéducative quant à l'utilisation des écrans chez les enfants d'âge préscolaire, en outillant les professionnels et les parents à l'aide de recommandations nuancées incluant les types d'activité réalisés sur les écrans.

Li, L., Guan, J., & Yu, Z. (2026). **Exploring the effectiveness of task-based bilingual learning in physical education: insights from technology-enhanced and cross-cultural approaches**. *International Journal of Inclusive Education*, *30*(12), 3689-3710. https://doi.org/10.1080/13603116.2025.2594159

Combining bilingual education with Physical Education (PE) has emerged as a unique model to boost language acquisition and fitness. Linguistic skills thrive in PE as students are drawn to its visuo-motor features. This study designed and evaluated a bilingual PE programme, examining its effects on students' language and motor skills. Conducted in bilingual high schools in Shanghai, Beijing, Guangzhou and Shenzhen, the programme used both Chinese and English for instruction. Adopting a mixed-methods design (qualitative focus group discussions and quantitative pre-/post-tests) with purposive and snowball sampling, data were collected from PE teachers, language experts and students over two months. Quantitative analysis used SPSS V25, while qualitative data were thematically analysed via NVivo 12. The results showed the curriculum significantly improved students' language proficiency, physical fitness, cultural competence and engagement. In the whole process, task-based activities with cultural elements and wearable devices' real-time feedback enhanced outcomes. This study offers a novel approach to bilingual PE and contributes to education research by providing an interdisciplinary curriculum model.

Li, X., Yang, K., Wei, J., Cheng, Y., Gašević, D., & Chen, G. (2026). **Dataset of GenAI-Assisted Information Problem Solving in Education**. *Scientific Data*. https://doi.org/10.1038/s41597-026-08054-w

Liang, L., Feng, X., Li, S., Xiao, R., & He, H. (2026). **What role does creativity play in students' academic performance? A network analysis based on global data**. *Education and Information Technologies*, *31*(15), 6623-6643. https://doi.org/10.1007/s10639-026-14052-7
Creativity and information and communications technology (ICT) are recognised as core 21st-century learning competencies; however, the complex relationship between them and pupils' academic performance has yet to be explored globally. It employs the latest PISA survey data-PISA 2022-encompassing 121,141 fifteen-year-old students across 33 countries and regions worldwide. By employing network analysis, this study quantified the intricate interrelationships among students' diverse creativity dimensions, ICT usage, individual and environmental characteristics, and their academic performance in mathematics, reading, and science. Findings indicate that curiosity exerts the strongest predictive influence within the network structure, while creative self-efficacy functions as both a "central" and "bridging" factor. Research findings suggest that priority should be given to fostering students' curiosity and their sense of self-efficacy in creativity, as these may be key factors in improving academic performance.

Lin, S., Guo, W., & Tan, Z. (2026). **AI Literacy and creative learning outcomes in undergraduate design education: the mediating role of human–AI co-creation quality**. *Education and Information Technologies*, *31*(16), 8201-8230. https://doi.org/10.1007/s10639-026-14104-y
This study examined how AI literacy contributes to creative learning outcomes in undergraduate design education. It also tested whether perceived Human–AI Co-Creation Quality (HCCQ) mediates this relationship and explored gender-related subgroup patterns. Data were collected from 504 undergraduate design students enrolled in studio-based courses at eight universities. The measures covered AI literacy, HCCQ, and three dimensions of creative performance: novelty, productivity, and appropriateness. Mixed-rater evaluations were used to reduce common-method bias. The results showed that AI literacy positively predicted all three dimensions of creative performance. HCCQ significantly mediated the relationships between AI literacy and each outcome, supporting a partial mediation model. This suggests that AI literacy supports creative learning both directly, as a capability resource, and indirectly, through higher-quality human–AI co-creation. Multi-group analyses suggested an exploratory subgroup pattern. Male students tended to show relatively stronger direct pathways, whereas female students tended to show more consistent HCCQ-mediated pathways. These patterns are descriptive and should not be interpreted as evidence that gender moderates the mediated pathway. The study proposes a capability–experience–outcome framework and highlights the role of co-creation quality in translating AI literacy into educational value. The findings suggest that studio-based course designs can enhance creative learning by emphasizing prompt iteration, reflective feedback, and structured human–AI collaboration across multiple dimensions of design performance.

Liu, C., & Wang, H. (2026). **Study on semantic diagram intervention for declarative knowledge learning in students with elevated learning anxiety**. *European Journal of Psychology of Education*, *41*(3), 102. https://doi.org/10.1007/s10212-026-01159-1
Learning anxiety is a prevalent psychological issue among university students in contemporary China, significantly affecting academic performance. Semantic diagram, as an innovative knowledge visualization tool, can be integrated into learning processes as a potential cognitive scaffold for students in high-anxiety contexts. This study investigates the effects of semantic diagrams on learning outcomes in declarative knowledge among Chinese university students

screened for moderate-to-severe learning anxiety. The study involved 94 first-year non-Chinese major students who were screened for moderate to severe learning anxiety using the Self-Rating Anxiety Scale (SAS). Participants were randomly divided into a control and an experimental group (n = 47 each). The control group engaged in self-directed learning using their preferred methods, while the experimental group utilized semantic diagram tools. After a 15-week intervention period, both groups completed a standardized assessment with acceptable reliability and content validity. Independent samples t-test revealed a significant difference between groups ($p < .001$, Cohen's $d = 1.81$), suggesting that the experimental group achieved a markedly superior understanding of declarative knowledge. The significant improvement in the experimental group suggests that the integrated intervention—combining semantic diagram visualization with iterative feedback—provides a robust instructional scaffold for declarative knowledge acquisition in high-anxiety contexts. Qualitative feedback suggests that this scaffolding provided students with a greater subjective sense of structure and perceived control over their learning process. However, as no post-intervention anxiety measure was administered, these qualitative accounts do not constitute evidence of anxiety reduction and are limited to descriptions of perceived cognitive ease.

McGrew, S., & Reynolds, E. C. (2026). **Discussing Credibility and Corroboration: Students' Reasoning About Digital Sources and Claims During Lateral Reading Lessons**. *American Educational Research Journal*, *63*(3), 611-649. https://doi.org/10.3102/00028312261426323
As concerns about digital misinformation proliferate, scholars have evaluated a range of interventions to support people to detect misinformation and identify credible sources. One approach involves teaching lateral reading—opening new browser tabs to search for more information about the credibility of a source or the accuracy of its claims via additional credible sources. We investigated students' reasoning as they discussed how they researched the credibility of sources or corroborated the accuracy of claims during an intervention in which both these processes were introduced as lateral reading. Our results suggest that judging source credibility and verifying the accuracy of claims involve different reasoning processes that deserve to be taught separately to prepare students to find credible information online.

Monnin, J., Vilain, A., Loevenbruck, H., Van Bogaert, L., Bull, K., Bouvier, F., & Machart, L. (2026). **LfPC-Pédago, Une approche pédagogique multimodale innovante comme levier de réduction des inégalités éducatives : données préintervention**. *36ème Journées d'Études sur la Parole*, 936-945. https://doi.org/10.21437/JEP.2026-89
This article presents baseline data from the LfPC-Pédago project. The project aims to conduct a controlled quantitative experiment to assess the effectiveness of the multimodal LfPC-Pédago approach as a tool for developing phonological skills, with the goal of reducing educational inequalities. The data presented here are the control (pre-intervention) measurements, collected before implementing the LfPC-Pédago approach. Assessments covered vocabulary, phonological awareness, nonword repetition, memory span, and literacy among final-year preschool students from two schools with highly contrasting socioeconomic profiles. The analyses reveal significantly different performance levels between the two schools in all tested domains (except for non-word repetition), with a clear effect of socio-economic status. These findings clearly confirm the extent of language inequalities associated with socio-economic factors as early as the end of preschool, and underscore the urgent need to provide effective pedagogical tools to address these disparities.

Moon, Y. K. (2026). **Operational and cultural digital literacy in early childhood: Distinct roles of home digital resources, digital co-use, and maternal verbal interaction**. *Education and Information Technologies*, *31*(16), 7919-7955. https://doi.org/10.1007/s10639-026-14092-z
Despite growing research on children's digital media use, existing studies have primarily examined the individual effects of home digital resources and parent–child digital interactions on developmental outcomes. However, relatively little is known about how these factors operate together within the home digital environment or about the mechanisms through which they contribute to preschoolers' digital literacy development In particular, little is known about whether the mechanisms linking home digital environments to digital literacy function in distinct ways across operational and cultural dimensions. Likewise, the distinct role of maternal verbal interaction beyond shared digital co-use remains poorly understood. Drawing on the Techno-Subsystem framework, this study examined the mechanisms through which the home digital environment influences preschoolers' digital literacy, focusing on the differentiated role of maternal verbal interaction in the relationship between digital co-use and preschoolers' digital literacy. In contrast to prior studies, this study differentiates digital literacy into operational and cultural dimensions to examine potentially distinct developmental mechanisms. Data were collected from 514 Korean mothers of children aged 5 and analyzed using a serial mediation model. Results revealed that home digital resources had significant direct effects on both operational and cultural digital literacy. However, the mediating mechanisms differed across dimensions. Moreover, maternal verbal interaction — both independently and as part of a sequential pathway following digital co-use—significantly mediated the relationship between home digital resources and operational digital literacy. In contrast, none of the indirect pathways reached significance for cultural digital literacy, suggesting that the developmental processes underlying operational and cultural dimensions may differ. These findings suggest that while maternal verbal interaction supports the acquisition of basic digital skills, the development of cultural digital literacy may require broader forms of engagement and participation in socially meaningful digital practices. This study contributes to the field by clarifying how home digital resources, digital co-use, and maternal verbal interaction contribute differently to operational and cultural digital literacy in early childhood. The findings underscore the importance of both home digital resources and diverse parent–child verbal interaction in supporting preschoolers' digital literacy development. They further highlight the need for culturally responsive parent education and policy strategies that promote intentional and developmentally appropriate media engagement in the home, moving beyond mere shared device use toward interactional practices that support children's active participation and meaning-making during digital experiences.

Mostadi, M. (2026). **Les compétences de vie à l'école primaire marocaine**. *Revue internationale d'éducation de Sèvres*, (101), 20-23. https://doi.org/10.4000/16wy4
À l'heure où les systèmes éducatifs sont de plus en plus appelés à préparer les élèves à affronter des sociétés complexes, instables et profondément transformées par les mutations sociales, technologiques et géopolitiques, la question des compétences de vie s'impose comme un enjeu éducatif majeur à l'échelle internationale. Longtemps centrée sur la transmission des savoirs disciplinaires et des savoir-faire techniques, l'école est aujourd'hui appelée à développer chez les apprenants des comp...

Moussa, W., & Lee, J. (2026). **Moving Cross-Language Transfer from Hypothesis to Causal Evidence: Effects of First-Language reading Skills on Second-Language reading Development in**

Ghana. *American Educational Research Journal*, *63*(3), 544-574. https://doi.org/10.3102/00028312261416515
In multilingual countries, debates about language policy in education persist. Many countries adopt a transitional bilingual approach in which children are taught to read in their first language (L1) as a subject before instruction shifts to an official language (L2) such as English. This model rests on the premise that L1 mastery aids L2 learning. Yet, most supporting evidence is correlational. We used an instrumental variable design to examine the causal effects of children's L1 reading proficiency on L2 reading development with data from 4,352 children aged 5–13 years in Ghana. Results showed that L1 reading proficiency positively impacts basic L2 skills such as letter–sound recognition, but the effect diminishes for decoding pseudowords and becomes nonsignificant for reading fluency, suggesting inconsistent cross-language transfer.

Nakamura, D. (2026). **Augmentation or Erosion? Regulating Cognitive Offloading in Generative AI-Supported STEM Learning**. *Educational Psychology Review*, *38*(1), 124. https://doi.org/10.1007/s10648-026-10224-6
Generative artificial intelligence (GenAI) confronts educational psychology with sharply heterogeneous evidence: meta-analyses report positive average effects on learning alongside prediction intervals spanning harm to benefit, and experiments document gains in some configurations and learning penalties in others. This article develops an augmentation–erosion framework that accounts for part of this heterogeneity by treating the educational effect of GenAI not as a property of the tool but as a property of the partition of cognitive labor between learner and machine. Integrating research on cognitive offloading, distributed cognition, cognitive load theory, and self-regulated learning, the framework holds that offloading augments learning when it discharges operations peripheral to the current learning goal, and risks erosion, whether of acquisition or of maintenance, when it bypasses the processing constitutive of that goal, unless the learner substantively processes the output or later reconstructs it. It supplies criteria for locating operations along a graded peripheral–constitutive continuum, specifies the comparison condition against which augmentation and erosion are defined, and states seven conditioned, testable propositions, each illustrated with a common example and paired with supporting and challenging patterns. On this basis, offloading regulation is proposed as a learning-oriented dimension of AI literacy with domain-general and discipline-specific components: a competence comprising partition discernment, calibrated monitoring, disciplinary verification, and re-internalization, enacted through metacognitive control and conditioned by learners' goals and motivation. The article closes with an intervention research program, a measurement strategy that triangulates interaction logs with process measures, and equity implications, using STEM learning as a strategically revealing case.

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
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, T.-A., Hidajat, T., Zhou, T., Ma, T., Hoang, A., Poed, S., & Edwards, E. J. (2026). **Relations between Teachers' and Students' Social-emotional Competence: A Systematic Review and Multilevel Meta-analysis**. *Educational Psychology Review*, *38*(1), 126. https://doi.org/10.1007/s10648-026-10218-4

Social-emotional competence (SEC) is strongly associated with key educational outcomes, including students' academic achievement, engagement, and well-being as well as teachers' effectiveness and occupational well-being. Although evidence for the extent and conditions of association between teachers' and students' SEC has accumulated for over two decades, the pattern among relations remains largely unexplored. This systematic review and multilevel meta-analysis followed PRISMA guidelines and searched four databases (PsycINFO, ERIC, Scopus, Web of Science). We identified 65 studies and 196 effect sizes (N = 23,409 teachers; N = 241,233 students) for examination of the relationship between teachers' and students' SEC. Results demonstrated a moderate overall correlation between teachers' and students' SEC, although the magnitude of this association varied considerably across studies. We found moderating effects for students' socioeconomic status (SES), teachers' years of experience, method by which SEC were measured, and grade levels. The positive association between teachers' SEC and students' SEC persisted across sensitivity analyses. However, funnel plot asymmetry and the Egger test indicated that publication bias could not be ruled out, hence the magnitude of the pooled estimate should be interpreted with caution. When the multidimensional construct of SEC was examined across five separate domains (see CASEL, 2020), teachers' responsible decision-making showed the largest observed relationship with overall students' SEC, while students' relationship skills showed the strongest observed association with overall teachers' SEC. However, given substantial heterogeneity and uneven numbers of effect sizes across SEC domains, these relative differences should be interpreted with caution. Overall, the findings indicate an association between teachers' and students' SEC, while also highlighting considerable variability in the magnitude of this relationship. These findings also suggest that teachers' SEC merits closer attention in social-emotional research with students, including studies designed to test whether teachers' SEC yields benefit for students' own SEC development.

Niklas, F., Jester, M., Ehmig, S. C., Bauer, K., Bertel, S., Birnbaum, L., … John, P. (2026). **Reading competencies in a digital age: new directions and challenges of digital approaches to support reading**. *European Journal of Psychology of Education*, *41*(3), 111. https://doi.org/10.1007/s10212-026-01165-3

This paper synthesizes insights from a scoping workshop funded by the Volkswagen Foundation that focused on reading competencies in the digital age. The purpose of the workshop was to discuss the current state of research, identify actionable next steps and outline considerations for future work in the context of learning to read in a digital world. The conference brought together German researchers with a wide range of backgrounds and expertise in reading research including computer science, psychology, language processing and educational science. Presentations and discussions during the conference centred broadly on potentials and challenges of learning to read and reading support in the context of digitalization—focusing on issues related to artificial intelligence and app-based learning. Results of the workshop and subsequent writing sessions include a synthesis of key considerations and core questions for the field of research on digital approaches to support reading. Findings highlight the need for the field at large to identify and develop digital tools for diagnosing readers' abilities and providing them with the support they need, and to do so with increased interdisciplinary collaboration, open science practices and communication among scholars.

Ning, R., & Xu, T. C. (2026). **Interactive gamification in K–12 classrooms: an SDT×TAM mechanism of perceived learning effectiveness in mainland China**. *Education and Information Technologies*, *31*(16), 8023-8036. https://doi.org/10.1007/s10639-026-14101-1
We examine how gamified platforms shape K–12 learning in authentic classroom workflows in mainland China. Integrating Self-Determination Theory (SDT) and the Technology Acceptance Model (TAM), we surveyed 400 students (Grades 4–9) and 25 teachers. Reflecting the focus on subjective user experience, learning effectiveness was operationalized as perceived learning effectiveness (PLE) rather than objective academic achievement. Using partial least squares structural equation modeling (PLS-SEM), perceived ease of use (PEOU) predicted perceived usefulness (PU), which in turn predicted PLE; this pathway was fully mediated by PU, and learning interest (LI) added a smaller independent effect. Both LI and PLE further predicted behavioral intention (BI) to continue using the platform, and the model explained 53.6% of the variance in PLE (PEOU→PU $\beta = 0.697$; PU→PLE $\beta = 0.513$; LI→PLE $\beta = 0.291$). To address the conceptual proximity of PU and PLE, we refined the PU measure to its TAM-based definition and confirmed discriminant validity using the heterotrait–monotrait ratio (HTMT; all values < 0.85; PU–PLE = 0.803). Teacher data and usage patterns indicated strong in-class activation but weaker after-class support, alongside gaps in teachers' AI-related teaching knowledge (AI-TPACK). Because PLE is self-reported, we interpret the relationships as predictive associations and offer design and professional-learning implications for converting momentary engagement into sustained learning.

Pamphile, P., & Bournaud, I. (2026). **Appropriation d'un dispositif d'accompagnement méthodologique d'étudiants primo-entrants à l'université : une lecture par profils et postures**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8k
Dans le contexte de la transition lycée–université, de nombreux dispositifs d'accompagnement visent à aider les étudiants primo-entrants à s'adapter aux exigences de l'enseignement supérieur. Pourtant, on observe souvent une appropriation différenciée des contenus proposés : certains étudiants s'emparent activement des outils et méthodes d'apprentissage adaptés à l'université, tandis que d'autres, souvent ceux qui en auraient le plus besoin, peinent à les intégrer à leurs pratiques. Ce constat, récurrent dans les retours de terrain et dans la littérature, interroge les conditions d'une appropriation effective. À partir du cas d'un dispositif composé d'ateliers de méthodologie du travail universitaire, cet article propose d'analyser ces écarts en mobilisant la

notion de profils d'appropriation (passif, pratique, stratégique) et les pratiques déclarées par les étudiants à l'issue du dispositif. Une lecture transversale de l'ensemble du dispositif est ensuite présentée, mettant en lumière la diversité des dynamiques d'appropriation. Pour interpréter les différences interindividuelles dans la réception d'un même accompagnement, nous introduisons la notion de posture, qui permet de relier les profils d'appropriation observés à des dispositions plus latentes d'engagement dans le processus d'appropriation. Notre étude invite ainsi à envisager les dispositifs d'accompagnement non pas uniquement sous l'angle de la diffusion d'outils et de stratégies d'apprentissage pour réussir à l'université, mais aussi comme des leviers de transformation pédagogique.

Pekmezci, F. B., & Yüner, B. (2026). **From building knowledge to building stress: the role of learning profiles in amplifying tension**. *European Journal of Psychology of Education*, *41*(3), 89. https://doi.org/10.1007/s10212-026-01150-w
University students face many sources of tension, such as exam pressure, heavy course load, economic difficulties, social adaptation problems, and anxiety about finding a job after graduation. In this process, students' learning regulation strategies and academic engagement levels can play a determining role in how they manage the tension they experience and how this tension is reflected in their academic development. This study aims to identify higher education students' learning regulation engagement profiles and examine the moderating effect of each profile on the relationship between tension and building. The study was conducted with 589 higher education students selected using convenience sampling. Mixture moderation analysis was used to determine the moderation effect of latent profiles. As a result of the study, three different learning regulation engagement profiles were identified, Independent Self-Regulators, Guided Independents and Collaborative Learners. The moderation analysis revealed significant effects of knowledge building on tension within Guided Independents profile, indicating that knowledge building significantly influences tension for this group. Characteristics of this profile are marked by the highest lack of regulation and the lowest inclination toward cooperative learning, highlighting the crucial role of learning regulation and engagement in reducing tension during the knowledge-building process.

Pi, Z., Zhou, D., Wei, Y., Zheng, S., & Li, X. (2026). **Enhancing learning from video lectures with proactive AI chatbots**. *Education and Information Technologies*, *31*(16), 8119-8141. https://doi.org/10.1007/s10639-026-14081-2
Video lectures are widely used learning tools, providing flexibility beyond the constraints of time and space. AI chatbots have emerged as a promising solution to facilitate students' social interactions in video lectures. This study conducted an eye-tracking experiment with 99 university students (88 female, 11 male) randomly assigned to three groups to examine how the design of AI chatbots' conversational paths (a user-initiated path vs. a mind-wandering-related proactive path vs. a content-related proactive path) affect students' social and cognitive outcomes. The findings highlight the advantages of proactive chatbot paths over user-initiated designs, showing improvements in social presence ($\eta^2 = 0.17$), motivation ($\eta^2 = 0.10$), and retention ($\eta^2 = 0.19$). This study contributes to the literature by distinguishing the effects of different proactive conversational paths and clarifying the mechanisms through which proactive AI interactions support learning. The results also provide practical implications for designing video lectures with AI chatbots: developers and educators are encouraged to align proactive AI interactions with learning materials, instructional goals, and learner characteristics, rather than assuming universal benefits.

Promonet, A., Bohn, C., Müller, C., Manneville, J., & Picaudé, C. (2026). **Écriture autobiographique : une expérimentation en lycée professionnel**. *Le français aujourd'hui*, (234), 73-84. https://doi.org/10.3917/lfa.234.0073
L'article montre comment les humanités, fragilisées dans la voie professionnelle, restent essentielles à l'émancipation et à la professionnalisation des élèves. Des dispositifs d'écriture ritualisée sont développés dans le cadre d'une recherche collaborative dans plusieurs lycées professionnels. Ils lient savoirs généraux et savoirs professionnels et révèlent leur rôle dans le développement des compétences langagières, l'appropriation des discours professionnels et le développement d'un éthos d'élève engagé.

Rabinowitz, L., & Tondreau, A. (2026). **Deconstructing representations of reading disability: critical literacy book clubs for literacy specialists**. *Oxford Review of Education*, *52*(6), 827-847. https://doi.org/10.1080/03054985.2025.2580640
Despite renewed attention to dyslexia in the science of reading debate, how teachers discuss representations of reading disabilities in children's literature is often overlooked. This article shares findings on literacy specialist graduate students' use of critical literacy in book clubs to analyse texts representing individuals with reading disabilities. Centring reading disability as an identity worthy of study, findings suggested that participants were able to use critical literacy strategies to critique and question text representation. They benefited from scaffolding tools, instructor feedback and small group interaction. Drawing on the different frameworks for dyslexia presented in the course, participants exhibited nonbinary thinking, defining dyslexia through a complex embodiment stance.

Ren, X., Li, X., Gao, L., Wei, Q., Liu, H., & Yu, X. (2026). **Effects of AI Interventions Across Cognitive, Social-emotional, and Academic Outcomes: a Meta-analysis of Randomized Controlled Trials with Nonlinear Dose–response Evidence**. *Educational Psychology Review*, *38*(1), 128. https://doi.org/10.1007/s10648-026-10217-5
While Artificial Intelligence (AI) interventions are rapidly reshaping education, their developmental value remains theoretically and empirically contested. Prior evidence is limited by causal ambiguity, fragmented outcome frameworks, and insufficient attention to intervention duration. This meta-analysis synthesized evidence from 47 randomized controlled trials (RCTs), contributing 59 effect sizes, to examine AI intervention effects across cognitive, negative social-emotional, and academic outcome dimensions. Dose–response meta-analysis with restricted cubic splines examined nonlinear associations between intervention duration and academic outcome. The pooled estimates varied descriptively across the three outcome dimensions. AI interventions showed a statistically significant positive effect on academic outcomes (Hedges' $g = 0.68$, $k = 37$, $p < 0.001$), a directionally favorable but statistically nonsignificant effect on negative social-emotional outcomes (Hedges' $g = -0.37$, $k = 11$, $p = 0.058$), and a small but statistically nonsignificant positive effect estimate for cognitive outcomes (Hedges' $g = 0.17$, $k = 11$, $p = 0.480$). Dose–response analysis showed a nonlinear pattern: academic outcomes rose rapidly, peaked at approximately 22.79 h, and then stabilized with a slight decline. Moderator analyses indicated variation by human assistance and educational level. These findings provide a cautious outcome-based synthesis of AI intervention effects and their variation across instructional conditions.

Saadi, N. (2026). **L'image au service de la pensée critique dans deux lycées marocains**. *Revue internationale d'éducation de Sèvres*, (101), 17-19. https://doi.org/10.4000/16wy3
Au Maroc, comme dans de nombreux systèmes éducatifs du Sud global, le secondaire reste traversé par une tension structurelle entre des prescriptions officielles modernisantes et des pratiques pédagogiques héritées, où la transmission verticale des savoirs prime sur la construction d'une pensée autonome. Les réformes successives, souvent dictées par le haut, peinent à rétablir le lien entre les savoirs scolaires et les réalités vécues des élèves. Parmi les matières concernées, le français lang...

Salque, C. (2026). ***De l'éducation à la santé à la promotion de la santé : Explo'Santé, évaluation d'un programme de développement des compétences psychosociales*** (Theses, Université Claude Bernard - Lyon I). Consulté à l'adresse https://theses.hal.science/tel-05667797
Dans un contexte de transition épidémiologique et d'inégalités de santé persistantes, la promotion de la santé s'impose comme une stratégie ciblant directement les déterminants sociaux sous-jacents. Ce paradigme trouve en l'école un milieu privilégié pour l'implémentation de dispositifs systémiques, notamment axés sur le développement des compétences psychosociales (CPS). Bien que de nombreuses évaluations aient montré une efficacité globale de ces dispositifs, la littérature récente souligne la fragilité longitudinale de ces études et leurs biais méthodologiques. De plus, l'omission récurrente de la structure hiérarchique des données augmente artificiellement la significativité statistique des effets, tandis que le défaut de stratification masque l'impact réel sur l'équité. Cette thèse évalue le programme Explo'Santé, dispositif de recherche interventionnelle déployant une approche systémique qui articule renforcement des aptitudes individuelles et transformation des environnements physiques et sociaux. Le cadre méthodologique repose sur une évaluation réaliste et un suivi longitudinal de trois ans auprès de 744 élèves du CM1 à la 6ème. Ce travail se focalise sur une analyse quantitative pour objectiver l'efficacité du programme. L'étude s'appuie sur des échelles psychométriques validées mesurant l'évolution des CPS, du sentiment d'efficacité personnelle, de la satisfaction de vie et du niveau de littératie en santé. Les analyses stratifiées portent sur le genre, le territoire, et le niveau socio-économique. Les résultats objectivent des disparités précoces territoriales et de genre, doublées d'un déficit marqué des CPS émotionnelles. En première année, les trajectoires de scores divergent selon le genre, le niveau socio-économique et le contexte, avec une stagnation globale des scores de CPS et de littératie en santé. La deuxième année est marquée par une érosion de la satisfaction de vie et la persistance des inégalités initiales. Enfin, l'analyse longitudinale sur trois ans objective une rupture brutale des scores à l'entrée au collège pour les CPS, la satisfaction de vie et le sentiment d'efficacité personnelle. Ce déclin contraste avec la croissance résiliente du niveau de littératie en santé. Sur l'ensemble du cycle, le genre et le territoire s'affirment comme les déterminants transversaux critiques de ces évolutions. Ainsi, l'analyse quantitative souligne la difficulté de neutraliser les disparités structurelles par la seule intervention scolaire qu'est Explo'Santé. Ce constat appelle le développement d'une approche qualitative afin de comprendre comment les singularités du terrain modulent les trajectoires observées, notamment l'impact des personnes sur le programme.

Sung, M. Y., Hao, X., & Geng, F. (2026). **Working memory predicts the collaborative performance of young children during pair programming**. *European Journal of Psychology of Education*, *41*(3), 109. https://doi.org/10.1007/s10212-026-01171-5

Recently, the widespread use of computers to support collaborative learning has introduced a new challenge for children, as they coordinate their cognitive resources to interact simultaneously with both the computer and their peers. However, there are lack of studies to investigate whether individual cognitive ability, such as working memory, can predict computer-supported collaborative performance in a group. This study examined whether children's working memory predicts collaborative performance during pair programming and whether children's working memory and collaborative performance predict learning outcomes. Participants were 115 children aged 6–10 years. Children's working memory capacity and coding ability were assessed, and they engaged in pair programming lessons. All lessons were recorded, and the videos were analyzed using the collaborative performance assessment framework, focusing on attentional states, emotional states, and interactive behaviors. The results indicated that children's working memory significantly predicted collaborative performance in a pair programming environment through its interaction with their mate's working memory, including task-related attention and joint attention. Specifically, for children with higher working memory capacity, being paired with a mate who also had a high working memory capacity was associated with higher levels of task-related attention and joint attention. In addition, children's individual working memory capacity significantly and positively predicted neutral emotions. Furthermore, task-related attention and peer observation behaviors during pair programming were linked to fewer debugging behaviors. These findings suggest that collaborative performance is influenced by the interaction between children's working memory capacity and their mate's working memory capacity. Additionally, collaborative performance observed during pair programming appears to have an impact on learning outcomes. Accordingly, the current study suggests that grouping children based on their working memory capacity is important for enhancing collaborative performance in computer-based collaborative learning contexts such as pair programming.

Tutkun, C. (2026). **The effect of digital and traditional methods on learning and retention in preschool education: a comparison of virtual reality, augmented reality, web-based, and manipulative materials**. *Education and Information Technologies*, *31*(16), 8521-8544. https://doi.org/10.1007/s10639-026-14119-5

The pedagogical use of digital technologies in early childhood education is increasingly prevalent today. Augmented reality, virtual reality, and web-based content have the potential to make children's learning processes more interactive and lasting. In this context, the study compared the effects of different teaching methods presented with augmented reality, virtual reality, web-based, and manipulative (traditional) materials on children's learning and retention levels. In the quasi-experimental study, a total of 400 children attending preschool education institutions in Bayburt, Turkey, were divided into four different groups and evaluated using a "pre-test–post-test–retention test" model. The results revealed that the virtual reality group achieved the highest scores in both learning and retention levels, followed by the augmented reality and web-based groups, while the manipulative group demonstrated the lowest performance. In addition, the virtual reality environment was evaluated by children as the most enjoyable and satisfying method, and children in this group were the most willing to use the training again. These results show that digital technologies such as virtual and augmented reality in preschool education should be evaluated as effective tools in terms of achieving pedagogical goals and increasing children's interest in learning.

Usta, İ., & Uğur, S. (2026). **Design and evaluation of a digital twin-based virtual museum for educational virtual reality experiences: the case of TÜDAM360**. *Education and Information Technologies*, *31*(16), 8371-8405. https://doi.org/10.1007/s10639-026-14118-6
This study aimed to design and develop a digital twin-based virtual museum for the Türk Dünyası Application and Research Center (TÜDAM) and, within the framework of the Technology Acceptance Model (TAM), to examine the relationships between information literacy, usability, and satisfaction among its users. Employing a design-based research approach, the study pursued three sequential objectives: (a) designing and developing the virtual museum, (b) assessing users' perceived usability and satisfaction, and (c) testing the mediating effect of usability on the relationship between IDL and satisfaction. The first objective was addressed by designing and developing a digital twin-based virtual museum, TÜDAM360, using 360-degree panoramic videos and photographs to accurately and immersively represent the physical museum environment; this platform served as the experimental setting for the subsequent phases of the study. To address the second objective, a total of 219 students from Anadolu University experienced the virtual museum using VR headsets and completed scales measuring digital competence, usability, and satisfaction, with data analyzed using K-means clustering and ANOVA. Findings showed that 63.5% of participants reported a high level of satisfaction, while 48.8% found the virtual museum highly usable. The third objective, testing the mediating effect of usability on the relationship between IDL and satisfaction, was examined through structural equation modeling (SEM). Results showed that IDL had both direct and indirect effects on satisfaction, with usability playing a significant mediating role ($p < .001$), supporting the TAM hypothesis that perceived ease of use and perceived usefulness enhance technology acceptance and user satisfaction. This research highlights the potential of digital twin technologies in enhancing user engagement and interaction in virtual museum applications. Future studies may focus on developing personalized user experience models to make virtual museum interactions more inclusive and engaging.

Vasiou, A., & Smaropoulou, C. (2026). **Social-emotional learning interventions: a systematic review of randomized controlled trials in primary education**. *European Journal of Psychology of Education*, *41*(3), 113. https://doi.org/10.1007/s10212-026-01174-2
The prevalence of scientific research on the impact of social-emotional learning (SEL) interventions within primary educational contexts has notably escalated in recent years, particularly facilitated by the application of randomized controlled trials (RCTs) to evaluate their efficacy. Contemporary research elucidates a sophisticated interplay of emotional, social, and cognitive components that significantly affect student behavior, emotional regulation, and academic performance. SEL programs consistently demonstrate beneficial impacts on students' interpersonal skills, emotional regulation, and academic achievements. The most efficacious interventions incorporate explicit pedagogical strategies in social competencies, self-awareness, and self-regulation, frequently resulting in enhancements in classroom conduct and peer interactions. A systematic review of 11 primary research peer-reviewed articles, drawn from two databases and spanning all research up to September 2024 was conducted to identify the key information collectively provided on Social-Emotional Learning (SEL) interventions in primary schools worldwide that used randomized samples. In answering the research questions posed, the following 4 key elements were synthesized: (1) interventions, (2) factors, (3) research outcomes, and (4) future implications. Research findings demonstrate the beneficial effects of SEL interventions on emotional regulation, social competencies, and academic success; however, challenges persist regarding long-term outcomes and adherence to implementation

protocols, use of technology, necessitating adaptability for diverse demographics, synergistic integration with other educational interventions, and enhanced engagement from educators and parents for optimal efficacy, while future inquiries should investigate sustainability, transformative processes, and economic evaluations to bolster SEL's effectiveness and scalability. Classroom frameworks, educator training, and community participation are emerging as critical determinants in the effective enactment of SEL initiatives. These conclusions correspond with the increasing consensus that SEL constitutes a fundamental component for comprehensive child development within primary education.

Vavassori, M., Molinari, L., & Grazia, V. (2026). **A person-oriented approach to agentic engagement, peer cohesion, and fear of negative evaluation in secondary school**. *European Journal of Psychology of Education*, *41*(3), 87. https://doi.org/10.1007/s10212-026-01153-7
In this study, we identified secondary school students' profiles based on perceptions of their agentic engagement, peer cohesion, and fear of negative evaluation from others, while also considering the potential influence of other factors, namely achievement goals and perceived teacher agency support. Participants were 515 Italian secondary school students who responded to a self-report questionnaire. Adopting a person-oriented approach, we identified five latent profiles of students characterized by unique patterns of student agentic engagement, perceived peer cohesion, and fear of negative evaluation. Disconnected (12.31%) and Fearful/Isolated (28.04%) students were characterized by low levels of agentic engagement and cohesion, but with opposite levels of fear. Lukewarm (24.87%) students showed average levels across all three variables. Fearful/Connected (25.51%) and Confident (9.27%) students had medium to high levels of agentic engagement and cohesion, but different levels of fear. Overall, our results suggest a relevant role of fear of negative evaluation, but also that leaning on peers can counteract its impact, sustaining active participation in class. We also found that achievement goals and perceived teacher agency support partially distinguished the emerged profiles. Implications of the findings for practices and policies are discussed.

Villemagne, C., & Molina, E. C. (2026). **Être préparé à enseigner les questions d'environnement : formation perçue et besoins de formation des finissant[e]s d'un programme de formation initiale à l'enseignement**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 81-103. https://doi.org/10.53967/cje-rce.6955
This diagnostic study examines the extent to which environmental issues and environmental education are incorporated into the curriculum of the Bachelor's program in Special and Social Adaptation (BASS). This investigation was carried out by surveying graduating students from a specific cohort. The study also explored the potential for integrating these topics into the program, based on the expectations and needs expressed by the students regarding desired educational objectives and their conceptualizations of the environment.A survey was administered, consisting primarily of Likert scale questions, with participation from a cohort of BASS graduates. The analysis revealed that the program offers limited learning opportunities related to environmental issues or environmental education throughout the students' academic trajectory. Nevertheless, as future educators, the respondents expressed a sense of responsibility to educate their pupils regarding attitudes and values aiming to improve the quality of their living environment. They also indicated a desire for more comprehensive training to effectively fulfill their role in promoting eco-citizenship among their pupils.

Wang, Q., Zhang, S., Li, M., Fu, W., & Lu, C. (2026). **Digital reproduction of family capital: revealing the impact of family SES on computational thinking in primary school students**. *Education and Information Technologies*, *31*(15), 7079-7103. https://doi.org/10.1007/s10639-026-14068-z
This study investigates the association of family socioeconomic status (SES) and family cultural capital with the development of computational thinking (CT) skills among 3,018 primary school students in China, drawing on Pierre Bourdieu's cultural capital theory. The results indicate that family SES positively predicts students' CT levels; however, quantile regression analysis reveals a ceiling effect in this predictive relationship. Various dimensions of family cultural capital, such as cultural resources, parental involvement, and parental monitoring, also positively predict CT development, while Shapley value decomposition shows that parental monitoring has the strongest explanatory power. Furthermore, path analysis confirms that family cultural capital significantly mediates the relationship between family SES and students' CT development, highlighting family cultural capital as a potential mechanism underlying inequalities in this critical digital skill. These findings deepen the understanding of how socioeconomic factors correspond to disparities in CT and provide theoretical and practical implications for promoting equity in CT education.

Wilson, J., Palermo, C., Myers, M. C., Cruz Cordero, T., Eacker, H., Potter, A., … Zhang, F. (2026). **Impact of Automated Writing Evaluation (AWE) on Middle School Students' Writing Outcomes**. *American Educational Research Journal*, *63*(1), 72-108. https://doi.org/10.3102/00028312251388655
This study used a randomized, controlled trial to assess the impact of the automated writing evaluation system MI Write on middle school students from traditionally underserved groups, including Black and Hispanic/Latinx students and those experiencing poverty. The research focused on whether students who used MI Write for one school year (n = 1,260) showed improved argumentative writing performance, increased self-efficacy, greater enjoyment of writing, and stronger beliefs in the recursive nature of writing compared with those who did not use MI Write (n = 1,227). No significant overall treatment effects were found, but significant treatment by district interactions emerged. Perceptions of MI Write were positive overall but varied by district. Findings reveal the limitations and promise of automated writing evaluation.

Wu, S., Pang, M., Sun, X., & Wang, X. (2026). **Research on the application of interactive social robot in english vocabulary learning in primary school**. *Education and Information Technologies*, *31*(15), 7511-7534. https://doi.org/10.1007/s10639-026-14063-4
Artificial intelligence driven educational technologies have rapidly transformed multiple domains, particularly primary education and language learning, where interactive systems such as augmented reality platforms and conversational agents enhance personalized instruction and learner engagement. These technologies enable adaptive feedback, real-time interaction tracking, and multimodal content delivery, creating new opportunities for improving English vocabulary acquisition. However, despite rapid technological achievements, structured integration of multi-source learning datasets remains limited, restricting comprehensive analysis of cognitive and behavioural learning outcomes. To solve this problem, this paper proposes a comprehensive dataset collation and harmonization framework that integrates three publicly available datasets: AR-based English vocabulary learning, student learning interaction logs, and chatbot-based English learning data. The methodology includes four stages. First, heterogeneous datasets are standardized through unified student identifiers, session mapping, and timestamp normalization. Secondly, vocabulary accuracy and response variables are cleaned and aligned

across sources. Thirdly, engagement-related metrics such as time-on-task, dialogue turns, and interaction frequency are computed to capture behavioural dimensions. Finally, derived indicators, including accuracy rate, average response latency, and engagement index, are generated to enable multivariate statistical modelling. Experimental results indicate that the integrated dataset improves feature completeness by over 35% compared to single-source datasets and enables stronger correlation modelling between engagement and vocabulary accuracy ($r > 0.45$, $p < 0.01$). Principal component analysis demonstrates clearer separation of performance clusters, explaining more than 70% of total variance within the first two components. Compared with isolated datasets, the proposed framework provides greater analytical robustness, richer feature representation, and enhanced predictive capability for modelling technology-enhanced vocabulary learning outcomes.

Xie, X., Ma, P., Li, Y., Fu, Z., Zhao, Y., Du, Z., & Zhang, W. (2026). **Development and validation of the adolescent artificial intelligence literacy scales**. *Education and Information Technologies*, *31*(16), 8807-8836. https://doi.org/10.1007/s10639-026-14136-4
This study systematically explored the structure of artificial intelligence (AI) literacy among adolescents in China and developed and validated the Adolescent AI Literacy Scales for both junior and senior high school students within the Chinese educational context. Based on semi-structured interviews with students, parents, and teachers, a framework of adolescent AI literacy comprising six primary dimensions and nine subdimensions was developed using consensual qualitative research (CQR). The initial scales were administered to 817 junior high school students and 951 senior high school students, and items were refined through item analysis and exploratory factor analysis (EFA). The revised scales were subsequently administered to 1,406 junior high school students and 1,318 senior high school students, followed by confirmatory factor analysis (CFA) and comprehensive reliability and validity assessments. The final version for junior high school students included nine dimensions, namely Value Cognition, Learning Motivation, Use Awareness, Conceptual Understanding, Operational Skills, Evaluation Ability, Ethical Awareness, Dependence Avoidance, and Innovative Application, whereas the senior high school version retained all dimensions except Use Awareness. Developed separately for junior and senior high school students, the two scale versions serve as preliminarily validated instruments for assessing AI literacy across different educational stages in Chinese secondary education.

Yazıcı, M. S., & Stancer, R. (2026). **Comparing autism-related abilities and symptom severity across educational settings: a study of Turkish and English schools**. *International Journal of Inclusive Education*, *30*(12), 3560-3583. https://doi.org/10.1080/13603116.2025.2591685
Although symptoms of Autism Spectrum Disorder (ASD) are thought to be universal and assessment tools are used globally, interpretations related to ASD may differ in different countries and cultures. This research focused on the socio-communication skills and ASD severity of students with ASD in Türkiye and the UK. This study is a mixed methods exploratory study including qualitative and quantitative research methods. In this study, 59 Turkish and 67 English children with similar reported ASD severity took part. The data were collected through observation of the children and informal discussion during five different tasks associated with socio-communicative skills over six weeks. English pupils were found to perform better on the tasks than Turkish pupils. Differences in relation to ASD severity were also found in these two contexts. Conclusions include the possibility that severity levels defined by DSM-5 are interpreted and used differently in the two countries. Cultural influences on task performance are considered and more research is called for to explore ASD severity and diagnosis in different contexts.

Yu, L., Ding, X., Ding, Y., & Li, J. (2026). **The impact of artificial intelligence literacy on college students' creativity: a sequential mediation and multi-group analysis**. *Education and Information Technologies*, *31*(15), 6755-6786. https://doi.org/10.1007/s10639-026-14050-9
The integration of artificial intelligence (AI) in higher education necessitates understanding how AI literacy fosters student creativity. This study examines the mediating roles of AI proactive integration and innovation self-efficacy, and the moderating effects of gender and disciplinary background. Using multi-group structural equation modeling with data from 5,615 Chinese undergraduates, we found that AI literacy enhances creativity both directly and through a sequential pathway: AI literacy → AI proactive integration → innovation self-efficacy → creativity. Multi-group analysis revealed significant gender differences—male students exhibited stronger indirect effects along the "AI proactive integration → innovation self-efficacy → creativity" chain—while disciplinary background (humanities/social sciences vs. natural sciences) showed no significant moderating effect. These findings validate a "technology-behavior-psychology-innovation" framework and offer practical insights for developing inclusive AI education strategies.

Zamorano, D., Alqassab, M., & Panadero, E. (2026). **Assessor versus assessee: a scoping review of the impact of peer assessment roles on cognitive, intrapersonal, and interpersonal outcomes**. *European Journal of Psychology of Education*, *41*(3), 90. https://doi.org/10.1007/s10212-026-01148-4
Peer assessment can shape students' learning across cognitive, intrapersonal, and interpersonal outcomes. When students participate in peer assessment, they can take on two distinct roles, as assessors or as assessees, each of which may shape their learning differently. However, only recently, there has been interest in comparing how each role contributes to students' learning. This comparison comes with a challenge: students usually play both roles reciprocally, making it difficult to disentangle the effect of each. We conducted a scoping review to examine the methodological approaches, and the evidence generated from peer assessment studies comparing the effects of the assessor and assessee roles on cognitive, intrapersonal, and interpersonal learning outcomes. Our review identified 19 studies, most conducted in higher education contexts. They compared the differential impact on cognitive (n = 9), intrapersonal (n = 9), and interpersonal (n = 1) outcomes. Among the studies focusing on cognitive outcomes, a subset used designs that specifically isolated each role, yet even these produced inconsistent results: in some studies students acting as assessors outperformed assessees, while in others both roles led to similar gains. In contrast, research focusing on intrapersonal and interpersonal outcomes is largely exploratory, though it offers a useful foundation for developing more focused designs aimed at specific variables. We propose a set of guidelines for future research aimed at systematically disentangling the impact of the assessor and assessee roles on the three aforementioned outcomes.

Zhan, Y., Boud, D., & Du, Z. (2026). **Designing for authentic assessment: a scoping review**. *Higher Education*, *92*(3), 1591-1608. https://doi.org/10.1007/s10734-025-01588-9
Authentic assessment has been adopted in higher education for decades, and its values in promoting learning and enhancing students' employability have been acknowledged. However, until recently, authentic assessment has mainly focused on replicating the tasks and performance standards typically found in the workplace. To maximise its educational potential, it is necessary to obtain a richer understanding of claims for authentic assessment in its various

forms by reviewing its variety of assessment designs. This paper provides a scoping review of empirical studies identified as authentic assessments from 2000 to 2024. It characterises authentic assessment design and discusses the design challenges considering the evolving understanding of authenticity in assessment from broader perspectives of students and society. It concludes with a proposed design model to accommodate changing views of authenticity in assessment.

Zhang, J. (2026). **Enhancing Chinese language skills through flipped classroom: the influence of engagement and technological accessibility**. *International Journal of Inclusive Education*, *30*(12), 3779-3796. https://doi.org/10.1080/13603116.2025.2598119
The flipped classroom (FC) instructional approach is a teaching reform model that promotes learner-centered and active participation. Given this, the research utilised a mixed-method approach to examine how it affects foreign learners' Chinese language proficiency, compromising technology accessibility as a moderating variable and student engagement as a mediating factor in language retention in the context of inclusive education. The study's participants were a sample of 363 foreign students and Chinese language instructors from six institutions were selected through stratified random sampling, and 92 of them participated in semi-structured interviews. Quantitative data were examined using Statistical Package for the Social Sciences (SPSS), while qualitative data were examined through NVivo-based thematic analysis. Results established that students' Chinese language proficiency is greatly improved by the flipped classroom. While proper technological accessibility improves learning efficiency, student engagement strengthens language retention. Results also revealed that self-paced learning improves vocabulary acquisition, teacher-student interaction helps students become more proficient speakers and listeners, and cultural immersion enhances contextual understanding and reading comprehension. Overall, the study contributes to the existing research on innovative pedagogical models in language instruction, indicating that incorporating technology, interactive instruction, and student engagement into the flipped classroom framework can significantly enhance Chinese language learning outcomes for foreign students.

Zhang, X. (2026). ***Developmental changes in perceptual-cognitive abilities and gross motor coordination from childhood to adolescence*** (Theses, Université Clermont Auvergne). Consulté à l'adresse https://theses.hal.science/tel-05785317
Childhood and adolescence represent critical periods for the development of perceptual-cognitive skills and gross motor coordination (GMC), yet the interplay between growth, biological maturation, sex, training background, and relative age remains insufficiently understood. This thesis aimed to examine how these multidimensional developmental factors collectively shape perceptual-cognitive performance and GMC from late childhood into adolescence. Four cross-sectional studies were conducted involving youth aged 10-16 years, combining anthropometry, biological maturity assessment, a three-dimensional multiple object tracking (3D-MOT) task, and newly developed GMC-specific tests. Results showed that perceptual-cognitive skills improved steadily with advancing biological maturity, with the most pronounced gains occurring before age thirteen. Performance was consistently superior under stereoscopic conditions, and this advantage remained stable across age groups, maturity stages, and relative age categories. Training background had limited direct influence on perceptual-cognitive performance but moderated relative age effects. Relative age differences emerged only among adolescents with moderate training exposure, whereas no differences were found in those with high training levels, suggesting that structured training may compensate for early developmental disparities. In terms

of motor development, GMC was strongly associated with both sex and biological maturity. Coordination improved with increasing maturity, and boys outperformed girls, particularly in tasks requiring dynamic control, although the developmental trajectories of both sexes were broadly comparable. No significant relative age effects were observed for motor coordination, underscoring the predominant role of biological maturity in motor development. Collectively, this thesis establishes a comprehensive developmental framework showing maturation as the key driver of youth performance, with training moderating relative-age differences and informing fair talent identification and targeted training support.

Aspects économiques de l'éducation

Abman, R., Lakdawala, L., Lundberg, C., & Nakasone, E. (2026). ***Trade Liberalization and Human Capital Formation: Schooling, Learning, and Early Labor Market Outcomes in Peru*** (Working paper N° 141). Consulté à l'adresse Wake Forest University, Economics Department website: https://EconPapers.repec.org/RePEc:ris:wfuewp:023632

Trade liberalization can increase schooling while reducing what children learn. We study this tension in Peru, where large unilateral tariff reductions between 2007 and 2016 generated substantial local variation in import competition. Combining household surveys with administrative records of test performance, we examine effects on children's schooling, work, learning, and later outcomes. We document a trade-off between schooling quantity and learning quality: greater exposure increased attendance but reduced relative gains in math achievement. This pattern extends from primary into secondary school, where exposed districts saw even larger participation gains, yet the relative math learning gap continued to widen as affected cohorts aged. We trace these effects to countervailing income and substitution channels. Declining protected-sector opportunities lowered the opportunity cost of schooling, while negative income shocks led more children to work while in school and shifted students from private to public schools, where teachers per student fell. In the longer run, affected cohorts were more likely to complete secondary school but shifted away from university and toward technical and professional programs, and by young adulthood were less likely to be employed and earned lower wages. Trade reforms can thus expand school access while weakening skill formation, revealing human-capital costs that enrollment metrics may miss

Arcia, G., Macdonald, K., & Patrinos, H. (2026a). ***Designing Effective Public-Private Partnerships in Education*** (Working paper N° 18972). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18972

Publicly funded school choice is examined as a form of education public-private partnership (PPP), with cross-national differences interpreted through institutional design rather than private provision alone. A novel theoretical framework derives two indicators â€“ alignment and coherence â€“ from a formal utility-theoretic model of PPP maturity, applied here for the first time to education. Across seven systems, the results reveal substantial differences in how competition, autonomy, accountability, and information are jointly structured. The findings highlight institutional architecture and complementarity as central to the design of effective education PPPs.

Arcia, G., Macdonald, K., & Patrinos, H. A. (2026b). ***Designing Effective Public-Private Partnerships in Education*** (Working paper N° 1827). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1827
Publicly funded school choice is examined as a form of education public-private partnership (PPP), with cross-national differences interpreted through institutional design rather than private provision alone. A novel theoretical framework derives two indicators - alignment and coherence - from a formal utility-theoretic model of PPP maturity, applied here for the first time to education. Across seven systems, the results reveal substantial differences in how competition, autonomy, accountability, and information are jointly structured. The findings highlight institutional architecture and complementarity as central to the design of effective education PPPs.

Bano Barry, A. A. (2026). ***Parcours scolaires, conditions d'étude, de vie et de travail des étudiants guinéens: Un regard à partir des cohortes 1998 à 2003, 2013-2014, 2015-2016 et 2023-2024***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/parcours-scolaires-conditions-detude-de-vie-et-de-travail-des-etudiants-guineens/82629
« Parcours scolaires, conditions d étude, de vie et de travail des étudiants guinéens » retrace une étude approfondie menée sur 26 ans, de 1997 à 2024, sur les étudiants guinéens. Cette enquête, réalisée auprès de plus de 16 000 étudiants, explore l évolution de leur parcours scolaire, les défis liés à leurs conditions d'études, leurs activités d apprentissage, ainsi que leurs réalités sociales et personnelles. L étude met en lumière l impact des inégalités territoriales, sociales et économiques sur le système éducatif, en particulier la centralisation à Conakry et l influence du secteur privé. Elle examine aussi les choix de filières, l essor du travail étudiant et les obstacles matériels et pédagogiques qui freinent la réussite académique. À travers ces transformations, l étudiant guinéen se révèle être le produit d un système éducatif en transition où les inégalités se renforcent tout au long du parcours

Buechele, S., Huegel, M., Kadriu, V., & Koenig, J. (2026). **A longitudinal analysis of research dynamics at German public and private universities**. *Higher Education*, *92*(3), 1259-1282. https://doi.org/10.1007/s10734-025-01571-4
This study examines the dynamics of the German university system, focusing on the competition between public and private universities and the impact of institutional boundaries. Utilizing concepts from competition theory, we conceive a framework to explore universities' research-related resource and product measures over two decades. We find that public universities have larger faculties and greater access to public funding, while private universities exhibit faster growth in research productivity. Despite their initial disadvantages, private universities have outpaced public universities in publication quantity and quality since 2010. Competition for research funding, talent, and reputation is central to both types of institutions, with public universities securing more highly competitive third-party funding. Our research indicates that both types of universities have led to a form of institutional isomorphism, where both public and private universities are increasingly converging in their strategies regarding publication outcome and personal recruitment, but not in funding.

Challe, L., & L'Horty, Y. (2026, octobre 11). **Près de 2,7 € de retombées économiques pour chaque euro investi : les universités, moteurs de croissance des territoires**. https://doi.org/10.64628/AAK.gsfdgjvtw
Si les dépenses des universités ont des effets économiques directs sur les territoires, des travaux montrent combien la formation et la recherche jouent aussi sur leur compétitivité.

Ciucci, S. (2026). **Education and the Shadow Economy: A Panel Cointegration Analysis**. *Kyklos*, *79*(4), 910-920. https://doi.org/10.1111/kykl.70066
This study examines the impact of education on the shadow economy across 132 countries over the period 1991–2020. To this end, panel cointegration and panel error-correction models are employed. The results of the panel cointegration tests indicate a stable long-term relationship among the selected variables. Both short- and long-run coefficients are estimated using a fully modified ordinary least squares (FMOLS) panel regression. The findings reveal a positive association between education and the size of the shadow economy. To account for institutional factors and potential cross-country heterogeneity, we construct subsamples based on countries' levels of corruption and economic freedom. Finally, the study applies a novel panel Granger noncausality approach (JKS test) to explore the bidirectional relationship between education and the shadow economy. The results indicate a causal relationship only in countries with high levels of corruption. Overall, the empirical evidence provides valuable insights for researchers and policymakers, suggesting that policies aimed at expanding higher education may have unintended adverse effects on economic growth by contributing to an increase in the shadow economy.

Coelli, F., Ouyang, D., Yuan, W., & Zi, Y. (2026). ***Educating like China*** (Working paper N° 13003). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13003
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.

Crawfurd, L. (2026). **The Returns to Education: A Comment**. *Kyklos*, *79*(4), 1226-1234. https://doi.org/10.1111/kykl.70081
Clark and Nielsen (2026) assemble a large dataset of quasi-experimental studies and argue that the causal return to an extra year of schooling is close to zero once one corrects for the selective publication of statistically significant findings. If correct, this would overturn a central pillar of human capital theory and weaken the empirical case for investing in education. This comment re-examines their own data with the standard battery of publication-bias corrections, including methods that guard against spuriously precise estimates and against p -hacking. Every method points to a return of around 5%–6% per additional year of schooling—positive, statistically significant and far from zero—and the estimate stays well above zero even under the most conservative variants. Clark and Nielsen's near-zero figure comes instead from a bespoke procedure that assumes large numbers of negative-return studies were suppressed; the distribution of published estimates does not support that assumption, and the same procedure

understates even a genuine, positive return in simulation. Publication bias in this literature is real but modest: Corrected for properly, the evidence is inconsistent with a near-zero causal return.

de Silva, L., Mahmood, R., & Ponnusamy, S. (2026). ***When the Fields Burn: The Hidden Costs of Agricultural Fires on Children's Education*** (Working paper N° 18977). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18977
Agricultural residue burning releases pollutants that prevailing winds carry across administrative boundaries. We study the effects of fire-driven pollution on the cognitive development and educational trajectories of around 700,000 children aged 5--16 in Pakistan, combining satellite-derived burned area data, wind direction, and nationally representative learning assessments. Our treatment measure captures fires within 15 kilometers of a child's district that burn upwind; comparable downwind fires, which reflect the same agricultural activity but carry smoke away from the child, serve as a placebo. A one standard deviation increase in upwind fire exposure reduces test scores in mathematics, reading, and English by roughly 0.02 standard deviations; downwind fires have no effect. Impacts are concentrated in the school term, with no effect from summer-holiday fires. Boys and girls suffer similar cognitive losses, but over time older girls face higher dropout, consistent with lower perceived returns to female education in a patrilocal society, and child labor rises. The results survive extensive robustness checks. Agricultural burning is thus a constraint on human capital development, not only a public health issue.

Desmet, K., Nagy, D. K., & Rossi-Hansberg, E. (2026). ***Human Capital Accumulation Across Space*** (Working paper N° 2634). https://doi.org/10.24149/wp2634
This paper studies how human capital shapes the economic geography of development. We propose a model in which human capital acquisition costs vary across space, and regions with higher human capital invest more in human-capital-augmenting technology. Locations are interconnected through costly migration and trade. Using data on local income and schooling, we quantify the model at a 1° x 1° resolution globally. Over two centuries, the model mostly predicts persistence in the spatial distribution of development. Proportionally lowering education costs in sub-Saharan Africa raises local outcomes but lowers global welfare, while the same policy in Latin America improves global welfare. An alternative policy that equalizes educational costs across sub-Saharan Africa generates worse outcomes, as population shifts within the region toward less productive areas. These results are driven by the estimated negative correlation between education costs and local fundamentals, as well as spatial inefficiencies due to externalities.

Fourré, M. (2026). **Les boursiers sur critères sociaux en 2025-2026**. *Note Flash du SIES*, (2026-23), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-09/2026-09_NF_SIES_23_Boursiers%202025-2026.pdf
Le nombre de boursiers continue de baisser en 2025-2026 en raison de l'absence de réévaluation du barème d'éligibilité, combinée à l'inflation passée. La tendance à la baisse du nombre de boursiers se poursuit en 2025-2026 (-0,8 % en un an), de façon moins marquée qu'en 2024-2025 (-2,6 % par rapport à 2023-2024). La part de boursiers, en-deçà de 35 %, est à son taux le plus bas depuis plus de 10 ans. Ce repli est particulièrement marqué au sein des filières sélectives, notamment les formations d'ingénieurs. L'absence de réévaluation du barème d'éligibilité, combinée à l'inflation passée, est l'explication principale des baisses de ces deux dernières années.

Fu, C., Lin, H.-C. (Luke), & Tanaka, A. (2026). **College Loans and Human Capital Investment**. *International Economic Review*, *67*(4), 1381-1401. https://doi.org/10.1111/iere.70080
College loans facilitate access to education, but the repayment burden may distort posteducation human capital investment. We examine the role of college loans and loan repayment policies through a structural model of individuals' dynamic decisions on borrowing/saving, labor supply, and costly human capital investment. We estimate two versions of the model using data from NLSY79: one with natural borrowing limits and another with parameterized limits. Counterfactual simulations suggest that, relative to the standard fixed repayment plan, income-driven repayment (IDR) plans modestly increase educational attainment, lifetime earnings, and individual welfare; accounting for lifetime income taxes, they also increase government revenue.

Heinrich, C. J., & Smith, M. M. (2026). **Extending the Promise: Student Experiences with Evolving Supplemental College Promise Programs**. *American Educational Research Journal*, *63*(5), 1097-1138. https://doi.org/10.3102/00028312261441251
Community colleges serve a key role in increasing college access, yet their completion rates lag far behind 4-year universities, and policies such as tuition discounts and promise programs come up short in buoying the success of low-income students. We examined the efficacy of a supplemental program developed to strengthen advising and financial supports provided to full- and part-time community college students facing greater barriers to college completion. Using a mixed-methods approach with administrative and interview data, we found strong associations between supplemental program participation and students' credits earned, college persistence, academic performance, full-time status, wages, and college transfer and completion. Our qualitative analysis illuminates mechanisms by which the supplemental program aids students in balancing external obligations and advancing toward completion.

Jha, S., List, J., Royer, R. C., & Samek, A. (2026). ***Latent Human Capital: How Early Investments in Parents Buffer Against Future Schooling Shocks*** [Working paper]. Consulté à l'adresse The Field Experiments Website website: https://EconPapers.repec.org/RePEc:feb:framed:00841
Do early investments in parents pay off even when treatment effects for children appear to fade out quickly? We answer this question by leveraging a field experiment in which households with 3-5 year-old children were randomized into a parenting program, a preschool, or a control group, combined with a natural experiment (Covid-19 school closures) that occurred ten years later. Prior to the closures, treatment effects on academic achievement had faded to zero across all groups. Yet, with Covid-19 school closures, effects of the parenting program re-emerge: test scores in control and preschool groups drop by roughly 0.25-0.30 SD, whereas scores in the parenting group drop by only 0.11 SD (difference: p = 0.01). Our findings suggest that parenting programs can generate latent human capital that only becomes visible when complementary school inputs are removed. This result is consonant with parental and school investments acting as substitutes in skill production. Because this latent parental capacity pays off precisely when school inputs fail, standard measurement tools for early childhood programs can miss crucial state-contingent value.

Juska-Bacher, B. (2026). **Was ein „gebietsfremder" Fibelhahn des 19. Jahrhunderts über Nachdrucke, didaktische Veränderungen und Verleger verrät**. *Swiss Journal of Educational Research*, *48*(2), 187-199. https://doi.org/10.24452/sjer.48.2

Der Artikel untersucht am Beispiel einer ungewöhnlichen Berner Hahnenfibel von 1836 die Praxis des Nachdrucks und die Entwicklung didaktischer Methoden im 19. Jahrhundert. Über den Vergleich der verfügbaren Fibel(nach)drucke aus den Jahren 1805 bis ca. 1870 werden textliche, bildliche und methodische Veränderungen dargestellt und eingeordnet. Die Analyse wirft ein Schlaglicht auf die Lehrmittelproduktion und das Verlagswesen der Zeit, in der ein sich erst entwickelnder Urheberrechtsschutz, (begrenzte) didaktische Expertise und ökonomische Interessen der Verleger zusammenspielen.

Lee, A.-R., Dow, W., & Torres, J. M. (2026). ***Impact of Adults' College Completion on their Parents' Mortality: Evidence from the 1993 Korean Higher Education Reform*** (Working paper N° 35792). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35792
A large literature examines the economic and health returns to college education. We extend this literature by studying the upward intergenerational effects of children's education on parental mortality. We exploit Korea's 1993 Higher Education Reform, which we estimate raised college completion by 13 percentage points among eldest children in the 1974–1983 birth cohorts relative to the prior 10-year cohort. Using data from the Korean Longitudinal Study of Aging, reduced-form estimates indicate a 27% (s.e.=10%) reduction in mortality among parents whose oldest child was in the reform-affected cohort. Because the reform affected college completion but not other education levels or quality, we use it as an instrumental variable (IV) for child college completion. IV estimates indicate a 20% (s.e.=7%) reduction in parental mortality for children induced to complete college by the reform. These parents received greater financial support and contact from their children and had lower smoking and higher physical activity, although these mechanisms explain only a small share of the mortality benefit. Effects were larger for parents of daughters in reduced-form analyses, although IV estimates did not differ significantly by child gender. Future research should further investigate the mechanisms through which children's college education affects parental mortality.

Liu, Y., Song, Q., & Zheng, Q. (2026). **A systematic review and meta-analysis of the effects of need-based aid on students' academic achievement: insights from causal evidence**. *Oxford Review of Education*, *52*(6), 983-1010. https://doi.org/10.1080/03054985.2025.2590460
This study synthesised causal evidence on the impact of need-based financial aid on college students' academic achievement. We searched six databases for studies published 2000–2023 that used causal designs (RCTs or quasi-experimental methods) and reported achievement outcomes; 16 studies (N = 870,341) met inclusion criteria. Effect sizes (Cohen's d) were pooled with a random-effects model and subgroup analyses examined country income level, aid programme type, and evaluation method. The pooled effect was small but significant (d = 0.13, 95% CI 0.03–0.23, p < .05). Moderator analyses indicated aid programme type (β = 0.06) and evaluation method (β = 3.22) significantly moderated effects (p < .05), while country development level did not. Overall, need-based aid yields a modest positive effect on achievement; policymakers should prioritise grant-focused programmes and rigorous, context-sensitive implementation and monitoring to maximize educational returns.

Musibau, H., Vespignani, J., & Yanotti, M. (2026). ***Education Quality and Economic Growth: A New International Measure of Quality of Education*** (Working paper N° 2026-09 Classification-O47, I26, I25). Consulté à l'adresse Adelaide University, School of Economics website: https://EconPapers.repec.org/RePEc:adl:wpaper:2026-09

This paper explores the impact of education quality on economic growth in 37 OECD countries. We developed a new dataset that combines mixed-frequency data, including low-frequency data (every three years) from the Programme for International Student Assessment (PISA) and annual data from the World Development Indicators (WDI), covering the period from 2000 to 2018. Our study investigates the relationship between education quality and economic growth. We found that a 1% increase in educational quality contribute to an annual economic growth rate of 2.8%. This result is significantly higher than previous research, which, based on cross-sectional PISA data, reported growth rates ranging from 0.4% to 2.3%.

Tsai, Y.-Y. (2026). **Who Pays When the Government Taxes Colleges?** *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2739118
The 2017 Tax Cuts and Jobs Act introduced a 1.4% excise tax on the net investment income of select nonprofit colleges. Affected colleges warned that the tax would force them to cut educational spending and reduce financial aid to students. Using a triple-difference design that exploits the policy's dual eligibility thresholds and drawing on IPEDS and IRS Form 990 data from 2010 to 2022, this paper finds that taxed colleges did not cut spending or financial aid. Instead, they raised tuition to pass the tax burden onto students and their families. Institutional financial aid did not keep pace with tuition increases, resulting in higher net attendance costs. The policy is also associated with an increase in enrollment among Pell Grant recipients and a decline among students who rely on Federal Student Loans, suggesting that the tuition increase is partially subsidized by the federal government through grants, while middle-income students who neither qualify for grants nor can self-finance their education may face reduced access to these selective institutions. These findings highlight how institutional responses to government taxation can redistribute costs in ways that raise concerns about educational equity.

Yip, T. M., Lai, S. L., & Yang, L. (2026). **Harnessing the Lifelong Learning for Economic Sustainability in the Era of Longevity**. *Review of Development Economics*, *30*(4), 2238-2264. https://doi.org/10.1111/rode.70109
This study investigates the mitigating role of older persons' educational attainment in the negative relationship between population aging and economic growth. Using unbalanced panel data from 126 countries over the period of 1985 to 2019, the results show that a higher proportion of older persons with post-secondary educational attainment attenuates the growth-deteriorating effect of population aging, with the effect turning positive once this proportion exceeds the estimated threshold of 38%. A country could harness the longevity dividend from its older population if the proportion of older persons with post-secondary education qualification has attained a sufficiently high level. Mechanism analysis shows that educated older persons mitigate the adverse impact by compensating for the loss of labor force and total factor productivity induced by population aging. Sub-sample analysis shows that the rising educational attainment of older persons is essential in offsetting the growth-deteriorating effect of population aging for developing countries experiencing "old before rich." This study highlights the importance of promoting lifelong learning among the older population in ensuring sustainable economic growth in the era of rapid population aging.

Aspects psychologiques de l'éducation

Abdelhadi, A. (2026). **From pen to prompt: costs of AI overreliance on students' cognitive endurance, self-efficacy and social engagement in writing tasks**. *Education and Information Technologies*, *31*(16), 8731-8747. https://doi.org/10.1007/s10639-026-14131-9
Despite existing research on artificial intelligence (AI) integration into the higher education context, its impact on students' engagement dimensions remains insufficiently explored. Addressing this gap, the present study explores the psychological and behavioral negative outcomes tied to excessive reliance on artificial intelligence (AI) tools among EFL students, centering on the decline in cognitive endurance, weakened writing self-efficacy, and lower levels of social engagement in writing tasks. To develop a reliable instrument for measuring these constructs, exploratory factor analysis (EFA) was employed to refine the underlying structure of the scales. A cross-sectional survey and path analysis with mediation and moderation were conducted to examine both direct and indirect associations among the variables under study. The data, collected from a sample of 243 English as a Foreign Language (EFL) students, revealed that AI overreliance was significantly and negatively associated with cognitive endurance, writing self-efficacy, and social engagement. Mediation analysis further identified cognitive endurance as a crucial pathway, with AI overreliance indirectly related to lower writing self-belief and reduced peer interaction via diminished cognitive effort. Under the same conditions, moderation analysis suggested that writing proficiency may buffer the negative cognitive associations of excessive AI use, indicating that higher-proficiency students were less impacted by the cognitive costs of AI dependency. The findings emphasize the need to strengthen mental persistence and writing competence to mitigate potential challenges in academic contexts. Accordingly, this study provides valuable insights into how technology can coexist with cognitive, emotional, and social dimensions of learning engagement.

Adukia, A., Bonci, M., Gallardo, P. D., Harrison, E., Nicoll, J., & Szasz, T. (2026). ***(How) Do We Teach Emotions?*** (Working paper N° 35789). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35789
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.

Alglave, N., Jeunesse, C., Fenouillet, F., Haute, J.-C., Anton, P., Nado, I., & Dietrich - Crevoisier, A. (2026). **Validation d'une échelle destinée à identifier le développement du sentiment d'efficacité personnelle d'étudiants en soins infirmiers à s'initier à la recherche**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8j
En France, le référentiel de formation infirmière inclut des compétences spécifiques dédiées à la recherche, or on constate que les étudiants en soins infirmiers ont des difficultés à les développer au cours de leurs études. Nous avons mis en œuvre un dispositif de formation expérimental de soutien motivationnel à s'initier à la recherche reposant sur les quatre sources d'activation du sentiment d'efficacité personnelle issues de la théorie sociocognitive de Bandura (2003). Dans ce cadre, nous avons créé une échelle mesurant le sentiment d'efficacité personnelle des

étudiants à s'initier à la recherche. Les résultats suggèrent que la structure de l'échelle en quatre dimensions permet d'estimer que le sentiment d'efficacité personnelle repose sur trois grandes formes de croyance, et qu'il est possible d'utiliser un score global pour évaluer le sentiment d'efficacité personnelle à s'initier à la recherche. Ils montrent ensuite que différentes dimensions de ce SEP sont prédictives des performances en recherche, ce qui renforce la validité de l'échelle.

Alharthi, S. M. (2026). **Unveiling the veil: Understanding digital distraction in gamified learning environments among EFL learners**. *Education and Information Technologies*, *31*(16), 8003-8022. https://doi.org/10.1007/s10639-026-14099-6
Despite the widespread adoption of gamified learning platforms in English as a Foreign Language (EFL) education, limited empirical research has examined students' actual use of these platforms in digitally distraction-prone learning environments. Addressing this gap, the present study develops and tests an extended UTAUT-2 model that explains both behavioral intention and actual use of gamified learning platforms while explicitly incorporating digital distraction as a perceived attentional constraint. Survey data were collected from 458 Saudi EFL university students with prior experience using Kahoot!, Quizizz, and Duolingo and analysed using partial least squares structural equation modelling (PLS-SEM). The findings reveal that performance expectancy, effort expectancy, social influence, and hedonic motivation are significantly associated with behavioral intention, while habit, facilitating conditions, and behavioral intention are significantly associated with actual use. Crucially, perceived digital distraction shows a significant negative association with students' actual use, indicating that attentional disruption may limit engagement even when motivation and habitual use are present. By integrating attentional factors into a technology acceptance framework, this study advances understanding of gamified learning adoption and highlights the need to balance motivational design with sustained cognitive focus in digitally intensive EFL contexts.

Al-Zahrani, A. M. (2026). **Evaluating the impact of inclusive and accessible learning technologies on student engagement and academic performance in higher education**. *International Journal of Inclusive Education*, *30*(12), 3660-3688. https://doi.org/10.1080/13603116.2025.2593563
This study investigates the impact of inclusive and accessible learning technologies on student engagement and academic performance in higher education. Grounded in Universal Design for Learning (UDL) and Technology-Enhanced Learning (TEL) frameworks, the research explores how assistive technologies, AI-driven systems, and intelligent tutoring platforms contribute to equitable and effective learning environments. Employing a mixed-methods design integrating bibliometric and content analyses, the study systematically examines 56 peer-reviewed articles from the Web of Science database. Quantitative indicators, including co-authorship networks, keyword co-occurrences, and citation patterns, were combined with qualitative thematic analysis to identify research trends and trajectories. Results reveal a steady global increase in inclusive educational technology research, with notable emphasis on AI-based personalization, assistive tools, and intelligent tutoring systems. Findings indicate significant regional variations: institutions in technologically advanced contexts demonstrate higher adoption rates, while socio-economic disparities and limited faculty training impede equitable access elsewhere. The study concludes that inclusive learning technologies significantly enhance engagement and performance when supported by robust institutional strategies, professional development, and equity-focused policies. These findings advance the discourse on inclusive education by providing an integrated empirical overview and identifying pathways for future research and policy development.

Amirkhanyan, H. (2026). ***Do non-financial incentives work better for women? Two classroom experiments on calibration*** (Working paper N° 2026-37). Consulté à l'adresse Faculty of Economic Sciences, University of Warsaw website: https://EconPapers.repec.org/RePEc:war:wpaper:2026-37
This paper reports the results of two experiments exploring the effects of monetary and non-monetary incentives on overconfidence and underconfidence. It additionally explores the moderating effects of gender. The participants of both experiments are university students taking their academic tests. Right before the tests, they predict weather their score will be higher or lower than the average in their class group. Overplacement is defined as expecting a better-than-average score but actually getting a below-average score. Similarly, underplacement occurs when a subject expects a below-average score but ends up above the average. Half of the subjects are incentivized: some receive money and others a handmade gift conditional on predicting correctly. Experiment 1 is conducted weekly for nine tests and involves students of one course. Experiment 2 involves students of four different courses, and the grade predictions are made on the final exam only. While Experiment 2 shows no significant results, the main finding from Experiment 1 is that the handmade gift reduces the likelihood of overplacement and underplacement for women, making them significantly better calibrated than men. Experiment 1 also shows that overplacement, but not underplacement, is more likely when the stakes are high (midterm and final tests compared to the weekly quizzes). Finally, there is limited support for the Dunning-Kruger effect.

André, A., Nicaud, C., & Tessier, D. (2026). **Conception universelle de l'apprentissage et théories sociocognitives de la motivation : vers un climat inclusif engageant**. *La nouvelle revue - Éducation et société inclusives*, (105), 185-198. https://doi.org/10.3917/nresi.105.0185
Cet article théorique vise à identifier les apports complémentaires de la conception universelle de l'apprentissage et de certaines théories sociocognitives majeures de la motivation afin de mieux comprendre les effets et les processus socio-affectifs à l'œuvre dans le cadre d'une approche universelle de l'éducation inclusive. Au regard des apports et limites de la conception universelle de l'apprentissage, seront discutés successivement les apports de la théorie de l'autodétermination et de la théorie des buts d'accomplissement. Enfin, dans une visée intégrative, nous définirons la notion de climat inclusif engageant. Ce climat, qui agit sur les besoins éducatifs partagés par les élèves, notamment lors des interactions sociales en classe, est susceptible d'avoir des effets socio-affectifs positifs sur l'ensemble des élèves.

Arpacık, Ö. (2026). **Sequence-based analysis of learner interactions in generative AI-supported interactive video programming tasks: insights from novice and experienced learners**. *Education and Information Technologies*, *31*(15), 7779-7813. https://doi.org/10.1007/s10639-026-14129-3
This study examined learner interaction trajectories within generative AI-supported interactive video programming environments across two instructional contexts involving learners with differing levels of programming experience. Participants were categorized as novice or experienced based on prior programming experience. Learners in both contexts interacted with programming tasks embedded in the video, where they were required to write and execute code. When solutions were incorrect, learners revised and re-executed their code or used an "ask AI" option to receive hint-based feedback from a generative AI system. Interaction log data were analyzed using sequence analysis and transition network analysis to identify dominant behavioral patterns and action-to-action transitions. Interaction behaviors were further

examined in relation to response correctness and self-reported cognitive load, and mixed-effects models were used to examine how cognitive load, action count, and correctness varied across interaction points. The findings indicate that learners across both instructional contexts initially followed similar interaction requirements imposed by the system. Over time, however, distinct interaction trajectories emerged within the two instructional contexts. In the novice instructional context, interaction patterns were characterized by more frequent AI consultation and shorter interaction sequences, whereas the experienced instructional context showed more diversified exploratory behaviors, including more frequent consultation of external resources and longer interaction trajectories. These context-specific patterns were also evident in interaction patterns associated with response correctness and cognitive load, as well as in the task-level trajectories of these indicators. Overall, the findings suggest that behavioral tendencies within the two learner contexts were less evident in the frequency of isolated actions than in the sequencing and organization of interactions over time. These results underscore the importance of designing generative AI-supported interactive video environments that adapt support mechanisms to learner context, task-specific demands, and evolving cognitive-behavioral indicators, thereby supporting the effective use of AI as a regulatory scaffold.

Balıkçı, H. C., & Alpsülün, M. (2026). **The role of AI avatars and human instructors in video-based learning: an eye-tracking study on cognitive load and social presence**. *Education and Information Technologies*, *31*(15), 7743-7777. https://doi.org/10.1007/s10639-026-14111-z
Grounded in the Cognitive Theory of Multimedia Learning (CTML) and Cognitive Load Theory (CLT), this study examines how different teacher representations (human instructors, AI avatars, and photo-based synchronized videos) affect students' learning outcomes and psychological factors, including cognitive load, social presence, source credibility, and mind wandering. Eye-tracking analysis was used to capture learners' visual attention patterns, focusing on fixation duration, fixation count, and transitions between areas of interest. The research employed a quasi-experimental post-test control group design with 51 middle school students in southeastern Türkiye. Although teacher-representation condition did not produce significant mean differences across the variables, gaze-based indicators revealed that longer fixation duration on the instructor area was associated with higher academic achievement and germane cognitive load, as well as stronger perceptions of social presence. In contrast, less attention to the instructor corresponded with increased mind wandering. These findings suggest that teacher visibility and sustained visual attention, rather than the representation type itself, are critical correlates of learning effectiveness in video-based instruction. The study extends current understanding of AI-mediated teaching by highlighting how gaze-based attention indicators are associated with cognitive and social dimensions of learning in technology-enhanced environments.

Benoit, H. (2026). **Questionner l'idée de différence : une condition de l'inclusivité**. *La nouvelle revue - Éducation et société inclusives*, (105), 171-184. https://doi.org/10.3917/nresi.105.0171
L'objet de cet article est de recourir à un questionnement philosophique de l'idée, en apparence anodine, de différence en vue de prévenir les risques que font courir aux pratiques inclusives les conceptions différentialistes de l'élève considéré comme hors normes. Il s'agit d'élucider les effets contre-productifs sur l'inclusivité sociale et scolaire des représentations d'un élève qui serait différent par nature, avatar moderne de l'esclave par nature théorisé par Aristote, parce qu'il relève d'une constitution psychique ou physique réputée à part. Une telle appréhension de l'altérité, lorsqu'elle fonctionne comme déterminant des représentations sociales et professionnelles des enseignants, met à l'arrêt la dynamique inclusive car elle

compromet la construction du sentiment de compétence professionnelle, issu du sentiment d'auto-efficacité (Bandura, 1986).

Beshir, H., Fitzsimons, E., Kelly, D., & Macmillan, L. (2026). ***Adolescent Skills, Mental Health, and Early-Adult Educational and Labour-Market Outcomes*** (Working paper N° 26-09). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-09
We examine how different dimensions of adolescent development---cognitive skills, socio-emotional functioning, and mental health---are associated with educational attainment and labour-market engagement at age 23. Using the Millennium Cohort Study, we show that these dimensions are linked to distinct outcomes in early adulthood. Attention difficulties are most strongly associated with lower educational attainment, while emotional, conduct, and peer difficulties are more closely related to weaker labour-market engagement and a higher likelihood of being not in education, employment, or training (NEET). Persistent behavioural and mental-health difficulties are particularly predictive of NEET status. We further document substantial socioeconomic inequalities in educational attainment and labour-market engagement and assess the extent to which adolescent skills and mental health account for these disparities. Our findings show that different dimensions of adolescent development are associated with distinct pathways through education and into the labour market, while also contributing to persistent socioeconomic inequalities in early-adult outcomes.

Bitu, F., & García, T. (2026). **Creativity as a link between movement-based activities and wellbeing in educational settings: A PRISMA systematic review**. *Mental Health and Physical Activity*, *31*, 100825. https://doi.org/10.1016/j.mhpa.2026.100825
Background and aim: Movement-based activities and creativity have been extensively used to support wellbeing in educational settings. Also, creativity may be important in movement-based activities because dance, creative movement, yoga, qigong, and arts-informed activities can involve improvisation, symbolic expression, play, and embodied meaning-making. This systematic review examined how creativity may link movement-based activity with wellbeing among children and adolescents in educational contexts. Methods: Following PRISMA 2020 guidance, Web of Science, PubMed, and PsycINFO were searched for Englishlanguage empirical articles published between 1 January 2015 and 19 March 2026. Eligible studies included participants aged 3-18 years in educational or school-related settings. Studies were included when they showed an explicit focus on creativity, included a motor or physical activity, and reported at least one wellbeing outcome. Results: Of 482 records identified, 13 studies were included. Activities included dance-related activities or therapies, theatrical and musical improvisation, and mind-body exercises. Creativity was coded as an intervention/design feature in ten studies, a co-outcome in two, and a contextual/pedagogical feature in one. No study directly tested creativity as a statistical mediator between movement-based activities and wellbeing, and creativity measures were highly heterogeneous. Conclusions: Creative and expressive movement-based activities appear promising for holistic wellbeing in educational contexts, but the evidence remains heterogeneous and methodologically uneven. Current findings support creativity mainly as a design feature or co-occurring process, not as a causal mechanism. However, the heterogeneity observed may reflect an attempt to capture forms of creativity that are intrinsic to movement-based activities, thereby positioning creativity as a more central albeit still conceptually underdeveloped construct. Future studies should define creative components,

measure creativity and wellbeing longitudinally, and test whether creative processes explain or condition wellbeing effects.

Bleiberg, J., Robinson, C. D., Bennett, E., & Loeb, S. (2026). **The Impact of Tutor Gender Match on Girls' STEM Interest, Engagement, and Performance**. *American Educational Research Journal*, *63*(3), 514-543. https://doi.org/10.3102/00028312261417332
Gender disparities in STEM persist despite girls performing as well as boys academically, suggesting girls may benefit from role models who shape their perceptions of STEM. We examine whether female math tutors influence girls' STEM interest, attendance, and performance. We randomly assigned 422 ninth-grade students taking Algebra 1 to a same-gender or opposite-gender tutor. Girls assigned to female tutors reported higher STEM interest (.73 SD) and were more likely to pass the course with a C– or better (3.9 percentage points) than those with male tutors. We found no impact on attendance. Effects were stronger for students working with tutors in-person rather than virtually. We provide the first experimental evidence that female tutors can boost girls' STEM self-concept and academic outcomes.

Bodzin, A., Fu, Q., Araujo-Junior, R., Hammond, T., Pan, Z., Zhu, J., … Marlatt, M. (2026). **The impact of place-based local contexts, presence, and narrative design on headset virtual reality engagement and learning in non-formal education settings**. *Education and Information Technologies*, *31*(16), 8231-8263. https://doi.org/10.1007/s10639-026-14110-0
While virtual reality (VR) learning experiences have been widely studied in formal educational settings, fewer studies have explored their impact in non-formal environments across diverse age groups. This study used path analysis to examine how place-based local context, immersion, presence, and VR design features (narrative, guidance and feedback) predict participants' engagement, industrial history content knowledge, affective learning, and perceptions of local environmental learning. Multivariate analysis of variance (MANOVA) was also conducted to explore differences by age, gender, race, and watershed residence. Results indicated a statistically significant increase in content knowledge from pretest to posttest, with no significant group differences for gender, race, or residence across outcome variables. Path analysis findings highlighted the importance of presence and local context for engagement and affective learning. Engagement was positively related to all learning outcomes and served as a significant mediator between local context and learning of the local environment, between local context and affective learning, and between presence and affective learning. VR design features, including the narrative component, did not significantly predict engagement or learning outcomes. The findings underscore the importance of authentic place-based contexts and presence in fostering engagement and learning in non-formal VR environments. While narrative design may contribute to VR learning experiences, its effects may be context-dependent, with experiential factors such as presence and local context playing a more central role in shaping engagement and learning outcomes.

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
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.

Bonnesen, K., Krygsman, A., Hobson, S., Presley, A., O'Reilly, J., & Vaillancourt, T. (2026). **Teacher Affirmation and Adolescent Well-Being: A Multilevel Analysis of Pronoun Use, Mattering, Loneliness, Safety, and Bias-Based Bullying**. *Journal of Youth and Adolescence*, *55*(10), 2528-2543. https://doi.org/10.1007/s10964-026-02406-w

Identity-affirming teacher practices, such as using correct pronouns, may act as Identity Safety Cues for individual students and the wider school climate. Participants were 42,088 Canadian adolescents in grades 7–12 (age M = 14.6, SD = 1.8; 49.3% girls, 4.0% gender diverse, 15.1% 2SLGBTQIA+). Multilevel models tested associations among teacher pronoun use, bullying victimization (general and bias-based), and well-being (mattering, loneliness, safety). Bias-based victimization was associated with worse outcomes. School level pronoun affirmation was associated with higher well-being for the student body but not with a reduced slope of bias-based bullying victimization. In highly supportive climates, the negative association with mattering was stronger at severe bullying levels, consistent with a healthy context paradox. Teacher pronoun use may be a broadly shared protective climate asset.

Bousquet, E. (2025). ***Approche clinique des souffrances psychiques dans l'insertion socio-professionnelle : repenser les pratiques d'accompagnement*** (Theses, Université Bourgogne Europe). Consulté à l'adresse https://theses.hal.science/tel-05661935

This research is based on a clinical and institutional fact: social integration workshops are increasingly welcoming a public presenting psychological suffering. The socio-professional support officers are encountering significant difficulties in fulfilling their mission, that of successfully transitioning social integration employees in integration into employment. The socio-professional support officers therefore call on psychologists for training and supervision because they lack the theoretical tools needed to apply to their practices to this vulnerable public. The theoretical contributions of psychoanalysis and institutional psychotherapy make it possible to define the helping relationship as a transferential relationship inducing unconscious psychological movements in the socially integrated employees and the socio-professional support officers. We are conducting active research in social integration workshops in order to study the psychological processes at work in two systems, training and supervision. We use a quantitative approach for training supported by clinical observations. We interviewed 60 Socio-Professional Support Officers after the training sessions on raising awareness of mental health disorders in socio-professional support. We supplement these results with clinical observations over these 8 days of training. Finally, we collaborated with 4 Socio-Professional Support Officers through individual supervision and carried out new clinical observations based on this second program. The socio-professional support officers primarily reported problematic situations in which employees suffer from display mental health disorders related to psychosis. These psychotic pathologies induce prejudices and resistance when it comes to supporting these employees in integration. During training, the socio-professional support officers request theoretical and clinical elements. They were majoritarily satisfied (93%) with the awareness day. Furthermore, the results show that beyond the trainer's knowledge transmission on mental health disorders, his relationship

to say knowledge is essential in the sense that it mobilizes the socio-professional support officers desire to learn. Through supervision, some of the relational difficulties arising from psychotic transference can be overcome through psychological development, which promotes continued support. The integration process can represent a step towards recognizing the psychological disability and allowing the orientation of employees in integration towards stable work. Training and supervision constitute psychological spaces which contribute to a better reception of employees in integration and which promote better socio-professional integration by finding solutions adapted to each individual.

Bruna, D., Sánchez, A., & Ramírez-Azócar, P. (2026). **The evolution of self-regulated learning in psychology students. Longitudinal insights across pre-pandemic, remote, and post-pandemic cohorts**. *Higher Education*, *92*(3), 1451-1473. https://doi.org/10.1007/s10734-025-01580-3
This study examines the evolution of self-regulated learning (SRL) among psychology students at a Chilean university across six cohorts (2019–2024), with a specific focus on the impact of the COVID-19 pandemic on key SRL dimensions—forethought, monitoring, and self-assessment—and their relationship with academic performance. Guided by two hypotheses, the research explores whether SRL dimensions varied across pandemic phases and whether all dimensions predicted academic performance. Using a longitudinal design and data from over 1,500 students across two campuses, significant differences were found between cohorts. Students who began their university studies during the most disruptive pandemic phases (2021–2022) exhibited lower levels of SRL, particularly in forethought and monitoring, compared to pre- and post-pandemic cohorts. These declines are attributed to unstructured remote education environments and limited feedback. Post-pandemic cohorts (2023–2024) showed signs of SRL recovery, reinforcing the stabilizing role of face-to-face education. Regression analyses showed that forethought and monitoring significantly predicted academic performance, while self-assessment did not, partially confirming the second hypothesis. Monitoring emerged as the strongest predictor, consistent with recent literature (2023–2025) emphasizing its role in metacognitive adaptation and academic persistence. The discussion integrates these findings with the SRL vs. ERL Theory, highlighting the buffering effects of regulatory teaching and calling for targeted interventions to rebuild SRL capacities.

Camligüney, Ö., Schiele, T., Jiménez, M. V., & Niklas, F. (2026). **The development of literacy self-concept in preschool children within the home literacy environment**. *European Journal of Psychology of Education*, *41*(3), 119. https://doi.org/10.1007/s10212-026-01184-0
Literacy self-concept is associated with various educational outcomes, particularly literacy skills. A positive literacy self-concept enhances literacy skills and increased skills positively influence self-concept. At preschool age, a stimulating home literacy environment may additionally contribute to a stronger relation between literacy self-concept and early literacy skills, i.e., an accurate literacy self-concept, as it offers children opportunities to apply and observe their skills. To test this idea, the current study examined the correlations between literacy self-concept and early literacy skills and the role of the home literacy environment in this relationship with moderated regressions. Data from 500 preschool children and their families over two years with four timepoints (t1-t4) were analyzed. Early literacy skills at t1 were negatively correlated with subsequent measures of literacy self-concept, but early literacy skills at t4 correlated positively with literacy self-concept. The home literacy environment was significantly associated with early literacy skills, but not with literacy self-concept. The home literacy environment was a significant moderator in the relation between early literacy skills and literacy self-concept at t2, t3, and t4.

Here, stronger correlations between early literacy skills and literacy self-concept were found for children with a higher-quality home literacy environment than those with a lower-quality Home Literacy Environment. The findings offer important insights into how a stimulating home literacy environment may help children develop a positive and accurate self-concept.

Chen, C. (2026). **The efficacy of targeted interventions in reducing implicit biases and promoting inclusivity in ideological and political education**. *International Journal of Inclusive Education*, *30*(12), 3815-3833. https://doi.org/10.1080/13603116.2025.2598660
Implicit biases are often practised without conscious awareness of why individuals think or behave in particular ways, especially in the context of policy and political outlooks. Identifying and addressing such prejudices is essential for fostering inclusive thinking and accommodating diverse perspectives. This study examines the unintended consequences of bias and evaluates the effectiveness of bias-reduction practices, including awareness training, intergroup contact and systematic reflection. A mixed-method approach was employed. Quantitative data were collected through questionnaires administered to 315 students, while qualitative insights were obtained from purposive interviews with 90 students. Statistical analysis was conducted using SPSS, and thematic analysis was performed using NVivo. The findings indicate that inclusive awareness training significantly enhances inclusive thinking, while unconscious biases limit individuals' ability to accept alternative viewpoints. Interpersonal communication and cognitive flexibility were found to play important roles in reducing bias, with systematic thinking emerging as the most effective strategy. Despite these contributions, the study is limited by its reliance on self-reported data, potential cultural and contextual biases and the cross-sectional design, which restricts causal interpretation of the results.

Chen, X., Cai, S., & Yao, H. (2026). **How AI literacy fuels student engagement among doctoral students: a multigroup analysis based on an extended UTAUT theory**. *Education and Information Technologies*, *31*(15), 7559-7585. https://doi.org/10.1007/s10639-026-14064-3
As generative AI (GenAI) becomes increasingly embedded in higher education, understanding how students engage with this technology is critical. Using an Extended Unified Theory of Acceptance and Use of Technology (UTAUT) framework, this study explores the role of AI literacy in shaping student engagement among doctoral students with prior awareness or usage experience of GenAI. Specifically, we examine how AI literacy influences performance and effort expectancy, which in turn affect three dimensions of student engagement: behavioral (e.g., time and effort invested in learning), affective (e.g., interest in learning and sense of belonging), and cognitive (e.g., deep thinking and cognitive strategies). Data from 626 Chinese doctoral students reveal that AI literacy significantly enhances performance and effort expectancy, fostering behavioral and affective engagement, though not cognitive engagement. Furthermore, social influence and facilitating conditions strengthen the link between AI literacy and cognitive appraisals. Mediation analysis shows performance expectancy primarily drives affective engagement, while effort expectancy mediates behavioral engagement. Notably, the findings also uncover meaningful differences across gender, university types, and disciplinary backgrounds, highlighting the importance of context-specific strategies for GenAI integration in doctoral education.

Cheung, S. K., Kum, B. H. C., Lin, Y., Liu, M., & Chan, W. W. L. (2026). **Relations between parents' failure mindset, numeracy expectations, home numeracy activities, and young children's**

numeracy competence. *European Journal of Psychology of Education*, *41*(3), 108. https://doi.org/10.1007/s10212-026-01170-6
Parents' mindsets play a critical role in children's academic achievement. Nonetheless, little is known about whether and how parents' failure mindset contributes to early numeracy development. This study therefore explored whether parents' failure mindset was associated with young children's numeracy competence through parents' numeracy expectations and home numeracy activities (including operational, mapping, and informal activities). Participants were 222 third-year kindergarteners in Hong Kong and their parents. The children individually completed various numeracy and cognitive tests, and their parents completed a questionnaire. Results of structural equation modeling showed that when children's gender, their verbal and visuospatial working memory, and parents' educational level were controlled, parents' failure mindset was directly positively associated with young children's numeracy competence. An indirect association, first through parents' numeracy expectations and then operational activities, was also found. Parents' numeracy expectations were positively associated with mapping and informal activities, but these two types of activities were not significantly correlated with young children's numeracy competence. These findings indicate that helping parents appreciate the educational value of failure and coaching them to initiate home numeracy activities conducive to children's numeracy learning is beneficial.

Chu, H.-C., Yin, C., & Chang, C.-Y. (2026). **Effects of GenAI-assisted 5E inquiry-based learning on university students' problem-solving skills, service planning competencies, and self-efficacy**. *Education and Information Technologies*, *31*(15), 7461-7487. https://doi.org/10.1007/s10639-026-14076-z
Service planning education requires students to develop integrated competencies, particularly problem-solving skills, service planning competencies, and self-efficacy. However, traditional instructional approaches often lack structured support for engaging learners in complex, iterative problem-solving and design processes. The emergence of generative AI (GenAI) technologies, such as ChatGPT, offers new opportunities to scaffold learners' inquiry and reflective processes; however, their application in service planning education remains limited. This study aimed to examine the effects of integrating GenAI into a 5E inquiry-based learning framework to enhance students' problem-solving skills, service planning competencies, and self-efficacy. A quasi-experimental design was adopted involving 46 university students. Participants were divided into two groups: 22 students engaged in a GenAI-assisted 5E inquiry-based learning model, while 24 received traditional PowerPoint-based instruction. Learners' performance was assessed across three domains: service planning competencies (rubric-based evaluation of design tasks), self-efficacy (self-reported scale), and problem-solving skills (self-reported questionnaire). Group differences were analyzed using the N-gain analysis, Mann-Whitney U test and two-way ANOVA. The results showed that the GenAI-assisted 5E inquiry group achieved significantly higher scores in service planning competencies, self-efficacy, and problem-solving skills compared to the traditional learning group. Although higher-order thinking was not directly measured, the improvements observed in problem solving and design performance suggest that the proposed approach may support aspects of higher-order cognitive processes. These findings indicate that integrating GenAI with a structured inquiry-based instructional framework can effectively enhance key competencies required in service planning education.

Cornelius, C., Meyer, A., & Kempert, S. (2026). **Parental support and its relationship with primary school children's science self-concept and interest: the mediating effect of growth mindset**.

European Journal of Psychology of Education, *41*(3), 112. https://doi.org/10.1007/s10212-026-01172-4

Students' motivational characteristics, such as growth mindset, self-concept, and interest are significant for their academic outcomes. Previous research shows that parental support plays a crucial role. Children who perceive parental support through homework assistance and encouragement show a more positive self-concept and subject-related interest. However, little is known about the mechanism underlying these relations, particularly the mediating role of children's growth mindset. As children's growth mindset is linked to both parental support and self-concept and interest, we assume that it might play an important role in the outlined relationships between parental support and both children's science self-concept and science interest. In order to address this research gap, children's growth mindset is examined as a mediator and thus as an explanation for the expected relations. We collected cross-sectional survey data from 401 primary school students (mean age 10.97 years; 46.88% female, 52.87% male, and 0.25% non-binary). We conducted structural equation modelling and mediation analysis. The results show significant relationships between parental support and primary students' science self-concept and interest, respectively. Growth mindset fully mediates the relation between parental support and science self-concept and partially mediates the relation with science interest. The present study reveals how parental support relates to children's science self-concept and science interest, highlighting children's growth mindset as a mediator. These findings show parental support as an important resource for children's growth mindset which is linked to other motivational characteristics that benefit their academic outcomes.

Damar, S., & Hancerliogullari Koksalmis, G. (2026). **Integrating metaverse technologies in medical education: examining acceptance factors among current and future healthcare providers**. *Education and Information Technologies*, *31*(16), 7957-8001. https://doi.org/10.1007/s10639-026-14097-8

This study examines behavioral intention to use healthcare metaverse platforms among medical students and physicians in Turkey, where such technologies remain at an early stage of adoption. A complementary multi-theoretical framework is developed drawing on Innovation Diffusion Theory, Embodied Social Presence Theory, the Interaction Equivalency Theorem, and the Technology Acceptance Model, and is tested using partial least squares structural equation modeling (PLS-SEM). Survey data from 718 participants indicate that satisfaction, perceived usefulness, perceived ease of use, learner–teacher and learner–learner interactions, and technology readiness are positively associated with behavioral intention, whereas technology anxiety and perceived complexity are negatively associated. Learner–teacher and learner–learner interactions strongly predict satisfaction, which in turn increases behavioral intention. Perceived ease of use fully mediates the relationship between technology anxiety and perceived usefulness. Technology anxiety does not significantly moderate the effects of perceived usefulness or perceived ease of use on behavioral intention. The model explains 71.8% of the variance in behavioral intention; this value is interpreted cautiously and considered alongside theoretical coherence and path-level relationships. Practical implications are offered for educators, curriculum designers, and developers seeking to integrate metaverse platforms into healthcare training in digitally transitioning educational systems.

Davisse-Paturet, C., & Melchior, M. (2026, octobre 14). **Santé mentale des adolescents et mobilisations lycéennes, des causes communes ?** https://doi.org/10.64628/AAK.umagmc6nc

À l'heure des mobilisations lycéennes, des données permettent de mettre en regard la dégradation de la santé mentale des jeunes et des conditions de leur scolarité (pression, impact de Parcoursup…).

De Raeymaecker, K., Azadfar, Z., Jansen, L., Kegelaers, J., Theuns, P., Van de Casteele, M., … Van Heel, M. (2026). **Academic motivation in university students: how motivational profiles relate to mental health, wellbeing, and social support**. *European Journal of Psychology of Education*, *41*(3), 106. https://doi.org/10.1007/s10212-026-01166-2
Despite increasing interest in academic motivation among university students, limited research has explored how distinct motivational profiles relate simultaneously to mental health, wellbeing, and perceived social support. This study aims to examine these interconnections to better understand how varying motivational profiles impact students' psychological and social functioning. Grounded in self-determination theory, we identified five different academic motivation profiles based on differences in the level of autonomous motivation (intrinsic motivation and identified regulation), controlled motivation (external and introjected regulation), and amotivation. The sample consisted of 931 college students (Mage = 22.4; SD = 4.75; 70.6% female). Associated outcomes and antecedents of the motivational profiles were examined through multi-group analyses. Student profiles with low motivation quality had the poorest mental health outcomes. Higher perceived social support predicted higher quality study motivation. Older students (in age), females, freshmen, or students with parents without a college degree all showed more high-quality study motivation.

DeCuir-Gunby, J. T., Schutz, P. A., & Modaressi, S. L. (2026). **Racializing Motivation: A Race-Reimaged Framework of Belonging, Emoting, and Achieving Within STEM Higher Education Contexts**. *Educational Psychology Review*, *38*(1), 122. https://doi.org/10.1007/s10648-026-10220-w
There is limited motivation research focusing on the experiences of racially marginalized students in STEM (science, technology, engineering, and mathematics) higher education. Additionally, much of the existing research on motivation for racially marginalized students in STEM has employed a race-evasive approach, which is inadequate in understanding the complex experiences of racially/ethnically diverse populations. Our goal is to discuss the necessity of race-reimaging motivational interactions among constructs such as belonging, emoting, and achieving within STEM higher education by presenting a race-focused metatheoretical framework, the Race-Reimaged Systems Model of Belonging, Emoting, and Achieving. This framework enables the examination of interrelated relationships among social-cultural-historical constructs within STEM education contexts in the United States (U.S.), while focusing on the experiences of racially marginalized students. We conclude with implications for conducting race-reimaged motivation research in STEM, including in politically charged contexts.

Deng, R., Zhang, Z., Yu, X., Jiang, M., & Wang, Y. (2026). **Real versus AI-generated instructors and human versus synthetic voices in educational videos: Impacts on perceived human-likeness, motivation, and knowledge retention**. *Education and Information Technologies*, *31*(15), 7275-7304. https://doi.org/10.1007/s10639-026-14085-y
Advances in artificial intelligence (AI) have facilitated the development of AI-generated instructors and synthetic voices for use in educational videos. While existing research often categorizes instructors as either real or AI-generated and voices as either human or synthetic, this binary classification may not fully capture the complexity of learners' perceptions in multimedia

learning. This study identifies perceived human-likeness as a key psychological construct and examines how different combinations of instructor type (real vs. AI-generated) and voice type (human vs. synthetic) influence learners' perceived human-likeness, motivation, and knowledge retention. A 2 × 2 between-subjects experimental design was adopted, with 130 participants randomly assigned to 1 of 4 conditions: (1) real instructor with human voice, (2) real instructor with synthetic voice, (3) AI-generated instructor with human voice, or (4) AI-generated instructor with synthetic voice. The results showed no direct effects of either instructor or voice type on motivation and knowledge retention. However, mediation analysis revealed a significant indirect pathway: AI-generated instructors were perceived as less human-like than real instructors, which reduced learners' motivation and, in turn, undermined knowledge retention. These findings have practical implications for educators and instructional designers. While AI-generated instructors offer scalable and cost-effective options for video production, their perceived human-likeness should be carefully considered to support learners' motivation and cognitive outcomes.

Dicke, T., Ferber, K., Devine, E., Collie, R., Granziera, H., Parker, P., … Basarkod, G. (2026). **Association of Teacher Well-Being With Student Motivation and Achievement: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, *38*(1), 123. https://doi.org/10.1007/s10648-026-10216-6
In this meta-analysis, we examine the association between teacher well-being and ill-being with student motivation and achievement. Based on 186 articles, 811 effect sizes, and data from 355,637 teachers, we investigate these relationships through the lens of the Job Demands–Resources Model, Transactional Stress Model, Self-Determination Theory, and the PERMA model. Using three-level meta-analytic models, we found small to moderate associations between student outcomes and teacher well-being (r = .18) and ill-being (r = –.13). These associations were similarly patterned across student motivation and student achievement, with no significant differences by outcome type. Associations were also comparable across domains of teacher functioning with no significant differences by domain. Moderator analyses indicated stronger associations in secondary school settings. Associations were also larger when teacher and student variables were reported by the same informant, although this difference reached conventional significance only for teacher ill-being and approached significance for teacher well-being. These findings suggest that teacher well-being and ill-being show reliable but modest associations with student motivation and achievement across a diverse body of research, though the evidence remains largely correlational. Given this correlational nature and the influence of measurement source, future longitudinal and intervention research is needed to clarify causal mechanisms and the direction of effects.

Ding, A.-C. E., Shi, L., Lee, I. H., Demirata, A., Cha, E., Zhu, Z., & Yang, H. (2026). **Investigating the impact of learning modes and instructional sequences of VR-integrated station activities on science learning from the multimodal perspective**. *Education and Information Technologies*, *31*(16), 8991-9024. https://doi.org/10.1007/s10639-026-14137-3
This study explores the impact of different VR learning modes (direct vs. vicarious) and instructional sequences (VR-Reading vs. Reading-VR) on middle school students' science learning outcomes and transmodal moments during VR-integrated station activities. Using a mixed-methods design, the research involved 85 seventh-grade students, including multilingual learners (MLs) and English-first-language learners (EFLLs), who participated in a week-long unit on science lab safety and equipment. A 2 × 2 × 2 quasi-experimental design was employed to examine the effects of VR learning modes or instructional sequences across learner types on

science learning outcomes. In parallel, multimodal interaction analysis was conducted on video data from 16 focal participants to examine transmodal moments—instances in which meaning shifted across communicative modes and activities—and their associations with learning outcomes. Quantitative analysis revealed that the direct learning mode resulted in significantly higher knowledge gains compared to the vicarious learning mode. Additionally, there was an indication of a potential interaction between VR learning mode and learner types; however, this observation should be interpreted with caution due to the limited number of MLs and the small effect size. Instructional sequences did not significantly affect learning outcomes. Qualitative analyses showed that the direct learning mode afforded more frequent modal shifts and richer multimodal engagement, while MLs exhibited more transmodal moments in the VR–Reading sequence. However, these transmodal moments did not fully mitigate existing power dynamics between EFLLs and MLs, with EFLLs remaining more dominant in collaborative meaning-making. Overall, the findings suggest that the direct learning mode enhances science learning outcomes by deepening multimodal integration, and that promoting equitable participation for MLs in VR-based collaborative settings may require intentional role assignment and transmodal scaffolding. Implications for designing inclusive, immersive, and multimodal science learning environments are discussed.

Dominé, S., Paré, M., & Vita, L. D. (2026). **Ce que les élèves disent de leurs besoins en classe : écarts entre élèves et personnel enseignant**. *La nouvelle revue - Éducation et société inclusives*, (105), 71-90. https://doi.org/10.3917/nresi.105.0071
Cette étude examine les perceptions des Besoins psychologiques fondamentaux (BPF) d'élèves du secondaire selon la théorie de l'autodétermination, en croisant les regards d'élèves et du personnel enseignant d'une école montréalaise diversifiée. Une méthodologie mixte combinant questionnaires (361 élèves, 25 membres du personnel enseignant) et entretiens de groupe révèle des divergences importantes. Les élèves perçoivent leurs BPF comme dépendants du soutien du personnel enseignant, tandis que ce dernier les considère comme des caractéristiques individuelles sur lesquelles il a peu de pouvoir d'action. Le genre, les parcours scolaires difficiles et la diversité linguistique influencent significativement la satisfaction des BPF. L'étude identifie le plaisir comme besoin émergent et fait apparaître une vision déficitaire limitant la capacité de soutien du personnel enseignant.

Ernstsen, S., Rødnes, K. A., & Furberg, A. (2026). **Joining in or opting out? A sociocultural analysis of how students navigate classroom talk about personal issues in life skills education**. *European Journal of Psychology of Education*, *41*(3), 104. https://doi.org/10.1007/s10212-026-01164-4
In a time defined by societal instability, life skills education (LSE) has become an integral part of schooling worldwide. Through its engagement with issues closely related to the lifeworlds and personal experiences of students, LSE has the potential to facilitate meaningful classroom conversations. However, not all students find it comfortable to talk about personal issues and may hesitate to share what they regard as private in class. Since students experience such situations differently, it is important to develop a deeper understanding of how they respond to educational settings in which their own lives and experiences are a central part of the content. Employing a sociocultural and dialogic approach, this study explores how students participate in such learning activities by examining how they navigate talking about personal issues and what opportunities and challenges that emerge from their interactional approaches. The applied analytical procedure involves microanalyses of conversations in two contrasting student groups that navigated the talk in markedly different ways. The analyses show that in one group, the

students interacted in a way that rendered their experiences more generalised and less personal, which opened up space for multiple perspectives and exploration of the issue. In another group, the students' way of interacting made them accountable for providing personal answers, which resulted in contributions being withheld and the conversation breaking down. Finally, we discuss the implications of these findings and consider how teachers can support meaningful and educational discussions about personal issues in LSE.

Fang, J., & Sotardi, V. (2026). **Perfectionistic profiles, achievement goal orientations, and academic performance among first-year university students in New Zealand**. *European Journal of Psychology of Education*, *41*(3), 93. https://doi.org/10.1007/s10212-026-01156-4
This study examined the associations between perfectionism, achievement goal orientations, and academic performance among 1,028 first-year university students in New Zealand. Using latent profile analysis, four distinct perfectionistic profiles were identified: (1) High-Range Mixed Perfectionists with High Family Pressure (high Personal Standards Perfectionism [PSP], high Evaluative Concerns Perfectionism [ECP]), (2) Mid-Range Mixed Perfectionists with Moderate Family Pressure (moderate PSP, moderate ECP), (3) High-Range Mixed Perfectionists with Low Family Pressure (high PSP, high ECP), and (4) Non-Perfectionists (low PSP, low ECP). Profiles characterised by moderate-to-high PSP and ECP with elevated family pressure were more likely to endorse performance-avoidance and work-avoidance goals, whereas High-Range Mixed Perfectionists with Low Family Pressure were more likely to endorse mastery-approach goals and achieved the highest academic performance. Overall, these findings extend person-centred perfectionism research by demonstrating that not only the level, but also the source of evaluative concerns is critical. Specifically, distinguishing between internally regulated and family-driven evaluative pressures provides a more nuanced understanding of how perfectionism relates to students' motivation and academic adjustment in underrepresented educational contexts, such as New Zealand.

Feiss, C., & Büchel, S. (2026). **Lehrer*innenemotionen beim Differenzieren von Hausaufgaben: Eine qualitative Interviewstudie**. *Swiss Journal of Educational Research*, *48*(2), 236-249. https://doi.org/10.24452/sjer.48.2.6
Das optimale Verhältnis zwischen den Anforderungen von Aufgaben und den Fähigkeiten der Schüler*innen (Passung) gilt als zentrales Qualitätskriterium von Hausaufgaben. Differenzierung kann dazu beitragen, eine hohe Passung für heterogene Lerngruppen zu erreichen. Im schulischen Alltag wird sie jedoch nur selten umgesetzt. Vor dem Hintergrund theoretischer Annahmen, wonach Lehrer*innenemotionen professionelles Handeln beeinflussen, untersucht die vorliegende qualitative Studie die Emotionen von Lehrpersonen im Zusammenhang mit der Differenzierung von Hausaufgaben. Auf Grundlage halbstrukturierter Interviews mit Lehrpersonen der Sekundarstufe wird ersichtlich, dass Lehrer*innenemotionen für die Hausaufgabendifferenzierung bedeutsam sind und gezielte Lernangebote unterstützend wirken könnten.

Fidjeland, A., & Wiborg, V. S. (2026). **Demand for online teaching – evidence from a survey experiment**. *Education Economics*, *0*(0), 1-23. https://doi.org/10.1080/09645292.2026.2740217
Online courses and programs provide higher education institutions with cost-effective approaches to serve many students at once. We use data from a vignette experiment conducted within a large-scale survey in Norway to explore how the prospect of more online instruction affects students' motivation, expected learning outcomes, and study progression. We

find a negative relationship between the extent of online teaching proposed in the vignette and students' expected outcomes, particularly as online proportions exceed 50%. Our findings contribute to understanding the role of online instruction in higher education, providing empirical evidence on students' preferences and implications of online education models.

Galindo-Domínguez, H., Delgado, N., Losada Iglesias, D., & Sainz de la Maza, M. (2026). **When university students' insecurities drive them to rely excessively on Artificial Intelligence: Relationship between fear of failure, self-esteem, social support and ChatGPT dependence**. *Education and Information Technologies*, *31*(16), 8291-8310. https://doi.org/10.1007/s10639-026-14106-w

In learning processes, students with a high fear of failure and low self-esteem may be more inclined to use technologies like artificial intelligence (ChatGPT…) to avoid making mistakes, potentially even developing a dependency on such tools. However, it is believed that having peers and teachers who help these students build confidence and receive support to overcome failure could act as a buffer against attachment to technological tools like ChatGPT. To test this hypothesis, 467 university students participated by completing a series of scales to measure their fear of failure, self-esteem, peer support, teacher support, and dependency on ChatGPT. Following a moderated mediation analysis, the results revealed that the initial hypothesis was not supported. Indeed, higher levels of fear of failure and lower levels of self-esteem did not lead to an increase in ChatGPT dependence. Likewise, social support from peers and teachers did not influence the previously mentioned relationship.

Gan, Y., Huang, Q., & Peng, J. (2026). **The relationship between peer experience and college students' math achievement: the moderating role of intrinsic value and the mediating role of math self-efficacy**. *European Journal of Psychology of Education*, *41*(3), 98. https://doi.org/10.1007/s10212-026-01162-6

This study primarily investigates gender differences in peer experience, mathematical self-efficacy, intrinsic value, and mathematical achievement, as well as the prospective associations among these variables. First-year students from two Chinese colleges participated in this research. Data were collected across three waves over the course of one academic year. Initially, 800 first-year students completed scales measuring peer experience and intrinsic value. Six months later, 660 students completed a mathematical self-efficacy scale during the second phase of the study. Eight months later, data on mathematical achievement were collected from 647 students. The first finding indicated that there were gender differences in peer experience, intrinsic value, and mathematical self-efficacy, with males' average values being significantly higher than those of females. The second finding revealed that peer experience positively and significantly predicted mathematical self-efficacy; however, it had no direct predictive effect on mathematical achievement. Furthermore, intrinsic value significantly moderated the relationships between peer experience and both mathematical self-efficacy and mathematical achievement. The mediated moderation model accounted for 4.3% of the variance in mathematical achievement. These findings have practical implications for understanding how peer experience relates to college students' mathematical achievement and suggest that more attention should be paid to enhancing college students' intrinsic value and math self-efficacy, which are associated with their mathematical achievement.

Garrett, R., Presberry, C., & Radina, R. (2026). **Enduring it all to protect Black students: Black educators' experiences with racial battle fatigue and burn out**. *Oxford Review of Education*, *52*(6), 781-794. https://doi.org/10.1080/03054985.2025.2561006
This study focuses on a piece of a larger project about racial battle fatigue (RBF) and its connectedness to Black educators' retention and attrition. This study specifically examines the qualitative portion of this study. Utilising survey data, as well as interviews, the study findings indicate that Black educators in the state of Michigan were more racially conscious and experienced trauma due to racialised experiences. Upon analysis of the data, it was found that Black educators experienced RBF in response to racially traumatic events. As a result of American history, Black educators must always be racially conscious, and that is the primary reason that Black educators are close to their Black students. Black people's shared trauma is what makes Black educators feel obligated to the students they educate. Their lives inside and outside of the classroom were shared within the interviews and called attention to the historical effects of white supremacy. This study highlights those issues and suggests implications to combat RBF and address Black educators' burnout and attrition in K-12 schools.

Gastaldi, F. G. M., Bozzato, P., Mastrokoukou, S., Longobardi, C., & Zaheer, U. A. (2026). **Buffering the impact of conflict: The moderating role of emotional awareness in the link between student–teacher relationships and children's mental health**. *European Journal of Psychology of Education*, *41*(3), 97. https://doi.org/10.1007/s10212-026-01160-8
The relationship between student–teacher interactions and mental health issues in elementary school children is well-documented in the literature. This study aimed to examine the relationships among student–teacher conflict, emotional awareness, somatic symptoms, and mental health problems, and to test a moderated mediation model in which emotional awareness attenuates the mediating effect of student–teacher conflict on mental health problems through elementary school children's somatic symptoms. The sample consisted of 76 teachers (93% female; M age = 47.7 years, SD = 9.16) and 1,097 elementary school students (588 boys, 509 girls; M age = 8.67 years, SD = 1.13). Correlation and moderated mediation analyses showed that student–teacher conflict is positively associated with mental health problems, while emotional awareness is inversely related to somatic symptoms and mental health problems. Furthermore, the indirect effect of student–teacher conflict on mental health problems through somatic symptoms is moderated by emotional awareness. These findings underscoring the vital role of nurturing positive student–teacher relationships in preventing the development of somatization symptoms and broader mental health issues among elementary school children. Moreover, emotional awareness plays a crucial role in this dynamic, indicating that educational programs aimed at developing emotional awareness should be introduced as early as elementary school.

Giarrizzo, A., & Delobbe, N. (2026). **Évaluer les réactions émotionnelles comme indicateurs affectifs et prédicteurs de l'apprentissage et du transfert: Une étude empirique en formation des adultes**. *e-JIREF*, *12*(2), 53-81. https://doi.org/10.48782/e-jiref-12-2-53
La satisfaction en fin de formation reste l'indicateur le plus couramment utilisé pour évaluer la qualité de la formation. Premier niveau du modèle de Kirkpatrick, il est connu depuis longtemps que la satisfaction n'est que peu corrélée à la qualité des apprentissages et à leur transfert. En conséquence, certain·e·s auteur·e·s recommandent de centrer l'évaluation de la formation sur les variables prédictives du transfert des apprentissages telles que l'utilité perçue de la formation ou le sentiment d'efficacité personnelle, ou sur les effets organisationnels, en termes de retour sur investissement. Cependant, cette approche tend à minimiser le rôle des émotions comme

indicateurs affectifs dont tant les chercheur·euse·s que les professionnel·le·s soulignent pourtant l'importance dans les dynamiques d'apprentissage et d'engagement en formation. Basée sur les modèles issus des sciences affectives, cette étude mesure plus finement la diversité des émotions en fin de formation et examine les liens entre celles-ci et des indicateurs d'apprentissage et de transfert. Une enquête par questionnaires a été réalisée auprès de 107 adultes en formation continue afin de tester la pertinence des émotions pour prédire le transfert d'apprentissage, directement ou indirectement via leur incidence sur l'apprentissage perçu et les variables motivationnelles. La valeur incrémentale des émotions par rapport à la satisfaction globale en fin de formation a également été testée. Les résultats semblent indiquer qu'affiner les mesures des indicateurs affectifs en fin de formation permet de mieux appréhender les résultats de l'activité de formation, qu'il s'agisse d'apprentissage, de son transfert et des variables motivationnelles facilitant ce dernier.

Girard, C., Morel, S., & Prado, J. (2026). ***Inégalités scolaires : Approche croisée entre sociologie et psychologie cognitive***. Consulté à l'adresse https://doi-org.proxy-bu2.ube.fr/10.4000/16u0a
Les inégalités d'apprentissage constituent une problématique centrale dans les systèmes éducatifs contemporains. Or, pour comprendre ces inégalités, on privilégie en général soit des raisons sociales en s'appuyant sur la sociologie, soit des raisons cognitives en s'appuyant sur la psychologie. Pour la première fois, cet ouvrage propose de croiser les apports de la sociologie et de la psychologie cognitive.Au travers de sept chapitres véritablement coécrits par des binômes constitués pour l'occasion d'un ou une sociologue et d'un ou une psychologue, l'ouvrage explore ainsi à nouveaux frais la manière dont s'articulent les facteurs familiaux, institutionnels, cognitifs et biologiques pour expliquer les différences d'apprentissage. Sont tour à tour abordées les inégalités sociales, le rôle joué par les pratiques familiales, la question du cadres scolaire, notamment en maternelle. Deux focus sont fait sur des sujets essentiels, d'une part l'apprentissage de la lecture, d'autre part la dyslexie. Cet exercice original démontre la complémentarité des approches sociologiques et cognitives et ouvre des perspectives enthousiasmantes tant pour la recherche que pour les politiques éducatives visant à réduire les inégalités scolaires.

Gómez-Hombrados, J., Rey, L., & Extremera, N. (2026). **Teachers' emotionally intelligent behaviors and students' academic engagement: the mediating role of teacher support**. *European Journal of Psychology of Education*, *41*(3), 91. https://doi.org/10.1007/s10212-026-01151-9
Student academic engagement is a key indicator of academic adjustment and motivation. Based on the Prosocial Classroom Model, teachers might play a crucial role in sustaining students' engagement, not only through instructional practices but also through their emotional competencies. The present study examined how teachers' emotionally intelligent behaviors (TEIB), as perceived by students, relate to students' academic engagement, and whether this association is mediated by perceived teacher support. An initial sample of 718 adolescents participated in a two-wave study. Five months later, 518 adolescents participated at the second wave. Students completed measures of TEIB, teacher support, emotional intelligence (EI), and academic engagement. Structural equation modeling revealed that TEIB were positively associated with both teacher support and academic engagement. Moreover, teacher support partially mediated this relationship, suggesting that emotionally intelligent teachers foster engagement both directly, by creating emotionally positive learning environments, and indirectly, by being perceived as more supportive. Students' own EI also predicted higher engagement, underscoring its role as a personal resource that complements contextual

influences. These findings provide empirical support for the Prosocial Classroom Model, highlighting the central role of teachers' emotional competencies in promoting students' engagement. Initiatives aimed at strengthening both teachers' and students' emotional skills may help educators model emotionally intelligent behaviors, enhance teacher support, and cultivate classroom climates that sustain students' engagement throughout adolescence.

Gueudet, G., Bournaud, I., Derouet, C., Fuchs-Gallezot, M., Milon, A., Morlaix, S., … Texier-Picard, R. (2025). ***Rapport intermédiaire n°1 du projet EUS-BC, mai 2025***. Consulté à l'adresse Université Paris-Saclay website: https://hal.science/hal-05776953
The project "Entering University Studies: Beliefs and Contracts" (hereinafter referred to as EUS-BC, project ANR-24-CE41-0456-01) officially began on 6 January 2025 and will run for three years. We recall that this project aims to understand the causes of the difficulties experienced by first-year university students in science-related degree programmes, and focuses on misunderstandings between lecturers and students regarding study and teaching practices that promote learning. The aim is to identify discrepancies between the beliefs and expectations of students and lecturers, as well as changes in students' attitudes during their first year at university. This report covers the work carried out up to 6 May 2025. It therefore relates to a limited period. However, we had anticipated the official start of the project by commencing work in September 2024. Project members were thus able to meet at a workshop held on 20 September at the MSH Paris-Saclay. Furthermore, interviews and observations of tutorials and practical sessions took place from September 2024 to February 2025. This report is structured as follows: following this introduction, one section outlines the work carried out on the literature review (the subsections correspond to tasks 1–3 and 2–3). We then present the work carried out on the initial questionnaire for students, which will be administered in September 2025. Finally, we review the data collected through observations and interviews.

Gueudet, G., Bournaud, I., Jhons, V., Derouet, C., Fuchs-Gallezot, M., Kermen, I., … Texier-Picard, R. (2026). ***Rapport intermédiaire n°2 du projet EUS-BC (ANR-24-CE41-0456), avril 2026***. Consulté à l'adresse Université Paris-Saclay website: https://hal.science/hal-05777170
Le projet "Entering University Studies: Beliefs and Contracts" (EUS-BC dans ce qui suit, projet ANR-24-CE41-0456-01) a débuté officiellement le 6 janvier 2025, pour une durée de trois ans. Ce projet concerne la compréhension des causes des difficultés vécues par les étudiant(e)s primo-entrant(e)s à l'université dans les filières scientifiques, et s'intéresse aux malentendus entre enseignant(e)s et étudiant(e)s à propos des pratiques d'étude et d'enseignement favorisant les apprentissages. Il s'agit d'identifier des écarts entre les croyances et attentes des étudiant(e)s et enseignant(e)s, ainsi que des évolutions chez les étudiant(e)s au cours de la première année à l'université. Ce rapport présente l'activité du projet ANR EUS-BC de mai 2025 à avril 2026. Il plus particulièrement centré sur : (1)le questionnaire initial étudiant, sa passation, les résultats des analyses statistiques menées jusqu'à présent, ainsi que les analyses statistiques projetées pour identifier les écarts entre personnes étudiantes et personnes enseignantes d'une part et les évolutions chez les personnes étudiantes d'autre part ; (2)les principaux éléments ressortant de la revue de la littérature de chaque tâche ou sous-tâche (tâche 1 : niveau transversal ; tâche 2 : niveau disciplinaire, sciences expérimentales et mathématiques ; tâche 3 : approche genrée).

Guilleray, F., Berthier, J.-L., Bonfigli-Berthier, L., Desnos, M., & Borst, G. (2026). ***Enseigner avec les sciences cognitives : attention, compréhension, mémorisation, métacognition, cogni classes***.

Consulté à l'adresse https://esf-sciencesshumaines.fr/education/528-enseigner-avec-les-neurosciencescognitives.html
Comment fonctionne le cerveau ? Quelles sont les stratégies efficaces pour enseigner ? Comment apprendre aux élèves à apprendre ? Sur quels outils numériques et d IA s appuyer ? Grâce aux dernières avancées des sciences cognitives (neurosciences, psychologie cognitive), ce livre répond à toutes ces questions et de nombreuses fiches théoriques et pratiques présentent les pistes expérimentées par plus d un millier d enseignants pour faciliter : " la consolidation des notions à long terme, " la compréhension profonde, " l attention et la concentration, " la gestion des erreurs et les feedbacks, " la motivation et la métacognition. Les auteurs proposent un accompagnement pour mettre en oeuvre des cogni classes afin de favoriser l implication, l autonomie et la réussite de tous les élèves. Le livre pour repenser ses pratiques pédagogiques à la lumière des sciences cognitives

Gutentag, T., Naor, A. P., Medenitzki, R., & Dubovi, I. (2026). **Adaptive prompting for virtual reality learning: a multimodal study grounded in construal level theory**. *Education and Information Technologies*, *31*(15), 6985-7007. https://doi.org/10.1007/s10639-026-14077-y
As virtual reality (VR) becomes more widely adopted for instructional purposes, research also shows that VR-based learning can be emotionally involving and cognitively demanding, creating a need for instructional supports that respond to learners' changing cognitive-emotional states. This two-group quasi-experimental quantitative study examined whether adaptively delivered proximity-framed prompts support emotional engagement during VR-based learning. Grounded in construal level theory, the prompts were designed to reduce psychological distance and increase immediate personal relevance at moments of disengagement. Seventy-seven volunteer undergraduate nursing students learned with a desktop VR-based medication administration simulation and were allocated by interval sampling to either adaptive proximity prompts (n = 35) or no prompts (n = 42). The system triggered prompts in real time using participant-specific indicators derived from facial expression analytics and blink-rate data. Emotional engagement was measured continuously using facial-expression measures, prompt responses were coded for psychological distance across social, temporal, spatial, and hypotheticality dimensions, and declarative and procedural knowledge were assessed with a knowledge test. Main analyses included linear mixed-effects models, Spearman correlations, and paired and independent-samples t tests. Both groups showed gains in declarative and procedural knowledge. Compared with the control condition, the adaptive-prompt condition showed shorter expression times for surprise and fear, with the reduction in surprise especially evident during procedural phases. Lower psychological distance in prompt responses was also associated with lower surprise and fear during procedural learning. Although no between-group differences emerged in immediate posttest performance, the findings show that adaptive proximity prompts can reshape the emotional profile of VR learning.

Hagège, H. (2026). ***Re-Anchoring Mindfulness for an Ethics of Responsibility in Contemporary Education: From New Life Skills and Meditation Typologies to a Pilot Evaluation of a Secular Program***. Consulté à l'adresse https://hal.science/hal-05776653
Objectives. Research on mindfulness faces two main obstacles: the ethical content of second generation mindfulness based programs (SG MBPs) often derives from Buddhist theory, ill suited to secular, pluralistic contexts, and methods assessing meditation's ethical impact remain rooted in normative moral psychology rather than reflexive ethics, without multidimensional, educationally relevant indicators. Moreover, even within ethics and ethics-education research,

responsibility itself remains theoretically underspecified and weakly operationalized. To address these obstacles, we propose an original theoretical framework conceptualizing responsibility as five interrelated life skills—axiological, relational, epistemic, emotional, and attentional—integrating personal health with reflexive ethics, from which we derive a new meditation typology. We then examine a secular SG-MBP designed to cultivate these skills, along with its effects on them. Methods. In a pilot quasi experimental study, university science students who completed the XXX program (anonymized for review), combining mindfulness based and four other meditation types, were compared with an active control group (N = 84). Validated self report measures assessed the five life skill domains and well being; group differences were tested with one way ANCOVAs controlling for baseline scores. Results. Relative to controls, XXX participants showed moderate improvements in empathy, connectedness to nature, values toward uncertainty, intra individual emotional competence, decentering, and well being, with no significant effects detected on value alignment, affects toward uncertainty, epistemological beliefs about science, or cognitive fusion. Conclusions. These findings offer preliminary support for secular SG MBPs grounded in reflexive ethics and life skills theory to jointly foster responsibility related competencies and well being, while underscoring the need for more sensitive measures of meditation's ethical impact, and lay groundwork for the viability of MBPs and for future research in education for responsibility and mindfulness studies.

Heilporn, G., Tchoupou, A. T., & Boulanger, C. (2026). **L'engagement des élèves dans une séquence d'activités d'apprentissage en enseignement secondaire : une échelle de mesure multidimensionnelle**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 149-176. https://doi.org/10.53967/cje-rce.7025
This study presents the development of a multidimensional measurement scale of student engagement in a sequence of learning activities in secondary education. Developed in collaboration with the teaching team in a Quebec secondary school program, the scale includes behavioural, emotional, cognitive, agentic, and social dimensions of student engagement in the classroom. It was tested with 595 students in all secondary school grades. Exploratory factor, internal consistency, and confirmatory factor analyses on two subsamples (n1 = 290; n2 = 305) provided validity evidence for the internal structure of the scale in the five above dimensions (first-order model), as well as for an overall student engagement factor (second-order model). Evidence of the measurement invariance of the scale across gender, subject, and sequence duration is also presented, as well as evidence of consequences of score interpretation and use in the proposed context. Thus, this study provides a robust instrument for measuring student engagement in the classroom, in a sequence of learning activities, providing detailed information to teachers, researchers, and decision makers.

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
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.

Jerrim, J. (2026). **Hospital admissions amongst high-achieving adolescents from disadvantaged socio-economic backgrounds**. *Oxford Review of Education*, *52*(5), 597-617. https://doi.org/10.1080/03054985.2025.2534137
High-achieving children from disadvantaged backgrounds are an important group for promoting social mobility. Prior research has found their educational achievement does not keep pace with their more socio-economically advantaged peers during secondary school, with early adolescence identified as a key period when their academic potential starts to go unfulfilled. This paper presents new evidence on the health outcomes of this group during this period, focusing on mental health and behaviour-related hospital admissions. We find high-achieving children from disadvantaged backgrounds are hospitalised due to mental health and behaviour-related issues at a rate of around 80 per 1,000 children between the ages of 11 and 20. This is significantly above the rate of around 40 per 1,000 children for their equally able but more socio-economically advantaged peers. Our results hence provide further evidence that early adolescence is a key period during which high-achieving children from disadvantaged backgrounds require further support.

Joslyn, P. R., Najafichaghabouri, M., & Preston, E. (2026). **Toward Improved Measurement of Academic Engagement**. *Journal of Behavioral Education*, *35*(3), 1311-1333. https://doi.org/10.1007/s10864-026-09638-7
Behavioral researchers typically measure academic engagement by observing "on-task" behavior, or what students appear to be doing (e.g., they have a pencil in their hand, are oriented toward work materials). Sometimes, increasing time spent on task is an intervention goal, but on-task behavior is often used as a feasible correlate for more nuanced outcomes (e.g., academic productivity, attending to instruction). The scant literature on this topic suggests that correspondence between observed on-task behavior and other metrics of academic engagement may be highly variable and sensitive to environmental variables and individual differences. Thus, the purpose of the current study was to examine correspondence between observed on-task behavior and product measures of academic productivity (i.e., work completion and accuracy of math problems) under various conditions. Six children aged 8–13, some diagnosed with disabilities, experienced five conditions presented in a multielement format in a laboratory setting: reinforcement for observed on-task behavior, work completion, and work accuracy, plus no reinforcement and noncontingent reinforcement control conditions. We saw strong measure correspondence across conditions for three participants, but the other three had at least one condition in which we saw moderate to high levels of on-task behavior and no work completion. These findings indicate a need for additional research on correspondence between measures of academic engagement.

Kachisi, F., Ehm, J.-H., & Nagler, T. (2026). **Interdependence of context, child- and word-related predictors of single-word reading strategies in German-speaking second graders**. *European Journal of Psychology of Education*, *41*(3), 94. https://doi.org/10.1007/s10212-026-01155-5
This study examined how child- and word-level characteristics as well as contextual information influence reading strategy use and whether there are interdependencies between the levels. German-speaking second graders (N = 124) were assessed on rapid automatized naming and vocabulary. To assess reading strategies, students read individual words aloud, with half of the words being presented with auditory context sentences. Word-level characteristics included frequency and familiarity. A linear mixed-effects model was used to analyze the relationships between context, child-level and word-level characteristics and reading strategies simultaneously. Context, child-level (vocabulary and naming) and word-level (frequency and familiarity) characteristics significantly influenced reading strategy use. Furthermore, interaction effects showed that both naming and vocabulary moderated the influence of context. Multiple factors influence the word reading process. However, these factors are not independent of one another, suggesting that different factors should be considered in reading lessons and reading support to adapt learning units to the specific needs of individual children.

Kaplan, A., & Garner, J. K. (2026). **A Complexity Perspective on Culture, Identity, and Motivation: The Dynamic Systems Model of Role Identity**. *Educational Psychology Review*, *38*(1), 125. https://doi.org/10.1007/s10648-026-10221-9
While most contemporary motivation research has approached sociocultural and individual processes separately, any person's experience, motivation, and action are simultaneously sociocultural and individual. In this article, we propose the Complex Dynamic Systems (CDS) paradigm as a framework for integrating sociocultural and individual processes into a coherent account of motivated action, and we elaborate one CDS model—the Dynamic Systems Model of Role Identity (DSMRI; Kaplan & Garner, 2017). Our central argument is that the DSMRI explains motivated action as an emergent phenomenon grounded in the person's role identity—a complex dynamic system that itself emerges within a culturally mediated activity system. This yields an integrated, two-level explanation of the foundational motivational question, why does this person act this way in this situation? At the first, sociocultural level, a person acts according to the sociocultural role they occupy in a particular cultural activity system; at the second, individual level, different people occupying the same role construct idiosyncratic role identities that are framed by the role, yet emerge uniquely because they manifest as non-deterministic dynamic systems. In the article, we develop the conception of culture in the DSMRI as a complex, dynamic, symbolically mediated cultural activity system, and the role identity system that emerges within it. We conclude by considering the implications of this conception for motivation theory, research, and the design of educational environments.

Kaur, K., & Kaur, K. (2026). **A large scale analysis of usability, security & privacy of mobile learning applications**. *Education and Information Technologies*, *31*(15), 7379-7422. https://doi.org/10.1007/s10639-026-14069-y
Developers can upscale the overall quality and user experience of their mobile applications by leveraging the actionable insights provided by user-posted reviews, which shed light on concerns and satisfaction. App reviews have been used extensively in past research, but their breadth, size, and/or analysis have been constrained and focused mostly on the features, design, and content of learning applications. The goal of this study is to provide a thorough examination of user reviews on two pivotal areas (usability and security & privacy) of mobile learning apps. We

present a very extensive investigation and analysis of over 2 million user reviews of 16 shortlisted mobile learning apps targeting various mobile learning domains in this work. The research administered the classification of user reviews into usability and security & privacy after considering various attributes related to both aspects. Based on the analysis of results, showed that users' reviews discussed more usability aspects than the security & privacy side. However, the majority of reviews that deal with security & privacy issues have a negative star rating, whereas the majority of reviews that deal with the usability of mobile learning applications are favorable. By carefully examining a sample of 500 user evaluations from both examined aspects, we were able to validate our findings. The findings of this study present user reviews evaluations and aid the mobile application developer by suggesting some recommendations that would provide more effective, secure, and convenient apps.

Kerimbayev, N., Shadiev, R., & Menlibay, Z. (2026). **Evaluating the hybrid interactive learning with GenAI (HILG) model: a multi-agent framework for enhanced programming education**. *Education and Information Technologies*, *31*(16), 8599-8635. https://doi.org/10.1007/s10639-026-14125-7
The article presents an empirical study to test the effectiveness of the Hybrid Interactive Learning with GenAI (HILG) model in improving the quality of programming education in the context of digital transformation of education. The model is based on the multi-agent interaction of five specialized generative AI systems, each performing a distinct pedagogical function: adapting content, providing explanations, diagnosing errors, generating alternative solutions, and facilitating a learning dialogue. The experiment involved 108 students who were randomly assigned to experimental (n = 54) and control (n = 54) groups. The study lasted 15 weeks, and the results showed statistically significant improvements in the experimental group across a number of indicators: average academic performance increased by 25%, the level of critical thinking rose by 33.3%, and the quality of project work improved significantly in terms of both scores and the degree of autonomy and originality. Multidimensional and correlation analysis revealed key factors of the model's effectiveness: adaptive complexity variation, individualized feedback, and generation of cognitively stimulating solutions. HILG also had a positive effect on motivation, self-confidence, and reduced learning stress. The results confirm the high potential of the HILG model for integrating GenAI into the educational process.

Kilby, C. J., Nicoll, C., Coburn, J., Connor, J. M., Kambouropoulos, A., & von Treuer, K. (2026). **Student satisfaction as a function of student and staff sizes in higher education**. *Higher Education*, 92(3), 1223-1237. https://doi.org/10.1007/s10734-025-01569-y
Despite many universities in Australia increasing their student (and, in turn, staff) cohort sizes over time, student satisfaction scores have decreased over a similar period, opening the possibility that larger student cohort sizes may be negatively associated with student satisfaction. This study explored whether there was an association between student satisfaction and student and staff numbers within Australian universities pre- and mid-COVID-19. Correlations were run between Australian Government-led data on student satisfaction scores and student and staff sizes for 2018 to 2021. Data were also stratified by pre- and mid-COVID-19. Smaller staff and student numbers were consistently associated with greater student satisfaction in skills development, teaching quality, student support, and the overall quality of educational experience for 2018 to 2021. Most associations between student satisfaction and both student and staff cohort sizes increased in strength mid-COVID, compared to pre-COVID. These findings present unique challenges for the higher education sector in identifying novel yet scalable approaches that can promote student satisfaction in growing higher education institutions.

Klapp, T., Algurén, B., Sevdalis, V., & Klapp, A. (2026). **Changes in students' well-being over time: a longitudinal approach spanning from lower to upper secondary education**. *European Journal of Psychology of Education*, *41*(3), 121. https://doi.org/10.1007/s10212-026-01183-1
The study aimed to investigate how students' social well-being and mental health developed from the age of 12 to 19. Reports from Swedish authorities and research have shown that students' self-reported well-being has decreased during the last decade, but few studies have examined longitudinal changes during primary and upper secondary school. Longitudinal questionnaire data from the Swedish project Evaluation Through Follow-up was analysed with growth modelling within the structural equation modelling environment. The sample was drawn from the cohort of students born in 2004 (N = 9,437). By using data from three time-points (Grades 6, 9, and 12), the development in well-being within individuals over time could be investigated. Besides, grade point average (GPA) from sixth grade, parental education, and gender were included as covariates. Social well-being at school declined over time, while emotional distress and psychosomatic symptoms increased, including sadness, irritation, stomach aches, headaches, and sleeping difficulties. Girls reported lower social contentment than boys and consistently experienced more emotional and physical health problems, with some differences widening over time. Students from families with lower parental education also reported higher levels of emotional distress and psychosomatic ill-being than those from more highly educated families. Overall, girls and students from lower-education backgrounds appear especially vulnerable to declining well-being.

Korpershoek, H., de Boer, H., & Mouw, J. M. (2026). **An Update of the Meta-Analysis of the Effects of Classroom Management Interventions on Students' Academic, Behavioral, Social-Emotional, and Motivational Outcomes**. *Review of Educational Research*, 96(5), 1640-1680. https://doi.org/10.3102/00346543251361903
This is an update of the Korpershoek et al. meta-analysis of the effects of classroom management interventions on various student outcomes in primary education. This updated analysis includes 22 new studies, resulting in an overall sample of 76 random and nonrandom controlled intervention studies published in the last 20 years (2003–2022). The summary effect was small and significant (average Hedges' g = .23). Sensitivity analysis with robust variance estimation revealed a slightly smaller average effect (Hedges' g = .22). The interventions were coded for the presence or absence of four categories of classroom management strategies, focusing on teacher behavior, teacher-student relationships, student behavior, and/or students' social-emotional development. Recent studies placed more focus on teacher-student relationships than older ones. Moderator analyses yielded lower effects for interventions addressing all four categories of classroom management strategies, tentatively indicating that a too-broad focus seems less effective than more targeted interventions.

Kumar S, S., Khan, A. K., & Shinde, S. (2026). **Impact of cognitive load reduction in artificial intelligence enhanced in smart education and smart research**. *Education and Information Technologies*, *31*(15), 6669-6700. https://doi.org/10.1007/s10639-026-14046-5
This study investigates how to reduce cognitive load through AI in smart education and research, emphasizing the roles of user technological confidence and ethical transparency by cognitive load theory. The reduction in cognitive load is proposed to enhance user engagement and performance, with user technological confidence acting as a mediator. The research uses quantitative analysis with 360 respondents, including staff, students, policymakers, and

administrators. SPSS and SEM using Smart PLS 4.0 software are employed for data analysis. The results bring out the design of AI to improve efficiency and build user confidence. Ethical integrity, thereby maximizing their impact on smart education and research. These findings suggest that organizations and developments must prioritize user-centered and ethically transparent designs to fully understand AI's potential in transforming education research landscapes. The implications of the improving capacity of AI smart education research emphasize the importance of reducing cognitive load and promoting ethical transparency and confidence in technologies. Furthermore, ethical transparency plays an important role in strengthening user trust and approving AI systems. Transparent AI systems that are clear about data usage, fairness, and decision-making processes can mitigate concerns about misuse and bias, fostering a more trusting and productive relationship between users and technology.

Larouche, M. (2026). ***Le développement de l'anxiété chez les enfants et les adolescents d'âge scolaire : contribution des attitudes parentales et effet modérateur des problèmes de comportement extériorisés à l'enfance*** (Université de Sherbrooke). https://doi.org/10.71892/11143/1574

Le présent mémoire porte sur le développement de l'anxiété chez les enfants et les adolescents d'âge scolaire, un enjeu de santé mentale particulièrement préoccupant en raison de sa prévalence élevée (Beesdo et al., 2009; Drabick et al., 2010; Higa-McMillan et al., 2014; Weiss et Last, 2001) et de ses répercussions importantes sur le fonctionnement social, scolaire et émotionnel (Haller et al., 2014; Higa-McMillan et al., 2014; Swan et Kendall, 2016). Si elle permet la mobilisation des ressources nécessaires pour faire face à une situation (Beesdo et al., 2009; Bystritsky et Kronemyer, 2014; Dumas, 2012), l'anxiété devient toutefois problématique lorsqu'elle entraîne une détresse importante ou qu'elle perturbe le fonctionnement quotidien dans des domaines tels que la vie familiale, scolaire ou sociale (APA, 2022; Beesdo et al., 2009). Bien que plusieurs facteurs individuels contribuent au développement de l'anxiété (Warner et al., 2023; Warner et Strawn, 2023), les attitudes parentales constituent un élément important encore peu étudié, particulièrement auprès de populations cliniques, et ce, en comparaison avec les comportements parentaux. S'appuyant sur le modèle théorique de Craske (1999), permettant d'illustrer le rôle des pratiques parentales dans le développement de l'anxiété et sur la conceptualisation des attitudes parentales proposée par Rohner (1986), ce mémoire examine les contributions uniques et relatives de quatre attitudes parentales (l'acceptation, l'hostilité et l'agression, la négligence et l'indifférence, ainsi que le rejet indifférencié) au développement de l'anxiété entre l'enfance et l'adolescence, sur une période de cinq ans. Il explore également l'effet modérateur des problèmes de comportement extériorisés, considérés comme un facteur de vulnérabilité important dans le développement ultérieur de l'anxiété (Warner et Strawn, 2023). Il s'inscrit dans une étude plus large portant sur les trajectoires développementales des troubles de comportements chez les filles et les garçons d'âge scolaire (Déry et al., 2007-2022), à laquelle 744 enfants (53,2 % de garçons), dont près de la moitié présentaient des problèmes de comportement extériorisés à l'enfance, ont participé. Les résultats des modèles de croissance qui ont été conduits pour estimer la trajectoire développementale d'anxiété sur cinq ans à partir des quatre attitudes parentales mesurées à l'entrée dans l'étude montrent que chaque attitude est associée au niveau initial d'anxiété lorsqu'elles sont considérées dans des modèles distincts. En revanche, aucune de ces attitudes parentales n'est liée significativement à la pente. Dans un modèle où toutes les attitudes sont introduites simultanément afin d'en examiner les contributions relatives, seule l'attitude d'hostilité et d'agression envers l'enfant maintien une association significative quant au niveau initial d'anxiété. Autrement dit, une fois les effets communs aux

différentes attitudes parentales pris en compte, l'acceptation, l'indifférence et la négligence, ainsi que le rejet indifférencié, ne présentent plus de lien significatif avec le niveau initial d'anxiété. De plus, les problèmes de comportement extériorisés ne modèrent pas ces associations. Ces résultats mettent en évidence la nécessité de dépasser une intervention centrée uniquement sur l'enfant et d'intégrer activement les parents aux efforts de prévention de l'anxiété. Les informer, les mobiliser et les accompagner dans l'adoption d'attitudes favorables envers leur enfant pourrait représenter un levier important pour prévenir ces difficultés chez l'enfant.

Lauzon, N. (2026, avril 16). **Accompagnement des personnes non légalement qualifiées et du personnel enseignant issu de l'immigration contribuant à la persévérance et la réussite scolaires**. Consulté 5 octobre 2026, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/accompagnement-des-personnes-non-legalement-qualifiees-et-du-personnel-enseignant-issu-de-limmigration-contribuant-a-la-perseverance-et-la-reussite-scolaires/
Le Québec enregistre une augmentation notable des personnes enseignantes non légalement qualifiées (NLQ), également désignées comme sans brevet. Dans un

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

Leriche, J., Desbiens, J.-F., Bezeau, D., & Turcotte, S. (2026). **Favoriser motivation et activité physique : étude quasi-expérimentale en enseignement supérieur**. *Revue phénEPS / PHEnex Journal*, *16*(2). Consulté à l'adresse https://ojs.acadiau.ca/index.php/phenex/article/view/4659
This exploratory study compares the effectiveness of two pedagogical approaches in physical and health education in higher education on physical activity participation (PAP), sedentary behavior, and motivation. A quasi-experimental pre-post design was conducted with 455 students (mean age = 18.1 years, SD = 2.2) across 19 groups (10 control and 9 experimental). Data were collected using the French version of the Global Physical Activity Questionnaire (Organisation mondiale de la santé [OMS], 2006) and the Sport Motivation Scale 2 (Pelletier et al., 2019). Results showed no significant differences between approaches for PAP and sedentary behavior, although both groups slightly reduced the proportion of very inactive students. Both

approaches significantly increased self-determined forms of motivation, with a greater effect for the traditional approach, while amotivation remained stable. These findings highlight the complexity of translating motivational gains into lasting behavioral changes and underscore the need for more targeted interventions for the least active students.

Leroux-Maurais, D. (2026). ***Associations longitudinales entre le type d'activités réalisées sur les écrans mobiles et le développement cognitif et socioémotionnel des enfants d'âge préscolaire*** (Mémoire de Maîtrise en psychoéducation, Université de Sherbrooke). https://doi.org/10.71892/11143/1547

Les écrans mobiles occupent désormais une place importante dans le quotidien des enfants d'âge préscolaire. Aux États-Unis, 93 % des parents rapportent que leurs enfants âgés de 2 à 4 ans utilisent des écrans mobiles, avec un temps d'utilisation moyen d'environ une heure par jour (Rideout et Robb, 2020). Contrairement aux écrans traditionnels, tels que la télévision, les écrans mobiles se distinguent par un usage plus autonome et par la diversité des activités qu'ils permettent, notamment les appels vidéo, la lecture de livres électroniques et différents types de jeux. Dans un contexte où l'utilisation des écrans mobiles chez les jeunes enfants est en constante augmentation et où ces dispositifs présentent des caractéristiques distinctes des écrans traditionnels, il apparaît essentiel de mieux comprendre quelles activités réalisées sur les écrans mobiles sont associées à des risques ou à des bénéfices pour le développement (Mann et al., 2025). Ce mémoire examine la contribution de différentes activités réalisées sur des écrans mobiles (p. ex. regarder des émissions de télévision, jouer à des jeux, lire des livres électroniques, écouter de la musique, prendre des photos et visionner des photos ou des vidéos familiales) sur les habiletés cognitives (fonctions exécutives, capacités langagières, inattention) et socioémotionnelles (contrôle volontaire, réactions de colère et de frustration, hyperactivité) des enfants d'âge préscolaire. Des données longitudinales recueillies entre 2020 et 2023 auprès de 315 enfants ont été mises à contribution dans ce projet. Sept régressions linéaires multiples ont été effectuées afin d'estimer l'association entre les activités faites sur les écrans mobiles par l'enfant à 4,5 ans et chacune des variables de développement cognitif et socioémotionnel à 5,5 ans, en contrôlant pour certaines caractéristiques individuelles (p. ex. sexe de l'enfant, temps total sur écran mobile) et familiales (p. ex. niveau d'éducation du parent). Les résultats montrent qu'une plus grande fréquence de jeux sur les écrans mobiles est associée à une diminution de la flexibilité cognitive, un moindre contrôle volontaire et davantage de réactions de colère et de frustration un an plus tard. L'utilisation d'applications mobiles autres que les jeux, comme les appels vidéo ou les réseaux sociaux, est associée des niveaux plus élevés d'inattention un an plus tard. Cependant, l'utilisation des écrans mobiles pour lire des livres électroniques à 4,5 ans est associée des scores plus faibles d'hyperactivité à 5,5 ans. Finalement, la prise ou le visionnement de photos, l'écoute de film ou d'émission et l'écoute de contenu (p. ex. livre audio, balado, musique) ne sont pas significativement associés au développement cognitif ou socioémotionnel des jeunes enfants. Ces résultats permettront d'éclairer la pratique psychoéducative quant à l'utilisation des écrans chez les enfants d'âge préscolaire, en outillant les professionnels et les parents à l'aide de recommandations nuancées incluant les types d'activité réalisés sur les écrans.

Liao, J., Wei, X., Fang, X., Sun, X., Li, F., & Lei, L. (2026). **Gen AI dependency and the impostor phenomenon among adolescent students: The roles of academic self-concept and mindfulness**. *Education and Information Technologies*, *31*(16), 8493-8520. https://doi.org/10.1007/s10639-026-14116-8

With its advanced capabilities, Generative Artificial Intelligence (Gen AI) has increasingly become a tool upon which adolescent students rely. However, whether Gen AI dependency is associated with a heightened impostor phenomenon among adolescent students remains unclear. This study aimed to explore the relationship between Gen AI dependency and the impostor phenomenon among adolescent students while also examining the mediating role of academic self-concept, as well as the moderating role of mindfulness. A total of 2,054 adolescent students (Mage = 18.86, SD = 1.31) completed questionnaires measuring Gen AI dependency, academic self-concept, mindfulness, and the impostor phenomenon. The results indicated that Gen AI dependency was positively associated with the impostor phenomenon among adolescent students, with academic self-concept mediating this relationship. Furthermore, mindfulness moderated the relationship between academic self-concept and the impostor phenomenon. These findings contribute to the field of adolescent digital mental health and offer insights for developing interventions targeting the impostor phenomenon in the AI era.

Lim, T. P., & Teh, W. C. (2026). **Digital literacy and student engagement in online learning: a mediated model of self-efficacy, IT mindfulness, and techno-eustress**. *Education and Information Technologies*, *31*(16), 8963-8989. https://doi.org/10.1007/s10639-026-14142-6
The rapid growth of online learning has changed higher education, but it has also created new challenges for keeping students engaged. Although digital literacy is often viewed as essential for effective participation, its specific relationship to engagement remains unclear. This study tackles this issue by combining Social Cognitive Theory, the Transactional Model of Stress and Coping, and the Mindfulness-to-Meaning Theory. It examines the indirect pathways between digital literacy affects student engagement in online learning. A multidimensional engagement model comprising behavioural, cognitive, emotional, social, and collaborative components was developed as a higher-order formative construct. Survey data from 300 Malaysian university students in digital learning environments were analysed using PLS-SEM. The results show that digital literacy is positively associated with engagement both directly and indirectly through three mediators, namely self-efficacy, IT mindfulness, and techno-eustress. These findings highlight the importance of what is referred to in this study as "psychological resources", an interpretive synthesis of the three mediators, in the relationship between digital literacy and engagement. Notably, 78.5% of the total effect of digital literacy on engagement was transmitted through these mediators (indirect effect β = 0.494; direct effect β = 0.135; total effect β = 0.629), suggesting a predominantly mediated process that extends beyond technical skills alone. The study contributes to theory by introducing IT mindfulness and techno-eustress as underexplored mediators, thus adding psychological insights to current engagement models. Practically, the findings suggest that institutions may benefit from complementing digital skills training with strategies that build students' confidence, promote mindful technology use, and foster positive stress appraisal.

Lin, X., Norman, H., Kamsin, I. F., Yang, H., Xu, N., & Zhang, W. (2026). **The impact of VR immersion, presence and interactivity on aesthetic emotion in Chinese ink painting education: a PLS-SEM and ANN approach**. *Education and Information Technologies*, *31*(16), 8143-8180. https://doi.org/10.1007/s10639-026-14098-7
In the digital age, integrating virtual reality into traditional Chinese ink painting offers new pathways for aesthetic education. Grounded in embodied cognition and aesthetic experience theories, this study uses partial least squares structural equation modelling combined with artificial neural network analysis to examine how immersion, presence, and interactivity influence

students' aesthetic perception, cognition, and emotion. Questionnaire data were collected from 228 undergraduate ink painting majors in China. The results show that all three characteristics have significant positive effects on these three aspects of aesthetic experience, with presence and interactivity exerting the most decisive influence on aesthetic emotion. In addition, the model explains 74.4% of the variance in aesthetic emotion, while the importance-performance and neural network analyses further confirm the prominent roles of presence and interactivity. This study clarifies the mechanism through which virtual reality environments stimulate students' aesthetic emotion by linking core VR characteristics with aesthetic perception and cognition. It extends prior VR art education research by moving beyond general descriptions of immersive experience and offering a mechanism-based explanation in the specific context of Chinese ink painting education. Practically, the findings provide targeted guidance for optimizing VR-supported aesthetic education in ink art teaching.

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
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.

Litchfield, H. D., Gill, B., Irwin, J. D., Tucker, T., Fenesi, B., & Burke, S. M. (2026). **Secondary Students' Educational Experiences During the COVID-19 Pandemic: A Qualitative Evidence Synthesis**. *Review of Educational Research*, *96*(5), 1718-1764. https://doi.org/10.3102/00346543251367772
Recognizing the urgent need to understand how education systems can effectively respond to global crises, we conducted a qualitative evidence synthesis to examine the educational experiences and psychosocial wellbeing of secondary students during the COVID-19 pandemic (March 2020–January 2024). Comprehensive searches were conducted across eight electronic databases, resulting in 41 eligible studies. Thematic synthesis revealed five descriptive themes: challenging online learning experiences; benefits of online learning; complexities associated with education-related disruptions and transitions; social connections and support; and emerging

educational needs. Twenty corresponding subthemes were also identified. Lastly, three analytical themes were developed based on the literature reviewed, including student resilience and adaptability through crisis; the digital divide and educational inequality; and reimagining the future of education. Findings revealed that secondary students experienced several education-related challenges and benefits during the pandemic; they also highlight the need for effective, inclusive, and accessible educational practices that can be adopted now and in future crises. This review represents an important and timely contribution to the literature via its explicit focus on secondary students worldwide and the application of a novel and rigorous qualitative synthesis methodology, with implications for the evolving educational landscape.

Liu, C., & Wang, H. (2026). **Study on semantic diagram intervention for declarative knowledge learning in students with elevated learning anxiety**. *European Journal of Psychology of Education*, *41*(3), 102. https://doi.org/10.1007/s10212-026-01159-1
Learning anxiety is a prevalent psychological issue among university students in contemporary China, significantly affecting academic performance. Semantic diagram, as an innovative knowledge visualization tool, can be integrated into learning processes as a potential cognitive scaffold for students in high-anxiety contexts. This study investigates the effects of semantic diagrams on learning outcomes in declarative knowledge among Chinese university students screened for moderate-to-severe learning anxiety. The study involved 94 first-year non-Chinese major students who were screened for moderate to severe learning anxiety using the Self-Rating Anxiety Scale (SAS). Participants were randomly divided into a control and an experimental group (n = 47 each). The control group engaged in self-directed learning using their preferred methods, while the experimental group utilized semantic diagram tools. After a 15-week intervention period, both groups completed a standardized assessment with acceptable reliability and content validity. Independent samples t-test revealed a significant difference between groups ($p < .001$, Cohen's $d = 1.81$), suggesting that the experimental group achieved a markedly superior understanding of declarative knowledge. The significant improvement in the experimental group suggests that the integrated intervention—combining semantic diagram visualization with iterative feedback—provides a robust instructional scaffold for declarative knowledge acquisition in high-anxiety contexts. Qualitative feedback suggests that this scaffolding provided students with a greater subjective sense of structure and perceived control over their learning process. However, as no post-intervention anxiety measure was administered, these qualitative accounts do not constitute evidence of anxiety reduction and are limited to descriptions of perceived cognitive ease.

Liu, S., & Koh, K. (2026). **Instructional interventions supporting multilingual learners' STEM motivation: a mixed-methods systematic review of self-efficacy, interest, and engagement**. *European Journal of Psychology of Education*, *41*(3), 118. https://doi.org/10.1007/s10212-026-01177-z
This mixed-methods systematic review synthesizes empirical evidence on instructional interventions designed to support multilingual learners' STEM motivation, with a focus on self-efficacy, interest, and engagement. We analyzed 41 studies published between 2000 and 2025 across K–12 STEM contexts, integrating a structured quantitative synthesis with thematic qualitative analysis and Qualitative Comparative Analysis (QCA) to examine how combinations of instructional features relate to motivational outcomes. Across studies, engagement was most consistently supported, particularly when inquiry-oriented tasks were paired with structured collaboration and explicit language supports. Interest and self-efficacy were more likely to

improve when interventions also positioned students as competent disciplinary actors, validated multilingual repertoires (e.g., translanguaging and culturally sustaining pedagogy), and provided multiple representations and tools that made concepts discussable. Technology contributed when embedded as a mediational resource for participation and representation rather than as an isolated add-on. QCA pathways suggest that no single feature was sufficient; positive outcomes were associated with coherent designs that aligned language, representation, and participation. The review highlights practical design principles for teachers and curriculum developers and identifies measurement and reporting gaps that limit cumulative knowledge about motivational mechanisms for multilingual learners in STEM.

Ma, Y. (2026). **How perceived flexibility in blended learning relates to cognitive engagement through the mediation of negative-activating achievement emotions**. *Education and Information Technologies*, *31*(16), 8865-8898. https://doi.org/10.1007/s10639-026-14141-7
Blended learning (BL) is widely regarded as a promising modality for providing flexibility in learning. Yet the psychological mechanisms linking perceived flexibility to students' cognitive engagement remain poorly understood. Drawing on Control-Value Theory (CVT) of achievement emotions, this study examines how perceived flexibility relates to meaningful and shallow cognitive engagement through control appraisals, value appraisals, and negative-activating achievement emotions (NAEs: anxiety, anger, shame). It also tests whether these associations differ across gender, grade level, and academic major. Survey data from 1,606 Chinese undergraduates were analyzed using partial least squares structural equation modeling (PLS-SEM) with bootstrapping and multigroup analysis (MGA). Perceived flexibility was positively associated with control, intrinsic value, and extrinsic value appraisals. Control appraisal showed no significant association with NAEs. Intrinsic value was negatively associated with NAEs. Extrinsic value was positively associated with NAEs. Anxiety served as the principal mediator. It linked perceived flexibility to shallow engagement through two opposing pathways. MGA revealed that the extrinsic value-to-NAE association was stronger for males. Other paths varied by grade and academic major. These findings refine CVT by identifying boundary conditions for the control-emotion link and by disentangling intrinsic and extrinsic value pathways. Understanding these relationships is crucial for optimizing BL practices and ensuring that they effectively promote students' cognitive engagement.

Magogeat, Q., & Laneyrie, E. (2026). **Analyse des processus d'engagement des étudiants dans un concours d'éloquence à l'université : motifs d'intéressement, épreuves, enjeux**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8n
Cet article s'intéresse aux processus d'engagement des étudiants dans un dispositif innovant à l'université — un concours d'éloquence — en analysant leurs motifs d'intéressement, les épreuves rencontrées et les stratégies mises en place pour favoriser leur participation. À partir d'une méthodologie mixte combinant questionnaires, observations et entretiens, l'article met en lumière trois principaux enjeux, vecteurs d'engagement : la socialisation, la construction identitaire et l'apprentissage des compétences oratoires. Les résultats montrent que ce concours constitue bien plus qu'un simple défi académique. Il représente aux yeux des étudiants un espace de sociabilité, d'apprentissage des codes académiques et de dépassement de soi. L'implication des intervenants, la dynamique collective et la structuration des ateliers jouent un rôle clé dans le processus d'intéressement et d'enrôlement des étudiants malgré des freins bien identifiés : gestion du temps et des multiples engagements et peur du regard d'autrui notamment.

Molnar, D. S., Blackburn, M., Zinga, D., Tacuri, N., Hewitt, P. L., & Flett, G. L. (2026). **Under Pressure: Teacher Perspectives and Understandings of Perfectionism Among Students**. *American Educational Research Journal*, *63*(2), 351-383. https://doi.org/10.3102/00028312251412913
Perfectionism among students is recognized as a factor that has complex associations with academic performance and well-being. Yet, we know little about how teachers perceive and make sense of it. Consequently, this qualitative study explored teachers' perspectives on student perfectionism in classroom contexts. A sample of teachers (n = 26; 84% female) completed semistructured interviews that revealed that teachers are commonly confronted with perfectionism in their classrooms and have complex understandings of its benefits and drawbacks for students. Although teachers acknowledged some benefits of perfectionism, they concentrated primarily on its negative effects. Each theme was assessed for potential differences in perspectives between teachers who self-identified as perfectionists and those who did not. However, no group differences emerged, and as such, all themes can be understood as representing both perfectionistic and nonperfectionistic teachers. Collectively, results support the critical role that teachers can play in understanding perfectionism among students, including how it impacts student learning and well-being.

Morrison, R., & Mills, K. A. (2026). **Student conceptions of generative artificial intelligence in early adolescence**. *Education and Information Technologies*, *31*(15), 7249-7273. https://doi.org/10.1007/s10639-026-14065-2
This research combined critical discourse analysis (CDA), concordance analysis and thematic analysis to understand early adolescent students' conceptions of generative artificial intelligence (GenAI). The rapid rise of GenAI has raised new questions for learning in all levels of education, given the capacity of ChatGPT and other GenAI applications (Gemini, Dall-E, MS Co-Pilot) to instantly produce text and images. The study analysed how GenAI was discursively conceptualised by early adolescents (Grades 7–8, ages 11–13 years) who were familiar with ChatGPT, while participating in qualitative focus groups in a secondary school. The focus group data was iteratively coded using thematic and concordance analysis identifying four repeated themes in the students' discourse: (i) GenAI is easy to use, downplaying the revolutionary progress, (ii) GenAI and power: machine versus human responsibility, (iii) GenAI and epistemology: what machines and humans know, and (iv) GenAI and ontology: what is actual or real. CDA was also used to interpret students' discursive construction of GenAI. The study provides insights into adolescent perspectives of the complexities of GenAI in their own terms. The findings are significant given the paucity of research that applies discursive analyses or concordance analysis to student conceptions of GenAI, and the increasing and inevitable influence of GenAI in everyday life.

Odier-Guedj, D., Moulin, F., Rangarajan, R., & Chatenoud, C. (2026). **La perspective des enfants ayant des besoins éducatifs particuliers sur leur transition vers l'école : une étude de portée**. *La nouvelle revue - Éducation et société inclusives*, (105), 91-116. https://doi.org/10.3917/nresi.105.0091
La transition vers l'école représente une étape de vie importante, très réjouissante pour les enfants et leurs familles, mais aussi souvent perçue comme stressante, d'autant plus lorsqu'il s'agit d'enfants ayant des Besoins éducatifs particuliers (BEP). L'émergence des Childhood Studies dès les années 1970 a permis de mettre en évidence les enfants comme étant des acteurs sociaux (James et Prout, 1990) experts de leur propre vie (Clark et Moss, 2011), capables d'exprimer leurs

émotions ainsi que les stratégies qu'ils mettent en œuvre pour les réguler (Dennis et Kelemen, 2009). Toutefois, leur point de vue sur les sujets qui les concernent reste très peu présent dans les recherches internationales, qui plus est quand il s'agit d'enfants ayant des BEP (Parsons et al., 2021). Dans la perspective de mieux comprendre ce que ces enfants expriment au sujet de cette transition, nous avons réalisé une étude de portée (Arksey et O'Malley, 2005) qui a permis de répertorier 10 études empiriques où leur parole est recueillie directement (et non rapportée).

Pekmezci, F. B., & Yüner, B. (2026). **From building knowledge to building stress: the role of learning profiles in amplifying tension**. *European Journal of Psychology of Education*, *41*(3), 89. https://doi.org/10.1007/s10212-026-01150-w
University students face many sources of tension, such as exam pressure, heavy course load, economic difficulties, social adaptation problems, and anxiety about finding a job after graduation. In this process, students' learning regulation strategies and academic engagement levels can play a determining role in how they manage the tension they experience and how this tension is reflected in their academic development. This study aims to identify higher education students' learning regulation engagement profiles and examine the moderating effect of each profile on the relationship between tension and building. The study was conducted with 589 higher education students selected using convenience sampling. Mixture moderation analysis was used to determine the moderation effect of latent profiles. As a result of the study, three different learning regulation engagement profiles were identified, Independent Self-Regulators, Guided Independents and Collaborative Learners. The moderation analysis revealed significant effects of knowledge building on tension within Guided Independents profile, indicating that knowledge building significantly influences tension for this group. Characteristics of this profile are marked by the highest lack of regulation and the lowest inclination toward cooperative learning, highlighting the crucial role of learning regulation and engagement in reducing tension during the knowledge-building process.

Pelkonen, J., Virtanen, T., & Kiuru, N. (2026). **Associations between school absences and peer relationships after transition to lower secondary school**. *European Journal of Psychology of Education*, *41*(3), 85. https://doi.org/10.1007/s10212-026-01144-8
As students progress through grades, school absences (SA) tend to rise, a trend observed alongside the growing importance of peer relations. While much research has examined SA, less is known how different reasons for SA and peer relations are related. This study focused on Grade 7 students (N = 838) and their experiences after the transition from primary to lower secondary school. The data were collected at two points during Grade 7, in the autumn (T1) and in the spring (T2). Ordinal logistic regression was used to model both a) the relationships among the three student-reported SA reasons (sickness, truancy and other reasons) and b) the links between these SA reasons and two different aspects of peer relationships (peer-rated peer preference and a self-reported closeness with best friends at school). The results showed that SA due to sickness, truancy and other reasons predicted each other in Grade 7. Moreover, a higher level of peer preference was related to lower SA due to sickness and truancy in the autumn of Grade 7, but higher SA due to other reasons in the spring of the same school year. A higher perceived closeness with best friends at school was related to lower truancy at both time points. This study highlights the importance of understanding the links between different reasons for SA and the protective effect of positive peer relations on SA due to sickness and truancy after the transition to lower secondary school.

Peng, Y., Bai, H., Ga, R., Lai, Q., Liang, Z., & Zhao, Q. (2026). **Attentional characteristics and learning mode recognition of different learning patterns in video-based learning**. *Education and Information Technologies*, *31*(15), 7619-7651. https://doi.org/10.1007/s10639-026-14084-z
A widespread issue in video-based learning is low learner engagement. Based on the Interactive, Constructive, Active, Passive (ICAP)framework, most learners tend to stay in a low-investment passive mode. Because the cognitive state of passive learning is crucial, identifying students' learning modes for targeted interventions is of great concern. Using attentional features, particularly evaluating joint attention via inter-subject correlation (ISC), offers a highly promising approach for identifying these modes. By manipulating learning expectations, this study explored attentional characteristics by synchronously collecting eye-tracking data from a teacher during recording and 94 students during video viewing, assessing teacher-student joint attention via ISC. The results revealed that learners in the constructive and active groups exhibited significantly lower ISC than those in the passive group, indicating a shift from a passive, synchronous reception mode to an autonomous, top-down cognitive engagement. Moreover, constructive learning was characterized by a lower frequency of text-image transitions and a higher average pupil diameter, these physiological metrics may reflect the depth of internal processing and cognitive effort. Mediation analysis revealed that ISC mediated the effect of learning modes on performance. Based on the aforementioned eye-tracking features and learning experiences, we constructed machine learning classifiers, finding that the XGBoost model achieved the highest accuracy, with ISC and subjects' learning experience being the most influential predictors in the model. This study demonstrates how to quantify different levels of engagement through physiological metrics, enriching empirical research on the ICAP framework and offering practical implications for personalized video-based learning.

Philippon, A. (2026). ***La motivation scolaire***. Consulté à l'adresse https://www.dunod.com/sciences-humaines-et-sociales/motivation-scolaire-comprendre-ses-mecanismes-pour-intervenir
L envie d apprendre est présente chez tout individu, et ce depuis la naissance : l enfant ne cesse d apprendre, et même lorsqu il échoue, il persévère et finit par réussir. Chaque élève est donc capable de progresser. Il appartient dès lors à l enseignant de mettre en place un cadre éducatif qui permette à l enfant de s engager dans ses apprentissages.Cet ouvrage avant tout pratique, issu des 40 ans d expérience en enseignement de son autrice, présente des outils basés sur des théories motivationnelles pour accompagner les élèves décrocheurs et comprendre les mécanismes qui les mènent à des situations d échec scolaire. Séquences de travail, témoignages et situations réelles vécues avec des élèves s articulent avec des principes choisis parmi les multiples théories motivationnelles existantes, pour permettre aux enseignants de redonner à leurs élèves le plaisir d apprendre

Pi, Z., Zhou, D., Wei, Y., Zheng, S., & Li, X. (2026). **Enhancing learning from video lectures with proactive AI chatbots**. *Education and Information Technologies*, *31*(16), 8119-8141. https://doi.org/10.1007/s10639-026-14081-2
Video lectures are widely used learning tools, providing flexibility beyond the constraints of time and space. AI chatbots have emerged as a promising solution to facilitate students' social interactions in video lectures. This study conducted an eye-tracking experiment with 99 university students (88 female, 11 male) randomly assigned to three groups to examine how the design of AI chatbots' conversational paths (a user-initiated path vs. a mind-wandering-related proactive path vs. a content-related proactive path) affect students' social and cognitive outcomes. The

findings highlight the advantages of proactive chatbot paths over user-initiated designs, showing improvements in social presence ($\eta^2 = 0.17$), motivation ($\eta^2 = 0.10$), and retention ($\eta^2 = 0.19$). This study contributes to the literature by distinguishing the effects of different proactive conversational paths and clarifying the mechanisms through which proactive AI interactions support learning. The results also provide practical implications for designing video lectures with AI chatbots: developers and educators are encouraged to align proactive AI interactions with learning materials, instructional goals, and learner characteristics, rather than assuming universal benefits.

Pietarinen, T., Sormunen, K., Mannila, L., & Roos, T. (2026). **Teachers' emotions and perceptions related to ChatGPT**. *Education and Information Technologies*, *31*(15), 7147-7172. https://doi.org/10.1007/s10639-026-14074-1
Generative AI has entered classrooms especially in the form of chatbots such as ChatGPT, possibly the best-known platform for AI-based text and content creation. Perceptions and emotions of these novel systems influence their usage and AI-related activities, and are therefore of great interest to ensure establishment of appropriate educational practices with distinct AI systems. However, understanding of teachers' perceptions and emotions with respect to generative AI is rather limited. Prior research on AI has mainly focused on discrete or one-dimensional representations of emotions towards AI, typically focusing on their valence (positive-negative). In this study, teachers' self-reported, authentic emotions towards generative AI in a school context are explored by a combination of discrete and two-dimensional representation, expanding the one-dimensional representations by considering a measure of the arousal (active–passive) dimension in addition to valence. The results of this study indicate variation in teachers' emotions and perceptions, highlighting that teachers with more experience with generative AI reflect more positive and active perceptions towards AI than less experienced teachers. These findings contribute to the currently limited understanding of teacher emotions and perceptions towards generative AI in the educational context.

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

emphasis of kairos sets the ground for its further exploitation for collective reasoning. Our work offers a better understanding of the role of emotions in educational dialogues and points out the interactional nature of emotion regulation.

Polydoros, G., & Antoniou, A.-S. (2026). **Gifted students in education: a systematic literature review of identification, support strategies, and socio-emotional needs**. *European Journal of Psychology of Education*, *41*(3), 114. https://doi.org/10.1007/s10212-026-01173-3
This systematic literature review synthesizes contemporary international literature (2014–2025) on the identification, educational support, and socio-emotional development of gifted students in school settings. The sixteen included sources comprise empirical studies together with a smaller number of conceptual, review, commentary, and professional-framework publications retained for their direct contribution to the review questions. Across this evidence base, the literature documents an ongoing shift from IQ-centered identification toward more equitable, multi-criteria approaches (e.g., teacher-informed observations, performance-based evidence, dynamic assessment, and strength-based/positive psychology frameworks), with particular relevance for culturally, linguistically, and economically diverse learners and twice-exceptional (2e) students. Identification is positioned as an access pathway that shapes eligibility for enrichment and the extent to which socio-emotional learning (SEL) is planned and delivered in a systematic, needs-based manner. The included literature indicates that differentiated curricula, enrichment, and educator professional development can support engagement, achievement, and student identity, while socio-emotional interventions (including SEL-oriented provision, bibliotherapy, and inclusive practices) may contribute to resilience and well-being. The review concludes that effective gifted education requires integrated policies and school planning that align identification decisions with coordinated academic and socio-emotional supports, particularly to reduce under-identification and under-service of underrepresented and 2e learners.

Ramezani, S. G., Azizi, N., & Siri, A. (2026). **Women's research productivity in academia: a systematic review of challenges and solutions**. *Higher Education*, *92*(3), 1353-1379. https://doi.org/10.1007/s10734-025-01576-z
Gender disparities in research productivity persist globally, limiting the advancement of women in academia and hindering knowledge production. While previous systematic reviews have documented these disparities, this study uniquely integrates Intersectionality Theory and Institutional Theory within a systematic review framework to analyse the complex interplay of structural, cultural, and identity-based barriers—particularly within the context of the Global South. Intersectionality reveals how overlapping disadvantages based on gender, geography, and socioeconomic status compound inequality, while Institutional Theory uncovers how rigid academic norms and evaluation structures reproduce exclusion. Analysing 180 studies published between 1991 and 2024, the review finds that patriarchal academic cultures, systemic biases, and limited institutional accountability disproportionately affect women researchers. It also highlights a persistent gap between gender-equity policy formulation and implementation, reflecting institutional inertia and resistance to structural change. Addressing these inequities requires multi-level policy reforms, including mandatory diversity training for grant review panels, the implementation of gender-blind review processes, and context-specific interventions tailored to the unique challenges of the Global South. However, the review also reveals a lack of rigorous methodological approaches in evaluating current interventions—a gap future research must address. This study contributes a theory-driven synthesis that informs more sustainable, culturally grounded strategies for fostering inclusive academic environments.

Rogers, L. K., Nguyen, T. D., Timmer, M., & Samson, J. N. (2026). **Principal Burnout: A Systematic Review**. *Review of Educational Research*, 96(5), 1765-1801. https://doi.org/10.3102/00346543251380257
Concern about occupational burnout among school principals has grown dramatically since the COVID-19 pandemic, particularly as a potential driver of high principal turnover. However, a lack of field knowledge about how burnout manifests for principals limits the formation of appropriate policies and practices to address burnout in this population. In this systematic review, we identify the definitions, antecedents, correlates, and consequences of principal burnout from the existing research. We coded 99 empirical studies of principal burnout written between 1983 and early 2022. Three themes emerged from the review findings: First, most studies relied on one or more definitions of burnout developed for general human service fields, particularly the Maslach Burnout Inventory. Second, studies focused on the antecedents of principal burnout rather than the consequences. Third, many studies of principal burnout were low quality, and none employed a causal framework to understand principal burnout. Although teacher burnout has been reviewed at length, ours is the first review to focus specifically on school principal burnout.

Shimizu, Y. (2026). **Nonlinear associations between math anxiety and learning engagement in Japanese high school students: a generalized additive modeling approach**. *European Journal of Psychology of Education*, *41*(3), 96. https://doi.org/10.1007/s10212-026-01149-3
Math anxiety may shape learning engagement in complex, nonlinear ways, yet most studies assume linear effects and often aggregate anxiety facets. Using an online survey of Japanese high school students (n = 574), I examined whether mathematics learning anxiety and mathematics evaluation anxiety showed distinct, potentially nonlinear associations with behavioural, emotional, and cognitive engagement. Generalized additive models with penalized smooths were estimated for each engagement dimension, adjusting for gender and socioeconomic status, and were compared with linear and quadratic alternatives. Behavioural engagement showed a U-shaped association with learning anxiety and a positive association with evaluation anxiety that appeared to level off at higher anxiety. In contrast, emotional and cognitive engagement tended to be lower as evaluation anxiety increased, although model-fit differences relative to simpler specifications were small; learning anxiety was not a significant predictor of these internal dimensions. Although model fit was modest, the results indicate that the anxiety–engagement association may vary in functional form across anxiety facets and engagement dimensions, cautioning against interpreting "more anxiety" as uniformly implying "less engagement." By separating learning from evaluation anxiety and modeling effects flexibly, this study identifies descriptive, hypothesis-generating patterns—including a visible–internal divergence—that provide a descriptive basis for theory refinement and for generating more targeted hypotheses about engagement under evaluative threat.

Stavropoulou, G., & Nerantzaki, K. (2026). **How do university students feel about statistics?": Relationships among achievement goals, achievement emotions and learning outcomes**. *European Journal of Psychology of Education*, *41*(3), 110. https://doi.org/10.1007/s10212-026-01158-2
This study examined how university students' motivations and emotions shape their engagement and success in a social-science statistics course (N = 376). Drawing on Achievement Goal Theory and Control-Value Theory, we explored three types of goal orientations-mastery, performance-approach, and performance-avoidance-and their connections to achievement emotions, use

of learning strategies (help-seeking, cognitive processing), and end-of-semester performance. Data were collected using the Patterns of Adaptive Learning Scales (PALS), the Achievement Emotion Scale (AES), and the Learning Strategies Questionnaire. Additionally, students' performance was measured using final semester exams. Findings revealed that students with mastery goals reported greater enjoyment before learning and more frequent use of strategic help-seeking and deep cognitive processing. In contrast, those with performance-avoidance goals experienced more negative emotions after studying and tended to avoid seeking help. Negative emotions emerging after learning were linked to lower performance, whereas positive anticipatory emotions supported engagement. Emotional responses also served as a pathway through which motivations influenced learning behaviors and outcomes. These results highlight the importance of fostering mastery-oriented goals and positive emotional experiences to support effective learning in statistics.

Temur, M., Erol, M., & Erol, A. (2026). **Problematic media use, loneliness, and digital literacy in primary school children**. *Education and Information Technologies*, *31*(15), 6731-6754. https://doi.org/10.1007/s10639-026-14051-8
This study aims to examine the relationship between problematic media use (PMU), digital literacy (DL), and loneliness among primary school children. The participants were 957 children aged 8 to 11 years. Data were collected using standardized instruments measuring PMU, loneliness, and DL, and analyzed using GLM analysis. The findings revealed significant relationships between DL, loneliness, and PMU. Loneliness was statistically associated with PMU both directly and indirectly, with DL accounting for part of this association. The findings suggest that loneliness is meaningfully related to higher levels of PMU. Higher levels of DL do not necessarily ensure healthy media habits, particularly among children experiencing loneliness. Therefore, DL education should move beyond technical skills to include components that foster emotional regulation and social connection. In this regard, DL programs should be designed to address not only cognitive but also emotional and social needs.

Tezci, İ. H. (2026). **Does AI Guidance make a difference? a quasi-experimental study on the effects of NotebookLM on academic achievement, test anxiety, and self-efficacy**. *Education and Information Technologies*, *31*(16), 9025-9058. https://doi.org/10.1007/s10639-026-14146-2
This study examined the effects of NotebookLM-assisted learning on university students' academic achievement, test anxiety, and academic self-efficacy. Using a pretest-posttest control group quasi-experimental design, 118 undergraduate students enrolled in a Scientific Research Methods course were randomly assigned to three groups: NotebookLM + teacher guidance, independent NotebookLM use, and traditional instruction. After the six-week intervention, data were analyzed using 3 × 2 mixed ANOVA with Bonferroni post-hoc comparisons. Results revealed statistically significant time × group interactions for all three dependent variables (academic achievement: $p < .001$, $\eta^2p = .46$; test anxiety: $p < .001$, $\eta^2p = .41$; academic self-efficacy: $p < .001$, $\eta^2p = .59$). For academic achievement, the guided group significantly outperformed both the independent ($p = .036$) and the control groups ($p < .001$), while the independent use group also significantly outperformed the control group ($p = .002$). For test anxiety and academic self-efficacy, both experimental groups improved significantly more than the control group (ps < 0.001-0.010), with no difference between them (both ps = 1.000). These results indicate that the effects on anxiety and self-efficacy operated at the instrumental level, meaning they were driven by tool use alone regardless of guidance, whereas the effect on academic achievement required pedagogical support. The findings provide experimental

evidence that AI should be positioned not as a replacement for the teacher, but as a complementary tool integrated with pedagogical scaffolding.

Thy, S., Roeurt, V., Un, V., Khean, T., Mak, B., Kong, S., … Sam, R. (2026). **Investigation of First-Year Students' and Lecturers' Expectations of University Education: A Case Study of a Public Provincial University**. *Scientia. Technology, Science and Society*, *3*(10), 36-51. https://doi.org/10.59324/stss.2026.3(10).03

This study investigated (1) the expectations that first-year students bring to universities and (2) lecturers' expectations of first-year students at the National University of Battambang (NUBB), Cambodia. A cross-sectional survey design was used. The participants included 200 first-year undergraduates (130 in social sciences and 70 in applied sciences; 156 female and 44 male; modal age 19 years) and 24 lecturers (13 female and 11 male). The student questionnaire, adapted from Hassel and Ridout (2018), comprises 29 items in six subscales: reasons for attending university (ambition, drive and motivation; RM), lack of other opportunities (LO), social factors (SO), perceived status and expectations (PE), anticipated academic aptitude struggles (AS) and other struggles (OS). The lecturer questionnaire comprised 15 items covering lecturers as facilitators (EF), lectures being dictated (ED), and universities being easy or similar to high school (EH). Data were analyzed with descriptive statistics, Cronbach's α, one-sample t tests against the scale midpoint (3) with Cohen's d, and Welch's t tests for sex and field-of-study differences. Students enrolled mainly for ambition and career reasons (M = 3.93 on a 5-point scale) and perceived status (M = 3.71) rather than for lack of other opportunities (M = 2.72) or social factors (M = 2.65), and they anticipated moderate academic difficulty (M = 3.25), especially with self-directed learning, study skills and workload; 61.5% also expected financial difficulties. Expectations did not differ significantly by sex or field of study. Lecturers believe that incoming students expect to manage their own notes and engage in independent learning, group work and research but also expect lecturers to dictate or supply notes. This points to a gap between school-based and university learning. The findings suggest that a structured orientation, explicit communication of academic norms and early academic skills support could help NUBB narrow this gap in expectations.

Turan, Z., & Kasneci, E. (2026). **AI-generated or human instructors for video lectures in higher education? A comparison of visual attention, cognitive load, satisfaction, social presence and learning: an eye tracking study**. *Education and Information Technologies*, *31*(16), 9111-9144. https://doi.org/10.1007/s10639-026-14149-z

This study examines the effects of AI-generated and human instructors in instructional videos designed to teach declarative and procedural knowledge. The independent variables were instructor type and knowledge type, while the dependent variables included visual attention, cognitive load, satisfaction, social presence, and learning outcomes. Using a randomized experimental design with 90 university students, the study employed eye-tracking technology and self-report measures. The findings showed that AI-generated and human instructors produced comparable levels of visual attention. However, the presence of an instructor image—whether human or AI-generated—was associated with increased cognitive load in procedural knowledge videos. Participants reported higher satisfaction with the no-instructor condition for procedural knowledge, whereas no significant differences were observed for declarative knowledge. Perceived social presence was significantly higher in the human instructor condition than in the AI-generated instructor condition. In addition, participants in the AI-generated instructor condition achieved higher learning outcomes than those in the comparison conditions.

Vasiou, A., & Smaropoulou, C. (2026). **Social-emotional learning interventions: a systematic review of randomized controlled trials in primary education**. *European Journal of Psychology of Education*, *41*(3), 113. https://doi.org/10.1007/s10212-026-01174-2
The prevalence of scientific research on the impact of social-emotional learning (SEL) interventions within primary educational contexts has notably escalated in recent years, particularly facilitated by the application of randomized controlled trials (RCTs) to evaluate their efficacy. Contemporary research elucidates a sophisticated interplay of emotional, social, and cognitive components that significantly affect student behavior, emotional regulation, and academic performance. SEL programs consistently demonstrate beneficial impacts on students' interpersonal skills, emotional regulation, and academic achievements. The most efficacious interventions incorporate explicit pedagogical strategies in social competencies, self-awareness, and self-regulation, frequently resulting in enhancements in classroom conduct and peer interactions. A systematic review of 11 primary research peer-reviewed articles, drawn from two databases and spanning all research up to September 2024 was conducted to identify the key information collectively provided on Social-Emotional Learning (SEL) interventions in primary schools worldwide that used randomized samples. In answering the research questions posed, the following 4 key elements were synthesized: (1) interventions, (2) factors, (3) research outcomes, and (4) future implications. Research findings demonstrate the beneficial effects of SEL interventions on emotional regulation, social competencies, and academic success; however, challenges persist regarding long-term outcomes and adherence to implementation protocols, use of technology, necessitating adaptability for diverse demographics, synergistic integration with other educational interventions, and enhanced engagement from educators and parents for optimal efficacy, while future inquiries should investigate sustainability, transformative processes, and economic evaluations to bolster SEL's effectiveness and scalability. Classroom frameworks, educator training, and community participation are emerging as critical determinants in the effective enactment of SEL initiatives. These conclusions correspond with the increasing consensus that SEL constitutes a fundamental component for comprehensive child development within primary education.

Vavassori, M., Molinari, L., & Grazia, V. (2026). **A person-oriented approach to agentic engagement, peer cohesion, and fear of negative evaluation in secondary school**. *European Journal of Psychology of Education*, *41*(3), 87. https://doi.org/10.1007/s10212-026-01153-7
In this study, we identified secondary school students' profiles based on perceptions of their agentic engagement, peer cohesion, and fear of negative evaluation from others, while also considering the potential influence of other factors, namely achievement goals and perceived teacher agency support. Participants were 515 Italian secondary school students who responded to a self-report questionnaire. Adopting a person-oriented approach, we identified five latent profiles of students characterized by unique patterns of student agentic engagement, perceived peer cohesion, and fear of negative evaluation. Disconnected (12.31%) and Fearful/Isolated (28.04%) students were characterized by low levels of agentic engagement and cohesion, but with opposite levels of fear. Lukewarm (24.87%) students showed average levels across all three variables. Fearful/Connected (25.51%) and Confident (9.27%) students had medium to high levels of agentic engagement and cohesion, but different levels of fear. Overall, our results suggest a relevant role of fear of negative evaluation, but also that leaning on peers can counteract its impact, sustaining active participation in class. We also found that achievement goals and

perceived teacher agency support partially distinguished the emerged profiles. Implications of the findings for practices and policies are discussed.

Vicentini, G., Putwain, D. W., Burro, R., & Raccanello, D. (2026). **Achievement emotions in primary and middle school: the role of sex, age, personality, and emotion regulation**. *European Journal of Psychology of Education*, *41*(3), 107. https://doi.org/10.1007/s10212-026-01168-0
Achievement emotions are influenced by a series of antecedents, but the role of some of them – such as personality traits and emotion regulation (ER) strategies –, particularly in primary and middle school students, remains underexplored. Guided by the Control-Value Theory, this study examined the additive contribution of demographic variables (sex and age), personality traits, and ER strategies to 10 school-related achievement emotions. A sample of 330 fourth, sixth, and seventh-grade students completed measures of Big Five personality traits, two behavioral (Actively Approaching and Withdrawal) and two cognitive (Positive Refocusing and Catastrophizing) ER strategies, and five positive (enjoyment, pride, hope, relief, and relaxation) and five negative (anxiety, anger, shame, hopelessness, and boredom) school-related emotions. Linear mixed models were estimated, with variables entered hierarchically, to assess the additive contribution of each group of factors. Results showed that females reported higher anxiety and lower boredom, while older students reported lower positive and higher negative emotions. Personality traits and ER strategies displayed consistent patterns of associations across emotions: Extraversion, Conscientiousness, Openness, Actively Approaching, and Positive Refocusing were associated with higher positive emotions and lower negative emotions, and vice versa for Neuroticism, Withdrawal, and Catastrophizing. Despite the cross-sectional design, which limits causal interpretations, these findings highlight the role of both stable individual characteristics (sex, age, and personality) and more malleable factors (ER strategies) in students' emotional experiences at school. The results may inform future research and interventions aimed at promoting adaptive ER in educational settings.

Wang, C.-C., Liu, F.-C., Xie, J., Lai, C.-M., & Lin, C.-S. (2026). **Exploring the impact of persona-based large language models on user experience in educational settings**. *Education and Information Technologies*, *31*(15), 7329-7349. https://doi.org/10.1007/s10639-026-14086-x
As Large Language Models (LLMs) become increasingly prevalent across various domains, prompt engineering has emerged as a key approach for shaping model behavior and response generation. One specific type of prompt is the persona pattern, which instructs the model to assume a particular role or identity. This study focuses on examining the impact of persona-based prompts on students' experiences with LLMs, particularly investigating whether the model's interpretation of such role-playing prompts can enhance the user experience. We conduct an experiment involving 331 students from three different academic colleges. Participants interact with two versions of an LLM built on ChatGPT: a baseline model without any role specification and a version prompted with a persona. Each participant completes four nutrition-related tasks varying in question type (fact-based or guidance-based) and content category (moral-related or non-moral-related), and evaluates the responses from both LLM versions in terms of Understanding, Trust, and Satisfaction. Specifically, for fact-type questions, both models score similarly on average in Understanding, but the original model rates higher in Trust and Satisfaction. For guidance-type questions, the persona-based model averages higher in Understanding, while the original model remains higher in Trust and Satisfaction. We find that while the persona-based model can enhance perceived Understanding, particularly in guidance-type tasks, they may reduce Trust and Satisfaction compared to baseline models because the persona role uses

certain emotional expressions and inappropriate metaphors. Moreover, participants unfamiliar with prompt engineering may not benefit from such personalization as intended. This study represents an exploratory examination of how persona-based prompting influences user experience in a nutrition education context. The findings suggest that role-playing personas may affect students' perceptions of LLM-generated educational content, highlighting the need for effective personalization strategies in educational LLMs. Future studies should examine the generalizability of these effects across disciplines and learning contexts.

Wang, F., & Park, K. H. (2026). **AI-supported learning resources, learning demands, and learning satisfaction among Chinese international postgraduate students: an application of the study demands–resources framework**. *Education and Information Technologies*, *31*(16), 9079-9109. https://doi.org/10.1007/s10639-026-14139-1
Chinese international postgraduate students enrolled in Korean-medium programs often experience language-related difficulties in academic reading, research writing, and communication. Although AI-supported translation tools are widely used in these settings, their role within the Study Demands–Resources (SD-R) framework remains unclear. This study examined the relationships among AI-supported learning resources, learning demands, learning burnout, learning engagement, and learning satisfaction among Chinese international postgraduate students in South Korea. An explanatory sequential mixed-methods design was adopted. Survey data from 312 students were analyzed using structural equation modeling, followed by semi-structured interviews with seven participants selected through maximum variation sampling. The interview data were analyzed using reflexive thematic analysis. The quantitative results supported both the motivational and health-impairment pathways of the SD-R framework. AI-supported learning resources were positively associated with learning engagement and learning satisfaction, whereas learning demands were positively associated with learning burnout and negatively associated with learning satisfaction. Learning engagement mediated the relationship between learning resources and satisfaction, while learning burnout mediated the relationship between learning demands and satisfaction. The interviews indicated that AI-supported translation facilitated academic access, reduced uncertainty in academic participation, and supported broader involvement in academic and social activities. Participants also described tensions related to continued reliance on translation tools, including reduced motivation to learn Korean and concerns about the legitimacy of technology-supported academic achievement. Overall, AI-supported translation was experienced as a meaningful learning resource in cross-linguistic postgraduate education, while its continued use also raised concerns about language development and academic legitimacy.

Wang, H., Cha, Y.-Y., Wen, Y.-Y., & Lim, C.-P. (2026). **Interventions That Promote Teachers' Occupational Well-Being: A Meta-Analytic Investigation of Their Effectiveness**. *Review of Educational Research*, *96*(5), 1597-1639. https://doi.org/10.3102/00346543251363570
Due to the growing stress experienced by teachers in an ever-changing educational environment, there is a rising focus on improving their overall occupational well-being. The objective of this meta-analysis is twofold: (1) to examine the effectiveness of current interventions in enhancing teachers' overall occupational well-being, along with specific dimensions of well-being, and (2) to identify factors that may influence the effectiveness of these interventions. To guide the analysis of this review, we used an adjusted four-dimensional occupational well-being framework encompassing subjective, cognitive, social, and psychosomatic dimensions. The final analysis included 34 studies representing 4,403 in-service teachers. The results suggested that

existing interventions had a significant positive and medium effect on improving teachers' overall occupational well-being. Upon examining the specific dimensions, the interventions exert the greatest effect on teachers' subjective well-being and relatively lower effects on their cognitive and social well-being. However, the results of the moderator analysis and meta-regression analysis showed that the investigated factors (i.e., delivery mode, the presence of instructors, intervention scale, intervention length in hours, program duration in months, and the intensity of intervention) exhibited no significant relations with the intervention effectiveness across the four dimensions of occupational well-being. Based on the findings, we recommend the development of future interventions to address teachers' cognitive and social well-being more effectively. Schools could also provide structural support to ensure the relevance and effectiveness of teacher well-being interventions. Additionally, schools could consider the intervention benefits and costs for teachers and provide intervention in an appropriate mode, scale, length, intensity, and duration.

Wang, M.-T., Scanlon, C. L., Yamada, T., & Qin, X. (2026). **Using a Robust Moderated Mediation Approach to Understand Associations Between Classroom Quality, Mindset Beliefs, Engagement, and Student Achievement in Math and Science**. *American Educational Research Journal*, *63*(4), 872-907. https://doi.org/10.3102/00028312261435545
Using a robust moderated mediation approach with a socioeconomically diverse sample of 1,532 adolescents(Mage = 14.61 years; 51% female; 68% White, 28% Black; 48% economically disadvantaged), this study tested whether growth mindset and behavioral engagement mediated the link between classroom quality and math and science achievement and whether effects varied by race or socioeconomic status. Student engagement, but not mindset, significantly mediated the association in both subjects. Mediation effects varied by race in math, with weaker effects for Black students, but did not differ by socioeconomic status. Findings underscore engagement, rather than mindset, as the primary mechanism linking classroom quality to academic achievement, highlighting the need for subject-specific and equity-focused strategies to support all learners.

Werner-Seidler, A., & Stevens, S. (2026, octobre 9). **Quel rôle le collège et le lycée jouent-ils dans la santé mentale des élèves ? Une étude australienne lève un coin du voile**. https://doi.org/10.64628/AAK.edng3xssn
Quel rôle joue l'école dans la santé mentale des adolescents ? Selon une étude australienne menée auprès de plus de 1 500 élèves, le sentiment d'appartenance à la communauté scolaire serait un facteur déterminant de leur bien-être psychologique.

Xu, L.-J., Chen, S.-J., Su, L.-F., Hwang, G.-J., Wu, H.-H., Liu, H.-H., & Wu, W.-T. (2026). **Effects of knowledge graph assisted educational robots on pre-service teachers' instructional design quality, flow experience, motivation, and cognitive load**. *Education and Information Technologies*, *31*(15), 7105-7146. https://doi.org/10.1007/s10639-026-14078-x
Educational robots exhibit considerable potential for adaptive learning. However, current implementations often limit their role to knowledge transmission through teacher-centred approaches, potentially constraining pre-service teachers' development of pedagogical skills. This study proposes and evaluates a knowledge graph-assisted educational robot (KGAER) system designed to scaffold structured domain knowledge and support self-regulated learning. Using a quasi-experimental design, pre-service teachers were assigned to an experimental group (n = 39) that learned with KGAER, or a control group (n = 46) that used a conventional

educational robot. Results indicated that the KGAER group demonstrated significantly higher instructional design quality ($F = 11.91$, $p < 0.01$, $\eta^2 = 0.13$), greater flow experience ($t = 3.07$, $p < 0.05$, $d = 0.67$), and stronger overall motivation ($F = 8.02$, $p < 0.05$) compared with the control group. Cognitive load did not differ significantly between groups, suggesting that the intervention did not impose an additional mental burden. These findings support the use of knowledge graphs to enhance the instructional effectiveness of educational robots, illustrating how human–AI collaboration can maintain pedagogical agency while improving learning outcomes in teacher education.

Yazıcı, M. S., & Stancer, R. (2026). **Comparing autism-related abilities and symptom severity across educational settings: a study of Turkish and English schools**. *International Journal of Inclusive Education*, *30*(12), 3560-3583. https://doi.org/10.1080/13603116.2025.2591685
Although symptoms of Autism Spectrum Disorder (ASD) are thought to be universal and assessment tools are used globally, interpretations related to ASD may differ in different countries and cultures. This research focused on the socio-communication skills and ASD severity of students with ASD in Türkiye and the UK. This study is a mixed methods exploratory study including qualitative and quantitative research methods. In this study, 59 Turkish and 67 English children with similar reported ASD severity took part. The data were collected through observation of the children and informal discussion during five different tasks associated with socio-communicative skills over six weeks. English pupils were found to perform better on the tasks than Turkish pupils. Differences in relation to ASD severity were also found in these two contexts. Conclusions include the possibility that severity levels defined by DSM-5 are interpreted and used differently in the two countries. Cultural influences on task performance are considered and more research is called for to explore ASD severity and diagnosis in different contexts.

Yin, H., Hou, Y., Marshall-Smith, E., Remedios, R., & Holliman, A. (2026). **Examining the relationship between parental motivational messages, self-determination, psychological well-being and distress among university students**. *European Journal of Psychology of Education*, *41*(3), 120. https://doi.org/10.1007/s10212-026-01182-2
University life offers opportunities for growth but can also bring heightened psychological challenges. Although parental involvement usually declines during this stage, many parents continue to influence their children through motivational messages. Yet little is known about how these messages relate to students' psychological well-being and distress. Drawing on self-determination theory, this study explored the relationships between perceived parental motivational messages (PMM), students' self-determination and their psychological outcomes. A sample of 119 undergraduate students in the United Kingdom (UK) completed an online questionnaire. Multiple regression analyses revealed that reassurance messages (i.e. downplaying academic outcomes and providing emotional support) were linked to greater flourishing, while pride (i.e. striving to make parents proud) and behaviour (i.e. motivational withdrawal when reminded to study) messages were associated with increased psychological distress. Furthermore, the results of mediation analyses showed that behaviour messages were indirectly associated with flourishing and life satisfaction through self-determination, with no significant direct associations observed. As one of the first studies to examine these relationships, the current findings offer preliminary insights for those seeking to promote psychological well-being and reduce psychological distress among university students.

Zarrinabadi, N., Jabbari, N., Amini, F., & Es'haghi, S. (2026). **Understanding the role of competition beliefs and learning orientations in Duolingo learners' engagement: the mediating effects of autonomy and motivation**. *European Journal of Psychology of Education*, *41*(3), 99. https://doi.org/10.1007/s10212-026-01157-3
This study examines how learners' beliefs about competition (positive vs. negative) and learning orientations (cooperative vs. competitive) shape engagement in language learning on Duolingo, with autonomy and motivation serving as mediators. Although competition is often viewed as either motivating or debilitating, little is known about how differing competition beliefs and orientations jointly influence engagement in digital learning contexts. Accordingly, a sample of 191 multilingual Duolingo users, recruited via convenience sampling, completed self-report scales assessing competition beliefs, learning orientations, autonomy, motivation, and engagement. Structural equation modeling indicated that positive beliefs about competition significantly and positively predicted both autonomy and motivation, whereas negative competition beliefs negatively predicted motivation. Moreover, competitive orientation significantly predicted autonomy, motivation, and engagement, whereas cooperative orientation showed only a direct positive path to engagement. Mediation analysis also revealed that both positive and negative beliefs about competition, along with competitive orientation, were indirectly associated with engagement, whereas cooperative orientation had no indirect effects. These findings suggest that cooperative and competitive dynamics promote engagement through different mechanisms, highlighting the value of supporting both orientations in digital learning environments. This study contributes to understanding how individual differences in learners' beliefs and orientations interact with motivational processes to shape engagement, offering practical implications for designing adaptive, inclusive, and motivating language learning platforms that cater to diverse learner profiles.

Zeitlhofer, I., Zumbach, J., & Schwartz, N. (2026). **Effects of task complexity and pre-training on problem solving: A cognitive load perspective**. *European Journal of Psychology of Education*, *41*(3), 117. https://doi.org/10.1007/s10212-026-01176-0
Effectively managing cognitive demands during problem solving is crucial for academic success. While instructional design research offers strategies to support learners, the effects of task complexity and pre-training on cognitive processes and performance require further investigation. This study reports on four experiments to examine their individual and combined effects on problem-solving performance, cognitive load, and mental effort. Participants completed three task rounds with either high or increasing complexity. Cognitive load and mental effort were assessed using self-report questionnaires, and performance was measured in the final round. Across three experiments, pre-training was provided and compared with a condition without pre-training. Results indicated that consistently high task complexity tended to be associated with lower cognitive load and mental effort than gradually increasing complexity. However, the effects of task complexity on performance were not consistent across experiments. Pre-training was associated with fewer moves needed to solve the task, whereas effects on completion time, cognitive load, and mental effort varied across experiments. No significant interaction effects between task complexity and pre-training were observed.

Zhang, N., Ke, F., Barrett, A., Kim, C., & Xu, J. (2026). **Assessing Rural Care Ecosystems for Individuals With Neurodiversity: A Systematic Literature Review**. *Review of Educational Research*, 96(5), 1974-2014. https://doi.org/10.3102/00346543251375458

This systematic literature review synthesized the results of 95 papers on neurodiversity (autism spectrum disorder, dyslexia, attention deficit hyperactivity disorder, intellectual disability) in rural areas between 2003 and 2023 to chart the status quo in current practices and understand the barriers and challenges. We find that most studies focused on understanding neurodiverse populations and their care ecosystems, and few implemented interventions to improve ecosystems. Additionally, there is a significant disparity between rural and urban areas regarding service, prevalence, and family characteristics. The results highlighted an array of mutually reinforcing challenges faced by neurodiverse populations and their families in accessing services in rural areas. Providers, teachers, and researchers struggle to support neurodiverse groups due to a lack of support, funding, resources, staff, and collaboration. We conclude by proposing specific paths forward that can improve care ecosystems for rural neurodiverse populations and support those who strive to address their lifelong needs.

Zhou, T., Horta, H., & Liu, Y. (2026). **The relationship between motivation for doing a PhD and research conceptualizations among STEM doctoral students in China**. *Higher Education*, *92*(3), 1649-1672. https://doi.org/10.1007/s10734-025-01591-0
The way in which doctoral students conceptualize research—the core component of doctoral education—significantly influences their engagement in research activities. However, their engagement in research activities may also be influenced by their initial motivation to do a PhD. This study thus investigated the relationship between doctoral students' motivation for pursuing a doctorate and their conceptualization of research. A phenomenographic research design was employed, involving 41 mainland Chinese science, technology, engineering, and mathematics (STEM) PhD students. We first identified three main categories representing the spectrum of research conceptualization among these students: conception of purpose, conception of implementation, and conception of perseverance. Then, we found that the motivation to do a PhD influenced students' research conceptualization: those guided by an intrinsic motivation highlighted the conceptualization of purpose, those having more autonomous forms of extrinsic motivation stressed the conceptualizations of implementation and perseverance, and those having less autonomous extrinsic motivation emphasized the conceptualization of perseverance. This nuanced relationship underscores the importance of aligning students' motivational profiles with research conceptualizations to promote deeper engagement in research during doctoral studies.

Zhou, Y., & Geng, L. (2026). **Affective and cognitive pathways linking connectedness to nature with academic burnout/engagement among adolescents: A daily diary analysis**. *European Journal of Psychology of Education*, *41*(3), 115. https://doi.org/10.1007/s10212-026-01181-3
In the context of Chinese secondary education, learning is a central component of adolescents' daily lives. Academic burnout has been shown to undermine adolescent development, whereas academic engagement facilitates positive growth. However, existing studies have paid limited attention to the role of the natural environment and the underlying mechanisms through which it may influence these two learning-related psychological states in adolescents. Building on this foundation, the present study drew on stress reduction theory and attention restoration theory to investigate how connectedness to nature was associated with daily academic burnout and engagement among adolescents. We adopted a 14-day daily diary design and recruited 215 adolescents (Mage = 12.72, SDage = 0.56, 40.5% female) to complete daily measures of connectedness to nature, academic burnout, academic engagement, positive affect, and ego depletion. Multilevel path analyses revealed that higher-than-average daily connectedness was

associated with lower-than-average academic burnout and higher-than-average academic engagement, and that these associations were mediated by daily positive affect and daily ego depletion. These findings have important implications for the development of nature-based prevention and intervention strategies in secondary education.

Zhu, S., & Hashemifardnia, A. (2026). **Investigating a structured ChatGPT-assisted instructional routine and its association with intolerance of uncertainty and emotion regulation in higher education: insights from Situated Learning Theory**. *European Journal of Psychology of Education*, *41*(3), 100. https://doi.org/10.1007/s10212-026-01161-7
The accelerating integration of artificial intelligence (AI) into higher education offers clear opportunities for learning support while also raising concerns that bear directly on student well-being; in particular, although AI-enabled tools such as ChatGPT can widen access to information and on-demand assistance, their implications for students' emotional well-being, especially their capacity to tolerate uncertainty and regulate emotions, have yet to be examined in sufficient depth. Guided by the concepts of Situated Learning Theory, the present study investigated the possibilities of a structured ChatGPT-assisted instructional routine through an individually randomized experimental pretest-posttest control-group design, drawing on a convenience sample of 60 undergraduate students from a state university. Participants were randomly allocated to an experimental group (n = 30), which engaged in an instructor-orchestrated ChatGPT-assisted learning routine over a 12-week semester, or to a control group (n = 30), which received traditional instruction. Data were collected via pre- and post-tests assessing intolerance of uncertainty (IU) and emotion regulation (ER). Independent samples t-tests were used to examine pretest group comparability, and ANCOVAs controlling for pretest scores were used as the primary analyses of posttest group differences. The baseline-adjusted results indicated lower posttest IU and higher posttest academic ER among students in the experimental condition. These findings indicate that participation in a carefully structured ChatGPT-assisted instructional package can support cognitive growth and strengthen students' emotional resilience, with potential to ease anxieties that often accompany higher education and to encourage the deliberate integration of AI tools in ways that foster more supportive and emotionally intelligent learning environments.

Aspects sociaux de l'éducation

Abdelhalim, W. (2026). **From marginalization to empowerment: Investigating the role of digital technology in reducing social exclusion for children with disabilities in Egyptian schools**. *Education and Information Technologies*, *31*(15), 7351-7377. https://doi.org/10.1007/s10639-026-13995-1
While digital technology is widely promoted as a catalyst for inclusive education, its benefits for children with disabilities remain uneven in low- and middle-income countries. Guided by an integrated theoretical framework encompassing empowerment theory, social capital, and universal design for learning (UDL), this convergent mixed-methods study examined how digital and assistive technologies are perceived to influence educational participation, social inclusion, and empowerment for children with disabilities in Egypt, with specific attention to rural-urban disparities. Survey data were collected from 314 teachers across schools serving learners with visual, hearing, and physical disabilities, complemented by six parent focus groups. Quantitative results indicated generally positive perceptions of educational impact and attitudes toward

digital inclusion, alongside moderate ratings of accessibility and social inclusion and persistent constraints related to infrastructure and support. Location differences were substantial across all domains, with urban teachers reporting higher accessibility ($M = 4.21$, $SD = 0.65$) than rural teachers ($M = 3.15$, $SD = 0.78$), with large to very large effects across the location comparisons (Cohen's $d = 0.55–1.49$). The Accessibility/Availability domain score significantly predicted perceived learning impact, social inclusion, and digital-inclusion attitudes ($R^2 = 0.165$-0.369). In contrast, omnibus ANOVAs by disability type taught were not statistically reliable after familywise-error control; Bonferroni-adjusted follow-up comparisons were also non-significant, indicating no statistically reliable disability-category differences under correction. Parent narratives converged with survey findings by describing an urban-rural gradient in device access, connectivity, and support, which shaped the consistency of learning and social benefits. Overall, the findings position digital inclusion as an ecosystem outcome: technology can support participation and empowerment, but its effects depend on equitable access, accessibility-oriented design, and sustained institutional capacity, especially in rural contexts.

Acciai, C., Holding, B. C., Madsen, E. B., Schneider, J. W., & Nielsen, M. W. (2026). **The unequal dividend: gender differences in early-career researchers' performance gains from international mobility**. *Higher Education*, *92*(3), 1203-1221. https://doi.org/10.1007/s10734-025-01568-z
While it is well recognized that more men than women move abroad for research jobs, it remains unclear if both genders derive similar benefits from such moves. We traced the mobility trajectories of a global sample of 15,817 early-career researchers over approximately 10 years to quantify gender variations in their returns to mobility. Employing an event study design, with and without gender-based matching on origin countries, destination countries and research disciplines, we found the relative performance gains from mobility to be lower for women than for men in terms of publication output and top-journal articles, while differences in citations and changing collaboration activities were inconclusive. To verify that this widening performance gap reflected an unequal mobility dividend rather than broader disparities emerging throughout careers, we also employed a placebo falsification check comparing the trajectories of male and female movers and stayers. In conjunction with previous work on gender and international mobility, our findings suggest that women in global science encounter a double disadvantage: they are less likely to pursue international relocation and reap the associated benefits as documented in previous research, and when they move their relative performance improvements are less substantial.

Ahmed, H., de Walque, D. B. C. M., & Lopez, C. (2026). ***Convergence or Reversal ? The Evolution of the Gender Gap in Education in Sub-Saharan Africa*** (Working paper N° 11455). Consulté à l'adresse The World Bank website: https://EconPapers.repec.org/RePEc:wbk:wbrwps:11455
The generational evolution of gender gaps in education in Sub-Saharan Africa remains poorly documented at the regional scale. This paper uses micro data from Demographic and Health Surveys and Multiple Indicator Cluster Surveys from 35 countries (approximately 736,000 individuals), complemented by international educational assessment and monitoring program (managed by the Conference of Ministers of Education of French-Speaking Countries) test scores for 14 francophone countries. The paper traces gender differences in educational attainment and learning by birth cohort. The findings show that attainment gaps narrow sharply across cohorts: the female disadvantage falls from 13–15 percentage points in primary and secondary attendance and 1.9 years of schooling among those born in the 1970s to far smaller values among the most recent cohorts, and it is statistically insignificant across most of the youngest birth

cohorts. Among those born after 1999, females exceed males in secondary attendance and years of education in a majority of countries. However, convergence is uneven. It partly reflects stagnation in boys' secondary attendance rather than female gains; learning gaps show no uniform direction across countries and often run counter to attainment; and wider attainment gaps persist among rural, poorer, and Muslim populations.

Allouch, A., & Throssell, K. (2026, octobre 12). **« Vous pouvez nous prendre le téléphone, mais pas la parole » : le mouvement lycéen et le sentiment de ne pas être écouté**. https://doi.org/10.64628/AAK.x7gcxsqqt
Les lycéens français se plaignent de ne pas être entendus par les institutions. Un sentiment qui s'exprime très fortement dans la mobilisation actuelle et se nourrit des déceptions face à Parcoursup.

Amirkhanyan, H. (2026). ***Do non-financial incentives work better for women? Two classroom experiments on calibration*** (Working paper N° 2026-37). Consulté à l'adresse Faculty of Economic Sciences, University of Warsaw website: https://EconPapers.repec.org/RePEc:war:wpaper:2026-37
This paper reports the results of two experiments exploring the effects of monetary and non-monetary incentives on overconfidence and underconfidence. It additionally explores the moderating effects of gender. The participants of both experiments are university students taking their academic tests. Right before the tests, they predict weather their score will be higher or lower than the average in their class group. Overplacement is defined as expecting a better-than-average score but actually getting a below-average score. Similarly, underplacement occurs when a subject expects a below-average score but ends up above the average. Half of the subjects are incentivized: some receive money and others a handmade gift conditional on predicting correctly. Experiment 1 is conducted weekly for nine tests and involves students of one course. Experiment 2 involves students of four different courses, and the grade predictions are made on the final exam only. While Experiment 2 shows no significant results, the main finding from Experiment 1 is that the handmade gift reduces the likelihood of overplacement and underplacement for women, making them significantly better calibrated than men. Experiment 1 also shows that overplacement, but not underplacement, is more likely when the stakes are high (midterm and final tests compared to the weekly quizzes). Finally, there is limited support for the Dunning-Kruger effect.

Asson, S., Frankenberg, E., Krebs Buck, R., & Fowler, C. S. (2026). **School Attendance Zone Boundary Changes and Segregation in a Suburban Black Enclave**. *American Educational Research Journal*, *63*(5), 911-950. https://doi.org/10.3102/00028312261440310
This study investigated the relationship between school attendance zone boundary (AZB) changes and racial segregation in Prince George's County Public Schools in Maryland, a diversifying, majority-Black suburban district outside Washington, DC. We found that the district's frequent and widespread elementary AZB changes since 1990 were largely segregative, especially as its court-ordered desegregation plan ended. Our findings reflect a district in which contemporary rezoning processes were largely race evasive, as they are in many other places, although trends there may be shaped by the particular politics of race and class of this majority-Black setting. Our findings add to a growing literature on how suburban districts respond to diversifying student populations, and they can help inform efforts for more integrative and equitable AZBs.

Bano Barry, A. A. (2026). ***Parcours scolaires, conditions d'étude, de vie et de travail des étudiants guinéens: Un regard à partir des cohortes 1998 à 2003, 2013-2014, 2015-2016 et 2023-2024***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/parcours-scolaires-conditions-detude-de-vie-et-de-travail-des-etudiants-guineens/82629
« Parcours scolaires, conditions d étude, de vie et de travail des étudiants guinéens » retrace une étude approfondie menée sur 26 ans, de 1997 à 2024, sur les étudiants guinéens. Cette enquête, réalisée auprès de plus de 16 000 étudiants, explore l évolution de leur parcours scolaire, les défis liés à leurs conditions d'études, leurs activités d apprentissage, ainsi que leurs réalités sociales et personnelles. L étude met en lumière l impact des inégalités territoriales, sociales et économiques sur le système éducatif, en particulier la centralisation à Conakry et l influence du secteur privé. Elle examine aussi les choix de filières, l essor du travail étudiant et les obstacles matériels et pédagogiques qui freinent la réussite académique. À travers ces transformations, l étudiant guinéen se révèle être le produit d un système éducatif en transition où les inégalités se renforcent tout au long du parcours

Barone, C. (2026). ***Favoriser l'engagement des parents pour faire réussir les élèves. Synthèse de la recherche et recommandations*** (p. 16 p.). Consulté à l'adresse Conseil scientifique de l'éducation nationale website: https://sciencespo.hal.science/hal-05797740
L'engagement des parents dans la scolarité de leurs enfants est reconnu par la littérature scientifique comme l'un des facteurs majeurs de la réussite scolaire. Toutefois, les familles ne disposent pas toutes des mêmes ressources éducatives pour accompagner les apprentissages de leurs enfants. Ces inégalités sociales peuvent façonner les opportunités éducatives des enfants dès leurs premiers mois de vie. Après avoir examiné les différentes dimensions de l'engagement parental et les principaux facteurs d'inégalité, la synthèse fait le point sur les interventions visant à renforcer l'engagement des parents à soutenir la réussite scolaire de leurs enfants. Les études randomisées menées au cours des deux dernières décennies confirment le potentiel des dispositifs qui enrichissent précocement l'environnement familial en opportunités d'apprentissages informels à travers les interactions langagières, la lecture dialogique, les jeux cognitifs et des pratiques parentales structurantes. Ces interventions produisent des effets globalement positifs sur le développement cognitif, socio-émotionnel et comportemental des enfants. D'autres dispositifs, visant à mieux structurer les routines quotidiennes (temps d'étude, sommeil, etc.) ou à renforcer le suivi parental de l'assiduité scolaire, produisent également des résultats prometteurs. En revanche, les interventions cherchant à former les parents à l'accompagnement des devoirs apparaissent, à ce stade, moins concluantes.

Başтuğ, M., & Kocatürk, M. (2026). **Twinship in family and school contexts: mothers' and teachers' perceptions of individuality, learning, and behavioral regulation**. *European Journal of Psychology of Education*, *41*(3), 103. https://doi.org/10.1007/s10212-026-01167-1
The rising prevalence of twin births has created distinct developmental and educational dynamics that remain insufficiently theorized in psychological and educational research. Conducted in Türkiye, this study employs a constructivist grounded theory approach to examine how mothers and teachers perceive twin children's academic achievement, social-emotional development, and behavioral regulation within family and school contexts. Data were collected through in-depth interviews with 23 mothers of twins aged 6–10 and focus group discussions with 11 primary school teachers. Analysis identified a core category, establishing individual development and social balance in twinship, describing the ongoing negotiation between

differentiation and relational cohesion. Seven interrelated categories emerged: personality complementarity, academic divergence, sibling dynamics, parenting strategies, school and peer influences, behavioral regulation, and twin identity. Findings show how intradyadic processes, parental practices, and institutional routines interact to shape perceived identity formation and learning trajectories. Teachers' perceptions influenced classroom placement, instructional differentiation, and approaches to behavioral management. By integrating family and school perspectives within a single explanatory model, this study advances existing twin research beyond biological and descriptive accounts, offering a process-oriented framework for educational psychology. Implications include teacher preparation on twin-specific dynamics, flexible classroom policies, and parent–school coordination strategies that support both individual development and relational stability.

Bensch, G., Rose, J., Ankel-Peters, J., & Brodeur, A. (2026). ***A Comment on « Friendship and female education: Evidence from a field experiment in Bangladeshi primary schools » by Hahn et al*** (Working paper N° 330). Consulté à l'adresse The Institute for Replication (I4R) website: https://EconPapers.repec.org/RePEc:zbw:i4rdps:330
Hahn et al. (2020), published in the Economic Journal, evaluate a treatment randomized across 115 Bangladeshi primary schools that assigned students to study for one week either in groups of friends or with randomly picked peers. They find that the friends treatment improves math performance, but only among low-ability girls. We identify four sets of unresolved discrepancies: inconsistent accounts of implementation responsibilities, irregularities in the sample and group structure, misalignments between reported procedures and observed data, and implausible missing-data and attendance patterns. Taken together, these issues go beyond reporting imperfections and reveal multiple discrepancies between the published record, earlier versions of the study, the replication data, and the authors' two subsequent replies. These unresolved discrepancies preclude independent verification of material aspects of the study record and raise serious questions about the reliability of the reported findings.

Bisht, B., Bonilla, S., Kim, G. (Ha E., & Penner, E. K. (2026). **Cultural Relevance at Scale: The Effects of an Ethnic Studies Expansion on Academic Outcomes**. *American Educational Research Journal*, *63*(3), 471-513. https://doi.org/10.3102/00028312261426338
Ethnic studies is a culturally relevant curriculum designed to address the instructional needs of an increasingly diverse student population. However, evidence regarding the effectiveness of this curriculum at scale remains limited. This study evaluated the impact of districtwide implementation using a student-level difference-in-differences design with two-way fixed effects. We found that enrollment increased overall grade-point average by 0.17 points (0.24 SD), with the largest gains observed in math and science, and reduced course failure by 5.6 percentage points (0.14 SD). These benefits extended to all student groups, with stronger effects among academically vulnerable, male, Black and Latinx students and those with individualized education plans. Our findings suggest that well-implemented ethnic studies can be scaled effectively and can potentially reduce disparities in student outcomes.

Bleiberg, J., Robinson, C. D., Bennett, E., & Loeb, S. (2026). **The Impact of Tutor Gender Match on Girls' STEM Interest, Engagement, and Performance**. *American Educational Research Journal*, *63*(3), 514-543. https://doi.org/10.3102/00028312261417332
Gender disparities in STEM persist despite girls performing as well as boys academically, suggesting girls may benefit from role models who shape their perceptions of STEM. We examine

whether female math tutors influence girls' STEM interest, attendance, and performance. We randomly assigned 422 ninth-grade students taking Algebra 1 to a same-gender or opposite-gender tutor. Girls assigned to female tutors reported higher STEM interest (.73 SD) and were more likely to pass the course with a C– or better (3.9 percentage points) than those with male tutors. We found no impact on attendance. Effects were stronger for students working with tutors in-person rather than virtually. We provide the first experimental evidence that female tutors can boost girls' STEM self-concept and academic outcomes.

Bradley, D. (2026). **Organizational Virtue Signaling, Tier-one Excellence, & Legitimation Liabilities: A Critical Policy Analysis on the Role of Urban HSIs in the Transfer Pipeline**. *The Journal of Higher Education*, *0*(0), 1-28. https://doi.org/10.1080/00221546.2026.2742808
This instrumental case study of organizational legitimation and socio-legal pressures investigates the (un)intended policy outcomes of Texas House Bill 51—a performance-based funding model. Through critical policy analysis, this study asks how emerging research policy contexts exacerbate tensions between excellence and equity and potentially influence baccalaureate access for community college transfer students of color from financially disenfranchised communities? The study relies on thematic analysis of commonalities, contradictions, and tensions between semi-structured interviews, 50 policy texts, internal and public-facing institutional documents, and news press releases. Findings provide a unique contribution to the field, offering insight into the way public discourse surrounding emerging tier-one excellence influences strategic planning, producing policy winners while positioning community college transfer students as legitimation liabilities. Drawing from the language of the policy text, public discourse, and institutional artifacts, juxtaposed to the expressed priorities and values of the university enrollment management team, defined here as organizational virtue signaling. As such, this study offers timely insights into the influence of coercive external socio-legal pressures on the process of institutional legitimation in higher education.

Bronzini, R., De Benedictis, L., Frattola, E., & Lazzaro, E. (2026). ***Who Goes Online? Selection and performance in Italian higher education*** (Working paper N° 1040). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1040_26
Online universities have expanded rapidly in Italy over the past two decades. Leveraging administrative data linked to standardized pre-university test scores, this paper examines the demographic profile and academic outcomes of online students. Compared to their peers in traditional institutions, online enrollees tend to be older, more frequently come from technical or vocational tracks, and have lower high-school grades and standardized test scores. Controlling for these initial disadvantages, they have lower dropout rates and higher on-time completion rates at the bachelor's level. However, performance declines when transitioning from an online bachelor's to a traditional master's degree program. Our findings also suggest that online universities make access to tertiary education viable for individuals who would otherwise be more likely to be excluded: enrollment growth has been concentrated in provinces with historically low participation in higher education and among students with an ex-ante lower likelihood of enrolling.

Brown, E., & Penn, E. (2026). **Bourdieusian performances: the centrality of habitus and capital activation in elite university interviews in the UK**. *Oxford Review of Education*, *52*(6), 884-902. https://doi.org/10.1080/03054985.2025.2573260

This paper explores how admissions interviews used at the Universities of Oxford and Cambridge ('Oxbridge') are conceptualised by both undergraduate applicants from different backgrounds, and admissions tutors at Oxford who make decisions about which applicants should be offered places. It draws on data produced from two separate studies: one focussed on the conceptions of merit and fairness held by admissions stakeholders at Oxford, and one focussed on how undergraduate Oxbridge applicants from different social and school backgrounds conceptualise and perform ideality in their applications. We find that regardless of their individual conception of fairness or academic merit, most admissions stakeholders believed the admissions interview provided the opportunity to discern an applicant's 'innate' talent, regardless of their background. Stakeholders believed they could 'see through' prior preparation to assess a candidate's true potential. Meanwhile, applicants drew from personalised experiences, reflective of their socioeconomic circumstances, which conditioned them to recognise and perform excellence in particular ways which aligned more or less with Oxbridge expectations. Despite some standardisation in how individuals perceived Oxbridge ideality, individuals with access to substantial resources which provided insights into Oxbridge expectations tended to perform standardised ideal traits in ways that were more recognised and legitimated by Oxbridge admissions stakeholders.

Brugnara, L., Dottori, D., Modena, F., & Tanzi, G. M. (2026). ***The influence of peers' parental background on university enrollment: the role of education and occupation*** (Working paper N° 1039). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1039_26
This paper investigates the influence of peers' parents in shaping high school students' decisions to enroll in university, highlighting the joint role of their education level and occupation. Using a rich longitudinal dataset on Italian students, we track individuals from high school to university enrollment and exploit within-school and cross-cohort variation to identify peer effects. Our results show that peers' parental education positively impacts university enrollment, and more strongly so when paired with the type of occupation. These findings hold across students' and parents' gender and are more pronounced in non-academic schools and among students whose parents do not hold a university degree, suggesting that the peer effect is particularly relevant in contexts where the propensity to attend university is lower. The paper also finds that the peer effect is non-linear and strongest at intermediate levels of exposure, suggesting that a certain degree of diversity in the educational background of peers' parents may maximize the overall effect.

Chu, Y. (2026). **Resisting Asian (American) Marginalization: A Systematic Review of AsianCrit in Education Research**. *Review of Educational Research*, 96(5), 1802-1838. https://doi.org/10.3102/00346543251367771
This systematic review analyzes 50 peer-reviewed education research articles that employed the AsianCrit framework published between 2014 and 2023. It examines how scholars have utilized AsianCrit to challenge the persistent marginalization of Asian (American) voices in education research. Collectively, this body of research exposes the severe anti-Asian racism across K–12 and higher education contexts; challenges the exclusion and distortion of Asian (American) experiences in curriculum and instructional materials; examines the complex Asian (American) identities, beliefs, and practices; and highlights the efforts of Asian (American) students, parents, and educators in resisting oppressive educational systems. The review identifies tensions and limitations concerning the inconsistent use of the AsianCrit framework and its tenets in the literature. It concludes with recommendations for future research to advance AsianCrit

scholarship and implications for educational practitioners, policymakers, and community advocates seeking to utilize AsianCrit in their work.

Cipriano, R., D'Agostino, A., & Guetto, R. (2026). **Equal Access, Persistent Divides: Gender Segregation in Italian Higher Education across Three Decades (1995–2022)**. *Research in Higher Education*, *67*(6), 49. https://doi.org/10.1007/s11162-026-09920-7
Adopting an "equal but different" perspective, this study investigates long-term changes in gendered patterns of university enrolment and field-of-study choice in Italy, focusing on the care-technical divide among cohorts of upper secondary school graduates from 1995 to 2022. Leveraging a unique longitudinal harmonization of survey data from the National Institute of Statistics with administrative educational databases, the analysis accounts for gender differences in prior secondary school track choice and academic performance. Results show that the female advantage in Higher Education (HE) participation largely disappears once differences in prior schooling are considered, suggesting that the gender reversal in enrolments reflects gendered educational pathways rather than a net advantage for women. However, a modest and persistent female advantage emerges in the second half of the 2000s, after the incorporation of traditionally feminized fields such as teaching and nursing into HE. Most importantly, gender disparities in field-of-study choice, particularly along the care-technical divide, have remained strikingly stable across cohorts, despite profound changes in overall participation levels. These findings highlight the resilience of horizontal gender segregation in HE and call into question the extent to which the expansion of women's access to university has translated into more gender-equal educational outcomes.

Collectif, C., & Beauchemin, J. (2026). ***Éducation et opinion publique : Perceptions des Québécoises et Québécois du réseau scolaire et de l'enseignement supérieur*** (O. Lemieux, A.-M. Delobbe, & F.-O. Dorais, Éd.). Consulté à l'adresse https://www.pulaval.com/livres/education-et-opinion-publique-perceptions-des-quebecoises-et-quebecois-du-reseau-scolaire-et-de-l-enseignement-superieur
Que pensent réellement les Québécoises et les Québécois de leur système d'éducation ? Comment cette perception a-t-elle évolué depuis les années 1980 ? Issu d'un « heureux hasard » de la recherche en archives, cet ouvrage propose une plongée inédite dans l'opinion publique québécoise à l'égard du réseau scolaire et de l'enseignement supérieur. À partir d'un sondage réalisé en 2025, conçu en écho à une enquête commandée en 1983 par le Conseil supérieur de l'éducation, les autrices et auteurs mettent en lumière les continuités, les ruptures et les tensions qui traversent les perceptions des Québécois et des Québécoises : qualité de l'enseignement, exigences scolaires, valorisation des personnes enseignantes, confiance envers l'école publique et privée, finalités de l'école, langue d'enseignement, place de la religion, rôle de la recherche universitaire. Rassemblant 22 perspectives d'expertes et d'experts sur ces sujets et une postface du sociologue Jacques Beauchemin, cet ouvrage collectif offre des analyses rigoureuses, accessibles et interdisciplinaires. En donnant la parole aux données et à celles et ceux qui les interprètent, il invite à une réflexion essentielle sur l'état présent et l'avenir de l'éducation au Québec

Cornelius, C., Meyer, A., & Kempert, S. (2026). **Parental support and its relationship with primary school children's science self-concept and interest: the mediating effect of growth mindset**. *European Journal of Psychology of Education*, *41*(3), 112. https://doi.org/10.1007/s10212-026-01172-4

Students' motivational characteristics, such as growth mindset, self-concept, and interest are significant for their academic outcomes. Previous research shows that parental support plays a crucial role. Children who perceive parental support through homework assistance and encouragement show a more positive self-concept and subject-related interest. However, little is known about the mechanism underlying these relations, particularly the mediating role of children's growth mindset. As children's growth mindset is linked to both parental support and self-concept and interest, we assume that it might play an important role in the outlined relationships between parental support and both children's science self-concept and science interest. In order to address this research gap, children's growth mindset is examined as a mediator and thus as an explanation for the expected relations. We collected cross-sectional survey data from 401 primary school students (mean age 10.97 years; 46.88% female, 52.87% male, and 0.25% non-binary). We conducted structural equation modelling and mediation analysis. The results show significant relationships between parental support and primary students' science self-concept and interest, respectively. Growth mindset fully mediates the relation between parental support and science self-concept and partially mediates the relation with science interest. The present study reveals how parental support relates to children's science self-concept and science interest, highlighting children's growth mindset as a mediator. These findings show parental support as an important resource for children's growth mindset which is linked to other motivational characteristics that benefit their academic outcomes.

Cosso, J., Visconti, G., Ellis, A., & Purpura, D. J. (2026). **Hidden Bias: How a Language Screener Can Misrepresent Dual Language Learner Performance in Mathematics**. *Educational Researcher*, *55*(7), 424-431. https://doi.org/10.3102/0013189X261436769
Achievement gaps in school readiness between dual language learners (DLLs) and their English-only peers persist, in part because common assessment practices do not fully capture DLLs' abilities. Using the Head Start Family and Child Experiences Survey, a nationally representative sample of Head Start children, this study examines whether DLLs' performance varies by assessment language. Applying a fuzzy regression discontinuity design, we found that DLLs who barely failed the language screening and were assessed in Spanish for mathematics outperformed those who barely passed and were assessed in English. These findings reveal biases in assessment practices that may misrepresent DLLs' abilities, reinforcing educational inequities. Results underscore the need for linguistically responsive assessments that more accurately reflect DLLs' mathematical competencies.

Coudenys, B., Dekeyser, G., Clycq, N., & Agirdag, O. (2026). **The impact of part-time community education on the academic achievement of minoritised pupils: evidence from Flanders**. *Oxford Review of Education*, *52*(4), 578-595. https://doi.org/10.1080/03054985.2025.2539393
Ethnic inequalities remain persistent in education systems across Europe, despite various policy actions designed to tackle the issue. Often overlooked, however, are the grassroots strategies developed by minoritised communities themselves, such as Community-Based Educational Initiatives (CBEIs). These bottom-up learning environments aim to support minoritised youth both academically and in affirming their ethnic-cultural identity. This study investigates whether CBEIs can enhance academic achievement among the ethnic minority pupils they serve. Specifically, we examine (1) the overall impact of CBEIs on academic performance, (2) variation in support across different CBEIs, and (3) differences among minoritised communities. Our analysis draws on a unique dataset of 1,821 pupils aged 10–12, marking it the first large-scale quantitative study of its kind. Results indicate that participation in a CBEI generally correlates with improved academic

outcomes. However, the extent of this impact varies significantly depending on the type of CBEI and the organising community. These findings highlight the importance of recognising and further investigating the diverse ways in which CBEIs contribute to educational equity.

Cruz, R. A., Firestone, A. R., Voulgarides, C. M. K., McDermott, L., Cunningham, M., Aylward, A., & Feng, Z. (2026). **Where Place Meets Policy: Spatial Histories, Policy Logics, and the Making of Disproportionality**. *American Educational Research Journal*, *63*(5), 951-983. https://doi.org/10.3102/00028312261439634
Racial disproportionality in special education persists as a spatialized injustice shaped by local histories and geographies. Using a critical-spatial lens, we conducted an explanatory sequential mixed-methods study to examine how context mediates both disproportionality citations and district responses. Quantitative analyses of California data showed that large-city districts serving high proportions of Black, Indigenous, and Latine students were cited more frequently than similarly composed small-town and rural districts. Guided by those findings, our qualitative analysis of district policy documents revealed how racial composition shaped local understandings of root causes and solutions. We integrated qualitative and quantitative results in the culminating analysis. Findings underscored how sociohistorical and geographic forces structured policy implementation, pointing to the need for equity-driven reforms that center place-based organizational change.

Dalman, E. (2026). **The impact of mothers: intergenerational mobility in Sweden 1865–2015**. *European Sociological Review*, *42*(5), 779-796. https://doi.org/10.1093/esr/jcag017
Recent studies show how patterns and trends in social mobility look substantially different when both parents are considered rather than one. Using Swedish census and register data covering cohorts born 1865–1985 and their parents, I describe social mobility among both male-breadwinner and dual-earner family types, each reflecting a work-life context common globally today. This rich longitudinal data capture the occupational status of homemaker mothers later in life. Mobility levels in dual-earner families historically mirror mobility levels in dual-earner society today. Occupational persistence increased substantially as society transitioned from male breadwinner to dual earner; rank-rank correlations increased from 0.20 to 0.38—more so among daughters than among sons; long-term trends are however highly sensitive to specification choices - with the highest persistence specification suggesting historical levels as high as 0.47. Gender continues to play an important role throughout the period, with same-gender parent–child associations being substantially stronger than opposite-gender associations. Fathers' highest occupational attainment captures most intergenerational persistence historically, while mothers and fathers contribute similarly to intergenerational persistence in dual-earner families. Parental resources are not independent, but accumulate—and differently so over time. These findings together suggest that both parents need to be included to correctly describe long-term mobility patterns and trends, either parsimoniously with the 'pooled' approach, or through two-parent models.

De Keersmaeker, K., Onghena, P., Van den Branden, K., & Van Dooren, W. (2026). **Children's performance in math and language: Examining the role of maternal education and home language**. *European Journal of Psychology of Education*, *41*(3), 101. https://doi.org/10.1007/s10212-026-01163-5
Regression-based studies concluded that children's general language abilities, mathematical language abilities, and mathematical abilities are positively related to each other. However,

additional approaches are needed to better understand these relationships. A k-means cluster analysis based on 692 first, second, and third grader's general language abilities, mathematical language abilities, and their mathematical abilities identified four distinct profiles of children. In a second step, group membership in these clusters in terms of maternal education level and home language use was examined. In Cluster 1, children attained a low performance on all three abilities, had low maternal education levels, and often spoke a different language than the instructional language. In Cluster 4, children attained a high performance on all three abilities, had high maternal education levels, and often only spoke the instructional language at home. Clusters 2 and 3 are situated between these extremes. These clusters exhibit similar mathematical language abilities, both representing intermediate performance levels. Children in Cluster 2 had intermediate general language abilities and low mathematical abilities. Children in Cluster 3 had low general language abilities and high mathematical abilities. Children in both clusters differed in their home language use but showed comparable maternal educational levels (i.e., medium to highly educated mothers). Our results indicate that the previously reported positive associations between these three abilities are more nuanced. In addition, children with lower maternal education levels (and especially those growing up with a different home language as well) may require more targeted support.

De Raeymaecker, K., Azadfar, Z., Jansen, L., Kegelaers, J., Theuns, P., Van de Casteele, M., … Van Heel, M. (2026). **Academic motivation in university students: how motivational profiles relate to mental health, wellbeing, and social support**. *European Journal of Psychology of Education*, *41*(3), 106. https://doi.org/10.1007/s10212-026-01166-2

Despite increasing interest in academic motivation among university students, limited research has explored how distinct motivational profiles relate simultaneously to mental health, wellbeing, and perceived social support. This study aims to examine these interconnections to better understand how varying motivational profiles impact students' psychological and social functioning. Grounded in self-determination theory, we identified five different academic motivation profiles based on differences in the level of autonomous motivation (intrinsic motivation and identified regulation), controlled motivation (external and introjected regulation), and amotivation. The sample consisted of 931 college students (Mage = 22.4; SD = 4.75; 70.6% female). Associated outcomes and antecedents of the motivational profiles were examined through multi-group analyses. Student profiles with low motivation quality had the poorest mental health outcomes. Higher perceived social support predicted higher quality study motivation. Older students (in age), females, freshmen, or students with parents without a college degree all showed more high-quality study motivation.

DeCuir-Gunby, J. T., Schutz, P. A., & Modaressi, S. L. (2026). **Racializing Motivation: A Race-Reimaged Framework of Belonging, Emoting, and Achieving Within STEM Higher Education Contexts**. *Educational Psychology Review*, *38*(1), 122. https://doi.org/10.1007/s10648-026-10220-w

There is limited motivation research focusing on the experiences of racially marginalized students in STEM (science, technology, engineering, and mathematics) higher education. Additionally, much of the existing research on motivation for racially marginalized students in STEM has employed a race-evasive approach, which is inadequate in understanding the complex experiences of racially/ethnically diverse populations. Our goal is to discuss the necessity of race-reimaging motivational interactions among constructs such as belonging, emoting, and achieving within STEM higher education by presenting a race-focused metatheoretical

framework, the Race-Reimaged Systems Model of Belonging, Emoting, and Achieving. This framework enables the examination of interrelated relationships among social-cultural-historical constructs within STEM education contexts in the United States (U.S.), while focusing on the experiences of racially marginalized students. We conclude with implications for conducting race-reimaged motivation research in STEM, including in politically charged contexts.

Delahaye, J.-P., & Véran, J.-P. (2026). **École et pauvreté : une question politique et pédagogique**. *Revue internationale d'éducation de Sèvres*, (101), 45-56. https://doi.org/10.4000/16wy8
Les dix études de cas de ce dossier témoignent d'obstacles majeurs à l'atteinte des objectifs fixés pour 2030 par les Nations unies pour éradiquer la pauvreté et assurer une éducation de qualité pour tous. La non-scolarisation massive, la marchandisation accrue de l'éducation, les inégalités territoriales et les ségrégations diverses en font partie. Mais certaines contributions témoignent aussi, par-delà des actions compensatrices qui ne modifient pas en profondeur l'organisation des systèmes éducatifs, de perspectives transformatrices lorsque les politiques publiques laissent des marges de manœuvre aux écoles qui peuvent alors diversifier leurs choix pédagogiques, en lien avec les familles concernées et les acteurs territoriaux. On enrichit alors à la fois le curriculum des enseignements et la culture professionnelle des enseignants. La question de la pauvreté et de l'éducation pour tous est bien une question de choix politiques fondamentaux.

Devi Chuttoor, C. (2026). **Entre pauvreté, familles fragilisées et réponses éducatives : ce que révèlent les acteurs scolaires mauriciens**. *Revue internationale d'éducation de Sèvres*, (101), 107-116. https://doi.org/10.4000/16wye
Cet article analyse l'impact de la pauvreté sur les parcours scolaires sur l'île Maurice et les réponses éducatives mises en œuvre dans les écoles appelées zones d'éducation prioritaire (ZEP). À travers une approche triangulaire mobilisant institutions, enseignants et parents, l'élève est placé au centre des dispositifs et des stratégies éducatives. Les résultats montrent que, malgré les mesures matérielles, alimentaires et pédagogiques, la pauvreté reste un obstacle, affectant la motivation et le bien-être des élèves. L'étude souligne l'importance de valoriser les expériences et les compétences des enfants comme ressources éducatives, afin de promouvoir une éducation inclusive capable de réduire les inégalités scolaires.

Drouhot, L. G., Ferry, M., Ichou, M., & Caron, L. (2026). **Assimilation or third-generation disadvantage? Educational and occupational attainment among the grandchildren of immigrants in France**. *European Sociological Review*, *42*(5), 675-693. https://doi.org/10.1093/esr/jcag004
The grandchildren of immigrants have long been regarded as a litmus test for whether immigrant-origin populations successfully incorporate into the destination societies. Yet, we know very little about the 'new' third generation—that is, the grandchildren of immigrants who immigrated in the postwar era to Europe. Here, we rely on new, large-scale French data providing a unique opportunity to study the socioeconomic attainment of third-generation individuals in adulthood compared with the second generation and French natives. We jointly analyze educational and labor market attainment using five indicators at both the top and bottom of the distributions, leading to a comprehensive understanding of immigrant incorporation across generations. We report three major results. First, we find a master trend across groups and outcomes reflecting parity with natives, often already achieved at the second generation. Second, third-generation attainment is moderated by gender and national origins: we document lasting educational

disadvantages for North African, third-generation males, while Southern Europeans are more likely to experience economic incorporation within the lower class. Third, mixed ancestry ceases to positively predict socioeconomic attainment by the third generation. These results have important implications for ongoing scholarly discussion of immigrant incorporation in France and beyond.

Dull, B. D., Rogers, L. O., & Becerra, K. (2026). **What Are the White Kids Learning? (De)Constructing White Identities in a School with an Anti-Racist Agenda**. *American Educational Research Journal*, *63*(4), 772-803. https://doi.org/10.3102/00028312261435536
Limited research has considered how school practices and narratives shape the construction of white identities. Using a critical qualitative approach, this article examines what white students (ages 12–14 years) learn about race and whiteness via the institutional narratives of a school with an anti-racist agenda. The analysis revealed that although the school's dominant racial narratives were race conscious in content (i.e., named racism and oppression), they largely did not work to disrupt the oppressive dynamics of white identity construction. In fact, we show how schools help produce particular kinds of white identities that serve the interests of white supremacy via the institutional narratives they endorse and socialize, even in educational settings committed to challenging racism. The article concludes by considering how efforts for racial justice in schooling are incomplete without deconstructing whiteness and white identity.

Duncan, K. E. (2026). **Guiding Like the North Star: A Literature Review of Black Teachers Helping Black Students Navigate Civic Estrangement, 2014–2023**. *Review of Educational Research*, *96*(5), 1568-1596. https://doi.org/10.3102/00346543251355264
For decades, Black Americans have occupied a status known as civic estrangement, existing simultaneously as citizens and noncitizens in the United States. This systematic literature review examines how Black teachers helped Black students navigate civic estrangement between 2014–2023, the first full decade of the Black Lives Matter movement. Findings indicate that teachers cultivated Black fugitive spaces, affirmed and validated their students, helped students develop a critical consciousness, and engaged in this work out of a sense of responsibility to their students. This systematic literature review has implications for teacher educators and civic education researchers.

Duran, A. (2026). **Intersectional Ecologies: Key Contextual Influences in the Identity Development Journeys of Queer and Trans College Students of Color**. *American Educational Research Journal*, *63*(4), 804-834. https://doi.org/10.3102/00028312261423515
Drawing on data from a longitudinal constructivist grounded theory research study involving 12 queer and trans students of color (QTSOC), this paper details key contextual influences in their identity development journeys while in (and out of) higher education institutions. Sensitized by ecological systems theory and intersectionality as frameworks, the grounded theory is presented in the form of an intersectional-ecological model of contextual influences for QTSOC. Specifically, the findings speak to the (a) overarching and dynamic influence of co-constituting systems of oppression, (b) proximal processes that emerged as meaningful for QTSOC, and (c) shifting salience of microsystems in their journeys. The paper concludes with implications for theory development, research, and practice in education.

Duru-Bellat, F. D., Marie. (2026, octobre 14). **Comment être lycéen**. Consulté 15 octobre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/14/comment-etre-lyceen/
Plus d'enseignants, des classes moins chargées, des bâtiments rénovés : les revendications des lycéens mobilisés sont légitimes, mais elles ne disent pas l'essentiel. Inflation des diplômes, déclin de l'autorité de la culture scolaire, méritocratie vécue comme une humiliation : il est devenu difficile d'être le sujet de ses études – comme d'enseigner. Réduire la crise à une affaire de moyens, c'est attendre la prochaine explosion.

Fabre, M., & Pelletier, L. (2026). **L'université inclusive, entre le dire et le faire**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *58*(1), 11-34. https://doi.org/10.3917/lsdle.581.0011
L'université française accueille chaque année, un nombre grandissant d'étudiants en situation de handicap. Accompagnés par les missions handicap, ils bénéficient du droit à la compensation sous la forme d'aménagements mais des obstacles persistent notamment quant à l'accessibilité de la formation et l'accès aux savoirs. Cet article tente d'identifier leviers et freins à l'inclusion universitaire à partir des expériences vécues par des étudiants et des enseignants du supérieur. Les résultats sont analysés selon une approche compréhensive des situations. L'analyse fait apparaitre des besoins de formation à une pédagogie inclusive, tandis que l'expérience étudiante révèle des atouts impensés pour la réussite universitaire.

Farhat, M. (2026). **Les pratiques éducatives face aux familles atypiques dans l'espace francophone**. *Revue internationale d'éducation de Sèvres*, (101), 27-30. https://doi.org/10.4000/16wy6
Les transformations contemporaines des structures familiales – séparations, recompositions, monoparentalités, migrations ou élargissement des configurations parentales – constituent un enjeu éducatif de premier plan pour les systèmes scolaires. Les établissements scolaires sont de plus en plus souvent confrontés à des adolescents dont les trajectoires familiales fragilisées influencent le bien-être, le comportement, l'engagement scolaire et, parfois, la réussite académique. Dans ce contexte, ...

Favre, S., Class, B., & Szilas, N. (2026). **L'éducation ouverte et libre à l'épreuve de la justice cognitive : vers une coconstruction transformative des savoirs en enseignement supérieur**. *Médiations et médiatisations*, (23), 19-37. https://doi.org/10.52358/mm.vi23.497
Open Education (OE) is generally portrayed as fostering the democratization of access to knowledge and equity in higher education. However, this vision obscures the persistence of systemic inequalities, particularly those arising from the logic of the gift or from the neoliberal instrumentalization of openness. Resource sharing is systematically promoted in a positive light, with only a few scholars raising the issue of cognitive justice. This article aligns with this line of inquiry by proposing levers that may foster the emergence of knowledge co-construction practices. Drawing on a non-systematic literature review combined with a critical analysis, the approach builds on the conceptual contributions of Von Humboldt's notion of Bildung as well as on the epistemologies of the South. The identified levers for OE grounded in cognitive justice call for the development of epistemic, pedagogical, and technical forms of knowledge to break with the systemic reproduction of North–South asymmetries.

Fenwick, L. T. (2026). **20th Annual AERA Brown Lecture in Education Research: Otherwise Qualified: The Untold Story of Brown and African American Educators' Professional Superiority**. *Educational Researcher*, *55*(7), 417-423. https://doi.org/10.3102/0013189X261427002
Fenwick asserts that the failure to integrate Black principals and teachers into desegregating public schools remains the unfulfilled promise of Brown and has resulted in four traumas that continue to stymie the nation's progress toward the conjoined goals of racial justice and educational equity. Brown was not intended to simply mean that African American and White students were to be educated side by side in order to achieve integrated schools. Often overlooked, many legal decisions subsequent to Brown asserted that the criterion for knowing that integration was achieved was the racial integration of district and school leadership and the teaching force.

Fericelli, L., & Tadlaoui-Brahmi, A. (2026). **Représentations genrées des enseignant·e·s en lien avec le numérique : regards croisés France/Suisse**. *Swiss Journal of Educational Research*, *48*(2), 212-223. https://doi.org/10.24452/sjer.48.2.4
Cette recherche explore les représentations genrées du numérique chez dix-sept enseignant·e·s du primaire en France et en Suisse. Celles-ci distinguent des rapports au numérique différenciés selon le sexe : les filles sont associées à des usages communicationnels et relationnels, les garçons aux jeux vidéo et aux aspects techniques. Cette différenciation s'accompagne d'une hiérarchisation implicite valorisant les pratiques masculines, prolongeant ainsi la division sexuée des savoirs (Mosconi, 1994, 2005). Les explications oscillent entre naturalisation et lecture critique des différences. Ces représentations, toutefois, varient selon les contextes (contextes pédagogiques, sensibilité individuelle) et soulignent l'enjeu d'une formation et des curricula sensibles aux enjeux d'égalité.

Gabrielli, S., Zava, F., Maricchiolo, F., Vecchio, G. M., Szpunar, G., & Perucchini, P. (2026). **Gender stereotypes and biases in primary students: efficacy of a school-based program**. *European Journal of Psychology of Education*, *41*(3), 92. https://doi.org/10.1007/s10212-026-01152-8
This study evaluated the impact of a school-based pilot program designed to reduce gender stereotypes and biases in fourth-grade school children. The program used multiple strategies to reduce gender stereotypes and biases relating to social roles and to the agency-communion paradigm. It also aimed to improve egalitarian attitudes. One hundred and seventeen students, divided into two groups (control and intervention), were subjected to implicit and explicit measures before and after the program. After the educational program, results showed a significant reduction in gender stereotypes and biases and a significant improvement in gender egalitarian attitudes in the group which participated in the program (the intervention group), but not in the control one. Results discussion focused on the impact of the program for educational practices.

Galan, V. (2026, octobre 8). **L'Égaliscore : évaluer ses pratiques d'EPS au prisme de l'égalité filles-garçons**. Consulté 8 octobre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/10/08/legaliscore-evaluer-ses-pratiques-deps-au-prisme-de-legalite-filles-garcons/
Peut-on se penser parfaitement équitable et, malgré soi, reproduire des inégalités entre filles et garçons ? C'est tout l'objet de l'Égaliscore, un outil conçu par un groupe de travail de

Gani, D. (2026a, octobre 14). **Seine-Saint-Denis : 6 % des jeunes ont accès à un lycée favorisé, contre 100 % à Paris**. Consulté 14 octobre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/10/14/seine-saint-denis-6-des-jeunes-ont-acces-a-un-lycee-favorise-contre-100-a-paris/
Des inégalités et encore des inégalités : sociales, scolaires, territoriales, de mobilité et d'orientation ! La colère lycéenne est forte dans le 93, et ce n'est pas un hasard géographique.

Gani, D. (2026b, octobre 15). **Parcoursup : quelles pistes pour améliorer la mixité sociale ?** Consulté 15 octobre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/10/15/parcoursup-quelles-pistes-pour-ameliorer-la-mixite-sociale/
Abroger Parcoursup ou l'améliorer ? Le système actuel ne garantit pas l'atteinte des quotas minimaux de boursiers et peut accorder une priorité excessive à certains candidats : voilà le constat

Garrett, R., Presberry, C., & Radina, R. (2026). **Enduring it all to protect Black students: Black educators' experiences with racial battle fatigue and burn out**. *Oxford Review of Education*, *52*(6), 781-794. https://doi.org/10.1080/03054985.2025.2561006
This study focuses on a piece of a larger project about racial battle fatigue (RBF) and its connectedness to Black educators' retention and attrition. This study specifically examines the qualitative portion of this study. Utilising survey data, as well as interviews, the study findings indicate that Black educators in the state of Michigan were more racially conscious and experienced trauma due to racialised experiences. Upon analysis of the data, it was found that Black educators experienced RBF in response to racially traumatic events. As a result of American history, Black educators must always be racially conscious, and that is the primary reason that Black educators are close to their Black students. Black people's shared trauma is what makes Black educators feel obligated to the students they educate. Their lives inside and outside of the classroom were shared within the interviews and called attention to the historical effects of white supremacy. This study highlights those issues and suggests implications to combat RBF and address Black educators' burnout and attrition in K-12 schools.

Garzón Garzón, L. P., & Delgado Medina, F. (2026). **Experiential learning of decolonial participatory design based on the Indigenous context of the Colombian Amazon**. *Oxford Review of Education*, *52*(6), 903-925. https://doi.org/10.1080/03054985.2025.2580638
While decolonial participatory design principles have gained attention in various fields, their specific application in international student exchange programmes has received limited scholarly attention. Recognising that Indigenous communities have long employed collaborative, community-based pedagogical approaches that embody these principles, this study examines how international exchange programmes can better integrate decolonial methodologies into their frameworks. We present a case study of four undergraduate engineering students participating in a participatory action research project focused on the intercultural health management of vector-borne diseases in the Colombian Amazon. Our methodology incorporates decolonial preparatory coursework, community-engaged fieldwork, and structured reflective practice workshops designed to support students in developing culturally responsive approaches to engineering challenges. By documenting the experiential learning process, implementation challenges, and outcomes of this exchange programme, this

article provides insights for practitioners and educators seeking to transform international interchange experiences through more equitable, community-centred approaches.

Girard, C., Morel, S., & Prado, J. (2026). ***Inégalités scolaires : Approche croisée entre sociologie et psychologie cognitive***. Consulté à l'adresse https://doi-org.proxy-bu2.ube.fr/10.4000/16u0a
Les inégalités d'apprentissage constituent une problématique centrale dans les systèmes éducatifs contemporains. Or, pour comprendre ces inégalités, on privilégie en général soit des raisons sociales en s'appuyant sur la sociologie, soit des raisons cognitives en s'appuyant sur la psychologie. Pour la première fois, cet ouvrage propose de croiser les apports de la sociologie et de la psychologie cognitive.Au travers de sept chapitres véritablement coécrits par des binômes constitués pour l'occasion d'un ou une sociologue et d'un ou une psychologue, l'ouvrage explore ainsi à nouveaux frais la manière dont s'articulent les facteurs familiaux, institutionnels, cognitifs et biologiques pour expliquer les différences d'apprentissage. Sont tour à tour abordées les inégalités sociales, le rôle joué par les pratiques familiales, la question du cadres scolaire, notamment en maternelle. Deux focus sont fait sur des sujets essentiels, d'une part l'apprentissage de la lecture, d'autre part la dyslexie. Cet exercice original démontre la complémentarité des approches sociologiques et cognitives et ouvre des perspectives enthousiasmantes tant pour la recherche que pour les politiques éducatives visant à réduire les inégalités scolaires.

Gorski, K. J. (2026). **Exceptional Spaces: Diverse Learning Environments in a Public High School**. *American Educational Research Journal*, *63*(3), 575-610. https://doi.org/10.3102/00028312261423530
Across differentiated course levels, teachers create distinct learning environments through their interactional dynamics, rule enforcement, and pedagogical techniques. In this study, I compared students' experiences in "regular" classes with those geared toward "exceptional learners" in a large public high school. I found that teachers emphasized rigid rule enforcement and rote learning in regular classes while creating spaces characterized by flexibility, collaboration, and permissiveness in classes intended for exceptional learners. These patterns held both in classes intended for students perceived to have exceptional academic abilities (Advanced Placement classes) and in those perceived to have exceptional social needs (a grouping known as "the Block"). These findings show how labeling shapes the organization of work in schools, demonstrating the sociospatial dimensions of academic differentiation.

Grard, M.-A., & Massart, V. (2026). **En France, écouter les plus pauvres pour mieux enseigner et apprendre**. *Revue internationale d'éducation de Sèvres*, (101), 129-137. https://doi.org/10.4000/16wyg
Cet article présente les enseignements de la recherche participative Cipes conduite pendant six ans par ATD Quart Monde dans une douzaine d'écoles maternelles et élémentaires françaises. Associant pour la première fois des personnes ayant l'expérience de la grande pauvreté comme cochercheuses aux côtés d'enseignants et de chercheurs, cette démarche met en évidence les raisons pour lesquelles la pauvreté détermine, dès le primaire, des trajectoires scolaires souvent irréversibles. À travers des témoignages de parents et d'élèves, l'article analyse les mécanismes de l'orientation subie, la persistance des préjugés envers les familles pauvres, et le rôle de la formation des enseignants dans la déconstruction des stéréotypes. Il formule des recommandations concrètes : renouveler les pratiques pédagogiques, instaurer une véritable

coéducation, et redonner aux familles leur pouvoir d'agir, dans une perspective à la fois éducative et démocratique.

Hang, Y., & Guo, J. (2026). **A metaphorical glimpse into university student transition and habitus: integrating Deleuze and Guattari's and Bourdieu's theoretical perspectives**. *Oxford Review of Education*, *52*(5), 757-780. https://doi.org/10.1080/03054985.2025.2554600
This study bridges the gap between Deleuze and Guattari's concepts and Bourdieu's framework to explore student transition in higher education (HE). Despite some areas of tension – Deleuze and Guattari provide an analytic lens of extreme fluidity and non-linearity, while Bourdieu presents a somewhat determinist view of social reproduction – these theories are complementary. Their synthesis captures the complex and multifaceted realities of students' lived experiences. Based on interviews with 60 undergraduate students, we summarise four types of habitus change: infusing, aligning, transcending, and retrogressing. They demonstrate the diverse and ongoing transition process of students as being-becoming. When intertwining with or detaching from different transition elements and capital, habitus changes display the assemblage and dis-assemblage of student transition. Moreover, habitus evolvement is structured by the HE field and, in the meantime, it has the agency to proceed in multiple directions in its own way like earthed rhizomes. Suggestions for HE institutions to transform their understandings and practices to facilitate student transition are discussed in the end.

Hein, C. (2026). **Un enfant sur six non scolarisé dans le monde : pauvreté et défis pour la réalisation du droit à l'éducation**. *Revue internationale d'éducation de Sèvres*, (101), 57-66. https://doi.org/10.4000/16wy9
Cet article analyse la non-scolarisation comme l'une des manifestations les plus graves du lien entre pauvreté et droit à l'éducation. À l'échelle mondiale, des millions d'enfants ne deviennent pas élèves, notamment en raison de la pauvreté multidimensionnelle, et demeurent souvent invisibles dans les statistiques publiques, y compris dans les pays à hauts revenus. La diminution mondiale de la non-scolarisation marque aujourd'hui un ralentissement, révélant des limites persistantes de mesure, de financement et de gouvernance. L'article montre que l'effectivité du droit à l'éducation constitue un levier essentiel de réduction de la pauvreté et appelle à mieux identifier les enfants non scolarisés.

Hong, Y. (2026, juillet 3). **À quoi sert l'éducation ? Pourquoi la nouvelle série coréenne « Que ça vous serve de leçon » fait un carton**. https://doi.org/10.64628/AAK.eucmy5xju
À la fois populaire et controversée, une nouvelle série coréenne ancrée dans le monde scolaire attire des spectateurs du monde entier. Comment expliquer un tel succès ?

Ibrahim, A., & Boivin, N. (2026). **Banality of Privilege: Examining Why EDI Is Under Assault Through the Case of the Ontario Equity Policy**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 1-18. https://doi.org/10.53967/cje-rce.7451
Grounded in extensive interviews with teachers and school-level administrators in Ontario, Canada, this article proposes banality of privilege as a primary reason for why EDI has turned into a performative act, which facilitated its attack. To make banality of privilege concrete, we suggested three forces and six tenets that helped us in our data analysis. Collected through interviews with teachers and school administrators between 2024–2025, the data show that embedded institutional barriers are the frontline of all issues that hinder effective communication, implementation, and administration of EDI policy; and that, among these barriers, the primary

obstacle to a meaningful EDI implementation is not financial constraint, but a systemic lack of buy-in or interest convergence, specifically at the leadership level. This lack of buy-in from leadership, we show, trickles down to staff and the broader school community, resulting in low engagement and missed opportunities for meaningful inclusion. This not only renders EDI performative, but it gives reasons for why it is under attack. For those of us who are working toward a just world, we conclude, we need to be mindful of this situation and address the concerns of the EDI critics.

Jacquet, W., De Witte, N., & Vanwing, T. (2026). **First generation concept in the context of a Flemish university in Brussels – Europe**. *International Journal of Inclusive Education*, *30*(12), 3621-3639. https://doi.org/10.1080/13603116.2025.2592840
The influence of the parental level of education on students' persistence and academic success in higher education is undeniable. To sustain an advanced society and address global challenges such as climate change, intergenerational academic advancement is essential. In the United States (US), the concept first-generation student (FGS) based on parental education emerges in the Higher Education Act (U.S. Congress 1965). A broader concept is often used: first in the family to enter higher education. FGS is understudied in the European setting. We present a survey outcome with open questions as a case study of a Flemish university in Brussels, the centre of Europe (N = 122). Our data reveal similarities with US findings, while also suggesting that the concept should not serve as the sole basis for group-level remedial interventions. It recognises its use for research and monitoring, certainly when enriching the analyses with a diversity of operationalisation of the concept.

Jellab, A. (2026). ***Inégalités scolaires et émancipation: des leviers d'action pour une école démocratique***. Consulté à l'adresse https://pum.univ-tlse2.fr/produit/inegalites-scolaires-et-emancipation/

Jerrim, J. (2026). **Hospital admissions amongst high-achieving adolescents from disadvantaged socio-economic backgrounds**. *Oxford Review of Education*, *52*(5), 597-617. https://doi.org/10.1080/03054985.2025.2534137
High-achieving children from disadvantaged backgrounds are an important group for promoting social mobility. Prior research has found their educational achievement does not keep pace with their more socio-economically advantaged peers during secondary school, with early adolescence identified as a key period when their academic potential starts to go unfulfilled. This paper presents new evidence on the health outcomes of this group during this period, focusing on mental health and behaviour-related hospital admissions. We find high-achieving children from disadvantaged backgrounds are hospitalised due to mental health and behaviour-related issues at a rate of around 80 per 1,000 children between the ages of 11 and 20. This is significantly above the rate of around 40 per 1,000 children for their equally able but more socio-economically advantaged peers. Our results hence provide further evidence that early adolescence is a key period during which high-achieving children from disadvantaged backgrounds require further support.

Kaplan, A., & Garner, J. K. (2026). **A Complexity Perspective on Culture, Identity, and Motivation: The Dynamic Systems Model of Role Identity**. *Educational Psychology Review*, *38*(1), 125. https://doi.org/10.1007/s10648-026-10221-9

While most contemporary motivation research has approached sociocultural and individual processes separately, any person's experience, motivation, and action are simultaneously sociocultural and individual. In this article, we propose the Complex Dynamic Systems (CDS) paradigm as a framework for integrating sociocultural and individual processes into a coherent account of motivated action, and we elaborate one CDS model—the Dynamic Systems Model of Role Identity (DSMRI; Kaplan & Garner, 2017). Our central argument is that the DSMRI explains motivated action as an emergent phenomenon grounded in the person's role identity—a complex dynamic system that itself emerges within a culturally mediated activity system. This yields an integrated, two-level explanation of the foundational motivational question, why does this person act this way in this situation? At the first, sociocultural level, a person acts according to the sociocultural role they occupy in a particular cultural activity system; at the second, individual level, different people occupying the same role construct idiosyncratic role identities that are framed by the role, yet emerge uniquely because they manifest as non-deterministic dynamic systems. In the article, we develop the conception of culture in the DSMRI as a complex, dynamic, symbolically mediated cultural activity system, and the role identity system that emerges within it. We conclude by considering the implications of this conception for motivation theory, research, and the design of educational environments.

Kim, J. K., & Mo, K.-H. (2026). **Structural equity governance in South Korea's multicultural education: bridging policy, practice and inclusion**. *International Journal of Inclusive Education*, *30*(12), 3925-3944. https://doi.org/10.1080/13603116.2026.2614712
This paper introduces the concept of Structural Equity Governance (SEG) in addressing systemic inequalities affecting immigrant-background students in South Korea. Dominant theoretical frameworks such as decentralisation, network governance and distributed leadership offer valuable insights on ways to enhance educational efficiency, local responsiveness and tailored solutions. However, each falls short of meeting the educational and societal needs of immigrant background students in ethnically segregated schools. Based on in-depth interviews of Seoul capital region educational supervisors who serve as an intermediary between the central government's education ministry and local schools, this study identifies salient issues and challenges that confront students, teachers and communities. These interviews and field observations reveal that the traditional governance reforms must be accompanied by efforts to disentangle systemic inequality. SEG offers a new framework that prioritises reframing governance as a component of broader structural reform to enhance social inclusion of immigrant-background students.

King, R. B., & Wang, F. (2026). **Culture and school belonging: Towards a global research agenda**. *Educational Psychology Review*, *38*(1), 121. https://doi.org/10.1007/s10648-026-10213-9
School belonging has become a central focus in educational psychology. The present topical collection, curated by Christopher S. Rozek and Carlton J. Fong, advances this scholarly conversation by bringing together contributions that broaden conceptualizations of school belonging, foreground the role of broader social contexts, and encourage more intersectional approaches to understanding students' experiences. However, despite these advancements, the sample of school belonging literature remains geographically concentrated, with much of the evidence base derived from Western, educated, industrialized, rich, and democratic (WEIRD) contexts. This commentary argues that culture should be moved from the margins to the center of research on school belonging. It first highlights the dominance of WEIRD perspectives that continue to shape the questions researchers ask, the samples they study, and the conclusions

they most often draw. This commentary argues for a more context-sensitive and globally inclusive science that takes both cross-cultural similarities and differences seriously. It further clarifies that a cultural perspective should not displace race, gender, social class, or other identity-based factors, but rather deepen our intersectional understanding of how belonging is experienced within and across cultural contexts. The commentary concludes by outlining recommendations for more culturally responsive school belonging research, including broader cross-cultural sampling, stronger methodologies, explicit multilevel theorizing, and greater use of qualitative and mixed methods. School belonging is a critical issue for students worldwide, and we hope that research can also incorporate voices from around the globe.

Kleinschlömer, P. (2026). **Do kids see it coming? Analysing children's school performance before and after parental separation in Norway**. *European Sociological Review*, *42*(5), 830-843. https://doi.org/10.1093/esr/jcag006
The study examines children's school performance in the years before and after parental separation, adopting a process-oriented approach. In addition, the study explores heterogeneous effects based on children's socioeconomic background and gender. Existing research on the effect of family transitions on educational outcomes typically compares outcomes before and after parental separation. However, this approach overlooks that parental separation is often preceded by a longer-term process of family decline and neglects children's ability to adapt to the new family structure. Using Norwegian register data from 2007 to 2017, this study uses fixed-effects regressions to analyse the math and reading scores of 11,299 children aged 9–15 years, 3 years before and after parental separation. Children's school performance shows a slight decline even before their parents separate, with an additional decline in the years after separation. This pattern is mainly driven by boys and, to a lower extent, by children living in a family with a low socioeconomic status. The findings emphasize the need to consider parental separation as a gradual process rather than a discrete event, highlighting the early emergence of separation effects on children's educational outcomes and the importance of considering heterogeneous effects.

Kolluri, S. (2026). **Advanced Placement African American Studies as a Master's Tool**. *American Educational Research Journal*, *63*(1), 3-37. https://doi.org/10.3102/00028312251376251
African American studies—a discipline grounded in celebrations of Black culture and resistance to anti-Blackness—is now being piloted in Advanced Placement (AP)—an educational program that has long excluded Black people and promoted dominant cultural norms. In the parlance of Audre Lorde, AP may be a "master's tool" incapable of dismantling racism. This case study of two AP African American studies classes investigated whether the course can teach students how they might undermine anti-Black racism. Findings suggest that the course has a strong potential to encourage Black joy but neglects to interrogate racism as a modern-day systemic phenomenon. This shortcoming calls into question the capacity of AP African American Studies to prepare students to democratically challenge anti-Black racism.

Korpershoek, H., de Boer, H., & Mouw, J. M. (2026). **An Update of the Meta-Analysis of the Effects of Classroom Management Interventions on Students' Academic, Behavioral, Social-Emotional, and Motivational Outcomes**. *Review of Educational Research*, *96*(5), 1640-1680. https://doi.org/10.3102/00346543251361903
This is an update of the Korpershoek et al. meta-analysis of the effects of classroom management interventions on various student outcomes in primary education. This updated analysis includes

22 new studies, resulting in an overall sample of 76 random and nonrandom controlled intervention studies published in the last 20 years (2003–2022). The summary effect was small and significant (average Hedges' g = .23). Sensitivity analysis with robust variance estimation revealed a slightly smaller average effect (Hedges' g = .22). The interventions were coded for the presence or absence of four categories of classroom management strategies, focusing on teacher behavior, teacher-student relationships, student behavior, and/or students' social-emotional development. Recent studies placed more focus on teacher-student relationships than older ones. Moderator analyses yielded lower effects for interventions addressing all four categories of classroom management strategies, tentatively indicating that a too-broad focus seems less effective than more targeted interventions.

Koubeissy, R., & Montesano, G. (2026). **Les perceptions des personnes enseignantes à l'égard de l'inclusion socioscolaire dans un contexte de diversité au primaire au Québec**. *La nouvelle revue - Éducation et société inclusives*, (105), 11-33. https://doi.org/10.3917/nresi.105.0011
Cet article vise à analyser les perceptions des personnes enseignantes à l'égard de l'inclusion socioscolaire dans un contexte de diversité, dans des classes du primaire au Québec. Malgré l'élargissement de cette notion, passant d'une visée d'intégration des élèves en situation de handicap à la participation et à l'apprentissage de tous les élèves (Ainscow, 2005), elle n'est pas systématiquement mise en œuvre dans les politiques et les pratiques au Québec. L'étude est basée sur des entretiens compréhensifs (Kaufmann, 2007) avec 20 personnes enseignantes œuvrant dans des contextes variés. L'analyse révèle quatre thèmes : 1) des perceptions catégorielles ; 2) des perceptions englobantes ; 3) des perceptions positives, axées sur les avantages ; 4) des perceptions négatives et prudentes, axées sur les obstacles.

Lagos, F., & Blazar, D. (2026). **Professional Staff Diversity and Student Outcomes: Extending Our Understanding of Race/Ethnicity-Matching Effects in Education**. *Educational Researcher*, *55*(7), 442-452. https://doi.org/10.3102/0013189X261434481
Studies consistently show that minoritized students benefit from having a teacher of the same race/ethnicity. We extend this literature by examining educational impacts of exposure to same-race/ethnicity professional staff, including administrators, instructional coaches, guidance counselors, and special education specialists. Students interact with these staff less frequently than teachers, yet staff of color may also serve as role models, support culturally relevant practices, and help prevent discrimination. Using within-student and within-school variation in statewide Maryland data, we find that higher shares of same-ethnicity staff improve test scores and modestly reduce suspensions for Hispanic students. For Black students, exposure to non-Black, non-White professionals of color is associated with higher English language arts performance, although these effects are smaller—about one-fifth the size of teacher effects.

Lauzon, N. (2026, avril 16). **Accompagnement des personnes non légalement qualifiées et du personnel enseignant issu de l'immigration contribuant à la persévérance et la réussite scolaires**. Consulté 5 octobre 2026, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/accompagnement-des-personnes-non-legalement-qualifiees-et-du-personnel-enseignant-issu-de-limmigration-contribuant-a-la-perseverance-et-la-reussite-scolaires/
Le Québec enregistre une augmentation notable des personnes enseignantes non légalement qualifiées (NLQ), également désignées comme sans brevet. Dans un

Lavric, M. C. (2026). **Pauvreté et éducation au Kosovo : le rôle des centres de jour communautaires** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (101), 151-161. https://doi.org/10.4000/16wyh
Cet article examine la relation entre pauvreté et éducation au Kosovo, en se concentrant sur les communautés rom, ashkali et égyptienne de Gjakova et de Prizren. Il étudie de quelle façon la précarité socio-économique affecte l'accès à l'éducation, la participation des enfants et leurs résultats scolaires, entraînant des taux de décrochage élevés et de faibles résultats d'apprentissage. En se fondant sur une étude longitudinale menée par CONCORDIA Projekte Sociale Kosovo, cet article met en évidence la manière dont les centres communautaires de jour apportent un soutien intégré aux niveaux scolaire, psychosocial et matériel. Les résultats de cette étude révèlent que si les difficultés scolaires persistent, des améliorations notables sont observées dans le développement social et émotionnel des enfants, qui s'avèrent fondamentales pour l'apprentissage. Cet article plaide en faveur de l'abandon des approches en matière de déficit au profit de modèles inclusifs associant éducation et systèmes d'aide sociale.

Lee, A.-R., Dow, W., & Torres, J. M. (2026). ***Impact of Adults' College Completion on their Parents' Mortality: Evidence from the 1993 Korean Higher Education Reform*** (Working paper N° 35792). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35792
A large literature examines the economic and health returns to college education. We extend this literature by studying the upward intergenerational effects of children's education on parental mortality. We exploit Korea's 1993 Higher Education Reform, which we estimate raised college completion by 13 percentage points among eldest children in the 1974–1983 birth cohorts relative to the prior 10-year cohort. Using data from the Korean Longitudinal Study of Aging, reduced-form estimates indicate a 27% (s.e.=10%) reduction in mortality among parents whose oldest child was in the reform-affected cohort. Because the reform affected college completion but not other education levels or quality, we use it as an instrumental variable (IV) for child college completion. IV estimates indicate a 20% (s.e.=7%) reduction in parental mortality for children induced to complete college by the reform. These parents received greater financial support and contact from their children and had lower smoking and higher physical activity, although these mechanisms explain only a small share of the mortality benefit. Effects were larger for parents of daughters in reduced-form analyses, although IV estimates did not differ significantly by child gender. Future research should further investigate the mechanisms through which children's college education affects parental mortality.

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

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

Lee, S. W., Mao, X., & Choi, S. (2026). **Unveiling Narratives: A Systematic Literature Review on the K–12 Schooling Experiences of Asian American, Native Hawaiian, and Pacific Islander Students**. *Review of Educational Research*, 96(5), 1681-1717. https://doi.org/10.3102/00346543251363239
Asian American, Native Hawaiian, and Pacific Islander (AANHPI) communities are often racialized through stereotypes like the model minority myth, which oversimplifies and obscures the unique challenges these students face in schools. Using AsianCrit and TribalCrit frameworks, we critically examine two decades of empirical research on AANHPI students' schooling experiences in the United States, analyzing 61 peer-reviewed articles. Drawing on the themes identified in our review, we discuss the findings across five core areas: duality in schooling experiences, struggles with racial and ethnic identity, the influential role of schools and educators, the distinct challenges faced by NHPI students, and the diverse experiences within AANHPI. The findings illuminate the heterogeneity and complexity of AANHPI students' schooling experiences, highlighting variations based on ethnicity and race, and struggles resulting from imposed racialization. This review advocates for critical research and professional development initiatives that address their complex identities and confront systemic inequities, working toward a more equitable educational landscape.

Lee, Y., Kwan, M., Henhawk, D., & Yi, K. J. (2026). **Newcomers' Perspectives on Acculturation and Identity Exploration Through Community-Based Recreational Sport**. *Revue phénEPS / PHEnex Journal*, *16*(2). Consulté à l'adresse https://ojs.acadiau.ca/index.php/phenex/article/view/4681
Community-based recreational sport (CBRS) offers newcomer youth meaningful contexts that can support settlement, socialization, and integration into new communities. Ongoing intercultural interactions within CBRS facilitate exposure to diverse cultures and the (re)shaping of identities during adolescence, a critical dimension of positive youth development (PYD). Culturally sustaining pedagogy (CSP) supports identity development by upholding diverse cultural practices and identities. This study examined newcomer parents' perspectives on their children's participation in CBRS to theorize how cultural sustainability and PYD can be fostered through experiences of acculturation and identity exploration within CBRS. A grounded theory approach was used to examine the perspectives of 13 newcomer parents. Data were collected through focus groups and one-on-one interviews and analyzed using initial, focused, and theoretical coding. The findings revealed that newcomer parents perceive CBRS as a space for: (1) opening a new chapter of life, (2) engaging in positive (trans)formation, and (3) fostering social and cultural capital.

Leighton, M., & Speer, J. (2026a). ***The Gender Gap in STEM Majors: The (Un)-Importance of Life Goals*** (Working paper N° 18936). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18936
There is a large gender gap in who chooses STEM majors, yet decades of research have failed to explain this gap in its entirety. We use extensive data on incoming college freshmen to estimate the importance of ability (both test-based and self-assessed), life goals, other self-assessed traits, high school courses, and family background in explaining the gender gap in STEM majors. Even

with this detailed data, we can explain only 39% of the gender gap. A Gelbach decomposition shows that self-assessed ability (26%) and high school courses (12%) account for the bulk of the explained gap, while goals explain little and in fact controlling for goals slightly widens the gender gap. Goals are similarly uninformative of the gender gap in STEM persistence from freshman to senior year. On the other hand, goals contribute substantially to gender differences in biology and some non- STEM majors, particularly business, education, and health, but remain uninformative of the gap for the majority of STEM subjects. We conclude that while life goals are strongly related to major choice, gender-based differences in these goals are not the missing piece to the STEM gender gap puzzle.

Leighton, M., & Speer, J. D. (2026b). ***The Gender Gap in STEM Majors: The (Un)-Importance of Life Goals*** (Working paper N° 2603). Consulté à l'adresse Department of Economics, The University of St Andrews Business School website: https://EconPapers.repec.org/RePEc:san:econdp:2603
There is a large gender gap in who chooses STEM majors, yet decades of research have failed to explain this gap in its entirety. We use extensive data on incoming college freshmen to estimate the importance of ability (both test-based and self-assessed), life goals, other self-assessed traits, high school courses, and family background in explaining the gender gap in STEM majors. Even with this detailed data, we can explain only 39% of the gender gap. A Gelbach decomposition shows that self-assessed ability (26%) and high school courses (12%) account for the bulk of the explained gap, while goals explain little and in fact controlling for goals slightly widens the gender gap. Goals are similarly uninformative of the gender gap in STEM persistence from freshman to senior year. On the other hand, goals contribute substantially to gender differences in biology and some non-STEM majors, particularly business, education, and health, but remain uninformative of the gap for the majority of STEM subjects. We conclude that while life goals are strongly related to major choice, gender-based differences in these goals are not the missing piece to the STEM gender gap puzzle.

Lev Ari, L., & Sigad, L. I. (2026). **From exclusion to inclusive multicultural education: educators' perspectives on integration of forced migrants' children in the Tel Aviv educational system**. *International Journal of Inclusive Education*, *30*(12), 3542-3559. https://doi.org/10.1080/13603116.2025.2591681
The purpose of the current study is to analyse Israeli educators' perceptions, regarding inclusive multicultural education, which aims to integrate or incorporate forced migrants' children residing in Tel Aviv. A phenomenological research design was employed in interviews with eleven Israeli educators, utilising a face-to-face semi-structured interview guide. The findings shed light on the complex challenges, which demanded their attention. Although Israeli policy towards asylum seekers is exclusionary, and most educators seem to neglect the multicultural component in their educational practice, some acknowledged its importance in creating cultural bridges with both parents and children, while aiming to emphasise at least partial cultural relativism. Inclusive multicultural education can improve these children's equal opportunities to study and achieve academic goals, while experiencing educational equality for diverse ethno-cultural groups, and integrate more in the host society in Israel or elsewhere. This study contributes to the growing body of research on the integration but mainly incorporation of forced migrants' children in educational settings. Hence, further international comparative study could broaden the scope of inclusive multicultural settings in different host societies, elaborating educational theory and practice regarding forced migrants' children.

Li, J., Chignier-Riboulon, F., & Chen, Z. (2026). **L'école-guichet en Chine, quand l'égalité de principe produit une inégalité de fait**. *Revue internationale d'éducation de Sèvres*, (101), 77-86. https://doi.org/10.4000/16wyb
Afin de soutenir les élèves issus de familles défavorisées, la Chine a mis en place un système d'aides scolaires dont la mise en œuvre repose largement sur les établissements. Bien qu'adossé à un principe d'égalité, ce dispositif confère aux écoles un rôle central dans la vérification et la validation des demandes. L'école agit comme un guichet administratif, où la pauvreté est interprétée, qualifiée et triée. Dans ces conditions, la gestion déléguée aux écoles met en évidence un paradoxe : les pratiques mises en place pour préserver l'équité du dispositif tendent à pénaliser les familles migrantes, qui peuvent plus difficilement faire la preuve de leurs droits. Le cas de l'école P. montre ainsi comment une politique pensée pour corriger les inégalités peut, dans son fonctionnement administratif, contribuer à les reproduire, voire à les accroître.

Lin, G. Y., & Gill, H. (2026). **Memory-witnessing as methodology**. *International Journal of Inclusive Education*, *30*(12), 3711-3723. https://doi.org/10.1080/13603116.2025.2594161
This paper advances what we call Memory-Witnessing as Methodology as a valid methodological approach to research. Rooted in anti-colonial and decolonising perspectives, this methodological approach challenges and subverts Eurocentric systems of research. It intentionally and necessarily resists traditional data gathering practices and interrupts colonial knowledge systems that seek to discipline, assimilate and often cause greater emotional labour for Indigenous, racialised and marginalised bodies and their decolonising efforts. By disrupting Eurocentric methodologies, apologies and ethics, Memory-Witnessing centres the voices, resistance and agency of the colonised. By employing embodied research, it ensures the marginalised have a safe collective, and intersectional voice to expose systemic oppression within their institutions. This methodological approach also demands accountable listening to all that orality, silence, silencing and colonial amnesia entail. As a relational methodology, Memory-Witnessing aims to decolonise higher education into a more equitable, representative and epistemologically just place for those who have been historically, persistently and socially marginalised.

Litchfield, H. D., Gill, B., Irwin, J. D., Tucker, T., Fenesi, B., & Burke, S. M. (2026). **Secondary Students' Educational Experiences During the COVID-19 Pandemic: A Qualitative Evidence Synthesis**. *Review of Educational Research*, 96(5), 1718-1764. https://doi.org/10.3102/00346543251367772
Recognizing the urgent need to understand how education systems can effectively respond to global crises, we conducted a qualitative evidence synthesis to examine the educational experiences and psychosocial wellbeing of secondary students during the COVID-19 pandemic (March 2020–January 2024). Comprehensive searches were conducted across eight electronic databases, resulting in 41 eligible studies. Thematic synthesis revealed five descriptive themes: challenging online learning experiences; benefits of online learning; complexities associated with education-related disruptions and transitions; social connections and support; and emerging educational needs. Twenty corresponding subthemes were also identified. Lastly, three analytical themes were developed based on the literature reviewed, including student resilience and adaptability through crisis; the digital divide and educational inequality; and reimagining the future of education. Findings revealed that secondary students experienced several education-related challenges and benefits during the pandemic; they also highlight the need for effective, inclusive, and accessible educational practices that can be adopted now and in future crises. This review represents an important and timely contribution to the literature via its explicit focus

on secondary students worldwide and the application of a novel and rigorous qualitative synthesis methodology, with implications for the evolving educational landscape.

Loi, J. C. (2026). **The hidden gatekeeper: Shadow education and social exclusion in Sarawak, Malaysia**. *Revue internationale d'éducation de Sèvres*, (101). https://doi.org/10.4000/16wyk
This article examines how "shadow education" (private supplementary tutoring) functions as a mechanism of social exclusion in Sarawak, Malaysia. Drawing on a mixed-methods study of 3,568 secondary students, the research highlights a stark divide: while 32.9% of urban students access tutoring, rural and low-income peers are systematically excluded. Despite expressing high "academic hopefulness", students from lower socio-economic strata face absolute financial obstructions. The article argues that by commodifying academic success, shadow education deepens the gulf between the urban elite and the rural poor, effectively acting as a hidden gatekeeper to social mobility.

Lowthian, E., Bedston, S., Lee, A., Akbari, A., Griffiths, L., Crick, T., & Forrester, D. (2026). **Children's early care experiences and their educational attainment: a population data-linkage study in Wales**. *Oxford Review of Education*, *52*(5), 671-690. https://doi.org/10.1080/03054985.2025.2540036
Care-experienced children are at risk of lower educational attainment. Duration of care is related to attainment, as is the type of placement(s) (e.g. foster care). To determine 'what works' for care-experienced children, our research examined: i) profiles of children on their care experiences, and ii) how these relate to educational attainment at age seven. Using anonymised, linked records in Wales, United Kingdom, we constructed an e-cohort of children born between September 2000 and August 2003. Data sources included births, children's social care, primary health care, demographics and education. We conducted latent class analysis using a three-step approach, summarising social care experiences with attainment at age seven in English/Welsh and mathematics as a distal outcome. Seven profiles best fitted the data, using data on placement types, duration and age on entry. For the first six years of life, those who experienced foster care which progressed to adoption showed the highest attainment (1.00 masked), whereas those children who entered foster care from their fourth birthday had the lowest attainment intercept (0.40, 0.13–0.68). From this, we argue that stakeholders should develop additional support for children whose placement is largely foster care, as this group was most at risk of low attainment.

Lundborg, P., & Nieto, A. (2026). ***The STEM Next Door: Early Exposure to Science-Trained Neighbors and Long-Run Outcomes*** (Working paper N° 26231). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26231
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.

Macours, K., Rueda, J. V., & Webb, D. (2026). ***Menstrual stigma, hygiene, and human capital: experimental evidence from Madagascar*** [Working paper]. Consulté à l'adresse Universidade Nova de Lisboa, Nova School of Business and Economics, NOVAFRICA website: https://EconPapers.repec.org/RePEc:unl:novafr:wp2605
Menstrual stigma is pervasive in low- and middle-income countries, yet we know little about its consequences for girlsâ€™ human capital. In a field experiment in 140 schools in Madagascar (N=2,256), we evaluate a school hygiene program focused on reducing menstrual stigma through sanitation infrastructure, menstrual products, and teacher- and peer-led sensitization. The program generates substantial learning gains (0.15 SD) without improving attendance or health. The learning gains are instead explained by psychosocial mechanisms: reduced stigma, lower stress measured by heart rate, and a better school social climate. Our results suggest that menstruation can be a meaningful barrier to girlsâ€™ learning.

McChesney, K., Mason, S., Miyashiro, M., Jones, E., & Rhodes, K. (2026). **Where are all the parents? An analysis of visibility, representation, and information for parents on university websites**. *Higher Education*, *92*(3), 1431-1450. https://doi.org/10.1007/s10734-025-01579-w
Student parents, staff/faculty who are also parents, and parents of prospective or current students all form part of university communities, yet these groups have each received relatively little attention. Underpinned by the visible cue theory of representation, this study considers the extent to which parents are represented, made visible, and provided with information via higher education institution websites. Using web searches and manifest content analysis, we examined the text and images on 45 Australian and New Zealand public university websites. 592 webpages were identified that represented or targeted parents or parenting within the university community. All 45 universities had some parent/ing-related website content, but this content was largely restricted to dedicated parent-facing pages. Moreover, representations of parents were intersectionally thin, reproducing normative depictions of parents as able-bodied, non-Indigenous, and women. Websites are not politically neutral texts, but represent institutions' deliberate self-curated depictions of their idealised identities and target communities. On the websites we examined, parents were there but not there: nodded to through some information and representation, yet restricted to particular corners of the website space. Universities must recognise parents as equal members of their communities and ensure better representation, visibility, and support for parents to facilitate equitable participation.

Mizala, A., Herskovic, L., Abufhele, A., & Torche, F. (2026). **Bright but Poor: Undermatching in the Access to Postsecondary Education**. *American Educational Research Journal*, *63*(2), 270-306. https://doi.org/10.3102/00028312251409059
Undermatching identifies high school graduates who do not attend selective colleges even if they have high academic performance. To date, the study of undermatching is restricted to access to selective colleges and to the United States and the United Kingdom. We expand this concept to identify students who, having high academic performance, do not undertake five critical educational transitions: graduating from high school, enrolling in higher education, taking the college-entry exam, enrolling in university, and enrolling in a selective university. Using the case of Chile and a novel population-level panel dataset combining administrative and survey data, we found that undermatching is prevalent, highly stratified by socioeconomic status, and stronger among disadvantaged boys than girls. A Gelbach decomposition analysis suggested

that inequality in undermatching is largely accounted for by the students' sorting across schools. We discuss the implications of undermatching for countries around the world.

Modena, F., Tanzi, G. M., Tonello, M., & Veronico, A. (2026). ***Enhancing university students' retention: the role of faculty members*** (Working paper N° 1038). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1038_26
This paper examines how the characteristics of the faculty members, mainly in terms of gender and age, affect university students' retention. Using student-level administrative data from the census of Italian university students, we exploit the quasi-random variation in the exposure to female and young professors across cohorts, within the same degree program, department, and university. Students' retention improves when the characteristics of the students match those of faculty members: while younger professors benefit all students, female faculty members have positive effects on female students only.

Monnin, J., Vilain, A., Loevenbruck, H., Van Bogaert, L., Bull, K., Bouvier, F., & Machart, L. (2026). **LfPC-Pédago, Une approche pédagogique multimodale innovante comme levier de réduction des inégalités éducatives : données préintervention**. *36ème Journées d'Études sur la Parole*, 936-945. https://doi.org/10.21437/JEP.2026-89
This article presents baseline data from the LfPC-Pédago project. The project aims to conduct a controlled quantitative experiment to assess the effectiveness of the multimodal LfPC-Pédago approach as a tool for developing phonological skills, with the goal of reducing educational inequalities. The data presented here are the control (pre-intervention) measurements, collected before implementing the LfPC-Pédago approach. Assessments covered vocabulary, phonological awareness, nonword repetition, memory span, and literacy among final-year preschool students from two schools with highly contrasting socioeconomic profiles. The analyses reveal significantly different performance levels between the two schools in all tested domains (except for non-word repetition), with a clear effect of socio-economic status. These findings clearly confirm the extent of language inequalities associated with socio-economic factors as early as the end of preschool, and underscore the urgent need to provide effective pedagogical tools to address these disparities.

Montesano, G. (2026). **Pratiques d'accueil favorisant les situations d'inclusion des élèves francophones issus de l'immigration récente en classe ordinaire du primaire à Montréal**. *La nouvelle revue - Éducation et société inclusives*, (105), 153-169. https://doi.org/10.3917/nresi.105.0153
Cet article vise à comprendre les pratiques d'accueil favorisant les situations d'inclusion des Élèves francophones filles et garçons issus de l'immigration récente (EFIIR) en classe ordinaire à Montréal. L'étude s'appuie sur une approche par étude de cas multiples (Gagnon, 2012), chaque cas correspondant à la situation d'inclusion d'un ou d'une EFIIR, documentée à partir d'entretiens semi-dirigés menés avec l'EFIIR, son parent et sa personne enseignante. Les résultats portent sur trois moments clés : l'évaluation et l'inscription des EFIIR, leur classement scolaire et les pratiques d'accueil mises en œuvre à l'école et en classe. Ils révèlent à la fois un manque de continuité entre les différents paliers du système éducatif et le rôle central des personnes enseignantes, qui recourent à des pratiques spontanées pour compenser l'absence de protocole d'accueil.

Mullins, V. M., Feather, K. A., & Clark, M. (2026). **Autistic students in higher education: a conceptual support group framework**. *International Journal of Inclusive Education*, *30*(12), 3640-3659. https://doi.org/10.1080/13603116.2025.2592852
Researchers indicate that autistic students in higher education face a variety of challenges which may increase their support needs. A support group for autistic college students may be a means to address their unique needs; however, there is currently no standardised format or structure. The purpose of the present article is to outline a support group structure that meets the specialised needs of this population with the goals to increase skills and build community. A detailed summary of the peer support group including format, structure and focused topic areas is presented to better serve and address retention in higher education settings.

Nuñez, I., & Templeton, T. N. (2026). **Borderlands Childhoods: An Exploration of Transfronterizx Children's Fotografías**. *American Educational Research Journal*, *63*(4), 731-771. https://doi.org/10.3102/00028312261431256
Given mainstream narratives that depict the borderlands as a place of fear and violence, this study offers alternative visuals that highlight how transfronterizx children view their language and literacy practices in relation to their experiences in the Texas–Mexico borderlands. The study draws on borderlands biliteracies and critical childhood studies to analyze the children's fotografías and photo-elicitation interviews. The findings demonstrate how the children were reading and writing the world through the lens of borders and border crossing. These perspectives and worldviews have implications for how schools can more responsively and humanely serve children who live and learn across—and within—boundaries of social, cultural, and physical geographies.

Olaniyan, Y. D. (2026). **Rural student mobility and the spatial politics of university access in Nigeria**. *Higher Education*, 92(3), 1673-1692. https://doi.org/10.1007/s10734-025-01592-z
Despite the post-independence reforms aimed at addressing educational inequalities in university access in Nigeria, figures for rural students have not improved. While policy frameworks such as the quota system and centralised examinations are routinely celebrated as instruments of fairness, they have not translated into substantive equity for rural students. This research provides a novel understanding and explanation of how rural Nigerian students choose and access university education. It drew on 45 in-depth interviews across three federal universities in Nigeria. The study found two interrelated mobility logics that influenced rural students' choice of university: staying close to home (primary sorting), shared identity and the boundaries of belonging (secondary sorting). It also found institutional barriers influencing access: Joint Admissions and Matriculation Board (JAMB) and post-JAMB examination. Guided by a postcolonial lens, the analysis draws on Mamdani's theory of decentralised despotism to show how colonial governance structures continue to shape Nigeria's internal geographies of access. This is complemented by Bourdieu's concept of habitus, used to understand how spatial and symbolic inequalities are embodied in students' educational choices. The study argues that access should be understood not as a single point of entry but as a contested and layered journey. It calls for policies that move beyond increasing enrolment to address the invisible borders, spatial hierarchies, and infrastructural gaps that shape who moves, where they go, and under what conditions.

Olympio, N. (2026). **Trajectoires vers les baccalauréats généraux, technologiques et professionnels en économie : vers une plus grande polarisation des inégalités scolaires et**

sociales ? In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8d
Les voies technologique et professionnelle restent peu étudiées malgré leur place centrale dans l'organisation hiérarchisée du secondaire. Cette hiérarchie situe le général au sommet, suivi du technologique puis du professionnel. L'enseignement de l'économie illustre fortement cette segmentation : né dans le technique, il a ensuite été intégré au général comme filière d'élite. Le technologique occupe alors une position intermédiaire et le professionnel associe socialement relégation et professionnalisation. Au cours des quinze dernières années, l'offre post-bac en économie s'est diversifiée (STS, IUT, écoles de commerce), ouvrant théoriquement un espace commun aux trois publics. Parallèlement, les réformes de l'orientation, dont le baccalauréat professionnel en trois ans, visent une plus grande perméabilité des voies et une réduction des inégalités, en promouvant l'orientation « choisie ». Notre étude compare les trajectoires de deux générations (panels DEPP 1995 et 2007) à l'aide des méthodes d'appariement optimal. Elle examine les évolutions observées et les facteurs qui structurent les parcours. Les résultats révèlent le maintien d'une forte polarisation sociale et scolaire dans les études secondaires en économie ; les inégalités tiennent non seulement à l'origine sociale, mais aussi aux aspirations parentales, à leur implication dans l'orientation et à leurs représentations de l'utilité des diplômes.

Pacheco-Bascopé, N. (2026). ***L'expérience scolaire des élèves lors de la transition entre la classe d'accueil et la classe régulière au secondaire*** (Université de Montréal). https://doi.org/10.71781/34127
This thesis aims to analyze the school experience during the transition from welcome class to regular class at the secondary level for newly arrived students in Quebec. From a qualitative perspective, the objective of this study is to better understand how students experience the transition through a sociological lens that tends to reveal the production of inequalities. Based on Doray's integrated perspective of educational and school pathways (2009, 2012, 2023), we conducted seven semi-structured interviews with seven youth from a Montreal high school. First, we performed an inductive thematic analysis to identify the institutional and school elements constraining their pathways and affecting their school experience. Second, we carried out a deductive and inductive analysis based on the study of three cases, grounded in our conceptual framework, to identify the objective elements of the school pathway that shape the subjective school experience. The results of the thematic analysis reveal various constraining experiences during the transition, notably high academic expectations in the regular sector, school and external support measures adapted (or not) to students, lack of information about the welcome-to-regular transition, and experiences of discrimination. The downward streaming experienced by some participants during the welcome-to-regular passage is an element that stands out in our case study. Our analysis also made it possible to identify elements that facilitate the transition. The strategies deployed by students as well as the support networks established by students (family and friends) and informal support align with existing literature regarding protective community resources for students from immigrant backgrounds. In sum, this thesis highlights the complexity of the transition experienced by newly arrived students and underscores the importance of better alignment between the welcome class and the regular class.

Pelkonen, J., Virtanen, T., & Kiuru, N. (2026). **Associations between school absences and peer relationships after transition to lower secondary school**. *European Journal of Psychology of Education*, *41*(3), 85. https://doi.org/10.1007/s10212-026-01144-8

As students progress through grades, school absences (SA) tend to rise, a trend observed alongside the growing importance of peer relations. While much research has examined SA, less is known how different reasons for SA and peer relations are related. This study focused on Grade 7 students (N = 838) and their experiences after the transition from primary to lower secondary school. The data were collected at two points during Grade 7, in the autumn (T1) and in the spring (T2). Ordinal logistic regression was used to model both a) the relationships among the three student-reported SA reasons (sickness, truancy and other reasons) and b) the links between these SA reasons and two different aspects of peer relationships (peer-rated peer preference and a self-reported closeness with best friends at school). The results showed that SA due to sickness, truancy and other reasons predicted each other in Grade 7. Moreover, a higher level of peer preference was related to lower SA due to sickness and truancy in the autumn of Grade 7, but higher SA due to other reasons in the spring of the same school year. A higher perceived closeness with best friends at school was related to lower truancy at both time points. This study highlights the importance of understanding the links between different reasons for SA and the protective effect of positive peer relations on SA due to sickness and truancy after the transition to lower secondary school.

Pierre, M. A. (2026). **L'école comme miroir de la pauvreté : inégalités et démocratisation scolaire en Haïti**. *Revue internationale d'éducation de Sèvres*, (101), 87-96. https://doi.org/10.4000/16wyc
Cet article analyse les dynamiques de démocratisation scolaire en Haïti dans un contexte marqué par une pauvreté massive, une faiblesse structurelle de l'État et une pluralité d'acteurs éducatifs. Malgré un cadre constitutionnel ancien proclamant la gratuité scolaire, le pays affiche des résultats très limités s'agissant des indicateurs classiques de démocratisation : accès, équité, égalité et qualité. Pourtant, un processus réel d'élargissement de la scolarisation est observable. À partir d'une enquête mobilisant observations, entretiens et données quantitatives, est mis en lumière un paradoxe central : Haïti connaît une démocratisation scolaire mécanique, mais profondément inégalitaire. La démocratisation est ici entendue comme un processus visant l'accès universel au savoir et aux diplômes, indépendamment des origines sociales et géographiques, permettant une insertion socio-économique et politique effective.

Pizarro Milian, Zarifa, & Sano. (2026). **Do Transfers into the Community College Sector Graduate at the Same Rate? Evidence from Ontario, Canada**. *Community College Journal of Research and Practice*, *50*(11), 827-841. https://doi.org/10.1080/10668926.2024.2369644
The overwhelming majority of studies on transfer students have compared the outcomes of vertical transfer students (college-to-university) relative to "native" counterparts, referring to those that directly enter universities from high school and remain within them throughout the course of their studies. In turn, scholars have devoted only minimal attention to the outcomes of students that travel variable pathways into the community college sector (e.g. university to college). Through this study we attempt to correct such imbalance in the existing literature, leveraging various administrative files in Statistics Canada's Education and Labour Market Linkage Platform (ELMLP) to analyze the pathway-based disparities in graduation rates among those students traveling various routes into the Ontario community college sector. Our logistic regression models reveal that students who transfer into the community college graduate at a rate that is 22 to 27% points lower than direct entries, and that these differences persist even after we control for student traits (e.g. age, sex), field of study, parental income, and familial characteristics (e.g. size, structure). Based on the observed findings, we theorize plausible

mechanisms that could be suppressing the success of transfers into the community college sector and identify a series of potential strategies to ameliorate this situation.

Raybaud, A. (2026, octobre 14). **« Etre une femme dans la recherche, c'est problématique. Etre une mère, plus encore » : le coût immense de la maternité pour les jeunes chercheuses**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2026/10/13/etre-une-femme-dans-la-recherche-c-est-problematique-etre-une-mere-plus-encore-le-cout-immense-de-la-maternite-pour-les-jeunes-chercheuses_6793071_4401467.html
« La recherche du temps perdu » (3/3). Une chercheuse sur trois quitte la recherche après avoir eu un enfant. Confrontées à une culture académique hostile à la maternité, certaines docteures repoussent leur projet parental, d'autres s'évertuent à tout mener de front. Mais à quel prix ?

Rubin, O., & Novis-Deutsch, N. (2026). **Degrees of change: the impact of academic studies on religious belonging and professional development among Ultra-Orthodox students, across gender and marital status**. *Higher Education*, *92*(3), 1567-1590. https://doi.org/10.1007/s10734-025-01587-w
This study focused on two culturally salient criteria for assessing outcomes of learning in higher education, in the highly conservative minority group of Israeli Ultra-Orthodox (Haredi) Jewish students: professional development, reflecting students' primary motivation for pursuing higher education, and religious belonging, which emphasizes their cultural and spiritual identity. Using a mixed-methods approach, we analyzed survey data (n = 447) and in-depth interviews (n = 61), retrospectively assessing three time points: before, during, and after students' academic studies. Analyses revealed a consistent increase in professional development and a modest decline in religious belonging, with the magnitude of professional growth significantly exceeding that of the decline in religious belonging. Secondary analyses examined how these changes unfold differently by gender and marital status, two variables of high emic significance for this community: Men reported significantly greater decreases in religious belonging than women, while single students showed more pronounced professional development gains than their married peers. Interview narratives illuminated the intertwined and often tension-filled nature of academic transformations and religious change, underscoring the difficulties students face in aligning academic aspirations with their sense of belonging. These findings highlight the complex negotiations involved in higher education for students from conservative societies. The study points to the value of culturally grounded criteria and demographic disaggregation in relation to transformations and subjective outcomes in higher education. We offer recommendations for culturally responsive strategies to support both academic professional development and religious belonging continuity.

Saegusa, M. (2026). **Where Do Women Exit the Academic Pipeline?: Evidence from a Decade of National Data in Japan**. *Research in Higher Education*, *67*(6), 48. https://doi.org/10.1007/s11162-026-09921-6
Gender disparities in academia persist worldwide, yet empirical evidence remains limited on where, at which stages, and to what extent women exit academic careers. Using a uniquely comprehensive, decade-long national dataset from Japan (2014–2023), this study provides system-level evidence of gendered attrition across six disciplinary fields and four academic ranks. By distinguishing among the potential pool, applicant pool, and hiring outcomes, the analysis separates application-stage processes from hiring-stage outcomes—an analytical distinction rarely possible in other national contexts due to data limitations. The findings indicate that the

application stage constitutes the primary bottleneck in women's academic careers. Across fields, women's underrepresentation appears to be driven less by disadvantage at the point of selection than by the fact that many qualified women do not apply for academic positions. Once applications are submitted, hiring outcomes are generally neutral or, in some cases, favorable to women, with lecturer-level recruitment showing evidence of proactive intervention. Rank-level analyses further indicate that women's attrition is pronounced at career entry and continues at mid- and senior-career stages in most fields. Field-level analyses highlight substantial heterogeneity in how and when attrition occurs. By separating application-stage attrition from hiring outcomes and examining patterns across ranks and disciplines, this study refines existing accounts of gender inequality in academia. The results highlight the importance of organizational and structural factors shaping application behavior and cumulative disadvantage, and underscore the policy relevance of collecting detailed applicant-flow data. Overall, the findings suggest that stage-specific and discipline-sensitive interventions are essential for addressing persistent gendered disparities in academia.

Sagayar, M. M. (2026). **Scolariser en contexte de pauvreté au Niger : solutions expérimentées, réponses institutionnelles et perspectives**. *Revue internationale d'éducation de Sèvres*, (101), 139-149. https://doi.org/10.4000/16wyj
Cet article analyse la scolarisation au Niger dans un contexte de pauvreté. Il examine l'influence des contraintes socio-économiques, territoriales, culturelles sur l'accès à l'école et l'entrée dans les apprentissages en examinant les politiques éducatives destinées aux publics vulnérables et leurs effets sur l'équité et la réussite scolaire. L'article met en lumière les liens entre l'école, les parents et les acteurs territoriaux, dans une dynamique de développement local. Il donne à voir des perspectives de rénovation de l'approche de la scolarisation des enfants pauvres en rendant l'école nigérienne plus inclusive et en faisant d'elle un espace intégré à la vie communautaire.

Schoone, A. (2026, octobre 9). **En Nouvelle-Zélande, la réforme de l'éducation risque-t-elle de creuser les écarts entre élèves ?** https://doi.org/10.64628/AAK.fpwk9sfka
En Nouvelle-Zélande, une vaste réforme de l'éducation promet de relever le niveau scolaire. Mais alors que de plus en plus d'élèves quittent les classes ordinaires, elle risque d'accentuer les difficultés des plus vulnérables si leur accompagnement ne suit pas.

Sharma, P. (2026). **Pauvreté, scolarité et rôle des parents en Inde** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (101), 67-76. https://doi.org/10.4000/16wya
En Inde, les relations complexes entre pauvreté, scolarité et éducation parentale se situent dans un système éducatif stratifié. Est d'abord soulignée la diversité des expériences scolaires vécues par les enfants indiens du fait de la pauvreté, ainsi que leur accès inégal à une scolarité de qualité variable et à des parcours éducatifs différenciés dès le plus jeune âge. Sont étudiées ensuite les principales interventions gouvernementales visant à améliorer à la fois l'accès à l'éducation et sa qualité. Ces politiques combinent des dotations, des droits et des transferts monétaires, mais leur mise en œuvre est inégale. L'émergence de marchés éducatifs contribue à confier davantage de responsabilités aux parents en matière d'accès à l'éducation et de résultats scolaires. Mais, dans une société profondément inégalitaire, cette responsabilisation risque de renforcer les cycles de pauvreté existants.

Sona, B. D. (2026). **Lived experience of female students with disabilities in selected primary schools in Ethiopia**. *International Journal of Inclusive Education*, *30*(12), 3724-3747. https://doi.org/10.1080/13603116.2025.2594164
The article explored the lived experiences of female students with disabilities in education at two selected primary schools in Dilla and Wonago districts of Gedeo Zone in southern Ethiopia. The study employed a phenomenological research design under qualitative research methods with the lens of the socioecological model. Eight female students with disabilities, aged 15 to 17, were purposively selected for interviews from grades 6, 7 and 8. Data were collected through semi-structured interviews, observations, accompanied by field notes and document analysis. The study analysed data thematically following the six phases of thematic analysis proposed by Braun and Clarke (2006). The findings revealed that at the microsystem level, female students with disabilities faced verbal abuse, educational marginalisation, social stigma and discrimination due to both their gender and disability. At the mesosystem level, there was poor parental involvement in school and no interaction with teachers. Furthermore, at the ecosystem level, the findings show poor implementation of regional educational policy, which impacted the education of FSWDs. Therefore, stakeholders involved in the study areas—including parents, teachers, school management, zonal education department and regional education office—are advised to change their poor perceptions towards the education of disabled female students and create a suitable learning environment.

Song, B. (2026). **School Relational Cohesion, Gender-inequitable Attitudes, and Bullying Perpetration Across 15 Education Systems: Less Bullying Overall Without a Weaker Attitude-behavior Link**. *Journal of Youth and Adolescence*, *55*(10), 2507-2527. https://doi.org/10.1007/s10964-026-02416-8
Gender-inequitable attitudes are consistently associated with bullying perpetration, yet whether supportive schools weaken the link between those attitudes and behavior, or only lower the overall level of perpetration, remains unclear. Data came from the older cohort of the Survey on Social and Emotional Skills 2023. The analytic sample comprised 47,962 mid-adolescents (49.3% girls, 49.5% boys; M age = 15.76 years, SD = 0.29) in 1,263 schools across 15 education systems, five of them national samples and ten cities or sub-national regions. Two-level structural equation models with site indicators were estimated. Endorsement of gender-inequitable attitudes was positively associated with perpetration, and a more female-concentrated household division of labor was indirectly associated with perpetration through those attitudes. Schools higher in relational cohesion reported less bullying on average, but relational cohesion was not associated with a weaker within-school attitude-behavior link. A more hostile school gender climate was associated with both more bullying and a modestly stronger link. An exploratory gender difference in this moderation was not reproduced in split-sample models. Alignment analysis flagged 48% of gender-attitude parameters as noninvariant across systems.

Souza Neto, S. de, & Medeiros Sarti, F. (2026). **Éducation, pauvreté et enseignement dans les politiques publiques brésiliennes** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (101), 97-106. https://doi.org/10.4000/16wyd
Au Brésil, il est courant que les politiques publiques présentent une vision de l'école publique déconnectée de la manière dont cette dernière s'est historiquement construite ainsi que du projet politique, économique et social brésilien : elles voient en l'école « l'expression d'un retard » et, associant école et pauvreté, en font une « école pour les pauvres » ou pour « les enfants des autres ». Afin d'examiner ce paysage, nous partons d'une perspective sociohistorique en

considérant trois axes de réflexion : le contexte des réformes dans le champ de l'éducation, la lutte contre la pauvreté et les inégalités sociales dans les politiques publiques brésiliennes, et la pauvreté en tant que composante transversale du curriculum brésilien.

Sun, Yiyuan, & Li, M. (2026). **Did the tri-regionalised examination paper system promote regional equity in Ming dynasty's national-level imperial examinations?** *Oxford Review of Education*, *52*(4), 554-577. https://doi.org/10.1080/03054985.2025.2517080
This study investigates whether the tri-regionalised examination paper system of the Ming dynasty's national-level imperial examinations (keju) contributed to regional equity. Using the ancient Chinese keju system as an example, it discusses whether examinations promote social equity from a global perspective in terms of whether they ultimately exacerbate social inequity, whether the root cause of inequity lies in the examinations themselves or other factors, and how to evaluate their impact on social equity. The geographical information of 21,452 jinshi (successful candidates from the palace examination) from 88 keju sessions during the Ming dynasty were collected using the Dagum Gini coefficient and independent samples t-test. Based on an analysis of historical records and data, this study concluded the following: (1) The keju system promoted regional equity. (2) The inequalities observed in the keju system were not fundamentally caused by the examinations themselves but rather by the long-term accumulation of inequalities in natural and social resources. Whether examinations facilitate or hinder social equity ultimately depends on the design of the examination system. (3) Equity is a relative concept, and it is impractical to discard examinations based entirely on a single standard. At present, examinations remain an essential tool for promoting social equity.

Sun, Yueyang, Wang, H., Lu, B., Wang, W., Wang, H., & Wang, C. (2026). **How Peers Inform Adolescents' Academic Self-Concept and Achievement: A Three-Wave Random-Intercept Cross-Lagged Panel Analysis**. *Journal of Youth and Adolescence*, *55*(10), 2687-2704. https://doi.org/10.1007/s10964-026-02409-7
Adolescents' everyday peer relationships provide proximal academic information, yet peer-effects research centered on aggregate achievement offers limited insight into these immediate contexts. This study examined longitudinal relations among high-interaction peers' academic performance, adolescents' academic self-concept, and achievement, including gender differences. Three-wave data at three-month intervals were obtained from 1,030 seventh- and eighth-grade Chinese adolescents (Mage = 13.24 years, SD = 0.75 at baseline; 50.39% girls; 48.25% seventh graders). A random-intercept cross-lagged panel model was estimated, with gender moderation examined through multiple-group analyses. Results showed significant positive between-person associations among the three academic variables. At the within-person level, peer academic performance predicted subsequent academic self-concept and achievement, and academic self-concept and achievement were reciprocally related over time. Peer academic performance also indirectly predicted later achievement through academic self-concept and later academic self-concept through adolescents' own achievement. Gender differences were observed in relations with later achievement. By separating stable differences from within-person variation, the study demonstrates positive within-person relations between proximal peers' academic performance and adolescents' subsequent academic self-concept and achievement, underscoring the importance of proximal peer environments for early adolescents' academic development.

Tannenbaum-Baruchi, C., Ahad Ha'am, B., & Harari, R. (2026). **Accessibility and support in higher education: a case study of deaf and hard of hearing students' perceptions**. *Higher Education*, 92(3), 1547-1566. https://doi.org/10.1007/s10734-025-01586-x
This case study investigates the experiences of Deaf and hard-of-hearing students in higher education institutions, focusing on their perceptions of accessibility, institutional support, and personal strength in academic settings. Semi-structured interviews were conducted with eleven undergraduate students from diverse backgrounds, representing various disciplines and academic levels, from first-year to final-year. The study's methodological strength was enhanced by having a Deaf interviewer fluent in sign language, ensuring authentic communication and cultural competency throughout the research process. The interviews' reflexive thematic analysis revealed two central axes: (1) Barriers encountered by the students and (2) Students' agency and responses to those barriers. Findings illuminate a complex relationship between institutional accessible systems support and individual coping strategies. Students reported significant dependence on interpreters, transcribers, and technological accommodations; they also expressed persistent frustration with inconsistent and often insufficient accessibility measures. Despite these challenges, participants demonstrated remarkable strength and adaptability, envisioning comprehensive accessibility solutions that extend beyond mere accommodation to full inclusion. Through the lens of Deaf and hard-of-hearing students, this study contributes to the growing literature on disability inclusion in higher education, providing insights for policymakers and educators to enhance support systems. The findings underscore the importance of viewing accessibility not as a utopian ideal but as an achievable goal requiring systematic institutional change and recognition of both students' inherent strengths and their complex, intersecting identities. By foregrounding students' intersecting identities and cultural needs, academic institutions can adopt a holistic and comprehensive accessibility framework that goes beyond technical compliance.

Taş, T., & Çetin, E. (2026). **Cultivating social acceptance by seeing the unseen: disability representation in Turkish EFL textbooks**. *International Journal of Inclusive Education*, *30*(12), 3507-3524. https://doi.org/10.1080/13603116.2025.2589300
This study investigates disability representation in 23 Turkish EFL textbooks and examines the perspectives of two textbook writers on incorporating disability-related materials. The findings reveal that whilst the inclusion of disability in both visuals and texts is a positive step towards social acceptance, the representation predominantly features physical disabilities, with a limited focus on sensory and neurodevelopmental disabilities. This imbalance may restrict students' understanding of the diversity of disability types. Positive contexts, such as sports and hobbies, were found to promote social acceptance, whereas negative contexts, like medical treatments, might hinder inclusive attitudes. The textbook writers expressed positive attitudes towards incorporating disability-related content but also highlighted the challenges they faced. It is discussed that although the Turkish context takes a step towards disability representation in school textbooks, there is still a need for more balanced and inclusive representations to cultivate greater social acceptance.

Toubhans, M.-P. (2026). **Continuum ou transition ? L'expérience du passage post-baccalauréat de deux élèves de terminale en situation de handicap**. *La nouvelle revue - Éducation et société inclusives*, (105), 117-132. https://doi.org/10.3917/nresi.105.0117
Cet article interroge la qualité de la transition entre l'enseignement secondaire et l'enseignement supérieur en comparant les parcours de deux jeunes en situation de handicap

scolarisés en terminale en 2021-2022, à partir de leur discours sur leur expérience individuelle et subjective. Il traite plus particulièrement du passage dans l'enseignement supérieur et de la première année post-baccalauréat. L'enquête regroupe trois entretiens semi-directifs compréhensifs réalisés à un an d'intervalle dès l'année de terminale avec chacun des deux jeunes (soit six entretiens). Un processus de reconstruction biographique fondé sur leur discours permet de suivre leur parcours en train de se faire dans une approche longitudinale. Les résultats présentent deux parcours d'élèves et interrogent la responsabilité partagée entre la personne étudiante et l'établissement d'enseignement supérieur dans le processus d'affiliation, l'accès au métier d'étudiant et la réussite académique.

Tsiouri, E. (2026). **Who Sets the Boundaries in the Classroom? Discipline, Authority, and the Roles of Teachers, Students, and Parents in Contemporary Primary Education**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 309-334. https://doi.org/10.59324/ejceel.2026.4(5).13

Debates about school discipline are often organised around a false opposition between firm teacher control and democratic, student-centred education. This purposive conceptual integrative review reframes the problem by distinguishing authoritarian control, permissiveness, controlling structure, and autonomy-supportive structure. Targeted literature searches conducted during August-September 2026 drew on ERIC, PubMed, publisher and journal platforms, and backward/forward citation searching, with priority given to systematic reviews, meta-analyses, recent reviews, and primary- or elementary-specific evidence where available. The synthesis develops a Pedagogical Boundary Framework (PBF) for primary education comprising four analytically distinct but mutually conditioning dimensions: legitimate authority, predictable structure, student agency, and differentiated responsibility. Its distinctive contribution is to connect psychological evidence on structure and autonomy with institutional questions of jurisdiction, participation-rights scholarship, and family-school role differentiation. The framework further treats classroom regulation developmentally: adult regulation is progressively shared through co-regulation and self-regulation toward responsible autonomy, while recognising that higher risk, novelty, or task complexity can require renewed scaffolding. Empirical findings are distinguished from conceptual integrations and normative/institutional propositions. Culture, inclusion, and equity are treated as constitutive tests of boundary legitimacy rather than peripheral qualifications. Six researchable propositions and candidate indicators are proposed to support future empirical testing. The PBF is presented as a conceptual synthesis, not as a validated measurement model.

van Vugt, L. L. J., van der Velden, R., & Levels, M. (2026). **Which parental resources protect against early school-leaving? A structural equation modeling approach**. *European Sociological Review*, *42*(5), 815-829. https://doi.org/10.1093/esr/jcag018

Early school-leaving is considered a societal problem, but it is unclear which family factors explain this. In this article, we focus on three family resources that may explain early school-leaving: parent's cognitive skills at age 12, parent's educational attainment, and household income. By combining the Intergenerational Transmission of Skills dataset and administrative data from the Netherlands Cohort Study on Education, we follow the educational career of almost 22,000 children. Structural equation models allow us to determine the relative importance of children's skills and family resources. Focusing on the direct effects, we find that children's cognitive skills at age 12 and initial track placement in secondary education contribute most to the risk of early school-leaving (66 per cent of the explained variance), followed by parent's household income

(25 per cent) and parent's educational attainment (9 per cent). However, family resources may also indirectly explain early school-leaving by children's cognitive skills at age 12 and their initial track placement. Here, parent's cognitive skills at age 12 play the most important role. If we take that into account, we find that the total effect of parental resources increases, with parents' cognitive skills at age 12 having the strongest contribution (18 per cent), immediately followed by household income (14 per cent) and parental educational attainment (11 per cent). These results demonstrate how important family resources are for protecting against early school-leaving, both directly and indirectly.

Vicentini, G., Putwain, D. W., Burro, R., & Raccanello, D. (2026). **Achievement emotions in primary and middle school: the role of sex, age, personality, and emotion regulation**. *European Journal of Psychology of Education*, *41*(3), 107. https://doi.org/10.1007/s10212-026-01168-0
Achievement emotions are influenced by a series of antecedents, but the role of some of them – such as personality traits and emotion regulation (ER) strategies –, particularly in primary and middle school students, remains underexplored. Guided by the Control-Value Theory, this study examined the additive contribution of demographic variables (sex and age), personality traits, and ER strategies to 10 school-related achievement emotions. A sample of 330 fourth, sixth, and seventh-grade students completed measures of Big Five personality traits, two behavioral (Actively Approaching and Withdrawal) and two cognitive (Positive Refocusing and Catastrophizing) ER strategies, and five positive (enjoyment, pride, hope, relief, and relaxation) and five negative (anxiety, anger, shame, hopelessness, and boredom) school-related emotions. Linear mixed models were estimated, with variables entered hierarchically, to assess the additive contribution of each group of factors. Results showed that females reported higher anxiety and lower boredom, while older students reported lower positive and higher negative emotions. Personality traits and ER strategies displayed consistent patterns of associations across emotions: Extraversion, Conscientiousness, Openness, Actively Approaching, and Positive Refocusing were associated with higher positive emotions and lower negative emotions, and vice versa for Neuroticism, Withdrawal, and Catastrophizing. Despite the cross-sectional design, which limits causal interpretations, these findings highlight the role of both stable individual characteristics (sex, age, and personality) and more malleable factors (ER strategies) in students' emotional experiences at school. The results may inform future research and interventions aimed at promoting adaptive ER in educational settings.

Vidal-Ortiz, S. (2026). **The Whiteness of it all: students of colour and diversity work at a U.S. campus**. *International Journal of Inclusive Education*, *30*(12), 3867-3884. https://doi.org/10.1080/13603116.2025.2605581
There is a need to document the experiences of students of colour at U.S. universities. This research sought to understand how ethno-racial minority students at American University negotiated their racialized experience within this Historically White Institution. It was conducted through focus groups moderated by undergraduate students in a qualitative research class. A pre-focus group survey collected demographic and experiential data; the focus group discussion was transcribed, coded for main themes, and analysed through the lens of Institutional Whiteness. This framework, influenced by Critical Race Theory, contributes to research on the management of difference in academic spaces, particularly as Diversity, Equity and Inclusion is eliminated at present time. Findings suggest that an analysis of racial university dynamics demands more attention to institutional levels. Students described what they experienced, namely experiencing tokenising, microaggressions and discrimination, and as a result, they

engaged in multiple intentional strategies to counter the impact of racism in their lives. As U.S. universities rethink their place in global education, policy-making, in the economy and in the pursuit of knowledge, insightfulness about how universities operate is paramount. In particular, this research guides universities to avoid perpetuating the very dynamics studied outside of academic settings.

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

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.

Wang, Q., Zhang, S., Li, M., Fu, W., & Lu, C. (2026). **Digital reproduction of family capital: revealing the impact of family SES on computational thinking in primary school students**. *Education and Information Technologies*, *31*(15), 7079-7103. https://doi.org/10.1007/s10639-026-14068-z

This study investigates the association of family socioeconomic status (SES) and family cultural capital with the development of computational thinking (CT) skills among 3,018 primary school

students in China, drawing on Pierre Bourdieu's cultural capital theory. The results indicate that family SES positively predicts students' CT levels; however, quantile regression analysis reveals a ceiling effect in this predictive relationship. Various dimensions of family cultural capital, such as cultural resources, parental involvement, and parental monitoring, also positively predict CT development, while Shapley value decomposition shows that parental monitoring has the strongest explanatory power. Furthermore, path analysis confirms that family cultural capital significantly mediates the relationship between family SES and students' CT development, highlighting family cultural capital as a potential mechanism underlying inequalities in this critical digital skill. These findings deepen the understanding of how socioeconomic factors correspond to disparities in CT and provide theoretical and practical implications for promoting equity in CT education.

White, S. M. (2026). **Describing Variation in the Size of Rural-Serving Districts**. *Educational Researcher*, *55*(7), 463-467. https://doi.org/10.3102/0013189X261427450
Scholars emphasize the mismatch between state and federal initiatives and the operational realities of rural education. This study uses 2023–2024 data from the National Center for Education Statistics Common Core and Education Demographics and Geographic Estimates program to describe variation in the organizational size of rural-serving districts in the United States. Most are small, with 75% enrolling fewer than 1,990 students. Some districts are especially small and operate only one school or employ a single administrator. Conversely, rural schools are also located in very large districts. The largest rural-serving districts also enroll the highest percentage of rural students who are Black and Hispanic.

Wu, D. B., Hou, S., & Fang, F. (2026). **Performing 'alterity': global geographies of power, translocal subjectivity, and everyday identity negotiation of African students at a university in China**. *Higher Education*, *92*(3), 1239-1258. https://doi.org/10.1007/s10734-025-01570-5
This article examines how African students in China negotiate the 'home–host country' power asymmetry reified in daily interactions through performing 'alterity.' While studies of international students' identities are of great scholarly interest, there is little work that explicitly places these dynamic negotiations within the framework of global geographies of power. Drawing on a 15-month ethnographic study, this article shows how a group of African students strategically position and perform how they are different from the Chinese while studying at a Chinese university. The findings reveal that the students' interactions with the Chinese community (e.g. local residents/students) heightened their awareness of being positioned as economically/culturally disadvantaged against the wider global geographies of power in which many African students and their countries of origin are embedded. Yet, they actively engage in identity negotiation by essentialising their post-colonial identity, continental African identity, and national identity to resist marginalisation and, more importantly, to seek recognition and respect from the host country/university. This study offers critical insights into how international students' identity negotiation is deeply shaped by the asymmetrical power dynamics between home and host country, as well as their awareness of and responses to these unequal power relations. It also contributes to the new emerging paradigm of 'student self-formation' in higher education studies by illustrating how students' agentive subjectivity is implicated in the process of 'alterity' performance.

Wu, J., & Smith, K. N. (2026). **Shaping Possible Selves: The Influence of Internships on Women's Career Paths in Computing**. *American Educational Research Journal*, *63*(3), 650-684. https://doi.org/10.3102/00028312261423533
Although internships are common, few studies examine how these applied experiences shape undergraduate students' self-concept, especially for minoritized groups such as women in computing. Using a possible selves framework and qualitative data collected before, during, and after women's computing internships, this study illustrates how participants constructed and updated concepts of their ought, feared, and ideal selves. Specifically, findings show how participants actualized ought selves driven by social expectations and peer cultures; navigated feared selves related to imposter phenomenon, loneliness, and unfavored career paths; and experimented with ideal selves through committing to career values and acting as agents for change. Findings offer implications for institutions and hiring organizations, with an aim toward promoting equity and opportunity in computing fields.

Yang, Y., & Yu, L. (2026). **Regulated but unchecked? Insights into Chinese graduate students' experiences of supervisory bullying**. *Higher Education*, *92*(3), 1495-1515. https://doi.org/10.1007/s10734-025-01584-z
Bullying is a pervasive issue within academia, with graduate students, particularly those in student-supervisor relationships, being especially vulnerable. Despite its significance, research in this area remains sparse, and the few existing studies suggest that the identification of supervisory bullying is complicated by the ambiguity in defining bullying behaviors. Grounded in deontological ethics, this study analyzes Chinese policy documents on graduate supervision to establish institutional "rules" that serve as criteria for identifying supervisory bullying, and conducts semi-structured interviews with 21 Chinese graduate students to explore their supervisory bullying experiences. Findings reveal that supervisory bullying is manifested in the lived experiences of the participants across four themes: academic coercion, psychological abuse, financial exploitation and encroachment on personal boundaries. The study highlights the need for greater institutional support to address supervisory bullying experienced by graduate students in academic environments.

Yemini, M., Stahl, G., Khavenson, T., Sperduti, V. R., Elerian, M., Inguaggiato, C., … Bauer, U. (2026). **Youth, Migration, and Active Citizenship: Exploring Students' Citizenship Vocabularies Across Six Countries**. *American Educational Research Journal*, *63*(2), 384-420. https://doi.org/10.3102/00028312261416919
Migration profoundly shapes the lives of young people and is a polarizing topic in public discourse globally. This article examines if and how secondary school students across six countries with significant migration connect the issue of migration with their understanding of active citizenship. Employing Thorson's concept of citizenship vocabularies, we document and analyze young people's perceptions as well as the resources, narratives, and frameworks they use to make sense of migration, citizenship, and civic life. Drawing on data from deliberative discussion groups, the study adds depth to our understanding of how the current generation of youth engages with a complex and multifaceted social issue and makes an important contribution to debates concerning citizenship education, youth activism, and migration.

Yin, H., Hou, Y., Marshall-Smith, E., Remedios, R., & Holliman, A. (2026). **Examining the relationship between parental motivational messages, self-determination, psychological well-being and**

distress among university students. *European Journal of Psychology of Education*, *41*(3), 120. https://doi.org/10.1007/s10212-026-01182-2
University life offers opportunities for growth but can also bring heightened psychological challenges. Although parental involvement usually declines during this stage, many parents continue to influence their children through motivational messages. Yet little is known about how these messages relate to students' psychological well-being and distress. Drawing on self-determination theory, this study explored the relationships between perceived parental motivational messages (PMM), students' self-determination and their psychological outcomes. A sample of 119 undergraduate students in the United Kingdom (UK) completed an online questionnaire. Multiple regression analyses revealed that reassurance messages (i.e. downplaying academic outcomes and providing emotional support) were linked to greater flourishing, while pride (i.e. striving to make parents proud) and behaviour (i.e. motivational withdrawal when reminded to study) messages were associated with increased psychological distress. Furthermore, the results of mediation analyses showed that behaviour messages were indirectly associated with flourishing and life satisfaction through self-determination, with no significant direct associations observed. As one of the first studies to examine these relationships, the current findings offer preliminary insights for those seeking to promote psychological well-being and reduce psychological distress among university students.

Yoo, P. Y., & Hanselman, P. (2026). **Efficiency-Equity Tradeoffs in Schools: Evidence from Elementary School Learning**. *American Educational Research Journal*, *63*(5), 1056-1096. https://doi.org/10.3102/00028312261439644
School organizational decisions on resources and priorities shape the provision and distribution of learning opportunities, potentially creating conflicts between efficiency and equity. We evaluated this organizational efficiency-equity tradeoff hypothesis with statewide administrative data on elementary school students from one western state. We used value-added models of student achievement to generate annual estimates of schools' (a) overall effectiveness in promoting learning and (b) differential effectiveness in promoting more learning for low-income students relative to higher-income peers, and we explored the relationship between them. We found meaningful variability in differential effectiveness and a clear negative association between overall and differential effectiveness, but one that is sensitive to context. This implies that efficiency-equity tradeoffs are a common but not inevitable feature of school practice as educators balance diverse organizational goals.

Yu, J., & Xiao, G. (2026). **Globalizing "Race" in International Student Research**. *Educational Researcher*, *55*(7), 453-459. https://doi.org/10.3102/0013189X261434495
As international student mobility increases, research on students' experiences with race and racism has expanded. However, much of current scholarship relies heavily on U.S.-based racial theories, often neglecting how race operates fluidly across global contexts. This conceptual article revisits the concept of "race" by extending critical race theory and raciolinguistics beyond U.S. and Western borders to examine racism and racialization as global phenomena. It argues that international students' racial identities are shaped by preexisting racial discourses in their home countries, reinforced by global structures of racialized power, and continuously reshaped as they navigate transnational social fields. By broadening the theoretical scope of race, this article highlights the need for a globally inclusive race framework in international student research.

Zembylas, M. (2026). **Tensions between decolonisation and social justice in education: seeking pathways beyond incommensurability**. *Oxford Review of Education*, *52*(4), 539-553. https://doi.org/10.1080/03054985.2025.2517078
This conceptual paper examines the tensions that emerge in debates about decolonisation in education, particularly those that position decolonisation as incommensurable with social justice projects. Scholars have identified pitfalls in the incommensurability thesis, including the risk of reifying colonial binaries – such as the settler-Indigenous dichotomy – and fragmenting alliances between decolonisation, anti-racism, and other justice-oriented movements. The paper argues that these pitfalls can obscure the efforts to challenge the interconnected colonial logics of dispossession, exploitation, and racialisation that shape educational structures and experiences. Drawing on examples where Indigenous, Black, and racialised migrant settler subjectivities are brought into dialogue, the paper proposes a synergistic approach that bridges these projects and theoretical frameworks. By advocating for relationalities between decolonial and social justice politics in education, the paper highlights the potential of solidarity across differences, emphasising the need for intersectional and coalitional approaches that resist fragmentation.

Zeng, J., & Luo, X. (2026). **Who gets a reply? An email-based field experiment on educational equality and university prestige**. *Higher Education*, 92(3), 1283-1307. https://doi.org/10.1007/s10734-025-01572-3
Evidence of institutional discrimination in the labor market suggests that university prestige can lead to an unequal distribution of employment opportunities. However, empirical evidence on how university prestige affects equitable access to educational resources during the academic phase is still lacking. This study addresses this gap through an email delivery experiment, simulating students from elite and ordinary universities emailing faculty with academic inquiries. The responses were collected and analyzed to assess whether university tier influences students' access to academic resources. The results show that students from elite universities receive significantly higher response rates, faster replies, more detailed feedback, and friendlier responses compared to those from ordinary universities. They are also more likely to receive substantive answers and reference materials. Further analysis indicates that professors, faculty from top-tier cities, and those from Double First-Class universities are more likely to prioritize responses to students from elite universities, highlighting the role of these factors in the distribution of academic resources. This study uncovers structural barriers in the allocation of academic resources that have received scant attention in prior research and proposes systemic reforms at the institutional level to enhance the accessibility and equality of academic resources acquisition.

Zhang, N., Ke, F., Barrett, A., Kim, C., & Xu, J. (2026). **Assessing Rural Care Ecosystems for Individuals With Neurodiversity: A Systematic Literature Review**. *Review of Educational Research*, 96(5), 1974-2014. https://doi.org/10.3102/00346543251375458
This systematic literature review synthesized the results of 95 papers on neurodiversity (autism spectrum disorder, dyslexia, attention deficit hyperactivity disorder, intellectual disability) in rural areas between 2003 and 2023 to chart the status quo in current practices and understand the barriers and challenges. We find that most studies focused on understanding neurodiverse populations and their care ecosystems, and few implemented interventions to improve ecosystems. Additionally, there is a significant disparity between rural and urban areas regarding service, prevalence, and family characteristics. The results highlighted an array of mutually reinforcing challenges faced by neurodiverse populations and their families in accessing services

in rural areas. Providers, teachers, and researchers struggle to support neurodiverse groups due to a lack of support, funding, resources, staff, and collaboration. We conclude by proposing specific paths forward that can improve care ecosystems for rural neurodiverse populations and support those who strive to address their lifelong needs.

Climat de l'école

André, A., Didisse, J., Hucy, W., Tant, M., Despois, J., Barthon, C., … Carrein, C. (2026). **Sentiment d'inclusion des élèves de sixième : le rôle des modalités de scolarisation et du climat engageant**. *La nouvelle revue - Éducation et société inclusives*, (105), 199-216. https://doi.org/10.3917/nresi.105.0199
Cet article vise à étudier le sentiment d'inclusion des élèves en fonction de leurs modalités de scolarisation et du climat engageant perçu dans la classe. Au total, 1 904 élèves de sixième, dont 249 reconnus à Besoins éducatifs particuliers (BEP), ont répondu aux questionnaires de perception inclusive et de climat engageant perçu. Les résultats montrent d'abord que le degré de bien-être émotionnel et d'inclusion sociale ne diffère pas entre les élèves typiques et les élèves à BEP, quel que soit leur profil. En revanche, les élèves à BEP (en situation de handicap ou non) qui ne bénéficient pas d'un dispositif spécifique d'accompagnement présentent un concept de soi académique inférieur aux autres élèves. Enfin, les résultats révèlent que plus les élèves perçoivent un climat soutenant leurs besoins d'autonomie, de compétence et de proximité sociale, plus ils se sentent inclus.

André, A., Nicaud, C., & Tessier, D. (2026). **Conception universelle de l'apprentissage et théories sociocognitives de la motivation : vers un climat inclusif engageant**. *La nouvelle revue - Éducation et société inclusives*, (105), 185-198. https://doi.org/10.3917/nresi.105.0185
Cet article théorique vise à identifier les apports complémentaires de la conception universelle de l'apprentissage et de certaines théories sociocognitives majeures de la motivation afin de mieux comprendre les effets et les processus socio-affectifs à l'œuvre dans le cadre d'une approche universelle de l'éducation inclusive. Au regard des apports et limites de la conception universelle de l'apprentissage, seront discutés successivement les apports de la théorie de l'autodétermination et de la théorie des buts d'accomplissement. Enfin, dans une visée intégrative, nous définirons la notion de climat inclusif engageant. Ce climat, qui agit sur les besoins éducatifs partagés par les élèves, notamment lors des interactions sociales en classe, est susceptible d'avoir des effets socio-affectifs positifs sur l'ensemble des élèves.

Bonnesen, K., Krygsman, A., Hobson, S., Presley, A., O'Reilly, J., & Vaillancourt, T. (2026). **Teacher Affirmation and Adolescent Well-Being: A Multilevel Analysis of Pronoun Use, Mattering, Loneliness, Safety, and Bias-Based Bullying**. *Journal of Youth and Adolescence*, *55*(10), 2528-2543. https://doi.org/10.1007/s10964-026-02406-w
Identity-affirming teacher practices, such as using correct pronouns, may act as Identity Safety Cues for individual students and the wider school climate. Participants were 42,088 Canadian adolescents in grades 7–12 (age M = 14.6, SD = 1.8; 49.3% girls, 4.0% gender diverse, 15.1% 2SLGBTQIA+). Multilevel models tested associations among teacher pronoun use, bullying victimization (general and bias-based), and well-being (mattering, loneliness, safety). Bias-based victimization was associated with worse outcomes. School level pronoun affirmation was associated with higher well-being for the student body but not with a reduced slope of bias-

based bullying victimization. In highly supportive climates, the negative association with mattering was stronger at severe bullying levels, consistent with a healthy context paradox. Teacher pronoun use may be a broadly shared protective climate asset.

El-Yamri, M., Alvarez, I. M., & Manero, B. (2026). **Emotion-related responses in VR classroom simulations: An AI-based analysis of preservice teachers' conflict management**. *Education and Information Technologies*, *31*(16), 8899-8926. https://doi.org/10.1007/s10639-026-14140-8
This exploratory study examines the potential of artificial intelligence (AI)-based emotion analysis to inform teacher education by analysing preservice teachers' emotion-related responses during classroom conflict management in virtual reality (VR) simulations. Twenty-two preservice teachers completed three VR scenarios depicting escalating classroom conflicts, generating 66 scenario-based units of analysis. Emotion-related patterns were derived from AI-based analysis of vocal data from the simulations and post-scenario interviews and were considered alongside qualitatively coded coping strategies based on Thomas and Kilmann's conflict-management framework. The findings provide exploratory indications of dynamic and context-sensitive emotional patterns across scenarios, with Emotional Ambivalence and Emotional Conflict frequently identified at the beginning of the simulations, increased Negative emotions during conflict escalation, and heterogeneous emotion-related profiles after participants implemented coping responses. The comparison between simulation data and post-scenario interviews also revealed discrepancies between AI-derived emotion-related indicators and participants' retrospective self-reports. Overall, the study highlights the potential of combining VR and AI-based analysis as a multimodal approach to investigating emotionally demanding teaching situations and to supporting research on conflict management in teacher education.

Gao, L., Chen, Y., Duan, S., & Wang, X. (2026). **How is Congruence in Teacher-Student Relationships and Student-Student Relationships Linked to Bullying Victimization and Bullying Perpetration Among Left-Behind Children in Rural China?** *Journal of Youth and Adolescence*, *55*(10), 2663-2675. https://doi.org/10.1007/s10964-026-02405-x
Both teacher-student relationships and student-student relationships are beneficial in reducing children's bullying victimization and perpetration. However, little is known about how congruence in two school-based relationship systems is linked to left-behind children's bullying victimization and bullying perpetration. The sample comprised 1346 left-behind children in rural China, including 735 boys and 611 girls. The mean ages were 11.97 years (SD = 0.85). The current study aimed to examine how the congruence and incongruence across two key school-based relationship systems jointly impacted bullying victimization and perpetration through polynomial regression and response surface analysis. The congruent effect revealed that children who had positive relationships with both teachers and classmates had lower levels of bullying victimization and perpetration than those with negative relationships in both domains. The effect of the direction of incongruence revealed that compared to children with positive teacher-student relationships yet negative student-student relationships, children with negative teacher-student relationships yet positive student-student relationships tended to exhibit lower levels of bullying victimization and perpetration, suggesting that student-student relationships play a more crucial role in reducing their likelihood of bullying victimization and perpetration. Moreover, sex moderated the effects of congruence and incongruence across two school-based relationships on children's bullying victimization, not bullying perpetration. The negative slope of the congruence line for bullying victimization was stronger for boys. The positive slope of the incongruence line was stronger for girls. Notably, when girls perceived negative student-student

coupled with positive teacher-student relationships, they experienced the highest levels of bullying victimization. These findings illuminate the significance of examining (in)congruence across two key school-based relationship systems and highlighting the complexity of children's bullying victimization and perpetration.

Gastaldi, F. G. M., Bozzato, P., Mastrokoukou, S., Longobardi, C., & Zaheer, U. A. (2026). **Buffering the impact of conflict: The moderating role of emotional awareness in the link between student–teacher relationships and children's mental health**. *European Journal of Psychology of Education*, *41*(3), 97. https://doi.org/10.1007/s10212-026-01160-8
The relationship between student–teacher interactions and mental health issues in elementary school children is well-documented in the literature. This study aimed to examine the relationships among student–teacher conflict, emotional awareness, somatic symptoms, and mental health problems, and to test a moderated mediation model in which emotional awareness attenuates the mediating effect of student–teacher conflict on mental health problems through elementary school children's somatic symptoms. The sample consisted of 76 teachers (93% female; M age = 47.7 years, SD = 9.16) and 1,097 elementary school students (588 boys, 509 girls; M age = 8.67 years, SD = 1.13). Correlation and moderated mediation analyses showed that student–teacher conflict is positively associated with mental health problems, while emotional awareness is inversely related to somatic symptoms and mental health problems. Furthermore, the indirect effect of student–teacher conflict on mental health problems through somatic symptoms is moderated by emotional awareness. These findings underscoring the vital role of nurturing positive student–teacher relationships in preventing the development of somatization symptoms and broader mental health issues among elementary school children. Moreover, emotional awareness plays a crucial role in this dynamic, indicating that educational programs aimed at developing emotional awareness should be introduced as early as elementary school.

Graham, J., Chiang, Y.-C., & Choi, S. Y. (2026). **Creating Welcoming Schools: The Role of Positive Climates in Reducing Absenteeism**. *American Educational Research Journal*, *63*(2), 421-465. https://doi.org/10.3102/00028312261417687
Chronic absenteeism has risen significantly since the COVID-19 pandemic, and while attempts to redress absenteeism can target drivers at multiple ecological levels, this study focuses on a within-school factor: student perceptions of school climate. Using statewide data from middle and high school students in Georgia, we examine how aggregated student-reported climate measures relate to absenteeism. We find that students' perceptions of climate significantly predict school-level absenteeism rates, with the relationship most pronounced for Black and White students. The association between worsening climate perceptions and absenteeism is stronger than the association for improving ones, and connectedness and safety are the climate elements most related to absenteeism. Our results position school climate as a within-school lever that stakeholders can target to combat absenteeism.

Kirksey, J. J., Gottfried, M. A., Ansari, A., & Lansford, T. (2026). **Missing Classmates and Attendance Patterns in Elementary Schools**. *American Educational Research Journal*, *63*(1), 197-222. https://doi.org/10.3102/00028312251400716
Policymakers and educational leaders have invested considerable effort in identifying factors that contribute to student absenteeism. While research has extensively examined environmental and school-level influences, less attention has been given to how classroom dynamics shape attendance patterns. This study examined the impact of peer absenteeism on individual student

attendance in four Texas school districts, leveraging daily-level attendance data. Findings indicate that classmates' absences increase a student's likelihood of being absent the following day, and these effects persist even after removing absences attributed to illness. We did not find differences based on peer achievement levels. Lastly, we found that peer absences correspond to student absences not just the following day but for several days into the school week, reinforcing the broader role of classroom disruptions in shaping attendance behavior.

Klapp, T., Algurén, B., Sevdalis, V., & Klapp, A. (2026). **Changes in students' well-being over time: a longitudinal approach spanning from lower to upper secondary education**. *European Journal of Psychology of Education*, *41*(3), 121. https://doi.org/10.1007/s10212-026-01183-1
The study aimed to investigate how students' social well-being and mental health developed from the age of 12 to 19. Reports from Swedish authorities and research have shown that students' self-reported well-being has decreased during the last decade, but few studies have examined longitudinal changes during primary and upper secondary school. Longitudinal questionnaire data from the Swedish project Evaluation Through Follow-up was analysed with growth modelling within the structural equation modelling environment. The sample was drawn from the cohort of students born in 2004 (N = 9,437). By using data from three time-points (Grades 6, 9, and 12), the development in well-being within individuals over time could be investigated. Besides, grade point average (GPA) from sixth grade, parental education, and gender were included as covariates. Social well-being at school declined over time, while emotional distress and psychosomatic symptoms increased, including sadness, irritation, stomach aches, headaches, and sleeping difficulties. Girls reported lower social contentment than boys and consistently experienced more emotional and physical health problems, with some differences widening over time. Students from families with lower parental education also reported higher levels of emotional distress and psychosomatic ill-being than those from more highly educated families. Overall, girls and students from lower-education backgrounds appear especially vulnerable to declining well-being.

McNamara, L., Lodewyk, K., & Cukier, W. (2026). **Schoolyard Conditions and Recess Practice: Canadian Principals' Perspectives on Challenges and Opportunities**. *Revue phénEPS / PHEnex Journal*, *16*(2). Consulté à l'adresse https://ojs.acadiau.ca/index.php/phenex/article/view/4785
La présente étude a utilisé un devis transversal de méthodes mixtes pour examiner les perspectives de 123 directions d'écoles primaires concernant les récréations, plus précisément leurs perceptions de la valeur des récréations, des principaux défis qui y sont associés, des contraintes organisationnelles et environnementales, des pratiques de surveillance, des considérations liées aux politiques ainsi que des facteurs pouvant favoriser des expériences de récréation de meilleure qualité. L'étude reposait sur un devis à format mixte combinant des questions fermées et ouvertes dans le cadre d'un sondage en ligne anonyme. Les réponses aux questions ouvertes ont été analysées à l'aide d'une analyse thématique qualitative inductive, inspirée de Braun et Clarke (2006, 2019) et d'autres auteurs. Les résultats de l'analyse quantitative des fréquences ont été présentés en parallèle de trois thèmes synthèses interreliés : 1) l'importance du développement de la récréation; 2) les conditions organisationnelles, environnementales et relationnelles qui façonnent les expériences de récréation; et 3) les structures institutionnelles plus larges qui influencent la façon dont les récréations sont soutenues dans les écoles. Dans leur ensemble, ces thèmes mettent en évidence que la récréation ne constitue pas seulement une pause dans la journée scolaire, mais plutôt un environnement complexe sur les plans du développement, des relations, de l'organisation et des institutions. Cet

environnement est façonné par les interactions entre les pratiques de surveillance, les environnements physiques, les mécanismes de financement, les politiques institutionnelles ainsi que les possibilités offertes aux élèves de participer et de s'engager. Mots-clés: directions d'école; cours d'école; méthode mixte; contraintes

Musambay Ramazani, L., & Lungenda Kabengwa, D. (2026). ***Les 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/86525ethic
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

Palomino Revoredo, N. C. (2026). ***Regards de personnes enseignantes et facilitatrices sur les liens et les relations dans le cadre d'ateliers d'expression créatrice en classe d'accueil*** (Université de Montréal). https://doi.org/10.71781/34140
Social relationships play a central role in development. Immigrant adolescents face separations and losses linked to migration (Juang et al., 2018), experiences that can particularly activate their attachment system. This makes the creation of new bonds particularly important for their adaptation upon arrival in the host country. Drawing on the theoretical framework of attachment (Bowlby, 1969; Pianta, 1992), this study explores how relationships in reception classes (among peers, between students and teachers/interveners, and between students and places) perceived by teachers and interveners, particularly during creative expression workshops designed to foster adaptation and a positive classroom climate among newly arrived students. Semi-structured interviews were conducted with teachers (n = 7) and interveners (n = 11) involved in seven reception classes with adolescent students in Montreal. A deductive and inductive thematic analysis was carried out. The analysis revealed three main themes: the challenges of building trust, injustices and the reactions of teachers and interveners, and the search for an "in-between" place. The findings highlight the importance of supporting teachers in their role as relationship-builders with immigrant youth, equipping them to face migration-related challenges and prevent burnout. The creation of "third spaces" emerges as a promising avenue for fostering meaningful connections.

Pelkonen, J., Virtanen, T., & Kiuru, N. (2026). **Associations between school absences and peer relationships after transition to lower secondary school**. *European Journal of Psychology of Education*, *41*(3), 85. https://doi.org/10.1007/s10212-026-01144-8

As students progress through grades, school absences (SA) tend to rise, a trend observed alongside the growing importance of peer relations. While much research has examined SA, less is known how different reasons for SA and peer relations are related. This study focused on Grade 7 students (N = 838) and their experiences after the transition from primary to lower secondary school. The data were collected at two points during Grade 7, in the autumn (T1) and in the spring (T2). Ordinal logistic regression was used to model both a) the relationships among the three student-reported SA reasons (sickness, truancy and other reasons) and b) the links between these SA reasons and two different aspects of peer relationships (peer-rated peer preference and a self-reported closeness with best friends at school). The results showed that SA due to sickness, truancy and other reasons predicted each other in Grade 7. Moreover, a higher level of peer preference was related to lower SA due to sickness and truancy in the autumn of Grade 7, but higher SA due to other reasons in the spring of the same school year. A higher perceived closeness with best friends at school was related to lower truancy at both time points. This study highlights the importance of understanding the links between different reasons for SA and the protective effect of positive peer relations on SA due to sickness and truancy after the transition to lower secondary school.

Riser, P. (2026). **Participant reflexivity and the complexity inherent to navigating ethical quandaries**. *Oxford Review of Education*, *52*(4), 488-503. https://doi.org/10.1080/03054985.2025.2507644
This paper examines how ethical quandaries arise and are navigated through participant reflexivity within a high-school Gay-Straight Alliance (GSA) club. Informed by sociological theories of reflexivity as a response to modern complexities, the study shifts attention from researcher-centric perspectives to the lived practices of participants through a granular analysis of how ethical understandings are co-constructed in real time. By uncovering the linguistic strategies – such as hedging, conditional phrasing, and questioning – that students employ to address ethical ambiguities, the research highlights the role of reflexive dialogue in building inclusivity and inspiring collaborative decision-making. Practical applications for educational research include cultivating environments conducive to reflexive dialogue by adapting consent protocols dynamically and by incorporating linguistically inclusive practices. This work extends existing frameworks on ethical quandaries by demonstrating the manner in which participant reflexivity operates as a collective tool for addressing issues such as subgroup representation, cultural sensitivity, and the intersection of personal values with group advocacy. In doing so, discourse on conjointly established ethics in educational contexts is advanced and the findings provide actionable insights for ethical research design and practice.

Song, B. (2026). **School Relational Cohesion, Gender-inequitable Attitudes, and Bullying Perpetration Across 15 Education Systems: Less Bullying Overall Without a Weaker Attitude-behavior Link**. *Journal of Youth and Adolescence*, *55*(10), 2507-2527. https://doi.org/10.1007/s10964-026-02416-8
Gender-inequitable attitudes are consistently associated with bullying perpetration, yet whether supportive schools weaken the link between those attitudes and behavior, or only lower the overall level of perpetration, remains unclear. Data came from the older cohort of the Survey on Social and Emotional Skills 2023. The analytic sample comprised 47,962 mid-adolescents (49.3% girls, 49.5% boys; M age = 15.76 years, SD = 0.29) in 1,263 schools across 15 education systems, five of them national samples and ten cities or sub-national regions. Two-level structural equation models with site indicators were estimated. Endorsement of gender-inequitable attitudes was

positively associated with perpetration, and a more female-concentrated household division of labor was indirectly associated with perpetration through those attitudes. Schools higher in relational cohesion reported less bullying on average, but relational cohesion was not associated with a weaker within-school attitude-behavior link. A more hostile school gender climate was associated with both more bullying and a modestly stronger link. An exploratory gender difference in this moderation was not reproduced in split-sample models. Alignment analysis flagged 48% of gender-attitude parameters as noninvariant across systems.

Xu, N., Song, S., Guo, R., Li, C., & Ren, P. (2026). **Identifying Bully-Defenders and Bully-Victims: Social Status Trajectories Across Middle School Among Chinese Adolescents**. *Journal of Youth and Adolescence*, *55*(10), 2676-2686. https://doi.org/10.1007/s10964-026-02408-8
Longitudinal evidence on the association between bullying perpetration and social status remains inconsistent, which may partly stem from insufficient attention to heterogeneity among bullying perpetrators. Drawing on resource control theory, this three-year, six-wave study extended the bistrategic concept to the bullying context by identifying subtypes based on peer-nominated bullying, defending, and victimization and examining their developmental trajectories of social status (popularity and likability). The sample comprised 2,326 Chinese adolescents (97.7% Han Chinese; 51.6% boys; Mage = 12.37 at Wave 1). Latent profile analysis revealed two distinct subgroups of bullies: bully-defenders (5.68%) and bully-victims (23.04%), along with two subgroups of nonbullies. Latent growth curve analysis revealed a compensatory pattern in social-status development across middle school: bully-defenders had higher initial popularity but declined linearly, whereas bully-victims had the lowest initial social status but increased nonlinearly. These findings suggest that defending behavior and victimization experiences may help distinguish bullying perpetrator subtypes and inform subtype-specific interventions.

Yang, Y., & Yu, L. (2026). **Regulated but unchecked? Insights into Chinese graduate students' experiences of supervisory bullying**. *Higher Education*, 92(3), 1495-1515. https://doi.org/10.1007/s10734-025-01584-z
Bullying is a pervasive issue within academia, with graduate students, particularly those in student-supervisor relationships, being especially vulnerable. Despite its significance, research in this area remains sparse, and the few existing studies suggest that the identification of supervisory bullying is complicated by the ambiguity in defining bullying behaviors. Grounded in deontological ethics, this study analyzes Chinese policy documents on graduate supervision to establish institutional "rules" that serve as criteria for identifying supervisory bullying, and conducts semi-structured interviews with 21 Chinese graduate students to explore their supervisory bullying experiences. Findings reveal that supervisory bullying is manifested in the lived experiences of the participants across four themes: academic coercion, psychological abuse, financial exploitation and encroachment on personal boundaries. The study highlights the need for greater institutional support to address supervisory bullying experienced by graduate students in academic environments.

Évaluation des dispositifs d'éducation-formation

Aydin, O. (2026). **Revisiting Tarlow's Tau: Methodological Issues and Proposed Refinements**. *Journal of Behavioral Education*, *35*(3), 1490-1500. https://doi.org/10.1007/s10864-026-09650-x

This study revisits Tarlow's (2017) baseline-corrected Tau and examines key methodological issues affecting its application in single-case experimental designs. Two primary concerns were identified: the use of a two-tailed significance test for detecting monotonic baseline trend and the sensitivity of the statistic to tied values. The two-tailed approach may result in unnecessary baseline correction regardless of trend direction, while excessive tie correction can lead to underestimated effect sizes even in cases of complete nonoverlap. To address these issues, a one-tailed testing procedure was proposed to evaluate the baseline trend in a directionally meaningful manner. Additionally, a revised tie-correction method based on cross-phase tie frequencies was introduced, aligning the denominator with pairwise comparisons between baseline and intervention phases. These refinements are expected to enhance the accuracy of Tau calculations by reducing overcorrection and improving effect size estimates from a nonoverlap perspective.

Bidet-Ildei, C., Francisco, V., Fevin, S., Decatoire, A., & Vibert, N. (2026). **Influence of biological kinematics on learning the number concepts 6 to 9 in kindergarten**. *European Journal of Psychology of Education*, *41*(3), 86. https://doi.org/10.1007/s10212-026-01142-w
The present study evaluated the performance of two comparable groups of kindergarten children after a two-week intervention in which they learned a number-themed song containing the digits 1 to 9 along with visual aids. Each number was associated with a symbolic representation, a picture of an object or animal that rhymed with the number in French, and a video representing a finger counting movement in the form of an animated sequence of dots that could move in a biological or non-biological way. Our results showed a better understanding of numbers, especially numbers greater than 6, in children exposed to the song with biological counting movements. This finding highlights the importance of biological kinematics in children's understanding of abstract concepts and suggests that the link between numbers and biological movements is crucial for the acquisition of numerical understanding.

Bleiberg, J., Robinson, C. D., Bennett, E., & Loeb, S. (2026). **The Impact of Tutor Gender Match on Girls' STEM Interest, Engagement, and Performance**. *American Educational Research Journal*, *63*(3), 514-543. https://doi.org/10.3102/00028312261417332
Gender disparities in STEM persist despite girls performing as well as boys academically, suggesting girls may benefit from role models who shape their perceptions of STEM. We examine whether female math tutors influence girls' STEM interest, attendance, and performance. We randomly assigned 422 ninth-grade students taking Algebra 1 to a same-gender or opposite-gender tutor. Girls assigned to female tutors reported higher STEM interest (.73 SD) and were more likely to pass the course with a C– or better (3.9 percentage points) than those with male tutors. We found no impact on attendance. Effects were stronger for students working with tutors in-person rather than virtually. We provide the first experimental evidence that female tutors can boost girls' STEM self-concept and academic outcomes.

Bloomfield, J., Balsa, A., & Cid, A. (2026). ***When Does EdTech Work? Evidence from a Scalable Home-Based Intervention with School Complementarity*** (Working paper N° 14736). https://doi.org/10.18235/0014485
Despite growing investment in education technology, evidence on how to integrate digital tools eectively into public education systems remains limited. Substituting classroom instruction with computer-aided learning has often failed to improve outcomes, even though schools remain the most direct route to scale educational innovations. This paper studies an alternative approach:

delivering personalized educational software to households, where smartphone access is widespread, while experimentally varying school involvement. We evaluate Leo Leo, an adaptive early literacy app for young children, using a randomized controlled trial in 105 public schools in Nuevo León, Mexico. Schools were assigned to either (i) a family-only intervention providing access to the app, (ii) a combined family-and-school intervention that additionally provided teachers and principals with information on childrens progress, or (iii) a control group that received neither the app nor school support. The home-based technology generates robust gains in early literacy, with suggestive positive spillovers to early numeracy, when complemented by school support; the family-only intervention produces no signicant learning gains. Descriptive mechanism analyses are most consistent with greater child engagement with the software as the leading channel. We nd no indication that changes in parental inputs play a role, based on a household survey with a lower response than the student assessment. Overall, the results show that while home-based delivery of educational technology can enhance scalability, institutional involvement remains critical for translating scalable technology into learning gains.

Boissonneault, J., & Beaumont, C. (2026). **Les regroupements pédagogiques au secondaire : un portrait de leurs modalités de mise en œuvre et de leur répartition au sein des écoles et du système éducatif québécois**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 38-59. https://doi.org/10.53967/cje-rce.6843
Pedagogical grouping practices (e.g., specialized educational programs, special education) that place students according to their abilities, needs, or interests are becoming increasingly widespread, despite the limited scientific consensus regarding their actual effects. This article documents the phenomenon with respect to its psychosocial and academic effects on students, as well as its segregating nature, which fuels ongoing debates. It then presents an overview of the implementation of these programs in light of certain factors likely to make their deployment more equitable and to improve their effects. The 130 principals who responded to electronic questionnaires come from 52 public and private secondary schools. The results show that 94.2% of the schools in the sample offer at least one specialized study program (SSP), that 17 types of such programs exist (mainly Sport-Study and Arts-Study), and that special education or alternative pathway classes (SE/AP) are present in 69.3% of institutions, primarily in the public sector. Their implementation (e.g., selective criteria, distribution within the school and within the Quebec education system) is diverse and varies from one school to another, with marked differences according to the type of institution (private/public). As the first portrait of this kind conducted in Quebec, the conclusions invite reflection on the effects of these groupings on students' personal, academic, and social development, as well as on adjustments that could make these practices more inclusive while preserving their motivational dimension.

Borer, V. L., & Brederode, M. V. (2026). **Recherche collaborative sur le travail des élèves en îlots : conditions d'apprentissages entre enseignants et chercheurs**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *58*(1), 53-73. https://doi.org/10.3917/lsdle.581.0053
Cet article présente les résultats d'une recherche qui s'intéresse aux conditions favorisant les apprentissages réciproques entre les membres d'équipes constituées d'enseignants et de chercheurs. Ils analysent le travail des élèves dans des dispositifs pédagogiques en îlots et cherchent à améliorer la conception des séquences d'enseignement associées. En nous appuyant sur un triple cadre théorique empruntant à l'analyse de l'activité, aux registres pour apprendre et pour enseigner et à la sémiotique de Peirce, nous identifions des configurations plus ou moins favorables aux apprentissages réciproques entre chercheurs et enseignants. Nos

résultats montrent que les dynamiques d'échange propices à l'apprentissage conjuguent la présence d'activités saisies au niveau possible, selon l'approche peircienne, et le partage de registres communs qui, ensemble, permettent la génération de processus interprétatifs des situations de type abduction, seul processus permettant la production de nouvelles connaissances et donc de renouvellement potentiel du pouvoir d'agir.

Bulla, A. J., & Kubina, R. M. (2026). **The Use and Benefits of the Standard Celeration Chart in Single Case Research**. *Journal of Behavioral Education*, *35*(3), 1457-1476. https://doi.org/10.1007/s10864-026-09617-y

Single-case experimental designs (SCEDs) remain foundational in applied behavior analysis and related disciplines due to their emphasis on repeated measures. However, the traditional reliance on non-standardized linear graphs for visual analysis presents limitations in inter-observer agreement when analyzing between-condition effects, trend, and variability. The Standard Celeration Chart (SCC), a ratio-scaled visual display, addresses these limitations by embedding temporal alignment, proportional scaling, and standardized metrics directly into the data visualization process. This paper outlines the defining features of the SCC and the pragmatic benefits of its use within SCED. We introduce and describe key analytic metrics available on the SCC along with procedures for comparing these across conditions. Empirical evidence is reviewed to highlight the benefits of using SCCs for enhancing reliability, sensitivity, and clarity in data interpretation. The paper concludes by advocating for broader adoption of the SCC in SCEDs to improve the rigor and replicability of behavioral research.

Cariveau, T., & Lewis, T. K. (2026). **Omne Trium Perfectum/Everything that Comes in Threes is Perfect**. *Journal of Behavioral Education*, *35*(3), 1791-1796. https://doi.org/10.1007/s10864-025-09609-4

It is generally accepted that experimental control in single-case designs require the demonstration of at least three experimental effects at three different points in time. In this brief commentary, we consider the distinct function of the manipulations of the independent variable in the reversal and multiple baseline designs that provide opportunities to show an experimental effect. Given that the multiple baseline design is characterized by multiple (and potentially redundant) opportunities to detect threats to internal validity at the outset of the design and a loss of such opportunities as the independent variable is applied across tiers, we consider what is gained by arranging more than two tiers simultaneously, at least for some research questions or contexts. We hope that this discussion of tactics in experimental design and how experimental control is demonstrated will promote further refinements to single-case methodologies to meet the needs of researchers and educators in dynamic settings.

Cariveau, T., Lewis, T. K., Miller, K., & Brown, A. (2026). **Surrogate Control Design: An Adaptation of the Multiple-Probe Across Behaviors Design**. *Journal of Behavioral Education*, *35*(3), 1378-1391. https://doi.org/10.1007/s10864-026-09637-8

Researchers employing single-case designs must consider how features of a particular design will allow for the detection of threats to internal validity germane to their research question or context. Although recent discussions have reconsidered the purported threats to internal validity of nonconcurrent designs, concurrent designs remain ideal when the independent variable is staggered across behaviors for a single participant. Here, we describe an adaptation of concurrent multiple probe and multiple baseline designs across behaviors: the surrogate control design. This design generally adheres to the logic of other time-lagged designs with fewer

concurrently operative tiers (i.e., controls). Like time-lagged designs, the independent variable is applied across tiers requiring the addition of a new control condition to replace the prior (i.e., surrogate) control. This adaptation aims to reduce some of the potentially unnecessary procedural features of standard time-lagged designs that may hinder their practicality in applied settings while retaining opportunities for prediction, verification, and replication characteristic of baseline logic.

Cheng, K., Yi, Z., Moeyaert, M., Beretvas, S. N., Van den Noortgate, W., & Ferron, J. (2026). **Synthesizing Single-Case Experimental Designs: Modeling Complex Data Structures**. *Journal of Behavioral Education*, *35*(3), 1517-1537. https://doi.org/10.1007/s10864-025-09602-x
The application of multilevel modeling to analyze data from multiple single-case studies can lead to challenges in selecting and estimating an appropriate model. Models that are too complex may not be well estimated and models that are too simple may lead to biases in effect estimates and their standard errors. Researchers aim to select a model that answers their research question(s) and is simple enough to be estimated well, but complex enough that effect estimates have little to no bias and inferences are accurate. This Monte Carlo simulation study indexed the consequences of using mixed linear models with varying degrees of complexity to approximate nonlinear processes that vary within and across cases. We found that modeling the treatment phase data with two linear pieces produced less biased treatment effect estimates and more accurate inferences than modeling the treatment phase with a quadratic trajectory, and that estimating more complex heterogeneous variance structures led to more accurate confidence intervals than assuming a simpler variance structure.

Coudenys, B., Dekeyser, G., Clycq, N., & Agirdag, O. (2026). **The impact of part-time community education on the academic achievement of minoritised pupils: evidence from Flanders**. *Oxford Review of Education*, *52*(4), 578-595. https://doi.org/10.1080/03054985.2025.2539393
Ethnic inequalities remain persistent in education systems across Europe, despite various policy actions designed to tackle the issue. Often overlooked, however, are the grassroots strategies developed by minoritised communities themselves, such as Community-Based Educational Initiatives (CBEIs). These bottom-up learning environments aim to support minoritised youth both academically and in affirming their ethnic-cultural identity. This study investigates whether CBEIs can enhance academic achievement among the ethnic minority pupils they serve. Specifically, we examine (1) the overall impact of CBEIs on academic performance, (2) variation in support across different CBEIs, and (3) differences among minoritised communities. Our analysis draws on a unique dataset of 1,821 pupils aged 10–12, marking it the first large-scale quantitative study of its kind. Results indicate that participation in a CBEI generally correlates with improved academic outcomes. However, the extent of this impact varies significantly depending on the type of CBEI and the organising community. These findings highlight the importance of recognising and further investigating the diverse ways in which CBEIs contribute to educational equity.

Dowdy, A., Kang, H. K., Karwa, V., & McAlinn, K. (2026). **Sequential Dynamic Bayesian Modeling for Single-Case Experimental Designs: A Novel Approach to Many Labs Research**. *Journal of Behavioral Education*, *35*(3), 1595-1622. https://doi.org/10.1007/s10864-025-09610-x
Single-case experimental design (SCED) is a quantitative research method widely used across diverse fields including behavioral education, special education, medicine, and applied behavior analysis. SCED methodology establishes external validity through a well-established sequential process: demonstrating strong internal validity within individual studies, followed by

direct and systematic replication across varied populations, settings, and conditions. While this replication-based approach has proven highly successful as evidenced by robust intervention literature bases such as functional communication training and behavioral skills training the traditional process of accumulating replications across independent research teams can require years or decades. Inspired by the ManyLabs initiative's success in coordinating replication efforts, we developed a sequential experimental design using dynamic Bayesian models to accelerate coordinated SCED research across laboratories. Applied to simulated and published multiple-baseline design data, our approach demonstrates how posterior distributions from completed cases can serve as priors for subsequent participants, creating cumulative knowledge building across research sites. Findings show that dynamic models effectively estimate intervention effects even when timing and effect sizes vary randomly. Parameter estimates converged to true effects after 15-25 coordinated cases, with credible intervals narrowing systematically as participants were added sequentially. This ManyLabs-inspired framework offers SCED researchers a pathway to accelerate the coordination of replications while maintaining the individualized focus and rigorous internal validity that make single-case designs valuable for evidence-based practice.

El Bah. (2026). ***Les effets à long terme de la réduction de la taille de classe en éducation prioritaire sur les performances des élèves - Analyse sur les trois premières cohortes bénéficiaires*** (p. 17). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/depp/les-effets-long-terme-de-la-reduction-de-la-taille-de-classe-en-education-prioritaire-sur-les-506212
Dans le cadre d'une thèse, la Direction de l'évaluation, de la prospective et de la performance (DEPP) a prolongé l'étude initiale sur les effets à long terme de la réduction de la taille des classes en CP-CE1 dans les établissements d'éducation prioritaire, afin d'évaluer l'impact sur les acquis des élèves à l'entrée en 6e.

Fowler Riem, K., Skinner, C., Cole, C., Richardson, R., Crewdson, M., Coleman, M. B., & McCurdy, M. (2026). **Social Skill Performance: Using a Multi-Element Design to Investigate the Moderating Influence of Activities While Tootling**. *Journal of Behavioral Education*, *35*(3), 1355-1377. https://doi.org/10.1007/s10864-026-09618-x
After providing social skills training, researchers have used an intervention known as Tootling to enhance elementary students' performance of recently trained social skills in more authentic social contexts. In the current study, a multi-element design was used to investigate the moderating effects of the activity (i.e., cooperative versus independent) that elementary students engaged in while a Tootling intervention was applied on students' complimenting and encouraging behaviors. Results showed more intervals scored with students complimenting and encouraging each other when the Tootling intervention was applied across both conditions, relative to the no-treatment condition. Across the two Tootling conditions, the cooperative condition consistently resulted in more intervals scored with each prosocial behavior than the independent condition. These findings suggest that Tootling interventions can increase students' performance of recently trained skills, and these increases are moderated by the activity that students engage in while Tootling interventions are applied. Discussion focuses on social skills development, activity characteristics that may moderate students' performance of recently trained social skills, and the use of single-case designs to evaluate experimenter-manipulated moderating variables. (173 words).

Gabrielli, S., Zava, F., Maricchiolo, F., Vecchio, G. M., Szpunar, G., & Perucchini, P. (2026). **Gender stereotypes and biases in primary students: efficacy of a school-based program**. *European Journal of Psychology of Education*, *41*(3), 92. https://doi.org/10.1007/s10212-026-01152-8
This study evaluated the impact of a school-based pilot program designed to reduce gender stereotypes and biases in fourth-grade school children. The program used multiple strategies to reduce gender stereotypes and biases relating to social roles and to the agency-communion paradigm. It also aimed to improve egalitarian attitudes. One hundred and seventeen students, divided into two groups (control and intervention), were subjected to implicit and explicit measures before and after the program. After the educational program, results showed a significant reduction in gender stereotypes and biases and a significant improvement in gender egalitarian attitudes in the group which participated in the program (the intervention group), but not in the control one. Results discussion focused on the impact of the program for educational practices.

García, M., & Mendez-Carbajo, D. (2026). ***On the Complementarity of K-12 Personal Finance and Economic Education: Evidence from Online Modules*** (Working paper N° 2026-022). https://doi.org/10.20955/wp.2026.022
We compile data from 2.4 million economics and personal finance module assignments completed by 513,000 K-12 students on an educational online platform. We exploit variation in the order in which these students complete the modules–economics or personal finance first– to estimate directional spillovers. The spillover runs one way. Controlling for school demographics, students who take economics first score 3.42 points higher on personal finance post-tests; taking personal finance first raises economics post-tests by 0.15 points on the same specification. A placebo using exposure that occurs after the outcome puts the return at 0.8 to 1.4 points per pre-treatment module. The advantage does not shrink as the gap between subjects grows, and it is largest in raw points for lower-performing students, 5.1 compared with 1.6, though mostly because higher-performing students sit at the test ceiling. Economics appears to supply foundational concepts that personal finance does not. When both subjects are taught, the order matters: economics first is the better order, and one or two economics modules capture most of the available gain.

Grekov, P., & Pustejovsky, J. E. (2026). **A Gentle Introduction to Bayesian Posterior Predictive Checking for Single-Case Researchers**. *Journal of Behavioral Education*, *35*(3), 1538-1594. https://doi.org/10.1007/s10864-025-09613-8
Although researchers typically rely on visual analysis to draw conclusions about functional relations in single-case designs, a growing collection of statistical methods have been proposed to augment visual assessment. With the introduction of increasingly complex statistical models, single-case researchers need stategies for evaluating their plausibility and utility. One potentially useful method for such model assessment is Bayesian posterior predictive checking (PPC), which involves simulating artificial data based on an estimated model and comparing the features of the simulated data to features of actual data. We provide a non-technical introduction to the use of PPCs for assessing the plausibility of statistical models for SCD data. We propose that PPCs should focus on data features that are of central interest in visual analysis. We demonstrate how PPCs can be represented in graphical form. We illustrate use of PPCs by re-analyzing data from two previously conducted studies: an across-participant multiple-baseline design assessing an oral reading fluency intervention and a reversal design investigating the effects of a group contingency intervention on inappropriate verbalizations.

Ha, C., McCarthy, M. F., Strambler, M. J., & Cipriano, C. (2026). **Disentangling the Effects of Social and Emotional Learning Programs on Student Academic Achievement Across Grades 1–12: A Systematic Review and Meta-analysis**. *Review of Educational Research*, *96*(5), 1839-1880. https://doi.org/10.3102/00346543251367769

Universal school-based social and emotional Learning (SEL) programs are designed to provide structured learning opportunities for all students during the regular school time to advance their social, emotional, and academic development. This systematic review and meta-analysis reviewed 40 empirical studies (n = 40) conducted between 2008 and 2020 and explored the effect of SEL programs on students' academic achievement across first through twelfth grade. The analysis involved 33,737 students and 76 effect sizes (k = 76) related explicitly to academic achievement. Findings reveal that students in grades 1–12 who participated in universal school-based SEL programs demonstrated better academic achievement (g = .101) compared to those who did not participate. Analyses further confirmed that student standardized test scores and grade point averages are improved by participating in SEL programs and that student test scores are the most proximal and accurate estimate of the effects of an SEL program on student achievement. Furthermore, students showed significantly improved achievement in both literacy and math across grades 1–12, suggesting the impact of SEL across academic domains. Implications for addressing the academic achievement gap through SEL programs are discussed.

Hampton, L. H., Chow, J. C., Lane, J. D., & Ledford, J. R. (2026). **Getting the MOST out of Single-Case Experimental Intervention Development: An Application of the Multiphase Optimization STrategy**. *Journal of Behavioral Education*, *35*(3), 1392-1405. https://doi.org/10.1007/s10864-026-09634-x

As behavioral science moves towards more equitable and individualized interventions, there is a pressing need for flexible and efficient research frameworks. The Multiphase Optimization STrategy (MOST) is a framework for developing more optimized interventions through a sequential development of screening, refining, and confirming phases of knowledge generation. Traditionally reliant on group design studies, MOST can be strengthened by leveraging the strengths of single-case experimental design (SCED) studies, which allow for real-time modifications, contextual sensitivity, and individualized analysis. In this paper, we provide guidance that enables SCED researchers to leverage the benefits of the MOST framework to enhance adaptive intervention development, particularly for, but not limited to, populations that are often underrepresented in group design research. By doing so, researchers can more effectively identify, optimize, and evaluate adaptive intervention components to accelerate the development of evidence-based practice and build equitable behavioral health interventions.

Hao, Z., Baird, J.-A., Masri, Y. E., & Double, K. (2026). **The Impact of Test Preparation on Performance of Large-Scale Educational Tests: A Meta-analysis of Experimental Studies**. *Review of Educational Research*, *96*(5), 1523-1567. https://doi.org/10.3102/00346543251360775

Background:Test preparation has been widely used to optimize test-takers' potential on large-scale educational tests; meanwhile, people questioned its effect and raised concerns that it may narrow students' learning.Methods:This meta-analysis provided a statistical synthesis of existing experimental and quasi-experimental studies on the effects of test preparation interventions on students' test performance on large-scale educational tests.Results:Results from 28 included studies suggested that students' test performance can be significantly improved by test preparation (g = .26, 95% CI = .10–.42). Using workbooks, developing students' socio-affective

strategies, and teaching test-taking skills were found to be significant moderators of the test preparation effect. Little evidence of practice effect (i.e., using sample items and practice tests) on test preparation was found in the current study.Discussion:The effect of test preparation could be attributed to an increase in domain-specific knowledge or test-specific cognitive skills. However, the current framework of test preparation effect was mainly built upon evidence of the retest effect on cognitive ability tests. We believe that learning and cognition theories provide hints as to how to explain findings in this study, though more evidence from future research is needed.

Heinrich, C. J., & Smith, M. M. (2026). **Extending the Promise: Student Experiences with Evolving Supplemental College Promise Programs**. *American Educational Research Journal*, *63*(5), 1097-1138. https://doi.org/10.3102/00028312261441251
Community colleges serve a key role in increasing college access, yet their completion rates lag far behind 4-year universities, and policies such as tuition discounts and promise programs come up short in buoying the success of low-income students. We examined the efficacy of a supplemental program developed to strengthen advising and financial supports provided to full- and part-time community college students facing greater barriers to college completion. Using a mixed-methods approach with administrative and interview data, we found strong associations between supplemental program participation and students' credits earned, college persistence, academic performance, full-time status, wages, and college transfer and completion. Our qualitative analysis illuminates mechanisms by which the supplemental program aids students in balancing external obligations and advancing toward completion.

Kausch, T., Neely, L., Cox, D., Holloway, K., & Alaeddini, A. (2026). **Machine Learning to Analyze Alternating Treatments Graphs**. *Journal of Behavioral Education*, *35*(3), 1641-1662. https://doi.org/10.1007/s10864-026-09616-z
Alternating treatment designs (ATD) allow practitioners to rapidly compare the effectiveness of multiple interventions without needing long baseline phases. ATDs are typically evaluated using visual analysis and effect size analysis. However, past research suggests that different raters may come to different conclusions when analyzing these graphs. Furthermore, agreement between raters does not equate to accuracy. Artificial Intelligence (AI) technologies may improve the replicability of decision-making while performing adequately with smaller datasets. Within AI, Machine Learning (ML) algorithms can learn patterns and make data-driven predictions. These algorithms can quantify complex, intuitive patterns directly from data that would be difficult or impractical to define explicitly with traditional programming rules. This study investigates the use of ML technology to analyze ATD graphs. Specifically, the researchers examined which feature engineering techniques resulted in predictive performance for an ML model trained on simulated or non-simulated data and tested on non-simulated data. The best-performing models achieved classification accuracy above 90% with type 1 error rates below 15%. Deep neural networks (DNNs) led to the highest accuracy in detecting differentiated effects in ATD graphs while minimizing false positives. These results provide initial evidence that embedding DNNs into analysis of ATD single-case graphs could enhance the replicability of data analysis.

King, S., Rodgers, D., & Enders, O. (2026). **Partial-Interval Recording and Estimates of Duration in Meta-analyses: Insights from Self-Monitoring Research**. *Journal of Behavioral Education*, *35*(3), 1727-1759. https://doi.org/10.1007/s10864-025-09595-7

Time sampling, wherein an observer indicates whether a behavior occurred within a specified time interval, frequently appears in single-case designs. Partial-interval recording (PIR), the most common form of time sampling, is known to introduce error when used to estimate the duration of a behavior. Recent scholarship has suggested that PIR can be corrected statistically. However, few studies report the data needed to adjust for PIR in meta-analyses conducted to identify effective practices. This could present issues in identifying evidence-based practices in areas, such as research involving children with emotional and behavioral disorders (EBD), where PIR is commonly used. The present study examined the results of a previously published meta-analysis concerning the effect of self-monitoring on the challenging behavior of students with EBD (Bruhn et al. in J Positive Behav Interv 24(2):156–168, 2022). Analyses involved (a) calculating effects for each study based on three imputed average durations of their occurrence and (b) conducting meta-analyses to evaluate the impact of average duration on overall estimates of effect. Results suggest that correcting for PIR resulted in marginal changes when observation intervals were consistent with recommended lengths or when results were conclusive, but otherwise were indicative of a wide range of possible outcomes. A discussion of potential changes to reporting and analysis practices follows a description of results.

Lambert, J., Fettig, A., & Ledford, J. (2026). **Toward a Technology of Formative Triangulation: A Mixed Methods Case Study of Socially Valid Intervention Programming**. *Journal of Behavioral Education*, *35*(3), 1406-1429. https://doi.org/10.1007/s10864-026-09651-w
Service-delivery models that promote collaboration with families and systematically program for generalization may produce socially significant and generalized outcomes. However, valid empirical demonstrations of the impact of these interventions on generalized outcomes are difficult to generate via single case design research. Ongoing measures of caregiver report of behavior change and intervention challenges could be a valuable metric for guiding formative evaluation of behavior change programs. In this paper, we present a fully integrated mixed methods case study using convergent-design elements to demonstrate how incorporating qualitative and quantitative measures focused on behavior that occurred outside of formal therapy sessions informed socially valid and generalized outcomes.

Lanovaz, M. J. (2026). **On the External Validity of Single-Case Designs: A Bayesian Approach**. *Journal of Behavioral Education*, *35*(3), 1623-1640. https://doi.org/10.1007/s10864-026-09639-6
When selecting interventions for students or clients, practitioners typically need to estimate the probability that it will lead to socially significant changes in behavior. One potential solution to address this issue involves computing the conditional probability of success given prior experience and the outcomes observed in the research literature. The purpose of the study was to use Bayesian inference, an approach that considers prior beliefs, to examine how research evidence combined with practical experience may be used to assess the external validity (i.e., generality across participants) of findings from single-case research. Our results present the mean posterior probability with the high-density intervals for practitioners with different levels of experience. Relying on more research evidence and on more practical experience to make decisions tends to improve success rate estimates. Given that research on the topic remains limited, we argue that our proposal should not be viewed as immutable, but rather as a starting point for spurring further discussion and research on the topic.

Manolov, R., & Moeyaert, M. (2026). **Multilevel Model Selection Applied to Single-Case Experimental Design Data**. *Journal of Behavioral Education*, *35*(3), 1501-1516. https://doi.org/10.1007/s10864-025-09593-9
Multilevel modeling is a promising approach that can be applied to evaluate intervention effectiveness and explain variability in intervention effectiveness in single-case experimental design research. This approach is recommended as it accounts for the nested data structure and allows to model complexities such as autocorrelation, nonlinear time trends and the inclusion of participant characteristics as moderators to account for variability in intervention effectiveness. Therefore, choices need to be made to select the most appropriate multilevel model given the research question and the need to model (some or all) complexities. This brief commentary provides criteria that can be used to inform appropriate model selection and ends with a recommendation for best practices for model building. Our hope is to further enhance the understanding of the appropriateness and applicability of the multilevel modeling approach to analyze single-case experimental data.

Neuhaus, O. (2026). **L'autoconfrontation collective comme évaluation formative pour accompagner l'entrée des adultes dans un métier: étude comparative d'un même dispositif pour l'entrée dans le métier d'enseignants professionnels et de chefs d'orchestre**. *e-JIREF*, *12*(2), 3-23. https://doi.org/10.48782/e-jiref-12-2-3
Pour les adultes, le fait de débuter une nouvelle profession représente un changement important, tant social qu'identitaire. Si ceci est plus rare en formation initiale, l'apprentissage d'une profession se fait fréquemment en alternance entre le terrain et la formation, voire en immersion complète, ce qui peut s'avérer être particulièrement déstabilisant. C'est le cas pour les nouveaux enseignants de branches professionnelles et les chefs d'orchestre en Suisse pour qui, l'entrée dans la nouvelle profession se fait après avoir acquis une solide expérience dans le métier enseigné ou la maitrise de leur instrument. Ainsi, ces nouveaux enseignants et chefs, experts de leur métier d'origine, se retrouvent, souvent à mi-parcours de leur vie active, débutants, dans leur nouvelle profession. Pour accompagner l'entrée dans le métier de ces professionnels, un dispositif sous forme d'autoconfrontation collective entre novices a été mis en place en Suisse. Ce dispositif consiste à regrouper des professionnels novices, pour leur proposer des analyses en autoconfrontation collectives sur des extraits vidéos qu'ils ont eux-mêmes tournés en situation emblématique de leur nouveau métier. Un facilitateur a la charge d'organiser et accompagner le groupe durant ces rencontres. Durant quatre ans, aussi bien les rencontres des enseignants professionnels que celles des chefs d'orchestre novices ont été filmées et transcrites en verbatim pour être analysées. Les résultats mettent en évidence les étapes menant à une appropriation de nouvelles normes ainsi que les rôles de tous les participants pour y parvenir, aussi bien le sujet de la vidéo que les pairs et le facilitateur. Enfin les résultats, tirés de deux corpus venant de contextes différents, permettent d'en tirer les similitudes mais également les différences en prévision d'une ouverture vers d'autres contextes dans le futur.

Nwabuaku, L., Boboye, M. O., & Iwomi, I. O. (2026). **Effect of Guided Discovery Strategy on the Academic Achievement of Secondary School Biology Students in Ukwuani Local Government Area, Delta State, Nigeria**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 346-358. https://doi.org/10.59324/ejceel.2026.4(5).15
The present study examined the effect of guided discovery strategy on biology students' academic achievement and its difference by sex in Ukwuani Local Government Area (LGA) of Delta State, Nigeria. The quasi-experimental design was used, which involved a pretest–posttest

non-equivalent control group design. The accessible population was students of SS1 of the Biology subjects in the Senior Secondary schools of the Ukwuani LGA. Two intact classes in Obinomba Mixed Secondary School were sampled and a sample of 100 students was selected using multi-stage sampling technique. The experimental group (50 students) received two lessons in classification of living things and cell structure and function by guided discovery and the conventional lecture method respectively was given to the control group (50 students). The total time of the study consisted of five weeks and the study was guided by two research questions with two null hypotheses being tested at the 0.05 level of significance. The Biology Achievement Test (BAT) was used in the study. This test was adapted from the biology past questions used in Delta State Ministry of Basic and Secondary Education for the year 2023 and 2024. Experts Content Validity Index (CVI = 1.0) and pilot testing indicated content and KR-20 reliability scores of 0.87, respectively. Pretest equivalence was established by independent-samples t-tests, t(98) = 0.73, p = 0.470, d = 0.05, but there was a significantly greater post-test achievement for the experimental group, t(98) = 4.53, p < .001, d = 0.82. Male and female students did not differ at pre-test, t(48) = 0.67, p = 0.491, or post-test, t(48) = -0.63, p = 0.527, d = 0.15. It was observed that Guided discovery is better than lecture instruction and can be useful to both sexes. The study recommended that professional development opportunities should be provided for Biology teachers and guided discovery should be integrated into scheme-of-work guidance for curriculum implementation.

Promonet, A., Bohn, C., Müller, C., Manneville, J., & Picaudé, C. (2026). **Écriture autobiographique : une expérimentation en lycée professionnel**. *Le français aujourd'hui*, (234), 73-84. https://doi.org/10.3917/lfa.234.0073
L'article montre comment les humanités, fragilisées dans la voie professionnelle, restent essentielles à l'émancipation et à la professionnalisation des élèves. Des dispositifs d'écriture ritualisée sont développés dans le cadre d'une recherche collaborative dans plusieurs lycées professionnels. Ils lient savoirs généraux et savoirs professionnels et révèlent leur rôle dans le développement des compétences langagières, l'appropriation des discours professionnels et le développement d'un éthos d'élève engagé.

Radley, K., Dart, E., Lemons, A., & Montezuma, J. (2026). **The Effects of Single-Case Design Graph Manipulation on Visual Analyst Decisions: A Replication**. *Journal of Behavioral Education*, *35*(3), 1430-1456. https://doi.org/10.1007/s10864-025-09596-6
Single-case design is a research methodology commonly employed in fields such as school psychology, special education, and behavior analysis to evaluate the effect of an intervention on outcomes of interest. Visual analysis has been found to be one of the most common analytic strategies for single-case data. However, recent research has indicated that the manner in which a single-case graph is constructed may impact decisions made by visual analysts. The purpose of the present study was to systematically replicate previous findings regarding graph construction elements impact on visual analytic decisions. In particular, the study sought to determine if effects observed in previous studies which included researchers as participants would be observed with practicing school psychologists, with a total of 89 individuals participating in the study. Results of the study were consistent with previous research finding ordinate scaling and manipulation of the data points per x-to-y-axis ratio to impact decisions made by participants—providing additional support for the potential utility of standardization of single-case graph construction.

Rodriguez, N., Ferris, E., O'Neill, P., Pantano, N., & Rey, C. (2026). **Toward a Better Understanding of Meaningful Differences in the Adapted Alternating Treatments Design**. *Journal of Behavioral Education*, *35*(3), 1334-1354. https://doi.org/10.1007/s10864-025-09607-6
The adapted alternating treatments design (AATD) is a single-case experimental design often used to compare the efficiency of different teaching procedures. Despite a growing body of research using AATD, it remains unknown whether matched instructional sets produce comparable acquisition rates when there is no difference in teaching procedures. This study explored natural differences in acquisition rates across matched instructional sets using identical teaching procedures. Target sets were equated for difficulty using a multi-step logical analysis that considered number of syllables, initial consonant sounds, overlapping sounds, articulation errors, visual complexity (for tacts and receptive identification), and within-set disparity. Eight children with autism were taught sight words, tacts, or receptive identification, and results were evaluated across two mastery criteria. Findings revealed that even when identical teaching procedures were used, one instructional set often reached mastery first by a median difference of 4 sessions to criterion for the stringent criterion and 3 for the lenient criterion (range, 0 to > 20). Had this occurred in a typical AATD comparing teaching procedures, the effect may have been misattributed to the procedure. These findings highlight the importance of considering the magnitude of the difference, as well as replication, when using AATD and suggest guidelines for determining meaningful differences in future research.

Salque, C. (2026). ***De l'éducation à la santé à la promotion de la santé : Explo'Santé, évaluation d'un programme de développement des compétences psychosociales*** (Theses, Université Claude Bernard - Lyon I). Consulté à l'adresse https://theses.hal.science/tel-05667797
Dans un contexte de transition épidémiologique et d'inégalités de santé persistantes, la promotion de la santé s'impose comme une stratégie ciblant directement les déterminants sociaux sous-jacents. Ce paradigme trouve en l'école un milieu privilégié pour l'implémentation de dispositifs systémiques, notamment axés sur le développement des compétences psychosociales (CPS). Bien que de nombreuses évaluations aient montré une efficacité globale de ces dispositifs, la littérature récente souligne la fragilité longitudinale de ces études et leurs biais méthodologiques. De plus, l'omission récurrente de la structure hiérarchique des données augmente artificiellement la significativité statistique des effets, tandis que le défaut de stratification masque l'impact réel sur l'équité. Cette thèse évalue le programme Explo'Santé, dispositif de recherche interventionnelle déployant une approche systémique qui articule renforcement des aptitudes individuelles et transformation des environnements physiques et sociaux. Le cadre méthodologique repose sur une évaluation réaliste et un suivi longitudinal de trois ans auprès de 744 élèves du CM1 à la 6ème. Ce travail se focalise sur une analyse quantitative pour objectiver l'efficacité du programme. L'étude s'appuie sur des échelles psychométriques validées mesurant l'évolution des CPS, du sentiment d'efficacité personnelle, de la satisfaction de vie et du niveau de littératie en santé. Les analyses stratifiées portent sur le genre, le territoire, et le niveau socio-économique. Les résultats objectivent des disparités précoces territoriales et de genre, doublées d'un déficit marqué des CPS émotionnelles. En première année, les trajectoires de scores divergent selon le genre, le niveau socio-économique et le contexte, avec une stagnation globale des scores de CPS et de littératie en santé. La deuxième année est marquée par une érosion de la satisfaction de vie et la persistance des inégalités initiales. Enfin, l'analyse longitudinale sur trois ans objective une rupture brutale des scores à l'entrée au collège pour les CPS, la satisfaction de vie et le sentiment d'efficacité personnelle. Ce déclin contraste avec la croissance résiliente du niveau de littératie en santé.

Sur l'ensemble du cycle, le genre et le territoire s'affirment comme les déterminants transversaux critiques de ces évolutions. Ainsi, l'analyse quantitative souligne la difficulté de neutraliser les disparités structurelles par la seule intervention scolaire qu'est Explo'Santé. Ce constat appelle le développement d'une approche qualitative afin de comprendre comment les singularités du terrain modulent les trajectoires observées, notamment l'impact des personnes sur le programme.

Tanious, R., & Onghena, P. (2026). **On the Need to Address Serial Dependency When Dealing with Data from Single-Case Experimental Designs**. *Journal of Behavioral Education*, *35*(3), 1477-1489. https://doi.org/10.1007/s10864-026-09624-z
The use of single-case experimental designs (SCEDs) for assessing intervention effectiveness in educational sciences and related fields has risen sharply in recent years. With it, the number of available visual and statistical analysis methods has spiked as well. The application and interpretation of results obtained via these methods might, however, be affected in different degrees by the presence of serial dependency in SCED data. The effect that serial dependency has on the application of statistical methods to SCED data might vary depending on the exact method used. In addition, the amount of serial dependency in SCED data might depend on design and measurement choices. However, to date, no concise answer has been found about the extent of serial dependency and its moderators in SCED data. In the present commentary, we give an overview of the state of the art on serial dependency research in SCEDs, argue that serial dependency should be routinely assessed when reporting the results of SCEDs, and sketch an agenda for serial dependency research. Addressing serial dependency can be facilitated by the inclusion of serial dependency as a data feature in standard reporting tools, which will ultimately lead to improved open science practices in the SCED community.

Van den Noortgate, W., & Moeyaert, M. (2026). **Variance Estimation in Single-Case Data Meta-Analysis: Bootstrapping to the Rescue?** *Journal of Behavioral Education*, *35*(3), 1665-1688. https://doi.org/10.1007/s10864-026-09619-w
For the meta-analysis of single-case experimental design (SCED) studies, multilevel models can be used. Prior research evaluating this approach mainly looked at inferences about the overall treatment effect. Despite their importance, variance parameters received much less attention. Moreover, findings regarding variance parameter estimation are inconsistent. This study aims to fill these gaps by systematically studying variance estimates under realistic conditions and using different analysis strategies. We found that analyzing raw data or effect size data gives similar results. Standardization can induce substantial bias in the variance estimates, but this bias is reduced by applying Hedges' small sample correction factor. We also observed that using the SCED counterpart of the sampling variance formula used for standardized mean differences in combination with Hedges' correction factor leads to distorted results. Finally, we found that a parametric bootstrap procedure can further reduce the bias and mean squared error in the variance estimates, whereas various nonparametric bootstrapping methods fail to improve the estimates.

Vasiou, A., & Smaropoulou, C. (2026). **Social-emotional learning interventions: a systematic review of randomized controlled trials in primary education**. *European Journal of Psychology of Education*, *41*(3), 113. https://doi.org/10.1007/s10212-026-01174-2
The prevalence of scientific research on the impact of social-emotional learning (SEL) interventions within primary educational contexts has notably escalated in recent years,

particularly facilitated by the application of randomized controlled trials (RCTs) to evaluate their efficacy. Contemporary research elucidates a sophisticated interplay of emotional, social, and cognitive components that significantly affect student behavior, emotional regulation, and academic performance. SEL programs consistently demonstrate beneficial impacts on students' interpersonal skills, emotional regulation, and academic achievements. The most efficacious interventions incorporate explicit pedagogical strategies in social competencies, self-awareness, and self-regulation, frequently resulting in enhancements in classroom conduct and peer interactions. A systematic review of 11 primary research peer-reviewed articles, drawn from two databases and spanning all research up to September 2024 was conducted to identify the key information collectively provided on Social-Emotional Learning (SEL) interventions in primary schools worldwide that used randomized samples. In answering the research questions posed, the following 4 key elements were synthesized: (1) interventions, (2) factors, (3) research outcomes, and (4) future implications. Research findings demonstrate the beneficial effects of SEL interventions on emotional regulation, social competencies, and academic success; however, challenges persist regarding long-term outcomes and adherence to implementation protocols, use of technology, necessitating adaptability for diverse demographics, synergistic integration with other educational interventions, and enhanced engagement from educators and parents for optimal efficacy, while future inquiries should investigate sustainability, transformative processes, and economic evaluations to bolster SEL's effectiveness and scalability. Classroom frameworks, educator training, and community participation are emerging as critical determinants in the effective enactment of SEL initiatives. These conclusions correspond with the increasing consensus that SEL constitutes a fundamental component for comprehensive child development within primary education.

Xue, Y., Moeyaert, M., Baek, E., Solomon, B. G., & Van den Noortgate, W. (2026). **Standardized Effect Sizes for Autocorrelated Single-Case Experimental Design Data: A Monte Carlo Simulation Study**. *Journal of Behavioral Education*, *35*(3), 1689-1726. https://doi.org/10.1007/s10864-025-09603-w

Two-stage individual participant data meta-analysis can be used for synthesizing intervention effects from single-case experimental design (SCED) studies. However, challenges arise when estimating standardized intervention effects in presence of autocorrelation. The current Monte Carlo simulation study examined statistical properties (i.e., relative bias, mean squared error, relative standard error bias, coverage proportion of the 95% confidence/credible intervals, statistical power, and Type I error rate) of estimating the standardization factors (i.e., white noise standard deviation or residual standard deviation), the autocorrelation parameter, and the standardized intervention effect size at Stage 1. In addition, we evaluated whether Bayesian estimation procedures with different sets of priors resulted in improved statistical properties compared to the traditional restricted maximum likelihood (REML) estimation. Results indicate that using white noise standard deviation is preferable compared to the residual standard deviation when autocorrelation is present, regardless of the estimation procedure. In terms of estimating autocorrelation and the standardized intervention effect, neither Bayesian nor REML estimation consistently outperformed across all examined statistical properties. Additionally, neither estimation method consistently demonstrated acceptable performance across all statistical properties. Specific recommendations for applied researchers and implications for future research are discussed.

Formation continue

Chochard, Y., Bieri, S., Zuppiger, J., & Shehu, M. (2026). **Évaluer les effets de formations continues sur les compétences ouvertes et fermées dans le domaine des soins**. *e-JIREF*, *12*(2), 83-107. https://doi.org/10.48782/e-jiref-12-2-83

Cette étude examine l'influence de la nature des compétences (ouvertes ou fermées) sur le transfert des apprentissages en formation continue des soins dans les pratiques professionnelles. L'analyse porte sur dix formations d'un CHU suisse, totalisant les réponses de 1 170 professionnel·le·s de santé. Les compétences fermées correspondent à des procédures standardisées et reproductibles, tandis que les compétences ouvertes exigent adaptation au contexte et créativité. Trois hypothèses ont été testées : (H1) les compétences fermées seraient mieux transférées immédiatement après la formation ; (H2) les compétences ouvertes se renforceraient durant la pratique professionnelle ; (H3) les compétences fermées ne progresseraient plus après la formation. Les données ont été collectées à trois temps de mesure (préformation, 1-4 mois post-formation, 3-8 mois post-formation) au moyen de questionnaires d'autoévaluation mesurant la perception des professionnels de leurs propres compétences. Les résultats invalident H1 : les compétences ouvertes présentent parfois des effets supérieurs aux compétences fermées immédiatement après la formation. H2 est également rejetée : aucun renforcement spontané des compétences ouvertes n'est observé durant la phase de mise en pratique ; les effets tendent même à diminuer. Seule H3 est confirmée : les compétences fermées ne progressent pas après la formation. Ces résultats remettent en question l'idée que les compétences complexes nécessitent un temps d'expérimentation sur le terrain et démontrent qu'une pédagogie structurée peut produire des effets immédiats. Cependant, l'absence de consolidation spontanée souligne la nécessité d'un accompagnement post-formation (supervision, coaching) pour maintenir les acquis, particulièrement pour les compétences ouvertes dont l'expression dépend fortement du contexte organisationnel.

Fontan, L. B., Delobbe, N., & Bieri, S. (2026). **Apports de l'évaluation pour réguler la qualité de la formation continue: étude de cas d'une formation à l'évaluation clinique infirmière en milieu hospitalier**. *e-JIREF*, *12*(2), 25-51. https://doi.org/10.48782/e-jiref-12-2-25

Cet article examine le rôle de l'évaluation comme levier central de la régulation de la qualité en formation. À travers une étude du cas d'une formation continue en soins dispensée dans un hôpital universitaire, il analyse la manière dont divers groupes d'acteurs (responsables, formateurs, coachs, cadres) mobilisent les dispositifs d'évaluation et informations qu'ils produisent pour améliorer la qualité des actions de formation. La méthodologie mobilise des entretiens semi-directifs, des observations de terrain et une analyse documentaire, l'ensemble étant traité grâce à une analyse thématique. Les résultats mettent en évidence la pluralité des pratiques évaluatives – des dispositifs formels aux approches implicites ou informelles – et révèlent comment chaque acteur s'approprie l'évaluation produite en fonction de son rôle et de ses objectifs. L'étude montre également que les régulations des actions de formation engagées varient selon le champ d'action de chaque acteur, allant du choix des modes de communication à des stratégies d'ingénierie pédagogique. Enfin, l'analyse éclaire les effets recherchés par les acteurs dans une logique d'amélioration continue. L'ensemble des résultats souligne l'existence d'un véritable cycle de régulation de la qualité, alimenté et renouvelé par l'exploitation partagée de l'évaluation.

Giarrizzo, A., & Delobbe, N. (2026). **Évaluer les réactions émotionnelles comme indicateurs affectifs et prédicteurs de l'apprentissage et du transfert: Une étude empirique en formation des adultes**. *e-JIREF*, *12*(2), 53-81. https://doi.org/10.48782/e-jiref-12-2-53
La satisfaction en fin de formation reste l'indicateur le plus couramment utilisé pour évaluer la qualité de la formation. Premier niveau du modèle de Kirkpatrick, il est connu depuis longtemps que la satisfaction n'est que peu corrélée à la qualité des apprentissages et à leur transfert. En conséquence, certain·e·s auteur·e·s recommandent de centrer l'évaluation de la formation sur les variables prédictives du transfert des apprentissages telles que l'utilité perçue de la formation ou le sentiment d'efficacité personnelle, ou sur les effets organisationnels, en termes de retour sur investissement. Cependant, cette approche tend à minimiser le rôle des émotions comme indicateurs affectifs dont tant les chercheur·euse·s que les professionnel·le·s soulignent pourtant l'importance dans les dynamiques d'apprentissage et d'engagement en formation. Basée sur les modèles issus des sciences affectives, cette étude mesure plus finement la diversité des émotions en fin de formation et examine les liens entre celles-ci et des indicateurs d'apprentissage et de transfert. Une enquête par questionnaires a été réalisée auprès de 107 adultes en formation continue afin de tester la pertinence des émotions pour prédire le transfert d'apprentissage, directement ou indirectement via leur incidence sur l'apprentissage perçu et les variables motivationnelles. La valeur incrémentale des émotions par rapport à la satisfaction globale en fin de formation a également été testée. Les résultats semblent indiquer qu'affiner les mesures des indicateurs affectifs en fin de formation permet de mieux appréhender les résultats de l'activité de formation, qu'il s'agisse d'apprentissage, de son transfert et des variables motivationnelles facilitant ce dernier.

Salmi, S. (2025). ***La formation continue des traducteurs : recherche empirique sur les pratiques professionnelles et les besoins de formations aux outils d'IA et à la post-édition*** (Theses, Université de la Sorbonne nouvelle - Paris III). Consulté à l'adresse https://theses.hal.science/tel-05688122
The translation sector is undergoing a major change, driven by the widespread adoption of neural machine translation and, increasingly, generative AI. These technologies are not only reshaping translation workflows but also redefining competences, professional practices, and training needs. In this context, our study investigates the role of post-editing in the translation industry, focusing on the practices of both language service companies (LSCs) and translators, while examining expectations and needs for continuing professional development (CPD) in AI tools and post-editing. Our research combines a quantitative survey, a series of semi-structured interviews, and a pilot training programme. Findings reveal heterogeneous post-editing practices, shaped by a climate of tension and mistrust between LSCs and translators. Interview data indicate that post-editing, far from being a mere task of correcting machine-generated texts, must be understood within a broader professional context in which translators draw on not only their core linguistic, cultural, and translational expertise but also technological, cognitive, and methodological skills, while highlighting the human capacities that distinguish them from machines. With regard to training, the study identifies a gap between current CPD programmes and the specific needs of professionals and calls for a contextualised pedagogical approach rooted in workplace realities and integrating practical, analytical, and reflective components. It also highlights the value of work activity analysis both as a tool for designing training programmes and as a pedagogical resource during training. Finally, the research formulates a set of recommendations to support trainers in developing programmes that address the translators' needs and enable them to adapt effectively to technological and professional change.

Yip, T. M., Lai, S. L., & Yang, L. (2026). **Harnessing the Lifelong Learning for Economic Sustainability in the Era of Longevity**. *Review of Development Economics*, *30*(4), 2238-2264. https://doi.org/10.1111/rode.70109
This study investigates the mitigating role of older persons' educational attainment in the negative relationship between population aging and economic growth. Using unbalanced panel data from 126 countries over the period of 1985 to 2019, the results show that a higher proportion of older persons with post-secondary educational attainment attenuates the growth-deteriorating effect of population aging, with the effect turning positive once this proportion exceeds the estimated threshold of 38%. A country could harness the longevity dividend from its older population if the proportion of older persons with post-secondary education qualification has attained a sufficiently high level. Mechanism analysis shows that educated older persons mitigate the adverse impact by compensating for the loss of labor force and total factor productivity induced by population aging. Sub-sample analysis shows that the rising educational attainment of older persons is essential in offsetting the growth-deteriorating effect of population aging for developing countries experiencing "old before rich." This study highlights the importance of promoting lifelong learning among the older population in ensuring sustainable economic growth in the era of rapid population aging.

Insertion professionnelle

Anne, D., Challe, L., Chareyron, S., L'Horty, Y., & Noet, N.-T. (2026). **Recruitment difficulties in the restaurant industry? A field experiment on discrimination in access to apprenticeships in Paris**. *Education Economics*, *0*(0), 1-12. https://doi.org/10.1080/09645292.2026.2738954
Access to apprenticeships remains one of the least explored areas in field experiments on ethnic discrimination. We examine the restaurant sector in Paris, a field notoriously affected by severe recruitment challenges. Our correspondence test targets female students who are seeking apprenticeships as waitresses. Our results reveal both highly selective recruitment practices and significant ethnic penalties. The relative gap in callback rates reaches 43%, one of the highest levels recorded in such studies. These findings raise critical questions about the effectiveness of policies aimed at promoting equal opportunity in educational pathways.

Ben Alaya, I., Petit, M.-P., De France, K., Barker, E. T., Stack, D. M., Cimon-Paquet, C., & Véronneau, M.-H. (2026). **Who thrives, who struggles? School-to-work transition among vocational training students before and during the COVID-19 pandemic**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 1-21. https://doi.org/10.26443/mje/rsem.v60i3.10203
Cette étude explore l'effet modérateur de la tendance à rechercher du soutien sur l'association entre le contexte de la transition école-travail (pré-pandémie ou pandémie) et l'ajustement des élèves en formation professionnelle durant cette transition. Les participant·e·s (n = 109, âge moyen = 21,59 ans) ont répondu à une enquête pendant leur formation (T1, pré-pandémie) et après l'avoir terminée (T2). Certain·es ont complété le T2 avant la pandémie (n = 77), alors que d'autres l'ont complété pendant celle-ci (n = 32). Parmi les individus qui étaient réticents à chercher du soutien au T1, ceux qui ont vécu leur transition avant la pandémie présentaient davantage de difficultés d'adaptation, alors que les personnes ayant vécu cette transition pendant la pandémie étaient mieux adaptées.

Beshir, H., Fitzsimons, E., Kelly, D., & Macmillan, L. (2026). ***Adolescent Skills, Mental Health, and Early-Adult Educational and Labour-Market Outcomes*** (Working paper N° 26-09). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: https://EconPapers.repec.org/RePEc:ucl:cepeow:26-09

We examine how different dimensions of adolescent development---cognitive skills, socio-emotional functioning, and mental health---are associated with educational attainment and labour-market engagement at age 23. Using the Millennium Cohort Study, we show that these dimensions are linked to distinct outcomes in early adulthood. Attention difficulties are most strongly associated with lower educational attainment, while emotional, conduct, and peer difficulties are more closely related to weaker labour-market engagement and a higher likelihood of being not in education, employment, or training (NEET). Persistent behavioural and mental-health difficulties are particularly predictive of NEET status. We further document substantial socioeconomic inequalities in educational attainment and labour-market engagement and assess the extent to which adolescent skills and mental health account for these disparities. Our findings show that different dimensions of adolescent development are associated with distinct pathways through education and into the labour market, while also contributing to persistent socioeconomic inequalities in early-adult outcomes.

Bousquet, E. (2025). ***Approche clinique des souffrances psychiques dans l'insertion socio-professionnelle : repenser les pratiques d'accompagnement*** (Theses, Université Bourgogne Europe). Consulté à l'adresse https://theses.hal.science/tel-05661935

This research is based on a clinical and institutional fact: social integration workshops are increasingly welcoming a public presenting psychological suffering. The socio-professional support officers are encountering significant difficulties in fulfilling their mission, that of successfully transitioning social integration employees in integration into employment. The socio-professional support officers therefore call on psychologists for training and supervision because they lack the theoretical tools needed to apply to their practices to this vulnerable public. The theoretical contributions of psychoanalysis and institutional psychotherapy make it possible to define the helping relationship as a transferential relationship inducing unconscious psychological movements in the socially integrated employees and the socio-professional support officers. We are conducting active research in social integration workshops in order to study the psychological processes at work in two systems, training and supervision. We use a quantitative approach for training supported by clinical observations. We interviewed 60 Socio-Professional Support Officers after the training sessions on raising awareness of mental health disorders in socio-professional support. We supplement these results with clinical observations over these 8 days of training. Finally, we collaborated with 4 Socio-Professional Support Officers through individual supervision and carried out new clinical observations based on this second program. The socio-professional support officers primarily reported problematic situations in which employees suffer from display mental health disorders related to psychosis. These psychotic pathologies induce prejudices and resistance when it comes to supporting these employees in integration. During training, the socio-professional support officers request theoretical and clinical elements. They were majoritarily satisfied (93%) with the awareness day. Furthermore, the results show that beyond the trainer's knowledge transmission on mental health disorders, his relationship to say knowledge is essential in the sense that it mobilizes the socio-professional support officers desire to learn. Through supervision, some of the relational difficulties arising from psychotic transference can be overcome through psychological development, which promotes continued support. The integration process can represent a step towards recognizing the psychological

disability and allowing the orientation of employees in integration towards stable work. Training and supervision constitute psychological spaces which contribute to a better reception of employees in integration and which promote better socio-professional integration by finding solutions adapted to each individual.

Bozonnet, C. (2026, octobre 7). **« Ici, j'ai trouvé de la reconnaissance et un bon salaire » : pour les jeunes chercheurs sans poste, la solution de l'expatriation**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2026/10/06/ici-j-ai-trouve-de-la-reconnaissance-et-un-bon-salaire-pour-les-jeunes-chercheurs-sans-poste-la-solution-de-l-expatriation_6788946_4401467.html
« La recherche du temps perdu » (2/3). Faute de postes de titulaire ouverts en France ou pour augmenter leurs chances d'en décrocher un, nombre de chercheurs décident de partir à l'étranger. Si les contrats peuvent être tout aussi précaires qu'en France, les opportunités d'emploi sont plus nombreuses et les conditions salariales souvent meilleures.

Chaker, R. (2026). **Effects of a project management MOOC on employability skills and career self-perception: Comparing academic cohorts and free auditors in a pre-test/post-test design**. *Journal of Online Learning and Teaching*, *30*(3), 482-508. https://doi.org/10.24059/olj.v30i3.5015
This study examines the impact of a Project Management MOOC on self-perceived employability and career self-perception, comparing academic cohorts (AC) who enroll as part of formal education with free auditors (FA) who participate voluntarily. Drawing on a competence-based approach, we assess skill-based employability through dimensions of occupational expertise, anticipation and optimization, and personal flexibility, and evaluate career self-perception via measures of external marketability, career ambition, and motivation. Prior research tends to show that the active population puts importance on skills and social networks, whereas students view MOOC micro-credentials as a means to access the labor market. However, a research gap remains regarding how different learner groups leverage MOOCs for professional development. Data was collected during the course via two surveys administered at pretest (N = 3,059) and posttest (N = 1,357), with paired analyses on 1,301 participants. Results indicate that FA exhibit significantly higher scores in skill-based employability and career motivation at both pre- and post-test, whereas AC demonstrate better scores in external marketability and career ambition, with no significant differences observed in personal flexibility for both groups. These findings highlight that the subdimensions of employability, whether approached from a skill-based or dispositional perspective, do not behave homogeneously but vary depending on contextual factors such as learner group and course subject matter. The study contributes to the integrative employability research agenda and underscores the importance of contextualizing MOOC effects according to learner status. These results highlight the need for further investigation about the mechanisms through which MOOCs enhance practical competencies and influence career self-conception across diverse learner populations, paving the way for future research to better understand how distance learning settings can better foster employability.

de la Hoz-Ruiz, J., Chaker, R., Fernández-Terol, L., & Olmo-Extremera, M. (2025). **A Review About the Effects of Digital Competences on Professional Recognition; The Mediating Role of Social Media and Structural Social Capital**. *Societies*, *15*(7), 194. https://doi.org/10.3390/soc15070194
This article investigates how digital competences contribute to the production of social capital and professional recognition through a systematic review of international literature. Drawing on 62 peer-reviewed articles indexed in Web of Science, Scopus, and ERIC, the review identifies the

most frequently mobilized theoretical frameworks, the predominant types and sources of recognition, and the associated dimensions of social capital. The findings reveal a growing emphasis on communicative and network-based digital competences—particularly digital communication, information management, and virtual collaboration—as key assets in professional contexts. Recognition is shown to take predominantly non-material, extrinsic, and visibility-oriented forms, with social media platforms emerging as central sites for the performance and circulation of digital competences. The results indicate that social media proficiency has become a central determinant of social recognition, favoring individuals who possess not only digital fluency but also the ability to strategically develop and mobilize their networks. This dynamic reframes signal theory in light of today's platformed ecosystems: recognition no longer depends increasingly on one's capacity to render competences legible, visible, and endorsed within algorithmically mediated environments. Those who master the codes of visibility and reputation-building online are best positioned to convert recognition into social capital and professional opportunity.

Lemistre, P., & Massavie, L. (2026). **Diplômé·es de CAP et bac pro « commerce-vente » : des profils et insertions différenciés ?** In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8f

Au carrefour de l'appareil scolaire et de la sphère du travail, le certificat d'aptitude professionnelle (CAP) et le baccalauréat professionnel (bac pro) « commerce-vente » constituent un objet d'étude privilégié pour interroger les rapports entre formation et emploi. Spécialité la plus fréquentée en lycée professionnel, le commerce occupe une place singulière dans l'offre de formation. Dans quelle mesure cette singularité est-elle liée aux profils de ses sortant·es et à leur insertion professionnelle ? Les enquêtes Génération 2010, 2013 et 2017 mobilisées permettent d'une part de situer les sortant·es de commerce parmi les autres spécialités et, d'autre part, de comparer les modalités d'usage du diplôme entre les titulaires de CAP et de bac pro. Ainsi, les résultats montrent que la spécialité « commerce-vente » s'inscrit dans une logique propre au sein de la voie professionnelle. Ainsi, les destins professionnels des sortant·es de CAP et de bac pro « commerce-vente » tendent à se rapprocher, marqués par le déclassement, la précarité, l'accès limité aux emplois qualifiés et une concurrence accrue avec les autres spécialités.

Merlin, F. (2026). **Public, privé : ce qui fait vraiment la différence à l'insertion**. *Céreq Bref*, (490), 1-4. Consulté à l'adresse https://www.cereq.fr/publications/cereq-bref/public-prive-ce-qui-fait-vraiment-la-difference-linsertion

L'effet des caractéristiques des formations sur l'insertion des jeunes, qu'il s'agisse de la spécialité, de la voie d'enseignement ou de la professionnalisation des diplômes, est assez largement documenté. En revanche, les liens entre le statut privé ou public de l'établissement de fin de formation et les conditions d'entrée dans la vie active sont pour le moment moins connus [1]. S'appuyant sur les données 2024 de l'enquête conduite auprès de la Génération 2021, ce Céreq Bref se propose d'explorer spécifiquement ces liens. L'enseignement privé est hétérogène à plus d'un titre. Il peut être reconnu par l'État – selon des degrés variables – ou ne pas l'être du tout ; il peut conduire à un diplôme, à une certification inscrite au répertoire national des certifications professionnelles (RNCP) ou à un titre professionnel. Les établissements privés peuvent viser un but lucratif ou être labellisés d'intérêt général ; s'inscrire ou non dans un courant confessionnel ou pédagogique spécifique, et se sont tous développés à des époques et avec des publics

différents. Dans l'enseignement secondaire, le secteur privé sous contrat est historiquement fréquenté par les enfants des ménages les plus aisés, et bénéficie d'un niveau de financement public « unique en Europe », posant de ce fait des questions anciennes de ségrégation scolaire et de concurrence faite à l'école publique [2]. Dans l'enseignement supérieur, le secteur privé a connu une première expansion dans les années 2010, en lien avec la croissance générale des effectifs dans le supérieur. Cette croissance s'est considérablement accélérée depuis 2018 et la libéralisation de l'apprentissage portée par la loi « pour la liberté de choisir son avenir professionnel ». Cette poussée concerne essentiellement l'enseignement supérieur privé lucratif, secteur « à forte rentabilité » dont le modèle économique repose largement sur les financements publics de l'apprentissage [3]. Cette publication et le champ de l'enquête Génération incluent l'ensemble du spectre de l'enseignement privé, sous réserve qu'il relève de la formation initiale, délivre un diplôme ou une certification inscrite au RNCP, et que l'établissement soit inscrit dans la base centrale des établissements (BCE). Au sein de la Génération 2021, 31 % des jeunes ont quitté une formation du secteur privé avant d'entrer pour la première fois sur le marché du travail.

Neuhaus, O. (2026). **L'autoconfrontation collective comme évaluation formative pour accompagner l'entrée des adultes dans un métier: étude comparative d'un même dispositif pour l'entrée dans le métier d'enseignants professionnels et de chefs d'orchestre**. *e-JIREF*, *12*(2), 3-23. https://doi.org/10.48782/e-jiref-12-2-3

Pour les adultes, le fait de débuter une nouvelle profession représente un changement important, tant social qu'identitaire. Si ceci est plus rare en formation initiale, l'apprentissage d'une profession se fait fréquemment en alternance entre le terrain et la formation, voire en immersion complète, ce qui peut s'avérer être particulièrement déstabilisant. C'est le cas pour les nouveaux enseignants de branches professionnelles et les chefs d'orchestre en Suisse pour qui, l'entrée dans la nouvelle profession se fait après avoir acquis une solide expérience dans le métier enseigné ou la maitrise de leur instrument. Ainsi, ces nouveaux enseignants et chefs, experts de leur métier d'origine, se retrouvent, souvent à mi-parcours de leur vie active, débutants, dans leur nouvelle profession. Pour accompagner l'entrée dans le métier de ces professionnels, un dispositif sous forme d'autoconfrontation collective entre novices a été mis en place en Suisse. Ce dispositif consiste à regrouper des professionnels novices, pour leur proposer des analyses en autoconfrontation collectives sur des extraits vidéos qu'ils ont eux-mêmes tournés en situation emblématique de leur nouveau métier. Un facilitateur a la charge d'organiser et accompagner le groupe durant ces rencontres. Durant quatre ans, aussi bien les rencontres des enseignants professionnels que celles des chefs d'orchestre novices ont été filmées et transcrites en verbatim pour être analysées. Les résultats mettent en évidence les étapes menant à une appropriation de nouvelles normes ainsi que les rôles de tous les participants pour y parvenir, aussi bien le sujet de la vidéo que les pairs et le facilitateur. Enfin les résultats, tirés de deux corpus venant de contextes différents, permettent d'en tirer les similitudes mais également les différences en prévision d'une ouverture vers d'autres contextes dans le futur.

Wu, J., & Smith, K. N. (2026). **Shaping Possible Selves: The Influence of Internships on Women's Career Paths in Computing**. *American Educational Research Journal*, *63*(3), 650-684. https://doi.org/10.3102/00028312261423533

Although internships are common, few studies examine how these applied experiences shape undergraduate students' self-concept, especially for minoritized groups such as women in computing. Using a possible selves framework and qualitative data collected before, during, and after women's computing internships, this study illustrates how participants constructed and

updated concepts of their ought, feared, and ideal selves. Specifically, findings show how participants actualized ought selves driven by social expectations and peer cultures; navigated feared selves related to imposter phenomenon, loneliness, and unfavored career paths; and experimented with ideal selves through committing to career values and acting as agents for change. Findings offer implications for institutions and hiring organizations, with an aim toward promoting equity and opportunity in computing fields.

Marché du travail

Edwards, D. S., & Kraft, M. (2026). ***Can Early Exposure to the Teaching Profession Increase Teacher Supply and Diversity? New Evidence on the Teacher Pipeline*** (Working paper N° 35776). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35776
We examine whether early exposure to the teaching career has the potential to expand the size and diversity of new teacher supply. Exploiting the staggered expansion of high school education courses across Texas, we find little evidence that these courses increased new teacher supply or diversity despite course takers being substantially more diverse than the teacher workforce. High school education course takers who become teachers are similarly effective and more likely to be retained than their peers. Most course takers drop out of the teacher pipeline prior to college enrollment where racial gaps in 4-year college going serve as major barriers. Our findings suggest that early exposure without support to increase college going is unlikely to increase teacher supply or diversity.

Fairlie, R., & Wu, J. (2026). ***The Early Impacts of AI on Employment among Recent College Graduates*** (Working paper N° 18945). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18945
The impact of AI on the employment prospects of recent college graduates is hotly debated with no consensus on the magnitude of impacts nor even the timing of those potential impacts. Using CPS microdata, we provide the first estimates of the effects of AI on the unemployment of recent college graduates in June, July and August 2026. Taking an agnostic approach to defining treatment timing, we find that unemployment rates did not spike in summer 2026 relative to summer months in previous years and did not rise in a significant way relative to older college graduates or young workers without a college degree. We also find no evidence of a statistically significant increase in summer 2026 even after adding the â€œsidelined unemployed.â€ We estimate difference-in-differences and event-study interaction models using both older college graduates and young non-college graduates as comparison groups and do not find evidence of an increase in relative unemployment rates. Finally, we estimate models in which we interact 2026 unemployment with AI exposure and remote work availability by occupation and find some evidence of a positive relationship with remote work availability.

Fang, G., Qian, B., & Zhao, Z. (2026). ***Aligning School and Work: How After-School Care Shapes Maternal Labor Supply*** (Working paper N° 18949). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18949
This paper examines the labor market effects of China's After-School Care policyâ€"commonly known as the After-School 3:30 PM Service reformâ€"on maternal employment and earnings. Introduced in 2017, the policy addresses the longstanding mismatch between early school

dismissal times and standard work schedules by extending on-campus supervision and enrichment activities into the late afternoon. Exploiting the staggered rollout of the program across counties and over time, we show that the policy significantly increases mothers' labor supply and earnings. We document null effects for fathers. The policy operates by reducing maternal housework time, enabling longer commutes, and facilitating access to formal employment, while also inducing firms to increase job postings for female workers. Effects are concentrated among mothers with egalitarian gender attitudes, with minimal impact on those holding traditional views.

Kane, S. B. (2026). **The Price of Helping Others: Altruistic Preferences and the Gender Wage Gap**. *Research in Higher Education*, *67*(6), 47. https://doi.org/10.1007/s11162-026-09903-8
This paper examines the relationship between gender differences in nonpecuniary workplace preferences and human capital investments. Using survey data on traditional bachelor's degree-seeking first-time undergraduates, I document trends in the relative importance of five workplace preferences (balancing work and family, balancing work and leisure time, being an expert, helping others, and making decisions) to salary. I find that workplace preferences became less important relative to salary as students approached the workforce. Second, I find that workplace preferences, particularly preferences for helping others as a part of one's job, were positively associated with female-dominated majors and occupations (e.g., education and health care fields) and negatively associated with male-dominated majors and occupations (e.g., business and STEM fields). Third, I find that preferences for helping others explain a significant portion (12%) of the early-career gender wage gap; women were more likely to choose jobs within the same field that involved helping others and were associated with lower wages.

Nahapétian, N., & André, C. (2026, octobre 10). **Dominique Méda : « L'insatisfaction envers le travail ne cesse d'augmenter en France, surtout chez les jeunes »**. Consulté 12 octobre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/dominique-meda-l-insatisfaction-envers-le-travail-ne-cesse-d-augmenter-en-france-surtout-chez-les
Des salariés qui doutent de tenir jusqu'à la retraite, une perte de sens largement ressentie, des jeunes désabusés… Selon la sociologue Dominique Méda, il faut…

Sun, X., Huang, L., & Wu, H. (2026). **Rethinking the voluntariness of academic return migration in times of crisis: the case of Chinese early career scientists**. *Higher Education*, *92*(3), 1693-1712. https://doi.org/10.1007/s10734-025-01593-y
Leveraging a two-stage model of migration, this paper seeks to advance an emic account of how voluntariness is lived and constructed within the accelerating return of Chinese academic expatriates studying and sojourning overseas. Empirical analysis of interviews with 36 early career returnees in science, technology, engineering and mathematics (STEM) disciplines highlights the heterogeneous aspirations embedded in their undertaking of an international PhD and differentiates between individuals for whom return constitutes a morally endorsed project and those who regard return as an opportunity-maximising strategy or the only acceptable option pursued under transnationally interlocking crises, constraints, and contingencies. For most participants, return is marked less by long-term preparation than by improvised response and deliberate resistance to the labour market disadvantage, racialised (un)belonging, and permanent residency impediments operating in their developed host countries. Evidence further suggests that women, postdocs, and participants with migration desires tend to invest greater

emotional labour in legitimising their return as a voluntary choice, not least relative to male returnees whose return comes with the attainment of a tenure-track position. The study contributes to critical engagements with academic return migration broadly set against the backdrop of the Global North transforming into an increasingly exclusionary context of reception and China emerging as an attractive destination for high-skilled talents.

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° 5). Consulté à l'adresse Institute for Advanced Studies website: https://EconPapers.repec.org/RePEc:ihs:ihsdps:number5
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 ofdomestic migrants who move to a larger city (Vienna or one of the 5 largest cities in Germany). â€œBig cityâ€ 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° 26250). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26250
How big are the gains to international migration, and how do they vary across migrants? We use linked administrative data for Austria and Germany, focusing on migrants who were steadily employed 2-4 years before moving and their former co-workers as a comparison group in a difference-in-differences design. Combining origin- and destination-country data for five years after migration allows us to assess gains for both migrants who remain abroad and those who return. Austrian migrants to Germany experience an immediate and persistent increase of around 13% in daily wages relative to their matched co-workers, while German migrants to Austria gain about 4%. The higher returns for Austrians are mainly driven by higher average wages in Germany rather than differential selection. Consistent with a dynamic learning model, returns are largest for migrants who remain in the destination, smaller for those returning after 1-4 years, and zero for those returning within a year. To interpret these findings, we conduct a parallel analysis of domestic migrants moving to a larger city (Vienna or one of Germany's five largest cities). These « big-city » movers experience wage gains of about 5% in Austria and 10% in Germany.

Métiers de l'éducation

Acciai, C., Holding, B. C., Madsen, E. B., Schneider, J. W., & Nielsen, M. W. (2026). **The unequal dividend: gender differences in early-career researchers' performance gains from international mobility**. *Higher Education*, *92*(3), 1203-1221. https://doi.org/10.1007/s10734-025-01568-z
While it is well recognized that more men than women move abroad for research jobs, it remains unclear if both genders derive similar benefits from such moves. We traced the mobility trajectories of a global sample of 15,817 early-career researchers over approximately 10 years to quantify gender variations in their returns to mobility. Employing an event study design, with and without gender-based matching on origin countries, destination countries and research disciplines, we found the relative performance gains from mobility to be lower for women than for men in terms of publication output and top-journal articles, while differences in citations and changing collaboration activities were inconclusive. To verify that this widening performance gap reflected an unequal mobility dividend rather than broader disparities emerging throughout careers, we also employed a placebo falsification check comparing the trajectories of male and female movers and stayers. In conjunction with previous work on gender and international mobility, our findings suggest that women in global science encounter a double disadvantage: they are less likely to pursue international relocation and reap the associated benefits as documented in previous research, and when they move their relative performance improvements are less substantial.

Allen & Cuellar. (2026). **A Narrative Study on Authentic Leadership and Dual Credit Administration in Texas Community Colleges**. *Community College Journal of Research and Practice*, *50*(11), 813-826. https://doi.org/10.1080/10668926.2024.2355890
Community colleges play an integral role in early access to college via dual credit programs. Dual credit programs have grown exponentially in Texas, thus warranting further investigation into how these programs are led and administered at the district level. Authentic leadership is needed to ensure programs, students, families, and faculty members achieve success. Using authentic leadership and life-stories as a conceptual framework, this study focused on three community college administrators' narratives, approaches to interpersonal relationships, and perspectives on dual credit challenges and priorities. The findings of the study indicated community college administrators lead these programs with a variety of leadership experiences. Furthermore, they must navigate relationships with multiple key stakeholders and respond to competing demands. This study also highlights the challenges of equity, lack of administrative infrastructure, and communication and compromise. Administrators shared their priorities in being "student ready," strategic planning, and training and professional development. This study could assist researchers, educators, and policymakers in better understanding dual credit implementation by offering insights into the necessary training needed for district-level administrators to implement a dual credit program.

Andrys-Top, M., & Champy-Remoussenard, P. (2026). **Les ateliers d'écriture et d'échange sur l'activité, révélateurs des dimensions cachées de l'activité et du genre professionnel des Éducatrices de Jeunes enfants**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *58*(1), 97-123. https://doi.org/10.3917/lsdle.581.0097
L'article met en lumière l'activité des éducateurs de jeunes enfants, plus particulièrement ses « dimensions cachées ». Il s'appuie sur une recherche doctorale concernant l'activité des

éducateurs de jeunes enfants (EJE) pour l'éducation inclusive dès la petite enfance (2021) et un dispositif d'analyse du travail : les ateliers d'écriture et d'échange sur l'activité (Champy-Remoussenard, 2024). La méthode a permis de comprendre le travail des EJE, et notamment leur genre professionnel (Clot, 2000). Des dimensions peu connues et peu visibles de l'activité ont pu aussi être révélées comme les émotions, les tâtonnements, le souci du détail. L'analyse du dispositif révèle également des pratiques professionnelles innovantes, de la réflexivité, de la connaissance et de la reconnaissance des dimensions cachées de l'activité des EJE. En offrant un point de vue sur les dimensions les moins visibles du travail, cette recherche a permis d'envisager de nouvelles pistes pour la formation des EJE.

Balslev, K., Carlo, K. V. D., Charmillot, S., Giovannini, V., Hascoët, M., Mabilon, A., … Voirol-Rubido, I. (2026). **Après une réorientation professionnelle, s'insérer dans l'enseignement … et y rester ? Analyse de portraits d'enseignant·e·s en réorientation en Suisse Romande et au Tessin au prisme de l'insertion professionnelle et de l'intention de persévérer dans le métier**. *Swiss Journal of Educational Research*, *48*(2), 304-320. https://doi.org/10.24452/sjer.48.2.11
L'insertion professionnelle dans l'enseignement est étudiée dans une enquête longitudinale intercantonale (Suisse romande et Tessin). À partir de cette enquête, cette contribution cible les enseignant·e·s qui entrent dans le métier après une réorientation, et s'intéresse à leurs intentions d'y rester. Sont présentées d'abord des données quantitatives, puis l'analyse des portraits créés à partir des réponses ouvertes de huit enseignant·e·s en seconde carrière qui jugent leur insertion réussie, dont quatre personnes voulant persévérer dans la profession, et quatre disant ne pas envisager y rester. L'article discute ces résultats et s'ouvre sur des pistes tant en termes de formation initiale et continue que des futurs développements dans la recherche sur l'entrée dans la profession enseignante.

Beauchamp, G., Hulme, M., McFlynn, P., & Mutton, T. (2026). **Using the Multiple Streams Approach (MSA) in an analysis of policy change in UK initial teacher education: a case study of agenda setting**. *Oxford Review of Education*, *52*(6), 926-943. https://doi.org/10.1080/03054985.2025.2580631
In 2015, the Oxford Review of Education published a collection of papers from the influential BERA–RSA Inquiry, one of which examined teacher education policy across the four nations of the UK. A decade on, this paper takes up the analysis once again and draws on Kingdon's Multiple Streams Approach (MSA) as an analytical tool to consider subsequent policy change and continuity. In order to carry out our analysis we scrutinised teacher education policy documents from 2010 onwards from each of the four jurisdictions to determine the ways in which activity in the three MSA streams (problem, policy and politics) has developed during this period. We then, through consideration of the role of policy entrepreneurs and policy windows, identify key moments in the policy trajectory where moments of opportunity and influence occurred. Our analysis reveals inevitable differences in the way in which teacher education policy has been both conceived and enacted. The MSA approach has enabled us to identify not only pivotal moments in the process in each of the four nations, but also the complex relationship between the 'problem, policy and politics' streams and the often hidden role of policy entrepreneurs.

Bouve, C. (2026). **De la jardinière d'enfants à l'éducateur de jeunes enfants:Enjeux de transformations d'un métier, de ses lieux et de ses référentiels**. *Les Études Sociales*, *183*(1), 173-190. https://doi.org/10.3917/etsoc.183.0173

Ce chapitre s'attache à retracer la transformation du métier de jardinière d'enfants en celui d'éducateur de jeunes enfants et ses enjeux afférents. Enjeux de transformations d'un métier, oscillant entre vocation scolaire et vocation sociale, de ses lieux et de ses référentiels. Il met en lumière une actrice méconnue, Melle Réty, qui, dès 1946, au sein de l'Associationdes centres de formation de jardinières d'enfants, puis du Comité d'entente des centres de formation en 1967, achèvera la mutation de ce métier par la création du diplôme d'État d'éducateur de jeunes enfants (Eje), en 1973. Il garde bien des parts d'ombre quant à la période de la Seconde Guerre mondiale, quant aux relations entre ses différentes actrices et aux tensions suscitées par les choix décisifs à prendre. De réforme en réforme, l'Eje intègre assurément la famille des travailleurs sociaux. Il lui reste à perdurer et à lutter contre la dilution de sa spécificité, comme expert de la petite enfance et accompagnateur de la parentalité.

Copello, D., & Cervera-Marzal, M. (2026). ***Les universitaires au pouvoir ? : La gauche, les sciences sociales et l'engagement politique***. Consulté à l'adresse https://www.septentrion.com/fr/book/?GCOI=27574100084900#h2tabFormats
Les intellectuels ont-ils déserté la politique ? Ou reviennent-ils en force sous de nouvelles formes ? De Podemos à La France insoumise, en passant par la Bolivie et l'Allemagne, ce livre explore la place des universitaires dans l'action politique contemporaine. Une plongée captivante au coeur des liens entre savoir et pouvoir, entre expertise et engagement, à l'heure où les démocraties sont en crise.

Dicke, T., Ferber, K., Devine, E., Collie, R., Granziera, H., Parker, P., … Basarkod, G. (2026). **Association of Teacher Well-Being With Student Motivation and Achievement: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, *38*(1), 123. https://doi.org/10.1007/s10648-026-10216-6
In this meta-analysis, we examine the association between teacher well-being and ill-being with student motivation and achievement. Based on 186 articles, 811 effect sizes, and data from 355,637 teachers, we investigate these relationships through the lens of the Job Demands–Resources Model, Transactional Stress Model, Self-Determination Theory, and the PERMA model. Using three-level meta-analytic models, we found small to moderate associations between student outcomes and teacher well-being (r = .18) and ill-being (r = –.13). These associations were similarly patterned across student motivation and student achievement, with no significant differences by outcome type. Associations were also comparable across domains of teacher functioning with no significant differences by domain. Moderator analyses indicated stronger associations in secondary school settings. Associations were also larger when teacher and student variables were reported by the same informant, although this difference reached conventional significance only for teacher ill-being and approached significance for teacher well-being. These findings suggest that teacher well-being and ill-being show reliable but modest associations with student motivation and achievement across a diverse body of research, though the evidence remains largely correlational. Given this correlational nature and the influence of measurement source, future longitudinal and intervention research is needed to clarify causal mechanisms and the direction of effects.

Edwards, D. S., & Kraft, M. (2026). ***Can Early Exposure to the Teaching Profession Increase Teacher Supply and Diversity? New Evidence on the Teacher Pipeline*** (Working paper N° 35776). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35776

We examine whether early exposure to the teaching career has the potential to expand the size and diversity of new teacher supply. Exploiting the staggered expansion of high school education courses across Texas, we find little evidence that these courses increased new teacher supply or diversity despite course takers being substantially more diverse than the teacher workforce. High school education course takers who become teachers are similarly effective and more likely to be retained than their peers. Most course takers drop out of the teacher pipeline prior to college enrollment where racial gaps in 4-year college going serve as major barriers. Our findings suggest that early exposure without support to increase college going is unlikely to increase teacher supply or diversity.

Fenwick, L. T. (2026). **20th Annual AERA Brown Lecture in Education Research: Otherwise Qualified: The Untold Story of Brown and African American Educators' Professional Superiority**. *Educational Researcher*, *55*(7), 417-423. https://doi.org/10.3102/0013189X261427002
Fenwick asserts that the failure to integrate Black principals and teachers into desegregating public schools remains the unfulfilled promise of Brown and has resulted in four traumas that continue to stymie the nation's progress toward the conjoined goals of racial justice and educational equity. Brown was not intended to simply mean that African American and White students were to be educated side by side in order to achieve integrated schools. Often overlooked, many legal decisions subsequent to Brown asserted that the criterion for knowing that integration was achieved was the racial integration of district and school leadership and the teaching force.

Garrett, R., Presberry, C., & Radina, R. (2026). **Enduring it all to protect Black students: Black educators' experiences with racial battle fatigue and burn out**. *Oxford Review of Education*, *52*(6), 781-794. https://doi.org/10.1080/03054985.2025.2561006
This study focuses on a piece of a larger project about racial battle fatigue (RBF) and its connectedness to Black educators' retention and attrition. This study specifically examines the qualitative portion of this study. Utilising survey data, as well as interviews, the study findings indicate that Black educators in the state of Michigan were more racially conscious and experienced trauma due to racialised experiences. Upon analysis of the data, it was found that Black educators experienced RBF in response to racially traumatic events. As a result of American history, Black educators must always be racially conscious, and that is the primary reason that Black educators are close to their Black students. Black people's shared trauma is what makes Black educators feel obligated to the students they educate. Their lives inside and outside of the classroom were shared within the interviews and called attention to the historical effects of white supremacy. This study highlights those issues and suggests implications to combat RBF and address Black educators' burnout and attrition in K-12 schools.

Gichuru, E. N., & Rukooko, A. B. (2026). **Beyond meritocracy**. *Tertiary Education and Management*, *32*(3), 333-349. https://doi.org/10.1007/s11233-026-09179-8
Making the move to promotion is a major turning point in faculty lives, however, we know little of the cognitive and interpretive processes that faculty members use in making sense of academic promotion systems in general. This paper has sought to bring to light, in part, the cognitive and interpretive aspects of academic promotion at Makerere University, Uganda. The theoretical underpinning of this paper has been based on the hermeneutic philosophy of Paul Ricoeur, and the design of the study has been narrative inquiry. Data collection was from thirty-three respondents during interview sessions that included academics from across a broad spectrum of

departments, disciplines, promotion stages, promotion status and academic title. This study has shown that there is a cognitive and interpretive dimension to academic promotion experiences. The findings include the prefigurative suspicion of promotion that results from a shadow text of promotion policies existing alongside official policies and the narratives that promote arbitrariness and nepotism in the promotion process and the refiguration of cynical interpretations of the promotion processes in the form of withdrawal, indifference and strategic compliance.

Goldhaber, D., Falken, G. T., & Theobald, R. (2026). **Postpandemic Teacher Supply and Demand**. *Educational Researcher*, *55*(7), 460-462. https://doi.org/10.3102/0013189X261435945
Teacher staffing challenges were pervasive throughout the pandemic, but the downturn in student enrollment combined with the end of Elementary and Secondary School Emergency Relief funds leaves considerable uncertainty about the postpandemic teacher labor market. We use data on new teacher endorsements and job postings scraped from district hiring websites in Washington to measure postpandemic supply and demand for teachers both overall and by subject area. We find that between 2022 and 2024, the supply of new teachers in Washington exceeded demand for teachers in the aggregate, but demand for special education and science teachers considerably outpaced the supply of new endorsements in these areas.

Hadziahmetovic, N., Bilgin, F., & Renzi, B. (2026). **Beyond paychecks and promotions: unlocking knowledge creation in higher education**. *Tertiary Education and Management*, *32*(3), 211-227. https://doi.org/10.1007/s11233-026-09168-x
Knowledge creation is a fundamental driver of innovation and competitive advantage in organizations, particularly in higher education institutions. This study examines the influence of workplace environment factors—working conditions, pay satisfaction, promotional opportunities, team support, and supervision support—on knowledge creation among employees in universities across five Western Balkan countries. Using a quantitative methodology, data were collected from academic and administrative staff at 40 universities and analyzed using Structural Equation Modeling (SEM). The findings reveal that promotional opportunities and team support significantly enhance knowledge creation, whereas working conditions, pay satisfaction, and supervision support do not show significant direct effects on knowledge creation. These results offer theoretical and practical insights into designing knowledge-friendly workplaces, emphasizing the importance of career development and team cohesion in academic institutions.

Hermes, M., & Müller-Giebeler, U. (2026). **Doing family education between experience-based exchange and science-based intervention. Participant observation on family education in Germany**. *Swiss Journal of Educational Research*, *48*(2), 250-260. https://doi.org/10.24452/sjer.48.2.7
Family education encompasses a wide range of professional intervention programmes and presents diverse organisational forms in different countries. In Germany, it is anchored in the Social Code VIII and positioned in an intermediate space between the family – the central conjunctive space of experience – and society. Based on qualitative empirical material, conducted and analysed using the documentary method of interpretation, the following article provides insights into a research project on family education in Germany. In addressing the question of the inherent nature of the practice of family education, this article employs the heuristic of (un)doing family education to describe the fundamental pedagogical modes of family education in the sense of exploratory research.

Hibbert, K., Ott, M., Sidhu, J., & Sanjeevan, T. (2026). **Transforming Teacher Education: The Case for "Going Gradeless"**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 60-80. https://doi.org/10.53967/cje-rce.7131

In teacher education, grading practices not only evaluate learning but also shape emerging professional identities. Traditional numerical systems tend to constrain reflection, collaboration, and ethical judgement; the very qualities professional programs aim to cultivate. This study examines a teacher education program's transition to a pass/fail (gradeless) model designed to align assessment with formative, dialogic approaches to learning that align with assessment in professional practice. Using critical narrative research informed by Ricoeur's threefold mimesis, we analyzed interview data from teacher candidates to explore how they experienced assessment without grades. Findings show that ungrading reduced performance anxiety, encouraged openness to feedback, and supported a release of control that enabled candidates to take up more exploratory, risk-tolerant stances toward learning. Candidates described feeling "like explorers," navigating unfamiliar terrain where feedback, not ranking, guided their progress. At the same time, the shift surfaced tensions around consistency, fairness, and institutional accountability. The study contributes empirical evidence to limited research on ungrading in professional programs and provides insight into how assessment reform can support reflective judgement and professional becoming within Canadian teacher education.

Jappont, G. (2026). ***La capacité relationnelle et interculturelle du professeur coordinateur d'UPE2A - approche épistémologique, psychophénoménologique et enactive d'une posture professionnelle et éthique*** (Theses, Université Paris-Est Créteil Val-de-Marne - Paris 12). Consulté à l'adresse https://theses.hal.science/tel-05783861

Dans les descriptifs de postes des enseignants coordonnateurs d'UPE2A, diverses formulations font allusion à une qualité qui leur permettrait d'appréhender les enjeux de leur quotidien professionnel auprès des élèves allophones nouvellement arrivés: la capacité relationnelle interculturelle. La plupart des professeurs d'UPE2A sont amenés à la mobiliser, parfois sans le savoir et sans avoir reçu d'apport théorique sur la dimension interculturelle de leur contexte d'enseignement (Porcher & Abdallah-Pretceille, 2009). Comment définir cette capacité relationnelle interculturelle ? Comment saisir les gestes professionnels qui la manifestent ?Le cadre théorique de cette étude s'articule autour d'un triptyque multidisciplinaire: l'énaction (Varela et al., 1991, 1993) qui envisage le couplage structurel entre l'enseignant et sa situation; la psycho-phénoménologie (Vermersch, 2012; Maître de Pembroke, 2025) qui permet d'accéder au vécu subjectif et l'approche par les capabilités (Sen, 2001; Fernagu, 2018, 2022) qui replace l'agir de l'enseignant dans l'environnement capacitant de sa pratique.Sur le plan méthodologique, la recherche s'appuie sur une démarche qualitative. Des entretiens d'explicitation (Vermersch, 2012) ont été menés auprès d'un panel d'enseignants coordonnateurs d'UPE2A au collège et au lycée. À partir de leur expérience subjective et située, nous aboutissons à une formalisation du fonctionnement de leurs capacités relationnelles interculturelles en situation.Les résultats mettent en évidence que la capacité relationnelle ne se résume pas à un ensemble de connaissances théoriques sur les cultures. Elle résulte de l'énaction des composantes de l'identité professionnelle (Faingold, 1998) en situation (Masciotra et al., 2008). Les valeurs et l'acuité perceptive (Maître de Pembroke, 2018, 2022, 2025) permettent aux enseignants de transformer leurs ressources subjectives et les opportunités de l'environnement en pouvoir d'agir.

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

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.

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

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 (β = .197, p = .003), followed by SLG (β = .179, p = .001) and ADM (β = .165, p = .009); ACT (β = .031, p = .613) and STP (β = .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^2predict 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.

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*** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3083

Kotsis, K. T. (2026). **Science at Two Levels: The Structural Gap in Greek Science Teacher Preparation**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 70-89. https://doi.org/10.59324/ejceel.2026.4(5).04
This article examines the structural and curricular foundations of the persistent gap in the didactic preparation of secondary science teachers in Greece. Framed as a critical policy and literature-based analysis, it synthesises evidence from Greek and international research on science didactics, Pedagogical Content Knowledge, teacher education, curriculum organisation, and recent legislative reform. The analysis identifies a fundamental asymmetry between the preparation pathways of primary and secondary teachers. Primary teachers are educated in Schools of Education, where pedagogy and science didactics form recognised, although unevenly implemented, components of professional preparation. By contrast, secondary teachers of Physics, Chemistry, and Biology graduate from disciplinary science departments historically oriented toward subject knowledge and research, with limited provision for subject-specific didactics, educational psychology, or supervised teaching practice. The article further shows that Greece possesses an active science education research community, but that this expertise remains institutionally disconnected from the departments responsible for preparing most future secondary science teachers. Comparative reference to Finland and Germany highlights that the distinctive weakness of the Greek model is not strong disciplinary preparation, but the absence of a systematic mechanism for transforming disciplinary knowledge into professional knowledge for teaching. The article concludes that the 2019 legislative requirement for pedagogical and didactic competence constitutes an important policy step, yet meaningful reform requires structural collaboration, appropriately qualified faculty, coherent curricula, and sustained institutional change.

Le système éducatif du Québec et la profession enseignante (4e édition). (2026). Consulté à l'adresse https://www.cheneliere.ca/fr/le-systeme-educatif-au-quebec-et-la-profession-enseignante-4e-edition.html
«Depuis la mise en place des premières écoles au 17e siècle, le système éducatif du Québec a connu bien des transformations et suscité maints débats. Or, il est plus facile de comprendre la structure et le fonctionnement du système éducatif d'aujourd'hui si l'on saisit son évolution et le contexte social qui l'a influencée. C'est pourquoi nous avons conçu cet ouvrage de sorte que chaque chapitre commence par une perspective historique qui recadre la situation actuelle, laquelle est ensuite décrite et analysée dans la deuxième section. Tous les rouages sont présentés en détail de façon très bien vulgarisée, dans des chapitres consacrés aux multiples facettes humaines et institutionnelles du système éducatif québécois. Conçu spécifiquement pour les étudiantes et les étudiants en sciences de l'éducation, ce manuel se veut un outil de choix pour les préparer à la réalité du marché du travail. Bien plus qu'un simple inventaire, l'ouvrage établit

des ponts entre la théorie et la pratique enseignante, et ce, d'une couverture à l'autre, en plus d'axer le propos d'un chapitre entier sur le personnel enseignant. De quoi préparer adéquatement les enseignantes et les enseignants du Québec d'aujourd'hui et de demain.» -- Quatrième de couverture

Ma, J., & Welch, E. W. (2026). **Linking administrative burden to academic scientists' research performance: the joint moderating effects of perceived rule reasonableness and professional help**. *Higher Education*, *92*(3), 1411-1430. https://doi.org/10.1007/s10734-025-01578-x
As universities are increasingly subject to complex regulatory and administrative environment, concerns have been raised that rules and administrative procedures impose significant administrative burden on academic scientists. However, previous research suggests that rules and procedures, albeit burdensome, do not always have negative impacts on individual outcomes. This study makes hypotheses on the relationship between administrative burden and academic scientists' research productivity, with a focus on its perceived rule extensiveness and reasonableness, as well as the moderating effects of both perceived rule reasonableness and perceived importance of professional help. Using survey and bibliometric data from a representative sample of academic scientists in life sciences from US universities, we find that perceived rule reasonableness and perceived importance of professional help jointly moderate the relationship between perceived rule extensiveness and research productivity. Specifically, when rules are perceived as very reasonable, the simultaneous presence of professional support and extensive rules introduces redundancy, whereby their combined effect may diminish rather than enhance research productivity. In contrast, when rules are perceived as unreasonable, professional support can buffer the negative impact of extensive rules and contribute to productivity gains. Our findings add to empirical evidence on the heterogeneous effects of administrative burden on research performance, underscoring the moderating role of rule reasonableness and professional help. Findings also offer practical implications for university administrators on how to optimize organizational support for researchers.

Quinon-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** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3084
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 collectifCette 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.

Ramezani, S. G., Azizi, N., & Siri, A. (2026). **Women's research productivity in academia: a systematic review of challenges and solutions**. *Higher Education*, *92*(3), 1353-1379. https://doi.org/10.1007/s10734-025-01576-z
Gender disparities in research productivity persist globally, limiting the advancement of women in academia and hindering knowledge production. While previous systematic reviews have documented these disparities, this study uniquely integrates Intersectionality Theory and Institutional Theory within a systematic review framework to analyse the complex interplay of structural, cultural, and identity-based barriers—particularly within the context of the Global South. Intersectionality reveals how overlapping disadvantages based on gender, geography, and socioeconomic status compound inequality, while Institutional Theory uncovers how rigid academic norms and evaluation structures reproduce exclusion. Analysing 180 studies published between 1991 and 2024, the review finds that patriarchal academic cultures, systemic biases, and limited institutional accountability disproportionately affect women researchers. It also highlights a persistent gap between gender-equity policy formulation and implementation, reflecting institutional inertia and resistance to structural change. Addressing these inequities requires multi-level policy reforms, including mandatory diversity training for grant review panels, the implementation of gender-blind review processes, and context-specific interventions tailored to the unique challenges of the Global South. However, the review also reveals a lack of rigorous methodological approaches in evaluating current interventions—a gap future research must address. This study contributes a theory-driven synthesis that informs more sustainable, culturally grounded strategies for fostering inclusive academic environments.

Rangel-de Lazaro, G., Duart, J. M., & Cufuna, D. S. A. (2026). **Curating flexible learning spaces in museums with a virtual reality application**. *Education and Information Technologies*, *31*(15), 7535-7558. https://doi.org/10.1007/s10639-026-14083-0
This study explores how pre-service teachers conceptualise and experience the design of flexible learning spaces in museums using Virtual Reality (VR). Grounded in phenomenological methodology and informed by Lefebvre (1991) spatial triad, it examines how immersive digital environments foster spatial literacy, pedagogical creativity, and professional identity. Participants enrolled in a Primary education programme engaged in a four-phase VR-based activity in which they designed a modular museum learning environment using Oculus Rift headsets. Data from pre- and post-activity reflections reveal that VR translated abstract educational theories into

practical design decisions and stimulated emotional connections to the learning environment. Findings suggest that immersive environments foster embodied cognition and serve as catalyst tools for teacher education. Participants reported increased confidence in designing inclusive and adaptive learning environments and enthusiasm for integrating immersive tools into educational practice. By operationalising the spatial theory of Lefebvre within a virtual setting, the study offers a novel framework for analysing how educational spaces are produced and experienced in digital museums. The research argues for the value of VR as a pedagogical medium and a space of professional imagination, highlighting its potential to reshape how museum learning environments are curated, experienced, and taught by future educators. In practical terms, teacher education curricula could embed VR-based museum design tasks within courses on pedagogical digital competence to strengthen spatial literacy, inclusive planning, and museum–school collaboration. Museum education policy could support this through targeted investment in immersive infrastructure, staff training, and cross-sector partnerships connecting museums with initial teacher education.

Raybaud, A. (2026, octobre 14). **« Etre une femme dans la recherche, c'est problématique. Etre une mère, plus encore » : le coût immense de la maternité pour les jeunes chercheuses**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2026/10/13/etre-une-femme-dans-la-recherche-c-est-problematique-etre-une-mere-plus-encore-le-cout-immense-de-la-maternite-pour-les-jeunes-chercheuses_6793071_4401467.html
« La recherche du temps perdu » (3/3). Une chercheuse sur trois quitte la recherche après avoir eu un enfant. Confrontées à une culture académique hostile à la maternité, certaines docteures repoussent leur projet parental, d'autres s'évertuent à tout mener de front. Mais à quel prix ?

Rogers, L. K., Nguyen, T. D., Timmer, M., & Samson, J. N. (2026). **Principal Burnout: A Systematic Review**. *Review of Educational Research*, *96*(5), 1765-1801. https://doi.org/10.3102/00346543251380257
Concern about occupational burnout among school principals has grown dramatically since the COVID-19 pandemic, particularly as a potential driver of high principal turnover. However, a lack of field knowledge about how burnout manifests for principals limits the formation of appropriate policies and practices to address burnout in this population. In this systematic review, we identify the definitions, antecedents, correlates, and consequences of principal burnout from the existing research. We coded 99 empirical studies of principal burnout written between 1983 and early 2022. Three themes emerged from the review findings: First, most studies relied on one or more definitions of burnout developed for general human service fields, particularly the Maslach Burnout Inventory. Second, studies focused on the antecedents of principal burnout rather than the consequences. Third, many studies of principal burnout were low quality, and none employed a causal framework to understand principal burnout. Although teacher burnout has been reviewed at length, ours is the first review to focus specifically on school principal burnout.

Ruberto, N., Beaulieu, J., Baran, G., & Maurice, A. (2026). **Tâche de l'orthopédagogue à l'ordre d'enseignement secondaire en fonction du secteur de travail (public ou privé)**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 39-68. https://doi.org/10.26443/mje/rsem.v60i3.10250
L'orthopédagogue est un professionnel scolaire ayant pour fonction de soutenir la réussite éducative de tous les élèves tant dans les écoles du secteur public que du secteur privé. La plupart des recherches décrivant le travail de l'orthopédagogue ont été menées au primaire

sans prendre en compte les particularités des secteurs de travail (Ruberto et Beaulieu, 2025; Ruberto et al., 2025). Cet article vise à comparer le contexte de travail, les fonctions et les modalités de services déployées par 135 orthopédagogues du secondaire selon leur secteur de travail. Pour ce faire, les participants ont répondu à un questionnaire en ligne. Les résultats montrent qu'il existe peu de différences dans la tâche des orthopédagogues selon leur secteur de travail.

Rutten, L., & Butville, D. (2026). **What do we know about teacher education for difficult topics? A systematic review**. *Oxford Review of Education*, *52*(4), 521-538. https://doi.org/10.1080/03054985.2025.2511732

K-12 teachers internationally face a wide array of difficult, controversial, and/or contested topics within their curriculum and professional practices. In the past several years, teacher educators have urged increased attention to the preparation of teachers to address difficult topics, yet few articles have responded with empirical research about such efforts. To provide a foundation for future research, this qualitative review article consolidates insights from 11 empirical articles about teacher education efforts that were designed with the intention of supporting either teacher candidates and/or in-service teachers in addressing difficult topics. The results of the review indicate that no common theoretical framework, pedagogy, or topical focus characterises the recent publications within this nascent body of literature. The results further indicate that nearly all recent research in this area has been limited to explorations of the perceptions of the experiences of teacher candidates in the United States. As such, this review contributes a strong warrant for future research to begin developing a more robust, coordinated, and international research programme.

Saegusa, M. (2026). **Where Do Women Exit the Academic Pipeline?: Evidence from a Decade of National Data in Japan**. *Research in Higher Education*, *67*(6), 48. https://doi.org/10.1007/s11162-026-09921-6

Gender disparities in academia persist worldwide, yet empirical evidence remains limited on where, at which stages, and to what extent women exit academic careers. Using a uniquely comprehensive, decade-long national dataset from Japan (2014–2023), this study provides system-level evidence of gendered attrition across six disciplinary fields and four academic ranks. By distinguishing among the potential pool, applicant pool, and hiring outcomes, the analysis separates application-stage processes from hiring-stage outcomes—an analytical distinction rarely possible in other national contexts due to data limitations. The findings indicate that the application stage constitutes the primary bottleneck in women's academic careers. Across fields, women's underrepresentation appears to be driven less by disadvantage at the point of selection than by the fact that many qualified women do not apply for academic positions. Once applications are submitted, hiring outcomes are generally neutral or, in some cases, favorable to women, with lecturer-level recruitment showing evidence of proactive intervention. Rank-level analyses further indicate that women's attrition is pronounced at career entry and continues at mid- and senior-career stages in most fields. Field-level analyses highlight substantial heterogeneity in how and when attrition occurs. By separating application-stage attrition from hiring outcomes and examining patterns across ranks and disciplines, this study refines existing accounts of gender inequality in academia. The results highlight the importance of organizational and structural factors shaping application behavior and cumulative disadvantage, and underscore the policy relevance of collecting detailed applicant-flow data.

Overall, the findings suggest that stage-specific and discipline-sensitive interventions are essential for addressing persistent gendered disparities in academia.

Torres, A. C., Burroughs, N., Frausel, R., Zuschlag, D., Reichel, C., & Gardner, J. (2026). **Bring in the Subs: A Mixed-Methods Investigation of the Substitute Teacher Labor Market in Michigan**. *American Educational Research Journal*, *63*(5), 984-1018. https://doi.org/10.3102/00028312261436729
This study focuses on the substitute labor market in Michigan and how substitutes navigate it using a survey of a random sample of the population of substitute teachers and interviews with district administrators, principals, and substitute teachers. Leaders in varied locales and contexts report increasing problems with substitute coverage and teacher absenteeism and leveraged higher pay and community connections to address it. Substitute survey and interview data find that the most important factors in attracting and retaining substitute teachers are pay, flexibility, working conditions, the psychological rewards of teaching, and support or respect. Findings point to a segmented substitute labor market, with highly varied preferences for flexibility and pay, and suggest important parallels and differences compared with teacher labor markets.

van Leent, L., Mills, M., Bourke, T., White, S., & Mills, R. (2026). **Staffing rural and remote school communities: right fit – right school, right teacher, right community**. *Oxford Review of Education*, *52*(6), 848-865. https://doi.org/10.1080/03054985.2025.2574431
The issue of teacher shortages is of great concern to state governments across Australia and federal governments globally. This paper examines the issue of teacher attraction and retention in hardest-to-staff schools in Queensland, Australia. The paper draws on interviews with centralised government staffing officers who place teachers in government schools in rural and remote Queensland communities. These interviews provide a rich picture of the strategies that have been employed at a system and school level to support teacher attraction and retention. Many strategies that are designed to attract and retain teachers have treated teachers as a homogenous group. However, these staffing officers employ a 'right fit' discourse to match teachers, schools and communities. We interrogate this notion of 'right fit' through a social justice lens that considers issues related to gender, race/ethnicity, sexual orientation and socioeconomic background, with a specific focus on staffing schools in rural and remote communities. The findings indicate policy and practice implications in the way teachers are employed and how education systems work to attract and retain teachers.

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
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.

Wang, H., Cha, Y.-Y., Wen, Y.-Y., & Lim, C.-P. (2026). **Interventions That Promote Teachers' Occupational Well-Being: A Meta-Analytic Investigation of Their Effectiveness**. *Review of Educational Research*, *96*(5), 1597-1639. https://doi.org/10.3102/00346543251363570
Due to the growing stress experienced by teachers in an ever-changing educational environment, there is a rising focus on improving their overall occupational well-being. The objective of this meta-analysis is twofold: (1) to examine the effectiveness of current interventions in enhancing teachers' overall occupational well-being, along with specific dimensions of well-being, and (2) to identify factors that may influence the effectiveness of these interventions. To guide the analysis of this review, we used an adjusted four-dimensional occupational well-being framework encompassing subjective, cognitive, social, and psychosomatic dimensions. The final analysis included 34 studies representing 4,403 in-service teachers. The results suggested that existing interventions had a significant positive and medium effect on improving teachers' overall occupational well-being. Upon examining the specific dimensions, the interventions exert the greatest effect on teachers' subjective well-being and relatively lower effects on their cognitive and social well-being. However, the results of the moderator analysis and meta-regression analysis showed that the investigated factors (i.e., delivery mode, the presence of instructors, intervention scale, intervention length in hours, program duration in months, and the intensity of intervention) exhibited no significant relations with the intervention effectiveness across the four dimensions of occupational well-being. Based on the findings, we recommend the development of future interventions to address teachers' cognitive and social well-being more effectively. Schools could also provide structural support to ensure the relevance and effectiveness of teacher well-being interventions. Additionally, schools could consider the intervention benefits and costs for teachers and provide intervention in an appropriate mode, scale, length, intensity, and duration.

Xu, L.-J., Chen, S.-J., Su, L.-F., Hwang, G.-J., Wu, H.-H., Liu, H.-H., & Wu, W.-T. (2026). **Effects of knowledge graph assisted educational robots on pre-service teachers' instructional design quality, flow experience, motivation, and cognitive load**. *Education and Information Technologies*, *31*(15), 7105-7146. https://doi.org/10.1007/s10639-026-14078-x
Educational robots exhibit considerable potential for adaptive learning. However, current implementations often limit their role to knowledge transmission through teacher-centred approaches, potentially constraining pre-service teachers' development of pedagogical skills. This study proposes and evaluates a knowledge graph-assisted educational robot (KGAER) system designed to scaffold structured domain knowledge and support self-regulated learning. Using a quasi-experimental design, pre-service teachers were assigned to an experimental group (n = 39) that learned with KGAER, or a control group (n = 46) that used a conventional educational robot. Results indicated that the KGAER group demonstrated significantly higher

instructional design quality ($F = 11.91$, $p < 0.01$, $\eta^2 = 0.13$), greater flow experience ($t = 3.07$, $p < 0.05$, $d = 0.67$), and stronger overall motivation ($F = 8.02$, $p < 0.05$) compared with the control group. Cognitive load did not differ significantly between groups, suggesting that the intervention did not impose an additional mental burden. These findings support the use of knowledge graphs to enhance the instructional effectiveness of educational robots, illustrating how human–AI collaboration can maintain pedagogical agency while improving learning outcomes in teacher education.

Yongco, J. S., Resurreccion, P. F., & Durog, M. R. O. (2026). **Employment status in the social exchange identity nexus and organizational identification in Philippine public university**. *Tertiary Education and Management*, *32*(3), 351-373. https://doi.org/10.1007/s11233-026-09180-1
The growing prevalence of hybrid employment systems in higher education has intensified scholarly interest in how employment status shapes employee attitudes and behaviors. Drawing on Social Exchange Theory and Social Identity Theory, this study examines organizational identification (OI) as a mediator between perceived organizational support (POS) and three dimensions of organizational commitment (affective, continuance, normative), as well as employee engagement (EE), among non-teaching employees in a Philippine public university. Using cross-sectional survey data from 172 respondents (81 contract-of-service; 91 regular employees) and multi-group Partial Least Squares Structural Equation Modeling (PLS-SEM), findings reveal that OI significantly mediates the relationship between POS and affective commitment across both employment groups. For contract-of-service employees, OI fully mediates the POS–continuance commitment relationship, whereas for regular employees, OI significantly mediates the POS–normative commitment and POS–engagement relationships. Contrary to expectations, mean-level differences between employment groups were not statistically significant. The findings suggest that employment status functions not as a determinant of attitudinal levels but as a contextual condition influencing relational pathways. The study advances organizational behavior theory by demonstrating how identification processes operate differently across contractual boundaries within public institutions.

Numérique et éducation

Abdelhadi, A. (2026). **From pen to prompt: costs of AI overreliance on students' cognitive endurance, self-efficacy and social engagement in writing tasks**. *Education and Information Technologies*, *31*(16), 8731-8747. https://doi.org/10.1007/s10639-026-14131-9
Despite existing research on artificial intelligence (AI) integration into the higher education context, its impact on students' engagement dimensions remains insufficiently explored. Addressing this gap, the present study explores the psychological and behavioral negative outcomes tied to excessive reliance on artificial intelligence (AI) tools among EFL students, centering on the decline in cognitive endurance, weakened writing self-efficacy, and lower levels of social engagement in writing tasks. To develop a reliable instrument for measuring these constructs, exploratory factor analysis (EFA) was employed to refine the underlying structure of the scales. A cross-sectional survey and path analysis with mediation and moderation were conducted to examine both direct and indirect associations among the variables under study. The data, collected from a sample of 243 English as a Foreign Language (EFL) students, revealed that AI overreliance was significantly and negatively associated with cognitive endurance, writing self-efficacy, and social engagement. Mediation analysis further identified cognitive endurance as a crucial pathway, with AI overreliance indirectly related to lower writing self-belief and reduced peer interaction via diminished cognitive effort. Under the same conditions, moderation analysis suggested that writing proficiency may buffer the negative cognitive

associations of excessive AI use, indicating that higher-proficiency students were less impacted by the cognitive costs of AI dependency. The findings emphasize the need to strengthen mental persistence and writing competence to mitigate potential challenges in academic contexts. Accordingly, this study provides valuable insights into how technology can coexist with cognitive, emotional, and social dimensions of learning engagement.

Abdelhalim, W. (2026). **From marginalization to empowerment: Investigating the role of digital technology in reducing social exclusion for children with disabilities in Egyptian schools**. *Education and Information Technologies*, *31*(15), 7351-7377. https://doi.org/10.1007/s10639-026-13995-1
While digital technology is widely promoted as a catalyst for inclusive education, its benefits for children with disabilities remain uneven in low- and middle-income countries. Guided by an integrated theoretical framework encompassing empowerment theory, social capital, and universal design for learning (UDL), this convergent mixed-methods study examined how digital and assistive technologies are perceived to influence educational participation, social inclusion, and empowerment for children with disabilities in Egypt, with specific attention to rural-urban disparities. Survey data were collected from 314 teachers across schools serving learners with visual, hearing, and physical disabilities, complemented by six parent focus groups. Quantitative results indicated generally positive perceptions of educational impact and attitudes toward digital inclusion, alongside moderate ratings of accessibility and social inclusion and persistent constraints related to infrastructure and support. Location differences were substantial across all domains, with urban teachers reporting higher accessibility ($M = 4.21$, $SD = 0.65$) than rural teachers ($M = 3.15$, $SD = 0.78$), with large to very large effects across the location comparisons (Cohen's $d = 0.55–1.49$). The Accessibility/Availability domain score significantly predicted perceived learning impact, social inclusion, and digital-inclusion attitudes ($R^2 = 0.165$-0.369). In contrast, omnibus ANOVAs by disability type taught were not statistically reliable after familywise-error control; Bonferroni-adjusted follow-up comparisons were also non-significant, indicating no statistically reliable disability-category differences under correction. Parent narratives converged with survey findings by describing an urban-rural gradient in device access, connectivity, and support, which shaped the consistency of learning and social benefits. Overall, the findings position digital inclusion as an ecosystem outcome: technology can support participation and empowerment, but its effects depend on equitable access, accessibility-oriented design, and sustained institutional capacity, especially in rural contexts.

Abouelenein, Y. A. M., Selim, S. A. S., Hashem, Z. M. A. A., & Khalaf, M. H. R. (2026). **The 3D4E strategic approach: Can GAI improve visual thinking skills in STEM high schools?** *Education and Information Technologies*, *31*(16), 7871-7917. https://doi.org/10.1007/s10639-026-14093-y
Generative Artificial Intelligence (GAI) has the potential to transform education, particularly in fostering students' visual thinking skills (VTS) within STEM learning. However, its pedagogical value depends on strategic integration guided by cognitive and instructional principles. This study introduces the 3D4E Strategic Approach—a structured model encompassing Define, Design, Develop, Evaluate, and Enhance phases—to optimize the educational use of GAI visualization tools for improving VTS among STEM high school students. Grounded in Whole Brain Theory (WBT) and Brain-Based Learning Theory (BBLT), the approach operationalizes iterative cycles that engage both hemispheres of the brain to promote conceptual understanding and creative visualization. A quasi-experimental design was employed in a STEM high school with an experimental and a control group. Data was collected using a cognitive VTS test and an observational performance rubric. Results indicated no significant pre-test differences between groups, yet post-test analyses revealed substantial improvements favoring the experimental group on both instruments (cognitive test: $M = 37.50$ vs. 24.87; $p < 0.001$, $\eta^2 = 0.998$; rubric: $M = 116.00$ vs. 81.83; $p < 0.001$, $\eta^2 = 0.988$). Repeated measures ANOVA confirmed significant time × group interaction effects, and a strong positive correlation ($r = 0.945$, $p < 0.001$) demonstrated convergent validity between conceptual and applied gains. The findings underscore the power of integrating GAI with structured, theory-driven instructional design to enhance higher-order

visual thinking in STEM education. The study offers practical implications for curriculum innovation and teacher professional learning and recommends longitudinal and multi-context replications to validate the scalability of the 3D4E model.

Absalon, M. (2025). ***Learning to learn through artificial intelligence techniques : metacognitive impacts of digital teaching and machine learning in elementary school*** (Theses, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-05778364
Digital technology and artificial intelligence (AI) have become part of our everyday lives, finding their way into classrooms through various tools designed to support and personalize learning. Although this democratization creates new educational opportunities, the impact of these tools on metacognitive development - that is, students' ability to understand, monitor, and regulate their own learning - is largely unknown. Although there is a wealth of research on metacognition as a key driver of academic success and on teaching AI and machine learning (ML) as an essential part of contemporary digital culture, few studies have examined the relationship between these two fields, whose central and common concept is learning. This thesis aims to explore how teaching digital technology and machine learning techniques can promote metacognitive development in students aged 8 to 11, focusing on three key areas: 1) demystifying AI and ML, enabling students to understand how these technologies work, as well as their advantages and limitations; 2) using this teaching as a lever to help students develop lasting, transferable metacognitive skills; and 3) training teachers to use these tools and integrate them into classroom practices. We use AlphAI, an experimental tool combining a learning robot that students can physically manipulate and a graphical interface that allows them to visualize the neural network's evolution in real time as the robot learns, to achieve this. In an initial study, we designed a progressive teaching scenario with AlphAI to introduce the basics of machine learning (ML) in an accessible way while encouraging students to reflect on the similarities and differences between human and machine learning. In a second study conducted as part of teacher training, we collaborated with four teachers to develop a new scenario that combined activities from the first study with transfer exercises aimed at promoting the development of metacognitive skills essential for solving mathematical problems. Combined, the qualitative and quantitative results of these two studies demonstrate the positive impact of these activities: 1) a significant improvement in students' knowledge of robotics and ML systems, 2) a positive change in their metacognitive beliefs, 3) a change in their behavior when faced with errors, over a period of several months, encouraging active engagement, 4) an improvement in their problem-solving strategies with more analytical and thoughtful thinking, and 5) a statistically significant increase in their problem-solving performance. In addition, teachers' practices evolved, with better integration of digital technology and machine learning, as well as increased support for students when faced with errors. Ultimately, longitudinal protocols will allow for a more thorough evaluation of the sustainability of observed learning behavior changes, as well as the conditions that promote their long-term maintenance (beyond several months). It will also be crucial to continue training teachers to integrate ML activities into their teaching practices. Finally, gathering feedback from teachers on the usefulness, feasibility, and acceptability of the activities will be essential to promoting their adoption and deployment in the classroom on a larger scale.

Alhaboobi, Z. A. F., & Sidhu, M. S. (2026). **Integrating IoT-based intelligent classrooms for learning quality enhancement: An empirical study**. *Education and Information Technologies*, *31*(15), 7587-7618. https://doi.org/10.1007/s10639-026-14091-0
The abrupt shutdown of educational institutions due to COVID-19, implemented as a social distancing strategy to curb community spread, has transitioned traditional in-person classes to online learning platforms. This pandemic has highlighted the deficiencies within the existing higher education framework, suggesting that virtual education could play a crucial role in the future of academia. Consequently, establishing a technologically advanced environment for classrooms and universities has become essential. This study focuses on the development of an intelligent classroom framework aimed at enhancing the quality of education in higher education institutions in Iraq. The conceptual framework was established by integrating the Diffusion of

Innovations (DOI) theory with the Generic Teaching Quality theory and the Information Systems (IS) Success Model. To evaluate this framework, structural equation modeling was employed, utilizing questionnaire data gathered from 594 lecturers at higher education institutions. The results indicated that the elements related to technology, the Internet of Things (IoT), and instructional quality perspectives had a significant impact on the adoption of intelligent classrooms, while the factor of relative advantage was found to be insignificant. This research contributes to the comprehension of the relevant context and builds upon prior studies. It undertakes empirical investigation to evaluate the influence of the Internet of Things (IoT) on educational practices and to improve learning styles. Additionally, it suggests avenues for future research and offers insights that contribute to the enhancement of learning quality and the effective management of higher education resources.

Alharthi, S. M. (2026). **Unveiling the veil: Understanding digital distraction in gamified learning environments among EFL learners**. *Education and Information Technologies*, *31*(16), 8003-8022. https://doi.org/10.1007/s10639-026-14099-6
Despite the widespread adoption of gamified learning platforms in English as a Foreign Language (EFL) education, limited empirical research has examined students' actual use of these platforms in digitally distraction-prone learning environments. Addressing this gap, the present study develops and tests an extended UTAUT-2 model that explains both behavioral intention and actual use of gamified learning platforms while explicitly incorporating digital distraction as a perceived attentional constraint. Survey data were collected from 458 Saudi EFL university students with prior experience using Kahoot!, Quizizz, and Duolingo and analysed using partial least squares structural equation modelling (PLS-SEM). The findings reveal that performance expectancy, effort expectancy, social influence, and hedonic motivation are significantly associated with behavioral intention, while habit, facilitating conditions, and behavioral intention are significantly associated with actual use. Crucially, perceived digital distraction shows a significant negative association with students' actual use, indicating that attentional disruption may limit engagement even when motivation and habitual use are present. By integrating attentional factors into a technology acceptance framework, this study advances understanding of gamified learning adoption and highlights the need to balance motivational design with sustained cognitive focus in digitally intensive EFL contexts.

Ali, I. M., & Arpaci, I. (2026). **Predicting user satisfaction and performance impact of AI-generated visuals in instruction with a hybrid SEM-ANN approach**. *Education and Information Technologies*, *31*(16), 7825-7848. https://doi.org/10.1007/s10639-026-14087-w
Despite growing discussion of artificial intelligence (AI) in education, research on the use of AI-generated visuals in teaching materials remains limited. There is a need for a deeper understanding of how instructors are adopting AI to create their own stories and transform them into tailored visuals for teaching materials. This study addresses this gap by exploring the key factors that influence utilization, performance, and user satisfaction when integrating AI-generated visuals into teaching materials. We collected data from 210 instructors through an online survey and analyzed it using "Partial Least Squares-Structural Equation Modeling" (PLS-SEM) and "Artificial Neural Network" (ANN) methods. The results indicate that instructors' decisions to use AI-generated visuals in their teaching materials are significantly predicted by their trust in the technology, their confidence in using it (computer self-efficacy), and how well they perceive the AI technology fits their teaching task. The results show that utilization of AI-generated visuals is positively associated with instructors' teaching performance and satisfaction. These findings suggest that educational institutions should prioritize strategies that build trust in AI, enhance instructors' self-efficacy, and promote the effective integration of AI visuals into teaching materials to maximize the benefits of this emerging technology.

Alwaqdani, M. S. (2026). **Ethically situated AI integration in higher education: A mixed-methods latent profile analysis of faculty adoption**. *Education and Information Technologies*, *31*(15), 7677-7713. https://doi.org/10.1007/s10639-026-14095-w

Artificial Intelligence (AI) is rapidly reshaping higher education. Yet much empirical research still treats ethical governance and pedagogical change as separate issues. This leaves limited understanding of how faculty members bring principles of transparency, fairness, privacy, and accountability into teaching decisions, and how institutional conditions support or restrict deeper AI use. This study examines faculty AI adoption through an ethical, pedagogical, and institutional lens, combining ethical preparedness, SAMR-based pedagogical readiness, and institutional support within a sequential explanatory mixed-methods design. In the quantitative phase, survey data from 460 faculty members were analysed using Latent Profile Analysis (LPA) across ethical preparedness, SAMR-based pedagogical readiness, institutional support, teacher readiness, practical barriers, and future vision. A five-profile solution demonstrated strong classification quality (entropy = .994), with patterns ranging from faculty members with limited engagement to more ethically and pedagogically integrated adopters. The qualitative phase drew on semi-structured interviews with 20 faculty members, analysed through reflexive thematic analysis, to examine why the profiles differed. The findings show that ethical preparedness develops through experience, reflection, and institutional guidance. It also shapes how faculty members judge the pedagogical legitimacy of AI use. More transformative AI integration was most evident when ethical clarity was supported by coherent governance, professional development, and assessment guidance. An aspiration–capacity gap became evident when optimism about AI's future role and ethical intent were not accompanied by sufficient institutional support, pedagogical capacity, and practical feasibility. The study offers a theoretically grounded account of responsible AI adoption as ethically situated and institutionally mediated. It also highlights the need for ethical governance linked to teaching and assessment, alongside clearer pathways for developing faculty capacity.

Al-Zahrani, A. M. (2026). **Evaluating the impact of inclusive and accessible learning technologies on student engagement and academic performance in higher education**. *International Journal of Inclusive Education*, *30*(12), 3660-3688. https://doi.org/10.1080/13603116.2025.2593563
This study investigates the impact of inclusive and accessible learning technologies on student engagement and academic performance in higher education. Grounded in Universal Design for Learning (UDL) and Technology-Enhanced Learning (TEL) frameworks, the research explores how assistive technologies, AI-driven systems, and intelligent tutoring platforms contribute to equitable and effective learning environments. Employing a mixed-methods design integrating bibliometric and content analyses, the study systematically examines 56 peer-reviewed articles from the Web of Science database. Quantitative indicators, including co-authorship networks, keyword co-occurrences, and citation patterns, were combined with qualitative thematic analysis to identify research trends and trajectories. Results reveal a steady global increase in inclusive educational technology research, with notable emphasis on AI-based personalization, assistive tools, and intelligent tutoring systems. Findings indicate significant regional variations: institutions in technologically advanced contexts demonstrate higher adoption rates, while socio-economic disparities and limited faculty training impede equitable access elsewhere. The study concludes that inclusive learning technologies significantly enhance engagement and performance when supported by robust institutional strategies, professional development, and equity-focused policies. These findings advance the discourse on inclusive education by providing an integrated empirical overview and identifying pathways for future research and policy development.

Arpacık, Ö. (2026). **Sequence-based analysis of learner interactions in generative AI-supported interactive video programming tasks: insights from novice and experienced learners**. *Education and Information Technologies*, *31*(15), 7779-7813. https://doi.org/10.1007/s10639-026-14129-3
This study examined learner interaction trajectories within generative AI-supported interactive video programming environments across two instructional contexts involving learners with differing levels of programming experience. Participants were categorized as novice or experienced based on prior programming experience. Learners in both contexts interacted with programming tasks embedded in the video, where they were required to write and execute code. When solutions were incorrect, learners revised and re-executed their code or used an

"ask AI" option to receive hint-based feedback from a generative AI system. Interaction log data were analyzed using sequence analysis and transition network analysis to identify dominant behavioral patterns and action-to-action transitions. Interaction behaviors were further examined in relation to response correctness and self-reported cognitive load, and mixed-effects models were used to examine how cognitive load, action count, and correctness varied across interaction points. The findings indicate that learners across both instructional contexts initially followed similar interaction requirements imposed by the system. Over time, however, distinct interaction trajectories emerged within the two instructional contexts. In the novice instructional context, interaction patterns were characterized by more frequent AI consultation and shorter interaction sequences, whereas the experienced instructional context showed more diversified exploratory behaviors, including more frequent consultation of external resources and longer interaction trajectories. These context-specific patterns were also evident in interaction patterns associated with response correctness and cognitive load, as well as in the task-level trajectories of these indicators. Overall, the findings suggest that behavioral tendencies within the two learner contexts were less evident in the frequency of isolated actions than in the sequencing and organization of interactions over time. These results underscore the importance of designing generative AI-supported interactive video environments that adapt support mechanisms to learner context, task-specific demands, and evolving cognitive-behavioral indicators, thereby supporting the effective use of AI as a regulatory scaffold.

Balıkçı, H. C., & Alpsülün, M. (2026). **The role of AI avatars and human instructors in video-based learning: an eye-tracking study on cognitive load and social presence**. *Education and Information Technologies*, *31*(15), 7743-7777. https://doi.org/10.1007/s10639-026-14111-z
Grounded in the Cognitive Theory of Multimedia Learning (CTML) and Cognitive Load Theory (CLT), this study examines how different teacher representations (human instructors, AI avatars, and photo-based synchronized videos) affect students' learning outcomes and psychological factors, including cognitive load, social presence, source credibility, and mind wandering. Eye-tracking analysis was used to capture learners' visual attention patterns, focusing on fixation duration, fixation count, and transitions between areas of interest. The research employed a quasi-experimental post-test control group design with 51 middle school students in southeastern Türkiye. Although teacher-representation condition did not produce significant mean differences across the variables, gaze-based indicators revealed that longer fixation duration on the instructor area was associated with higher academic achievement and germane cognitive load, as well as stronger perceptions of social presence. In contrast, less attention to the instructor corresponded with increased mind wandering. These findings suggest that teacher visibility and sustained visual attention, rather than the representation type itself, are critical correlates of learning effectiveness in video-based instruction. The study extends current understanding of AI-mediated teaching by highlighting how gaze-based attention indicators are associated with cognitive and social dimensions of learning in technology-enhanced environments.

Banihashem, S. K., Gašević, D., Noroozi, O., Jarodzka, H., Joosten-ten Brinke, D., & Drachsler, H. (2026). **Optimizing Formative Assessment with Learning Analytics**. *Review of Educational Research*, 96(5), 1925-1973. https://doi.org/10.3102/00346543251370753
Formative assessment is a key element of effective education. Recently, a growing body of evidence has highlighted the potential of learning analytics to support formative assessment. However, this evidence is sparse, and concerns have been raised about the connection between learning analytics results and formative assessment models. When learning analytics results do not align well with formative assessment models, teachers may be hesitant to place trust in, interpret, and act upon the insights provided by learning analytics for formative assessment. In this study, we address this concern by adopting a well-established formative assessment model and conducting a systematic review to explore how learning analytics can support formative assessment. A total of 93 relevant articles, published between 2011 and 2023 and retrieved from Web of Science (WOS), Scopus, IEEE Xplore, and ACM, were analyzed using a coding scheme grounded in a formative assessment model. Drawing on the model of

formative assessment, we report how learning analytics can support formative assessment by connecting the three key actors, teachers, students as peers, and students as self-assessors with the three critical stages of the process: (a) where the learner is going, (b) where the learner is now, and (c) how the learner is getting there. This study extends our understanding of the alignment between learning analytics results and theoretical concepts and further contributes to the advancement of the application of learning analytics for formative assessment.

Barr & Luo. (2026). **HyFlex Course Design in Community Colleges: Instructors' Challenges, Strategies, and Supports**. *Community College Journal of Research and Practice*, *50*(11), 842-860. https://doi.org/10.1080/10668926.2024.2415709
This study investigates community college instructors' experiences with teaching Hybrid flexible (HyFlex) courses. Using a multiple methods approach, the study seeks to determine the challenges that the HyFlex modality presents to community college instructors and the strategies, technologies, and supports that they find most beneficial in mitigating these challenges. Twenty-two instructors teaching at five community colleges completed an electronic survey, and six of these instructors participated in a semi-structured interview. Analysis revealed that community college instructors face challenges in facilitating communication between students attending HyFlex classes in different modalities, engaging online students, managing technology, and managing instruction in two or more modalities simultaneously. They meet these challenges with a variety of instructional technologies and strategies, including trial and error and their colleagues' support, but would like more access to technical support, training in HyFlex strategies, and consistent institutional policies for managing HyFlex courses. Implications and recommendations for future research are discussed.

Bekker, T., Kocasaraç, H., & Hayter, M. (2026). **Creating educational digital content: experiences of high school teachers**. *Education and Information Technologies*, *31*(15), 6841-6872. https://doi.org/10.1007/s10639-026-14066-1
The digital transformation in education is not a mere shift in tools or methods; it is a profound change that permeates every facet of learning and teaching. Digital transformation has redefined teaching practices globally, yet the experiences of teachers in navigating this transition remain underexplored. This qualitative comparative study investigates the lived experiences of high school teachers in Türkiye and South Africa as they create digital educational content. Using Complexity Theory as a conceptual lens and a multiple case study design, the research engaged 40 teachers (20 per country) through open-ended questionnaires. Thematic narrative analysis revealed five key themes: digital infrastructure and access, integration of digital tools, impact on teaching and learning, content design, and professional development. While foundational infrastructure exists, disparities in access, readiness, and systemic support persist, particularly in under-resourced settings. Teachers, however, demonstrated innovation and agency despite institutional constraints. The findings highlight that successful digital transformation depends not just on access to tools but on aligned policy, curriculum flexibility, professional development, and teacher well-being. The study calls for systemic strategies that position teachers as co-creators of inclusive, context-responsive digital learning environments.

Bennedsen, J., Lim, J. G., Singh, M. N., Suutari, M., Lyng, R., & Rouvrais, S. (2026). **Assessing students or their AI teammates ? Case studies in the GAI era**. *Proceedings of the 22nd International CDIO Conference*. Consulté à l'adresse https://hal.science/hal-05723539
The widespread adoption of Generative AI (GAI) since 2022 has fundamentally challenged traditional assessment methods in engineering education, exposing the weakness in assuming submitted artefacts reliably represent student thinking. This article's purpose is to provide concrete examples of how GAI has changed formative and summative assessment in engineering courses. Through comparative case studies across five CDIO institutions in Norway, Denmark, Finland, France, and Singapore, we examine GAI implementations involving over 400 students. All cases are characterized using the Traffic Light Model by Arene, which categorizes AI use as required (blue), prohibited (red), reported (yellow), or allowed (green). Our findings reveal

that effective GAI integration requires thoughtful assessment redesign-structured implementations with clear pedagogical frameworks demonstrated positive outcomes, whilst less structured approaches can lead to student overreliance and reduced learning. The evidence indicates thoughtful assessment redesign grounded in constructive alignment is required, where AI use decisions are tied explicitly to learning outcomes. Effective integration demands shifting from product-based to processbased assessment methods, emphasizing evaluation of student reasoning, judgement, and capacity to work responsibly with AI.

Bloomfield, J., Balsa, A., & Cid, A. (2026). ***When Does EdTech Work? Evidence from a Scalable Home-Based Intervention with School Complementarity*** (Working paper N° 14736). https://doi.org/10.18235/0014485
Despite growing investment in education technology, evidence on how to integrate digital tools eectively into public education systems remains limited. Substituting classroom instruction with computer-aided learning has often failed to improve outcomes, even though schools remain the most direct route to scale educational innovations. This paper studies an alternative approach: delivering personalized educational software to households, where smartphone access is widespread, while experimentally varying school involvement. We evaluate Leo Leo, an adaptive early literacy app for young children, using a randomized controlled trial in 105 public schools in Nuevo León, Mexico. Schools were assigned to either (i) a family-only intervention providing access to the app, (ii) a combined family-and-school intervention that additionally provided teachers and principals with information on childrens progress, or (iii) a control group that received neither the app nor school support. The home-based technology generates robust gains in early literacy, with suggestive positive spillovers to early numeracy, when complemented by school support; the family-only intervention produces no signicant learning gains. Descriptive mechanism analyses are most consistent with greater child engagement with the software as the leading channel. We nd no indication that changes in parental inputs play a role, based on a household survey with a lower response than the student assessment. Overall, the results show that while home-based delivery of educational technology can enhance scalability, institutional involvement remains critical for translating scalable technology into learning gains.

Bodzin, A., Fu, Q., Araujo-Junior, R., Hammond, T., Pan, Z., Zhu, J., … Marlatt, M. (2026). **The impact of place-based local contexts, presence, and narrative design on headset virtual reality engagement and learning in non-formal education settings**. *Education and Information Technologies*, *31*(16), 8231-8263. https://doi.org/10.1007/s10639-026-14110-0
While virtual reality (VR) learning experiences have been widely studied in formal educational settings, fewer studies have explored their impact in non-formal environments across diverse age groups. This study used path analysis to examine how place-based local context, immersion, presence, and VR design features (narrative, guidance and feedback) predict participants' engagement, industrial history content knowledge, affective learning, and perceptions of local environmental learning. Multivariate analysis of variance (MANOVA) was also conducted to explore differences by age, gender, race, and watershed residence. Results indicated a statistically significant increase in content knowledge from pretest to posttest, with no significant group differences for gender, race, or residence across outcome variables. Path analysis findings highlighted the importance of presence and local context for engagement and affective learning. Engagement was positively related to all learning outcomes and served as a significant mediator between local context and learning of the local environment, between local context and affective learning, and between presence and affective learning. VR design features, including the narrative component, did not significantly predict engagement or learning outcomes. The findings underscore the importance of authentic place-based contexts and presence in fostering engagement and learning in non-formal VR environments. While narrative design may contribute to VR learning experiences, its effects may be context-dependent, with experiential factors such as presence and local context playing a more central role in shaping engagement and learning outcomes.

Brick, E. M., Lebler, C. D. C., & Borges, M. G. (2026). **Práticas e desafios multidimensionais na produção de Recursos Educacionais Abertos no âmbito de políticas públicas de formação**. *Médiations et médiatisations*, (23), 179-193. https://doi.org/10.52358/mm.vi23.493
In this professional article, we explore the creation, use, and dissemination of OERs in extension projects developed by Prosa - Center for Research in Education and Ethical-Critical Technology at the Federal University of Santa Catarina (UFSC), Brazil. Our focus is to explore challenges and practices inherent to the design, creation, licensing, indexing, and use of OERs. Topics of discussion, articulated with the production of OERs within the scope of the National Policy for the Training of Professionals in Professional and Technological Education (Brasil, 2024), include the challenges of collaborative management, as well as the dimensions of research as support for the design of OERs, the creation of OERs and its production flows, and the training of professionals in multidisciplinary teams in a process-integrated manner. The discussion is based on specialized literature (Cerny, 2009; Cerny et al., 2017; Brick, 2017; Brick et al., 2020; Lebler, Brick e Borges, 2024; Toso et al., 2024) and on the practices experienced by the Prosa Center (UFSC) in the production of OERs based on public policies. In this sense, based on Prosa's experience, we address the potential of public institutions in Brazil, through the implementation of projects in collaboration with the federal government, for the structured use of OERs in training programs for professionals in various fields, especially education.

Bronzini, R., De Benedictis, L., Frattola, E., & Lazzaro, E. (2026). ***Who Goes Online? Selection and performance in Italian higher education*** (Working paper N° 1040). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1040_26
Online universities have expanded rapidly in Italy over the past two decades. Leveraging administrative data linked to standardized pre-university test scores, this paper examines the demographic profile and academic outcomes of online students. Compared to their peers in traditional institutions, online enrollees tend to be older, more frequently come from technical or vocational tracks, and have lower high-school grades and standardized test scores. Controlling for these initial disadvantages, they have lower dropout rates and higher on-time completion rates at the bachelor's level. However, performance declines when transitioning from an online bachelor's to a traditional master's degree program. Our findings also suggest that online universities make access to tertiary education viable for individuals who would otherwise be more likely to be excluded: enrollment growth has been concentrated in provinces with historically low participation in higher education and among students with an ex-ante lower likelihood of enrolling.

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
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, L., Chau, K. T., Wan Yahaya, W. A. J., & Yahaya, W. (2026). **Integrating embodied cognition and artificial intelligence in university physical education: a randomized controlled trial of an AI-based Tai Chi tutoring system**. *Education and Information Technologies*, *31*(16), 8837-8863. https://doi.org/10.1007/s10639-026-14132-8
Movement-based learning environments in higher education frequently rely on observational imitation and one-to-many demonstration, which restricts opportunities for individualized feedback in large physical education classes. This study examines the pedagogical impact of PoseSync Vitality, an artificial intelligence based Tai Chi tutor that uses human pose estimation to provide real time movement feedback. The study contributes to research on AI-supported physical education by evaluation of an adaptive instructional system that combined pose analysis, joint specific corrective cues, and practice summaries within the university Tai Chi course. A randomized controlled experiment was conducted with 120 undergraduate students enrolled in a compulsory university physical education course. Students were allocated either to an AI-supported condition using PoseSync Vitality or to a video-based instruction condition following the same curriculum and practice dose. Expert instructors rated performance on a standardized Tai Chi routine at pretest, posttest, and a two-week retention test. Learner experience was assessed with a validated satisfaction questionnaire, and system logs provided a Performance Consistency Score (PCS), an automated index that quantifies the degree of biomechanical alignment between a learner's movements and an expert reference trajectory. Results show that the PSV group had larger expert rated performance gains from pretest to posttest and from pretest to retention, higher Learner Interface and Personalization scores, and higher posttest PCS values than the video-based group. These results suggest that the PSV instructional system was associated with larger performance gains and higher perceived personalization than video-based instruction in this university Tai Chi context.

Caplain, M., Potvin, C., & Fortin, M. (2026). **Construire et utiliser une grille d'évaluation de ressources éducatives en formation à distance, ou comment évaluer 1500 ressources en 365 jours?** *Médiations et médiatisations*, (23), 101-133. https://doi.org/10.52358/mm.vi23.502
With distance learning growing fast, sharing digital educational resources (DER) has become a must. The Inter-Order Distance Learning Expertise Center, an entity of Campus numérique Québec funded by the Ministry of Higher Education, has identified 1,500 DERs available in the network in order to assess their quality and group the most relevant ones into a public database of digital educational resources on distance learning in higher education. To this end, an evaluation grid was developed and integrated into a collaborative application that optimizes data monitoring, coordination, and management. In just one year, a structured approach involving 20 evaluators made it possible to achieve a satisfactory level of reliability, despite challenges related to defining criteria, categorizing resources and reaching consensus. The results led to the implementation of an OER database on distance learning, the development of a resource adaptation process and an OER self-assessment grid, and the launch of a call for for new OERs projects. However, significant challenges remain, including ensuring sustainable access to resources to support distance learning in a constantly changing environment.

Chaker, R. (2026). **Effects of a project management MOOC on employability skills and career self-perception: Comparing academic cohorts and free auditors in a pre-test/post-test design**. *Journal of Online Learning and Teaching*, *30*(3), 482-508. https://doi.org/10.24059/olj.v30i3.5015

This study examines the impact of a Project Management MOOC on self-perceived employability and career self-perception, comparing academic cohorts (AC) who enroll as part of formal education with free auditors (FA) who participate voluntarily. Drawing on a competence-based approach, we assess skill-based employability through dimensions of occupational expertise, anticipation and optimization, and personal flexibility, and evaluate career self-perception via measures of external marketability, career ambition, and motivation. Prior research tends to show that the active population puts importance on skills and social networks, whereas students view MOOC micro-credentials as a means to access the labor market. However, a research gap remains regarding how different learner groups leverage MOOCs for professional development. Data was collected during the course via two surveys administered at pretest (N = 3,059) and posttest (N = 1,357), with paired analyses on 1,301 participants. Results indicate that FA exhibit significantly higher scores in skill-based employability and career motivation at both pre- and post-test, whereas AC demonstrate better scores in external marketability and career ambition, with no significant differences observed in personal flexibility for both groups. These findings highlight that the subdimensions of employability, whether approached from a skill-based or dispositional perspective, do not behave homogeneously but vary depending on contextual factors such as learner group and course subject matter. The study contributes to the integrative employability research agenda and underscores the importance of contextualizing MOOC effects according to learner status. These results highlight the need for further investigation about the mechanisms through which MOOCs enhance practical competencies and influence career self-conception across diverse learner populations, paving the way for future research to better understand how distance learning settings can better foster employability.

Chen, X., Cai, S., & Yao, H. (2026). **How AI literacy fuels student engagement among doctoral students: a multigroup analysis based on an extended UTAUT theory**. *Education and Information Technologies*, *31*(15), 7559-7585. https://doi.org/10.1007/s10639-026-14064-3
As generative AI (GenAI) becomes increasingly embedded in higher education, understanding how students engage with this technology is critical. Using an Extended Unified Theory of Acceptance and Use of Technology (UTAUT) framework, this study explores the role of AI literacy in shaping student engagement among doctoral students with prior awareness or usage experience of GenAI. Specifically, we examine how AI literacy influences performance and effort expectancy, which in turn affect three dimensions of student engagement: behavioral (e.g., time and effort invested in learning), affective (e.g., interest in learning and sense of belonging), and cognitive (e.g., deep thinking and cognitive strategies). Data from 626 Chinese doctoral students reveal that AI literacy significantly enhances performance and effort expectancy, fostering behavioral and affective engagement, though not cognitive engagement. Furthermore, social influence and facilitating conditions strengthen the link between AI literacy and cognitive appraisals. Mediation analysis shows performance expectancy primarily drives affective engagement, while effort expectancy mediates behavioral engagement. Notably, the findings also uncover meaningful differences across gender, university types, and disciplinary backgrounds, highlighting the importance of context-specific strategies for GenAI integration in doctoral education.

Chu, H.-C., Yin, C., & Chang, C.-Y. (2026). **Effects of GenAI-assisted 5E inquiry-based learning on university students' problem-solving skills, service planning competencies, and self-efficacy**. *Education and Information Technologies*, *31*(15), 7461-7487. https://doi.org/10.1007/s10639-026-14076-z
Service planning education requires students to develop integrated competencies, particularly problem-solving skills, service planning competencies, and self-efficacy. However, traditional instructional approaches often lack structured support for engaging learners in complex, iterative problem-solving and design processes. The emergence of generative AI (GenAI) technologies, such as ChatGPT, offers new opportunities to scaffold learners' inquiry and reflective processes; however, their application in service planning education remains limited. This study aimed to examine the effects of integrating GenAI into a 5E inquiry-based learning framework to enhance

students' problem-solving skills, service planning competencies, and self-efficacy. A quasi-experimental design was adopted involving 46 university students. Participants were divided into two groups: 22 students engaged in a GenAI-assisted 5E inquiry-based learning model, while 24 received traditional PowerPoint-based instruction. Learners' performance was assessed across three domains: service planning competencies (rubric-based evaluation of design tasks), self-efficacy (self-reported scale), and problem-solving skills (self-reported questionnaire). Group differences were analyzed using the N-gain analysis, Mann-Whitney U test and two-way ANOVA. The results showed that the GenAI-assisted 5E inquiry group achieved significantly higher scores in service planning competencies, self-efficacy, and problem-solving skills compared to the traditional learning group. Although higher-order thinking was not directly measured, the improvements observed in problem solving and design performance suggest that the proposed approach may support aspects of higher-order cognitive processes. These findings indicate that integrating GenAI with a structured inquiry-based instructional framework can effectively enhance key competencies required in service planning education.

Class, B. (2026). **Feuille de route ministérielle française pour le numérique en enseignement supérieur et en recherche : mesures pour les ressources éducatives libres et l'éducation ouverte. Entretien avec Luc Massou et Pierre Boulet**. *Médiations et médiatisations*, (23), 269-280. https://doi.org/10.52358/mm.vi23.508
The French government's 2023-2027 roadmap for digital technology in higher education and research sets out 26 measures aimed at reinforcing five principles: sovereignty, security, digital responsibility, open data, and the use of cloud computing. Among these, Measures 9 and 10 focus on promoting open educational resources (OER) and developing a national strategy for open education. These actions are coordinated by Luc Massou (University of Lorraine, France) and Pierre Boulet (University of Lille, France) within the framework of the Digital Committee for Student Success and Institutional Agility (COREALE), whose role is to steer digital transformation and promote student success. This interview aims to communicate the French ministry's position in the open ecosystem to best support student success. It addresses the foundations, operating methods, stakeholders, and recommendations resulting from Measures 9 and 10.

Coulange, L., Joigneaux, C., Netter, J., & Train, G. (2026). **Does virtual education mean unequal education? The implementation of distance education in French primary schools during lockdown**. *International Journal of Inclusive Education*, *30*(12), 3600-3620. https://doi.org/10.1080/13603116.2025.2592095
Lockdowns introduced as a result of the COVID-19 pandemic led to the closure of many schools around the world and to the introduction of 'distance education'. This paper examines the results of a statistical survey conducted among 859 primary school teachers in France (students aged 3–10 years) to identify the educational practices implemented during lockdown. Among these, the 'virtual classroom' approach allowed for synchronous interaction to be re-established. The study shows that most respondents (79%) encountered difficulties in catering for the study of new areas of learning even if they used the 'virtual classroom' tool. To better understand this phenomenon, an MCA approach combined with a hierarchical analysis highlighted four distinct groups of teachers linked to the age and social class of the students attending the schools and the quality of teachers' relationships with parents during the period of distance learning. These relationships are found to have been impacted by forced parental demobilisation driven by the difficulties involved in coming to terms with the realities of distance education. Ultimately, in requiring buy-in to binding conditions, the virtual classroom tool was seen above all as an effective way of maintaining a relationship with students and encouraging interactions between them.

Dai, J., Choi, J. K., & Wang, M. (2026). **Designing LLM-powered virtual students with nonverbal behavior in an immersive VR classroom: Exploring pre-service teachers' perceived affordances for classroom management practice**. *Education and Information Technologies*, *31*(16), 8545-8572. https://doi.org/10.1007/s10639-026-14123-9

Pre-service teachers (PSTs) often lack adequate opportunities for classroom management practices, particularly in the highly dynamic context of early elementary education. While virtual reality (VR)-based simulation offers a promising alternative, current systems are often limited to semi-automatic interaction, oversimplified generic virtual student design, a text-based modality, and a narrow focus on misbehavior modeling. These limitations compromise the simulations' capacity to represent classroom complexity and support the natural interactions essential to classroom management practices, thereby reducing PSTs' sense of presence and engagement. To address these issues, we present SimKids, a novel multi-agent system that utilizes large language model (LLM) and VR, incorporating Big Five Personality Traits and nonverbal behavior design, for classroom management training in early elementary contexts. This study adopts a qualitative, exploratory design to examine pre-service teachers' experiential engagement with the system. We evaluated SimKids with 27 PSTs in a simulated teaching task and collected their feedback through one-on-one, semi-structured interviews. Findings show that PSTs recognized the virtual students' authenticity and valued the system's support for their sense of teaching presence, psychological safety, and reflective engagement with classroom management practices. Their suggestions for integrating socio-cultural elements further revealed a modern conception of classroom management that extends beyond behavior control to address contemporary educational challenges. Our research highlights the perceived affordances of integrating LLMs and VR in multi-agent teaching simulations and provides potential directions for the design and research of classroom management teaching simulation systems.

Damar, S., & Hancerliogullari Koksalmis, G. (2026). **Integrating metaverse technologies in medical education: examining acceptance factors among current and future healthcare providers**. *Education and Information Technologies*, *31*(16), 7957-8001. https://doi.org/10.1007/s10639-026-14097-8
This study examines behavioral intention to use healthcare metaverse platforms among medical students and physicians in Turkey, where such technologies remain at an early stage of adoption. A complementary multi-theoretical framework is developed drawing on Innovation Diffusion Theory, Embodied Social Presence Theory, the Interaction Equivalency Theorem, and the Technology Acceptance Model, and is tested using partial least squares structural equation modeling (PLS-SEM). Survey data from 718 participants indicate that satisfaction, perceived usefulness, perceived ease of use, learner–teacher and learner–learner interactions, and technology readiness are positively associated with behavioral intention, whereas technology anxiety and perceived complexity are negatively associated. Learner–teacher and learner–learner interactions strongly predict satisfaction, which in turn increases behavioral intention. Perceived ease of use fully mediates the relationship between technology anxiety and perceived usefulness. Technology anxiety does not significantly moderate the effects of perceived usefulness or perceived ease of use on behavioral intention. The model explains 71.8% of the variance in behavioral intention; this value is interpreted cautiously and considered alongside theoretical coherence and path-level relationships. Practical implications are offered for educators, curriculum designers, and developers seeking to integrate metaverse platforms into healthcare training in digitally transitioning educational systems.

de la Hoz-Ruiz, J., Chaker, R., Fernández-Terol, L., & Olmo-Extremera, M. (2025). **A Review About the Effects of Digital Competences on Professional Recognition; The Mediating Role of Social Media and Structural Social Capital**. *Societies*, *15*(7), 194. https://doi.org/10.3390/soc15070194
This article investigates how digital competences contribute to the production of social capital and professional recognition through a systematic review of international literature. Drawing on 62 peer-reviewed articles indexed in Web of Science, Scopus, and ERIC, the review identifies the most frequently mobilized theoretical frameworks, the predominant types and sources of recognition, and the associated dimensions of social capital. The findings reveal a growing emphasis on communicative and network-based digital competences—particularly digital communication, information management, and virtual collaboration—as key assets in professional contexts. Recognition is shown to take predominantly non-material, extrinsic, and

visibility-oriented forms, with social media platforms emerging as central sites for the performance and circulation of digital competences. The results indicate that social media proficiency has become a central determinant of social recognition, favoring individuals who possess not only digital fluency but also the ability to strategically develop and mobilize their networks. This dynamic reframes signal theory in light of today's platformed ecosystems: recognition no longer depends increasingly on one's capacity to render competences legible, visible, and endorsed within algorithmically mediated environments. Those who master the codes of visibility and reputation-building online are best positioned to convert recognition into social capital and professional opportunity.

de Céglie, A., & Pélissier, C. (2026). **La représentation des IA génératives auprès d'un public de collégiens**. *Ludovia*. Consulté à l'adresse https://hal.science/hal-05743407
Dans les systèmes éducatifs, l'enseignement et l'apprentissage de l'intelligence artificielle générative (IAg) demeurent encore faiblement institutionnalisés. Néanmoins, l'essor récent de ces technologies a favorisé l'émergence de pratiques renouvelées, tant chez les élèves que parmi les professionnels de l'éducation. Face à cette évolution rapide, la France s'est dotée d'un cadre d'usage de l'IAg en éducation (Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, 2025). Dans la rédaction de toutes ces recommandations, un enjeu majeur persiste, celui de l'appropriation de ces savoirs et de ces usages, non seulement par les élèves, mais plus largement par l'ensemble des acteurs du système éducatif. À cet enjeu, un défi reste aussi à surmonter, celui de la question de l'identification des savoirs encore insuffisamment stabilisés. Ainsi, dans cette recherche, nous avons essayé de comprendre comment les collégiens se représentent et s'approprient l'IA dans leur cursus scolaire. Lorsque l'on parle de représentation, nous entendons « cette forme de connaissance de sens commun socialement construit et partagée, qui contribue à la création d'une réalité commune pour un groupe ou une société donnée (Moscovici et al., 1961, Jodelet, 1984). Construction éducative (par l'école) mais aussi sociale (familiale) qui permet chez nos collégiens de construire socialement une représentation de la réalité. Pour cela, nous avons mené une enquête par questionnaire auprès deux collèges, ayant des contextes différents (apprentissage, privé vs public, numérique et non numérique). Ce questionnaire reposé sur des questions orientées autour de plusieurs axes : la manière dont les collégiens se représentent l'IAg, leur perception dans leur orientation future, si elle a un impact sociétal et sur leurs usages. Lors de cette conférence, nous présenterons les résultats de cette étude.

Deng, R., Zhang, Z., Yu, X., Jiang, M., & Wang, Y. (2026). **Real versus AI-generated instructors and human versus synthetic voices in educational videos: Impacts on perceived human-likeness, motivation, and knowledge retention**. *Education and Information Technologies*, *31*(15), 7275-7304. https://doi.org/10.1007/s10639-026-14085-y
Advances in artificial intelligence (AI) have facilitated the development of AI-generated instructors and synthetic voices for use in educational videos. While existing research often categorizes instructors as either real or AI-generated and voices as either human or synthetic, this binary classification may not fully capture the complexity of learners' perceptions in multimedia learning. This study identifies perceived human-likeness as a key psychological construct and examines how different combinations of instructor type (real vs. AI-generated) and voice type (human vs. synthetic) influence learners' perceived human-likeness, motivation, and knowledge retention. A 2 × 2 between-subjects experimental design was adopted, with 130 participants randomly assigned to 1 of 4 conditions: (1) real instructor with human voice, (2) real instructor with synthetic voice, (3) AI-generated instructor with human voice, or (4) AI-generated instructor with synthetic voice. The results showed no direct effects of either instructor or voice type on motivation and knowledge retention. However, mediation analysis revealed a significant indirect pathway: AI-generated instructors were perceived as less human-like than real instructors, which reduced learners' motivation and, in turn, undermined knowledge retention. These findings have practical implications for educators and instructional designers. While AI-generated instructors

offer scalable and cost-effective options for video production, their perceived human-likeness should be carefully considered to support learners' motivation and cognitive outcomes.

Ding, A.-C. E., Shi, L., Lee, I. H., Demirata, A., Cha, E., Zhu, Z., & Yang, H. (2026). **Investigating the impact of learning modes and instructional sequences of VR-integrated station activities on science learning from the multimodal perspective**. *Education and Information Technologies*, *31*(16), 8991-9024. https://doi.org/10.1007/s10639-026-14137-3
This study explores the impact of different VR learning modes (direct vs. vicarious) and instructional sequences (VR-Reading vs. Reading-VR) on middle school students' science learning outcomes and transmodal moments during VR-integrated station activities. Using a mixed-methods design, the research involved 85 seventh-grade students, including multilingual learners (MLs) and English-first-language learners (EFLLs), who participated in a week-long unit on science lab safety and equipment. A 2 × 2 × 2 quasi-experimental design was employed to examine the effects of VR learning modes or instructional sequences across learner types on science learning outcomes. In parallel, multimodal interaction analysis was conducted on video data from 16 focal participants to examine transmodal moments—instances in which meaning shifted across communicative modes and activities—and their associations with learning outcomes. Quantitative analysis revealed that the direct learning mode resulted in significantly higher knowledge gains compared to the vicarious learning mode. Additionally, there was an indication of a potential interaction between VR learning mode and learner types; however, this observation should be interpreted with caution due to the limited number of MLs and the small effect size. Instructional sequences did not significantly affect learning outcomes. Qualitative analyses showed that the direct learning mode afforded more frequent modal shifts and richer multimodal engagement, while MLs exhibited more transmodal moments in the VR–Reading sequence. However, these transmodal moments did not fully mitigate existing power dynamics between EFLLs and MLs, with EFLLs remaining more dominant in collaborative meaning-making. Overall, the findings suggest that the direct learning mode enhances science learning outcomes by deepening multimodal integration, and that promoting equitable participation for MLs in VR-based collaborative settings may require intentional role assignment and transmodal scaffolding. Implications for designing inclusive, immersive, and multimodal science learning environments are discussed.

Drot-Delange, B. (2026). **Sensibilités et formes de délégation à l'IA générative : analyse de récits problématisés**. *Revue internationale du CRIRES : innover dans la tradition de Vygotsky*, *9*(1), 36-50. https://doi.org/10.51657/xw3ymn71
The corpus studied in this article brings together 33 narratives where users question their own use of generative AI (IAg), and in particular conversational AI (cIA), whether in an academic, professional or personal contexts. It focuses on participants' experiences and the forms of delegation to cAI – ranging from substitution to cooperation, and even refusal. The analysis is grounded in three concepts: the share of self engaged in or delegated through the interaction (Spach, 2025); registers of activity, which capture the broad orientations that shape interactions with cAI; and sensitivity to (Récopé et al., 2013). These concepts are applied to the narrative analysis using a mixed coding approach (Paillé and Mucchielli, 2016). The results reveal four dominant activity registers – operational economy, epistemic vigilance, subjectivation and self-preservation, and axiological coherence – and six distinct sensitivities to that explain why the same task performed with the cAI can be experienced differently from one person to another. The study shows that epistemic agency is not a stable property of individuals, but rather a potentiality that is activated or inhibited depending on the dominant sensitivity to and the configuration of the situation. The study underscores the importance of designing educational interventions that activate sensitivities conducive to critical reflection and vigilance.

Elliott, I., & Figuière, C. (2026). **Imaginer l'avenir de l'enseignement supérieur : conception d'un atelier REL portant sur la pensée prospective et l'intégration de l'IA**. *Médiations et médiatisations*, (23), 134-155. https://doi.org/10.52358/mm.vi23.499

This article presents a workshop and its facilitation guide in the form of an Open Educational Resource (OER), aimed at exploring the future of Higher Education through the integration of foresight thinking and generative AI (GenAI). The workshop, designed for the postsecondary ecosystem, is intended for all its members. It uses the "Futures Wheel" method to guide participants in collaboratively identifying upcoming trends and signals of change and imagining their direct and indirect repercussions. Working in small groups and with the help of generative AI tools, participants will create, reflect on, and respond to possible futures.

El-Yamri, M., Alvarez, I. M., & Manero, B. (2026). **Emotion-related responses in VR classroom simulations: An AI-based analysis of preservice teachers' conflict management**. *Education and Information Technologies*, *31*(16), 8899-8926. https://doi.org/10.1007/s10639-026-14140-8
This exploratory study examines the potential of artificial intelligence (AI)-based emotion analysis to inform teacher education by analysing preservice teachers' emotion-related responses during classroom conflict management in virtual reality (VR) simulations. Twenty-two preservice teachers completed three VR scenarios depicting escalating classroom conflicts, generating 66 scenario-based units of analysis. Emotion-related patterns were derived from AI-based analysis of vocal data from the simulations and post-scenario interviews and were considered alongside qualitatively coded coping strategies based on Thomas and Kilmann's conflict-management framework. The findings provide exploratory indications of dynamic and context-sensitive emotional patterns across scenarios, with Emotional Ambivalence and Emotional Conflict frequently identified at the beginning of the simulations, increased Negative emotions during conflict escalation, and heterogeneous emotion-related profiles after participants implemented coping responses. The comparison between simulation data and post-scenario interviews also revealed discrepancies between AI-derived emotion-related indicators and participants' retrospective self-reports. Overall, the study highlights the potential of combining VR and AI-based analysis as a multimodal approach to investigating emotionally demanding teaching situations and to supporting research on conflict management in teacher education.

Fang, X., Yang, Z., Niu, J., & Mazhar, B. (2026). **The influence of AI literacy and dependency on innovative behavior: a multiple mediation-based analysis**. *Education and Information Technologies*, *31*(16), 8461-8492. https://doi.org/10.1007/s10639-026-14113-x
Artificial intelligence (AI) is increasingly integrated into learning and work, but its association with innovative behaviour remains incompletely understood. Drawing on a sample predominantly composed of higher education students (over 93% undergraduates and postgraduates), this study examines the influence of two core variables, AI literacy and AI dependency, on innovative behavior through a multiple mediation model that incorporates critical thinking awareness, self-regulated learning, and psychological need satisfaction. It adopts a cross-sectional survey design. Questionnaires were distributed via the Credamo platform with regional and gender quotas, using adapted established scales. Data were analyzed using structural equation modeling and bootstrap mediation tests. The quantitative analysis of 910 valid questionnaires reveals that both AI literacy and AI dependency have significant positive associations with innovative behavior, with the positive association of AI literacy being more pronounced. Specifically, AI literacy shows significant indirect associations with innovative behavior through three pathways: increased critical thinking awareness, enhanced self-regulated learning, and greater psychological need satisfaction. In contrast, the indirect associations of AI dependency are weaker. The theoretical contributions are twofold. This study offers a preliminary perspective on "technology-enabled innovation" by jointly examining AI dependency and AI literacy within a unified framework, and it reconceptualizes AI dependency (within the context of our sample and operationalization) not as a passive or compulsive behavior, but as an active and purposeful integration of AI tools to augment cognitive and operational capacities. The practical contribution lies in providing an empirical basis for prioritizing AI literacy development and for constructing AI-enabled innovation management models that leverage both literacy and strategic dependency.

Favre, S., Class, B., & Szilas, N. (2026). **L'éducation ouverte et libre à l'épreuve de la justice cognitive : vers une coconstruction transformative des savoirs en enseignement supérieur**. *Médiations et médiatisations*, (23), 19-37. https://doi.org/10.52358/mm.vi23.497
Open Education (OE) is generally portrayed as fostering the democratization of access to knowledge and equity in higher education. However, this vision obscures the persistence of systemic inequalities, particularly those arising from the logic of the gift or from the neoliberal instrumentalization of openness. Resource sharing is systematically promoted in a positive light, with only a few scholars raising the issue of cognitive justice. This article aligns with this line of inquiry by proposing levers that may foster the emergence of knowledge co-construction practices. Drawing on a non-systematic literature review combined with a critical analysis, the approach builds on the conceptual contributions of Von Humboldt's notion of Bildung as well as on the epistemologies of the South. The identified levers for OE grounded in cognitive justice call for the development of epistemic, pedagogical, and technical forms of knowledge to break with the systemic reproduction of North–South asymmetries.

Fericelli, L., & Tadlaoui-Brahmi, A. (2026). **Représentations genrées des enseignant·e·s en lien avec le numérique : regards croisés France/Suisse**. *Swiss Journal of Educational Research*, *48*(2), 212-223. https://doi.org/10.24452/sjer.48.2.4
Cette recherche explore les représentations genrées du numérique chez dix-sept enseignant·e·s du primaire en France et en Suisse. Celles-ci distinguent des rapports au numérique différenciés selon le sexe : les filles sont associées à des usages communicationnels et relationnels, les garçons aux jeux vidéo et aux aspects techniques. Cette différenciation s'accompagne d'une hiérarchisation implicite valorisant les pratiques masculines, prolongeant ainsi la division sexuée des savoirs (Mosconi, 1994, 2005). Les explications oscillent entre naturalisation et lecture critique des différences. Ces représentations, toutefois, varient selon les contextes (contextes pédagogiques, sensibilité individuelle) et soulignent l'enjeu d'une formation et des curricula sensibles aux enjeux d'égalité.

Feroz, H. M. B., Yi, X., Zhiying, L., & Zulfiqar, S. (2026). **Generative AI in education: unlocking new frontiers in student learning: a STEM perspective**. *Education and Information Technologies*, *31*(15), 6645-6668. https://doi.org/10.1007/s10639-026-14055-4
This study aims to explore the impact of GenAI tools on students' learning performance. Drawing on self-determination theory, this study examines the serial mediation of individual absorption capacity between GenAI and learning performance. Additionally, this study incorporates psychological well-being as a moderator in determining the absorptive capacity for learning performance. Given the technological competency inherent in STEM education, this study specifically investigates how novel GenAI tools can augment STEM students' capacity to effectively acquire and exploit these tools within the educational ecosystem in order to enhance their learning outcomes. To test this, we employed a two-wave time-lagged technique for data collection, and the sample included 419 STEM students in time lag 1 and 394 during time lag 2. Data were collected from Chinese universities in Liaoning and Anhui Provinces. PLS-SEM was used to test the hypotheses. The findings revealed that GenAI tools strongly influence the individual absorption capacity of students. Additionally, individual absorption capacity serially mediates the relationship between GenAI and learning performance, and it shows full mediation. Furthermore, the direct association between GenAI and learning performance showed insignificant results, which implies that an individual's absorption capacity is an important determinant for enhanced learning outcomes of students. Furthermore, the study revealed that psychological well-being negatively moderates the relationship between individual absorption capacity and learning performance of STEM students. Thus, this study suggests that STEM students have the ability to absorb GenAI tools but lack the ability to implement those tools for enhanced learning outcomes. These results provide valuable implications for policymakers and higher education institutions to incorporate digital education and training in the curriculum to improve the learning outcomes of STEM students. In the end, future research may inquire into motivational

or affective factors aimed at improving the psychological well-being of STEM students that can reshape GenAI effectiveness in an educational context.

Fidjeland, A., & Wiborg, V. S. (2026). **Demand for online teaching – evidence from a survey experiment**. *Education Economics*, *0*(0), 1-23. https://doi.org/10.1080/09645292.2026.2740217
Online courses and programs provide higher education institutions with cost-effective approaches to serve many students at once. We use data from a vignette experiment conducted within a large-scale survey in Norway to explore how the prospect of more online instruction affects students' motivation, expected learning outcomes, and study progression. We find a negative relationship between the extent of online teaching proposed in the vignette and students' expected outcomes, particularly as online proportions exceed 50%. Our findings contribute to understanding the role of online instruction in higher education, providing empirical evidence on students' preferences and implications of online education models.

Fournier, C., & Laroussi, M. (2026). **Créer, innover, partager : un processus de travail autour de l'intelligence artificielle pour produire des ressources éducatives libres accessibles à tous et toutes**. *Médiations et médiatisations*, (23), 209-229. https://doi.org/10.52358/mm.vi23.486
Education is a strategic lever for achieving several Sustainable Development Goals (SDGs) as set out by the UN. However, it is being rolled out in a challenging demographic context characterized by a growing demand for education in many parts of the world, coupled with a lack of resources, both material (infrastructure, premises) and human (shortage of teachers). In this context, Open Educational Resources (OER) appear to be an educational tool of choice for promoting access to and dissemination of knowledge on a large scale. Generative artificial intelligence (AI) is now reinforcing this potential. Many EdTech companies offer solutions for automatically generating educational content that can be integrated into digital environments (LMS). However, creating high-quality OERs requires more than just the use of technology; it requires a rigorous approach, guided by educational and ethical principles. This article proposes a 10-step workflow for integrating generative AI into the design of OERs. Each step specifies the possible contributions of AI, examples of prompts and tools that can be used, supported by a summary table.

Fute, A., Oubibi, M., Amihere, A., Kangwa, D., & Msafiri, M. M. (2026). **Classroom practices in managing students' misuse of GenAI-powered tools in EFL learning—A SEQ-EXP mixed-methods study**. *Education and Information Technologies*, *31*(16), 8749-8782. https://doi.org/10.1007/s10639-026-14135-5
The widespread adoption of GenAI in higher education is transforming EFL teaching, creating both new opportunities and constraints for teachers. This study used a sequential exploratory (SEQ-EXP), mixed-methods design to examine these emerging dynamics. In Phase One, interviews and focus group discussions with 67 EFL teachers revealed emergent concerns about students' superficial engagement, declining motivation, and erosion of teachers' professional authority. Teachers also exhibited institutionally divergent practices in dealing with students' misuse of GenAI, suggesting that their practices were underpinned by latent institutional and psychological determinants that exceeded the explanatory sufficiency of qualitative evidence alone. In Phase Two, therefore, a systematic construct-mapping procedure was employed, using the Phase One thematic template as an analytical lens to guide targeted literature searches. This process identified theoretical constructs that could explain the practice variability observed in Phase One. The analysis identified three core factors: perceived institutional support, teacher psychological safety, and principled pedagogical innovation (a construct adapted and re-conceptualized from the organizational literature for educational context) as instrumental in shaping teachers' adaptive behaviours and satisfaction in technology-mediated contexts. Finally, Phase Three employed a large-scale survey of 827 EFL teachers from various Chinese universities to validate the proposed structural pathways empirically. The findings indicated that the three factors identified in Phase Two were significant predictors of teachers' innovative behaviours and instructional satisfaction. The study offers a coherent integrative framework that

links classroom-level challenges, teachers' adaptive practices, and institutional conditions in the GenAI era. In practice, it provides actionable insights to enhance psychological safety, promote professional development, and implement supportive policies that foster responsible GenAI integration and sustain teachers' motivation and innovation.

Galindo-Domínguez, H., Delgado, N., Losada Iglesias, D., & Sainz de la Maza, M. (2026). **When university students' insecurities drive them to rely excessively on Artificial Intelligence: Relationship between fear of failure, self-esteem, social support and ChatGPT dependence**. *Education and Information Technologies*, *31*(16), 8291-8310. https://doi.org/10.1007/s10639-026-14106-w
In learning processes, students with a high fear of failure and low self-esteem may be more inclined to use technologies like artificial intelligence (ChatGPT…) to avoid making mistakes, potentially even developing a dependency on such tools. However, it is believed that having peers and teachers who help these students build confidence and receive support to overcome failure could act as a buffer against attachment to technological tools like ChatGPT. To test this hypothesis, 467 university students participated by completing a series of scales to measure their fear of failure, self-esteem, peer support, teacher support, and dependency on ChatGPT. Following a moderated mediation analysis, the results revealed that the initial hypothesis was not supported. Indeed, higher levels of fear of failure and lower levels of self-esteem did not lead to an increase in ChatGPT dependence. Likewise, social support from peers and teachers did not influence the previously mentioned relationship.

Garcia, M. B. (2026). **Embedding stealth assessment in metaverse-based training for PC building: advancing technical education using evidence-centered design**. *Education and Information Technologies*, *31*(15), 7215-7247. https://doi.org/10.1007/s10639-026-14072-3
Technical and Vocational Education and Training (TVET) programs require reliable methods to teach and assess performance-based skills in authentic contexts. Immersive platforms such as the metaverse offer promising environments for simulating real-world tasks and providing scalable training opportunities. In these technology-rich settings, stealth assessment is recognized as a psychometrically sound and theoretically grounded approach. However, its application has been largely confined to video games and primarily in contexts emphasizing creativity and collaboration. This study broadens that scope by embedding stealth assessment within a metaverse environment to develop and evaluate technical competencies in PC building. Guided by evidence-centered design, a two-part investigation examined (1) the suitability of stealth assessment in a metaverse context and (2) the effectiveness of metaverse-based training in improving learning outcomes and facilitating skill transfer. Undergraduate students from computing and engineering programs engaged in structured PC-building scenarios within the metaverse, where their performance was tracked through automated event logs, validated against expert evaluations, and analyzed using inferential statistical methods. Results indicate that embedding stealth assessment in the metaverse enabled reliable and unobtrusive evaluation of learners' technical competencies. Metaverse-based PC-building training yielded higher learning gains than traditional methods, and learners demonstrated the ability to transfer skills from virtual tasks to physical PC-building. Overall, these findings offer evidence-informed insights for educators, researchers, and policymakers on integrating immersive technologies and embedded assessments in technical education and vocational training.

Gharaibeh, M., Ayasrah, M. N., Khatib, A. J. A., & Khasawneh, M. A. S. (2026). **Assessing perceived creative fluency in gifted high school students: development and validation of a technology-enhanced learning scale (PCFS-GHS)**. *Education and Information Technologies*, *31*(15), 6927-6950. https://doi.org/10.1007/s10639-026-14067-0
The integration of technology-enhanced learning into gifted education is expanding globally. However, culturally validated instruments for assessing students perceived creative fluency in this context remain limited. This study aimed to evaluate the psychometric properties of the Perceived Creative Fluency Scale for Gifted High School Students (PCFS-GHS) in Jordan. An

exploratory sequential mixed-methods design was used, and 816 gifted high school students participated in the quantitative validation phase. The scale was examined using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). Internal consistency was assessed using Cronbach's alpha and McDonald's omega. Convergent and discriminant validity were evaluated using Composite Reliability (CR), Average Variance Extracted (AVE), inter-construct correlations, √AVE, MSV, and ASV. Factor analysis revealed a five-factor structure—Digital Ideational Fluency, Applied Visualization and Adaptive Implementation, Interdisciplinary Synthetic Creativity, Imaginative Foresight and Simulation, and, Cognitive Flexibility and Rule Redefinition—which explained 70.47% of the total variance. CFA results indicated acceptable model fit ($\chi^2/df = 3.40$; CFI = 0.918; TLI = 0.910; RMSEA = 0.077; SRMR = 0.051). The scale demonstrated high internal consistency across subscales (Cronbach's $\alpha = 0.912–0.978$; McDonald's $\omega = 0.899–0.946$). The PCFS-GHS is a valid and reliable instrument for assessing perceived creative fluency in technology-enhanced learning environments, with strong potential for research and educational applications.

González-Gómez, A. M., Cebollero-Salinas, A., & Hernández, S. O. (2026). **Online and offline socio-emotional competencies and academic performance: the role of social media use in adolescents**. *European Journal of Psychology of Education*, *41*(3), 116. https://doi.org/10.1007/s10212-026-01179-x
Adolescents increasingly navigate offline and online communication environments simultaneously, often using several social media platforms at once. Socio-emotional competencies are thus crucial in online and offline contexts. This study investigates the impact of offline socio-emotional competencies, online socio-emotional competencies (e-COMs), and the number of social media platforms on academic achievement in Colombian adolescents. Data were collected from a sample of 303 Colombian secondary school students (10–14 years old, M = 11.8, SD = 1.48). To examine direct and indirect effects, path analysis was applied. Results showed significant connections between offline socio-emotional competencies and e-COMs, which, in turn, predicted academic performance. Additionally, the number of regularly used social media platforms negatively impacted academic performance. Notably, we observed an indirect effect of offline socio-emotional competencies on academic performance through e-COMs, alongside significant overall effects. This study's findings offer insights into the interplay between online and offline socio-emotional competencies, highlighting the need for targeted educational interventions to enhance academic performance. Implications include the need for educational programs designed to strengthen socio-emotional competencies and encourage responsible online engagement. This study contributes to the international literature by providing evidence from a Latin American context, expanding the cultural breadth of research on emotional development and academic outcomes in digitally connected youth.

Gouar, N. E. (2026). **Usage des outils numériques open source et ressources éducatives libres dans l'apprentissage des langues au Maroc : pratiques enseignantes et apprentissage autonome**. *Médiations et médiatisations*, (23), 56-81. https://doi.org/10.52358/mm.vi23.484
This study explores the use of open-source digital tools and open educational resources (OER) in language learning, with a focus on teaching practices and students' autonomous learning strategies. Conducted across several institutions of Hassan First University, the research follows a mixed-methods approach combining semi-structured interviews with 12 teachers and a questionnaire answered by 215 students. Findings reveal a growing but uneven use of OER, often hindered by lack of training, time, and infrastructure. Students frequently turn to online platforms (YouTube, Duolingo, ChatGPT, etc.) for self-directed learning, though they face challenges with motivation, consistency, and self-assessment. The study highlights the need for active pedagogical mediation to ensure effective integration of OER into teaching practices and calls for the development of contextually adapted resources within a more inclusive educational framework.

Graf, L., Bassner, P., Anzinger, M., Dietrich, F., Krusche, S., & Poquet, O. (2026). **Interactive learning dashboards: rethinking learning visualisations as engagement tools**. *Education and Information Technologies*, *31*(15), 7715-7741. https://doi.org/10.1007/s10639-026-14082-1
Learning Analytics Dashboards (LADs) have shown limited impact on student outcomes, often functioning as static visualizations. In this paper, we present a case study reimagining LADs as interactive tools that promote student engagement. Namely, we extend a conventional LAD with a Large Language Model (LLM)-powered pedagogical agent and an interactive Judgement of Learning (JoL) feature to support students' awareness of their study progress. The pedagogical agent engaged students in conversations about their learning data, while the JoL feature required self-assessment before viewing system metrics, encouraging learners' calibration of their judgement. This interactive LAD (ILAD) was implemented in a university programming course with three randomly assigned conditions: no agent, a "telling" agent providing information about learner data, and an "eliciting" agent asking questions about learner data. The case study reports on the data collected over five weeks from thirty students paid to regularly use the ILAD within their computer science course. Data analysis from this small sample showed that the students in the "elicit" condition engaged in more reflection and more accurately judged their own mastery. This study highlights ILADs' potential to foster student engagement with learning data and improve metacognitive outcomes, offering new directions for learning dashboard design.

Gulmus Yelmen, M., & Turel, Y. K. (2026). **The effect of teaching provided through interactive infographics on the social skills of children with intellectual disabilities**. *International Journal of Inclusive Education*, *30*(12), 3584-3599. https://doi.org/10.1080/13603116.2025.2591686
This study aims to explore the effects of interactive infographic-based instruction on the social skills of preschool children (aged 60–72 months) with mild intellectual disabilities. The interactive infographic, developed specifically for the research, was employed using the direct teaching method to facilitate the learning of social skills typically acquired by children through natural observation. The research utilised an ABA design, a single-subject experimental model, involving three preschool children with mild intellectual disabilities (one female, two males) within the specified age range, as well as their teachers. The study spanned an initial teaching phase, followed by post-implementation assessments at two and three weeks to evaluate skill retention. Findings indicated a significant improvement in the social skills of the participants following the interactive infographic-based instruction delivered through the direct teaching approach. These improvements were observed to be largely maintained during the follow-up assessments, suggesting the effectiveness of the intervention in fostering long-term skill acquisition. The study concludes that interactive infographic-based instruction can effectively enhance the social skills of young children with mild intellectual disabilities. Teacher interviews further supported these findings, providing positive social validity data and affirming the practical applicability and benefits of the instructional approach used.

Gürel, A. H., & Arslan, K. (2026). **Preschool teachers' attitudes toward artificial intelligence in Türkiye: a cross-regional study**. *Education and Information Technologies*, *31*(16), 8441-8459. https://doi.org/10.1007/s10639-026-14122-w
This cross-regional study explores preschool teachers' attitudes toward artificial intelligence (AI) in Türkiye, focusing on their attitudes perceptions, and openness to AI integration in early childhood education. Drawing on data from 405 teachers across all seven geographical regions of Türkiye, the study employed a demographically diverse sample whose gender distribution closely reflects national statistics. Data were collected using a demographic questionnaire and the General Attitude Scale Toward Artificial Intelligence. In this study, the relationships between demographic variables and behavioral factors (AI usage and AI-related training) were examined using correlation analysis, and the findings were interpreted within a relational rather than a causal framework. Findings indicate that preschool teachers generally hold positive attitudes toward AI, particularly recognizing its educational benefits and potential to improve daily life. However, some reservations persist regarding ethical concerns and the preference for human

interaction in early learning settings. Statistical analyses revealed significant differences in attitudes based on factors such as education level, region, professional experience, type of institution, digital technology competence, daily internet use, and taking educational technology courses. Younger teachers and those with higher digital competence or frequent use of AI tools demonstrated more favorable perceptions. It is understood that examining only demographic factors is not sufficient; when behavioral factors (such as internet and technology use and participation in training) are also analyzed and evaluated in relation to demographic variables, the factors influencing AI attitudes can be identified more reliably. This, in turn, strengthens the validity and robustness of the study's findings. These results suggest that while early childhood educators are open to adopting AI technologies, targeted professional development and equitable access to technological resources are essential to support effective implementation. Implications for policy, teacher training, and future research are discussed.

Gutentag, T., Naor, A. P., Medenitzki, R., & Dubovi, I. (2026). **Adaptive prompting for virtual reality learning: a multimodal study grounded in construal level theory**. *Education and Information Technologies*, *31*(15), 6985-7007. https://doi.org/10.1007/s10639-026-14077-y
As virtual reality (VR) becomes more widely adopted for instructional purposes, research also shows that VR-based learning can be emotionally involving and cognitively demanding, creating a need for instructional supports that respond to learners' changing cognitive-emotional states. This two-group quasi-experimental quantitative study examined whether adaptively delivered proximity-framed prompts support emotional engagement during VR-based learning. Grounded in construal level theory, the prompts were designed to reduce psychological distance and increase immediate personal relevance at moments of disengagement. Seventy-seven volunteer undergraduate nursing students learned with a desktop VR-based medication administration simulation and were allocated by interval sampling to either adaptive proximity prompts (n = 35) or no prompts (n = 42). The system triggered prompts in real time using participant-specific indicators derived from facial expression analytics and blink-rate data. Emotional engagement was measured continuously using facial-expression measures, prompt responses were coded for psychological distance across social, temporal, spatial, and hypotheticality dimensions, and declarative and procedural knowledge were assessed with a knowledge test. Main analyses included linear mixed-effects models, Spearman correlations, and paired and independent-samples t tests. Both groups showed gains in declarative and procedural knowledge. Compared with the control condition, the adaptive-prompt condition showed shorter expression times for surprise and fear, with the reduction in surprise especially evident during procedural phases. Lower psychological distance in prompt responses was also associated with lower surprise and fear during procedural learning. Although no between-group differences emerged in immediate posttest performance, the findings show that adaptive proximity prompts can reshape the emotional profile of VR learning.

Hsieh, C.-C., Song, Y., Li, H.-C., & Lee, M.-H. (2026). **Professional learning communities make a difference: impact of leadership style on ICT use in teaching**. *Education and Information Technologies*, *31*(15), 6813-6839. https://doi.org/10.1007/s10639-026-14059-0
In the context of the growing integration of digital technologies into classroom instruction, understanding how school-level conditions shape elementary school teachers' use of information and communication technology (ICT) has become an important issue in educational technology research. This study examines the influence of school leadership on elementary school teachers' ICT use in teaching, with particular attention to the mediating role of professional learning communities. Using data from principals and teachers in the Taiwan sample of the 2018 Teaching and Learning International Survey, this study employs a multilevel design with teachers nested within schools and analyzes the data using hierarchical linear modeling. The results show that professional learning communities are positively associated with elementary school teachers' ICT use in teaching. Distributed leadership does not exert a direct effect on teachers' ICT use, but operates indirectly through professional learning communities. In contrast, instructional leadership shows both direct and indirect effects. These findings extend existing

research on school leadership and technology integration by showing that different leadership approaches influence elementary school teachers' instructional use of ICT through distinct pathways, with professional learning communities serving as a key organizational mechanism linking school leadership to classroom-level technology use.

Huong, N. T., & Giam, N. M. (2026). **Digital Transformation Management in Teaching at High Schools in Ho Chi Minh City: From Perception and Implementation Practice to Influencing Factors**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 261-271. https://doi.org/10.59324/ejahss.2026.3(5).21
Research on perception status, practices of implementation, management of School Directorates and factors affecting digital transformation in teaching at high schools in Ho Chi Minh City. Data were collected through questionnaire administration to a sample of 200 respondents consisting of 50 educational managers and 150 teachers from five public high schools during 2023–2026 and in-depth interviews and product analysis. The data were analyzed with SPSS software. The results show that the level of perception of educational managers and teachers has reached a very high level (M = 4.33–4.38). Practice of implementation has reached a solid baseline (M = 3.26–3.51), with considerable progress in administrative digitalization and basic digital instructions. The future growth opportunities are advanced pedagogical formats such as flipped classroom and AI assisted individualised instruction. For infrastructure optimisation, the most important operational priority is managing supporting conditions (M = 3.26). The digital competencies, attitudes and readiness of teachers for innovation and the digital leadership capacity of the School Directorate were identified as key drivers of the digital transformation process. On this basis, the study proposes a synchronized framework to assist schools in transitioning toward digital pedagogical leadership, thereby promoting digital transformation in teaching toward a substantive, high-quality, and sustainable direction.

Jang, Y.-T. (2026). **Digital learning toward virtual world: Investigating the role of parasocial interaction with AI virtual teacher**. *Education and Information Technologies*, *31*(16), 8783-8806. https://doi.org/10.1007/s10639-026-14138-2
As the market for digital learning rapidly expands, artificial intelligence (AI) and virtual reality (VR) technologies have created challenges and opportunities for education. Learning from an AI virtual teacher differs substantially from learning from a human teacher in a physical environment, and these differences are poorly understood. Accordingly, this study developed a model incorporating the concept of parasocial interaction (PSI) to elucidate factors influencing student intentions to learn from AI virtual teachers. The model integrated perceived usefulness (utilitarian value), perceived enjoyment (hedonic value), and intention to use, and five hypotheses were proposed and tested. Moreover, the study created videos of lectures delivered by an AI virtual teacher in a VR environment. Data were collected on 267 digital-native students who viewed the videos, and these data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results revealed that parasocial interaction (PSI) positively and significantly influences both perceived usefulness and perceived enjoyment. Both perceived usefulness and perceived enjoyment were found to have significant and positive effects on learners' intention to use AI virtual teachers. However, PSI itself does not have a direct and significant effect on intention to use; instead, PSI was found to indirectly influence intention to use through perceived usefulness and perceived enjoyment. Additionally, the effect of perceived usefulness on intention to use was greater than the effect of perceived enjoyment on this intention. These findings suggest that PSI functions as an antecedent that indirectly drives technology adoption in the research context. Practically, virtual learning educators and developers should facilitate PSI to support learners' utilitarian and hedonic experiences, thereby promoting their intention to adopt AI virtual teachers.

Kaur, K., & Kaur, K. (2026). **A large scale analysis of usability, security & privacy of mobile learning applications**. *Education and Information Technologies*, *31*(15), 7379-7422. https://doi.org/10.1007/s10639-026-14069-y

Developers can upscale the overall quality and user experience of their mobile applications by leveraging the actionable insights provided by user-posted reviews, which shed light on concerns and satisfaction. App reviews have been used extensively in past research, but their breadth, size, and/or analysis have been constrained and focused mostly on the features, design, and content of learning applications. The goal of this study is to provide a thorough examination of user reviews on two pivotal areas (usability and security & privacy) of mobile learning apps. We present a very extensive investigation and analysis of over 2 million user reviews of 16 shortlisted mobile learning apps targeting various mobile learning domains in this work. The research administered the classification of user reviews into usability and security & privacy after considering various attributes related to both aspects. Based on the analysis of results, showed that users' reviews discussed more usability aspects than the security & privacy side. However, the majority of reviews that deal with security & privacy issues have a negative star rating, whereas the majority of reviews that deal with the usability of mobile learning applications are favorable. By carefully examining a sample of 500 user evaluations from both examined aspects, we were able to validate our findings. The findings of this study present user reviews evaluations and aid the mobile application developer by suggesting some recommendations that would provide more effective, secure, and convenient apps.

Kausch, T., Neely, L., Cox, D., Holloway, K., & Alaeddini, A. (2026). **Machine Learning to Analyze Alternating Treatments Graphs**. *Journal of Behavioral Education*, *35*(3), 1641-1662. https://doi.org/10.1007/s10864-026-09616-z
Alternating treatment designs (ATD) allow practitioners to rapidly compare the effectiveness of multiple interventions without needing long baseline phases. ATDs are typically evaluated using visual analysis and effect size analysis. However, past research suggests that different raters may come to different conclusions when analyzing these graphs. Furthermore, agreement between raters does not equate to accuracy. Artificial Intelligence (AI) technologies may improve the replicability of decision-making while performing adequately with smaller datasets. Within AI, Machine Learning (ML) algorithms can learn patterns and make data-driven predictions. These algorithms can quantify complex, intuitive patterns directly from data that would be difficult or impractical to define explicitly with traditional programming rules. This study investigates the use of ML technology to analyze ATD graphs. Specifically, the researchers examined which feature engineering techniques resulted in predictive performance for an ML model trained on simulated or non-simulated data and tested on non-simulated data. The best-performing models achieved classification accuracy above 90% with type 1 error rates below 15%. Deep neural networks (DNNs) led to the highest accuracy in detecting differentiated effects in ATD graphs while minimizing false positives. These results provide initial evidence that embedding DNNs into analysis of ATD single-case graphs could enhance the replicability of data analysis.

Kaya, E., Kartal, A., Sarıoğlu, S., & Yıldırım, B. (2026). **Teaching nanotechnology to teachers: AI and STEM integrated with flipped learning**. *Education and Information Technologies*, *31*(15), 7173-7214. https://doi.org/10.1007/s10639-026-14070-5
The inherently abstract and interdisciplinary nature of nanotechnology necessitates innovative pedagogical approaches in teacher education. This study examined observed changes associated with the integration of Science, Technology, Engineering, and Mathematics (STEM) education and Artificial Intelligence (AI) applications within a flipped learning model in relation to teachers' entrepreneurship skills, AI awareness, and views on nanotechnology and AI. The study was conducted with 99 teachers selected through purposeful sampling and employed an embedded mixed-methods design. Quantitative data were collected using standardised scales, while qualitative data were obtained through semi-structured interviews. Quantitative findings indicated statistically significant post-intervention increases in teachers' entrepreneurship skills and AI awareness. Qualitative findings complemented these results by showing that teachers developed broader conceptualisations of nanotechnology, recognised its potential for classroom integration, and produced more diverse metaphors after the intervention. Importantly, teachers' responses suggested a shift from passive consumption of content toward more active,

teacher-led instructional design. Teachers created lesson plans and learning artefacts and iteratively redesigned AI-generated content to develop STEM-based nanotechnology activities aligned with classroom realities. This pattern of teacher agency was reflected in post-intervention metaphors such as "Inventor" and "Designer," indicating that teachers positioned themselves as critical decision-makers rather than mere users of technology. Overall, the findings suggest that this integrated model may offer a promising framework for supporting teachers' professional competencies in nanotechnology education.

Kayış, E., & Döğer, M. F. (2026). **From Pilot to Practice: A Multi-Dimensional Examination of an AI-Based Assessment System in Education**. *Education and Information Technologies*, *31*(16), 8671-8702. https://doi.org/10.1007/s10639-026-14124-8
This study investigates the multi-dimensional performance of Notmatix, an AI-powered assessment system, through a mixed-methods design combining quantitative analysis of 764 examination papers with qualitative insights from 67 teachers. The research reveals that AI-assisted assessment is not merely a technical implementation but a complex socio-technical transformation that reconfigures professional identities, institutional power relations, and pedagogical values. Quantitative analysis demonstrated that Notmatix achieved substantial alignment with teacher scoring, evidenced by a strong correlation of 0.80, high reliability with an intraclass correlation coefficient of 0.79, and 90.6% pass-fail classification agreement. However, systematic mean-level bias revealed that Notmatix scored approximately 3 points higher than teachers on average, and individual discrepancies exceeded 10 points in 27.2% of cases, illuminating fundamental tensions between algorithmic logic and pedagogical wisdom. Teachers' accounts revealed that AI systems operate on a behaviorist epistemology, reducing learning to discrete, quantifiable units, whereas teachers engage in interpretive, context-sensitive judgment. Paradoxically, the promise of workload reduction introduced hidden labor, transforming teachers from educators into correctors of algorithmic errors. The findings further revealed profound equity concerns: disadvantaged schools' inferior infrastructure produced systematic scoring disadvantages, while neurodiverse students faced potential exclusion through handwriting recognition biases. The study concludes that successful AI implementation requires not technical refinement alone but a sustained commitment to equitable resource distribution, inclusive design, and the active participation of teachers in shaping how these technologies integrate into practice.

Ke, J., & Gan, Y. (2026). **What impact does AI literacy have on university students' behavioral intention to use generative AI in art education? a quantitative analysis based on the UTAUT model**. *Education and Information Technologies*, *31*(15), 7489-7509. https://doi.org/10.1007/s10639-026-14090-1
In the age of Artificial Intelligence (AI), a significant transformation is taking place in art education for university students. AI literacy has become a crucial element for them to navigate the intricate digital landscape. However, existing AI literacy research has primarily focused on general education, STEM education, or workplace contexts, while studies specifically examining AI literacy in art education and creative learning environments remain relatively limited. This study employed the PLS-SEM method to uncover the factors that influence university students' behavioral intention (BI) to use Generative AI (GenAI), based on the UTAUT model, and to examine the mediating role of AI literacy. This study recruited university students on a voluntary basis who had previously used GenAI to complete art assignments. A total of 703 valid responses were gathered and analyzed using SmartPLS 4 software. The findings revealed that performance expectancy ($\beta = 0.651$, $p < 0.001$), effort expectancy ($\beta = 0.292$, $p < 0.001$), and social influence ($\beta = -0.093$, $p = 0.009$) significantly influenced AI literacy, while AI literacy strongly predicted behavioral intention to use GenAI ($\beta = 0.386$, $p < 0.001$). This research assists educational institutions in understanding how UTAUT-related factors and AI literacy jointly shape students' behavioral intention to use GenAI in art education. It not only offers a valuable reference for constructing an AI literacy framework for university students majoring in art education in the

digital age but also provides a theoretical underpinning for the digital transformation of university art education courses.

Kerimbayev, N., Shadiev, R., & Menlibay, Z. (2026). **Evaluating the hybrid interactive learning with GenAI (HILG) model: a multi-agent framework for enhanced programming education**. *Education and Information Technologies*, *31*(16), 8599-8635. https://doi.org/10.1007/s10639-026-14125-7
The article presents an empirical study to test the effectiveness of the Hybrid Interactive Learning with GenAI (HILG) model in improving the quality of programming education in the context of digital transformation of education. The model is based on the multi-agent interaction of five specialized generative AI systems, each performing a distinct pedagogical function: adapting content, providing explanations, diagnosing errors, generating alternative solutions, and facilitating a learning dialogue. The experiment involved 108 students who were randomly assigned to experimental (n = 54) and control (n = 54) groups. The study lasted 15 weeks, and the results showed statistically significant improvements in the experimental group across a number of indicators: average academic performance increased by 25%, the level of critical thinking rose by 33.3%, and the quality of project work improved significantly in terms of both scores and the degree of autonomy and originality. Multidimensional and correlation analysis revealed key factors of the model's effectiveness: adaptive complexity variation, individualized feedback, and generation of cognitively stimulating solutions. HILG also had a positive effect on motivation, self-confidence, and reduced learning stress. The results confirm the high potential of the HILG model for integrating GenAI into the educational process.

Kırıkçı, A. C., & Sen, S. (2026). **Digital literacy profiles of pre-service social studies teachers in Turkey: a factor mixture modeling approach**. *Education and Information Technologies*, *31*(16), 8337-8370. https://doi.org/10.1007/s10639-026-14117-7
This study examined the digital literacy (DL) profiles of pre-service social studies teachers in Turkey and investigated how background characteristics predict profile membership. Data were collected from 534 participants across six universities using the Digital Literacy Scale. Applying factor mixture modeling, a three-class structure was identified: high (15.9%), moderate (70.2%), and low (13.9%) DL groups. Multinomial logistic regression using the three-step approach revealed that gender, number of siblings, long-term residence, and number of languages spoken significantly predicted membership in the identified DL groups. Female students and those from larger families were more likely to belong to lower DL groups, whereas rural-origin students were associated with the moderate level of DL. Similarly, multilingual students tended to be in the low DL group in this context. Focusing on social studies, a discipline central to digital citizenship education, this research provides the first field-specific latent profile study of pre-service teachers in Turkey. It advances understanding of DL in a developing-country context and offers evidence-based insights for equitable, context-sensitive teacher education programs.

Kumar S, S., Khan, A. K., & Shinde, S. (2026). **Impact of cognitive load reduction in artificial intelligence enhanced in smart education and smart research**. *Education and Information Technologies*, *31*(15), 6669-6700. https://doi.org/10.1007/s10639-026-14046-5
This study investigates how to reduce cognitive load through AI in smart education and research, emphasizing the roles of user technological confidence and ethical transparency by cognitive load theory. The reduction in cognitive load is proposed to enhance user engagement and performance, with user technological confidence acting as a mediator. The research uses quantitative analysis with 360 respondents, including staff, students, policymakers, and administrators. SPSS and SEM using Smart PLS 4.0 software are employed for data analysis. The results bring out the design of AI to improve efficiency and build user confidence. Ethical integrity, thereby maximizing their impact on smart education and research. These findings suggest that organizations and developments must prioritize user-centered and ethically transparent designs to fully understand AI's potential in transforming education research landscapes. The implications of the improving capacity of AI smart education research emphasize the importance of reducing cognitive load and promoting ethical transparency and confidence in technologies.

Furthermore, ethical transparency plays an important role in strengthening user trust and approving AI systems. Transparent AI systems that are clear about data usage, fairness, and decision-making processes can mitigate concerns about misuse and bias, fostering a more trusting and productive relationship between users and technology.

Laurent, M. (2026). **Apprendre à l'université avec l'IAG : Quelle place pour l'effort cognitif ?** *MIAI DayS 2026*. Consulté à l'adresse https://hal.science/hal-05763172

Leroux-Maurais, D. (2026). ***Associations longitudinales entre le type d'activités réalisées sur les écrans mobiles et le développement cognitif et socioémotionnel des enfants d'âge préscolaire*** (Mémoire de Maîtrise en psychoéducation, Université de Sherbrooke). https://doi.org/10.71892/11143/1547

Les écrans mobiles occupent désormais une place importante dans le quotidien des enfants d'âge préscolaire. Aux États-Unis, 93 % des parents rapportent que leurs enfants âgés de 2 à 4 ans utilisent des écrans mobiles, avec un temps d'utilisation moyen d'environ une heure par jour (Rideout et Robb, 2020). Contrairement aux écrans traditionnels, tels que la télévision, les écrans mobiles se distinguent par un usage plus autonome et par la diversité des activités qu'ils permettent, notamment les appels vidéo, la lecture de livres électroniques et différents types de jeux. Dans un contexte où l'utilisation des écrans mobiles chez les jeunes enfants est en constante augmentation et où ces dispositifs présentent des caractéristiques distinctes des écrans traditionnels, il apparaît essentiel de mieux comprendre quelles activités réalisées sur les écrans mobiles sont associées à des risques ou à des bénéfices pour le développement (Mann et al., 2025). Ce mémoire examine la contribution de différentes activités réalisées sur des écrans mobiles (p. ex. regarder des émissions de télévision, jouer à des jeux, lire des livres électroniques, écouter de la musique, prendre des photos et visionner des photos ou des vidéos familiales) sur les habiletés cognitives (fonctions exécutives, capacités langagières, inattention) et socioémotionnelles (contrôle volontaire, réactions de colère et de frustration, hyperactivité) des enfants d'âge préscolaire. Des données longitudinales recueillies entre 2020 et 2023 auprès de 315 enfants ont été mises à contribution dans ce projet. Sept régressions linéaires multiples ont été effectuées afin d'estimer l'association entre les activités faites sur les écrans mobiles par l'enfant à 4,5 ans et chacune des variables de développement cognitif et socioémotionnel à 5,5 ans, en contrôlant pour certaines caractéristiques individuelles (p. ex. sexe de l'enfant, temps total sur écran mobile) et familiales (p. ex. niveau d'éducation du parent). Les résultats montrent qu'une plus grande fréquence de jeux sur les écrans mobiles est associée à une diminution de la flexibilité cognitive, un moindre contrôle volontaire et davantage de réactions de colère et de frustration un an plus tard. L'utilisation d'applications mobiles autres que les jeux, comme les appels vidéo ou les réseaux sociaux, est associée des niveaux plus élevés d'inattention un an plus tard. Cependant, l'utilisation des écrans mobiles pour lire des livres électroniques à 4,5 ans est associée des scores plus faibles d'hyperactivité à 5,5 ans. Finalement, la prise ou le visionnement de photos, l'écoute de film ou d'émission et l'écoute de contenu (p. ex. livre audio, balado, musique) ne sont pas significativement associés au développement cognitif ou socioémotionnel des jeunes enfants. Ces résultats permettront d'éclairer la pratique psychoéducative quant à l'utilisation des écrans chez les enfants d'âge préscolaire, en outillant les professionnels et les parents à l'aide de recommandations nuancées incluant les types d'activité réalisés sur les écrans.

Li, X., Yang, K., Wei, J., Cheng, Y., Gašević, D., & Chen, G. (2026). **Dataset of GenAI-Assisted Information Problem Solving in Education**. *Scientific Data*. https://doi.org/10.1038/s41597-026-08054-w

Liang, L., Feng, X., Li, S., Xiao, R., & He, H. (2026). **What role does creativity play in students' academic performance? A network analysis based on global data**. *Education and Information Technologies*, *31*(15), 6623-6643. https://doi.org/10.1007/s10639-026-14052-7

Creativity and information and communications technology (ICT) are recognised as core 21st-century learning competencies; however, the complex relationship between them and pupils'

academic performance has yet to be explored globally. It employs the latest PISA survey data-PISA 2022-encompassing 121,141 fifteen-year-old students across 33 countries and regions worldwide. By employing network analysis, this study quantified the intricate interrelationships among students' diverse creativity dimensions, ICT usage, individual and environmental characteristics, and their academic performance in mathematics, reading, and science. Findings indicate that curiosity exerts the strongest predictive influence within the network structure, while creative self-efficacy functions as both a "central" and "bridging" factor. Research findings suggest that priority should be given to fostering students' curiosity and their sense of self-efficacy in creativity, as these may be key factors in improving academic performance.

Liao, J., Wei, X., Fang, X., Sun, X., Li, F., & Lei, L. (2026). **Gen AI dependency and the impostor phenomenon among adolescent students: The roles of academic self-concept and mindfulness**. *Education and Information Technologies*, *31*(16), 8493-8520. https://doi.org/10.1007/s10639-026-14116-8
With its advanced capabilities, Generative Artificial Intelligence (Gen AI) has increasingly become a tool upon which adolescent students rely. However, whether Gen AI dependency is associated with a heightened impostor phenomenon among adolescent students remains unclear. This study aimed to explore the relationship between Gen AI dependency and the impostor phenomenon among adolescent students while also examining the mediating role of academic self-concept, as well as the moderating role of mindfulness. A total of 2,054 adolescent students (Mage = 18.86, SD = 1.31) completed questionnaires measuring Gen AI dependency, academic self-concept, mindfulness, and the impostor phenomenon. The results indicated that Gen AI dependency was positively associated with the impostor phenomenon among adolescent students, with academic self-concept mediating this relationship. Furthermore, mindfulness moderated the relationship between academic self-concept and the impostor phenomenon. These findings contribute to the field of adolescent digital mental health and offer insights for developing interventions targeting the impostor phenomenon in the AI era.

Lim, T. P., & Teh, W. C. (2026). **Digital literacy and student engagement in online learning: a mediated model of self-efficacy, IT mindfulness, and techno-eustress**. *Education and Information Technologies*, *31*(16), 8963-8989. https://doi.org/10.1007/s10639-026-14142-6
The rapid growth of online learning has changed higher education, but it has also created new challenges for keeping students engaged. Although digital literacy is often viewed as essential for effective participation, its specific relationship to engagement remains unclear. This study tackles this issue by combining Social Cognitive Theory, the Transactional Model of Stress and Coping, and the Mindfulness-to-Meaning Theory. It examines the indirect pathways between digital literacy affects student engagement in online learning. A multidimensional engagement model comprising behavioural, cognitive, emotional, social, and collaborative components was developed as a higher-order formative construct. Survey data from 300 Malaysian university students in digital learning environments were analysed using PLS-SEM. The results show that digital literacy is positively associated with engagement both directly and indirectly through three mediators, namely self-efficacy, IT mindfulness, and techno-eustress. These findings highlight the importance of what is referred to in this study as "psychological resources", an interpretive synthesis of the three mediators, in the relationship between digital literacy and engagement. Notably, 78.5% of the total effect of digital literacy on engagement was transmitted through these mediators (indirect effect $\beta = 0.494$; direct effect $\beta = 0.135$; total effect $\beta = 0.629$), suggesting a predominantly mediated process that extends beyond technical skills alone. The study contributes to theory by introducing IT mindfulness and techno-eustress as underexplored mediators, thus adding psychological insights to current engagement models. Practically, the findings suggest that institutions may benefit from complementing digital skills training with strategies that build students' confidence, promote mindful technology use, and foster positive stress appraisal.

Lin, S., Guo, W., & Tan, Z. (2026). **AI Literacy and creative learning outcomes in undergraduate design education: the mediating role of human–AI co-creation quality**. *Education and Information Technologies*, *31*(16), 8201-8230. https://doi.org/10.1007/s10639-026-14104-y
This study examined how AI literacy contributes to creative learning outcomes in undergraduate design education. It also tested whether perceived Human–AI Co-Creation Quality (HCCQ) mediates this relationship and explored gender-related subgroup patterns. Data were collected from 504 undergraduate design students enrolled in studio-based courses at eight universities. The measures covered AI literacy, HCCQ, and three dimensions of creative performance: novelty, productivity, and appropriateness. Mixed-rater evaluations were used to reduce common-method bias. The results showed that AI literacy positively predicted all three dimensions of creative performance. HCCQ significantly mediated the relationships between AI literacy and each outcome, supporting a partial mediation model. This suggests that AI literacy supports creative learning both directly, as a capability resource, and indirectly, through higher-quality human–AI co-creation. Multi-group analyses suggested an exploratory subgroup pattern. Male students tended to show relatively stronger direct pathways, whereas female students tended to show more consistent HCCQ-mediated pathways. These patterns are descriptive and should not be interpreted as evidence that gender moderates the mediated pathway. The study proposes a capability–experience–outcome framework and highlights the role of co-creation quality in translating AI literacy into educational value. The findings suggest that studio-based course designs can enhance creative learning by emphasizing prompt iteration, reflective feedback, and structured human–AI collaboration across multiple dimensions of design performance.

Lin, X., Norman, H., Kamsin, I. F., Yang, H., Xu, N., & Zhang, W. (2026). **The impact of VR immersion, presence and interactivity on aesthetic emotion in Chinese ink painting education: a PLS-SEM and ANN approach**. *Education and Information Technologies*, *31*(16), 8143-8180. https://doi.org/10.1007/s10639-026-14098-7
In the digital age, integrating virtual reality into traditional Chinese ink painting offers new pathways for aesthetic education. Grounded in embodied cognition and aesthetic experience theories, this study uses partial least squares structural equation modelling combined with artificial neural network analysis to examine how immersion, presence, and interactivity influence students' aesthetic perception, cognition, and emotion. Questionnaire data were collected from 228 undergraduate ink painting majors in China. The results show that all three characteristics have significant positive effects on these three aspects of aesthetic experience, with presence and interactivity exerting the most decisive influence on aesthetic emotion. In addition, the model explains 74.4% of the variance in aesthetic emotion, while the importance-performance and neural network analyses further confirm the prominent roles of presence and interactivity. This study clarifies the mechanism through which virtual reality environments stimulate students' aesthetic emotion by linking core VR characteristics with aesthetic perception and cognition. It extends prior VR art education research by moving beyond general descriptions of immersive experience and offering a mechanism-based explanation in the specific context of Chinese ink painting education. Practically, the findings provide targeted guidance for optimizing VR-supported aesthetic education in ink art teaching.

Liu, C.-Y., Li, W., & Tseng, J. C. R. (2026). **Enhancing generative AI-assisted programming learning with Socratic questioning: effects on learning achievement, computational thinking, and metacognitive awareness**. *Education and Information Technologies*, *31*(16), 9059-9077. https://doi.org/10.1007/s10639-026-14107-9
The rapid advancement of artificial intelligence technologies has driven the widespread adoption of generative AI (GenAI) in programming education. Owing to its powerful capabilities in language understanding and generation, GenAI has shown considerable potential in supporting programming instruction. However, students often lack the experience and skills needed to ask effective questions, which makes it difficult for them to generate high-quality queries or to deeply interpret and utilize the feedback provided by GenAI. This limitation can

hinder both the depth and effectiveness of programming learning. To address this issue, the present study proposed a GenAI-assisted programming learning approach that integrates Socratic questioning method, aiming to guide students in engaging more deeply with GenAI during programming tasks. A quasi-experimental design was employed, involving 69 primary school students aged 10 to 11 who participated in a nine-week intervention. The experimental group (n = 35) received GenAI-assisted programming with Socratic questioning, while the control group (n = 34) received GenAI-assisted programming instruction without Socratic questioning method. In this comparison of two intact classes, the experimental group demonstrated higher post-intervention scores in computational thinking and metacognitive awareness than the control group, while no statistically significant difference was observed in learning achievement. Given the study design, these findings should be interpreted as preliminary evidence that Socratic questioning may support the pedagogical use of GenAI in programming education. The results also suggest potential theoretical and pedagogical implications for designing AI-scaffolded learning environments that aim to foster higher-order thinking in K-12 programming contexts.

Liu, M., Wang, H., Tlili, A., & Huang, R. (2026). **Configuring smart education ecosystem for educational quality: A fuzzy-set qualitative comparative analysis of 79 countries**. *Education and Information Technologies*, *31*(15), 7009-7037. https://doi.org/10.1007/s10639-026-14073-2
As global education systems are going through rapid digital transformation, identifying how smart education contributes to educational quality has become a critical policy and research imperative. This study conceptualizes smart education as a multi-layered ecosystem, integrating Bronfenbrenner's ecological systems theory with the smart education ecosystem framework. It operationalizes six core dimensions, student development, teacher capacity, learning environment, governance, equity, and improvement culture, using internationally comparable data from 79 countries. Based on fuzzy-set Qualitative Comparative Analysis (fsQCA), the study uncovers seven sufficient configurations for achieving educational quality, which are clustered into three transformation pathways: governance-led, human capital-centered, and system-integrated models. Results reveal clear income-based divergence. High-income countries often adopt professionalized configurations with flexible governance and advanced teacher capacity, while low-income countries rely on basic enablers such as ICT infrastructure and centralized governance. Middle-income countries exhibit institutional-equity configurations that combine ethical orientation, targeted innovation, and adaptive structures. These findings demonstrate the importance of ecosystemic coherence, functional substitutability, and causal asymmetry in shaping effective smart education systems. Rather than advocating for one-size-fits-all reform models, the study highlights the need for context-sensitive configurations aligned with national capacities and priorities. The research provides a novel configurational approach to smart education, offering theoretical insights and practical guidance for designing resilient and equitable digital education systems worldwide.

López-Vargas, A., Rodríguez-Vidal, J., García-Beltrán, Á., Vigara, P., & de León-Torres, L. (2026). **Performance, interaction, and ethical evaluation in the use of generative artificial intelligence in engineering education**. *Education and Information Technologies*, *31*(16), 8637-8669. https://doi.org/10.1007/s10639-026-14112-y
Generative artificial intelligence is increasingly incorporated into engineering education, particularly in programming courses, raising questions about its effects on learning processes and its acceptability in academic contexts. Empirical evidence examining both interaction patterns and ethical evaluation of Generative artificial intelligence use in real classroom settings remains limited, and studies addressing these dimensions jointly are scarce. This study adopts a multi-phase empirical design to examine student engagement with Generative artificial intelligence across these two complementary dimensions. In Phase 1, a classroom-based activity was conducted with 340 first-year engineering students who completed a time-constrained debugging task using Generative artificial intelligence as the sole external assistance tool. The results indicate that access to Generative artificial intelligence did not ensure reported successful task completion. Instead, successful outcomes were associated with prompt efficiency and

verification practices, whereas higher prompting frequency was negatively associated with task success under time constraints. In Phase 2, a qualitative exploratory study was conducted with 16 engineering students through a structured role-play activity simulating an ethics committee, followed by individual voting and survey-based data collection. Acceptance was higher when Generative artificial intelligence was framed as supportive or formative, and lower in scenarios involving summative assessment, surveillance, or autonomous decision making. These preliminary findings suggest that Generative artificial intelligence use in engineering education requires attention not only to tool access or technical performance, but also to students' interaction strategies, verification practices, and ethical evaluation of context-specific uses. From a socio-technical perspective, the study advances engineering education research by linking technical interaction with GenAI to verification, self-regulation, and ethical responsibility. This highlights the need for pedagogical approaches that integrate technical guidance and ethical reflection into engineering curricula.

Ma, Y. (2026). **How perceived flexibility in blended learning relates to cognitive engagement through the mediation of negative-activating achievement emotions**. *Education and Information Technologies*, *31*(16), 8865-8898. https://doi.org/10.1007/s10639-026-14141-7
Blended learning (BL) is widely regarded as a promising modality for providing flexibility in learning. Yet the psychological mechanisms linking perceived flexibility to students' cognitive engagement remain poorly understood. Drawing on Control-Value Theory (CVT) of achievement emotions, this study examines how perceived flexibility relates to meaningful and shallow cognitive engagement through control appraisals, value appraisals, and negative-activating achievement emotions (NAEs: anxiety, anger, shame). It also tests whether these associations differ across gender, grade level, and academic major. Survey data from 1,606 Chinese undergraduates were analyzed using partial least squares structural equation modeling (PLS-SEM) with bootstrapping and multigroup analysis (MGA). Perceived flexibility was positively associated with control, intrinsic value, and extrinsic value appraisals. Control appraisal showed no significant association with NAEs. Intrinsic value was negatively associated with NAEs. Extrinsic value was positively associated with NAEs. Anxiety served as the principal mediator. It linked perceived flexibility to shallow engagement through two opposing pathways. MGA revealed that the extrinsic value-to-NAE association was stronger for males. Other paths varied by grade and academic major. These findings refine CVT by identifying boundary conditions for the control-emotion link and by disentangling intrinsic and extrinsic value pathways. Understanding these relationships is crucial for optimizing BL practices and ensuring that they effectively promote students' cognitive engagement.

Many, H., Kamga Kouamkam, R., Koumenda, J., Antoine, M., & Go, O. H. B. (2026). **Cultural Appropriation of AI in Preservice Teacher Education: Contrasting Perspectives on AI Literacy in Quebec, Martinique, and France**. *Colloque International JRE-RIICLAS 2026*. Consulté à l'adresse https://hal.science/hal-05786328
The rapid integration of generative artificial intelligence (AI) into educational environments is transforming teaching practices and raising questions about the professional development of future teachers. Beyond its potential to automate tasks and support learning, generative AI raises significant cognitive, ethical, and professional identity concerns (Miao & Holmes, 2024). Its adoption and appropriation occur within sociocultural and institutional contexts that may shape how future educators perceive, use, and develop AI literacy. This paper presents findings from a two-phase study (2024–2026) involving preservice teachers and other future education professionals across several French-speaking regions. The first phase (2024–2025) employed an exploratory qualitative approach to examine AI-related perceptions and practices among 129 students. A thematic analysis of open-ended responses identified three preliminary patterns of AI appropriation: a reflective and critical orientation in Quebec, a pragmatic orientation in the French Caribbean, and a cautious and exploratory orientation in France and other French-speaking European contexts. However, these patterns were derived from participants' self-reported perceptions and remained exploratory findings requiring further investigation. The

second phase (2025–2026), which is the primary focus of this paper, sought to examine whether these initial patterns were supported by a multidimensional assessment of AI literacy. The sample included 149 students enrolled in initial teacher education and related education programs in Quebec (n = 63), Martinique (n = 62), and metropolitan France (n = 24). A mixed-methods design combined a Likert-scale questionnaire, an open-ended question examining participants' understanding of how generative AI works, comparative statistical analyses, and qualitative categorization of written responses. The conceptual framework integrates AI literacy, examined through four dimensions adapted from Ng et al. (2021)—knowing and understanding AI, using and applying AI, evaluating and creating with AI, and AI ethics—with Engeström's (2001) activity theory. The former provides a framework for assessing participants' self-reported competencies, while the latter offers a sociocultural lens for interpreting tensions associated with the introduction of AI into teacher education systems. The findings reveal a substantial gap between the widespread adoption of generative AI and students' understanding of its underlying mechanisms. Although approximately 95% of participants reported using AI tools, their overall self-assessed AI literacy remained moderate (M = 3.12/5). AI ethics received the highest mean score (M = 3.68), whereas evaluating and creating with AI was the lowest-scoring dimension (M = 2.53). Understanding AI systems also remained limited (M = 2.94). Analysis of 126 usable open-ended responses further highlighted these conceptual limitations: 40.5% of respondents primarily described generative AI as a search engine or database, 27.8% either did not know how it worked or provided vague explanations, and only 15.1% described AI as a model trained on data to generate new content. Contrary to the patterns suggested by the first phase, the comparative analysis did not confirm three distinct regional AI literacy profiles. Overall AI literacy scores in Quebec (M = 3.08), Martinique (M = 3.08), and France (M = 3.35) did not differ significantly (p = .188). However, a statistically significant difference emerged in the « using and applying AI » dimension (p = .003), with students in France reporting higher scores (M = 3.89) than their counterparts in Quebec (M = 3.26) and Martinique (M = 3.15). Access to AI-related training also differed significantly across regions (p = .003): 41% of respondents in Quebec reported having received AI training, compared with 21% in France and 15% in Martinique. These findings call for a more nuanced understanding of the relationships among cultural contexts, AI-related perceptions, and the development of AI literacy. Differences in how students describe and interpret AI do not necessarily translate into measurable differences in self-reported competencies. Drawing on activity theory, the study interprets these findings through several potential tensions: AI use versus technological understanding, assistance versus cognitive dependence, emerging practices versus institutional and ethical frameworks, and automation versus the evolving professional role of teachers. Overall, this research highlights the importance of distinguishing among reported patterns of AI appropriation, self-assessed competencies, and institutional conditions for AI-related training. Although the findings do not establish causal relationships among these dimensions, they suggest the need to move beyond strictly regional comparisons and examine the sociopedagogical conditions under which AI literacy develops. The study offers implications for the design of preservice teacher education programs that integrate technological understanding, critical reflection, pedagogical applications, and professional identity development while remaining responsive to local educational contexts.

McGrew, S., & Reynolds, E. C. (2026). **Discussing Credibility and Corroboration: Students' Reasoning About Digital Sources and Claims During Lateral Reading Lessons**. *American Educational Research Journal*, *63*(3), 611-649. https://doi.org/10.3102/00028312261426323

As concerns about digital misinformation proliferate, scholars have evaluated a range of interventions to support people to detect misinformation and identify credible sources. One approach involves teaching lateral reading—opening new browser tabs to search for more information about the credibility of a source or the accuracy of its claims via additional credible sources. We investigated students' reasoning as they discussed how they researched the credibility of sources or corroborated the accuracy of claims during an intervention in which both these processes were introduced as lateral reading. Our results suggest that judging source

credibility and verifying the accuracy of claims involve different reasoning processes that deserve to be taught separately to prepare students to find credible information online.

Mendzheritskaya, J., Federiakin, D., Breitenbach, S., & Hansen, M. (2026). **Implementation of VR learning activities for assessment purposes in teacher education: an evaluation approach using converging item response tree models**. *Education and Information Technologies*, *31*(16), 8927-8962. https://doi.org/10.1007/s10639-026-14121-x
Although virtual reality (VR) classroom simulations are recognised as an effective way of promoting teaching skills, they are rarely used for assessment purposes in teacher training. This study examines an analysis strategy rooted in Item Response Tree (IRTree) modelling for estimating the psychometric quality of VR classroom simulations and to identify its implications for designing VR classroom simulations in teacher education, thereby making explicit how the structural properties of a VR classroom simulation determine the requirements of its psychometric evaluation. Data from 200 student teachers who participated in the VR classroom simulation CLASIVIR 1.0 were analysed. The results revealed good model fit and stable estimates, demonstrating a high level of measurement accuracy and strong potential of IRTree models replicating the expected structures of psychological constructs. Thus, the applicability of the proposed analysis strategy was proven, indicating that CLASIVIR 1.0 can be used to reliably measure classroom management competence. Implications derived from the study include suggestions regarding the structure of decision tree-based classroom simulations, sustainability considerations, and issues relating to digital skills.

Meng, R., Chin, C., Hon, S., Peng, S., & Sam, R. (2026). **Facebook as an Online English Language Learning Platform: A Case Study of a Provincial Public University in Cambodia**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 223-241. https://doi.org/10.59324/ejahss.2026.3(5).19
Facebook remains a widely used social networking platform with communication features that also support informal and supplementary language learning. This quantitative case study examined how undergraduate students at the National University of Battambang use Facebook and how they perceive its value for learning English. A questionnaire adapted from Kabilan et al. (2010) was administered to 250 students in Years 2–4. Descriptive statistics were used to summarize Facebook use patterns, English-related activities, and perceptions; Welch's t test and one-way ANOVA were used to examine differences by gender and academic year, and an exploratory ANOVA was used to examine differences by faculty. The participants reported an overall positive perception of Facebook as an English-learning environment ($M = 3.65$, $SD = 0.48$, $\alpha = .87$). Vocabulary learning received the highest item mean ($M = 4.10$, $SD = 0.72$), whereas confidence in speaking with other English learners received the lowest ($M = 3.26$, $SD = 0.94$). Perceptions did not differ significantly by sex (Welch's $t(68.19) = 0.52$, $p = .605$, $d = 0.09$) or academic year ($F(2, 247) = 1.31$, $p = .271$, $\eta^2 = .011$). However, perceptions differed by faculty ($F(3, 246) = 8.56$, $p < .001$, $\eta^2 = .094$), with Institute of Foreign Languages students reporting the most favorable views. Mixed Khmer–English was the most common language choice on Facebook, and more frequent use of Facebook for learning was modestly associated with more positive perceptions (Spearman's $\rho = .19$, $p = .003$). The findings suggest that Facebook is best treated as a supplementary environment for exposure, interaction, and learner choice rather than as a substitute for structured instruction. The study recommends purposeful integration of Facebook activities with explicit learning objectives, structured speaking tasks, and outcome measures.

Meng, R., Touch, S., Pring, L., & Rany, S. (2026). **Gamification in Higher Education: A Systematic Review of Impacts, Challenges, and Applications**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 242-260. https://doi.org/10.59324/ejahss.2026.3(5).20
Gamification integrates selected game-design elements, such as points, badges, leaderboards, feedback, challenges, collaboration, and narratives, into nongame learning activities. This systematic review examines the effects of gamification in higher education; implementation challenges; and the elements, tools, and applications used by students and educators. Forty studies identified through Web of Science, ERIC, PsycINFO, and Google Scholar were included,

with 36 of the 40 studies (90%) published from 2021 onward. Across the included studies, gamification was most consistently associated with higher motivation and engagement, while effects on academic performance varied by design, discipline, duration, and learner characteristics. Common implementation barriers included instructor workload, weak alignment between game mechanics and learning outcomes, excessive reliance on extrinsic rewards, and uneven access to reliable technology. Points, badges, leaderboards, feedback, narratives, collaborative mechanics, Kahoot!-style quizzes, gamified learning management systems, and language-learning applications were frequently reported. The review concludes that gamification is most defensible as a pedagogy-aligned design strategy rather than as a stand-alone technology. Recent meta-analytic evidence published after the review search window supports this conditional interpretation. The findings are especially relevant to resource-constrained higher-education systems, where staff development, reliable infrastructure, and low-cost, pedagogically aligned tools condition whether gamification can be sustained.

Moon, Y. K. (2026). **Operational and cultural digital literacy in early childhood: Distinct roles of home digital resources, digital co-use, and maternal verbal interaction**. *Education and Information Technologies*, *31*(16), 7919-7955. https://doi.org/10.1007/s10639-026-14092-z
Despite growing research on children's digital media use, existing studies have primarily examined the individual effects of home digital resources and parent–child digital interactions on developmental outcomes. However, relatively little is known about how these factors operate together within the home digital environment or about the mechanisms through which they contribute to preschoolers' digital literacy development In particular, little is known about whether the mechanisms linking home digital environments to digital literacy function in distinct ways across operational and cultural dimensions. Likewise, the distinct role of maternal verbal interaction beyond shared digital co-use remains poorly understood. Drawing on the Techno-Subsystem framework, this study examined the mechanisms through which the home digital environment influences preschoolers' digital literacy, focusing on the differentiated role of maternal verbal interaction in the relationship between digital co-use and preschoolers' digital literacy. In contrast to prior studies, this study differentiates digital literacy into operational and cultural dimensions to examine potentially distinct developmental mechanisms. Data were collected from 514 Korean mothers of children aged 5 and analyzed using a serial mediation model. Results revealed that home digital resources had significant direct effects on both operational and cultural digital literacy. However, the mediating mechanisms differed across dimensions. Moreover, maternal verbal interaction — both independently and as part of a sequential pathway following digital co-use—significantly mediated the relationship between home digital resources and operational digital literacy. In contrast, none of the indirect pathways reached significance for cultural digital literacy, suggesting that the developmental processes underlying operational and cultural dimensions may differ. These findings suggest that while maternal verbal interaction supports the acquisition of basic digital skills, the development of cultural digital literacy may require broader forms of engagement and participation in socially meaningful digital practices. This study contributes to the field by clarifying how home digital resources, digital co-use, and maternal verbal interaction contribute differently to operational and cultural digital literacy in early childhood. The findings underscore the importance of both home digital resources and diverse parent–child verbal interaction in supporting preschoolers' digital literacy development. They further highlight the need for culturally responsive parent education and policy strategies that promote intentional and developmentally appropriate media engagement in the home, moving beyond mere shared device use toward interactional practices that support children's active participation and meaning-making during digital experiences.

Morrison, R., & Mills, K. A. (2026). **Student conceptions of generative artificial intelligence in early adolescence**. *Education and Information Technologies*, *31*(15), 7249-7273. https://doi.org/10.1007/s10639-026-14065-2

This research combined critical discourse analysis (CDA), concordance analysis and thematic analysis to understand early adolescent students' conceptions of generative artificial intelligence (GenAI). The rapid rise of GenAI has raised new questions for learning in all levels of education, given the capacity of ChatGPT and other GenAI applications (Gemini, Dall-E, MS Co-Pilot) to instantly produce text and images. The study analysed how GenAI was discursively conceptualised by early adolescents (Grades 7–8, ages 11–13 years) who were familiar with ChatGPT, while participating in qualitative focus groups in a secondary school. The focus group data was iteratively coded using thematic and concordance analysis identifying four repeated themes in the students' discourse: (i) GenAI is easy to use, downplaying the revolutionary progress, (ii) GenAI and power: machine versus human responsibility, (iii) GenAI and epistemology: what machines and humans know, and (iv) GenAI and ontology: what is actual or real. CDA was also used to interpret students' discursive construction of GenAI. The study provides insights into adolescent perspectives of the complexities of GenAI in their own terms. The findings are significant given the paucity of research that applies discursive analyses or concordance analysis to student conceptions of GenAI, and the increasing and inevitable influence of GenAI in everyday life.

Nakamura, D. (2026). **Augmentation or Erosion? Regulating Cognitive Offloading in Generative AI-Supported STEM Learning**. *Educational Psychology Review*, *38*(1), 124. https://doi.org/10.1007/s10648-026-10224-6
Generative artificial intelligence (GenAI) confronts educational psychology with sharply heterogeneous evidence: meta-analyses report positive average effects on learning alongside prediction intervals spanning harm to benefit, and experiments document gains in some configurations and learning penalties in others. This article develops an augmentation–erosion framework that accounts for part of this heterogeneity by treating the educational effect of GenAI not as a property of the tool but as a property of the partition of cognitive labor between learner and machine. Integrating research on cognitive offloading, distributed cognition, cognitive load theory, and self-regulated learning, the framework holds that offloading augments learning when it discharges operations peripheral to the current learning goal, and risks erosion, whether of acquisition or of maintenance, when it bypasses the processing constitutive of that goal, unless the learner substantively processes the output or later reconstructs it. It supplies criteria for locating operations along a graded peripheral–constitutive continuum, specifies the comparison condition against which augmentation and erosion are defined, and states seven conditioned, testable propositions, each illustrated with a common example and paired with supporting and challenging patterns. On this basis, offloading regulation is proposed as a learning-oriented dimension of AI literacy with domain-general and discipline-specific components: a competence comprising partition discernment, calibrated monitoring, disciplinary verification, and re-internalization, enacted through metacognitive control and conditioned by learners' goals and motivation. The article closes with an intervention research program, a measurement strategy that triangulates interaction logs with process measures, and equity implications, using STEM learning as a strategically revealing case.

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
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, M. G. (2026). **The Role of AI in Academic Advising: A Theoretical Framework for Supporting Student Decision-Making**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 1-10. https://doi.org/10.59324/ejceel.2026.4(5).01
In the context of higher education facing mounting pressure from the overload of traditional academic advising models, this study focuses on clarifying the theoretical gap regarding the interaction mechanisms among artificial intelligence (AI), human advisors, and students in the decision-making support process. Based on the conceptual synthesis method and the integration of Self-Determination Theory (SDT) and Self-Regulated Learning (SRL), the study proposes a Human-AI Learning Decision Support Framework. This framework consists of three closely interconnected blocks: the Input Block, which integrates real-time learning behavior data from the LMS; the Process Block, which organizes the coordination between the AI's role as a Cognitive Filter and the human advisor's role as an Emotional Anchor; and the Output Block, which focuses on developing student agency in the decision-making process. The research findings establish a theoretical conceptual system comprising the proposed structure, operational principles, humanistic principles, and decision-making agency corollaries, thereby clarifying the division of tasks between AI and humans. Furthermore, the framework provides a reference basis for higher education institutions in designing and optimizing hybrid advising systems, as well as defining directions for future empirical studies.

Niklas, F., Jester, M., Ehmig, S. C., Bauer, K., Bertel, S., Birnbaum, L., … John, P. (2026). **Reading competencies in a digital age: new directions and challenges of digital approaches to support reading**. *European Journal of Psychology of Education*, *41*(3), 111. https://doi.org/10.1007/s10212-026-01165-3
This paper synthesizes insights from a scoping workshop funded by the Volkswagen Foundation that focused on reading competencies in the digital age. The purpose of the workshop was to discuss the current state of research, identify actionable next steps and outline considerations for future work in the context of learning to read in a digital world. The conference brought together German researchers with a wide range of backgrounds and expertise in reading research including computer science, psychology, language processing and educational science. Presentations and discussions during the conference centred broadly on potentials and challenges of learning to read and reading support in the context of digitalization—focusing on issues related to artificial intelligence and app-based learning. Results of the workshop and subsequent writing sessions include a synthesis of key considerations and core questions for the field of research on digital approaches to support reading. Findings highlight the need for the field at large to identify and develop digital tools for diagnosing readers' abilities and providing them with the support they need, and to do so with increased interdisciplinary collaboration, open science practices and communication among scholars.

Ning, R., & Xu, T. C. (2026). **Interactive gamification in K–12 classrooms: an SDT×TAM mechanism of perceived learning effectiveness in mainland China**. *Education and Information Technologies*, *31*(16), 8023-8036. https://doi.org/10.1007/s10639-026-14101-1
We examine how gamified platforms shape K–12 learning in authentic classroom workflows in mainland China. Integrating Self-Determination Theory (SDT) and the Technology Acceptance

Model (TAM), we surveyed 400 students (Grades 4–9) and 25 teachers. Reflecting the focus on subjective user experience, learning effectiveness was operationalized as perceived learning effectiveness (PLE) rather than objective academic achievement. Using partial least squares structural equation modeling (PLS-SEM), perceived ease of use (PEOU) predicted perceived usefulness (PU), which in turn predicted PLE; this pathway was fully mediated by PU, and learning interest (LI) added a smaller independent effect. Both LI and PLE further predicted behavioral intention (BI) to continue using the platform, and the model explained 53.6% of the variance in PLE (PEOU→PU $\beta = 0.697$; PU→PLE $\beta = 0.513$; LI→PLE $\beta = 0.291$). To address the conceptual proximity of PU and PLE, we refined the PU measure to its TAM-based definition and confirmed discriminant validity using the heterotrait–monotrait ratio (HTMT; all values < 0.85; PU–PLE = 0.803). Teacher data and usage patterns indicated strong in-class activation but weaker after-class support, alongside gaps in teachers' AI-related teaching knowledge (AI-TPACK). Because PLE is self-reported, we interpret the relationships as predictive associations and offer design and professional-learning implications for converting momentary engagement into sustained learning.

Ninković, S., Olić Ninković, S., & Maričić, M. (2026). **Teacher self-efficacy as a mediator of the relationship between principal empowering leadership and technology integration**. *Education and Information Technologies*, *31*(16), 8181-8200. https://doi.org/10.1007/s10639-026-14103-z
Technology integration (TI) for students' cognitive engagement has been a key issue in the improvement of teaching and learning. For this reason, it is important to identify the factors that are associated with pedagogically meaningful ways of TI in teaching practice. The present study aimed to examine the interplay between principal empowering leadership, teacher self-efficacy, and TI in different types of learning activities. Structural equation modelling was utilized to analyse data collected from 715 teachers across Serbian primary and secondary schools. Our findings revealed that teacher self-efficacy mediates the paths between principal empowering leadership and various approaches to TI. Furthermore, the indirect relationships of empowering school leadership with different types of technology-enhanced learning activities were similar in strength. The findings demonstrate that this type of school leadership explained modest amount of variance (13–15%) in student cognitive engagement in technology-supported learning. Overall, the study contributes to theory by clarifying the mediating role of teacher self-efficacy in the relationship between school leadership and TI, with effects consistent across levels of cognitive engagement. Practically, the findings suggest that principal empowering leadership can strengthen teacher self-efficacy and enhance the quality of TI in schools.

Nitchot, A., & Gilbert, L. (2026). **Learning to code with AI or maps? a comparative study of cognitive support tools in programming learning**. *Education and Information Technologies*, *31*(15), 7039-7078. https://doi.org/10.1007/s10639-026-14079-w
This study compares the use of Generative AI and a visual knowledge mapping tool (Mytelemap) as cognitive support tools in undergraduate programming education. In a counterbalanced within-subject design conducted over six weeks, students completed programming exercises across four C# topics while alternating between the two tools. Performance was evaluated using a rubric assessing scenario relevance, program correctness, code quality, reflection, and testing. The results indicated that students achieved higher exercise scores when using Generative AI for the programming tasks. However, students rated Mytelemap more positively for ease of use, visualization, and perceived accuracy of knowledge maps. A mismatch was therefore observed between perceived tool quality and measured task performance, suggesting that the tools may support different aspects of the learning process. These findings should be interpreted cautiously because the study evaluated short-term programming exercise performance rather than long-term learning outcomes. The intervention was conducted over a limited six-week period with a single cohort of 30 students, and the evaluation focused on rubric-based task scores rather than measures of retention or transfer. The results therefore provide an early comparative evaluation of how generative AI and visual knowledge mapping tools support programming task performance in classroom exercises, highlighting potential complementary roles for these tools in programming instruction.

Nygren, Å., Eriksson, A., Sjöberg, J., & Alégroth, E. (2026). **Exploring student use of generative AI in higher education: A dual-institutional study**. *Education and Information Technologies*, *31*(16), 8703-8730. https://doi.org/10.1007/s10639-026-14100-2
Although a growing body of research has examined students' attitudes toward generative artificial intelligence (GenAI) in higher education, few studies have compared perceptions across contrasting institutional contexts or explored how students' reported uses of GenAI relate to broader learning practices. This study addresses that gap by examining university students' perceptions, self-reported competence, and use of GenAI at two Swedish universities with different academic profiles: a technology-oriented institution and a broader multidisciplinary institution. The study is based on an exploratory questionnaire survey administered to all enrolled students at both universities, yielding 1,097 responses (University A response rate: 11.27%, University B response rate: 14.06%) from students across diverse disciplines, including engineering, nursing, and criminology. Quantitative data were analyzed using reliability analysis, exploratory factor analysis, and non-parametric group comparisons, supplemented by thematic analysis of qualitative responses. The analysis identified three reliable constructs: perceived learning benefit, perceived institutional support and integration, and self-reported technical knowledge and competence. Across both institutions, students reported generally positive attitudes toward GenAI and described using it primarily for information retrieval, text refinement, and text analysis, but also as a discussion partner or personal tutor in ways that suggest both surface-level and more dialogic forms of engagement. Comparisons between the two universities showed broad similarity across most measures, with the only statistically significant difference relating to perceived institutional support and integration, which was rated higher by students at the technology-oriented university. Students at both institutions also viewed GenAI primarily as a complement to, rather than a replacement for, traditional teaching, while reporting only moderate trust in AI-generated outputs. These findings suggest that GenAI is already embedded in students' study practices, but that its use is largely self-directed rather than strongly shaped by institutional context. The study thus contributes comparative empirical evidence on student engagement with GenAI across contrasting higher education settings and highlights the need for pedagogical and institutional strategies that support critical, reflective, and responsible use.

Palioura, M., Sapounidis, T., & Vaiopoulou, J. (2026). **Storytelling and educational robotics in literature education: a quasi-experimental study**. *Education and Information Technologies*, *31*(16), 7849-7869. https://doi.org/10.1007/s10639-026-14096-9
Despite the growing interest in integrating educational robotics into storytelling activities, only a few empirical studies have been conducted in the field of literature education. Accordingly, the present study examines the integration of Storytelling and Educational Robotics into the teaching of Greek literature (Homer's Odyssey), in comparison with conventional Storytelling -based instruction. The study was conducted over 16 weeks in five public secondary schools in Greece with 227 participants aged 12–13 and employed a quasi-experimental design involving an experimental group (156 students) and a control group (71 students). The experimental group received an 8-lesson storytelling-robotics course using the DuckyCode robot. The control group received the same literary content through conventional instruction. The learning outcomes for both groups were measured on three different occasions: prior to the start of the intervention (pre-test), during the intervention (intermediate test), and after the completion of the intervention (post-test). ANCOVA and repeated-measures ANOVA indicated that students in the experimental group achieved significantly better learning outcomes compared to the control group at the intermediate and post-test measurements, with a large effect size (η^2_p = 0.256). Furthermore, it was revealed that the students in the experimental group showed statistically significant improvement in learning outcomes over time, while the control group maintained stable learning performance. Overall, the results suggest that integrating Educational Robotics into Storytelling-based literature instruction may significantly enhance students' learning outcomes compared to conventional Storytelling instruction alone.

Panagiotopoulos, G., Samaras, G., & Karanikola, Z. (2026). **The Paradox of Experience in Educational Leaders' AI Readiness: Evidence from Greek Educators**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 188-202. https://doi.org/10.59324/ejceel.2026.4(5).09
Artificial Intelligence (AI) is reshaping educational leadership by shifting attention from technological familiarity to ethical judgement, reflective awareness, human-centred governance, and systemic adaptability. This study offers an exploratory empirical validation of the Meta-Noetic Leadership framework by examining AI readiness among 493 Greek educators and educational leaders. It focuses on the paradox of experience: the pattern in which greater AI experience is associated with higher meta-noetic leadership readiness, but not with increased confidence in the adequacy of the existing educational system. The research instrument measured perceived leadership gaps, the dimensions of Meta-Noetic Leadership, and acceptance of a desired new leadership model. Exploratory factor analysis of the 28-item Meta-Noetic Leadership scale identified five interpretable dimensions, with excellent sampling adequacy, KMO = .911, Bartlett's chi-square(378) = 4896.216, p < .001, and 51.691% total explained variance. Internal consistency was high for the overall scale, Cronbach's alpha = .901 and McDonald's omega = .896. AI experience significantly differentiated overall Meta-Noetic Leadership readiness, F(3,489) = 10.385, p < .001, eta squared = .060, whereas perceived systemic adequacy remained low and statistically unchanged across experience groups. Regression analysis showed that the five dimensions explained 39.4% of the variance in acceptance of the desired model. The findings suggest that educational leaders' AI readiness is not primarily technocratic; it is ethical, reflective, evolutionary, and antifragile. Practically, the study points to leadership development that combines AI ethics, human oversight, psychological safety, and experiential AI training.

Panagiotopoulos, G., Samaras, G., Karanikola, Z., & Zogopoulos, K. (2026). **Meta-Noetic Leadership in Education: Toward a Human-Centred Theory for Human-AI Orchestration in the Era of the Fifth Industrial Revolution**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 203-217. https://doi.org/10.59324/ejceel.2026.4(5).10
Artificial Intelligence (AI) is transforming education by altering the conditions under which pedagogical judgement, professional autonomy, school governance, and organizational learning are exercised. Existing leadership models offer valuable insights into vision, ethics, distributed agency, instructional improvement, digital transformation, and adaptive change, but they do not fully address the specific demands of AI-mediated educational environments, where algorithmic systems increasingly participate in recommendations, classifications, feedback, predictions, and decisions. This article introduces Meta-Noetic Leadership as an emerging human-centred theory for educational leadership in the era of the Fifth Industrial Revolution. The framework is defined as the capacity of educational leaders to observe, regulate, reinterpret, and govern the human, ethical, cognitive, technological, and systemic conditions under which educational decisions are made in AI-mediated environments. The article differentiates Meta-Noetic Leadership from digital, ethical, distributed, adaptive, instructional, and transformational leadership models, presents five core dimensions, introduces the Meta-Noetic Helix as a dynamic mechanism of ethical and reflective human-AI governance, and provides initial empirical grounding from a study of 493 Greek educators and educational leaders. The evidence is interpreted cautiously: it suggests a perceived leadership gap and supports the plausibility of the framework, but it does not constitute final validation. The article concludes by formulating theoretical propositions and implications for responsible AI readiness, psychological safety, and systemic antifragility in schools.

Peng, Y., Bai, H., Ga, R., Lai, Q., Liang, Z., & Zhao, Q. (2026). **Attentional characteristics and learning mode recognition of different learning patterns in video-based learning**. *Education and Information Technologies*, *31*(15), 7619-7651. https://doi.org/10.1007/s10639-026-14084-z
A widespread issue in video-based learning is low learner engagement. Based on the Interactive, Constructive, Active, Passive (ICAP)framework, most learners tend to stay in a low-investment

passive mode. Because the cognitive state of passive learning is crucial, identifying students' learning modes for targeted interventions is of great concern. Using attentional features, particularly evaluating joint attention via inter-subject correlation (ISC), offers a highly promising approach for identifying these modes. By manipulating learning expectations, this study explored attentional characteristics by synchronously collecting eye-tracking data from a teacher during recording and 94 students during video viewing, assessing teacher-student joint attention via ISC. The results revealed that learners in the constructive and active groups exhibited significantly lower ISC than those in the passive group, indicating a shift from a passive, synchronous reception mode to an autonomous, top-down cognitive engagement. Moreover, constructive learning was characterized by a lower frequency of text-image transitions and a higher average pupil diameter, these physiological metrics may reflect the depth of internal processing and cognitive effort. Mediation analysis revealed that ISC mediated the effect of learning modes on performance. Based on the aforementioned eye-tracking features and learning experiences, we constructed machine learning classifiers, finding that the XGBoost model achieved the highest accuracy, with ISC and subjects' learning experience being the most influential predictors in the model. This study demonstrates how to quantify different levels of engagement through physiological metrics, enriching empirical research on the ICAP framework and offering practical implications for personalized video-based learning.

Petraki, E., Chapman, B. L., & Ross, A. S. (2026). **Readiness and adoption of generative AI in K-12 education: Perspectives from Australian teachers**. *Education and Information Technologies*, *31*(15), 7305-7328. https://doi.org/10.1007/s10639-026-14061-6
The unprecedented evolution of generative artificial intelligence (GenAI) tools has had an enormous impact on educational practices, on teachers' and students' approaches to learning and their attitudes toward educational technologies. Emerging research reveals mixed perceptions among educators and learners, highlighting the potential of GenAI for transforming pedagogies, tailoring feedback and enhancing personalised learning while expressing concerns about data privacy and academic integrity. A consistent theme across studies is the urgent need to understand teachers' abilities and dispositions toward GenAI adoption to develop systematic training on teachers' GenAI literacy skills and align with evolving policy frameworks and context demands. This study fills this gap by investigating Australian teachers' GenAI readiness and current use of GenAI tools two years after their emergence. Using a survey instrument, the findings indicate moderate levels of GenAI preparedness, revealing a significant gap between teachers' reported confidence in using GenAI and its actual integration into their practice. These results underscore the importance of targeted professional development to increase teachers' digital literacy and foster meaningful adoption. The study offers actionable recommendations to support educators in navigating GenAI's growing role in teaching and learning.

Pi, Z., Zhou, D., Wei, Y., Zheng, S., & Li, X. (2026). **Enhancing learning from video lectures with proactive AI chatbots**. *Education and Information Technologies*, *31*(16), 8119-8141. https://doi.org/10.1007/s10639-026-14081-2
Video lectures are widely used learning tools, providing flexibility beyond the constraints of time and space. AI chatbots have emerged as a promising solution to facilitate students' social interactions in video lectures. This study conducted an eye-tracking experiment with 99 university students (88 female, 11 male) randomly assigned to three groups to examine how the design of AI chatbots' conversational paths (a user-initiated path vs. a mind-wandering-related proactive path vs. a content-related proactive path) affect students' social and cognitive outcomes. The findings highlight the advantages of proactive chatbot paths over user-initiated designs, showing improvements in social presence ($\eta^2 = 0.17$), motivation ($\eta^2 = 0.10$), and retention ($\eta^2 = 0.19$). This study contributes to the literature by distinguishing the effects of different proactive conversational paths and clarifying the mechanisms through which proactive AI interactions support learning. The results also provide practical implications for designing video lectures with AI chatbots: developers and educators are encouraged to align proactive AI interactions with

learning materials, instructional goals, and learner characteristics, rather than assuming universal benefits.

Pietarinen, T., Sormunen, K., Mannila, L., & Roos, T. (2026). **Teachers' emotions and perceptions related to ChatGPT**. *Education and Information Technologies*, *31*(15), 7147-7172. https://doi.org/10.1007/s10639-026-14074-1
Generative AI has entered classrooms especially in the form of chatbots such as ChatGPT, possibly the best-known platform for AI-based text and content creation. Perceptions and emotions of these novel systems influence their usage and AI-related activities, and are therefore of great interest to ensure establishment of appropriate educational practices with distinct AI systems. However, understanding of teachers' perceptions and emotions with respect to generative AI is rather limited. Prior research on AI has mainly focused on discrete or one-dimensional representations of emotions towards AI, typically focusing on their valence (positive-negative). In this study, teachers' self-reported, authentic emotions towards generative AI in a school context are explored by a combination of discrete and two-dimensional representation, expanding the one-dimensional representations by considering a measure of the arousal (active–passive) dimension in addition to valence. The results of this study indicate variation in teachers' emotions and perceptions, highlighting that teachers with more experience with generative AI reflect more positive and active perceptions towards AI than less experienced teachers. These findings contribute to the currently limited understanding of teacher emotions and perceptions towards generative AI in the educational context.

Rangel-de Lazaro, G., Duart, J. M., & Cufuna, D. S. A. (2026). **Curating flexible learning spaces in museums with a virtual reality application**. *Education and Information Technologies*, *31*(15), 7535-7558. https://doi.org/10.1007/s10639-026-14083-0
This study explores how pre-service teachers conceptualise and experience the design of flexible learning spaces in museums using Virtual Reality (VR). Grounded in phenomenological methodology and informed by Lefebvre (1991) spatial triad, it examines how immersive digital environments foster spatial literacy, pedagogical creativity, and professional identity. Participants enrolled in a Primary education programme engaged in a four-phase VR-based activity in which they designed a modular museum learning environment using Oculus Rift headsets. Data from pre- and post-activity reflections reveal that VR translated abstract educational theories into practical design decisions and stimulated emotional connections to the learning environment. Findings suggest that immersive environments foster embodied cognition and serve as catalyst tools for teacher education. Participants reported increased confidence in designing inclusive and adaptive learning environments and enthusiasm for integrating immersive tools into educational practice. By operationalising the spatial theory of Lefebvre within a virtual setting, the study offers a novel framework for analysing how educational spaces are produced and experienced in digital museums. The research argues for the value of VR as a pedagogical medium and a space of professional imagination, highlighting its potential to reshape how museum learning environments are curated, experienced, and taught by future educators. In practical terms, teacher education curricula could embed VR-based museum design tasks within courses on pedagogical digital competence to strengthen spatial literacy, inclusive planning, and museum–school collaboration. Museum education policy could support this through targeted investment in immersive infrastructure, staff training, and cross-sector partnerships connecting museums with initial teacher education.

Ren, X., Li, X., Gao, L., Wei, Q., Liu, H., & Yu, X. (2026). **Effects of AI Interventions Across Cognitive, Social-emotional, and Academic Outcomes: a Meta-analysis of Randomized Controlled Trials with Nonlinear Dose–response Evidence**. *Educational Psychology Review*, *38*(1), 128. https://doi.org/10.1007/s10648-026-10217-5
While Artificial Intelligence (AI) interventions are rapidly reshaping education, their developmental value remains theoretically and empirically contested. Prior evidence is limited by causal ambiguity, fragmented outcome frameworks, and insufficient attention to intervention

duration. This meta-analysis synthesized evidence from 47 randomized controlled trials (RCTs), contributing 59 effect sizes, to examine AI intervention effects across cognitive, negative social-emotional, and academic outcome dimensions. Dose–response meta-analysis with restricted cubic splines examined nonlinear associations between intervention duration and academic outcome. The pooled estimates varied descriptively across the three outcome dimensions. AI interventions showed a statistically significant positive effect on academic outcomes (Hedges' $g = 0.68$, $k = 37$, $p < 0.001$), a directionally favorable but statistically nonsignificant effect on negative social-emotional outcomes (Hedges' $g = -0.37$, $k = 11$, $p = 0.058$), and a small but statistically nonsignificant positive effect estimate for cognitive outcomes (Hedges' $g = 0.17$, $k = 11$, $p = 0.480$). Dose–response analysis showed a nonlinear pattern: academic outcomes rose rapidly, peaked at approximately 22.79 h, and then stabilized with a slight decline. Moderator analyses indicated variation by human assistance and educational level. These findings provide a cautious outcome-based synthesis of AI intervention effects and their variation across instructional conditions.

Rizki, I. A., & Yates, A. (2026). **Classroom digital game integration practices framework: exploring science teachers' constructivist beliefs and digital game-based learning practices**. *Education and Information Technologies*, *31*(15), 6873-6899. https://doi.org/10.1007/s10639-026-14062-5
Despite growing evidence of the effectiveness of digital game-based learning (DGBL) and the recognised influence of teachers' pedagogical beliefs on technology integration, research on how constructivist beliefs are enacted in actual classroom DGBL practices is still needed. This study explores how science teachers' student-centred pedagogical beliefs are enacted in their integration of DGBL within classroom practices. By employing a multiple case study design, five Indonesian high school science teachers were purposively selected based on their strong student-centred orientations and experience with DGBL. Data were gathered through classroom observations, document analysis, and a questionnaire, and analysed using reflexive thematic analysis. Findings revealed two distinct patterns of DGBL integration practice: parallel practice (where digital games were used primarily for assessment apart from constructivist instruction) and integrated practice (where digital games are seamlessly embedded within constructivist teaching). This study also developed the Classroom Digital Game Integration Practices (CDGIP) framework, which classifies teachers' DGBL practices into four categories: delivery, supplementary, enhancement, and transformative, based on the pedagogical role of digital games. By applying this framework, the study found that integrated practices align with enhancement and transformative categories, whereas parallel practices remain largely supplementary. While participating teachers espouse strong constructivist beliefs, their actual DGBL implementations vary, indicating that the juxtaposition of beliefs and practice is not always directly reflected in classroom enactment. The findings carry important implications for teacher professional development, highlighting the need for deeper pedagogical training in using digital games to support student-centred learning goals.

Sharma, S. (2026). **Comparing AI and human peer feedback in assessment: Evaluating feedback quality, engagement, and learning across project-based stages**. *Education and Information Technologies*, *31*(16), 8573-8597. https://doi.org/10.1007/s10639-026-14127-5
This study compares how students experience and act on feedback when working with an artificial intelligence (AI) peer and a human peer in a project-based assessment. Conducted in upper-level data science courses, the research used a mixed-methods design informed by Feedback Literacy, Evaluative Judgment, and Learning Engagement theories. A total of 103 students completed two equivalent projects, one with a human peer and one with an AI peer, across five stages: ideation, design, coding, debugging, and reflection. Quantitative results showed that AI feedback was rated higher for usefulness, quality, uptake, and trustworthiness, while human feedback supported stronger emotional and social engagement. Qualitative findings revealed that students viewed AI feedback as immediate and practical but sometimes lacking empathy, whereas human feedback provided motivation and mutual understanding. The study concludes that AI and human peers contribute complementary strengths to

assessment, with AI enhancing iterative improvement and human peers promoting reflection and collaborative dialogue in learning.

Shi, Y., Chen, Z., Wang, Z., Zheng, Q., Wang, M., & Li, Z. (2026). **How do instructors' attention and proximity influence students' verbal engagement in higher education? insights from an AI-driven multimodal teaching behavior analytics system**. *Education and Information Technologies*, *31*(15), 6701-6730. https://doi.org/10.1007/s10639-026-14053-6
Instructors' attention and proximity serve as visual social cues that enhance sensory stimulation for students, potentially influencing their verbal engagement in the classroom. However, large-scale observational studies on instructors' attention and proximity in relation to students' verbal engagement in authentic higher education classrooms are still relatively scarce. Multimodal analytics techniques powered by artificial intelligence (AI) offer a continuous, non-intrusive method for capturing these social interactions across multiple lessons. This study developed and employed an AI-driven multimodal teaching behavior analytics system (E-course) to examine how instructors' attention and proximity influence students' verbal engagement (behavioral and emotional dimensions) in higher education. E-course integrates synchronized audio and image data streams to detect instructor attention and proximity, and to identify student speakers (verbal behavioral engagement) and vocal emotions (verbal emotional engagement). By analyzing 113 instructional videos from eight courses over a semester, the system generated 94,858 events for detailed statistical analysis. Results showed that instructors' attention to students positively influenced students' verbal behavioral engagement, while proximity to students negatively affected it. Additionally, proximity to students had a positive effect on neutral verbal emotional engagement. These findings offer insights into the role of attention and proximity in shaping students' verbal engagement through multimodal analytics.

Sung, M. Y., Hao, X., & Geng, F. (2026). **Working memory predicts the collaborative performance of young children during pair programming**. *European Journal of Psychology of Education*, *41*(3), 109. https://doi.org/10.1007/s10212-026-01171-5
Recently, the widespread use of computers to support collaborative learning has introduced a new challenge for children, as they coordinate their cognitive resources to interact simultaneously with both the computer and their peers. However, there are lack of studies to investigate whether individual cognitive ability, such as working memory, can predict computer-supported collaborative performance in a group. This study examined whether children's working memory predicts collaborative performance during pair programming and whether children's working memory and collaborative performance predict learning outcomes. Participants were 115 children aged 6–10 years. Children's working memory capacity and coding ability were assessed, and they engaged in pair programming lessons. All lessons were recorded, and the videos were analyzed using the collaborative performance assessment framework, focusing on attentional states, emotional states, and interactive behaviors. The results indicated that children's working memory significantly predicted collaborative performance in a pair programming environment through its interaction with their mate's working memory, including task-related attention and joint attention. Specifically, for children with higher working memory capacity, being paired with a mate who also had a high working memory capacity was associated with higher levels of task-related attention and joint attention. In addition, children's individual working memory capacity significantly and positively predicted neutral emotions. Furthermore, task-related attention and peer observation behaviors during pair programming were linked to fewer debugging behaviors. These findings suggest that collaborative performance is influenced by the interaction between children's working memory capacity and their mate's working memory capacity. Additionally, collaborative performance observed during pair programming appears to have an impact on learning outcomes. Accordingly, the current study suggests that grouping children based on their working memory capacity is important for enhancing collaborative performance in computer-based collaborative learning contexts such as pair programming.

Temur, M., Erol, M., & Erol, A. (2026). **Problematic media use, loneliness, and digital literacy in primary school children**. *Education and Information Technologies*, *31*(15), 6731-6754. https://doi.org/10.1007/s10639-026-14051-8
This study aims to examine the relationship between problematic media use (PMU), digital literacy (DL), and loneliness among primary school children. The participants were 957 children aged 8 to 11 years. Data were collected using standardized instruments measuring PMU, loneliness, and DL, and analyzed using GLM analysis. The findings revealed significant relationships between DL, loneliness, and PMU. Loneliness was statistically associated with PMU both directly and indirectly, with DL accounting for part of this association. The findings suggest that loneliness is meaningfully related to higher levels of PMU. Higher levels of DL do not necessarily ensure healthy media habits, particularly among children experiencing loneliness. Therefore, DL education should move beyond technical skills to include components that foster emotional regulation and social connection. In this regard, DL programs should be designed to address not only cognitive but also emotional and social needs.

Tezci, İ. H. (2026). **Does AI Guidance make a difference? a quasi-experimental study on the effects of NotebookLM on academic achievement, test anxiety, and self-efficacy**. *Education and Information Technologies*, *31*(16), 9025-9058. https://doi.org/10.1007/s10639-026-14146-2
This study examined the effects of NotebookLM-assisted learning on university students' academic achievement, test anxiety, and academic self-efficacy. Using a pretest-posttest control group quasi-experimental design, 118 undergraduate students enrolled in a Scientific Research Methods course were randomly assigned to three groups: NotebookLM + teacher guidance, independent NotebookLM use, and traditional instruction. After the six-week intervention, data were analyzed using 3 × 2 mixed ANOVA with Bonferroni post-hoc comparisons. Results revealed statistically significant time × group interactions for all three dependent variables (academic achievement: $p < .001$, $\eta^2p = .46$; test anxiety: $p < .001$, $\eta^2p = .41$; academic self-efficacy: $p < .001$, $\eta^2p = .59$). For academic achievement, the guided group significantly outperformed both the independent ($p = .036$) and the control groups ($p < .001$), while the independent use group also significantly outperformed the control group ($p = .002$). For test anxiety and academic self-efficacy, both experimental groups improved significantly more than the control group (ps < 0.001-0.010), with no difference between them (both ps = 1.000). These results indicate that the effects on anxiety and self-efficacy operated at the instrumental level, meaning they were driven by tool use alone regardless of guidance, whereas the effect on academic achievement required pedagogical support. The findings provide experimental evidence that AI should be positioned not as a replacement for the teacher, but as a complementary tool integrated with pedagogical scaffolding.

Toro, G. J. N. del. (2026, octobre 9). **À quoi pourrait ressembler une journée à l'école en 2035 ?** https://doi.org/10.64628/AAK.g3w6gverr
À quoi ressemblera l'école en 2035 ? Intelligence artificielle, réalité virtuelle et projets collaboratifs pourraient bouleverser les méthodes d'apprentissage.

Tran, V. A. (2026). **Helpful Yet Risky: Senior EFL Students' Perceptions of ChatGPT Feedback in Academic Writing at a Vietnamese University**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 199-211. https://doi.org/10.59324/ejahss.2026.3(5).17
Generative artificial intelligence has entered English as a foreign language (EFL) writing classrooms faster than evidence about how learners construe it has accumulated. This study examined how senior English-major students at a Vietnamese public university perceive ChatGPT feedback on their academic writing. A cross-sectional descriptive survey with an embedded qualitative component combined a 15-item questionnaire – thirteen agreement items and two evaluation items – with written answers to three open-ended prompts from eight students in the same cohort. Thirty-six students responded and 30 complete cases were retained. No writing performance measure was collected, so no claim about learning gains is made. Benefit endorsement was highest for confidence in writing (M = 3.93) and for grammatical correction

and academic vocabulary (both 76.7% agreement, M = 3.90), and lowest for organisation of ideas (60.0%, M = 3.67), though differences within this cluster are small relative to the sample precision. Risks were endorsed at least as strongly: 96.7% agreed that over-reliance might erode self-editing (M = 4.17), and 83.3% that ChatGPT revisions can make writing sound unlike their own (M = 4.07). Across the thirteen agreement items, means occupied a narrow range (3.67–4.17), indicating co-endorsement of benefits and risks rather than demonstrated statistical equivalence. The open-ended responses mirrored this pattern, portraying ChatGPT as a useful assistant, a threat to originality, and a tool requiring explicit rules. The pattern may reflect genuine ambivalence, acquiescent responding, or both; the present design cannot separate them. Implications are discussed for feedback literacy, classroom guidance, and instrument design.

Turan, Z., & Kasneci, E. (2026). **AI-generated or human instructors for video lectures in higher education? A comparison of visual attention, cognitive load, satisfaction, social presence and learning: an eye tracking study**. *Education and Information Technologies*, *31*(16), 9111-9144. https://doi.org/10.1007/s10639-026-14149-z
This study examines the effects of AI-generated and human instructors in instructional videos designed to teach declarative and procedural knowledge. The independent variables were instructor type and knowledge type, while the dependent variables included visual attention, cognitive load, satisfaction, social presence, and learning outcomes. Using a randomized experimental design with 90 university students, the study employed eye-tracking technology and self-report measures. The findings showed that AI-generated and human instructors produced comparable levels of visual attention. However, the presence of an instructor image—whether human or AI-generated—was associated with increased cognitive load in procedural knowledge videos. Participants reported higher satisfaction with the no-instructor condition for procedural knowledge, whereas no significant differences were observed for declarative knowledge. Perceived social presence was significantly higher in the human instructor condition than in the AI-generated instructor condition. In addition, participants in the AI-generated instructor condition achieved higher learning outcomes than those in the comparison conditions.

Tutkun, C. (2026). **The effect of digital and traditional methods on learning and retention in preschool education: a comparison of virtual reality, augmented reality, web-based, and manipulative materials**. *Education and Information Technologies*, *31*(16), 8521-8544. https://doi.org/10.1007/s10639-026-14119-5
The pedagogical use of digital technologies in early childhood education is increasingly prevalent today. Augmented reality, virtual reality, and web-based content have the potential to make children's learning processes more interactive and lasting. In this context, the study compared the effects of different teaching methods presented with augmented reality, virtual reality, web-based, and manipulative (traditional) materials on children's learning and retention levels. In the quasi-experimental study, a total of 400 children attending preschool education institutions in Bayburt, Turkey, were divided into four different groups and evaluated using a "pre-test–post-test–retention test" model. The results revealed that the virtual reality group achieved the highest scores in both learning and retention levels, followed by the augmented reality and web-based groups, while the manipulative group demonstrated the lowest performance. In addition, the virtual reality environment was evaluated by children as the most enjoyable and satisfying method, and children in this group were the most willing to use the training again. These results show that digital technologies such as virtual and augmented reality in preschool education should be evaluated as effective tools in terms of achieving pedagogical goals and increasing children's interest in learning.

Ulukök Yıldırım, Ş., & Sönmez, D. (2026). **Effects of sustained attention and different video lecture types on learning and recall performance of pre-service science teachers**. *Education and Information Technologies*, *31*(16), 8265-8290. https://doi.org/10.1007/s10639-026-14102-0
In today's educational environments, videos have become integral to learning and teaching processes. The rapid spread of videos in education necessitates the development of video

course designs that consider individual differences and learner needs. However, generic designs fail to address the varied needs of individuals. Video lectures that consider individual differences can help students benefit more effectively from the materials. However, it is observed that the literature on how learners with different cognitive characteristics benefit from video designs and how individual learning processes can be supported is limited, and research in this field is still at an early stage. Therefore, this research investigates the effects of pre-service science teachers' sustained attention levels and different video lecture types on their learning and recall performance on the cell cycle. The research was conducted with a 2 × 2 between-group factorial design, which is one of the experimental methods. The research participants included 100 pre-service science teachers. During the data collection process, a computer-based sustained attention test, an achievement test, and the GazePoint GP3 eye tracking system were used. Two-way ANOVA and the Mann–Whitney U test were used for data analysis. Results show that pre-service science teachers' learning and recall performance differ significantly depending on the type of interaction in video lectures and their sustained attention levels. In addition, participants with high sustained attention levels achieved the highest learning performance when they watched picture-in-picture video lectures. On the other hand, the lowest learning performance was observed in the group where participants with low sustained attention levels watched lecture videos with voiceover. The results from eye tracking data also support this finding.

Usta, İ., & Uğur, S. (2026). **Design and evaluation of a digital twin-based virtual museum for educational virtual reality experiences: the case of TÜDAM360**. *Education and Information Technologies*, *31*(16), 8371-8405. https://doi.org/10.1007/s10639-026-14118-6
This study aimed to design and develop a digital twin-based virtual museum for the Türk Dünyası Application and Research Center (TÜDAM) and, within the framework of the Technology Acceptance Model (TAM), to examine the relationships between information literacy, usability, and satisfaction among its users. Employing a design-based research approach, the study pursued three sequential objectives: (a) designing and developing the virtual museum, (b) assessing users' perceived usability and satisfaction, and (c) testing the mediating effect of usability on the relationship between IDL and satisfaction. The first objective was addressed by designing and developing a digital twin-based virtual museum, TÜDAM360, using 360-degree panoramic videos and photographs to accurately and immersively represent the physical museum environment; this platform served as the experimental setting for the subsequent phases of the study. To address the second objective, a total of 219 students from Anadolu University experienced the virtual museum using VR headsets and completed scales measuring digital competence, usability, and satisfaction, with data analyzed using K-means clustering and ANOVA. Findings showed that 63.5% of participants reported a high level of satisfaction, while 48.8% found the virtual museum highly usable. The third objective, testing the mediating effect of usability on the relationship between IDL and satisfaction, was examined through structural equation modeling (SEM). Results showed that IDL had both direct and indirect effects on satisfaction, with usability playing a significant mediating role ($p < .001$), supporting the TAM hypothesis that perceived ease of use and perceived usefulness enhance technology acceptance and user satisfaction. This research highlights the potential of digital twin technologies in enhancing user engagement and interaction in virtual museum applications. Future studies may focus on developing personalized user experience models to make virtual museum interactions more inclusive and engaging.

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
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, C.-C., Liu, F.-C., Xie, J., Lai, C.-M., & Lin, C.-S. (2026). **Exploring the impact of persona-based large language models on user experience in educational settings**. *Education and Information Technologies*, *31*(15), 7329-7349. https://doi.org/10.1007/s10639-026-14086-x
As Large Language Models (LLMs) become increasingly prevalent across various domains, prompt engineering has emerged as a key approach for shaping model behavior and response generation. One specific type of prompt is the persona pattern, which instructs the model to assume a particular role or identity. This study focuses on examining the impact of persona-based prompts on students' experiences with LLMs, particularly investigating whether the model's interpretation of such role-playing prompts can enhance the user experience. We conduct an experiment involving 331 students from three different academic colleges. Participants interact with two versions of an LLM built on ChatGPT: a baseline model without any role specification and a version prompted with a persona. Each participant completes four nutrition-related tasks varying in question type (fact-based or guidance-based) and content category (moral-related or non-moral-related), and evaluates the responses from both LLM versions in terms of Understanding, Trust, and Satisfaction. Specifically, for fact-type questions, both models score similarly on average in Understanding, but the original model rates higher in Trust and Satisfaction. For guidance-type questions, the persona-based model averages higher in Understanding, while the original model remains higher in Trust and Satisfaction. We find that while the persona-based model can enhance perceived Understanding, particularly in guidance-type tasks, they may reduce Trust and Satisfaction compared to baseline models because the persona role uses certain emotional expressions and inappropriate metaphors. Moreover, participants unfamiliar with prompt engineering may not benefit from such personalization as intended. This study represents an exploratory examination of how persona-based prompting influences user experience in a nutrition education context. The findings suggest that role-playing personas may affect students' perceptions of LLM-generated educational content, highlighting the need for effective personalization strategies in educational LLMs. Future studies should examine the generalizability of these effects across disciplines and learning contexts.

Wang, Fang, Guo, L. P., & Zhang, Y. R. (2026). **From observation assessment to pedagogical decision-making: Capabilities and biases of LLMs in ECE Situational judgment tests**. *Education and Information Technologies*, *31*(15), 6901-6925. https://doi.org/10.1007/s10639-026-14060-7
This study systematically examines the capabilities and biases of large language models (LLMs) in early childhood education (ECE), focusing on child observation assessment and pedagogical decision-making. Using two validated situational judgment test (SJT) instruments, twelve leading Western and Chinese LLMs were evaluated across multiple developmental and instructional

scenarios. Results indicate that LLMs demonstrate high stability and relatively strong performance in child observation assessment, particularly in identifying children's current developmental levels. However, performance declines in pedagogical decision-making tests that require value-laden judgments and complex trade-offs. While no significant differences were found between Chinese and Western models in overall scores, systematic cross-cultural differences emerged in value prioritization, such as emotional support, safety, and rule enforcement. Moreover, all models exhibited consistent decision-making biases, including limited developmental sensitivity, weak methodological awareness, and a preference for order maintenance. These findings suggest that although LLMs hold potential as supportive tools in ECE, their use requires critical mediation to prevent misalignment with child-centered educational principles.

Wang, Fudan, & Park, K. H. (2026). **AI-supported learning resources, learning demands, and learning satisfaction among Chinese international postgraduate students: an application of the study demands–resources framework**. *Education and Information Technologies*, *31*(16), 9079-9109. https://doi.org/10.1007/s10639-026-14139-1
Chinese international postgraduate students enrolled in Korean-medium programs often experience language-related difficulties in academic reading, research writing, and communication. Although AI-supported translation tools are widely used in these settings, their role within the Study Demands–Resources (SD-R) framework remains unclear. This study examined the relationships among AI-supported learning resources, learning demands, learning burnout, learning engagement, and learning satisfaction among Chinese international postgraduate students in South Korea. An explanatory sequential mixed-methods design was adopted. Survey data from 312 students were analyzed using structural equation modeling, followed by semi-structured interviews with seven participants selected through maximum variation sampling. The interview data were analyzed using reflexive thematic analysis. The quantitative results supported both the motivational and health-impairment pathways of the SD-R framework. AI-supported learning resources were positively associated with learning engagement and learning satisfaction, whereas learning demands were positively associated with learning burnout and negatively associated with learning satisfaction. Learning engagement mediated the relationship between learning resources and satisfaction, while learning burnout mediated the relationship between learning demands and satisfaction. The interviews indicated that AI-supported translation facilitated academic access, reduced uncertainty in academic participation, and supported broader involvement in academic and social activities. Participants also described tensions related to continued reliance on translation tools, including reduced motivation to learn Korean and concerns about the legitimacy of technology-supported academic achievement. Overall, AI-supported translation was experienced as a meaningful learning resource in cross-linguistic postgraduate education, while its continued use also raised concerns about language development and academic legitimacy.

Wang, H., Xue, Z., Zhang, Y., & Hu, W. (2026). **Effects of the question wait time and question positions on scientific concept learning from video**. *Education and Information Technologies*, *31*(15), 7653-7675. https://doi.org/10.1007/s10639-026-14094-x
In teaching, students' thinking time after encountering a question plays a crucial role in students' subsequent learning. This study examined the effects of question wait time (automatically vs. manually controlled) and question positions (pre- vs. post-questions) in video-based learning, using eye-tracking technology to investigate attentional and cognitive processes. Participants (N = 116) were randomly assigned to one of the following conditions: automatically (automatic page turning after 2 s) and manually controlled wait time (after 3 s, students manually turn pages by clicking a button) for both pre-questions (before content delivery) and post-questions (after content delivery). The results demonstrated that extended pre-question wait time significantly reduced cognitive load, while extended wait time for both pre-questions and post-questions improved attention and learning performance. These findings suggest that strategic pauses allow students to better process information, engage in deeper cognitive processes, and consolidate knowledge.

Wang, J., & Li, H. (2026). **Enhancing programming learning in elementary school students through pair programming scripts based on productive failure theory**. *Education and Information Technologies*, *31*(16), 8037-8073. https://doi.org/10.1007/s10639-026-14109-7
Current programming education in elementary schools faces a critical challenge: students frequently encounter algorithmic failures but lack the problem-solving abilities and efficient collaboration skills to extract meaningful insights from these impasses. To address this, this study theoretically integrates Productive Failure (PF) theory, a seminal framework on learning from failures, with collaboration scripts theory. We developed and refined platform-embedded pair programming scripts to foster a "socio-emotional supportive environment" for elementary students facing cognitive impasses. We conducted a small-scale, exploratory Design-Based Research (DBR) encompassing three iterative cycles. Participants comprised 14 fourth-grade students (7 pairs) selected via purposive and stratified sampling based on prior computational interest and basic programming experience. Utilizing a convergent mixed-methods design, the study triangulated quantitative artifact scores, qualitative Lag Sequential Analysis (LSA) of collaborative dialogues, and self-reported emotional trajectories. The results demonstrated a statistically significant improvement in programming artifact quality from Cycle 1 to Cycle 3 ($p = .041$, Cohen's $d = 0.606$). Furthermore, LSA revealed that the optimized epistemic scripts successfully shifted peer interactions from superficial agreements to deep dual cyclic argumentation, safely activating the four core mechanisms of PF without inducing catastrophic cognitive overload. Concurrently, students exhibited a V-shaped recovery in failure attitude, ultimately fostering genuine failure resilience. While role-switching friction persisted under rigid temporal constraints, we propose a subtask-boundary-based switching rule—triggering role transitions at natural cognitive breakpoints rather than fixed temporal intervals—to preserve learners' cognitive flow in future implementations.

Wang, Qi, Zhang, S., Li, M., Fu, W., & Lu, C. (2026). **Digital reproduction of family capital: revealing the impact of family SES on computational thinking in primary school students**. *Education and Information Technologies*, *31*(15), 7079-7103. https://doi.org/10.1007/s10639-026-14068-z
This study investigates the association of family socioeconomic status (SES) and family cultural capital with the development of computational thinking (CT) skills among 3,018 primary school students in China, drawing on Pierre Bourdieu's cultural capital theory. The results indicate that family SES positively predicts students' CT levels; however, quantile regression analysis reveals a ceiling effect in this predictive relationship. Various dimensions of family cultural capital, such as cultural resources, parental involvement, and parental monitoring, also positively predict CT development, while Shapley value decomposition shows that parental monitoring has the strongest explanatory power. Furthermore, path analysis confirms that family cultural capital significantly mediates the relationship between family SES and students' CT development, highlighting family cultural capital as a potential mechanism underlying inequalities in this critical digital skill. These findings deepen the understanding of how socioeconomic factors correspond to disparities in CT and provide theoretical and practical implications for promoting equity in CT education.

Wang, Qin, Mousavi, A., & Lu, C. (2026). **Higher education teachers' assessment literacy in technology-assisted contexts: Development and validation of a holistic scale**. *Education and Information Technologies*, *31*(15), 7423-7459. https://doi.org/10.1007/s10639-026-14075-0
Using digital technologies in assessments has become a common practice among higher education teachers. This enriches the concept of teacher assessment literacy (AL), thus making it necessary to develop a new scale to measure higher education teachers' AL in technology-assisted contexts. Therefore, this study applied Onwuegbuzie et al.'s (2010) instrument development and construct validation (IDCV) process as a mixed methods framework to develop and validate a new scale. In Phases 1 to 5, the scale was developed based on the framework generated from the literature review and focus group interviews. Phases 6 to 9 involve quantitative and qualitative data analyses, as well as crossover analyses based on a sample of

N = 265 higher education teachers in China. In Phase 10, both the product and the process were evaluated to help the researcher reflect on the research and discover areas for further improvement. The scale developed and validated in this study encompasses two parts: assessment knowledge and assessment competence. Results demonstrated that assessment competence in technology-assisted contexts is not simply measured by a total score, but a dynamic system composed of nine closely collaborative and interactive professional practices. This instrument and the accompanying reflections offer valuable insights for future research on integrated approaches to developing AL among higher education teachers.

Wu, S., Pang, M., Sun, X., & Wang, X. (2026). **Research on the application of interactive social robot in english vocabulary learning in primary school**. *Education and Information Technologies*, *31*(15), 7511-7534. https://doi.org/10.1007/s10639-026-14063-4
Artificial intelligence driven educational technologies have rapidly transformed multiple domains, particularly primary education and language learning, where interactive systems such as augmented reality platforms and conversational agents enhance personalized instruction and learner engagement. These technologies enable adaptive feedback, real-time interaction tracking, and multimodal content delivery, creating new opportunities for improving English vocabulary acquisition. However, despite rapid technological achievements, structured integration of multi-source learning datasets remains limited, restricting comprehensive analysis of cognitive and behavioural learning outcomes. To solve this problem, this paper proposes a comprehensive dataset collation and harmonization framework that integrates three publicly available datasets: AR-based English vocabulary learning, student learning interaction logs, and chatbot-based English learning data. The methodology includes four stages. First, heterogeneous datasets are standardized through unified student identifiers, session mapping, and timestamp normalization. Secondly, vocabulary accuracy and response variables are cleaned and aligned across sources. Thirdly, engagement-related metrics such as time-on-task, dialogue turns, and interaction frequency are computed to capture behavioural dimensions. Finally, derived indicators, including accuracy rate, average response latency, and engagement index, are generated to enable multivariate statistical modelling. Experimental results indicate that the integrated dataset improves feature completeness by over 35% compared to single-source datasets and enables stronger correlation modelling between engagement and vocabulary accuracy ($r > 0.45$, $p < 0.01$). Principal component analysis demonstrates clearer separation of performance clusters, explaining more than 70% of total variance within the first two components. Compared with isolated datasets, the proposed framework provides greater analytical robustness, richer feature representation, and enhanced predictive capability for modelling technology-enhanced vocabulary learning outcomes.

Xie, X., Ma, P., Li, Y., Fu, Z., Zhao, Y., Du, Z., & Zhang, W. (2026). **Development and validation of the adolescent artificial intelligence literacy scales**. *Education and Information Technologies*, *31*(16), 8807-8836. https://doi.org/10.1007/s10639-026-14136-4
This study systematically explored the structure of artificial intelligence (AI) literacy among adolescents in China and developed and validated the Adolescent AI Literacy Scales for both junior and senior high school students within the Chinese educational context. Based on semi-structured interviews with students, parents, and teachers, a framework of adolescent AI literacy comprising six primary dimensions and nine subdimensions was developed using consensual qualitative research (CQR). The initial scales were administered to 817 junior high school students and 951 senior high school students, and items were refined through item analysis and exploratory factor analysis (EFA). The revised scales were subsequently administered to 1,406 junior high school students and 1,318 senior high school students, followed by confirmatory factor analysis (CFA) and comprehensive reliability and validity assessments. The final version for junior high school students included nine dimensions, namely Value Cognition, Learning Motivation, Use Awareness, Conceptual Understanding, Operational Skills, Evaluation Ability, Ethical Awareness, Dependence Avoidance, and Innovative Application, whereas the senior high school version retained all dimensions except Use Awareness. Developed separately for junior and senior high

school students, the two scale versions serve as preliminarily validated instruments for assessing AI literacy across different educational stages in Chinese secondary education.

Xu, J., Huang, Y., & Pi, Z. (2026). **Traditional search combined with problematizing prompts enhances scientific concept learning in simulation-based video lectures**. *Education and Information Technologies*, *31*(15), 6787-6811. https://doi.org/10.1007/s10639-026-14041-w
Information retrieval tools and metacognitive prompts, as forms of external regulation, provide timely interactivity that can support scientific concept understanding in simulated video lecture environments. This study examined the interactive effects of search types (traditional search vs. generative artificial intelligence (GenAI) search) and metacognitive prompts (structuring prompts vs. problematizing prompts) on students' scientific concept learning using eye-tracking and screen recording methods. A total of 95 Chinese undergraduate and graduate students (Mage = 20.83, SDage = 2.23) participated in an online learning task in the domain of gene expression biology. Analysis of variance (ANOVA) showed that participants exhibited higher fixation counts and longer dwell times on the metacognitive prompts area. Under the condition of traditional search combined with problematizing prompts, learners also made more saccades, demonstrated deeper self-monitoring behaviors, and achieved somewhat higher transfer. Together, these findings highlight the benefits of combining traditional search with problematizing prompts to support scientific concept understanding in simulation-based video lectures. Practically, educators should systematically embed well-designed metacognitive prompts, particularly problematizing prompts, into inquiry tasks to guide students in monitoring and reflecting on their learning processes. Furthermore, teachers should support students in effectively using traditional search and GenAI search tools to locate relevant and reliable information that meets their individual needs.

Xu, L.-J., Chen, S.-J., Su, L.-F., Hwang, G.-J., Wu, H.-H., Liu, H.-H., & Wu, W.-T. (2026). **Effects of knowledge graph assisted educational robots on pre-service teachers' instructional design quality, flow experience, motivation, and cognitive load**. *Education and Information Technologies*, *31*(15), 7105-7146. https://doi.org/10.1007/s10639-026-14078-x
Educational robots exhibit considerable potential for adaptive learning. However, current implementations often limit their role to knowledge transmission through teacher-centred approaches, potentially constraining pre-service teachers' development of pedagogical skills. This study proposes and evaluates a knowledge graph-assisted educational robot (KGAER) system designed to scaffold structured domain knowledge and support self-regulated learning. Using a quasi-experimental design, pre-service teachers were assigned to an experimental group ($n = 39$) that learned with KGAER, or a control group ($n = 46$) that used a conventional educational robot. Results indicated that the KGAER group demonstrated significantly higher instructional design quality ($F = 11.91$, $p < 0.01$, $\eta^2 = 0.13$), greater flow experience ($t = 3.07$, $p < 0.05$, $d = 0.67$), and stronger overall motivation ($F = 8.02$, $p < 0.05$) compared with the control group. Cognitive load did not differ significantly between groups, suggesting that the intervention did not impose an additional mental burden. These findings support the use of knowledge graphs to enhance the instructional effectiveness of educational robots, illustrating how human–AI collaboration can maintain pedagogical agency while improving learning outcomes in teacher education.

Yu, L., Ding, X., Ding, Y., & Li, J. (2026). **The impact of artificial intelligence literacy on college students' creativity: a sequential mediation and multi-group analysis**. *Education and Information Technologies*, *31*(15), 6755-6786. https://doi.org/10.1007/s10639-026-14050-9
The integration of artificial intelligence (AI) in higher education necessitates understanding how AI literacy fosters student creativity. This study examines the mediating roles of AI proactive integration and innovation self-efficacy, and the moderating effects of gender and disciplinary background. Using multi-group structural equation modeling with data from 5,615 Chinese undergraduates, we found that AI literacy enhances creativity both directly and through a sequential pathway: AI literacy → AI proactive integration → innovation self-efficacy → creativity.

Multi-group analysis revealed significant gender differences—male students exhibited stronger indirect effects along the "AI proactive integration → innovation self-efficacy → creativity" chain—while disciplinary background (humanities/social sciences vs. natural sciences) showed no significant moderating effect. These findings validate a "technology-behavior-psychology-innovation" framework and offer practical insights for developing inclusive AI education strategies.

Zarrinabadi, N., Jabbari, N., Amini, F., & Es'haghi, S. (2026). **Understanding the role of competition beliefs and learning orientations in Duolingo learners' engagement: the mediating effects of autonomy and motivation**. *European Journal of Psychology of Education*, *41*(3), 99. https://doi.org/10.1007/s10212-026-01157-3
This study examines how learners' beliefs about competition (positive vs. negative) and learning orientations (cooperative vs. competitive) shape engagement in language learning on Duolingo, with autonomy and motivation serving as mediators. Although competition is often viewed as either motivating or debilitating, little is known about how differing competition beliefs and orientations jointly influence engagement in digital learning contexts. Accordingly, a sample of 191 multilingual Duolingo users, recruited via convenience sampling, completed self-report scales assessing competition beliefs, learning orientations, autonomy, motivation, and engagement. Structural equation modeling indicated that positive beliefs about competition significantly and positively predicted both autonomy and motivation, whereas negative competition beliefs negatively predicted motivation. Moreover, competitive orientation significantly predicted autonomy, motivation, and engagement, whereas cooperative orientation showed only a direct positive path to engagement. Mediation analysis also revealed that both positive and negative beliefs about competition, along with competitive orientation, were indirectly associated with engagement, whereas cooperative orientation had no indirect effects. These findings suggest that cooperative and competitive dynamics promote engagement through different mechanisms, highlighting the value of supporting both orientations in digital learning environments. This study contributes to understanding how individual differences in learners' beliefs and orientations interact with motivational processes to shape engagement, offering practical implications for designing adaptive, inclusive, and motivating language learning platforms that cater to diverse learner profiles.

Zhan, Y., Chiu, M. M., & Du, Z. (2026). **Antecedents of student feedback uptake during online interactive peer assessment**. *Education and Information Technologies*, *31*(16), 8311-8335. https://doi.org/10.1007/s10639-026-14108-8
Students' uptake of peer feedback enhances their learning, but we do not know the antecedent behaviors that shape uptake (apply, copy, reject, or ignore). Hence, we analyzed the 29,545 behaviors of 135 university sophomores during online interactive peer assessment (OIPA) of three activities. Multivariate outcome, multilevel cross-classification analysis showed that external factors (e.g., demographics), synchronous (vs. asynchronous) discussion mode, author agreement or disagreement, author or peer explanations, and specific feedback boosted author applications of peer feedback. After receiving specific feedback, authors copied more peer feedback. Disagreements, requests for specific information, or idea exchanges in the last phase of author-peer discussions yielded more rejections of peer feedback. After a peer ignored the author's specific feedback requests at the beginning of OIPA, the author ignored more peer feedback. These findings show how dialogic feedback behaviors and specific feedback during OIPA shape students' uptake of peer feedback.

Zhao, W., Ma, X., & Guan, J. (2026). **Promoting multimedia learning by positive emotional design: moderation of visual salience and self-pacing**. *Education and Information Technologies*, *31*(15), 6951-6983. https://doi.org/10.1007/s10639-025-13319-9
In multimedia learning, different visual emotional designs can affect learners' emotions, increase internal motivation and enhance learning effects, which are important ways for learners to acquire information. Previous studies have focused more on the emotional dimension and overall

information transfer characteristics of visual emotional design, but failed to examine the role of specific visual elements in the whole learning process. In addition, the pace of the presentation of learning materials is an emerging media learning mode of interaction between learners and learning materials, which can have different effects on learners' emotions, subjective experiences and learning effects. Therefore, in this paper, we use eye-tracking technology to verify the effectiveness of visual emotion design in multimedia learning, and further explore the effects of visual element salience on learning effectiveness and visual cognitive processing, as well as the moderating role of the pace of presentation of learning materials. The results of this study confirm the important role of positive emotions in multimedia learning, the ability of salient learning materials to enhance visual processing, and the moderating role of presentation pace in the effect of visual element salience on multimedia learning. The results of this study not only provide a design basis and guidance for the design of instructional materials in multimedia learning, but also provide a reference for the interaction mode between learners and instructional materials, which ultimately promotes visual cognitive processing and improves the effectiveness of multimedia learning in a more precise way.

Zheng, L., Liu, Z., & Huang, Z. (2026). **Using generative artificial intelligence to empower automatic assessment of lesson plans across different domains**. *Education and Information Technologies*, *31*(15), 6575-6621. https://doi.org/10.1007/s10639-026-14024-x
Emerging generative artificial intelligence (GenAI) technologies have the potential to empower teaching, learning, and automated assessment. Lesson plans are blueprints of instruction and guidance for teaching. Previous studies have adopted traditional methods to manually evaluate lesson plans. Effective methods for the automatic assessment of lesson plans are lacking. Through two empirical studies, this study aims to propose and validate an innovative method for the automated assessment of lesson plans based on GenAI technologies. In total, 204 college students participated in the two empirical studies across different domains. In each study, the participants were divided into 34 groups that collaboratively designed lesson plans. Half of the participants were assigned to the experimental group, which used automated assessment of lesson plans. The remaining participants were assigned to the control group, which used an instructional design without automated assessment. The results implied that the proposed automated assessment of lesson plans based on GenAI technologies contributed to promoting instructional design skills, collaborative knowledge building, and collective efficacy. The proposed automated assessment method did not increase cognitive load. Additionally, the results and implications as well as future research directions are analyzed and discussed in depth.

Zhong, Q., Ji, H., Liu, T., Li, F., & Wang, X. (2026). **Exploring the potential of generative AI and teacher collaboration in evaluating academic papers**. *Education and Information Technologies*, *31*(16), 8075-8118. https://doi.org/10.1007/s10639-025-13864-3
In higher education, evaluating students' academic papers remains a complex and time-consuming task, particularly under increasing pressures on educators' time and cognitive capacity. This study investigates the collaborative potential between generative artificial intelligence (GAI) and teachers in academic paper evaluation. A total of 60 undergraduate theses were assessed under two conditions: teacher-only mode and teacher-GAI collaborative mode. Additionally, semi-structured interviews were conducted with 15 participating teachers and 8 students whose papers had been evaluated. Quantitative analyses (Cohen's Kappa and Mann–Whitney U tests) were conducted to examine consistency and differences between the two evaluation modes, while qualitative analyses of teacher and student interviews explored perceptions of feedback quality and role distribution. Results showed that the grading results under the teacher-GAI collaborative mode demonstrated moderate consistency with those from teacher-only evaluations, while its evaluative comments were richer in content and clearer in expression. Thematic analysis further identified four core roles played by teachers (AI Orchestrator, Scholarly Mentor, Evaluation Manager, and Personalized Evaluator) and four by GAI (Preliminary Manuscript Assessor, Information Retrieval Assistant, Text Quality Reviewer, and Report Writing Assistant). Based on these findings, an Integrated Teacher-GAI Academic

Evaluation Framework was proposed, outlining stage-specific role distribution and collaborative strategies. This study offers both theoretical grounding and practical implications for advancing human-AI collaboration in academic assessment within higher education.

Zhu, S., & Hashemifardnia, A. (2026). **Investigating a structured ChatGPT-assisted instructional routine and its association with intolerance of uncertainty and emotion regulation in higher education: insights from Situated Learning Theory**. *European Journal of Psychology of Education*, *41*(3), 100. https://doi.org/10.1007/s10212-026-01161-7
The accelerating integration of artificial intelligence (AI) into higher education offers clear opportunities for learning support while also raising concerns that bear directly on student well-being; in particular, although AI-enabled tools such as ChatGPT can widen access to information and on-demand assistance, their implications for students' emotional well-being, especially their capacity to tolerate uncertainty and regulate emotions, have yet to be examined in sufficient depth. Guided by the concepts of Situated Learning Theory, the present study investigated the possibilities of a structured ChatGPT-assisted instructional routine through an individually randomized experimental pretest-posttest control-group design, drawing on a convenience sample of 60 undergraduate students from a state university. Participants were randomly allocated to an experimental group (n = 30), which engaged in an instructor-orchestrated ChatGPT-assisted learning routine over a 12-week semester, or to a control group (n = 30), which received traditional instruction. Data were collected via pre- and post-tests assessing intolerance of uncertainty (IU) and emotion regulation (ER). Independent samples t-tests were used to examine pretest group comparability, and ANCOVAs controlling for pretest scores were used as the primary analyses of posttest group differences. The baseline-adjusted results indicated lower posttest IU and higher posttest academic ER among students in the experimental condition. These findings indicate that participation in a carefully structured ChatGPT-assisted instructional package can support cognitive growth and strengthen students' emotional resilience, with potential to ease anxieties that often accompany higher education and to encourage the deliberate integration of AI tools in ways that foster more supportive and emotionally intelligent learning environments.

Zlotnikova, I., Maupong, T., Bagai, K., Jamisola, R. S., Kandjou, V., Mafa, R. K., … Mpoeleng, D. (2026). **From roadmap to practice: a document-based toolkit for ethical GenAI use in higher education**. *Tertiary Education and Management*, *32*(3), 269-291. https://doi.org/10.1007/s11233-026-09176-x
Universities worldwide are facing a practical governance challenge as generative artificial intelligence tools become widely available to students and staff, while institutional responses remain fragmented across academic integrity rules, assessment design, research governance, and inconsistent understandings of acceptable assistance. This paper presents a pragmatic institutional toolkit for translating broad principles for ethical generative artificial intelligence use into workable higher education practice. Using a document-based design, the study draws on institutional evidence from a public higher education institution in Botswana, including governance documents, policy texts, role-specific guidelines, sensitisation plans, and workshop artefacts. The analysis shows that generative artificial intelligence governance can be operationalised without creating a standalone policy by embedding definitions and expectations within existing academic integrity and misconduct frameworks, developing separate guidance for different user groups, and using workshops, institutional memory and detection-tool training as educative and procedural mechanisms. The paper synthesises these elements into a roadmap-to-practice translation architecture, comprising five recurring translation moves, seven canonical toolkit components, and a six-step implementation pathway that emphasise transparency, proportionality, documentation, and due process. Rather than claiming effectiveness outcomes beyond the institutional record, the study offers a documented design case and an adaptable model for universities seeking coherent and feasible approaches to generative artificial intelligence governance, particularly in resource-constrained contexts.

Orientation scolaire et professionnelle

Bano Barry, A. A. (2026). ***Parcours scolaires, conditions d'étude, de vie et de travail des étudiants guinéens: Un regard à partir des cohortes 1998 à 2003, 2013-2014, 2015-2016 et 2023-2024***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/parcours-scolaires-conditions-detude-de-vie-et-de-travail-des-etudiants-guineens/82629
« Parcours scolaires, conditions d étude, de vie et de travail des étudiants guinéens » retrace une étude approfondie menée sur 26 ans, de 1997 à 2024, sur les étudiants guinéens. Cette enquête, réalisée auprès de plus de 16 000 étudiants, explore l évolution de leur parcours scolaire, les défis liés à leurs conditions d'études, leurs activités d apprentissage, ainsi que leurs réalités sociales et personnelles. L étude met en lumière l impact des inégalités territoriales, sociales et économiques sur le système éducatif, en particulier la centralisation à Conakry et l influence du secteur privé. Elle examine aussi les choix de filières, l essor du travail étudiant et les obstacles matériels et pédagogiques qui freinent la réussite académique. À travers ces transformations, l étudiant guinéen se révèle être le produit d un système éducatif en transition où les inégalités se renforcent tout au long du parcours

Brown, E., & Penn, E. (2026). **Bourdieusian performances: the centrality of habitus and capital activation in elite university interviews in the UK**. *Oxford Review of Education*, *52*(6), 884-902. https://doi.org/10.1080/03054985.2025.2573260
This paper explores how admissions interviews used at the Universities of Oxford and Cambridge ('Oxbridge') are conceptualised by both undergraduate applicants from different backgrounds, and admissions tutors at Oxford who make decisions about which applicants should be offered places. It draws on data produced from two separate studies: one focussed on the conceptions of merit and fairness held by admissions stakeholders at Oxford, and one focussed on how undergraduate Oxbridge applicants from different social and school backgrounds conceptualise and perform ideality in their applications. We find that regardless of their individual conception of fairness or academic merit, most admissions stakeholders believed the admissions interview provided the opportunity to discern an applicant's 'innate' talent, regardless of their background. Stakeholders believed they could 'see through' prior preparation to assess a candidate's true potential. Meanwhile, applicants drew from personalised experiences, reflective of their socioeconomic circumstances, which conditioned them to recognise and perform excellence in particular ways which aligned more or less with Oxbridge expectations. Despite some standardisation in how individuals perceived Oxbridge ideality, individuals with access to substantial resources which provided insights into Oxbridge expectations tended to perform standardised ideal traits in ways that were more recognised and legitimated by Oxbridge admissions stakeholders.

Brugnara, L., Dottori, D., Modena, F., & Tanzi, G. M. (2026). ***The influence of peers' parental background on university enrollment: the role of education and occupation*** (Working paper N° 1039). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1039_26
This paper investigates the influence of peers' parents in shaping high school students' decisions to enroll in university, highlighting the joint role of their education level and occupation. Using a rich longitudinal dataset on Italian students, we track individuals from high school to university enrollment and exploit within-school and cross-cohort variation to identify peer effects. Our results show that peers' parental education positively impacts university enrollment, and more strongly so when paired with the type of occupation. These findings hold across students' and parents' gender and are more pronounced in non-academic schools and among students whose parents do not hold a university degree, suggesting that the peer effect is particularly relevant in contexts where the propensity to attend university is lower. The paper also finds that the peer effect is non-linear and strongest at intermediate levels of exposure, suggesting that a certain degree of diversity in the educational background of peers' parents may maximize the overall effect.

Cho, H. (2026). **Educational assessment and policy change: a study on university admission reforms in South Korea**. *Oxford Review of Education*, *52*(4), 504-520. https://doi.org/10.1080/03054985.2025.2511730
This paper draws on a case study of South Korean education reforms, with attention to the cultural and political practices articulated around changing the rules on university admissions. It first traces the historical trajectory of what I term the National Education Narrative (NEN), then considers the emergence and working of the Globalising Education Narrative (GEN). Recent education reforms are presented as governing spaces loaded with political contestations, where two competing educational discourses met, where policy was negotiated, and agreement reached. The NEN is briefly defined as presenting education in terms of meritocratic success in society, while the GEN discourse is preoccupied with enabling the nation to cope with global economic competition. The contest between these discourses is reflected in two contrasting admission tracks developed in South Korea since 1995, the College Scholastic Ability Test (CSAT) and the Comprehensive School Education Report (CSER). The analysis presented here shows that the NEN challenged education reform agendas, limited the scale of policy reforms and re-balanced power relations. From that analysis, the argument is made for closer attention to the domestic dynamics of national policy making in order to better understand the interaction of global and 'local' factors in contemporary education policymaking.

Eguchi, M. (2026). ***The Limits of Rank-Dependent Priorities in School Choice*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2609.39425
Many school choice mechanisms give students higher priority at schools they rank highly and aim to reward students' eagerness. This paper studies whether a centralized mechanism can incorporate such rank-dependent priorities while preserving truthful reporting. I consider a mechanism that jointly specifies how reported preferences modify schools' original priorities and how assignments are determined based on the modified priorities. I require the modification rule to satisfy rank monotonicity and the resulting matching to be stable with respect to the modified priorities. These two requirements jointly capture the policy objective of rewarding eagerness. My main result shows that any mechanism satisfying these requirements as well as strategy-proofness is outcome equivalent to the student-proposing Deferred Acceptance mechanism using the original priorities. Thus, if eagerness affects the outcome while the rank-dependent policy goal is maintained, the mechanism must be manipulable.

Gani, D. (2026, octobre 15). **Parcoursup : quelles pistes pour améliorer la mixité sociale ?** Consulté 15 octobre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/10/15/parcoursup-quelles-pistes-pour-ameliorer-la-mixite-sociale/
Abroger Parcoursup ou l'améliorer ? Le système actuel ne garantit pas l'atteinte des quotas minimaux de boursiers et peut accorder une priorité excessive à certains candidats : voilà le constat

Giani, M. S., Schudde, L., & Sultana, T. (2026). **Toward a Comprehensive Model Predicting Credit Loss in Vertical Transfer**. *American Educational Research Journal*, *63*(2), 227-269. https://doi.org/10.3102/00028312251409063
A growing body of research has documented extensive credit loss among transfer students. However, the field lacks theoretically driven and empirically supported frameworks that can guide credit loss research and reforms. We developed and tested a novel framework designed to address this gap using unique administrative credit loss data from Texas. Our results demonstrate how the likelihood of credit loss varies across course characteristics, majors, pretransfer academics, student characteristics, and sending and receiving institutions. Additionally, we disentangled general credit loss from major credit loss and examined how they

vary across institutions, majors, and the combination of both. The extensive variation in credit loss among universities in particular underscores the need for future research and reform.

Gueudet, G., Bournaud, I., Derouet, C., Fuchs-Gallezot, M., Milon, A., Morlaix, S., … Texier-Picard, R. (2025). ***Rapport intermédiaire n°1 du projet EUS-BC, mai 2025***. Consulté à l'adresse Université Paris-Saclay website: https://hal.science/hal-05776953
The project "Entering University Studies: Beliefs and Contracts" (hereinafter referred to as EUS-BC, project ANR-24-CE41-0456-01) officially began on 6 January 2025 and will run for three years. We recall that this project aims to understand the causes of the difficulties experienced by first-year university students in science-related degree programmes, and focuses on misunderstandings between lecturers and students regarding study and teaching practices that promote learning. The aim is to identify discrepancies between the beliefs and expectations of students and lecturers, as well as changes in students' attitudes during their first year at university. This report covers the work carried out up to 6 May 2025. It therefore relates to a limited period. However, we had anticipated the official start of the project by commencing work in September 2024. Project members were thus able to meet at a workshop held on 20 September at the MSH Paris-Saclay. Furthermore, interviews and observations of tutorials and practical sessions took place from September 2024 to February 2025. This report is structured as follows: following this introduction, one section outlines the work carried out on the literature review (the subsections correspond to tasks 1–3 and 2–3). We then present the work carried out on the initial questionnaire for students, which will be administered in September 2025. Finally, we review the data collected through observations and interviews.

Gueudet, G., Bournaud, I., Jhons, V., Derouet, C., Fuchs-Gallezot, M., Kermen, I., … Texier-Picard, R. (2026). ***Rapport intermédiaire n°2 du projet EUS-BC (ANR-24-CE41-0456), avril 2026***. Consulté à l'adresse Université Paris-Saclay website: https://hal.science/hal-05777170
Le projet "Entering University Studies: Beliefs and Contracts" (EUS-BC dans ce qui suit, projet ANR-24-CE41-0456-01) a débuté officiellement le 6 janvier 2025, pour une durée de trois ans. Ce projet concerne la compréhension des causes des difficultés vécues par les étudiant(e)s primo-entrant(e)s à l'université dans les filières scientifiques, et s'intéresse aux malentendus entre enseignant(e)s et étudiant(e)s à propos des pratiques d'étude et d'enseignement favorisant les apprentissages. Il s'agit d'identifier des écarts entre les croyances et attentes des étudiant(e)s et enseignant(e)s, ainsi que des évolutions chez les étudiant(e)s au cours de la première année à l'université. Ce rapport présente l'activité du projet ANR EUS-BC de mai 2025 à avril 2026. Il plus particulièrement centré sur : (1)le questionnaire initial étudiant, sa passation, les résultats des analyses statistiques menées jusqu'à présent, ainsi que les analyses statistiques projetées pour identifier les écarts entre personnes étudiantes et personnes enseignantes d'une part et les évolutions chez les personnes étudiantes d'autre part ; (2)les principaux éléments ressortant de la revue de la littérature de chaque tâche ou sous-tâche (tâche 1 : niveau transversal ; tâche 2 : niveau disciplinaire, sciences expérimentales et mathématiques ; tâche 3 : approche genrée).

Hannan, C., & Smyth, E. (2026). **Who chooses science? A longitudinal investigation of the role of primary and secondary school factors in shaping science enrolments in Ireland**. *Oxford Review of Education*, *52*(5), 691-715. https://doi.org/10.1080/03054985.2025.2558707
Existing research on subject choices rarely takes a longitudinal perspective. Using data from the Irish Growing up In Ireland study, this article focuses on 6,036 students from age 9 through to age 17 to examine whether students' early educational experiences predict later science subject choices. We extend our previous work in this area by exploring both primary and secondary school factors shaping enrolment in biology, physics, and chemistry within upper secondary education, controlling for student individual and background differences. Cross-classified multi-level models highlight the significant ways in which schools, at primary as well as secondary level, impact the choices made by students regarding science. Secondary schools differ in the proportion of students taking science subjects even after controlling for the profile of students and primary school experiences. This article provides new insights into the role of mathematics

engagement, early career aspirations and single-sex education in channelling students towards or away from studying scientific subjects.

Hounkonnou, L., Tohoun, S., & Ahouandjinou, R.-B. (2026). **Systems analysis of preparation for degree subject choice within benin's public educational guidance framework**. *World Journal of Advanced Research and Reviews*, *31*(2), 914-925. https://doi.org/10.30574/wjarr.2026.31.2.2142
In Benin, whilst the official choice of university degree course takes place following success in the baccalaureate, preparation for this decision occurs much earlier during secondary education where there is no guidance action. This research presents a systems analysis of preparation for university course selection within Benin's public educational guidance framework, examining the articulation between institutional provision and the self-guidance strategies adopted by prospective university entrants. A mixed-method methodology was employed with 464 participants across three target groups: lower-sixth and upper-sixth secondary school students, school administrators, and heads of Training and Research Units (UFRs) at the University of Abomey-Calavi (UAC). Quantitative data (questionnaires analysed using IBM SPSS 29) and qualitative data (semi-structured interviews and thematic analysis) reveal a major structural and temporal misalignment. While public guidance mechanisms have been focused exclusively on the post-baccalaureate period since the 2020 reform (comprising an information prospectus and a digital portal), secondary students build their educational choices in an information vacuum. In the absence of dedicated guidance services and qualified careers advisers within schools, future school leavers rely on self-guidance driven largely by personal interest (75.3%), prior academic grades (33.0%), and the pursuit of university scholarships or bursaries (32.0%). The study highlights the necessity of reshaping public policy through a systems approach: introducing structured guidance services from lower secondary education onwards and fostering strong synergies between secondary schooling, higher education institutions, and the labour market.

Kane, S. B. (2026). **The Price of Helping Others: Altruistic Preferences and the Gender Wage Gap**. *Research in Higher Education*, *67*(6), 47. https://doi.org/10.1007/s11162-026-09903-8
This paper examines the relationship between gender differences in nonpecuniary workplace preferences and human capital investments. Using survey data on traditional bachelor's degree-seeking first-time undergraduates, I document trends in the relative importance of five workplace preferences (balancing work and family, balancing work and leisure time, being an expert, helping others, and making decisions) to salary. I find that workplace preferences became less important relative to salary as students approached the workforce. Second, I find that workplace preferences, particularly preferences for helping others as a part of one's job, were positively associated with female-dominated majors and occupations (e.g., education and health care fields) and negatively associated with male-dominated majors and occupations (e.g., business and STEM fields). Third, I find that preferences for helping others explain a significant portion (12%) of the early-career gender wage gap; women were more likely to choose jobs within the same field that involved helping others and were associated with lower wages.

Kania-Gosche, B. (2026, octobre 9). **Pourquoi les universités américaines remettent en question leur examen d'entrée historique**. https://doi.org/10.64628/AAK.59vdhaxdc
Créé en 1926, le SAT, examen standardisé d'admission dans les universités américaines, fête ses 100 ans. Longtemps incontournable, il est aujourd'hui remis en question en raison des inégalités sociales qu'il reflète.

Leighton, M., & Speer, J. D. (2026). ***The Gender Gap in STEM Majors: The (Un)-Importance of Life Goals*** (Working paper N° 2603). Consulté à l'adresse Department of Economics, The University of St Andrews Business School website: https://EconPapers.repec.org/RePEc:san:econdp:2603
There is a large gender gap in who chooses STEM majors, yet decades of research have failed to explain this gap in its entirety. We use extensive data on incoming college freshmen to estimate the importance of ability (both test-based and self-assessed), life goals, other self-assessed traits, high school courses, and family background in explaining the gender gap in STEM majors. Even

with this detailed data, we can explain only 39% of the gender gap. A Gelbach decomposition shows that self-assessed ability (26%) and high school courses (12%) account for the bulk of the explained gap, while goals explain little and in fact controlling for goals slightly widens the gender gap. Goals are similarly uninformative of the gender gap in STEM persistence from freshman to senior year. On the other hand, goals contribute substantially to gender differences in biology and some non-STEM majors, particularly business, education, and health, but remain uninformative of the gap for the majority of STEM subjects. We conclude that while life goals are strongly related to major choice, gender-based differences in these goals are not the missing piece to the STEM gender gap puzzle.

Liasu, R. Y., & Gurgand, L. (2026). **Les avis du chef de l'établissement en STS : qui obtient un avis favorable et quel impact sur l'accès à la formation ?** *Note d'information du SIES*, (2026-07), 1-7. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-avis-du-chef-de-l-etablissement-en-sts-qui-obtient-un-avis-favorable-et-quel-impact-sur-l-acces-104263
Si l'avis favorable est plus souvent attribué à des lycéens professionnels ayant de bons résultats, il demeure, à niveau scolaire comparable, associé à une augmentation de la probabilité de recevoir une proposition d'admission en BTS. En 2024, 83 000 des 173 000 néo-bacheliers professionnels ont formulé plus de 417 000 vœux en section de technicien supérieur (STS) sur Parcoursup. Introduit dans le cadre de la réforme de l'accès aux STS, l'avis favorable du chef d'établissement est accordé à 44 % de ces vœux. Les résultats scolaires constituent le principal facteur associé à son obtention : les élèves ayant les meilleurs résultats en bénéficient plus souvent, ainsi que ceux formulant des vœux cohérents avec leur spécialité de baccalauréat professionnel. À caractéristiques comparables, les écarts selon l'origine sociale ou les caractéristiques du territoire apparaissent plus limités. Les vœux accompagnés d'un avis favorable sont également plus souvent suivis d'une proposition d'admission. Toutes choses égales par ailleurs, l'obtention d'un avis favorable est ainsi associée à une augmentation de 15 points de pourcentage de la probabilité de recevoir une proposition d'admission en STS.

Lundborg, P., & Nieto, A. (2026). ***The STEM Next Door: Early Exposure to Science-Trained Neighbors and Long-Run Outcomes*** (Working paper N° 26231). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26231
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.

Maris, R. (2026). **Upper secondary pathways and progression to further study**. *Education Economics*, *0*(0), 1-26. https://doi.org/10.1080/09645292.2026.2710746
Upper secondary education is critical in preparing young people for further study. This paper explores how various upper-secondary education pathways influence students' progression to further study. Using linked English administrative data, we compare progression outcomes across a range of pathways, including the brand new T level hybrid vocational pathway and the increasingly popular mixed (academic and vocational) track. We consider progression across three dimensions – overall progression to further study, progression to high-quality further study and preparedness for further study. The results reveal substantial differences across pathways in the likelihood, type, quality and sustainability of progression opportunities.

Mizala, A., Herskovic, L., Abufhele, A., & Torche, F. (2026). **Bright but Poor: Undermatching in the Access to Postsecondary Education**. *American Educational Research Journal*, *63*(2), 270-306. https://doi.org/10.3102/00028312251409059
Undermatching identifies high school graduates who do not attend selective colleges even if they have high academic performance. To date, the study of undermatching is restricted to access to selective colleges and to the United States and the United Kingdom. We expand this concept to identify students who, having high academic performance, do not undertake five critical educational transitions: graduating from high school, enrolling in higher education, taking the college-entry exam, enrolling in university, and enrolling in a selective university. Using the case of Chile and a novel population-level panel dataset combining administrative and survey data, we found that undermatching is prevalent, highly stratified by socioeconomic status, and stronger among disadvantaged boys than girls. A Gelbach decomposition analysis suggested that inequality in undermatching is largely accounted for by the students' sorting across schools. We discuss the implications of undermatching for countries around the world.

Nahapétian, N. (2026, octobre 2). **Pourquoi les jeunes actifs cherchent tant à se réorienter… sans y parvenir**. Consulté 5 octobre 2026, à l'adresse https://www.alternatives-economiques.fr/pourquoi-les-jeunes-actifs-cherchent-tant-a-se-reorienter-sans-y-parvenir_02-10-2026
Alors que la majorité des jeunes en emploi disent s'épanouir dans le travail, beaucoup souhaitent en changer voire se réorienter, mais n'y parviennent pas. En …

Nguyen, M. G. (2026). **The Role of AI in Academic Advising: A Theoretical Framework for Supporting Student Decision-Making**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 1-10. https://doi.org/10.59324/ejceel.2026.4(5).01
In the context of higher education facing mounting pressure from the overload of traditional academic advising models, this study focuses on clarifying the theoretical gap regarding the interaction mechanisms among artificial intelligence (AI), human advisors, and students in the decision-making support process. Based on the conceptual synthesis method and the integration of Self-Determination Theory (SDT) and Self-Regulated Learning (SRL), the study proposes a Human-AI Learning Decision Support Framework. This framework consists of three closely interconnected blocks: the Input Block, which integrates real-time learning behavior data from the LMS; the Process Block, which organizes the coordination between the AI's role as a Cognitive Filter and the human advisor's role as an Emotional Anchor; and the Output Block, which focuses on developing student agency in the decision-making process. The research findings establish a theoretical conceptual system comprising the proposed structure, operational principles, humanistic principles, and decision-making agency corollaries, thereby clarifying the division of tasks between AI and humans. Furthermore, the framework provides a reference basis for higher education institutions in designing and optimizing hybrid advising systems, as well as defining directions for future empirical studies.

Olympio, N. (2026). **Trajectoires vers les baccalauréats généraux, technologiques et professionnels en économie : vers une plus grande polarisation des inégalités scolaires et sociales ?** In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8d
Les voies technologique et professionnelle restent peu étudiées malgré leur place centrale dans l'organisation hiérarchisée du secondaire. Cette hiérarchie situe le général au sommet, suivi du technologique puis du professionnel. L'enseignement de l'économie illustre fortement cette segmentation : né dans le technique, il a ensuite été intégré au général comme filière d'élite. Le technologique occupe alors une position intermédiaire et le professionnel associe socialement relégation et professionnalisation. Au cours des quinze dernières années, l'offre post-bac en économie s'est diversifiée (STS, IUT, écoles de commerce), ouvrant théoriquement un espace commun aux trois publics. Parallèlement, les réformes de l'orientation, dont le baccalauréat

professionnel en trois ans, visent une plus grande perméabilité des voies et une réduction des inégalités, en promouvant l'orientation « choisie ». Notre étude compare les trajectoires de deux générations (panels DEPP 1995 et 2007) à l'aide des méthodes d'appariement optimal. Elle examine les évolutions observées et les facteurs qui structurent les parcours. Les résultats révèlent le maintien d'une forte polarisation sociale et scolaire dans les études secondaires en économie ; les inégalités tiennent non seulement à l'origine sociale, mais aussi aux aspirations parentales, à leur implication dans l'orientation et à leurs représentations de l'utilité des diplômes.

Pacheco-Bascopé, N. (2026). ***L'expérience scolaire des élèves lors de la transition entre la classe d'accueil et la classe régulière au secondaire*** (Université de Montréal). https://doi.org/10.71781/34127
This thesis aims to analyze the school experience during the transition from welcome class to regular class at the secondary level for newly arrived students in Quebec. From a qualitative perspective, the objective of this study is to better understand how students experience the transition through a sociological lens that tends to reveal the production of inequalities. Based on Doray's integrated perspective of educational and school pathways (2009, 2012, 2023), we conducted seven semi-structured interviews with seven youth from a Montreal high school. First, we performed an inductive thematic analysis to identify the institutional and school elements constraining their pathways and affecting their school experience. Second, we carried out a deductive and inductive analysis based on the study of three cases, grounded in our conceptual framework, to identify the objective elements of the school pathway that shape the subjective school experience. The results of the thematic analysis reveal various constraining experiences during the transition, notably high academic expectations in the regular sector, school and external support measures adapted (or not) to students, lack of information about the welcome-to-regular transition, and experiences of discrimination. The downward streaming experienced by some participants during the welcome-to-regular passage is an element that stands out in our case study. Our analysis also made it possible to identify elements that facilitate the transition. The strategies deployed by students as well as the support networks established by students (family and friends) and informal support align with existing literature regarding protective community resources for students from immigrant backgrounds. In sum, this thesis highlights the complexity of the transition experienced by newly arrived students and underscores the importance of better alignment between the welcome class and the regular class.

Pariguana, M., & Beuermann, D. (2026). ***Constrained School Choice and the Demand for Effective Schools*** (Working paper N° 26230). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26230
Choosing a school is one of the most important decisions parents make regarding their children's human capital, yet application constraints can make observed choices an imperfect measure of what parents value. We study preferences for school effectiveness and peer quality in the centralized secondary school market of Barbados, where admissions are based on a one-shot exam and parents face a binding cap on the number of schools they can list. Exploiting a policy reform that further tightened this cap, we show that parents respond by « skipping the impossible »: omitting the most selective schools from their applications, with little change in equilibrium assignments. We then estimate preferences for school effectiveness, measured by impacts on test scores and adult wages, and peer quality under alternative behavioral assumptions. Under the truth-telling assumption that applications reveal parents' most preferred schools, we find no evidence that parents value school effectiveness conditional on peer quality. In contrast, under market-stability assumptions that allow parents to omit desirable but seemingly unattainable schools, we find that parents value both school effectiveness and peer quality. The difference arises because the most selective schools are also the most effective. Thus, approaches that interpret omitted schools as less preferred than ranked ones can understate parental demand for school effectiveness.

Saccomanno, B. (2026). **La hausse « problématique » des orientations en STMG**. In S. Michun (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8b
Dans ce chapitre, nous nous intéressons à une mise en tension du système éducatif générée par la hausse des orientations vers la série STMG. En œuvre depuis 2016, cette situation est qualifiée de « problématique » par l'administration en charge de la mise en œuvre des politiques scolaires. Nous suivons donc ce problème et retraçons ainsi les politiques scolaires de leur élaboration à leur mise en œuvre, y compris du point de vue des élèves, afin de révéler, d'une part, une série de tensions pesant sur l'administration du système éducatif et, d'autre part, comment certaines de ces tensions peuvent être expliquées par les régulations du système éducatif. L'orientation scolaire est donc ici un objet à la frontière de l'offre et de la demande de formation, son analyse renseigne la structuration de chacune et les relations de causalité entre elles.

Schulte, M., & Astebro, T. (2026, octobre 13). **Sciences ou entrepreneuriat ? Comment les témoignages vidéo de professionnels influencent les choix d'orientation des jeunes**. https://doi.org/10.64628/AAK.397fgtqwk
Les témoignages de professionnels et la rencontre avec des « role models » influencent les choix d'orientation des jeunes, mais pas toujours dans le sens attendu.

Toubhans, M.-P. (2026). **Continuum ou transition ? L'expérience du passage post-baccalauréat de deux élèves de terminale en situation de handicap**. *La nouvelle revue - Éducation et société inclusives*, (105), 117-132. https://doi.org/10.3917/nresi.105.0117
Cet article interroge la qualité de la transition entre l'enseignement secondaire et l'enseignement supérieur en comparant les parcours de deux jeunes en situation de handicap scolarisés en terminale en 2021-2022, à partir de leur discours sur leur expérience individuelle et subjective. Il traite plus particulièrement du passage dans l'enseignement supérieur et de la première année post-baccalauréat. L'enquête regroupe trois entretiens semi-directifs compréhensifs réalisés à un an d'intervalle dès l'année de terminale avec chacun des deux jeunes (soit six entretiens). Un processus de reconstruction biographique fondé sur leur discours permet de suivre leur parcours en train de se faire dans une approche longitudinale. Les résultats présentent deux parcours d'élèves et interrogent la responsabilité partagée entre la personne étudiante et l'établissement d'enseignement supérieur dans le processus d'affiliation, l'accès au métier d'étudiant et la réussite académique.

Veas, A., & Govorova, E. (2026). **Inter-subject comparability of the Spanish university entrance examinations**. *Oxford Review of Education*, *52*(6), 866-883. https://doi.org/10.1080/03054985.2025.2574432
The Spanish University Entrance Examination (PAU) has been a crucial topic of political and social debates regarding inter-subject comparability. In this area, most empirical reports have relied on traditional mean score comparisons or qualitative analyses of the scoring system, usually in specific autonomous communities (Spanish regions). This study aims to expand the scientific knowledge of this field by applying psychometric analysis to a large dataset of nationwide PAU examinations in exam series from 2017 to 2021. Overall, the results of Rasch measurement indicate notable differences in difficulty parameters of the same subjects within and between academic courses for the same region and for different regions of the country. We detect a lack of comparability in difficulty levels between subjects associated with the humanities and social sciences (e.g. Latin and geography), which are easier compared with those related to health or technological sciences (e.g. chemistry and biology). Additionally, score categories (1–10 points) are inappropriately distributed on the latent scale, implying a lack of student discrimination of their performance level. Given these results, this paper provides evidence-based recommendations for improving the setting of performance standards and the equity of the university access system for all Spanish students.

Zhou, T., Horta, H., & Liu, Y. (2026). **The relationship between motivation for doing a PhD and research conceptualizations among STEM doctoral students in China**. *Higher Education*, *92*(3), 1649-1672. https://doi.org/10.1007/s10734-025-01591-0
The way in which doctoral students conceptualize research—the core component of doctoral education—significantly influences their engagement in research activities. However, their engagement in research activities may also be influenced by their initial motivation to do a PhD. This study thus investigated the relationship between doctoral students' motivation for pursuing a doctorate and their conceptualization of research. A phenomenographic research design was employed, involving 41 mainland Chinese science, technology, engineering, and mathematics (STEM) PhD students. We first identified three main categories representing the spectrum of research conceptualization among these students: conception of purpose, conception of implementation, and conception of perseverance. Then, we found that the motivation to do a PhD influenced students' research conceptualization: those guided by an intrinsic motivation highlighted the conceptualization of purpose, those having more autonomous forms of extrinsic motivation stressed the conceptualizations of implementation and perseverance, and those having less autonomous extrinsic motivation emphasized the conceptualization of perseverance. This nuanced relationship underscores the importance of aligning students' motivational profiles with research conceptualizations to promote deeper engagement in research during doctoral studies.

Politique de l'éducation et système éducatif

Aaillat, H. (2026). **La recherche française en sciences du climat**. *Note Flash du SIES*, (2026-22), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-09/2026_09_NF26_22_RechercheClimat.pdf
La France occupe le 6e rang des pays contributeurs à la bibliographie du sixième rapport du Groupe d'experts intergouvernemental sur l'évolution du climat (GIEC). Dans le sixième rapport du Groupe d'experts intergouvernemental sur l'évolution du climat (GIEC), paru volume par volume entre 2021 et 2022, 8,3 % des 49 000 publications citées comptent au moins un auteur affilié à une institution scientifique française. La France occupe ainsi le 6e rang des pays contributeurs à la bibliographie de ce rapport de référence. Parmi ces références bibliographiques, elle est même présente dans 13,5 % des contributions du domaine des sciences physiques du climat (4e rang mondial). Elle est relativement moins présente sur les thématiques de l'adaptation et de l'atténuation des changements climatiques et de leurs effets. En s'intéressant à l'ensemble des travaux de recherche français sur le climat, cités ou non dans le rapport du GIEC mais relevant des mêmes thématiques, se dessine une image différente de la recherche française marquée toujours par une forte prégnance des sciences physiques du climat mais également par la mise en lumière de nouveaux pôles d'expertise dans les domaines de de l'adaptation et l'atténuation.

Alhaboobi, Z. A. F., & Sidhu, M. S. (2026). **Integrating IoT-based intelligent classrooms for learning quality enhancement: An empirical study**. *Education and Information Technologies*, *31*(15), 7587-7618. https://doi.org/10.1007/s10639-026-14091-0
The abrupt shutdown of educational institutions due to COVID-19, implemented as a social distancing strategy to curb community spread, has transitioned traditional in-person classes to online learning platforms. This pandemic has highlighted the deficiencies within the existing higher education framework, suggesting that virtual education could play a crucial role in the future of academia. Consequently, establishing a technologically advanced environment for classrooms and universities has become essential. This study focuses on the development of an intelligent classroom framework aimed at enhancing the quality of education in higher education institutions in Iraq. The conceptual framework was established by integrating the Diffusion of Innovations (DOI) theory with the Generic Teaching Quality theory and the Information Systems

(IS) Success Model. To evaluate this framework, structural equation modeling was employed, utilizing questionnaire data gathered from 594 lecturers at higher education institutions. The results indicated that the elements related to technology, the Internet of Things (IoT), and instructional quality perspectives had a significant impact on the adoption of intelligent classrooms, while the factor of relative advantage was found to be insignificant. This research contributes to the comprehension of the relevant context and builds upon prior studies. It undertakes empirical investigation to evaluate the influence of the Internet of Things (IoT) on educational practices and to improve learning styles. Additionally, it suggests avenues for future research and offers insights that contribute to the enhancement of learning quality and the effective management of higher education resources.

Allen & Cuellar. (2026). **A Narrative Study on Authentic Leadership and Dual Credit Administration in Texas Community Colleges**. *Community College Journal of Research and Practice*, *50*(11), 813-826. https://doi.org/10.1080/10668926.2024.2355890
Community colleges play an integral role in early access to college via dual credit programs. Dual credit programs have grown exponentially in Texas, thus warranting further investigation into how these programs are led and administered at the district level. Authentic leadership is needed to ensure programs, students, families, and faculty members achieve success. Using authentic leadership and life-stories as a conceptual framework, this study focused on three community college administrators' narratives, approaches to interpersonal relationships, and perspectives on dual credit challenges and priorities. The findings of the study indicated community college administrators lead these programs with a variety of leadership experiences. Furthermore, they must navigate relationships with multiple key stakeholders and respond to competing demands. This study also highlights the challenges of equity, lack of administrative infrastructure, and communication and compromise. Administrators shared their priorities in being "student ready," strategic planning, and training and professional development. This study could assist researchers, educators, and policymakers in better understanding dual credit implementation by offering insights into the necessary training needed for district-level administrators to implement a dual credit program.

Andriyati, N., Amin, A., & Li, Y. (2026). **Voices from the classroom: perceptions and obstacles in Indonesian curriculum reform**. *Oxford Review of Education*, *52*(5), 651-670. https://doi.org/10.1080/03054985.2025.2539397
Teachers are pivotal to curriculum reform success, yet Indonesia's education system faces persistent challenges despite recent reforms. Over two decades, The Programme for International Student Assessment (PISA) rankings have consistently placed Indonesia among the low-performing countries. This study examines elementary school teachers' perceptions of reforms using the Concerns-Based Adoption Model (CBAM) and in-depth interviews with eight experienced teachers across Indonesia. Findings reveal optimism for improved education quality alongside concerns over technical readiness, limited resources, adaptation struggles, and inadequate infrastructure. Adding to the difficulties of the transition, teachers face increased workloads, struggle with time management, and require more support from school principals. These insights highlight the complexities of curriculum reform implementation in Indonesia. Policymakers must address these challenges to support successful teacher adaptation and improve educational outcomes.

Arcia, G., Macdonald, K., & Patrinos, H. (2026a). ***Designing Effective Public-Private Partnerships in Education*** (Working paper N° 18972). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18972
Publicly funded school choice is examined as a form of education public-private partnership (PPP), with cross-national differences interpreted through institutional design rather than private provision alone. A novel theoretical framework derives two indicators â€“ alignment and coherence â€“ from a formal utility-theoretic model of PPP maturity, applied here for the first time to education. Across seven systems, the results reveal substantial differences in how competition,

autonomy, accountability, and information are jointly structured. The findings highlight institutional architecture and complementarity as central to the design of effective education PPPs.

Arcia, G., Macdonald, K., & Patrinos, H. A. (2026b). ***Designing Effective Public-Private Partnerships in Education*** (Working paper N° 1827). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1827
Publicly funded school choice is examined as a form of education public-private partnership (PPP), with cross-national differences interpreted through institutional design rather than private provision alone. A novel theoretical framework derives two indicators - alignment and coherence - from a formal utility-theoretic model of PPP maturity, applied here for the first time to education. Across seven systems, the results reveal substantial differences in how competition, autonomy, accountability, and information are jointly structured. The findings highlight institutional architecture and complementarity as central to the design of effective education PPPs.

Asson, S., Frankenberg, E., Krebs Buck, R., & Fowler, C. S. (2026). **School Attendance Zone Boundary Changes and Segregation in a Suburban Black Enclave**. *American Educational Research Journal*, *63*(5), 911-950. https://doi.org/10.3102/00028312261440310
This study investigated the relationship between school attendance zone boundary (AZB) changes and racial segregation in Prince George's County Public Schools in Maryland, a diversifying, majority-Black suburban district outside Washington, DC. We found that the district's frequent and widespread elementary AZB changes since 1990 were largely segregative, especially as its court-ordered desegregation plan ended. Our findings reflect a district in which contemporary rezoning processes were largely race evasive, as they are in many other places, although trends there may be shaped by the particular politics of race and class of this majority-Black setting. Our findings add to a growing literature on how suburban districts respond to diversifying student populations, and they can help inform efforts for more integrative and equitable AZBs.

Azzoug, A., & Khelfaoui, Z. (2026). **La filière STMG en France : entre défis persistants et enjeux de revalorisation**. In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8c
La série « Sciences et technologies du management et de la gestion » (STMG), est une voie de formation qui allie plusieurs particularités qui aiguisent les questionnements et les regards appuyés de la communauté éducative.C'est d'abord, une série pléthorique qui souffre d'une image dégradée et de représentations stigmatisantes. C'est ensuite, une série très singulière entre la voie générale et la voie professionnelle axée sur l'entreprise. C'est enfin, une série qui concentre des parcours chaotiques marqués par le poids des déterminants sociaux.Notre article propose une approche de cette filière en s'appuyant sur l'expérience de la communauté éducative (proviseurs, conseillers d'éducation, professeurs) et sur les perceptions, souvent diffuses, des pilotes institutionnels de cette filière. Pour ce faire, nous nous appuyons sur 27 entretiens semi directifs que nous avons menés au sein des principaux établissements de l'Occitanie Est (enquête menée dans le cadre du PIA3 Compas). Au total, nous avons cumulé près de 30 heures d'entretiens dont les transcriptions nous ont permis de mettre en exergue certaines variables structurelles de la série STMG et des comportements atypiques du public concerné.C'est au travers de ces entretiens et des principales publications sur la filière STMG que nous avons esquissé, dans cet article, un portrait du public, de ses principaux acteurs et des pistes pour un réel décloisonnement de la série.

Bailey, R. P., Hoe, T. W., Morrison, G. Z., Ali, A., & Samsudin, N. (2026). **Rethinking higher education: embodied learning and pedagogical transformation**. *Higher Education*, *92*(3), 1741-1761. https://doi.org/10.1007/s10734-025-01581-2

Embodied learning describes learning that shifts the conventional cognitive understanding of thinking as an activity dissociated from the body, situated within the flux of bodily movements with the surrounding world. This is especially pertinent for the domain of higher education that still within its traditional boundaries emphasizes passive analytic thought and the transfer of knowledge that is at best an abstraction. This paper sought to investigate how embodied learning could shape pedagogy, course design, and forms of assessment in a university context. We undertook a theoretically driven integration of relevant psychological, neuroscience, and philosophy-based literature focusing only on elements pertinent to the epistemological and pedagogical discourse within higher education. Our analysis attempted to integrate these to distil what we argue to be the six interrelated principles of embodied learning: sensorimotor coupling, situatedness, multimodal representation, active participation, social and affective participation, and distributed or extended cognition. Each principle is associated with a set of associated outcomes and is drawn from a range of disciplines such as mathematics and the sciences, language learning, and medical education with gesture education, physical modeling, and immersive virtual reality. Most importantly, the synthesis provided a compelling case that body-based learning was inclusive and equitable by reducing the barriers for learners who had variances in sensory or cognitive functioning.

Barbier, C. (2026). **Enseignement professionnel et émancipation : Former un amateur éclairé, malgré tout**. *Le français aujourd'hui*, (234), 85-96. https://doi.org/10.3917/lfa.234.0085
L'article interroge la place des humanités en lycée professionnel à l'aune des usages pédagogiques d'un dispositif scolaire d'éducation aux images, Lycéens et apprentis au cinéma. Il montre que ces derniers épousent les reconfigurations de la légitimité culturelle et cherchent à façonner un jeune spectateur averti et critique. Il revient ensuite sur ce qui, dans certaines caractéristiques des images animées, résiste à cette acculturation au cinéma le plus socialement reconnu, mais participe aussi d'une socialisation à la culture scolaire.

Beauchamp, G., Hulme, M., McFlynn, P., & Mutton, T. (2026). **Using the Multiple Streams Approach (MSA) in an analysis of policy change in UK initial teacher education: a case study of agenda setting**. *Oxford Review of Education*, *52*(6), 926-943. https://doi.org/10.1080/03054985.2025.2580631
In 2015, the Oxford Review of Education published a collection of papers from the influential BERA–RSA Inquiry, one of which examined teacher education policy across the four nations of the UK. A decade on, this paper takes up the analysis once again and draws on Kingdon's Multiple Streams Approach (MSA) as an analytical tool to consider subsequent policy change and continuity. In order to carry out our analysis we scrutinised teacher education policy documents from 2010 onwards from each of the four jurisdictions to determine the ways in which activity in the three MSA streams (problem, policy and politics) has developed during this period. We then, through consideration of the role of policy entrepreneurs and policy windows, identify key moments in the policy trajectory where moments of opportunity and influence occurred. Our analysis reveals inevitable differences in the way in which teacher education policy has been both conceived and enacted. The MSA approach has enabled us to identify not only pivotal moments in the process in each of the four nations, but also the complex relationship between the 'problem, policy and politics' streams and the often hidden role of policy entrepreneurs.

Billière, M., Youx, V., & Renault, V. (2026). **Table Ronde. Les « humanités » : quelle influence sur l'enseignement des lettres et de la philosophie ?** *Le français aujourd'hui*, (234), 35-46. https://doi.org/10.3917/lfa.234.0035

Bollengier, F., Girod, F., & Lecomte, A. (2026). **Faire sens autrement ? Humanités et interdisciplinarité au lycée professionnel**. *Le français aujourd'hui*, (234), 47-58. https://doi.org/10.3917/lfa.234.0047
L'article interroge la place et les finalités des humanités dans l'enseignement professionnel en France par l'analyse de la littérature et des contributions d'une revue professionnelle, Interlignes.

Cette analyse prend en compte la période 1986-2026 et vise à identifier de quelle manière les humanités sont définies, mises en œuvre et abordées au lycée professionnel.

Bosse, N., Galli, C., Kogut-Kubiak, F., Lafaÿsse, V., & Paddeu, J. (2026). **Adapter l'offre de formation aux métiers de demain : regards sur les Programmes d'investissements d'avenir et France 2030**. *Céreq Bref*, (491-492), 1-8. Consulté à l'adresse https://www.cereq.fr/publications/cereq-bref/adapter-loffre-de-formation-aux-metiers-de-demain
Comment moderniser et faire évoluer l'offre de formation face aux mutations industrielles et aux transitions numérique et écologique ? C'est à ce jour l'objet de près de 500 projets soutenus depuis 2010 par les Programmes d'investissements d'avenir et France 2030, cherchant à rapprocher formation et besoins émergents des secteurs économiques. Ces projets privilégient des formes variées et progressives d'adaptation de l'offre existante telles les modules de formations, les colorations de diplômes, la révision de certifications, l'utilisation d'équipements de pointe ou encore d'outils de formation numériques. À partir d'une enquête qualitative menée auprès des acteurs impliqués, ce Céreq Bref montre comment ces programmes publics d'investissement favorisent des modes d'adaptation ciblés de l'offre de formation, dans le cadre d'une coopération renforcée entre monde éducatif, entreprises et collectivités.

Bosse, N., Kogut-Kubiak, F., & Paddeu, J. (2026). ***Adapter l'offre de formation et de certification dans le cadre des PIA et France 2030***. Consulté à l'adresse https://www.cereq.fr/publications/cereq-etudes/certification-Capipia-France2030
À partir d'enquêtes de terrain menées auprès d'acteurs variés (établissements d'enseignement, entreprises, organismes de formation, etc.), le rapport met en évidence la pluralité des modes d'adaptation de l'offre de formation, qui répondent à la fois aux enjeux nationaux et territoriaux de formation aux métiers d'avenir et à des contraintes locales spécifiques. Au nombre de ces contraintes locales, on compte la spécificité des établissements ou organismes de formation concernés, les effets des contextes dans lesquels ils évoluent, les publics visés ou à conquérir ou bien l'intervention de partenaires (en particulier du monde professionnel) contribuant également à l'évolution de cette offre. L'analyse a ainsi identifié quatre grandes modalités d'adaptation, qui ne s'excluent pas mais peuvent s'articuler ou se succéder dans le temps en fonction des contextes institutionnels, économiques et pédagogiques.

Bradley, D. (2026). **Organizational Virtue Signaling, Tier-one Excellence, & Legitimation Liabilities: A Critical Policy Analysis on the Role of Urban HSIs in the Transfer Pipeline**. *The Journal of Higher Education*, *0*(0), 1-28. https://doi.org/10.1080/00221546.2026.2742808
This instrumental case study of organizational legitimation and socio-legal pressures investigates the (un)intended policy outcomes of Texas House Bill 51—a performance-based funding model. Through critical policy analysis, this study asks how emerging research policy contexts exacerbate tensions between excellence and equity and potentially influence baccalaureate access for community college transfer students of color from financially disenfranchised communities? The study relies on thematic analysis of commonalities, contradictions, and tensions between semi-structured interviews, 50 policy texts, internal and public-facing institutional documents, and news press releases. Findings provide a unique contribution to the field, offering insight into the way public discourse surrounding emerging tier-one excellence influences strategic planning, producing policy winners while positioning community college transfer students as legitimation liabilities. Drawing from the language of the policy text, public discourse, and institutional artifacts, juxtaposed to the expressed priorities and values of the university enrollment management team, defined here as organizational virtue signaling. As such, this study offers timely insights into the influence of coercive external socio-legal pressures on the process of institutional legitimation in higher education.

Bruno, P., & Pallanti, L. (2026). **Humanités et enseignement professionnel**. *Le français aujourd'hui*, (234), 5-14. https://doi.org/10.3917/lfa.234.0005

Buechele, S., Huegel, M., Kadriu, V., & Koenig, J. (2026). **A longitudinal analysis of research dynamics at German public and private universities**. *Higher Education*, *92*(3), 1259-1282. https://doi.org/10.1007/s10734-025-01571-4
This study examines the dynamics of the German university system, focusing on the competition between public and private universities and the impact of institutional boundaries. Utilizing concepts from competition theory, we conceive a framework to explore universities' research-related resource and product measures over two decades. We find that public universities have larger faculties and greater access to public funding, while private universities exhibit faster growth in research productivity. Despite their initial disadvantages, private universities have outpaced public universities in publication quantity and quality since 2010. Competition for research funding, talent, and reputation is central to both types of institutions, with public universities securing more highly competitive third-party funding. Our research indicates that both types of universities have led to a form of institutional isomorphism, where both public and private universities are increasingly converging in their strategies regarding publication outcome and personal recruitment, but not in funding.

Burban, F., Lanéelle, X., & Roche, M. (2026). **Organisation et spécialités au lycée en France : les défis du cas Numérique et Sciences Informatiques**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *58*(1), 35-51. https://doi.org/10.3917/lsdle.581.0035
La réforme du lycée général et technologique de 2019 a mis fin aux filières par l'introduction des spécialités. Cette réforme offre une fenêtre pour analyser l'organisation de l'institution. Nous avons choisi la spécialité Numérique et Sciences Informatiques (NSI) pour analyser, grâce à une méthodologie à la fois quantitative et qualitative, les mutations de l'organisation, ici vue au prisme des caractéristiques d'une bureaucratie. La spécialité s'est heurtée au manque d'enseignants formés à la discipline d'où des formations conçues dans l'urgence. La division du travail dans l'organisation est verticale, résultant des choix politiques et stratégiques des chefs d'établissements quant à l'ouverture de la spécialité et l'allocation des enseignants. Mais la division du travail est aussi horizontale : partage des niveaux d'enseignement et collaboration des enseignants.

Caciuc, V., Chirnoagă, I., & Scripnic, G. (2026). **Les réformes de l'enseignement obligatoire en Roumanie (2016-2026)**. *Revue internationale d'éducation de Sèvres*, (101), 31-36. https://doi.org/10.4000/16wy7
Au cours des dix dernières années, l'enseignement obligatoire en Roumanie a connu une série de transformations significatives visant à moderniser le système éducatif et à améliorer l'accès à une éducation de qualité. Cet article s'inscrit dans le sillage d'une contribution parue dans le numéro 73 de cette revue qui traitait des quatre grandes étapes de l'histoire de l'enseignement obligatoire en Roumanie (1865-2016). Nous présentons les réformes récentes qui ont visé, d'une part, à harmoniser...

Chachkine, E. (2026). ***Évaluer les dispositifs de formation doctorale (et, avant tout, les penser)***. Consulté à l'adresse https://hal.science/hal-05793030
Dans les recherches en éducation, il existe très peu de publications sur l'évaluation des dispositifs de formation doctorale. Je parle d'évaluation qualitative qui vise à questionner la valeur d'une action ou d'un processus, et non des critères que les écoles doctorales utilisent généralement pour mesurer l'impact de leur formation (Marti et Peneoasu, 2025) – nombre de publications par doctorant.e.s, taux de complétion des doctorant.e.s, taux de satisfaction ou encore niveau d'internationalisation. En Europe, la recherche norvégienne de Krumsvik, Mœland et Solstad (2021), qui décrit un dispositif doctoral conçu, mis en œuvre puis évalué par une équipe de chercheur.e.s en éducation a fait figure d'exception ces cinq dernières années : la recherche décrit les défis à relever dans un consortium d'écoles doctorales norvégiennes – défis à relever au niveau macro (directives ministérielles, par exemple, comme celle de tenir les délais de la thèse), méso (au niveau institutionnel, comme le fait de tenir compte de l'évolution des formats de la thèse) et micro (au niveau des cours, de l'encadrement, mais aussi de défis psychologiques

pour éviter les abandons, le mal-être des doctorant.e.s.). Ces défis à relever ont constitué la boussole des concepteurs en charge de concevoir le curriculum, de l'expérimenter et d'en analyser les forces et les faiblesses. En francophonie, le numéro spécial plurilingue, coordonné par Maryvonne Charmillot et Valérie Ouedraogo (2026) commence à documenter cette thématique de recherche. Pour la France, la recherche évaluative d'un dispositif doctoral au sein d'une école doctorale pluridisciplinaire d'un grand établissement parisien que nous avons menée avec Jamila Al-Khatib et Fabienne Saboya (Chachkine, Al Khatib et Saboya, 2026) contribue, elle aussi, à initier des recherches sur cette thématique, en documentant les défis, les directives ministérielles, les valeurs qui ont dirigé la conception d'un dispositif doctoral par un collectif de chercheur.e.s et de représentant.e de doctorant.e.s de l'établissement et en évaluant ce dispositif. [...]

Chatenoud, C., Guedj, D. O., Millau, M., & Rivard, M. (2026). **Qualité des trajectoires de services en Suisse : regards de parents d'enfants à besoins éducatifs particuliers (BEP) du préscolaire à l'école**. *Swiss Journal of Educational Research*, *48*(2), 276-291. https://doi.org/10.24452/sjer.48.2.9
Cet article analyse les parcours éducatifs et les trajectoires de services de 50 enfants à besoins éducatifs particuliers (BEP) et de leurs familles en Suisse, de la petite enfance à l'entrée à l'école. L'étude s'appuie sur 5 indicateurs d'évaluation de la perception de la qualité par les parents : flexibilité, accessibilité, validité, continuité et relation familles–professionnel·le·s (modèle ETAP). Les résultats mettent en évidence les enjeux d'accès aux soutiens spécialisés, de manière continue et la complexité organisationnelle des trajectoires. Ils révèlent également la charge assumée par les parents et les défis liés à la transition scolaire, mettant en avant l'importance d'une continuité intersectorielle et d'une approche holistique pour répondre aux besoins des familles.

Cho, H. (2026). **Educational assessment and policy change: a study on university admission reforms in South Korea**. *Oxford Review of Education*, *52*(4), 504-520. https://doi.org/10.1080/03054985.2025.2511730
This paper draws on a case study of South Korean education reforms, with attention to the cultural and political practices articulated around changing the rules on university admissions. It first traces the historical trajectory of what I term the National Education Narrative (NEN), then considers the emergence and working of the Globalising Education Narrative (GEN). Recent education reforms are presented as governing spaces loaded with political contestations, where two competing educational discourses met, where policy was negotiated, and agreement reached. The NEN is briefly defined as presenting education in terms of meritocratic success in society, while the GEN discourse is preoccupied with enabling the nation to cope with global economic competition. The contest between these discourses is reflected in two contrasting admission tracks developed in South Korea since 1995, the College Scholastic Ability Test (CSAT) and the Comprehensive School Education Report (CSER). The analysis presented here shows that the NEN challenged education reform agendas, limited the scale of policy reforms and re-balanced power relations. From that analysis, the argument is made for closer attention to the domestic dynamics of national policy making in order to better understand the interaction of global and 'local' factors in contemporary education policymaking.

Clark, L., Coleman, I., Deniz, E., Seerup, J., Torgerson, D., & Torgerson, C. (2026). **Does attrition introduce bias in randomised trials: a methodological review**. *Oxford Review of Education*, *52*(4), 458-467. https://doi.org/10.1080/03054985.2025.2493124
In undertaking randomised controlled trials (RCTs) attrition can be a problem, as it may introduce bias post randomisation if the characteristics of those lost to follow-up are materially different between groups. Attrition bias in RCTs is based on theory and there is relatively little empirical evidence. One approach to assess whether attrition is introducing bias is to undertake a meta-analysis of measured covariates comparing group values as randomised (no attrition) versus group values as analysed (with attrition). In the first analysis, because of randomisation, any baseline differences are simply due to chance and a meta-analysis should show zero imbalances

across treatment groups and zero heterogeneity. In contrast, in the presence of bias, the second analysis would show baseline differences and/or baseline heterogeneity. In this study, we took a sample of 37 completed RCTs funded by the Education Endowment Foundation (EEF) in the UK, and we compared the baseline values of as randomised and as analysed samples. There was no heterogeneity observed for pre-test for as randomised or for as analysed (I2 = 0.00%). Further work is required using a larger sample of trials.

Class, B. (2026). **Feuille de route ministérielle française pour le numérique en enseignement supérieur et en recherche : mesures pour les ressources éducatives libres et l'éducation ouverte. Entretien avec Luc Massou et Pierre Boulet**. *Médiations et médiatisations*, (23), 269-280. https://doi.org/10.52358/mm.vi23.508
The French government's 2023-2027 roadmap for digital technology in higher education and research sets out 26 measures aimed at reinforcing five principles: sovereignty, security, digital responsibility, open data, and the use of cloud computing. Among these, Measures 9 and 10 focus on promoting open educational resources (OER) and developing a national strategy for open education. These actions are coordinated by Luc Massou (University of Lorraine, France) and Pierre Boulet (University of Lille, France) within the framework of the Digital Committee for Student Success and Institutional Agility (COREALE), whose role is to steer digital transformation and promote student success. This interview aims to communicate the French ministry's position in the open ecosystem to best support student success. It addresses the foundations, operating methods, stakeholders, and recommendations resulting from Measures 9 and 10.

Collectif, C., & Beauchemin, J. (2026). ***Éducation et opinion publique : Perceptions des Québécoises et Québécois du réseau scolaire et de l'enseignement supérieur*** (O. Lemieux, A.-M. Delobbe, & F.-O. Dorais, Éd.). Consulté à l'adresse https://www.pulaval.com/livres/education-et-opinion-publique-perceptions-des-quebecoises-et-quebecois-du-reseau-scolaire-et-de-l-enseignement-superieur
Que pensent réellement les Québécoises et les Québécois de leur système d'éducation ? Comment cette perception a-t-elle évolué depuis les années 1980 ? Issu d'un « heureux hasard » de la recherche en archives, cet ouvrage propose une plongée inédite dans l'opinion publique québécoise à l'égard du réseau scolaire et de l'enseignement supérieur. À partir d'un sondage réalisé en 2025, conçu en écho à une enquête commandée en 1983 par le Conseil supérieur de l'éducation, les autrices et auteurs mettent en lumière les continuités, les ruptures et les tensions qui traversent les perceptions des Québécois et des Québécoises : qualité de l'enseignement, exigences scolaires, valorisation des personnes enseignantes, confiance envers l'école publique et privée, finalités de l'école, langue d'enseignement, place de la religion, rôle de la recherche universitaire. Rassemblant 22 perspectives d'expertes et d'experts sur ces sujets et une postface du sociologue Jacques Beauchemin, cet ouvrage collectif offre des analyses rigoureuses, accessibles et interdisciplinaires. En donnant la parole aux données et à celles et ceux qui les interprètent, il invite à une réflexion essentielle sur l'état présent et l'avenir de l'éducation au Québec

Condat, S. (2026). **Les avancées vers l'ODD 4 : un point d'étape**. *Revue internationale d'éducation de Sèvres*, (101), 12-16. https://doi.org/10.4000/16wy2
En 2015, les États des Nations unies ont adopté l'Agenda 2030 et le Programme de développement durable à l'horizon 2030, qui fixe 17 objectifs de développement durable (ODD) pour l'humanité, la planète, la prospérité et la paix. Essentiel pour l'atteinte de nombreux autres objectifs (égalité des sexes, santé, paix, climat), l'ODD 4 vise à « Assurer l'accès de tous à une éducation de qualité, sur un pied d'égalité, et promouvoir les possibilités d'apprentissage tout au long de la vie ». En 202...

Cruz, R. A., Firestone, A. R., Voulgarides, C. M. K., McDermott, L., Cunningham, M., Aylward, A., & Feng, Z. (2026). **Where Place Meets Policy: Spatial Histories, Policy Logics, and the Making of**

Disproportionality. *American Educational Research Journal*, *63*(5), 951-983. https://doi.org/10.3102/00028312261439634
Racial disproportionality in special education persists as a spatialized injustice shaped by local histories and geographies. Using a critical-spatial lens, we conducted an explanatory sequential mixed-methods study to examine how context mediates both disproportionality citations and district responses. Quantitative analyses of California data showed that large-city districts serving high proportions of Black, Indigenous, and Latine students were cited more frequently than similarly composed small-town and rural districts. Guided by those findings, our qualitative analysis of district policy documents revealed how racial composition shaped local understandings of root causes and solutions. We integrated qualitative and quantitative results in the culminating analysis. Findings underscored how sociohistorical and geographic forces structured policy implementation, pointing to the need for equity-driven reforms that center place-based organizational change.

David, R. (2026). **L'école, un projet « hors » du commun**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16ped
Afin de repenser l'articulation entre démocratie, commun et éducation, notre travail entreprend, à partir d'une approche épistémologique critique, de repenser la manière dont la forme scolaire s'inscrit dans la formation sociale capitaliste moderne et contribue à l'élaboration d'un monde comme « un » qui participe de fait à la rupture avec l'élaboration de « communs ». Par ses catégories centrales : l'élaboration d'une sphère « autonome » désinsérée du reste de la société, une activité éducative se déroulant au sein d'espaces délimités et rationalisés sous « domination du temps » dédiés à la réalisation de « programmes éducatifs », une mise en compétition des enfants destinée à produire des performances scolaires et une éducation au politique réduite à une démocratie procédurale et à une communauté politique étatisée, nous entendons montrer comment le projet moderne d'éducation dont l'école constitue le fer de lance s'est historiquement et radicalement constitué en dehors du commun et par un processus de substitution aux pratiques « populaires » de l'éducation.

Dee, T. S., & Huffaker, E. (2026). **Accelerating Opportunity: The Effects of Instructionally Supported Detracking**. *American Educational Research Journal*, *63*(2), 307-350. https://doi.org/10.3102/00028312251408539
The pivotal role of algebra in the educational trajectories of U.S. students continues to motivate high-profile policies focused on when students access the course, their peers, and how it is taught. This random-assignment partnership study examined an innovative district-level reform—the Algebra I Initiative—that placed ninth grade students with prior math scores below grade level into Algebra I classes coupled with teacher training instead of a remedial pre-algebra class. We found that this reform significantly increased grade 11 math achievement (extreme spread = 0.2 SD) without lowering the achievement of classroom peers. This initiative also increased attendance and district retention. These results suggest that higher expectations for the lowest-performing students coupled with aligned teacher supports is a promising model for realizing students' mathematical potential.

Delahaye, J.-P., & Véran, J.-P. (2026). **École et pauvreté : une question politique et pédagogique**. *Revue internationale d'éducation de Sèvres*, (101), 45-56. https://doi.org/10.4000/16wy8
Les dix études de cas de ce dossier témoignent d'obstacles majeurs à l'atteinte des objectifs fixés pour 2030 par les Nations unies pour éradiquer la pauvreté et assurer une éducation de qualité pour tous. La non-scolarisation massive, la marchandisation accrue de l'éducation, les inégalités territoriales et les ségrégations diverses en font partie. Mais certaines contributions témoignent aussi, par-delà des actions compensatrices qui ne modifient pas en profondeur l'organisation des systèmes éducatifs, de perspectives transformatrices lorsque les politiques publiques laissent des marges de manœuvre aux écoles qui peuvent alors diversifier leurs choix pédagogiques, en lien avec les familles concernées et les acteurs territoriaux. On enrichit alors à la fois le curriculum des enseignements et la culture professionnelle des enseignants. La question

de la pauvreté et de l'éducation pour tous est bien une question de choix politiques fondamentaux.

Depierre, R. (2026). **Chine : l'État éducateur et rééducateur construisant des communs à l'ombre du piège de Thucydide**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe8
La Chine communiste s'est lancée dans de nombreux projets de Communs : orientations politiques, éducation, collectivisation, sinisation, valeurs et politique internationale. Mais elle a rencontré de nombreux problèmes car le Parti-État chinois est devenu un État rééducateur à l'ombre du piège de Thucydide. Il installe une relation de domination, entre le pouvoir et les citoyens, qui nie leur humanité. Nous évoquerons les racines culturelles de l'autoritarisme de Xi Jinping à travers ses écrits.

Devi Chuttoor, C. (2026). **Entre pauvreté, familles fragilisées et réponses éducatives : ce que révèlent les acteurs scolaires mauriciens**. *Revue internationale d'éducation de Sèvres*, (101), 107-116. https://doi.org/10.4000/16wye
Cet article analyse l'impact de la pauvreté sur les parcours scolaires sur l'île Maurice et les réponses éducatives mises en œuvre dans les écoles appelées zones d'éducation prioritaire (ZEP). À travers une approche triangulaire mobilisant institutions, enseignants et parents, l'élève est placé au centre des dispositifs et des stratégies éducatives. Les résultats montrent que, malgré les mesures matérielles, alimentaires et pédagogiques, la pauvreté reste un obstacle, affectant la motivation et le bien-être des élèves. L'étude souligne l'importance de valoriser les expériences et les compétences des enfants comme ressources éducatives, afin de promouvoir une éducation inclusive capable de réduire les inégalités scolaires.

Dion-Routhier, J., Hamel, C., & Richard, V. (2026). **« Personnellement, je fais aucun lien! » : Modèle prometteur d'analyse d'expériences en formation par alternance**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8m
La formation par alternance, essentiellement conçue pour articuler formation et travail (Maubant et Roger, 2014), est polymorphe (Maubant et Gremion, 2022) et transdisciplinaire (p. ex. éducation, ingénierie) (Chaubet et al., 2018). Elle fait consensus pour sa centration sur l'apprenant, les contextes réels (Clénet, 2021) et sa promesse d'apprentissages signifiants (Geay et al., 2005). Néanmoins, elle s'accompagne d'un enjeu majeur : le fossé théorie-pratique. Si ce dernier est abondamment documenté (Chu et Wang, 2024), peu de travaux portent sur la compréhension fine de l'expérience des apprenants (Maubant, 2022). Autrement dit, les apprenants demeurent les grands oubliés de l'alternance. Pour rendre compte de leur expérience, le modèle de l'apprentissage humain (Jarvis, 2006) constitue une théorie particulièrement féconde, car il offre une vision holistique de l'apprentissage articulant biographie, contexte social et expérience. L'objectif de cet article est de proposer une démarche d'analyse des dispositifs de formation par alternance fondée sur ce modèle théorique, permettant de comprendre les expériences singulières d'apprenants et, réciproquement, la diversité de celles-ci. Nous proposons de repérer des lieux communs dans les objets d'intérêt et les disjonctions qui jalonnent l'expérience en formation par alternance, afin de repenser des dispositifs de formation authentiques et susceptibles de soutenir les liens théorie-pratique. Dans le présent article, nous présenterons le cadre théorique de l'apprentissage humain (Jarvis, 2006), illustrerons la potentialité de son utilisation à l'aide de cas d'étudiantes en formation par alternance à l'enseignement, puis discuterons des implications de la démarche sur la conception des dispositifs de formation par alternance.

Dull, B. D., Rogers, L. O., & Becerra, K. (2026). **What Are the White Kids Learning? (De)Constructing White Identities in a School with an Anti-Racist Agenda**. *American Educational Research Journal*, *63*(4), 772-803. https://doi.org/10.3102/00028312261435536
Limited research has considered how school practices and narratives shape the construction of white identities. Using a critical qualitative approach, this article examines what white students

(ages 12–14 years) learn about race and whiteness via the institutional narratives of a school with an anti-racist agenda. The analysis revealed that although the school's dominant racial narratives were race conscious in content (i.e., named racism and oppression), they largely did not work to disrupt the oppressive dynamics of white identity construction. In fact, we show how schools help produce particular kinds of white identities that serve the interests of white supremacy via the institutional narratives they endorse and socialize, even in educational settings committed to challenging racism. The article concludes by considering how efforts for racial justice in schooling are incomplete without deconstructing whiteness and white identity.

Duran, A. (2026). **Intersectional Ecologies: Key Contextual Influences in the Identity Development Journeys of Queer and Trans College Students of Color**. *American Educational Research Journal*, *63*(4), 804-834. https://doi.org/10.3102/00028312261423515
Drawing on data from a longitudinal constructivist grounded theory research study involving 12 queer and trans students of color (QTSOC), this paper details key contextual influences in their identity development journeys while in (and out of) higher education institutions. Sensitized by ecological systems theory and intersectionality as frameworks, the grounded theory is presented in the form of an intersectional-ecological model of contextual influences for QTSOC. Specifically, the findings speak to the (a) overarching and dynamic influence of co-constituting systems of oppression, (b) proximal processes that emerged as meaningful for QTSOC, and (c) shifting salience of microsystems in their journeys. The paper concludes with implications for theory development, research, and practice in education.

Duru-Bellat, F. D., Marie. (2026, octobre 14). **Comment être lycéen**. Consulté 15 octobre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/14/comment-etre-lyceen/
Plus d'enseignants, des classes moins chargées, des bâtiments rénovés : les revendications des lycéens mobilisés sont légitimes, mais elles ne disent pas l'essentiel. Inflation des diplômes, déclin de l'autorité de la culture scolaire, méritocratie vécue comme une humiliation : il est devenu difficile d'être le sujet de ses études – comme d'enseigner. Réduire la crise à une affaire de moyens, c'est attendre la prochaine explosion.

Eguchi, M. (2026). ***The Limits of Rank-Dependent Priorities in School Choice*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2609.39425
Many school choice mechanisms give students higher priority at schools they rank highly and aim to reward students' eagerness. This paper studies whether a centralized mechanism can incorporate such rank-dependent priorities while preserving truthful reporting. I consider a mechanism that jointly specifies how reported preferences modify schools' original priorities and how assignments are determined based on the modified priorities. I require the modification rule to satisfy rank monotonicity and the resulting matching to be stable with respect to the modified priorities. These two requirements jointly capture the policy objective of rewarding eagerness. My main result shows that any mechanism satisfying these requirements as well as strategy-proofness is outcome equivalent to the student-proposing Deferred Acceptance mechanism using the original priorities. Thus, if eagerness affects the outcome while the rank-dependent policy goal is maintained, the mechanism must be manipulable.

European Commission. (2026). ***Digital education at school in Europe 2026*** [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/37559c4b-b3d1-11f1-81de-01aa75ed71a1
This Executive summary outlines the main findings of the Eurydice report on Digital education at school in Europe 2026: Bridging gaps in access, teaching and learning. It illustrates how education systems across Europe support the integration of digital technologies into education and empower teachers and students to unlock their full potential and opportunities. The Executive summary focuses on key themes such as the digital transformation of schools, digital equity and

inclusion, curricular approaches and assessment frameworks, teachers' preparedness and main challenges to integrate digital technologies into teaching and learning. It also examines emerging technologies, including artificial intelligence, as part of digital education. Qualitative data on policies and measures are collected from the Eurydice Network in 38 education systems, including the 27 EU Member States, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Türkiye.

Fabre, M., & Pelletier, L. (2026). **L'université inclusive, entre le dire et le faire**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *58*(1), 11-34. https://doi.org/10.3917/lsdle.581.0011
L'université française accueille chaque année, un nombre grandissant d'étudiants en situation de handicap. Accompagnés par les missions handicap, ils bénéficient du droit à la compensation sous la forme d'aménagements mais des obstacles persistent notamment quant à l'accessibilité de la formation et l'accès aux savoirs. Cet article tente d'identifier leviers et freins à l'inclusion universitaire à partir des expériences vécues par des étudiants et des enseignants du supérieur. Les résultats sont analysés selon une approche compréhensive des situations. L'analyse fait apparaitre des besoins de formation à une pédagogie inclusive, tandis que l'expérience étudiante révèle des atouts impensés pour la réussite universitaire.

Farrell, C. C., Wong, L.-S., Cowhy, J. R., Ceperich, R., Coburn, C. E., Hopkins, M., & Beneke, A. J. (2026). **Measuring Organizational Learning Outcomes Through Big Ideas**. *American Educational Research Journal*, *63*(1), 109-149. https://doi.org/10.3102/00028312251393536
External partnerships can play a vital role in educational change, yet few tools assess how partner ideas become embedded in school systems. This paper introduces measuring organizational learning outcomes through big ideas (MOBI), an emerging methodological approach to identify when and how external ideas take root. MOBI examines the presence, spread, alignment, attribution, and centrality of partner ideas across collective knowledge, policy documents, and organizational routines. Unlike self-reports, MOBI uses systematic evidence-informed methods to track organizational learning outcomes. We use illustrative examples to show how MOBI can reveal variation across departments and districts. We conclude by outlining directions for MOBI's testing and refinement and discuss its future adaptations for varied contexts and constituencies.

Forozantabar, M., & Riveros, A. (2026). **Exploring the use of portable classrooms in Canadian schools: Insights from newspaper reports**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 94-117. https://doi.org/10.26443/mje/rsem.v60i3.10382
Cette étude examine l'utilisation et la prolifération des classes modulaires dans les écoles canadiennes en analysant 234 articles de presse publiés entre 2010 et 2022 provenant de médias canadiens. Une analyse qualitative en deux cycles a fait ressortir trois thèmes : (a) les facteurs à l'origine du recours des districts scolaires aux classes modulaires, (b) la sécurité et le confort dans ces structures, et (c) les stratégies alternatives visant à atténuer les problèmes de capacité d'accueil autres que les classes modulaires. Les classes modulaires sont souvent utilisées pour gérer la surpopulation scolaire, mais elles suscitent cependant régulièrement des inquiétudes au sein des communautés locales. Cette première exploration apporte des connaissances susceptibles d'orienter les recherches, les politiques et les pratiques futures.

Galetta, F., & Bonoli, L. (2026). **Francesco Bertola e la formazione professionale ticinese. Tra utopia e realtà**. *Swiss Journal of Educational Research*, *48*(2), 200-211. https://doi.org/10.24452/sjer.48.2.3
Il contributo analizza un tentativo di riforma della formazione professionale nel Cantone Ticino durante gli anni Settanta del Novecento. Dopo una prima parte dedicata al contesto e al dibattito nazionale, con particolare attenzione alle differenze tra cantoni latini e cantoni svizzero tedeschi nelle politiche formative, l'articolo si concentra sulle proposte di riforma avanzate da Francesco Bertola, responsabile della formazione professionale cantonale dal 1957 al 1984, e sul modo in cui furono recepite dalla stampa cantonale. L'analisi delle proposte e della loro ricezione nel dibattito pubblico permette di evidenziare, da un lato, le difficoltà e le resistenze

incontrate da Bertola nel tentativo di concretizzarle e, dall'altro, l'attualità del dibattito emerso allora.

Galle, M., & Gautschi, P. (2026). **Umgang mit Antisemitismen: Eine quantitative Analyse der Modulbeschreibungen von Pädagogischen Hochschulen der Deutschschweiz**. *Swiss Journal of Educational Research*, *48*(2), 261-275. https://doi.org/10.24452/sjer.48.2.8
Antisemitismus ist ein drängendes gesellschaftliches Problem. Pädagogische Hochschulen sind gefordert, angehende Lehrpersonen für dessen Erkennung und den pädagogischen Umgang damit zu sensibilisieren. So stellt sich die Frage, wie präsent das Thema im Studium ist. In dieser quantitativen Studie wird untersucht, wie häufig Antisemitismen in den Modulbeschreibungen der deutschsprachigen Vollzeitstudiengänge (Primarstufe und Sekundarstufe I) aller 12 Pädagogischen Hochschulen in der Deutschschweiz thematisiert werden. Die Analyse von über 5'000 Modulen zeigt u. a., dass der Begriff „Antisemi*" nur in zwei Modulen explizit vorkommt. Die Ergebnisse werden hinsichtlich der Steuerung und Weiterentwicklung von Hochschulcurricula diskutiert.

Geppert, C., Hoenig, B., & Pausits, A. (2026). **Internationalisation of higher education and science by structured doctoral education**. *Tertiary Education and Management*, *32*(3), 293-310. https://doi.org/10.1007/s11233-026-09177-w
This study examines how disciplinary cultures and organisational maturity shape structured comparisons of doctoral education at Austrian technical universities and arts universities concerning their strategic development, their alignment with national policy requirements for doctoral education, and their internationalisation practices. Drawing on survey data, document analysis of intellectual capital reports, and interviews from two case studies in STEM and artistic research, the paper identifies two distinct cultures of doctoral education. Technical universities prioritise structural quality assurance, student support mechanisms, and the consolidation of established doctoral ecosystems. Their programme structures align closely with governmental requirements, although implementation often remains loosely coupled to practice. In contrast, arts universities focus on field-building, the development of artistic research as a recognised discipline, and highly individualised supervisory cultures. Their alignment with national criteria for structured doctoral programmes is more heterogeneous, particularly in relation to team supervision and the separation of supervision and assessment. Internationalisation strategies also diverge: technical universities pursue partnership-based, globally networked models, whereas arts universities emphasise internationalisation at home through expert involvement and international student recruitment. Overall, the findings highlight how disciplinary epistemologies and organisational maturity shape doctoral programme development, suggesting that policy harmonisation must account for field-specific academic cultures and institutional trajectories.

Géring, Z., Tamássy, R., FránYó, Z., Knúlné Pál, E., & Rakovics, M. (2026). **More focus on society, less on student development – mission-change of Hungarian higher education institutions between 2017 and 2023**. *Tertiary Education and Management*, *32*(3), 229-267. https://doi.org/10.1007/s11233-026-09171-2
In a constantly changing world, universities have to make considerable efforts to legitimise themselves both as higher education institutions (HEIs) and as important and future-oriented institutions that serve society. These legitimacy claims can be detected in mission statements, which are commonly used communication tools to reach stakeholders. Accordingly, this research aims to investigate the change in mission of Hungarian HEIs between 2017 and 2023. We analysed 35 Hungarian HEIs' publicly available mission texts from their official websites and distinguished 38 mentioned social roles and responsibilities. The longitudinal approach made it possible to identify the unchanging social roles and, at the same time, to identify the emerging and disappearing roles and stakeholders. The results show that the 'Education', 'Science, research', 'External relations', 'High quality', and 'Traditions, values' role groups are stable throughout the years. We perceive them as legitimating role groups in that their mention seems to be continuously present. There is only one role group, which showed an increasing tendency:

the roles indicating services to and well-being of society. However, this heightened focus on society's demands seems to be reached at the expense of student-centredness because the frequency of mentioned roles and responsibilities concerning the students significantly decreased. The question arose whether these changes can be connected to the transformation in higher education governance and the spreading of new managerialism, or rather mirror the HEIs' attempts to react to the challenges and changes in the international and national environment and address the difficulties of mission overload.

Graves, N., & Drouilleau, F. (2026a). **Certification professionnelle et transition écologique : place et rôle des acteurs institutionnels de l'écologie**. In S. Di Biasio & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8i
L'intégration des enjeux de la transition écologique dans les certifications professionnelles résulte du travail des différents acteurs impliqués dans le processus de certification. Le Commissariat général au développement durable (CGDD), organe du ministère en charge de l'écologie, est engagé dans cette action à divers titres : présence de représentants du CGDD dans les Commissions professionnelles consultatives (CPC), et animation de groupes de travail, entre autres exemples. Basé sur une observation participante d'un groupe de travail interministériel ayant donné lieu à la production d'un vademecum, et d'un service du CGDD dans le cadre d'une thèse en économie financée par une Convention de formation par la recherche en administration (COFRA), ce chapitre revient sur la place et le rôle du CGDD dans l'écologisation des référentiels de certification de la voie professionnelle des niveaux 3 à 5. Il présente les limites et défis de son action, ainsi que les outils mobilisés pour y répondre. Il conclut sur la nécessité d'aller observer et analyser les usages de ces outils par les différents ministères certificateurs, via leurs services d'ingénierie des différents diplômes et certifications de la voie professionnelle.

Graves, N., & Drouilleau, F. (2026b). **Certification professionnelle et transition écologique : place et rôle des acteurs institutionnels de l'écologie**. In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8i
L'intégration des enjeux de la transition écologique dans les certifications professionnelles résulte du travail des différents acteurs impliqués dans le processus de certification. Le Commissariat général au développement durable (CGDD), organe du ministère en charge de l'écologie, est engagé dans cette action à divers titres : présence de représentants du CGDD dans les Commissions professionnelles consultatives (CPC), et animation de groupes de travail, entre autres exemples. Basé sur une observation participante d'un groupe de travail interministériel ayant donné lieu à la production d'un vademecum, et d'un service du CGDD dans le cadre d'une thèse en économie financée par une Convention de formation par la recherche en administration (COFRA), ce chapitre revient sur la place et le rôle du CGDD dans l'écologisation des référentiels de certification de la voie professionnelle des niveaux 3 à 5. Il présente les limites et défis de son action, ainsi que les outils mobilisés pour y répondre. Il conclut sur la nécessité d'aller observer et analyser les usages de ces outils par les différents ministères certificateurs, via leurs services d'ingénierie des différents diplômes et certifications de la voie professionnelle.

Grenot-Mazerolle, L., Redondo, C., & Fernex, A. (2026). **Nécessaires mutations de l'enseignement du français en lycée professionnel : L'exemple des littératies numériques en situation de co-intervention**. *Le français aujourd'hui*, (234), 59-72. https://doi.org/10.3917/lfa.234.0059
L'article analyse les conditions d'enseignement du français en lycée professionnel dans un contexte de réformes et de transformation des pratiques éducatives. Il examine comment ces évolutions reconfigurent le travail enseignant, notamment à travers la co-intervention et le développement des usages numériques. Une enquête menée auprès de plus de 230 enseignants met en évidence le rôle central de la gestion de classe et de l'accompagnement des apprentissages. Les résultats soulignent la nécessité de structurer des repères didactiques partagés, pour concilier formation professionnelle et culture humaniste.

Groves, T., & González-Delgado, M. (2026). **Global education governance: insights from a national and historical perspective (Spain 1953–1970)**. *Oxford Review of Education*, *52*(5), 740-756. https://doi.org/10.1080/03054985.2025.2558705
In recent years, international organisations have played a key role in global educational governance, significantly influencing national educational policies worldwide. For this reason, historians of education have manifested a growing interest in the origins and mechanisms that support and extend this phenomenon. In this article, we trace how this research has enabled the field of the history of education to leverage its key strengths and contribute to understanding the 'global architecture of education.' First, we examine the adoption of international, global, and transnational perspectives by historians of education and argue that these perspectives can enrich the understanding of global education research. Then, we focus on the 1950s–1970s in Spain, a period reflecting the dynamics and mechanisms that led to international organisations having stronger influence on educational decision-making in the country.

Hager, T., Khalaile, M., & Jabareen, Y. T. (2026). **The role of academic institutions in a state of war: the Gaza-Israel conflict**. *Higher Education*, *92*(3), 1631-1648. https://doi.org/10.1007/s10734-025-01590-1
Recent episodes of violence following the October 7, 2023, Hamas attack have not only reshaped Israel's political and military landscape but also redefined the social fabric of its academic institutions. Campuses, now mirroring broader societal cleavages, have experienced both overt repression and a deepening polarization between Jewish and Arab-Palestinian communities. State-imposed measures—ranging from strict disciplinary actions to limitations on free expression—have further marginalized dissenting voices, especially among Arab students and faculty. Drawing on a comprehensive review of institutional responses and scholarly perspectives, this article contends that while wartime conditions have exacerbated tensions, they simultaneously create unique opportunities for intercultural dialogue and academic resilience. Emphasizing the role of higher education in nurturing future civic leaders, the study advocates for targeted support measures, including specialized training for educators, the establishment of secure spaces for vulnerable groups, and initiatives that promote inclusive, community-based engagement. By reconceiving conflict as a catalyst for pedagogical innovation and constructive inter-group interactions, this research highlights the potential of academic environments to foster critical discourse and contribute meaningfully to social reconciliation and transformation during periods of national crisis.

Hein, C. (2026). **Un enfant sur six non scolarisé dans le monde : pauvreté et défis pour la réalisation du droit à l'éducation**. *Revue internationale d'éducation de Sèvres*, (101), 57-66. https://doi.org/10.4000/16wy9
Cet article analyse la non-scolarisation comme l'une des manifestations les plus graves du lien entre pauvreté et droit à l'éducation. À l'échelle mondiale, des millions d'enfants ne deviennent pas élèves, notamment en raison de la pauvreté multidimensionnelle, et demeurent souvent invisibles dans les statistiques publiques, y compris dans les pays à hauts revenus. La diminution mondiale de la non-scolarisation marque aujourd'hui un ralentissement, révélant des limites persistantes de mesure, de financement et de gouvernance. L'article montre que l'effectivité du droit à l'éducation constitue un levier essentiel de réduction de la pauvreté et appelle à mieux identifier les enfants non scolarisés.

Hladchenko, M. (2026). **International collaboration of Ukrainian scholars before and during russia's full-scale war against Ukraine (2020–2023)**. *Higher Education*, *92*(3), 1381-1410. https://doi.org/10.1007/s10734-025-01577-y
This study explores the international collaboration in Ukrainian scholarly publishing before and during Russia's full-scale war against Ukraine. The dataset includes articles published by the National Academy of Sciences of Ukraine (NASU) and universities in Scopus-indexed journals between 2020 and 2023. First and foremost, Ukrainian scholars deserve respect for continuing to

publish despite life-threatening conditions, mental strain, shelling and blackouts. The findings show that the share of internationally co-authored articles declined for NASU to 40% and rose for universities to 32.2%. For NASU, the decline can be attributed to disruptions in funding and research infrastructure caused by the war, which are crucial for its main research field, physical sciences & engineering, as well as to a reduction in collaboration with Russia, its top collaborating country during 2020–2021. Apart from Russia in 2020–2021, Poland, Germany, the USA, and China were key international partners for both NASU and universities. The citation impact of internationally co-authored articles remained statistically unchanged for both NASU and universities. However, for universities, the share of the top 10% most cited globally increased in internationally co-authored articles. Universities consistently outperformed NASU in the citation impact of internationally co-authored articles in biomedical & health sciences, while the citation gap in physical sciences & engineering was rather negligible. International collaboration can help Ukrainian scholars overcome the disruptions caused by war. This requires corresponding financial initiatives and adjustments to research funding allocation approaches, both within Ukraine and from foreign countries. In turn, Ukrainian scholars can contribute to strengthening of Europe.

Hounkonnou, L., Tohoun, S., & Ahouandjinou, R.-B. (2026). **Systems analysis of preparation for degree subject choice within benin's public educational guidance framework**. *World Journal of Advanced Research and Reviews*, *31*(2), 914-925. https://doi.org/10.30574/wjarr.2026.31.2.2142
In Benin, whilst the official choice of university degree course takes place following success in the baccalaureate, preparation for this decision occurs much earlier during secondary education where there is no guidance action. This research presents a systems analysis of preparation for university course selection within Benin's public educational guidance framework, examining the articulation between institutional provision and the self-guidance strategies adopted by prospective university entrants. A mixed-method methodology was employed with 464 participants across three target groups: lower-sixth and upper-sixth secondary school students, school administrators, and heads of Training and Research Units (UFRs) at the University of Abomey-Calavi (UAC). Quantitative data (questionnaires analysed using IBM SPSS 29) and qualitative data (semi-structured interviews and thematic analysis) reveal a major structural and temporal misalignment. While public guidance mechanisms have been focused exclusively on the post-baccalaureate period since the 2020 reform (comprising an information prospectus and a digital portal), secondary students build their educational choices in an information vacuum. In the absence of dedicated guidance services and qualified careers advisers within schools, future school leavers rely on self-guidance driven largely by personal interest (75.3%), prior academic grades (33.0%), and the pursuit of university scholarships or bursaries (32.0%). The study highlights the necessity of reshaping public policy through a systems approach: introducing structured guidance services from lower secondary education onwards and fostering strong synergies between secondary schooling, higher education institutions, and the labour market.

Huong, N. T., & Giam, N. M. (2026). **Digital Transformation Management in Teaching at High Schools in Ho Chi Minh City: From Perception and Implementation Practice to Influencing Factors**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 261-271. https://doi.org/10.59324/ejahss.2026.3(5).21
Research on perception status, practices of implementation, management of School Directorates and factors affecting digital transformation in teaching at high schools in Ho Chi Minh City. Data were collected through questionnaire administration to a sample of 200 respondents consisting of 50 educational managers and 150 teachers from five public high schools during 2023–2026 and in-depth interviews and product analysis. The data were analyzed with SPSS software. The results show that the level of perception of educational managers and teachers has reached a very high level (M = 4.33–4.38). Practice of implementation has reached a solid baseline (M = 3.26–3.51), with considerable progress in administrative digitalization and basic digital instructions. The future growth opportunities are advanced pedagogical formats such as flipped classroom and AI assisted individualised instruction. For infrastructure optimisation,

the most important operational priority is managing supporting conditions (M = 3.26). The digital competencies, attitudes and readiness of teachers for innovation and the digital leadership capacity of the School Directorate were identified as key drivers of the digital transformation process. On this basis, the study proposes a synchronized framework to assist schools in transitioning toward digital pedagogical leadership, thereby promoting digital transformation in teaching toward a substantive, high-quality, and sustainable direction.

Ibrahim, A., & Boivin, N. (2026). **Banality of Privilege: Examining Why EDI Is Under Assault Through the Case of the Ontario Equity Policy**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 1-18. https://doi.org/10.53967/cje-rce.7451
Grounded in extensive interviews with teachers and school-level administrators in Ontario, Canada, this article proposes banality of privilege as a primary reason for why EDI has turned into a performative act, which facilitated its attack. To make banality of privilege concrete, we suggested three forces and six tenets that helped us in our data analysis. Collected through interviews with teachers and school administrators between 2024–2025, the data show that embedded institutional barriers are the frontline of all issues that hinder effective communication, implementation, and administration of EDI policy; and that, among these barriers, the primary obstacle to a meaningful EDI implementation is not financial constraint, but a systemic lack of buy-in or interest convergence, specifically at the leadership level. This lack of buy-in from leadership, we show, trickles down to staff and the broader school community, resulting in low engagement and missed opportunities for meaningful inclusion. This not only renders EDI performative, but it gives reasons for why it is under attack. For those of us who are working toward a just world, we conclude, we need to be mindful of this situation and address the concerns of the EDI critics.

Jacq, G. (2026). **Repenser l'enseignement des humanités en lycée professionnel. Enjeu d'une légitimité assumée**. *Le français aujourd'hui*, (234), 97-106. https://doi.org/10.3917/lfa.234.0097

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
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.

Jellab, A. (2026). ***Inégalités scolaires et émancipation: des leviers d'action pour une école démocratique***. Consulté à l'adresse https://pum.univ-tlse2.fr/produit/inegalites-scolaires-et-emancipation/

Jonaid, A., Cai, L., Nayma, M., & Msafiri, M. M. (2026). **Developing and validating the faculty internal governance quality scale (FIGQS) in a centralized affiliating university system**. *Tertiary Education and Management*, *32*(3), 311-332. https://doi.org/10.1007/s11233-026-09178-9
This study develops and validates the Faculty Internal Governance Quality Scale (FIGQS), a measurement instrument designed to assess governance quality within centralized and affiliating university systems. Existing governance measures are largely rooted in Western higher education contexts characterized by decentralized and shared-governance traditions, limiting their applicability to highly centralized systems common in South Asia. Grounded in Organizational Justice Theory, the study conceptualizes Internal Governance Quality as a multidimensional construct comprising participation in decision making, transparency, accountability, and communication, reflecting faculty experiences of governance processes. Rather than constituting a culturally distinct measurement approach, the FIGQS's primary contribution lies in validating this Western-originated theoretical framework within a structurally different, centralized governance context. A sequential multi-phase research design was employed, including conceptual development, expert-based content validation, exploratory factor analysis, and confirmatory factor analysis. Survey data were collected from 855 full-time faculty members across seven universities affiliated with Bangladesh's National University system, providing adequate power for robust model estimation. Results supported a second-order reflective model with acceptable model fit (CFI = 0.918, TLI = 0.906, RMSEA = 0.08) and strong psychometric properties (composite reliability > 0.80; average variance extracted > 0.50). The FIGQS contributes theoretically by extending Organizational Justice Theory to institutional governance, methodologically by offering a validated scale for centralized higher education systems, and practically by supporting evidence-based governance evaluation and reform aligned with Sustainable Development Goal 16.

Kania-Gosche, B. (2026, octobre 9). **Pourquoi les universités américaines remettent en question leur examen d'entrée historique**. https://doi.org/10.64628/AAK.59vdhaxdc
Créé en 1926, le SAT, examen standardisé d'admission dans les universités américaines, fête ses 100 ans. Longtemps incontournable, il est aujourd'hui remis en question en raison des inégalités sociales qu'il reflète.

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
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.

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

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 (β = .197, p = .003), followed by SLG (β = .179, p = .001) and ADM (β = .165, p = .009); ACT (β = .031, p = .613) and STP (β = .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^2predict 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.

Kim, J. K., & Mo, K.-H. (2026). **Structural equity governance in South Korea's multicultural education: bridging policy, practice and inclusion**. *International Journal of Inclusive Education*, *30*(12), 3925-3944. https://doi.org/10.1080/13603116.2026.2614712

This paper introduces the concept of Structural Equity Governance (SEG) in addressing systemic inequalities affecting immigrant-background students in South Korea. Dominant theoretical frameworks such as decentralisation, network governance and distributed leadership offer valuable insights on ways to enhance educational efficiency, local responsiveness and tailored solutions. However, each falls short of meeting the educational and societal needs of immigrant background students in ethnically segregated schools. Based on in-depth interviews of Seoul capital region educational supervisors who serve as an intermediary between the central government's education ministry and local schools, this study identifies salient issues and challenges that confront students, teachers and communities. These interviews and field observations reveal that the traditional governance reforms must be accompanied by efforts to disentangle systemic inequality. SEG offers a new framework that prioritises reframing governance as a component of broader structural reform to enhance social inclusion of immigrant-background students.

Kirkpatrick, M., Tiernan, K., Montemurro, G., Sulz, L., Torrance, B., Cole, T., & Storey, K. (2026). **Educators' Experiences Awarding High School Credit for an Indigenous Youth Program in Alberta**. *Revue phénEPS / PHEnex Journal*, *16*(2). Consulté à l'adresse https://ojs.acadiau.ca/index.php/phenex/article/view/4685
Educational attainment is a vital determinant of health, yet inequities persist for Indigenous students in Canada. The Indigenous Youth Mentorship Program (IYMP) is a community-based, after-school health promotion program that supports leadership, mentorship, physical activity, belonging, and wholistic wellbeing among Indigenous youth. In Alberta, high school youth mentors participating in IYMP have sought formal recognition of their learning through course credit; however, little is known about how educators navigate credit-awarding processes for health-focused, community-based programs. This study involved semi-structured interviews with five Alberta-based educators and program leaders with experience awarding credit for IYMP participation. Interview transcripts were analyzed using inductive thematic analysis. Four themes were developed: (1) essential partnerships across schools and communities; (2) the need to educate educators on credit processes; (3) fostering student engagement and autonomy; and (4) policy challenges and opportunities. Findings indicate that credit awarding is a relational and locally mediated practice shaped by educator authority, institutional structures, and policy interpretation, with important implications for recognizing experiential learning central to physical and health education. Strengthening these pathways may support more equitable recognition of Indigenous youth leadership and community-based learning within school systems.

Kogut-Kubiak, F. (2026). **Regard sur 40 ans d'évolution des diplômes professionnels et technologiques du ministère de l'Éducation nationale**. In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8a
À partir des données de la base Reflet (Regards sur les flux de l'enseignement technique et professionnel) pilotée par le Céreq, cet article met en lumière les principales évolutions de la structure des diplômes professionnels et technologiques délivrés par le ministère de l'Éducation nationale entre 1980 et 2023. Ces transformations résultent de l'effet conjugué des mutations économiques et des politiques éducatives visant l'élévation du niveau de qualification. Dans une logique de rationalisation de l'offre de formation, on observe une diminution du nombre de spécialités, ainsi qu'une recomposition de la hiérarchie des diplômes au profit du niveau 4 et 5 – avec l'introduction du baccalauréat professionnel en 1985 – tandis que les diplômes de niveau 3 reculent nettement voire disparaissent à l'exemple du BEP. Le baccalauréat technologique, quant à lui, connait de nombreuses transformations mais souffre toujours d'un déficit d'attractivité notamment dans ses spécialités industrielles. Cette recomposition se traduit également par une représentation accrue des diplômes orientés vers les métiers du tertiaire et, à l'inverse, par un net recul de ceux relevant de l'industrie, tandis que les diplômes de la construction présentent une relative stabilité, à l'instar des évolutions observées de la structure des emplois sur la même période. Enfin, les voies d'accès à la formation – scolaires ou par apprentissage – demeurent différenciées selon les diplômes et le secteur d'activités visés, tout comme la répartition des effectifs selon le genre.

Kotsis, K. T. (2026). **Science at Two Levels: The Structural Gap in Greek Science Teacher Preparation**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 70-89. https://doi.org/10.59324/ejceel.2026.4(5).04
This article examines the structural and curricular foundations of the persistent gap in the didactic preparation of secondary science teachers in Greece. Framed as a critical policy and literature-based analysis, it synthesises evidence from Greek and international research on science didactics, Pedagogical Content Knowledge, teacher education, curriculum organisation, and recent legislative reform. The analysis identifies a fundamental asymmetry between the preparation pathways of primary and secondary teachers. Primary teachers are educated in Schools of Education, where pedagogy and science didactics form recognised, although unevenly implemented, components of professional preparation. By contrast, secondary

teachers of Physics, Chemistry, and Biology graduate from disciplinary science departments historically oriented toward subject knowledge and research, with limited provision for subject-specific didactics, educational psychology, or supervised teaching practice. The article further shows that Greece possesses an active science education research community, but that this expertise remains institutionally disconnected from the departments responsible for preparing most future secondary science teachers. Comparative reference to Finland and Germany highlights that the distinctive weakness of the Greek model is not strong disciplinary preparation, but the absence of a systematic mechanism for transforming disciplinary knowledge into professional knowledge for teaching. The article concludes that the 2019 legislative requirement for pedagogical and didactic competence constitutes an important policy step, yet meaningful reform requires structural collaboration, appropriately qualified faculty, coherent curricula, and sustained institutional change.

Kyriakides, L., Michael, D., & Charalambous, E. (2026). **Designing school policies to promote student learning outcomes through improving quality of teaching**. *Oxford Review of Education*, *52*(6), 944-965. https://doi.org/10.1080/03054985.2025.2582156
This study adopts a novel design to investigate the effects of school policy on student achievement by drawing data on quality of teaching from teachers assigned to teach mathematics in two different schools. A multi-stage sampling procedure was used and 39 secondary teachers teaching mathematics in 78 schools were selected. All students of the teacher sample participated in this study (n = 3,471) and completed a questionnaire measuring the eight teacher factors of the dynamic model of educational effectiveness. A battery of written tests was used to measure student achievement in mathematics at the beginning and end of the school year 2023–24. School policy was measured through a questionnaire administered to all teachers of the 78 schools (n = 828). Generalisability analysis of student ratings revealed that the scores of four teacher factors (i.e. orientation, questioning, management of time, and dealing with misbehaviour) varied across the two schools where the teachers were assigned to teach. Specific aspects of school policy partly explained the variation in these teacher factor scores across schools. Finally, all teacher factors and nearly all aspects of school policy explained variation in student achievement gains in mathematics. Implications for research, policy and practice are drawn.

Lamarre, J.-M. (2026). **Le commun et les communs à l'époque de l'Anthropocène**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe5
Les communs sont des ressources gérées collectivement selon des règles instituées par les acteurs eux-mêmes. Le travail d'Ostrom marque un tournant : se fondant sur l'analyse de cas de réussite durable de communs, celle-ci montre, contre La tragédie des communs de Hardin, la rationalité et l'efficacité de l'autogouvernement des communs. S'appuyant sur ces travaux et sur la philosophie de Castoriadis de « la praxis instituante », Dardot et Laval, dans Commun, font du commun le principe politique de l'institution des communs et d'une transformation globale de la société. Seul un agir commun peut décider démocratiquement de ce qui est commun. En nous référant à Coriat et à Dardot et Laval et en analysant l'expérience italienne des biens communs (la « Commission Rodotà », la remunicipalisation de l'eau à Naples) qui oppose la légalisation et la constitutionnalisation des communs au pouvoir discrétionnaire de l'État, nous montrerons que le commun et les communs produisent un élargissement et une radicalisation de la démocratie et qu'ils sont probablement la meilleure voie pour faire face à l'Anthropocène.

Le système éducatif du Québec et la profession enseignante (4e édition). (2026). Consulté à l'adresse https://www.cheneliere.ca/fr/le-systeme-educatif-au-quebec-et-la-profession-enseignante-4e-edition.html
«Depuis la mise en place des premières écoles au 17e siècle, le système éducatif du Québec a connu bien des transformations et suscité maints débats. Or, il est plus facile de comprendre la structure et le fonctionnement du système éducatif d'aujourd'hui si l'on saisit son évolution et le contexte social qui l'a influencée. C'est pourquoi nous avons conçu cet ouvrage de sorte que

chaque chapitre commence par une perspective historique qui recadre la situation actuelle, laquelle est ensuite décrite et analysée dans la deuxième section. Tous les rouages sont présentés en détail de façon très bien vulgarisée, dans des chapitres consacrés aux multiples facettes humaines et institutionnelles du système éducatif québécois. Conçu spécifiquement pour les étudiantes et les étudiants en sciences de l'éducation, ce manuel se veut un outil de choix pour les préparer à la réalité du marché du travail. Bien plus qu'un simple inventaire, l'ouvrage établit des ponts entre la théorie et la pratique enseignante, et ce, d'une couverture à l'autre, en plus d'axer le propos d'un chapitre entier sur le personnel enseignant. De quoi préparer adéquatement les enseignantes et les enseignants du Québec d'aujourd'hui et de demain.» -- Quatrième de couverture

Lee, A.-R., Dow, W., & Torres, J. M. (2026). ***Impact of Adults' College Completion on their Parents' Mortality: Evidence from the 1993 Korean Higher Education Reform*** (Working paper N° 35792). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35792
A large literature examines the economic and health returns to college education. We extend this literature by studying the upward intergenerational effects of children's education on parental mortality. We exploit Korea's 1993 Higher Education Reform, which we estimate raised college completion by 13 percentage points among eldest children in the 1974–1983 birth cohorts relative to the prior 10-year cohort. Using data from the Korean Longitudinal Study of Aging, reduced-form estimates indicate a 27% (s.e.=10%) reduction in mortality among parents whose oldest child was in the reform-affected cohort. Because the reform affected college completion but not other education levels or quality, we use it as an instrumental variable (IV) for child college completion. IV estimates indicate a 20% (s.e.=7%) reduction in parental mortality for children induced to complete college by the reform. These parents received greater financial support and contact from their children and had lower smoking and higher physical activity, although these mechanisms explain only a small share of the mortality benefit. Effects were larger for parents of daughters in reduced-form analyses, although IV estimates did not differ significantly by child gender. Future research should further investigate the mechanisms through which children's college education affects parental mortality.

Lefebvre, S. (2026). **Éducation, valeurs, diversité et religions au Québec et en Ontario**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 19-37. https://doi.org/10.53967/cje-rce.6493
This article examines how public secondary schools in Quebec and Ontario integrate diversity and values into their educational frameworks, based on a comparative analysis of their institutional websites. Using a mixed methods approach that combines quantitative analysis of key thematic occurrences (values, diversity, religion, spirituality) with a qualitative examination of school discourse, the study reveals contrasting dynamics between the two provinces. While respect emerges as a shared core value, Quebec places greater emphasis on equal opportunity and the inclusion of students facing academic difficulties, whereas Ontario explicitly promotes inclusion, equity, and diversity, in line with their respective legislative frameworks. The role of religion also differs, though spirituality appears in specific contexts in both provinces, being absent from Quebec schools due to the secularization of the educational space, while it remains institutionalized in Ontario's public Catholic schools. The study thus highlights how educational policies and sociocultural contexts shape distinct conceptions of citizenship in Canadian public education.

Lembré, S. (2026). **Manquer d'humanité(s). Les transformations de l'enseignement professionnel**. *Le français aujourd'hui*, (234), 15-24. https://doi.org/10.3917/lfa.234.0015
L'article constate que la place des humanités dans l'enseignement technique et professionnel fait débat depuis plus d'un siècle et accompagne les transformations de ce dernier. Défini par sa finalité de préparation au travail, cet enseignement est d'abord conçu comme utilitaire, sans toutefois que soit totalement abandonnée l'idée de former, à côté du producteur, l'homme et

le citoyen. Au fil des réformes et des choix en matière de programmes scolaires, l'auteur montre que l'articulation entre l'instruction générale et la préparation au métier pose question, les politiques de l'emploi donnant souvent la priorité à la seconde depuis les années 1980.

Lev Ari, L., & Sigad, L. I. (2026). **From exclusion to inclusive multicultural education: educators' perspectives on integration of forced migrants' children in the Tel Aviv educational system**. *International Journal of Inclusive Education*, *30*(12), 3542-3559. https://doi.org/10.1080/13603116.2025.2591681
The purpose of the current study is to analyse Israeli educators' perceptions, regarding inclusive multicultural education, which aims to integrate or incorporate forced migrants' children residing in Tel Aviv. A phenomenological research design was employed in interviews with eleven Israeli educators, utilising a face-to-face semi-structured interview guide. The findings shed light on the complex challenges, which demanded their attention. Although Israeli policy towards asylum seekers is exclusionary, and most educators seem to neglect the multicultural component in their educational practice, some acknowledged its importance in creating cultural bridges with both parents and children, while aiming to emphasise at least partial cultural relativism. Inclusive multicultural education can improve these children's equal opportunities to study and achieve academic goals, while experiencing educational equality for diverse ethno-cultural groups, and integrate more in the host society in Israel or elsewhere. This study contributes to the growing body of research on the integration but mainly incorporation of forced migrants' children in educational settings. Hence, further international comparative study could broaden the scope of inclusive multicultural settings in different host societies, elaborating educational theory and practice regarding forced migrants' children.

Li, J., Chignier-Riboulon, F., & Chen, Z. (2026). **L'école-guichet en Chine, quand l'égalité de principe produit une inégalité de fait**. *Revue internationale d'éducation de Sèvres*, (101), 77-86. https://doi.org/10.4000/16wyb
Afin de soutenir les élèves issus de familles défavorisées, la Chine a mis en place un système d'aides scolaires dont la mise en œuvre repose largement sur les établissements. Bien qu'adossé à un principe d'égalité, ce dispositif confère aux écoles un rôle central dans la vérification et la validation des demandes. L'école agit comme un guichet administratif, où la pauvreté est interprétée, qualifiée et triée. Dans ces conditions, la gestion déléguée aux écoles met en évidence un paradoxe : les pratiques mises en place pour préserver l'équité du dispositif tendent à pénaliser les familles migrantes, qui peuvent plus difficilement faire la preuve de leurs droits. Le cas de l'école P. montre ainsi comment une politique pensée pour corriger les inégalités peut, dans son fonctionnement administratif, contribuer à les reproduire, voire à les accroître.

Lim, M. A., Cockayne, H., & Sun, Z. (2026). **Context matters: varieties of capitalism and the governance of transnational education partnerships in China**. *Higher Education*, *92*(3), 1309-1330. https://doi.org/10.1007/s10734-025-01573-2
Utilising and extending the Varieties of Capitalism model by Hall and Soskice (2001) and its use in higher education (HE) studies (Graf, European Journal of Education, 44, 569–585, 2009), this paper illustrates the impact of diverse socio-economic contexts of partnering institutions on the policies and practices of transnational higher education in China. While prior research explored Sino-foreign cooperation models, much of it predates the pandemic and emphasises 'sending countries' over 'host' countries. Furthermore, previous studies have overlooked significant differences in the socio-economic policy contexts which even exist within countries described as having centralised modes of governance. This study reassesses the Chinese Ministry of Education's goals in the Chinese Foreign Cooperation in Running Schools policy (MOE, 2013) and explores how partnerships take place in and between socio-economic contexts - such as market or state-coordinated societies - and we argue that policymakers and university partnership managers need to understand these variations in each partner's context. We exemplify this approach by comparing partnerships within so-called 'Liberal Market' Economies and 'Coordinated Market' Economies from the Varieties of Capitalism framework — using the case

of the Sino British College in Shanghai and the Sino Danish Centre in Beijing focusing on cooperation between these foreign and Chinese institutions. We analyse shifts in Chinese HE policies post-COVID. Our findings show that these joint ventures show the potential to build partnerships on shared understandings of 'success' brought about by similar modes of governance. The article contributes to the literature by advancing the use of the varieties of capitalism framework to highlight the role of economic governance models in allowing shared ideas of success between partners. It further highlights the need to understand sub-national or provincial levels of governance in countries such as China (Liu & Lim, Policy Reviews in Higher Education, 8(1), 29–55, 2024) but also highlighting how stakeholders in any transnational partnership need to be aware of potential opportunities and challenges depending on local governments.

Liu, M., Wang, H., Tlili, A., & Huang, R. (2026). **Configuring smart education ecosystem for educational quality: A fuzzy-set qualitative comparative analysis of 79 countries**. *Education and Information Technologies*, *31*(15), 7009-7037. https://doi.org/10.1007/s10639-026-14073-2
As global education systems are going through rapid digital transformation, identifying how smart education contributes to educational quality has become a critical policy and research imperative. This study conceptualizes smart education as a multi-layered ecosystem, integrating Bronfenbrenner's ecological systems theory with the smart education ecosystem framework. It operationalizes six core dimensions, student development, teacher capacity, learning environment, governance, equity, and improvement culture, using internationally comparable data from 79 countries. Based on fuzzy-set Qualitative Comparative Analysis (fsQCA), the study uncovers seven sufficient configurations for achieving educational quality, which are clustered into three transformation pathways: governance-led, human capital-centered, and system-integrated models. Results reveal clear income-based divergence. High-income countries often adopt professionalized configurations with flexible governance and advanced teacher capacity, while low-income countries rely on basic enablers such as ICT infrastructure and centralized governance. Middle-income countries exhibit institutional-equity configurations that combine ethical orientation, targeted innovation, and adaptive structures. These findings demonstrate the importance of ecosystemic coherence, functional substitutability, and causal asymmetry in shaping effective smart education systems. Rather than advocating for one-size-fits-all reform models, the study highlights the need for context-sensitive configurations aligned with national capacities and priorities. The research provides a novel configurational approach to smart education, offering theoretical insights and practical guidance for designing resilient and equitable digital education systems worldwide.

Lo, W. Y. W., & Auld, E. (2026). **Unpacking the antinomy of student politics: representation, activism, and (Dis)empowerment amid political turmoil**. *Higher Education*, *92*(3), 1475-1494. https://doi.org/10.1007/s10734-025-01583-0
This paper examines student politics—comprising representation and activism—in Hong Kong during the 2019 protests, a period marked by political turmoil and social unrest. Drawing on interviews with 26 student leaders, it explores how student organisations served as platforms for empowerment while also exposing internal divisions and marginalising dissenting voices. While student organisations empowered politically aligned individuals, they also sidelined those with moderate or alternative views, deepening divisions within the student body. These tensions became more pronounced as student activism leaned towards localism and radical approaches, particularly during a period of political transition. The findings highlight the antinomy of student politics: while representation and activism can foster political engagement and agency, it may simultaneously generate disempowerment by reinforcing exclusionary practices or provoking institutional constraints. This paper contributes to debates on participatory university governance and student empowerment by illustrating the tensions inherent in student politics in politically charged environments. It concludes by reflecting on the future of student representation in increasingly restrictive contexts.

Lombardi, L. (2026). **Les nouveaux programmes italiens pour l'école obligatoire**. *Revue internationale d'éducation de Sèvres*, (101), 24-26. https://doi.org/10.4000/16wy5
En décembre 2025, le ministre italien de l'instruction et du mérite, Giuseppe Valditara, a signé le décret formalisant les nouvelles Indicazioni Nazionali per il curricolo della Scuola dell'infanzia e del Primo ciclo di istruzione. Ces orientations nationales pour les élèves de 3 à 14 ans remplacent progressivement, dès la rentrée 2026, les Indicazioni de 2012. Si la structure du document est similaire à la précédente – articulant finalités générales de l'éducation, principes de l'enseignemen...

Ma, J., & Welch, E. W. (2026). **Linking administrative burden to academic scientists' research performance: the joint moderating effects of perceived rule reasonableness and professional help**. *Higher Education*, 92(3), 1411-1430. https://doi.org/10.1007/s10734-025-01578-x
As universities are increasingly subject to complex regulatory and administrative environment, concerns have been raised that rules and administrative procedures impose significant administrative burden on academic scientists. However, previous research suggests that rules and procedures, albeit burdensome, do not always have negative impacts on individual outcomes. This study makes hypotheses on the relationship between administrative burden and academic scientists' research productivity, with a focus on its perceived rule extensiveness and reasonableness, as well as the moderating effects of both perceived rule reasonableness and perceived importance of professional help. Using survey and bibliometric data from a representative sample of academic scientists in life sciences from US universities, we find that perceived rule reasonableness and perceived importance of professional help jointly moderate the relationship between perceived rule extensiveness and research productivity. Specifically, when rules are perceived as very reasonable, the simultaneous presence of professional support and extensive rules introduces redundancy, whereby their combined effect may diminish rather than enhance research productivity. In contrast, when rules are perceived as unreasonable, professional support can buffer the negative impact of extensive rules and contribute to productivity gains. Our findings add to empirical evidence on the heterogeneous effects of administrative burden on research performance, underscoring the moderating role of rule reasonableness and professional help. Findings also offer practical implications for university administrators on how to optimize organizational support for researchers.

Marioni, L. D. S., Freguglia, R. D. S., & Costa, A. B. M. (2026). **Does a teacher's perception of school management predict student achievement?** *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2747619
This paper investigates the relationship between school management and leadership and Brazilian students' academic performance in Portuguese and mathematics using a unique longitudinal dataset tracking elementary school students. Drawing on measures of management based on teachers' perceptions of principals' leadership and managerial practices, we control for student, teacher, and school fixed effects. We find that perceived school management and leadership are positively associated with achievement in Portuguese, but no association is found for mathematics. We also investigate the components of the school management index and find heterogeneous effects. Differences in school management and leadership may contribute to dissimilarities in student achievement across schools.

Marsh, J. A., Tracy, H., O'Neal, D., Jabbar, H., Lenhoff, S. W., Mulfinger, L. S., & D. Herrington, C. (2026). **Frames, Policies and Politics: The Shifting Discourse of School Choice**. *American Educational Research Journal*, *63*(1), 150-196. https://doi.org/10.3102/00028312251394033
For decades, school choice has been promoted as a means to enhance educational efficiency and equity. Recently, a growing "parents' rights" movement has demanded more educational options, seemingly shifting the choice rhetoric. Yet little systematic research has examined these changes and how discourse varies across states. Using framing theory and a longitudinal multiple-case study of Florida, Louisiana, and Michigan—three politically diverse, choice-rich states—we traced how the language of choice has evolved. Where choice was once justified as a way to

improve outcomes, correct historical wrongs, or spur innovation, it was increasingly cast as a universal entitlement. These findings raise important questions about the equity implications of this new wave of school choice reform rhetoric.

McChesney, K., Mason, S., Miyashiro, M., Jones, E., & Rhodes, K. (2026). **Where are all the parents? An analysis of visibility, representation, and information for parents on university websites**. *Higher Education*, *92*(3), 1431-1450. https://doi.org/10.1007/s10734-025-01579-w
Student parents, staff/faculty who are also parents, and parents of prospective or current students all form part of university communities, yet these groups have each received relatively little attention. Underpinned by the visible cue theory of representation, this study considers the extent to which parents are represented, made visible, and provided with information via higher education institution websites. Using web searches and manifest content analysis, we examined the text and images on 45 Australian and New Zealand public university websites. 592 webpages were identified that represented or targeted parents or parenting within the university community. All 45 universities had some parent/ing-related website content, but this content was largely restricted to dedicated parent-facing pages. Moreover, representations of parents were intersectionally thin, reproducing normative depictions of parents as able-bodied, non-Indigenous, and women. Websites are not politically neutral texts, but represent institutions' deliberate self-curated depictions of their idealised identities and target communities. On the websites we examined, parents were there but not there: nodded to through some information and representation, yet restricted to particular corners of the website space. Universities must recognise parents as equal members of their communities and ensure better representation, visibility, and support for parents to facilitate equitable participation.

McNamara, L., Lodewyk, K., & Cukier, W. (2026). **Schoolyard Conditions and Recess Practice: Canadian Principals' Perspectives on Challenges and Opportunities**. *Revue phénEPS / PHEnex Journal*, *16*(2). Consulté à l'adresse https://ojs.acadiau.ca/index.php/phenex/article/view/4785
La présente étude a utilisé un devis transversal de méthodes mixtes pour examiner les perspectives de 123 directions d'écoles primaires concernant les récréations, plus précisément leurs perceptions de la valeur des récréations, des principaux défis qui y sont associés, des contraintes organisationnelles et environnementales, des pratiques de surveillance, des considérations liées aux politiques ainsi que des facteurs pouvant favoriser des expériences de récréation de meilleure qualité. L'étude reposait sur un devis à format mixte combinant des questions fermées et ouvertes dans le cadre d'un sondage en ligne anonyme. Les réponses aux questions ouvertes ont été analysées à l'aide d'une analyse thématique qualitative inductive, inspirée de Braun et Clarke (2006, 2019) et d'autres auteurs. Les résultats de l'analyse quantitative des fréquences ont été présentés en parallèle de trois thèmes synthèses interreliés : 1) l'importance du développement de la récréation; 2) les conditions organisationnelles, environnementales et relationnelles qui façonnent les expériences de récréation; et 3) les structures institutionnelles plus larges qui influencent la façon dont les récréations sont soutenues dans les écoles. Dans leur ensemble, ces thèmes mettent en évidence que la récréation ne constitue pas seulement une pause dans la journée scolaire, mais plutôt un environnement complexe sur les plans du développement, des relations, de l'organisation et des institutions. Cet environnement est façonné par les interactions entre les pratiques de surveillance, les environnements physiques, les mécanismes de financement, les politiques institutionnelles ainsi que les possibilités offertes aux élèves de participer et de s'engager. Mots-clés: directions d'école; cours d'école; méthode mixte; contraintes

Mehdi, F., & Zaid, A. (2026). **Penser les dispositifs d'inclusion du point de vue des contenus impliqués**. *La nouvelle revue - Éducation et société inclusives*, (105), 35-48. https://doi.org/10.3917/nresi.105.0035
En accord avec la tendance internationale en faveur de l'éducation inclusive, le Liban s'est engagé dans la scolarisation des Élèves à besoins éducatifs particuliers (EBEP) dans le système éducatif. L'inclusion éducative est incarnée par des dispositifs dont le contenu constitue un

composant essentiel. Cet article vise à explorer des dispositifs mis en œuvre pour concrétiser la transition d'une scolarisation séparative vers une éducation inclusive et à caractériser l'adaptation de leurs contenus. Une étude de cas dans une école publique récemment certifiée comme inclusive a été menée. L'observation du dispositif inclusif et les entretiens semi-directifs avec les participants montrent que la transition privilégie des changements touchant le contexte matériel, que les formations effectuées se centrent sur la dimension psychologique et que l'adaptation des contenus à enseigner n'est pas prioritaire. Au regard de ces constats, l'article propose, en conclusion, quelques recommandations.

Michun, S. (2026). **La série technologique STAV : un espace de réassurance au sein de l'enseignement agricole français**. In B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8e
La série « Sciences et technologies de l'agronomie et du vivant » (STAV) constitue l'unique série technologique de l'enseignement agricole français. Bien qu'affichant des taux de réussite remarquables, cette filière demeure relativement confidentielle au sein du système éducatif. Cet article propose une analyse croisant approches socio-historique et statistique, complétée par une enquête qualitative. Cette dernière s'appuie sur des entretiens semi-directifs auprès de dix-neuf professionnels de la communauté éducative (équipes de direction, enseignants, conseillers principaux d'éducation et professeurs documentalistes) au sein de trois établissements de l'académie de Montpellier. Nous montrons comment la filière STAV s'est transformée en un espace de réassurance pour des publics de plus en plus diversifiés, attirés par les thématiques du vivant et de la transition écologique. Pour ces lycéens, souvent en quête de sens ou de méthodes pédagogiques concrètes, l'enseignement agricole offre un cadre protecteur et valorisant. L'analyse souligne enfin la spécificité des trajectoires vers l'enseignement supérieur, marquées par une préférence massive pour le brevet de technicien supérieur agricole (BTSA). Ce choix est perçu comme une suite logique et sécurisante.

Michun, S., & Saccomanno, B. (Éd.). (2026). ***Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines***. https://doi.org/10.4000/16v8j
Que révèlent aujourd'hui les voies professionnelle et technologique des transformations de l'école française ? Longtemps pensées comme des filières distinctes, elles occupent désormais une place centrale dans les recompositions des parcours scolaires, des hiérarchies éducatives et des relations entre formation, enseignement supérieur et emploi.Comment les réformes récentes ont-elles modifié les logiques d'orientation et les parcours des élèves ? Les hiérarchies entre filières se sont-elles atténuées ou recomposées ? Quelles sont les conséquences de la diversification des diplômes, de la généralisation des poursuites d'études ou encore des évolutions du marché du travail ? À partir d'enquêtes empiriques variées, les contributions réunies dans cet ouvrage montrent notamment que les voies professionnelle et technologique ne sauraient être réduites à des espaces de relégation : elles constituent des lieux majeurs où se redéfinissent les rapports entre démocratisation scolaire, certification, insertion professionnelle et politiques éducatives.Ce volume de la collection Céreq Échanges rassemble des recherches originales qui analysent conjointement ces deux voies de formation. À partir d'approches historiques, quantitatives et qualitatives, les différentes contributions explorent les effets des réformes, les mécanismes d'orientation, les inégalités scolaires, les parcours des élèves, les évolutions des diplômes et les mutations des liens entre éducation, certification et emploi.

Montandon, F. (2026). ***Objets frontières et transformations en éducation et formation: Approches théoriques, études empiriques, pratiques professionnelles***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/objets-frontieres-et-transformations-en-education-et-formation/86675
Comment des acteurs issus de mondes sociaux, professionnels ou culturels différents parviennent-ils à coopérer, à partager des significations et à produire des connaissances communes ? Cet

ouvrage mobilise la notion d objet-frontière pour analyser les dynamiques de coopération, de médiation et de transformation dans les domaines de l éducation et de la formation.Fruit d une collaboration internationale, il réunit des contributions qui explorent des terrains variés de l inclusion scolaire à la médiation par le concert classique, de l usage du numérique à l engagement étudiant pour montrer comment certains dispositifs fonctionnent comme des points de rencontre entre mondes sociaux, facilitant la circulation des idées et l élaboration de compromis.En mettant en lumière les processus de transformation, de traduction et d innovation à l Suvre dans les contextes éducatifs, l ouvrage invite à repenser les relations entre acteurs, savoirs et institutions. Il offre ainsi des clés de compréhension précieuses aux chercheurs, formateurs, enseignants et professionnels de l éducation confrontés aux enjeux contemporains de coopération et de changement

Moulin, D. (2026). **Using Schwab to reform the Religious Education curriculum in England**. *Oxford Review of Education*, *52*(6), 812-826. https://doi.org/10.1080/03054985.2025.2573261
Initiatives to reform Religious Education in England have been driven by novel theoretical approaches to the study of religion, most recently in calls to rebrand the subject 'Religion and Worldviews Education'. Engaging with the current UK Government's ongoing Curriculum and Assessment Review, this article considers how a Religious Education curriculum 'revolution' based on such theoretical principles may inhibit young people's freedom of belief, and limit pedagogical innovation. By applying Joseph J. Schwab's ideas of 'the practical' and 'the eclectic' to Religious Education, it is argued that theory-based curriculum revolution is likely to be doctrinaire and partial in its framing of religious knowledge and non-religious perspectives. As Religious Education is a subject area in which impartiality and freedom of belief are of paramount importance, and upheld by law, it is argued that a practical and eclectic approach inspired by Schwab's view of the curriculum is a better way to conceptualise the authentic pluralism necessary for reforming Religious Education in a secular and diverse society.

Moussa, W., & Lee, J. (2026). **Moving Cross-Language Transfer from Hypothesis to Causal Evidence: Effects of First-Language reading Skills on Second-Language reading Development in Ghana**. *American Educational Research Journal*, *63*(3), 544-574. https://doi.org/10.3102/00028312261416515
In multilingual countries, debates about language policy in education persist. Many countries adopt a transitional bilingual approach in which children are taught to read in their first language (L1) as a subject before instruction shifts to an official language (L2) such as English. This model rests on the premise that L1 mastery aids L2 learning. Yet, most supporting evidence is correlational. We used an instrumental variable design to examine the causal effects of children's L1 reading proficiency on L2 reading development with data from 4,352 children aged 5–13 years in Ghana. Results showed that L1 reading proficiency positively impacts basic L2 skills such as letter–sound recognition, but the effect diminishes for decoding pseudowords and becomes nonsignificant for reading fluency, suggesting inconsistent cross-language transfer.

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
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.

Nissim, M. (2026). **Four vantage points for understanding and advancing inclusive education**. *International Journal of Inclusive Education*, *30*(12), 3834-3849. https://doi.org/10.1080/13603116.2025.2600486
This theoretical paper proposes a four-vantage-point framework for understanding and advancing inclusive education. While inclusion is widely endorsed in educational discourse and policy, its implementation often remains fragmented or superficial, failing to address the cultural, relational and institutional conditions that perpetuate exclusion. In response, this framework offers a holistic and flexible lens that integrates personal, interpersonal, institutional and discursive-cultural perspectives. Each vantage point is accompanied by guiding questions that enable critical reflection on identities, relationships, structures and norms shaping educational practices. Rather than defining inclusion merely in terms of access or accommodations, the framework conceptualises it as a transformative principle rooted in recognition, belonging and epistemic justice. Practical implications are discussed across multiple domains, including teacher education, policy analysis, curriculum and pedagogy and whole-school development. The paper contributes a conceptual tool that can support educators, researchers and policymakers in interrogating exclusionary logics, designing inclusive practices and reimagining education as a space where all learners are seen, heard and valued.

OECD. (2026). ***Findings from TALIS 2024 in Albania, Kosovo, Montenegro, North Macedonia and Serbia: Improving Teacher Policies and Practice***. https://doi.org/10.1787/f544229c-en
The OECD Teaching and Learning International Survey (TALIS) is the world's largest survey of teachers and principals. In 2024, educators from five Western Balkan education systems − Albania, Kosovo, Montenegro, North Macedonia and Serbia − participated in TALIS, providing information about who they are and how they are doing. This report presents regional analysis of their responses, supporting policymakers in the Western Balkans to review, develop and strengthen their efforts to support the teaching profession and enhance education outcomes. The report covers three key topics: teachers and their working conditions, student-centred teaching and learning and professional learning for in-service teachers. It concludes with a set of policy pointers for improving teacher policies and practice in the region.

Olalowo, I. E., Baruwa, I. B., Olalowo, O. H., & Aluko, O. F. (2026). **Reconceptualising early childhood education in Nigeria: a praxis for policy and research**. *Oxford Review of Education*, *52*(6), 795-811. https://doi.org/10.1080/03054985.2025.2573268
Reconceptualising early childhood care and education enables critical thinking about policies, practices, curriculum planning, policy formulation, implementation, care, the development of young children, and research with children. This new ideology differs significantly from previous perceptions of childhood education, which have been both a programme of study and a practitioner-provided service, especially in developing countries influenced by Western education practices. This paper highlights paradigm shifts and new perspectives on childhood education, particularly in Nigeria. We examine how scholars have reconceptualised early childhood education (ECE) policy and research and how this provides insights into making education primarily liberatory and child-centred, rather than transactional, in Nigeria. We advocate the importance of recognising children as active participants in research and policy

formulation and emphasise the role of stakeholders, including government agencies, educators, researchers, and families, in shaping a more inclusive ECE system in Nigeria.

Olaniyan, Y. D. (2026). **Rural student mobility and the spatial politics of university access in Nigeria**. *Higher Education*, 92(3), 1673-1692. https://doi.org/10.1007/s10734-025-01592-z
Despite the post-independence reforms aimed at addressing educational inequalities in university access in Nigeria, figures for rural students have not improved. While policy frameworks such as the quota system and centralised examinations are routinely celebrated as instruments of fairness, they have not translated into substantive equity for rural students. This research provides a novel understanding and explanation of how rural Nigerian students choose and access university education. It drew on 45 in-depth interviews across three federal universities in Nigeria. The study found two interrelated mobility logics that influenced rural students' choice of university: staying close to home (primary sorting), shared identity and the boundaries of belonging (secondary sorting). It also found institutional barriers influencing access: Joint Admissions and Matriculation Board (JAMB) and post-JAMB examination. Guided by a postcolonial lens, the analysis draws on Mamdani's theory of decentralised despotism to show how colonial governance structures continue to shape Nigeria's internal geographies of access. This is complemented by Bourdieu's concept of habitus, used to understand how spatial and symbolic inequalities are embodied in students' educational choices. The study argues that access should be understood not as a single point of entry but as a contested and layered journey. It calls for policies that move beyond increasing enrolment to address the invisible borders, spatial hierarchies, and infrastructural gaps that shape who moves, where they go, and under what conditions.

Olympio, N. (2026). **Trajectoires vers les baccalauréats généraux, technologiques et professionnels en économie : vers une plus grande polarisation des inégalités scolaires et sociales ?** In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8d
Les voies technologique et professionnelle restent peu étudiées malgré leur place centrale dans l'organisation hiérarchisée du secondaire. Cette hiérarchie situe le général au sommet, suivi du technologique puis du professionnel. L'enseignement de l'économie illustre fortement cette segmentation : né dans le technique, il a ensuite été intégré au général comme filière d'élite. Le technologique occupe alors une position intermédiaire et le professionnel associe socialement relégation et professionnalisation. Au cours des quinze dernières années, l'offre post-bac en économie s'est diversifiée (STS, IUT, écoles de commerce), ouvrant théoriquement un espace commun aux trois publics. Parallèlement, les réformes de l'orientation, dont le baccalauréat professionnel en trois ans, visent une plus grande perméabilité des voies et une réduction des inégalités, en promouvant l'orientation « choisie ». Notre étude compare les trajectoires de deux générations (panels DEPP 1995 et 2007) à l'aide des méthodes d'appariement optimal. Elle examine les évolutions observées et les facteurs qui structurent les parcours. Les résultats révèlent le maintien d'une forte polarisation sociale et scolaire dans les études secondaires en économie ; les inégalités tiennent non seulement à l'origine sociale, mais aussi aux aspirations parentales, à leur implication dans l'orientation et à leurs représentations de l'utilité des diplômes.

Ourmi, M. E., & Mazani, I. (2026). **L'intégration de l'éducation aux droits humains dans les projets d'établissement des écoles primaires marocaines : entre priorités académiques et approches innovantes**. *Cognitive Research: international scientific journal of cognitive sciences*, (16), 60-90. https://doi.org/10.34874/PRSM/cr-n16.8371
L'éducation aux droits de l'Homme (EDH) joue un rôle fondamental dans la formation de citoyens responsables. Bien qu'inscrite dans les orientations des politiques éducatives marocaines, son intégration effective dans les pratiques scolaires reste limitée, notamment au niveau primaire. Dans ce cadre, le projet d'établissement constitue un levier stratégique visant à améliorer la qualité des apprentissages, à renforcer le climat scolaire et à mobiliser l'ensemble

des acteurs autour d'objectifs communs, tout en proposant un cadre intégrateur d'une EDH. Cette étude tente donc d'évaluer la place accordée à l'EDH dans 24 projets d'établissement d'écoles primaires. L'analyse de contenu, menée à l'aide d'une grille ciblant les objectifs, activités, ressources et dispositifs d'évaluation liés aux droits de l'Homme, révèle une forte prédominance des objectifs académiques, en particulier dans les disciplines de base. Ce qui souligne l'intérêt d'approches pédagogiques innovantes pour promouvoir les droits humains à l'école, tout en respectant les exigences du programme scolaire.

Panagiotopoulos, G., Samaras, G., & Karanikola, Z. (2026). **The Paradox of Experience in Educational Leaders' AI Readiness: Evidence from Greek Educators**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 188-202. https://doi.org/10.59324/ejceel.2026.4(5).09

Artificial Intelligence (AI) is reshaping educational leadership by shifting attention from technological familiarity to ethical judgement, reflective awareness, human-centred governance, and systemic adaptability. This study offers an exploratory empirical validation of the Meta-Noetic Leadership framework by examining AI readiness among 493 Greek educators and educational leaders. It focuses on the paradox of experience: the pattern in which greater AI experience is associated with higher meta-noetic leadership readiness, but not with increased confidence in the adequacy of the existing educational system. The research instrument measured perceived leadership gaps, the dimensions of Meta-Noetic Leadership, and acceptance of a desired new leadership model. Exploratory factor analysis of the 28-item Meta-Noetic Leadership scale identified five interpretable dimensions, with excellent sampling adequacy, KMO = .911, Bartlett's chi-square(378) = 4896.216, p < .001, and 51.691% total explained variance. Internal consistency was high for the overall scale, Cronbach's alpha = .901 and McDonald's omega = .896. AI experience significantly differentiated overall Meta-Noetic Leadership readiness, F(3,489) = 10.385, p < .001, eta squared = .060, whereas perceived systemic adequacy remained low and statistically unchanged across experience groups. Regression analysis showed that the five dimensions explained 39.4% of the variance in acceptance of the desired model. The findings suggest that educational leaders' AI readiness is not primarily technocratic; it is ethical, reflective, evolutionary, and antifragile. Practically, the study points to leadership development that combines AI ethics, human oversight, psychological safety, and experiential AI training.

Panagiotopoulos, G., Samaras, G., Karanikola, Z., & Zogopoulos, K. (2026). **Meta-Noetic Leadership in Education: Toward a Human-Centred Theory for Human-AI Orchestration in the Era of the Fifth Industrial Revolution**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 203-217. https://doi.org/10.59324/ejceel.2026.4(5).10

Artificial Intelligence (AI) is transforming education by altering the conditions under which pedagogical judgement, professional autonomy, school governance, and organizational learning are exercised. Existing leadership models offer valuable insights into vision, ethics, distributed agency, instructional improvement, digital transformation, and adaptive change, but they do not fully address the specific demands of AI-mediated educational environments, where algorithmic systems increasingly participate in recommendations, classifications, feedback, predictions, and decisions. This article introduces Meta-Noetic Leadership as an emerging human-centred theory for educational leadership in the era of the Fifth Industrial Revolution. The framework is defined as the capacity of educational leaders to observe, regulate, reinterpret, and govern the human, ethical, cognitive, technological, and systemic conditions under which educational decisions are made in AI-mediated environments. The article differentiates Meta-Noetic Leadership from digital, ethical, distributed, adaptive, instructional, and transformational leadership models, presents five core dimensions, introduces the Meta-Noetic Helix as a dynamic mechanism of ethical and reflective human-AI governance, and provides initial empirical grounding from a study of 493 Greek educators and educational leaders. The evidence is interpreted cautiously: it suggests a perceived leadership gap and supports the plausibility of the framework, but it does not constitute final validation. The article concludes by formulating

theoretical propositions and implications for responsible AI readiness, psychological safety, and systemic antifragility in schools.

Parey, B. (2026). **Barriers to inclusion among students with disabilities at primary and secondary schools in Trinidad: a qualitative enquiry**. *International Journal of Inclusive Education*, *30*(12), 3945-3959. https://doi.org/10.1080/13603116.2026.2614717
Children with disabilities have an equal right to quality education; however, many still experience exclusion or low-quality education. The study explores barriers to inclusion among students with disabilities at primary and secondary schools in Trinidad. Data, obtained from students with disabilities and parents/guardians via twenty-two interviews, revealed the existence of polite inclusion where diversity is acknowledged yet meaningful structural change is avoided. Polite inclusion is reflected in the pervasive systemic barriers, an unrealistic reliance on school aides to address systemic issues, and insufficient human resources including speech and occupational therapists, special education teachers and psychologists. From an international perspective, clarification on the human resources required to support inclusive education with clear guidelines for each role is needed. Centring students' voices, leveraging parents' contextual knowledge, and further embedding of equity across governance, resourcing, capacity building, school-level support and monitoring and evaluation are essential for ensuring equal and quality education.

Pariguana, M., & Beuermann, D. (2026). ***Constrained School Choice and the Demand for Effective Schools*** (Working paper N° 26230). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26230
Choosing a school is one of the most important decisions parents make regarding their children's human capital, yet application constraints can make observed choices an imperfect measure of what parents value. We study preferences for school effectiveness and peer quality in the centralized secondary school market of Barbados, where admissions are based on a one-shot exam and parents face a binding cap on the number of schools they can list. Exploiting a policy reform that further tightened this cap, we show that parents respond by « skipping the impossible »: omitting the most selective schools from their applications, with little change in equilibrium assignments. We then estimate preferences for school effectiveness, measured by impacts on test scores and adult wages, and peer quality under alternative behavioral assumptions. Under the truth-telling assumption that applications reveal parents' most preferred schools, we find no evidence that parents value school effectiveness conditional on peer quality. In contrast, under market-stability assumptions that allow parents to omit desirable but seemingly unattainable schools, we find that parents value both school effectiveness and peer quality. The difference arises because the most selective schools are also the most effective. Thus, approaches that interpret omitted schools as less preferred than ranked ones can understate parental demand for school effectiveness.

Pavese, C., Meulen, S. ter, & Woessmann, L. (2026). ***Integrated vs. Separated Schooling for Refugee Children: Long-Term Effects on Education and Assimilation*** (Working paper N° 13023). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13023
Does direct integration into native schools or temporary placement in separate schools better promote the education and cultural assimilation of refugee children? In the Netherlands, primary-school-aged refugee children are placed in either integrated or separated schools depending on their randomly assigned municipality. By contrast, all secondary-school-aged arrivals are initially separated. We exploit this institutional setting in two-way fixed-effects models with age-at-arrival and municipality fixed effects. Using rich administrative data, we find that integrated schooling reduces educational attainment at age 18, particularly for children of lower-educated parents. At the same time, integrated schooling increases cultural assimilation, measured by hormonal-contraceptive usage among teenage women, particularly for children from non-Muslim-majority countries. A distinctive feature of separated schooling that may account for its positive educational effect is that it allows employing teachers specialized in native-language teaching for non-native speakers.

Pek, S., & Kennedy, J. (2026). **Deliberative impact and governance: toward a wider evaluation of student mini-publics and their consequences**. *Higher Education*, 92(3), 1331-1352. https://doi.org/10.1007/s10734-025-01574-1
In light of the political dynamics in and around universities, there is growing interest in making student participation in university governance more deliberative. Amongst the various innovations of student governance emerging globally, student mini-publics are increasingly prominent within higher education research and practice. While there has been some promising research to date, our knowledge of the actual impacts—or"consequentiality"—of student mini-publics, and the factors that contribute to this impact, is in its infancy. Drawing on interviews, observations, and archival documents, this article addresses this gap, adopting a case study of a student mini-public in which students were tasked with assessing and reforming their student union's internal democracy. In doing so, it assesses in particular the initiative's consequentiality beyond the confines of the process itself, finding that the deliberative process gave rise to policy, institutional, and personal impacts, though little by way of wider impacts on deliberation across the student body. This article contributes to research on student mini-publics by advancing a broader understanding of their potential impacts and elaborating various factors, particularly those related to the mini-public's internal qualities, that engender this impact.

Pereira, K. C. S. (2026). **La notion de bien commun : une contribution éthique en faveur de l'éducation inclusive ? Une analyse à partir d'une étude comparative entre la France et le Brésil**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pec
Le paradigme de l'inclusivité (Dugas, 2022), par les fondements éthiques qui sous-tendent sa rhétorique, tels que les notions de vivre-ensemble ou d'école pour tous, semble trouver un écho dans la notion de bien commun (common good) revenue discrètement sur la scène politique depuis quelques années. En France comme au Brésil, la mise en œuvre du paradigme inclusif s'accompagne de la mise en tension de deux notions contrastées : celle de commun, sous-jacente à l'éthique du projet, et son contraire, à savoir celle de particulier, présente dans l'expression « besoins éducatifs particuliers » qui est au cœur de l'inclusion scolaire. Ces enjeux épistémologiques étant centraux dans la construction éthique et praxéologique du paradigme inclusif, il convient de mener une réflexion approfondie. Dès lors, cet article propose une analyse à la fois sur la convergence entre les notions d'inclusion et de bien commun et sur leur articulation aux politiques éducatives en France et au Brésil. Cette analyse permet de constater que la rhétorique en faveur de l'inclusion se construit à l'intérieur des logiques perçues ou interprétées comme contradictoires, voire paradoxales à l'image du couple conceptuel commun/particulier. Ces contradictions, si transmutées en clivage, peuvent fragiliser l'ancrage du paradigme inclusif dans la réalité scolaire via un climat d'instabilité et d'incertitude à l'intérieur même du projet.

Pierre, M. A. (2026). **L'école comme miroir de la pauvreté : inégalités et démocratisation scolaire en Haïti**. *Revue internationale d'éducation de Sèvres*, (101), 87-96. https://doi.org/10.4000/16wyc
Cet article analyse les dynamiques de démocratisation scolaire en Haïti dans un contexte marqué par une pauvreté massive, une faiblesse structurelle de l'État et une pluralité d'acteurs éducatifs. Malgré un cadre constitutionnel ancien proclamant la gratuité scolaire, le pays affiche des résultats très limités s'agissant des indicateurs classiques de démocratisation : accès, équité, égalité et qualité. Pourtant, un processus réel d'élargissement de la scolarisation est observable. À partir d'une enquête mobilisant observations, entretiens et données quantitatives, est mis en lumière un paradoxe central : Haïti connaît une démocratisation scolaire mécanique, mais profondément inégalitaire. La démocratisation est ici entendue comme un processus visant l'accès universel au savoir et aux diplômes, indépendamment des origines sociales et géographiques, permettant une insertion socio-économique et politique effective.

Point, C. (2026). **Religion, commun et démocratie. Quelle place pour les expériences spirituelles à l'école ?** *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pea

A quelles conditions une expérience spirituelle peut-elle, à la fois, avoir sa place à l'école, et être un atout pour une société démocratique ? La philosophie de John Dewey ne fait ni la défense des institutions religieuses, ni la promotion d'un athéisme anti-religieux. Dans une voie étroite entre la critique des religions et celle de leur progressive disparition, cet auteur fait porter notre attention sur un type précis d'expérience ; les expériences spirituelles sécularisées, c'est-à-dire libérées de leur ancrage religieux. Il défend la thèse que ces expériences, au lieu de diviser les personnes ou de les isoler, pourraient être partagées et tisser du commun, si certaines conditions sont remplies. C'est l'étude de ces conditions que nous présentons ici dans ce travail de relecture des écrits de Dewey sur ce sujet. L'objectif ici est d'insérer la réflexion de l'ouvrage A Common Faith au sein de la théorie de la démocratie et de l'éducation de Dewey, pour tirer de cet ouvrage des pistes de réflexion pour une éducation démocratique à l'expérience spirituelle.

Quinon-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** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3084
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 collectifCette 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.

Riley, T., Meston, T., & Cutler, C. (2026). **Creating confirming classrooms: Indigenous expertise in inclusive pedagogies and policy transformation**. *International Journal of Inclusive Education*, *30*(12), 3525-3541. https://doi.org/10.1080/13603116.2025.2591678
Across Australia, Canada, Aotearoa (New Zealand), and the United States, Indigenous students continue to face racism, stereotyping, and systemic exclusion within schooling systems. These experiences contribute to widespread disengagement, anxiety, and educational underachievement. While teachers are tasked with fostering safe and inclusive classrooms, many lack the cultural knowledge and critical reflexivity required to address these harms effectively.

This study adopts an Indigenous phenomenological approach to explore how sixteen Indigenous educational scholars understand and enact inclusive, culturally responsive pedagogy. Participants were selected based on their identification as Indigenous and their expertise in curriculum, teacher education, and policy. Although informed by international perspectives, the findings are primarily situated within the Australian context. Through the analysis of expert testimony, the study identifies key strategies for transformation, including the development of critical reflexivity, the use of storytelling as relational pedagogy, culturally accountable role-modelling, and policy frameworks that enable systemic change. These elements are positioned as essential to countering educational inequities and embedding Indigenous knowledges and values at the heart of practice. By foregrounding Indigenous voices, this study contributes to a relational, decolonial framework for educational renewal – one that benefits not only Indigenous learners, but all students in increasingly diverse educational settings.

Roelens, C. (2026). **(En apprendre de) la démocratie en commun (par gros temps) ? Néoconservatisme américain et éducation au politique**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16peb
Cet article relève de la philosophie politique de l'éducation et de l'histoire et actualité des idées politiques et éducatives. Nous y explorons le corpus de pensées du néoconservatisme américain contemporain et essayons de voir ce qu'il peut avoir à nous apprendre pour l'éducation au politique dans les démocraties occidentales du XXIe siècle. Nous commençons par montrer que ces néoconservateurs sont réunis par l'idée selon laquelle la démocratie comme mode de vie est en soi un commun, impliquant une communauté de mœurs (morale, comportementale et culturelle), dont le rôle des intellectuels serait de se faire professeurs et éducateurs publics. Nous nous focalisons ensuite sur l'idée de clarté morale, et de cohésion culturelle en politique intérieure, puis sur l'idée de paix démocratique, posant la nécessité d'une citoyenneté démocratique aussi prompte à la coexistence paisible interne qu'à la défense vigoureuse contre les menaces externes. Enfin, nous proposons une vue synthétique d'une philosophie politique de l'éducation néoconservatrice, et dégageons les linéaments d'un prolongement de la réflexion sur le néoconservatisme en France.

Saccomanno, B. (2026a). **La hausse « problématique » des orientations en STMG**. In S. Michun (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8b
Dans ce chapitre, nous nous intéressons à une mise en tension du système éducatif générée par la hausse des orientations vers la série STMG. En œuvre depuis 2016, cette situation est qualifiée de « problématique » par l'administration en charge de la mise en œuvre des politiques scolaires. Nous suivons donc ce problème et retraçons ainsi les politiques scolaires de leur élaboration à leur mise en œuvre, y compris du point de vue des élèves, afin de révéler, d'une part, une série de tensions pesant sur l'administration du système éducatif et, d'autre part, comment certaines de ces tensions peuvent être expliquées par les régulations du système éducatif. L'orientation scolaire est donc ici un objet à la frontière de l'offre et de la demande de formation, son analyse renseigne la structuration de chacune et les relations de causalité entre elles.

Saccomanno, B. (2026b). **La voie technologique secondaire : un espace intermédiaire de formation**. In S. Michun (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v89
Dans ce chapitre, nous retraçons l'histoire du baccalauréat technologique et de sa structuration par les politiques éducatives en France. La voie technologique de l'enseignement secondaire apparait construite comme un espace intermédiaire de formation selon un processus de différenciation avec les voies générale et professionnelle. Nous montrons que cet espace intermédiaire est déterminé institutionnellement, d'un côté, par la hiérarchie entre les voies de formation que produit l'ordre scolaire et, d'un autre côté, par sa fonction de promotion sociale, par l'accès à l'enseignement supérieur qu'elle favorise pour les bénéficiaires de la démocratisation scolaire. La perspective historique met en lumière la persistance de difficultés

politiques à différencier la voie technologique des autres voies, notamment avec celle menant au bac professionnel, dont les sortant·es concurrencent désormais ceux de la voie technologique sur les formations du supérieur qui leur sont prescrites.

Saccomanno, B., & Michun, S. (2026). **Introduction**. In *Céreq Échanges*: *Vol. 30. Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v88

Sagayar, M. M. (2026). **Scolariser en contexte de pauvreté au Niger : solutions expérimentées, réponses institutionnelles et perspectives**. *Revue internationale d'éducation de Sèvres*, (101), 139-149. https://doi.org/10.4000/16wyj
Cet article analyse la scolarisation au Niger dans un contexte de pauvreté. Il examine l'influence des contraintes socio-économiques, territoriales, culturelles sur l'accès à l'école et l'entrée dans les apprentissages en examinant les politiques éducatives destinées aux publics vulnérables et leurs effets sur l'équité et la réussite scolaire. L'article met en lumière les liens entre l'école, les parents et les acteurs territoriaux, dans une dynamique de développement local. Il donne à voir des perspectives de rénovation de l'approche de la scolarisation des enfants pauvres en rendant l'école nigérienne plus inclusive et en faisant d'elle un espace intégré à la vie communautaire.

Schmidt, M. C. S., & Carrington, S. (2026). **Comparative analysis of inclusive education policies and practices in Denmark and Australia**. *International Journal of Inclusive Education*, *30*(12), 3748-3764. https://doi.org/10.1080/13603116.2025.2596978
This study explores the international progress in advancing inclusive education in Denmark and Australia, and considers how the cultural, historical, economic and political factors impact on translating inclusive education policy into practice. Drawing on theoretical frameworks of Bartlett and Vavrus (2009) and Artiles and Dyson (2005), we analysed data from international and national documents, reports and research on inclusion policies and practices in both countries. Each country case is analysed individually to understand the specific contexts that influence inclusion policies and practices, followed by a cross-case analysis to identify patterns and differences. Our findings trace the connections between international, national and local forces that influence the development of inclusive education in both countries. The comparative case study reveals that both Denmark and Australia acknowledge professional collaboration and local leadership in promoting inclusive education. However, despite these countries' endorsement of inclusive education principles, challenges remain due to political rationales influenced by global neoliberal ideologies. Our attention to international, national and local levels of influence support a more systematic understanding of the scientific, pragmatic and global factors, and the relationship between those factors to impact inclusive education progress.

Schoone, A. (2026, octobre 9). **En Nouvelle-Zélande, la réforme de l'éducation risque-t-elle de creuser les écarts entre élèves ?** https://doi.org/10.64628/AAK.fpwk9sfka
En Nouvelle-Zélande, une vaste réforme de l'éducation promet de relever le niveau scolaire. Mais alors que de plus en plus d'élèves quittent les classes ordinaires, elle risque d'accentuer les difficultés des plus vulnérables si leur accompagnement ne suit pas.

Sharma, P. (2026). **Pauvreté, scolarité et rôle des parents en Inde** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (101), 67-76. https://doi.org/10.4000/16wya
En Inde, les relations complexes entre pauvreté, scolarité et éducation parentale se situent dans un système éducatif stratifié. Est d'abord soulignée la diversité des expériences scolaires vécues par les enfants indiens du fait de la pauvreté, ainsi que leur accès inégal à une scolarité de qualité variable et à des parcours éducatifs différenciés dès le plus jeune âge. Sont étudiées ensuite les principales interventions gouvernementales visant à améliorer à la fois l'accès à l'éducation et sa qualité. Ces politiques combinent des dotations, des droits et des transferts

monétaires, mais leur mise en œuvre est inégale. L'émergence de marchés éducatifs contribue à confier davantage de responsabilités aux parents en matière d'accès à l'éducation et de résultats scolaires. Mais, dans une société profondément inégalitaire, cette responsabilisation risque de renforcer les cycles de pauvreté existants.

Shomari, C., Everaert, L., Shayo, D. P., Mtwangi-Limbumba, T., Babere, N., & Emmers, E. (2026). **Examining community perceptions on inclusive education and its influence on students with disabilities: a systematic review**. *International Journal of Inclusive Education*, *30*(12), 3960-3976. https://doi.org/10.1080/13603116.2025.2598679
Inclusive education (IE) aims to ensure that learners with disabilities participate meaningfully in mainstream schools; however, community perceptions often determine whether inclusion is accepted or resisted. Despite global commitments to IE, community perceptions among teachers, parents, students, and neighbors remain varied, which shapes the feasibility and participation of students with disabilities in mainstream schools. This review presents the first PRISMA-compliant synthesis, focusing specifically on community perceptions of IE and distinguishing them from implementation studies and teacher-only perspectives. We examined: (1) how communities perceive IE; (2) which factors influence these perceptions; and (3) how perceptions affect participation and social interaction. A systematic search of ERIC and Web of Science identified 43 studies (31 quantitative, 7 qualitative, 5 mixed-methods). Qualitative studies were thematically analyzed, while quantitative findings were narratively synthesized and presented. Findings indicated that communities generally support IE in principle, but concerns persist regarding its implementation. Factors influencing perceptions include disability awareness, beliefs about inclusion, class size, resource availability, and socio-cultural stigma. These findings suggest a gap between positive perceptions and practical implementation, where support alone does not guarantee meaningful inclusion. Therefore, strategies that engage communities, strengthen school capacity, and address structural barriers are needed to transform acceptance into practice.

Sona, B. D. (2026). **Lived experience of female students with disabilities in selected primary schools in Ethiopia**. *International Journal of Inclusive Education*, *30*(12), 3724-3747. https://doi.org/10.1080/13603116.2025.2594164
The article explored the lived experiences of female students with disabilities in education at two selected primary schools in Dilla and Wonago districts of Gedeo Zone in southern Ethiopia. The study employed a phenomenological research design under qualitative research methods with the lens of the socioecological model. Eight female students with disabilities, aged 15 to 17, were purposively selected for interviews from grades 6, 7 and 8. Data were collected through semi-structured interviews, observations, accompanied by field notes and document analysis. The study analysed data thematically following the six phases of thematic analysis proposed by Braun and Clarke (2006). The findings revealed that at the microsystem level, female students with disabilities faced verbal abuse, educational marginalisation, social stigma and discrimination due to both their gender and disability. At the mesosystem level, there was poor parental involvement in school and no interaction with teachers. Furthermore, at the ecosystem level, the findings show poor implementation of regional educational policy, which impacted the education of FSWDs. Therefore, stakeholders involved in the study areas—including parents, teachers, school management, zonal education department and regional education office—are advised to change their poor perceptions towards the education of disabled female students and create a suitable learning environment.

Souza Neto, S. de, & Medeiros Sarti, F. (2026). **Éducation, pauvreté et enseignement dans les politiques publiques brésiliennes** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (101), 97-106. https://doi.org/10.4000/16wyd
Au Brésil, il est courant que les politiques publiques présentent une vision de l'école publique déconnectée de la manière dont cette dernière s'est historiquement construite ainsi que du projet politique, économique et social brésilien : elles voient en l'école « l'expression d'un retard »

et, associant école et pauvreté, en font une « école pour les pauvres » ou pour « les enfants des autres ». Afin d'examiner ce paysage, nous partons d'une perspective sociohistorique en considérant trois axes de réflexion : le contexte des réformes dans le champ de l'éducation, la lutte contre la pauvreté et les inégalités sociales dans les politiques publiques brésiliennes, et la pauvreté en tant que composante transversale du curriculum brésilien.

St-Vincent, L.-A., Kearney, A., & Fortier, M.-P. (2026). **Responding to diverse students' needs in New Zealand schools: Ethical problem-solving approaches used by school principals**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 202-223. https://doi.org/10.26443/mje/rsem.v60i3.10184
L'inclusion scolaire a engendré certains problèmes éthiques pour les personnels scolaires, en partie en raison du nombre croissant d'acteurs qui, chacun avec leurs propres valeurs et principes, interagissent pour répondre aux besoins des élèves. Lorsque surviennent des problèmes éthiques, les directions d'établissement scolaire agissent à titre de personnes médiatrices dans le processus de résolution de problème et doivent prendre en considération toute la complexité de la situation. Dans cet article, nous présentons des exemples de problèmes éthiques liés à l'inclusion scolaire rencontrés par des directions d'établissement de la Nouvelle-Zélande, et les approches adoptées dans le processus de résolution. Nous exposons également certaines particularités du système éducationnel néo-zélandais qui influent sur le processus de résolution des problèmes éthiques rencontrés.

Sun, Y., & Li, M. (2026). **Did the tri-regionalised examination paper system promote regional equity in Ming dynasty's national-level imperial examinations?** *Oxford Review of Education*, *52*(4), 554-577. https://doi.org/10.1080/03054985.2025.2517080
This study investigates whether the tri-regionalised examination paper system of the Ming dynasty's national-level imperial examinations (keju) contributed to regional equity. Using the ancient Chinese keju system as an example, it discusses whether examinations promote social equity from a global perspective in terms of whether they ultimately exacerbate social inequity, whether the root cause of inequity lies in the examinations themselves or other factors, and how to evaluate their impact on social equity. The geographical information of 21,452 jinshi (successful candidates from the palace examination) from 88 keju sessions during the Ming dynasty were collected using the Dagum Gini coefficient and independent samples t-test. Based on an analysis of historical records and data, this study concluded the following: (1) The keju system promoted regional equity. (2) The inequalities observed in the keju system were not fundamentally caused by the examinations themselves but rather by the long-term accumulation of inequalities in natural and social resources. Whether examinations facilitate or hinder social equity ultimately depends on the design of the examination system. (3) Equity is a relative concept, and it is impractical to discard examinations based entirely on a single standard. At present, examinations remain an essential tool for promoting social equity.

Toro, G. J. N. del. (2026, octobre 9). **À quoi pourrait ressembler une journée à l'école en 2035 ?** https://doi.org/10.64628/AAK.g3w6gverr
À quoi ressemblera l'école en 2035 ? Intelligence artificielle, réalité virtuelle et projets collaboratifs pourraient bouleverser les méthodes d'apprentissage.

Toubhans, M.-P. (2026). **Continuum ou transition ? L'expérience du passage post-baccalauréat de deux élèves de terminale en situation de handicap**. *La nouvelle revue - Éducation et société inclusives*, (105), 117-132. https://doi.org/10.3917/nresi.105.0117
Cet article interroge la qualité de la transition entre l'enseignement secondaire et l'enseignement supérieur en comparant les parcours de deux jeunes en situation de handicap scolarisés en terminale en 2021-2022, à partir de leur discours sur leur expérience individuelle et subjective. Il traite plus particulièrement du passage dans l'enseignement supérieur et de la première année post-baccalauréat. L'enquête regroupe trois entretiens semi-directifs compréhensifs réalisés à un an d'intervalle dès l'année de terminale avec chacun des deux

jeunes (soit six entretiens). Un processus de reconstruction biographique fondé sur leur discours permet de suivre leur parcours en train de se faire dans une approche longitudinale. Les résultats présentent deux parcours d'élèves et interrogent la responsabilité partagée entre la personne étudiante et l'établissement d'enseignement supérieur dans le processus d'affiliation, l'accès au métier d'étudiant et la réussite académique.

Tulowitzki, P., Köferli, S., & Niggli, A. (2026). **Entlastung oder Zumutung? Perspektiven von Schulleitungen in der Deutschschweiz auf schulische Selektion**. *Swiss Journal of Educational Research*, *48*(2), 224-235. https://doi.org/10.24452/sjer.48.2.5
Selektionsentscheidungen prägen den Bildungsverlauf von Schüler*innen und sind aufgrund möglicher Benachteiligungen ein umstrittenes Thema. Schulleitungen wurden im Zusammenhang mit Selektion bislang kaum untersucht. Der Beitrag nähert sich diesem Desiderat explorativ und untersucht Perspektiven von 317 Schweizer Schulleitungen auf schulische Selektion. Die Daten wurden mittels qualitativer Inhaltsanalyse ausgewertet. Die Perspektiven der Schulleitungen fallen heterogen aus und reichen von Selektion schätzenden und legitimierenden Positionen bis hin zu völlig ablehnenden. Die Daten lassen den Schluss zu, dass die untersuchten Schulleitungen sich eher aus einer organisatorisch-funktionalistischen und weniger aus einer inhaltlichen Position heraus mit Selektion auseinandersetzen.

Vat, V., Chea, D., Sok, K., Kong, B., & Sam, R. (2026). **Stakeholder Perceptions of Quality Assurance and Its Impact on Educational Quality: A Systematic Review**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 22-69. https://doi.org/10.59324/ejceel.2026.4(5).03
Quality assurance (QA) has become a strategic priority in higher education as institutions seek to improve educational quality, enhance accountability, and respond to the expectations of diverse stakeholders. Students, academic staff, employers, administrators, policymakers, and external accreditation agencies are increasingly recognized as key contributors to the effectiveness of quality assurance systems. However, existing studies report varying stakeholder perceptions regarding the implementation, effectiveness, and outcomes of QA practices across different educational contexts. This systematic review synthesizes current evidence on stakeholder perceptions of quality assurance and its impact on educational quality. This review aims to (1) examine stakeholders' perceptions of quality assurance, (2) identify the factors influencing the effectiveness of quality assurance systems, (3) analyze the impact of stakeholder engagement on educational quality, and (4) identify common challenges and strategies for strengthening quality assurance practices. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines, 35 studies published between 2021 and 2026 were systematically reviewed. The selected studies employed qualitative, quantitative, mixed-methods, and systematic review designs across diverse higher education contexts in Asia, Africa, Europe, and Australia. The findings reveal six major themes: (1) stakeholder engagement as a foundation for effective quality assurance; (2) stakeholder perceptions of quality assurance practices; (3) determinants of quality assurance effectiveness; (4) the impact of quality assurance on educational quality and institutional performance; (5) challenges in implementing quality assurance systems; and (6) strategies for strengthening quality assurance through leadership, quality culture, continuous professional development, technology integration, and participatory governance. Overall, the review demonstrates that meaningful stakeholder participation significantly enhances institutional quality culture, supports continuous improvement, improves teaching and learning, strengthens curriculum relevance, and contributes to better institutional performance. Nevertheless, inadequate resources, limited stakeholder participation, weak communication, insufficient leadership support, and compliance-oriented quality assurance practices remain persistent barriers. The review concludes that sustainable educational quality depends on quality assurance systems that prioritize stakeholder collaboration, evidence-based decision-making, and continuous improvement rather than regulatory compliance alone. These findings provide practical implications for higher education leaders, quality assurance practitioners, and policy makers seeking to develop more inclusive and effective quality assurance systems.

Vérité, B. (2026). ***Penser depuis un environnement pluriel la formation à l'inclusion scolaire en école maternelle : étude du recours à un tarot philosophique, entre bricolage méthodologique et autoformation*** (Theses, Université d'Orléans). Consulté à l'adresse https://theses.hal.science/tel-05785449

Cette thèse s'ancre dans une actualité institutionnelle de l'Éducation nationale, celui de « l'Acte II » de l'école inclusive. Le 26 avril 2023 se tenait la Conférence Nationale du Handicap (CNH) pour engager ce deuxième acte de l'école inclusive, et durant laquelle des mesures pour l'enseignement ont été adoptés. Cet « Acte II » doit permettre d'évaluer les besoins des élèves en situation de handicap (orientation et accompagnement), les dispositifs d'inclusion scolaire sur l'ensemble du territoire, et permettre le rapprochement des structures médicosociales avec les établissements scolaires. Cette recherche doctorale s'articule autour de deux axes. D'une part, une réflexion autour de la prise en compte du corps de l'élève en situation de handicap au sein de la classe d'un point du vue psychique (dimension thérapeutique, existentielle, environnementale...) et physiologique (corporel, besoins biologiques, handicap) ; d'autre part, une approche systémique de la prise en charge de l'enfant en situation de handicap en classe à partir de l'action des différents professionnels des structures médico-sociales, les thérapeutes, les rééducateurs et les éducateurs qui travaillent en lien avec les professeurs des écoles. Cette analyse se réalise autour du discours institutionnel du « Devenir élève » et dans le cadre d'une recherche-action-formation. Afin de catalyser la réflexivité des enseignantes de maternelle impliquées dans cette recherche, la chercheuse a créé un nouvel espace symbolique s'appuyant sur un tarot philosophique, « Le Jeu du Phénix » crée par le philosophe Vincent Cespedes, pour analyser leurs pratiques professionnelles. L'adoption de ce jeu, comme outil d'analyse, émerge d'une démarche inductive voire abductive et d'un élan créatif. Ce dispositif, adapté aux contraintes de terrain, tire parti de la finesse conceptuelle de ce jeu. Tout en restant attachée aux principes de rigueur scientifique, indispensable pour mener une recherche doctorale de qualité, ce tarot philosophique lui offre l'opportunité d'engager les professeures des écoles dans une réflexivité sur leurs méthodes pédagogiques. A travers cette recherche-action-formation, la chercheuse démontre comment le recours à un outil méthodologique non standardisé peut devenir une ressource épistémique en sciences sociales tout en ayant une visée transformative. Cette métamorphose éducative s'opère chez les enseignantes, les élèves et la chercheuse selon différents champs d'interaction professionnel, familial et institutionnel. Le jeu devient ainsi un outil pédagogique au bénéfice de l'école inclusive.

Vidal-Ortiz, S. (2026). **The Whiteness of it all: students of colour and diversity work at a U.S. campus**. *International Journal of Inclusive Education*, *30*(12), 3867-3884. https://doi.org/10.1080/13603116.2025.2605581

There is a need to document the experiences of students of colour at U.S. universities. This research sought to understand how ethno-racial minority students at American University negotiated their racialized experience within this Historically White Institution. It was conducted through focus groups moderated by undergraduate students in a qualitative research class. A pre-focus group survey collected demographic and experiential data; the focus group discussion was transcribed, coded for main themes, and analysed through the lens of Institutional Whiteness. This framework, influenced by Critical Race Theory, contributes to research on the management of difference in academic spaces, particularly as Diversity, Equity and Inclusion is eliminated at present time. Findings suggest that an analysis of racial university dynamics demands more attention to institutional levels. Students described what they experienced, namely experiencing tokenising, microaggressions and discrimination, and as a result, they engaged in multiple intentional strategies to counter the impact of racism in their lives. As U.S. universities rethink their place in global education, policy-making, in the economy and in the pursuit of knowledge, insightfulness about how universities operate is paramount. In particular, this research guides universities to avoid perpetuating the very dynamics studied outside of academic settings.

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

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

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.

Vohra, K., & Misra, D. (2026). **The dynamics of universities' paradoxical tensions in crisis**. *Higher Education*, *92*(3), 1517-1545. https://doi.org/10.1007/s10734-025-01585-y
We examine how salient paradoxical tensions faced by universities during crisis are rendered latent. Using Covid-19 as a case and employing a multiple-case study approach with qualitative data from ten universities in India, we find that the crisis brought forth three changes in the institutional environment—legitimation of online practices, emergence of a service-dominant logic, and policy steering of technology integration. We demonstrate that universities' responses to these changes rendered salient paradoxical tensions latent, while also bringing forth second-order tensions. Building on our findings, we propose a conceptual framework integrating the relational and dynamic aspects of organisational dynamics to render salient tensions latent. Our findings contribute to higher education literature by providing a processual view of managing paradoxical tensions, highlighting the interplay between crisis-driven organisational responses and shifts in institutional norms. Additionally, our findings highlight the importance of university leaders and policymakers to learn from crisis and make universities resilient to future crisis.

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
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.

Wharton, J. (2026, octobre 9). **L'Angleterre fait de l'inclusion une priorité scolaire, mais que signifie-t-elle vraiment ?** https://doi.org/10.64628/AAK.3yafuxfuy
Accueillir des élèves en situation de handicap dans une classe ordinaire ne suffit pas. Les recherches montrent que l'inclusion scolaire dépend aussi de leur capacité à participer pleinement à la vie de l'établissement et à s'y sentir à leur place.

White, S. M. (2026). **Describing Variation in the Size of Rural-Serving Districts**. *Educational Researcher*, *55*(7), 463-467. https://doi.org/10.3102/0013189X261427450

Scholars emphasize the mismatch between state and federal initiatives and the operational realities of rural education. This study uses 2023–2024 data from the National Center for Education Statistics Common Core and Education Demographics and Geographic Estimates program to describe variation in the organizational size of rural-serving districts in the United States. Most are small, with 75% enrolling fewer than 1,990 students. Some districts are especially small and operate only one school or employ a single administrator. Conversely, rural schools are also located in very large districts. The largest rural-serving districts also enroll the highest percentage of rural students who are Black and Hispanic.

Yu, J., & Xiao, G. (2026). **Globalizing "Race" in International Student Research**. *Educational Researcher*, *55*(7), 453-459. https://doi.org/10.3102/0013189X261434495
As international student mobility increases, research on students' experiences with race and racism has expanded. However, much of current scholarship relies heavily on U.S.-based racial theories, often neglecting how race operates fluidly across global contexts. This conceptual article revisits the concept of "race" by extending critical race theory and raciolinguistics beyond U.S. and Western borders to examine racism and racialization as global phenomena. It argues that international students' racial identities are shaped by preexisting racial discourses in their home countries, reinforced by global structures of racialized power, and continuously reshaped as they navigate transnational social fields. By broadening the theoretical scope of race, this article highlights the need for a globally inclusive race framework in international student research.

Zhang, N., Ke, F., Barrett, A., Kim, C., & Xu, J. (2026). **Assessing Rural Care Ecosystems for Individuals With Neurodiversity: A Systematic Literature Review**. *Review of Educational Research*, 96(5), 1974-2014. https://doi.org/10.3102/00346543251375458
This systematic literature review synthesized the results of 95 papers on neurodiversity (autism spectrum disorder, dyslexia, attention deficit hyperactivity disorder, intellectual disability) in rural areas between 2003 and 2023 to chart the status quo in current practices and understand the barriers and challenges. We find that most studies focused on understanding neurodiverse populations and their care ecosystems, and few implemented interventions to improve ecosystems. Additionally, there is a significant disparity between rural and urban areas regarding service, prevalence, and family characteristics. The results highlighted an array of mutually reinforcing challenges faced by neurodiverse populations and their families in accessing services in rural areas. Providers, teachers, and researchers struggle to support neurodiverse groups due to a lack of support, funding, resources, staff, and collaboration. We conclude by proposing specific paths forward that can improve care ecosystems for rural neurodiverse populations and support those who strive to address their lifelong needs.

Zlotnikova, I., Maupong, T., Bagai, K., Jamisola, R. S., Kandjou, V., Mafa, R. K., … Mpoeleng, D. (2026). **From roadmap to practice: a document-based toolkit for ethical GenAI use in higher education**. *Tertiary Education and Management*, *32*(3), 269-291. https://doi.org/10.1007/s11233-026-09176-x
Universities worldwide are facing a practical governance challenge as generative artificial intelligence tools become widely available to students and staff, while institutional responses remain fragmented across academic integrity rules, assessment design, research governance, and inconsistent understandings of acceptable assistance. This paper presents a pragmatic institutional toolkit for translating broad principles for ethical generative artificial intelligence use into workable higher education practice. Using a document-based design, the study draws on institutional evidence from a public higher education institution in Botswana, including governance documents, policy texts, role-specific guidelines, sensitisation plans, and workshop artefacts. The analysis shows that generative artificial intelligence governance can be operationalised without creating a standalone policy by embedding definitions and expectations within existing academic integrity and misconduct frameworks, developing separate guidance for different user groups, and using workshops, institutional memory and

detection-tool training as educative and procedural mechanisms. The paper synthesises these elements into a roadmap-to-practice translation architecture, comprising five recurring translation moves, seven canonical toolkit components, and a six-step implementation pathway that emphasise transparency, proportionality, documentation, and due process. Rather than claiming effectiveness outcomes beyond the institutional record, the study offers a documented design case and an adaptable model for universities seeking coherent and feasible approaches to generative artificial intelligence governance, particularly in resource-constrained contexts.

Pratiques enseignantes

Adukia, A., Bonci, M., Gallardo, P. D., Harrison, E., Nicoll, J., & Szasz, T. (2026). ***(How) Do We Teach Emotions?*** (Working paper N° 35789). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35789
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.

Al Aghar, T., Hassanein, E. E. A., & Abdulwahab Almarzooqi, A. A. A. (2026). **Preservice teachers' preparedness for inclusive early childhood education: a mixed-methods study at a higher education institution in the United Arab Emirates**. *International Journal of Inclusive Education*, *30*(12), 3850-3866. https://doi.org/10.1080/13603116.2025.2603404
Inclusive education has gained global momentum, yet research has overlooked the readiness of preservice teachers in early childhood education (ECE), particularly in rapidly developing multicultural systems. Studies have focused on general teacher populations, with less attention paid to the affective dimension of preparedness, critical in translating inclusive policy into classroom practice. Bridging this gap, the current study examined preservice teachers' attitudes towards and perceived preparedness for inclusive education in the United Arab Emirates (UAE), where ambitious inclusion policies coincide with limited practicum opportunities in ECE settings. A mixed-methods design was employed, combining a cross-sectional survey (n = 402) using the Arabic version of the Multidimensional Attitudes Towards Inclusive Education Scale with semi-structured interviews (n = 10). The findings indicate overall positive attitudes, with the cognitive and behavioural subscales showing strong endorsement, whereas affective responses were notably weaker. This pattern signals emotional unease and lower confidence despite supportive beliefs and intentions. Prior experience with individuals with disabilities was associated with more positive attitudes across the subscales. In the UAE's policy-driven context, the affective domain remains a bottleneck in translating inclusive beliefs into practice. Strengthening teacher education through ECE-specific practicums, classroom simulations, and mentored reflection is essential to build balanced preparedness.

Alaro, M. A., & Sona, B. D. (2026). **Teachers' attitudes towards teaching students with hearing impairment in inclusive primary schools in Wolaita Sodo Town, Ethiopia**. *International Journal of Inclusive Education*, *30*(12), 3765-3778. https://doi.org/10.1080/13603116.2025.2598117
The article explains teachers' attitudes and skills towards teaching students with hearing impairment in selected inclusive primary schools found in Wolaita Sodo town, south region Ethiopia. A cross-sectional research design was utilised to predict the impact of independent variables on dependent variables. Questionnaires were administered to 297 randomly selected teachers. Data analysis employed statistical techniques via SPSS version 25. Results revealed that a significant number of teachers held negative attitudes towards instructing students with hearing impairments, lacked proficiency in sign language and faced various challenges that negatively impacted their teaching efficacy, which contributed to a 35.7 adverse effect on educational outcomes for these students. The findings provided valuable insights for policymakers, school administrators and teacher training programs, culminating in recommendations to enhance support for teacher educators in the field of inclusive education for students with hearing impairment.

Ali, I. M., & Arpaci, I. (2026). **Predicting user satisfaction and performance impact of AI-generated visuals in instruction with a hybrid SEM-ANN approach**. *Education and Information Technologies*, *31*(16), 7825-7848. https://doi.org/10.1007/s10639-026-14087-w
Despite growing discussion of artificial intelligence (AI) in education, research on the use of AI-generated visuals in teaching materials remains limited. There is a need for a deeper understanding of how instructors are adopting AI to create their own stories and transform them into tailored visuals for teaching materials. This study addresses this gap by exploring the key factors that influence utilization, performance, and user satisfaction when integrating AI-generated visuals into teaching materials. We collected data from 210 instructors through an online survey and analyzed it using "Partial Least Squares-Structural Equation Modeling" (PLS-SEM) and "Artificial Neural Network" (ANN) methods. The results indicate that instructors' decisions to use AI-generated visuals in their teaching materials are significantly predicted by their trust in the technology, their confidence in using it (computer self-efficacy), and how well they perceive the AI technology fits their teaching task. The results show that utilization of AI-generated visuals is positively associated with instructors' teaching performance and satisfaction. These findings suggest that educational institutions should prioritize strategies that build trust in AI, enhance instructors' self-efficacy, and promote the effective integration of AI visuals into teaching materials to maximize the benefits of this emerging technology.

Alwaqdani, M. S. (2026). **Ethically situated AI integration in higher education: A mixed-methods latent profile analysis of faculty adoption**. *Education and Information Technologies*, *31*(15), 7677-7713. https://doi.org/10.1007/s10639-026-14095-w
Artificial Intelligence (AI) is rapidly reshaping higher education. Yet much empirical research still treats ethical governance and pedagogical change as separate issues. This leaves limited understanding of how faculty members bring principles of transparency, fairness, privacy, and accountability into teaching decisions, and how institutional conditions support or restrict deeper AI use. This study examines faculty AI adoption through an ethical, pedagogical, and institutional lens, combining ethical preparedness, SAMR-based pedagogical readiness, and institutional support within a sequential explanatory mixed-methods design. In the quantitative phase, survey data from 460 faculty members were analysed using Latent Profile Analysis (LPA) across ethical preparedness, SAMR-based pedagogical readiness, institutional support, teacher readiness,

practical barriers, and future vision. A five-profile solution demonstrated strong classification quality (entropy = .994), with patterns ranging from faculty members with limited engagement to more ethically and pedagogically integrated adopters. The qualitative phase drew on semi-structured interviews with 20 faculty members, analysed through reflexive thematic analysis, to examine why the profiles differed. The findings show that ethical preparedness develops through experience, reflection, and institutional guidance. It also shapes how faculty members judge the pedagogical legitimacy of AI use. More transformative AI integration was most evident when ethical clarity was supported by coherent governance, professional development, and assessment guidance. An aspiration–capacity gap became evident when optimism about AI's future role and ethical intent were not accompanied by sufficient institutional support, pedagogical capacity, and practical feasibility. The study offers a theoretically grounded account of responsible AI adoption as ethically situated and institutionally mediated. It also highlights the need for ethical governance linked to teaching and assessment, alongside clearer pathways for developing faculty capacity.

Atilade, L. (2026). ***Représentations interculturelles et formation des enseignants de FLE dans les écoles normales du Ghana : tensions entre prescriptions institutionnelles, imaginaires linguistiques et pratiques pédagogiques*** (Theses, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-05778732
This thesis examines the intercultural representations of French as a Foreign Language (FLE) trainers in Ghana's Higher Teacher Training Colleges, a country that, while having English as an official language, assertively promotes the learning and development of French. The context highlights the tensions between institutional expectations and socio-educational realities within a multilingual context of interaction between English, local languages, and French.Following an exploratory survey with three (3) institutional directors, twenty-five (25) semi-structured interviews were conducted with trainers of future FLE teachers. The qualitative analysis based on inductive thematic coding aims to understand how linguistic policies and mobility frameworks influence these trainers' perceptions of French, Francophonie, and cultural otherness, and how these perceptions impact their pedagogical practices as well as their motivations to teach French. This study reveals ambivalent representations of French, perceived both as a language of prestige and a distant language, as well as a persistent shift between training programs and the actual needs identified in the field. By mobilizing the joint contributions of educational sciences, FLE didactics, and the intercultural approach (particularly social representations, intercultural competence, and language policies), this study aims to propose avenues for training trainers from an intercultural, contextualized, inclusive, and sustainable perspective, adapted to the challenge of revaluing FLE teaching/learning in Ghana and, more broadly, in Anglophone Africa.

Bailey, R. P., Hoe, T. W., Morrison, G. Z., Ali, A., & Samsudin, N. (2026). **Rethinking higher education: embodied learning and pedagogical transformation**. *Higher Education*, *92*(3), 1741-1761. https://doi.org/10.1007/s10734-025-01581-2
Embodied learning describes learning that shifts the conventional cognitive understanding of thinking as an activity dissociated from the body, situated within the flux of bodily movements with the surrounding world. This is especially pertinent for the domain of higher education that still within its traditional boundaries emphasizes passive analytic thought and the transfer of knowledge that is at best an abstraction. This paper sought to investigate how embodied learning could shape pedagogy, course design, and forms of assessment in a university context. We undertook a theoretically driven integration of relevant psychological, neuroscience, and

philosophy-based literature focusing only on elements pertinent to the epistemological and pedagogical discourse within higher education. Our analysis attempted to integrate these to distil what we argue to be the six interrelated principles of embodied learning: sensorimotor coupling, situatedness, multimodal representation, active participation, social and affective participation, and distributed or extended cognition. Each principle is associated with a set of associated outcomes and is drawn from a range of disciplines such as mathematics and the sciences, language learning, and medical education with gesture education, physical modeling, and immersive virtual reality. Most importantly, the synthesis provided a compelling case that body-based learning was inclusive and equitable by reducing the barriers for learners who had variances in sensory or cognitive functioning.

Banihashem, S. K., Gašević, D., Noroozi, O., Jarodzka, H., Joosten-ten Brinke, D., & Drachsler, H. (2026). **Optimizing Formative Assessment with Learning Analytics**. *Review of Educational Research*, 96(5), 1925-1973. https://doi.org/10.3102/00346543251370753
Formative assessment is a key element of effective education. Recently, a growing body of evidence has highlighted the potential of learning analytics to support formative assessment. However, this evidence is sparse, and concerns have been raised about the connection between learning analytics results and formative assessment models. When learning analytics results do not align well with formative assessment models, teachers may be hesitant to place trust in, interpret, and act upon the insights provided by learning analytics for formative assessment. In this study, we address this concern by adopting a well-established formative assessment model and conducting a systematic review to explore how learning analytics can support formative assessment. A total of 93 relevant articles, published between 2011 and 2023 and retrieved from Web of Science (WOS), Scopus, IEEE Xplore, and ACM, were analyzed using a coding scheme grounded in a formative assessment model. Drawing on the model of formative assessment, we report how learning analytics can support formative assessment by connecting the three key actors, teachers, students as peers, and students as self-assessors with the three critical stages of the process: (a) where the learner is going, (b) where the learner is now, and (c) how the learner is getting there. This study extends our understanding of the alignment between learning analytics results and theoretical concepts and further contributes to the advancement of the application of learning analytics for formative assessment.

Barbier, C. (2026). **Enseignement professionnel et émancipation : Former un amateur éclairé, malgré tout**. *Le français aujourd'hui*, (234), 85-96. https://doi.org/10.3917/lfa.234.0085
L'article interroge la place des humanités en lycée professionnel à l'aune des usages pédagogiques d'un dispositif scolaire d'éducation aux images, Lycéens et apprentis au cinéma. Il montre que ces derniers épousent les reconfigurations de la légitimité culturelle et cherchent à façonner un jeune spectateur averti et critique. Il revient ensuite sur ce qui, dans certaines caractéristiques des images animées, résiste à cette acculturation au cinéma le plus socialement reconnu, mais participe aussi d'une socialisation à la culture scolaire.

Barr & Luo. (2026). **HyFlex Course Design in Community Colleges: Instructors' Challenges, Strategies, and Supports**. *Community College Journal of Research and Practice*, *50*(11), 842-860. https://doi.org/10.1080/10668926.2024.2415709
This study investigates community college instructors' experiences with teaching Hybrid flexible (HyFlex) courses. Using a multiple methods approach, the study seeks to determine the challenges that the HyFlex modality presents to community college instructors and the strategies,

technologies, and supports that they find most beneficial in mitigating these challenges. Twenty-two instructors teaching at five community colleges completed an electronic survey, and six of these instructors participated in a semi-structured interview. Analysis revealed that community college instructors face challenges in facilitating communication between students attending HyFlex classes in different modalities, engaging online students, managing technology, and managing instruction in two or more modalities simultaneously. They meet these challenges with a variety of instructional technologies and strategies, including trial and error and their colleagues' support, but would like more access to technical support, training in HyFlex strategies, and consistent institutional policies for managing HyFlex courses. Implications and recommendations for future research are discussed.

Baştuğ, M., & Kocatürk, M. (2026). **Twinship in family and school contexts: mothers' and teachers' perceptions of individuality, learning, and behavioral regulation**. *European Journal of Psychology of Education*, *41*(3), 103. https://doi.org/10.1007/s10212-026-01167-1
The rising prevalence of twin births has created distinct developmental and educational dynamics that remain insufficiently theorized in psychological and educational research. Conducted in Türkiye, this study employs a constructivist grounded theory approach to examine how mothers and teachers perceive twin children's academic achievement, social-emotional development, and behavioral regulation within family and school contexts. Data were collected through in-depth interviews with 23 mothers of twins aged 6–10 and focus group discussions with 11 primary school teachers. Analysis identified a core category, establishing individual development and social balance in twinship, describing the ongoing negotiation between differentiation and relational cohesion. Seven interrelated categories emerged: personality complementarity, academic divergence, sibling dynamics, parenting strategies, school and peer influences, behavioral regulation, and twin identity. Findings show how intradyadic processes, parental practices, and institutional routines interact to shape perceived identity formation and learning trajectories. Teachers' perceptions influenced classroom placement, instructional differentiation, and approaches to behavioral management. By integrating family and school perspectives within a single explanatory model, this study advances existing twin research beyond biological and descriptive accounts, offering a process-oriented framework for educational psychology. Implications include teacher preparation on twin-specific dynamics, flexible classroom policies, and parent–school coordination strategies that support both individual development and relational stability.

Bekker, T., Kocasaraç, H., & Hayter, M. (2026). **Creating educational digital content: experiences of high school teachers**. *Education and Information Technologies*, *31*(15), 6841-6872. https://doi.org/10.1007/s10639-026-14066-1
The digital transformation in education is not a mere shift in tools or methods; it is a profound change that permeates every facet of learning and teaching. Digital transformation has redefined teaching practices globally, yet the experiences of teachers in navigating this transition remain underexplored. This qualitative comparative study investigates the lived experiences of high school teachers in Türkiye and South Africa as they create digital educational content. Using Complexity Theory as a conceptual lens and a multiple case study design, the research engaged 40 teachers (20 per country) through open-ended questionnaires. Thematic narrative analysis revealed five key themes: digital infrastructure and access, integration of digital tools, impact on teaching and learning, content design, and professional development. While foundational infrastructure exists, disparities in access, readiness, and systemic support persist,

particularly in under-resourced settings. Teachers, however, demonstrated innovation and agency despite institutional constraints. The findings highlight that successful digital transformation depends not just on access to tools but on aligned policy, curriculum flexibility, professional development, and teacher well-being. The study calls for systemic strategies that position teachers as co-creators of inclusive, context-responsive digital learning environments.

Béland, M.-P., Ouellet, K., & Borri-Anadon, C. (2026). **Continuité éducative et services d'accueil et de soutien à l'apprentissage du français : pratiques au sein d'un modèle de services hybride**. *La nouvelle revue - Éducation et société inclusives*, (105), 133-152. https://doi.org/10.3917/nresi.105.0133
À partir d'une recherche à teneur ethnographique (Goetz et LeCompte, 1984 ; Goyer et Borri-Anadon, 2018) reposant sur des entretiens individuels et des observations non participantes auprès de 23 membres du personnel scolaire impliqués dans un modèle de services hybride d'accueil et de soutien à l'apprentissage du français, ont été documentées les entraves à la continuité éducative au sein des expériences scolaires d'élèves plurilingues en émergence et les pratiques visant à y remédier. Les résultats, analysés par questionnement analytique (Paillé et Mucchielli, 2016), éclairent sur l'importance de considérer les différentes dimensions de la continuité éducative afin de tendre vers des milieux plus inclusifs.

Bennedsen, J., Lim, J. G., Singh, M. N., Suutari, M., Lyng, R., & Rouvrais, S. (2026). **Assessing students or their AI teammates ? Case studies in the GAI era**. *Proceedings of the 22nd International CDIO Conference*. Consulté à l'adresse https://hal.science/hal-05723539
The widespread adoption of Generative AI (GAI) since 2022 has fundamentally challenged traditional assessment methods in engineering education, exposing the weakness in assuming submitted artefacts reliably represent student thinking. This article's purpose is to provide concrete examples of how GAI has changed formative and summative assessment in engineering courses. Through comparative case studies across five CDIO institutions in Norway, Denmark, Finland, France, and Singapore, we examine GAI implementations involving over 400 students. All cases are characterized using the Traffic Light Model by Arene, which categorizes AI use as required (blue), prohibited (red), reported (yellow), or allowed (green). Our findings reveal that effective GAI integration requires thoughtful assessment redesign-structured implementations with clear pedagogical frameworks demonstrated positive outcomes, whilst less structured approaches can lead to student overreliance and reduced learning. The evidence indicates thoughtful assessment redesign grounded in constructive alignment is required, where AI use decisions are tied explicitly to learning outcomes. Effective integration demands shifting from product-based to processbased assessment methods, emphasizing evaluation of student reasoning, judgement, and capacity to work responsibly with AI.

Benoit, H. (2026). **Questionner l'idée de différence : une condition de l'inclusivité**. *La nouvelle revue - Éducation et société inclusives*, (105), 171-184. https://doi.org/10.3917/nresi.105.0171
L'objet de cet article est de recourir à un questionnement philosophique de l'idée, en apparence anodine, de différence en vue de prévenir les risques que font courir aux pratiques inclusives les conceptions différentialistes de l'élève considéré comme hors normes. Il s'agit d'élucider les effets contre-productifs sur l'inclusivité sociale et scolaire des représentations d'un élève qui serait différent par nature, avatar moderne de l'esclave par nature théorisé par Aristote, parce qu'il relève d'une constitution psychique ou physique réputée à part. Une telle appréhension de l'altérité, lorsqu'elle fonctionne comme déterminant des représentations

sociales et professionnelles des enseignants, met à l'arrêt la dynamique inclusive car elle compromet la construction du sentiment de compétence professionnelle, issu du sentiment d'auto-efficacité (Bandura, 1986).

Bhutta, S. M., Ansari, A. N., Ahmad, S., & Nimarta, W. (2026). **Exclusion or inclusion? An analysis of teachers' words and actions in Pakistani classrooms**. *International Journal of Inclusive Education*, *30*(12), 3902-3924. https://doi.org/10.1080/13603116.2025.2612111
Over the past three decades, inclusive education has gained attention as a key pillar of equitable quality education. Despite the growing discourse, research in this field continues to focus predominantly on learners with special educational needs. Far less attention has been given to micro-level classroom dynamics of teacher-student interaction, promoting inclusion or reinforcing exclusion for all students. Little is known about how teachers' everyday verbal and non-verbal behaviours, as well as peer interactions, contribute to inclusive or exclusionary classroom environments in ordinary school settings. Therefore, this paper explores in-depth insights of inclusion and exclusion as they manifest through teachers' words and actions in Pakistani classrooms. The data is extracted from classroom observations conducted as part of a large-scale study aimed at assessing teaching practices in science and mathematics . The observers were engaged in a metalogue, which served as the data and analysed thematically. Results revealed three themes, including teacher-led exclusion, student-led exclusion and teacher-student relationships as a foundation for inclusive practices. The study proposes that inclusion and exclusion in classrooms are not discrete events, but interdependent and mutually reinforcing processes. It recommends diversifying teaching workforce, strengthening school-community linkages and making inclusive education as a compulsory subject in teacher education.

Billière, M., Youx, V., & Renault, V. (2026). **Table Ronde. Les « humanités » : quelle influence sur l'enseignement des lettres et de la philosophie ?** *Le français aujourd'hui*, (234), 35-46. https://doi.org/10.3917/lfa.234.0035

Bitu, F., & García, T. (2026). **Creativity as a link between movement-based activities and wellbeing in educational settings: A PRISMA systematic review**. *Mental Health and Physical Activity*, *31*, 100825. https://doi.org/10.1016/j.mhpa.2026.100825
Background and aim: Movement-based activities and creativity have been extensively used to support wellbeing in educational settings. Also, creativity may be important in movement-based activities because dance, creative movement, yoga, qigong, and arts-informed activities can involve improvisation, symbolic expression, play, and embodied meaning-making. This systematic review examined how creativity may link movement-based activity with wellbeing among children and adolescents in educational contexts. Methods: Following PRISMA 2020 guidance, Web of Science, PubMed, and PsycINFO were searched for Englishlanguage empirical articles published between 1 January 2015 and 19 March 2026. Eligible studies included participants aged 3-18 years in educational or school-related settings. Studies were included when they showed an explicit focus on creativity, included a motor or physical activity, and reported at least one wellbeing outcome. Results: Of 482 records identified, 13 studies were included. Activities included dance-related activities or therapies, theatrical and musical improvisation, and mind-body exercises. Creativity was coded as an intervention/design feature in ten studies, a co-outcome in two, and a contextual/pedagogical feature in one. No study directly tested creativity as a statistical mediator between movement-based activities and wellbeing, and creativity measures were highly heterogeneous. Conclusions: Creative and expressive

movement-based activities appear promising for holistic wellbeing in educational contexts, but the evidence remains heterogeneous and methodologically uneven. Current findings support creativity mainly as a design feature or co-occurring process, not as a causal mechanism. However, the heterogeneity observed may reflect an attempt to capture forms of creativity that are intrinsic to movement-based activities, thereby positioning creativity as a more central albeit still conceptually underdeveloped construct. Future studies should define creative components, measure creativity and wellbeing longitudinally, and test whether creative processes explain or condition wellbeing effects.

Boissonneault, J., & Beaumont, C. (2026). **Les regroupements pédagogiques au secondaire : un portrait de leurs modalités de mise en œuvre et de leur répartition au sein des écoles et du système éducatif québécois**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 38-59. https://doi.org/10.53967/cje-rce.6843
Pedagogical grouping practices (e.g., specialized educational programs, special education) that place students according to their abilities, needs, or interests are becoming increasingly widespread, despite the limited scientific consensus regarding their actual effects. This article documents the phenomenon with respect to its psychosocial and academic effects on students, as well as its segregating nature, which fuels ongoing debates. It then presents an overview of the implementation of these programs in light of certain factors likely to make their deployment more equitable and to improve their effects. The 130 principals who responded to electronic questionnaires come from 52 public and private secondary schools. The results show that 94.2% of the schools in the sample offer at least one specialized study program (SSP), that 17 types of such programs exist (mainly Sport-Study and Arts-Study), and that special education or alternative pathway classes (SE/AP) are present in 69.3% of institutions, primarily in the public sector. Their implementation (e.g., selective criteria, distribution within the school and within the Quebec education system) is diverse and varies from one school to another, with marked differences according to the type of institution (private/public). As the first portrait of this kind conducted in Quebec, the conclusions invite reflection on the effects of these groupings on students' personal, academic, and social development, as well as on adjustments that could make these practices more inclusive while preserving their motivational dimension.

Booms, A. (2026). **Quelle peut être la place des matériels pédagogiques adaptés dans les apprentissages ?** *La nouvelle revue - Éducation et société inclusives*, (105), 247-264. https://doi.org/10.3917/nresi.105.0247
Cette contribution explore les possibilités d'utilisation des Matériels pédagogiques adaptés (MPA) dans l'apprentissage à partir d'une réflexion sur la géométrie. En utilisant la théorie des situations didactiques et le concept de bifurcation didactique, nous identifions des limites et des potentialités lors de l'usage des MPA. Pour ce faire, nous proposons d'articuler l'analyse didactique d'un cas clinique et d'éléments issus de la littérature. Nous définissons un cadre d'analyse des possibilités d'usage et trois pistes de réflexion. Ces pistes consistent à compenser les troubles, à augmenter la capacité de l'élève à réaliser le travail, ou à concevoir des modalités alternatives d'apprentissage visant les mêmes savoirs. Nous proposons enfin une réflexion sur la généralisation possible de ces pistes.

Borer, V. L., & Brederode, M. V. (2026). **Recherche collaborative sur le travail des élèves en îlots : conditions d'apprentissages entre enseignants et chercheurs**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *58*(1), 53-73. https://doi.org/10.3917/lsdle.581.0053

Cet article présente les résultats d'une recherche qui s'intéresse aux conditions favorisant les apprentissages réciproques entre les membres d'équipes constituées d'enseignants et de chercheurs. Ils analysent le travail des élèves dans des dispositifs pédagogiques en îlots et cherchent à améliorer la conception des séquences d'enseignement associées. En nous appuyant sur un triple cadre théorique empruntant à l'analyse de l'activité, aux registres pour apprendre et pour enseigner et à la sémiotique de Peirce, nous identifions des configurations plus ou moins favorables aux apprentissages réciproques entre chercheurs et enseignants. Nos résultats montrent que les dynamiques d'échange propices à l'apprentissage conjuguent la présence d'activités saisies au niveau possible, selon l'approche peircienne, et le partage de registres communs qui, ensemble, permettent la génération de processus interprétatifs des situations de type abduction, seul processus permettant la production de nouvelles connaissances et donc de renouvellement potentiel du pouvoir d'agir.

Brandibas, G. (2026). **Autodétermination et enseignement stratégique : croiser deux modèles au service de l'école inclusive**. *La nouvelle revue - Éducation et société inclusives*, (105), 233-245. https://doi.org/10.3917/nresi.105.0233
L'injonction à l'autonomie traverse aujourd'hui l'ensemble du discours éducatif, sans que les conditions de son enseignement soient toujours précisément pensées. Cet article propose une articulation théorique entre deux modèles complémentaires : l'autodétermination, issue du champ de l'éducation spécialisée nord-américaine, et l'enseignement stratégique de Tardif (1999), fondé sur la psychologie cognitive. Nous montrons que ces deux cadres convergent vers une même conception de l'élève comme agent actif de ses apprentissages, autour de trois nœuds d'articulation : la motivation à apprendre, la métacognition et la posture de médiation. Le modèle proposé est programmatique et s'adresse à l'ensemble des élèves du milieu ordinaire, y compris ceux avec besoins éducatifs particuliers en contexte inclusif. Des implications pratiques sont développées en termes de posture enseignante, d'évaluation du processus et de formation.

Breeze, T., O'Dubhchair, E., & Dafydd, S. (2026). **Holistic, aspirational professional standards as a boundary object between communities of practice for pre-service teachers**. *Oxford Review of Education*, *52*(4), 439-457. https://doi.org/10.1080/03054985.2025.2473966
This article reports on a research project which seeks to understand how pre-service teachers and their school-based 'mentors' use a holistic, developmental set of professional standards as a tool for professional development and assessment. The standards are designed to be used to 'improve not prove', but there has not been research into the efficacy of this approach for the newest members of the teaching profession. Using Lave and Wenger's concept of communities of practice, Maton's concept of semantic waves from his Legitimation Code Theory and Korthagen & Lagerwerf's Gestalt model of theory formation, the authors propose that the school-based mentors' strategies to 'unpack' the standards for use in the specific school context are vital for pre-service teachers' development, but that the absence of an explicit imperative to 'repack' the standards at points of transition reduces their efficacy as a boundary object, creating moments of discontinuity in the pre-service teacher's journey.

Bruno, P., & Pallanti, L. (2026). **Humanités et enseignement professionnel**. *Le français aujourd'hui*, (234), 5-14. https://doi.org/10.3917/lfa.234.0005

Cao, L., Chau, K. T., Wan Yahaya, W. A. J., & Yahaya, W. (2026). **Integrating embodied cognition and artificial intelligence in university physical education: a randomized controlled trial of an AI-**

based Tai Chi tutoring system. *Education and Information Technologies*, *31*(16), 8837-8863. https://doi.org/10.1007/s10639-026-14132-8
Movement-based learning environments in higher education frequently rely on observational imitation and one-to-many demonstration, which restricts opportunities for individualized feedback in large physical education classes. This study examines the pedagogical impact of PoseSync Vitality, an artificial intelligence based Tai Chi tutor that uses human pose estimation to provide real time movement feedback. The study contributes to research on AI-supported physical education by evaluation of an adaptive instructional system that combined pose analysis, joint specific corrective cues, and practice summaries within the university Tai Chi course. A randomized controlled experiment was conducted with 120 undergraduate students enrolled in a compulsory university physical education course. Students were allocated either to an AI-supported condition using PoseSync Vitality or to a video-based instruction condition following the same curriculum and practice dose. Expert instructors rated performance on a standardized Tai Chi routine at pretest, posttest, and a two-week retention test. Learner experience was assessed with a validated satisfaction questionnaire, and system logs provided a Performance Consistency Score (PCS), an automated index that quantifies the degree of biomechanical alignment between a learner's movements and an expert reference trajectory. Results show that the PSV group had larger expert rated performance gains from pretest to posttest and from pretest to retention, higher Learner Interface and Personalization scores, and higher posttest PCS values than the video-based group. These results suggest that the PSV instructional system was associated with larger performance gains and higher perceived personalization than video-based instruction in this university Tai Chi context.

Caplain, M., Potvin, C., & Fortin, M. (2026). **Construire et utiliser une grille d'évaluation de ressources éducatives en formation à distance, ou comment évaluer 1500 ressources en 365 jours?** *Médiations et médiatisations*, (23), 101-133. https://doi.org/10.52358/mm.vi23.502
With distance learning growing fast, sharing digital educational resources (DER) has become a must. The Inter-Order Distance Learning Expertise Center, an entity of Campus numérique Québec funded by the Ministry of Higher Education, has identified 1,500 DERs available in the network in order to assess their quality and group the most relevant ones into a public database of digital educational resources on distance learning in higher education. To this end, an evaluation grid was developed and integrated into a collaborative application that optimizes data monitoring, coordination, and management. In just one year, a structured approach involving 20 evaluators made it possible to achieve a satisfactory level of reliability, despite challenges related to defining criteria, categorizing resources and reaching consensus. The results led to the implementation of an OER database on distance learning, the development of a resource adaptation process and an OER self-assessment grid, and the launch of a call for for new OERs projects. However, significant challenges remain, including ensuring sustainable access to resources to support distance learning in a constantly changing environment.

Cariveau, T., & Lewis, T. K. (2026). **Omne Trium Perfectum/Everything that Comes in Threes is Perfect**. *Journal of Behavioral Education*, *35*(3), 1791-1796. https://doi.org/10.1007/s10864-025-09609-4
It is generally accepted that experimental control in single-case designs require the demonstration of at least three experimental effects at three different points in time. In this brief commentary, we consider the distinct function of the manipulations of the independent variable in the reversal and multiple baseline designs that provide opportunities to show an experimental

effect. Given that the multiple baseline design is characterized by multiple (and potentially redundant) opportunities to detect threats to internal validity at the outset of the design and a loss of such opportunities as the independent variable is applied across tiers, we consider what is gained by arranging more than two tiers simultaneously, at least for some research questions or contexts. We hope that this discussion of tactics in experimental design and how experimental control is demonstrated will promote further refinements to single-case methodologies to meet the needs of researchers and educators in dynamic settings.

Carter, M. R., & Klein, T. (2026). **Autophenomenological attunements and listening through embodied encounters**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 118-139. https://doi.org/10.26443/mje/rsem.v60i3.10265
Cet article explore les expériences des coautrices qui se penchent sur la question suivante : quelles sont nos harmonisations réflexives, autophénoménologiques et incarnées lorsque nous nous engageons dans l'écoute et le ralentissement? En appliquant un processus autophénoménologique (Carter, 2016, 2022), Carter et Klein réfléchissent à la manière dont la nature, la respiration et le mouvement constituent des thèmes qui traversent leurs deux pratiques corporelles, les aidant ainsi à comprendre comment l'écoute et la conscience radicales sont des ressources intérieures qui favorisent les rencontres affectives (Massumi, 2015). Les résultats de ce processus collaboratif axé sur les arts ont mené à la mise au point d'une activité en classe fondée sur l'improvisation et d'un modèle pour de futures recherches.

Chaker, R., de la Hoz-Ruiz, J., Miñán Espigares, A., Sanchez Mendías, J., & Hajj-Hassan, M. (2026). **Environmental citizenship among Spanish pre-service teachers: sustainability awareness and online civic engagement at the University of Granada**. *Frontiers in Education*, *11*. https://doi.org/10.3389/feduc.2026.1766746
Background Spain's green transition places education at the center of sustainability, but evidence on digitally mediated environmental citizenship among Spanish pre-service teachers remains limited. Methods An exploratory cross-sectional study was conducted with 275 pre-service teachers from the Faculty of Education Sciences at the University of Granada using a self-administered questionnaire assessing environmental motivation, environmental citizenship, and online civic engagement. Results Participants showed moderate to high environmental motivation, but low past participation in environmental activities, especially collective and digitally mediated actions. Future intentions were moderate, suggesting willingness to engage more actively under supportive conditions. Discussion The findings underline the need for stronger institutional support and curricular integration of sustainability and digital environmental citizenship in teacher education.

Charteris, J., Frelin, A., & Grannäs, J. (2026). **Respatialisation in schools: redesigning spaces and reimagining pedagogy**. *Oxford Review of Education*, *52*(5), 716-739. https://doi.org/10.1080/03054985.2025.2558706
Recent literature on innovative learning environments primarily focuses on teacher readiness to utilise new spatial affordances. This article instead examines the adaptability of the spaces themselves, exploring how school leaders in Aotearoa New Zealand modify and refine spatial designs to enhance teaching and learning. A framework comprising Massey's theory of space and Wenger's communities of practice is used to conceptualise space as dynamically co-constructed through interrelations, constituting multiple identities and narratives, and constantly evolving in educational settings. The qualitative research, based on school leader interviews,

illustrates how assessing pedagogical needs and critically evaluating the use of space in built environments can inform adaptations in spatial design. Vignettes illustrate specific examples of respatialisation, such as the strategic insertion of walls to create distinct learning zones and the removal of impractical and problematic architectural features. The findings highlight that successful respatialisation requires a thoughtful examination of educational practices and an adaptable approach to design, prioritising functionality alongside user well-being and safety. The article profiles a tool to guide practice and a flexible, responsive approach to school respatialisation, so that spaces remain physically adaptable and supportive of evolving educational goals.

Cifuentes, M. B., & Solar, H. (2026). **Intellectual authority and participation in group work**. *Oxford Review of Education*, *52*(5), 634-650. https://doi.org/10.1080/03054985.2025.2539398
In group work, learning is mediated by participation: participation involves actively contributing to group decisions and activities and accepting these contributions from peers. From this starting point, we integrate the perspective of power relations, assuming that classroom interactions are not neutral and that asymmetries may mediate students' participation in group work. Although there are studies on the distribution of intellectual authority among peers, how intellectual authority is related to participation has yet to be studied more deeply. Our study's primary purpose is to understand how the distribution of intellectual authority relates to participation in group work. A qualitative approach research and case study was conducted. Participants are four groups of elementary and middle-school students from two large cities in Chile. Through deductive-inductive coding performed by constant comparison, three different modes of distribution of intellectual authority were found: shared, concentrated, and disputational. Opposite to concentrated authority, shared authority is related to the predominance of cohesive group work. Disputational authority is related to group fragmentation and invalidating discourses among students. In conclusion, by having autonomy in the distribution of authority in group work, students build participation structures that can give or take away the floor to the contributions of others. Implications are discussed.

Cohen, J., Marisa Yonas, A., & Elizabeth Wilson, K. (2026). **Approximating Teaching: A Systematic Review of the Research**. *Review of Educational Research*, 96(5), 1881-1924. https://doi.org/10.3102/00346543251368383
Teacher candidates ("candidates") need opportunities for practice during teacher preparation so they can enact equitable, responsive instruction as soon as they enter classrooms. Theory suggests candidates can benefit from "approximating" aspects of teaching in reduced-complexity settings like role-plays, rehearsals, and simulations, where they can receive more support than they might in clinical placements, without risking harm to real students. However, the field needs more clarity about how to leverage approximations in effective and efficient ways that promote candidate learning. To determine which supports contribute to candidate learning from approximations, we systematically reviewed 26 studies that include measures of learning following approximations. We examine the contexts and conditions in which approximations are helpful, with which supports, and toward which goals. Although 23 studies find candidates improve after approximations, there are numerous methodological issues with the research base that limit the claims we can make about the affordances and constraints of different approaches to approximation. Absent empirical clarity, we offer a range of hypotheses we argue can and should be tested systematically through coordinated research efforts. We conclude by

suggesting common definitions and variables for future, more systematic research of approximations of teaching.

Correia, C. F. (2026). **Assessment literacy and critical consciousness**. *Oxford Review of Education*, *52*(5), 618-633. https://doi.org/10.1080/03054985.2025.2533238
This article explores the potential of critical consciousness to transform teachers' and students' relationship with educational assessment. Assessment is used as a technology for regulation and control in education. Educational assessment embodies two different and potentially contradictory discourses in the classroom: one where all students are capable learners with potential to develop and grow; and another where some students become winners and losers in a context of limited resources. These discourses are also shaped by social constructions of class, gender, and race, and place significant oppressive pressures on students and teachers. Current conceptions of teacher assessment literacy do not sufficiently prepare teachers to navigate these oppressive pressures and contradictions, and to challenge and resist policies and practices that shape these. The concept of critical consciousness can be used to support the development of greater critical engagement and of teacher activism, in relation to assessment. In this context, the responsibility for change in assessment policies and practices can be organised and distributed between the individual and the collective.

Coulange, L., Joigneaux, C., Netter, J., & Train, G. (2026). **Does virtual education mean unequal education? The implementation of distance education in French primary schools during lockdown**. *International Journal of Inclusive Education*, *30*(12), 3600-3620. https://doi.org/10.1080/13603116.2025.2592095
Lockdowns introduced as a result of the COVID-19 pandemic led to the closure of many schools around the world and to the introduction of 'distance education'. This paper examines the results of a statistical survey conducted among 859 primary school teachers in France (students aged 3–10 years) to identify the educational practices implemented during lockdown. Among these, the 'virtual classroom' approach allowed for synchronous interaction to be re-established. The study shows that most respondents (79%) encountered difficulties in catering for the study of new areas of learning even if they used the 'virtual classroom' tool. To better understand this phenomenon, an MCA approach combined with a hierarchical analysis highlighted four distinct groups of teachers linked to the age and social class of the students attending the schools and the quality of teachers' relationships with parents during the period of distance learning. These relationships are found to have been impacted by forced parental demobilisation driven by the difficulties involved in coming to terms with the realities of distance education. Ultimately, in requiring buy-in to binding conditions, the virtual classroom tool was seen above all as an effective way of maintaining a relationship with students and encouraging interactions between them.

Coulombe, S., Allard-Martin, C., Deschênes, M., Beaucher, C., Jutras, C., Bazinet, N., … Giroux, P. (2026). ***Portrait de pratiques d'enseignement soutenant le développement dés compétences en littératie, numératie et numérique (CLNN) en formation professionnelle.*** (p. 99). Consulté à l'adresse Observatoire de la formation professionnelle du Québec website: https://observatoirefp.org/clnn/

Dai, J., Choi, J. K., & Wang, M. (2026). **Designing LLM-powered virtual students with nonverbal behavior in an immersive VR classroom: Exploring pre-service teachers' perceived affordances**

for classroom management practice. *Education and Information Technologies*, *31*(16), 8545-8572. https://doi.org/10.1007/s10639-026-14123-9
Pre-service teachers (PSTs) often lack adequate opportunities for classroom management practices, particularly in the highly dynamic context of early elementary education. While virtual reality (VR)-based simulation offers a promising alternative, current systems are often limited to semi-automatic interaction, oversimplified generic virtual student design, a text-based modality, and a narrow focus on misbehavior modeling. These limitations compromise the simulations' capacity to represent classroom complexity and support the natural interactions essential to classroom management practices, thereby reducing PSTs' sense of presence and engagement. To address these issues, we present SimKids, a novel multi-agent system that utilizes large language model (LLM) and VR, incorporating Big Five Personality Traits and nonverbal behavior design, for classroom management training in early elementary contexts. This study adopts a qualitative, exploratory design to examine pre-service teachers' experiential engagement with the system. We evaluated SimKids with 27 PSTs in a simulated teaching task and collected their feedback through one-on-one, semi-structured interviews. Findings show that PSTs recognized the virtual students' authenticity and valued the system's support for their sense of teaching presence, psychological safety, and reflective engagement with classroom management practices. Their suggestions for integrating socio-cultural elements further revealed a modern conception of classroom management that extends beyond behavior control to address contemporary educational challenges. Our research highlights the perceived affordances of integrating LLMs and VR in multi-agent teaching simulations and provides potential directions for the design and research of classroom management teaching simulation systems.

De Grandpré, M., & St-Amand, J. (2026). **Adapter l'approche dynamique pour l'accompagnement professionnel de personnes enseignantes au Québec : entre rigueur scientifique et contextualisation pédagogique**. *Formation et profession*, *34*(1), 1. https://doi.org/10.18162/fp.2026.1034
Cet article examine l'adaptation de l'approche dynamique (AD), issue de la recherche sur l'efficacité pédagogique, au contexte québécois d'accompagnement professionnel. Inscrite dans une recherche collaborative réalisée avec cinq personnes conseillères pédagogiques au secondaire, la recherche a permis d'analyser les tensions entre la logique structurée et linéaire de l'AD et une culture québécoise marquée par la réflexivité, l'autonomie et la coconstruction. Les résultats mettent en évidence une hybridation où objectifs, diagnostic, plan de développement et évaluation sont reconfigurés de manière dialogique, évolutive et formative. L'AD apparaît finalement comme un cadre structurant qui rehausse les pratiques existantes sans les prescrire.

DeCaro, M. S., Bego, C. R., Thompson, A. K., & Patrick, R. J. (2026). **Considering Cognitive Load When Exploring Before Instruction: The Potential Role of Element Interactivity**. *Educational Psychology Review*, *38*(1), 127. https://doi.org/10.1007/s10648-026-10223-7
Exploring a new concept before instruction can promote students' interest and deepen conceptual understanding compared to typical instructional methods—but does not always. Extending prior research, we examined whether the complexity of the exploration activity can limit its conceptual benefits. In Study 1, undergraduate first-year engineering students (N = 388) learned common programming errors. Students in the instruct-first order received a lecture and practice activity targeting three error types. Students in the explore-first order explored the activity before lecture. Afterwards, students completed a survey and posttest assessing basic

facts and concepts. Compared to the instruct-first order, students in the explore-first order scored lower on the posttest, reported equal interest/curiosity, and higher cognitive load. Studies 2a (N = 393) and 2b (N = 402) examined this instructional sequencing while varying task complexity (element interactivity). Study 2a (complex activity condition) again targeted three error types, and results overall replicated Study 1. Study 2b (simple activity condition) split the error types into three activities, interleaved with mini-lectures. Results showed the opposite pattern. Exploring first boosted conceptual knowledge, and equalized fact knowledge between orders. Exploring first also led to higher interest, curiosity, and cognitive load than receiving instruction first. Findings represent ecologically-valid, suggestive evidence, though with small to very small effect sizes. In accordance with cognitive load theory, it may be important to consider element interactivity when designing exploration activities. Exploration activities with smaller conceptual units may help learners discern important conceptual features and deepen understanding.

Déry, C., & Leininger-Frézal, C. (2026). **Penser l'empathie géographique au prisme de la géographie expérientielle**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 169-187. https://doi.org/10.26443/mje/rsem.v60i3.10229
Le recours à l'empathie a été peu théorisé et formalisé sous l'angle spécifique de l'enseignement et l'apprentissage de la géographie. Cet article propose une réflexion théorique exploratoire de la présence de l'empathie dans la didactique de la géographie, plus spécifiquement au sein de la géographie expérientielle. Le choix de la géographie expérientielle repose sur ses fondements épistémologiques et didactiques qui contestent l'identité, l'Altérité et le rapport au monde des apprenants. C'est ce que nous explorons dans la première partie du texte. Dans un deuxième temps, nous nous interrogeons sur les liens entre l'empathie et la géographie expérientielle, ce qui nous amènera dans un troisième temps à envisager la géographie expérientielle comme un levier de développement de l'empathie géographique.

Doré, F., Bisaillon, J., Potvin-Rosselet, E., Stockless, A., Leduc, D., & Lameul, G. (2026). **Former à l'innovation en enseignement supérieur : l'exemple d'un programme universitaire Québec-France**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8h
Les formations à la pédagogie universitaire n'arrivent pas toujours à concilier les attentes des universités en matière d'innovation et les besoins de développement professionnel du personnel enseignant. Cet article se penche ainsi sur un programme de formation de 3e cycle issu d'un partenariat entre le Québec et la France qui tente cette conciliation en s'appuyant sur le Scolarship of Teaching and Learning. Plus particulièrement, il expose les résultats d'une recherche évaluative qui visait à analyser les perceptions des personnes étudiantes quant à la pertinence des modalités et des contenus du programme, notamment la place et le rôle de l'innovation, en fonction de leurs besoins de développement professionnel. Les résultats obtenus à partir d'entretiens individuels semi-dirigés réalisés avec les sept personnes inscrites dans le programme permettent de constater que ses modalités flexibles répondent généralement à leurs besoins, considérant leur emploi du temps chargé. De plus, si la durée de la formation qui s'échelonne sur trois cours peut effrayer, les promesses de retombées pour la recherche et pour l'enseignement inhérentes à l'approche inspirée du SoTL soutiennent la persévérence. Quant à l'innovation, si une meilleure compréhension du concept se dégage des entretiens, sa pertinence pour la pratique est remise en doute ou resterait à prouver, surtout en ce qui concerne l'usage du numérique. Ces perceptions, qui peuvent influencer le transfert dans la pratique, mériteraient d'être approfondies dans de futures recherches afin de réduire les

obstacles à l'adhésion du personnel enseignant aux formations universitaires dédiées à l'innovation pédagogique.

Duncan, K. E. (2026). **Guiding Like the North Star: A Literature Review of Black Teachers Helping Black Students Navigate Civic Estrangement, 2014–2023**. *Review of Educational Research*, 96(5), 1568-1596. https://doi.org/10.3102/00346543251355264
For decades, Black Americans have occupied a status known as civic estrangement, existing simultaneously as citizens and noncitizens in the United States. This systematic literature review examines how Black teachers helped Black students navigate civic estrangement between 2014–2023, the first full decade of the Black Lives Matter movement. Findings indicate that teachers cultivated Black fugitive spaces, affirmed and validated their students, helped students develop a critical consciousness, and engaged in this work out of a sense of responsibility to their students. This systematic literature review has implications for teacher educators and civic education researchers.

Duvivier, V., Derobertmasure, A., & Demeuse, M. (2026). **Observation professionnelle en enseignement : comparaison des profils d'observateurs de formateurs universitaires et des futurs enseignants**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8l
La Vision Professionnelle en Enseignement (VPE), appréhendée ici à travers le prisme de l'observation professionnelle, est un champ en plein développement dans les sciences de l'éducation. Les stratégies visuelles spécifiques des formateurs universitaires demeurent toutefois encore peu documentées. L'objectif de cette étude est de comparer les stratégies visuelles de six formateurs universitaires et de dix-sept futurs enseignants lors de l'observation d'un extrait vidéo d'une situation de classe authentique, à l'aide du suivi oculaire fixe. Les stratégies visuelles ont été analysées à partir de trois indicateurs oculométriques (nombre de fixations, durée des fixations et nombre de revisites). Sur cette base, une matrice de neuf profils théoriques d'observateurs a été construite permettant de caractériser les différences de stratégies visuelles entre les deux groupes. Les résultats montrent que les formateurs universitaires adoptent des stratégies visuelles itératives, flexibles et homogènes, particulièrement lors de la découverte initiale de la scène ou pendant les incidents pédagogiques. À l'inverse, les futurs enseignants privilégient des stratégies plus linéaires et hétérogènes. Ces résultats suggèrent que les formateurs universitaires disposent d'un répertoire de stratégies visuelles plus adaptatif, caractérisé par des revisites fréquentes et un ajustement progressif au fil des visionnages. Sur cette base, des dispositifs pédagogiques innovants (prompts, EMME) sont proposés pour guider le développement des stratégies visuelles des futurs enseignants.

El-Yamri, M., Alvarez, I. M., & Manero, B. (2026). **Emotion-related responses in VR classroom simulations: An AI-based analysis of preservice teachers' conflict management**. *Education and Information Technologies*, *31*(16), 8899-8926. https://doi.org/10.1007/s10639-026-14140-8
This exploratory study examines the potential of artificial intelligence (AI)-based emotion analysis to inform teacher education by analysing preservice teachers' emotion-related responses during classroom conflict management in virtual reality (VR) simulations. Twenty-two preservice teachers completed three VR scenarios depicting escalating classroom conflicts, generating 66 scenario-based units of analysis. Emotion-related patterns were derived from AI-based analysis of vocal data from the simulations and post-scenario interviews and were considered alongside qualitatively coded coping strategies based on Thomas and Kilmann's conflict-management

framework. The findings provide exploratory indications of dynamic and context-sensitive emotional patterns across scenarios, with Emotional Ambivalence and Emotional Conflict frequently identified at the beginning of the simulations, increased Negative emotions during conflict escalation, and heterogeneous emotion-related profiles after participants implemented coping responses. The comparison between simulation data and post-scenario interviews also revealed discrepancies between AI-derived emotion-related indicators and participants' retrospective self-reports. Overall, the study highlights the potential of combining VR and AI-based analysis as a multimodal approach to investigating emotionally demanding teaching situations and to supporting research on conflict management in teacher education.

Ernstsen, S., Rødnes, K. A., & Furberg, A. (2026). **Joining in or opting out? A sociocultural analysis of how students navigate classroom talk about personal issues in life skills education**. *European Journal of Psychology of Education*, *41*(3), 104. https://doi.org/10.1007/s10212-026-01164-4
In a time defined by societal instability, life skills education (LSE) has become an integral part of schooling worldwide. Through its engagement with issues closely related to the lifeworlds and personal experiences of students, LSE has the potential to facilitate meaningful classroom conversations. However, not all students find it comfortable to talk about personal issues and may hesitate to share what they regard as private in class. Since students experience such situations differently, it is important to develop a deeper understanding of how they respond to educational settings in which their own lives and experiences are a central part of the content. Employing a sociocultural and dialogic approach, this study explores how students participate in such learning activities by examining how they navigate talking about personal issues and what opportunities and challenges that emerge from their interactional approaches. The applied analytical procedure involves microanalyses of conversations in two contrasting student groups that navigated the talk in markedly different ways. The analyses show that in one group, the students interacted in a way that rendered their experiences more generalised and less personal, which opened up space for multiple perspectives and exploration of the issue. In another group, the students' way of interacting made them accountable for providing personal answers, which resulted in contributions being withheld and the conversation breaking down. Finally, we discuss the implications of these findings and consider how teachers can support meaningful and educational discussions about personal issues in LSE.

Fabre, M. (2026). **Le commun et le conflit dans l'éducation au politique**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe6
L'introduction des questions socialement vives dans le curriculum scolaire exige une éducation au politique ayant pour but la compréhension des problèmes de l'anthropocène. Dans cette perspective je privilégierai l'étude des controverses et des conflits sociaux. Cette stratégie est prise dans une tension entre la visée du bien commun et le pluralisme des conceptions du bien qui s'exprime, de manière conflictuelle, dans une société démocratique. Comment, dans l'éducation, prendre en charge à la fois cette visée idéale du bien et la réalité des conflits sociaux ? Et comment éviter de reproduire la controverse avec les élèves au lieu de l'élucider ? De telles tensions sont au centre de la philosophie politique de Dewey. Cet article s'efforce de montrer que l'explicitation de ces tensions entre commun et conflit s'avère extrêmement instructive pour une éducation au politique basée sur l'élucidation des controverses concernant des questions socialement vives et permet de définir une perspective critique dans une communauté problématisante.

Farhat, M. (2026). **Les pratiques éducatives face aux familles atypiques dans l'espace francophone**. *Revue internationale d'éducation de Sèvres*, (101), 27-30. https://doi.org/10.4000/16wy6
Les transformations contemporaines des structures familiales – séparations, recompositions, monoparentalités, migrations ou élargissement des configurations parentales – constituent un enjeu éducatif de premier plan pour les systèmes scolaires. Les établissements scolaires sont de plus en plus souvent confrontés à des adolescents dont les trajectoires familiales fragilisées influencent le bien-être, le comportement, l'engagement scolaire et, parfois, la réussite académique. Dans ce contexte, ...

Feiss, C., & Büchel, S. (2026). **Lehrer*innenemotionen beim Differenzieren von Hausaufgaben: Eine qualitative Interviewstudie**. *Swiss Journal of Educational Research*, *48*(2), 236-249. https://doi.org/10.24452/sjer.48.2.6
Das optimale Verhältnis zwischen den Anforderungen von Aufgaben und den Fähigkeiten der Schüler*innen (Passung) gilt als zentrales Qualitätskriterium von Hausaufgaben. Differenzierung kann dazu beitragen, eine hohe Passung für heterogene Lerngruppen zu erreichen. Im schulischen Alltag wird sie jedoch nur selten umgesetzt. Vor dem Hintergrund theoretischer Annahmen, wonach Lehrer*innenemotionen professionelles Handeln beeinflussen, untersucht die vorliegende qualitative Studie die Emotionen von Lehrpersonen im Zusammenhang mit der Differenzierung von Hausaufgaben. Auf Grundlage halbstrukturierter Interviews mit Lehrpersonen der Sekundarstufe wird ersichtlich, dass Lehrer*innenemotionen für die Hausaufgabendifferenzierung bedeutsam sind und gezielte Lernangebote unterstützend wirken könnten.

Fericelli, L., & Tadlaoui-Brahmi, A. (2026). **Représentations genrées des enseignant·e·s en lien avec le numérique : regards croisés France/Suisse**. *Swiss Journal of Educational Research*, *48*(2), 212-223. https://doi.org/10.24452/sjer.48.2.4
Cette recherche explore les représentations genrées du numérique chez dix-sept enseignant·e·s du primaire en France et en Suisse. Celles-ci distinguent des rapports au numérique différenciés selon le sexe : les filles sont associées à des usages communicationnels et relationnels, les garçons aux jeux vidéo et aux aspects techniques. Cette différenciation s'accompagne d'une hiérarchisation implicite valorisant les pratiques masculines, prolongeant ainsi la division sexuée des savoirs (Mosconi, 1994, 2005). Les explications oscillent entre naturalisation et lecture critique des différences. Ces représentations, toutefois, varient selon les contextes (contextes pédagogiques, sensibilité individuelle) et soulignent l'enjeu d'une formation et des curricula sensibles aux enjeux d'égalité.

Frega, R., Fabre, M., & Roelens, C. (2026). **Le projet démocratique : une approche pragmatiste**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe9
Ce n'est pas un livre qui s'adresse directement à des questions d'éducation, mais finalement, c'est un cadre qui se laisse très bien, je pense, traduire dans un registre pédagogique. Cela vient évidemment tout simplement de cette inspiration fortement deweyenne, où finalement démocratie et éducation étaient quand même assez liées si bien qu'il avait publié un livre avec ces titres-là. L'origine du projet : actualité de la philosophie politique du pragmatisme Alors je commence par deux mots co...

Fute, A., Oubibi, M., Amihere, A., Kangwa, D., & Msafiri, M. M. (2026). **Classroom practices in managing students' misuse of GenAI-powered tools in EFL learning—A SEQ-EXP mixed-methods study**. *Education and Information Technologies*, *31*(16), 8749-8782. https://doi.org/10.1007/s10639-026-14135-5

The widespread adoption of GenAI in higher education is transforming EFL teaching, creating both new opportunities and constraints for teachers. This study used a sequential exploratory (SEQ-EXP), mixed-methods design to examine these emerging dynamics. In Phase One, interviews and focus group discussions with 67 EFL teachers revealed emergent concerns about students' superficial engagement, declining motivation, and erosion of teachers' professional authority. Teachers also exhibited institutionally divergent practices in dealing with students' misuse of GenAI, suggesting that their practices were underpinned by latent institutional and psychological determinants that exceeded the explanatory sufficiency of qualitative evidence alone. In Phase Two, therefore, a systematic construct-mapping procedure was employed, using the Phase One thematic template as an analytical lens to guide targeted literature searches. This process identified theoretical constructs that could explain the practice variability observed in Phase One. The analysis identified three core factors: perceived institutional support, teacher psychological safety, and principled pedagogical innovation (a construct adapted and re-conceptualized from the organizational literature for educational context) as instrumental in shaping teachers' adaptive behaviours and satisfaction in technology-mediated contexts. Finally, Phase Three employed a large-scale survey of 827 EFL teachers from various Chinese universities to validate the proposed structural pathways empirically. The findings indicated that the three factors identified in Phase Two were significant predictors of teachers' innovative behaviours and instructional satisfaction. The study offers a coherent integrative framework that links classroom-level challenges, teachers' adaptive practices, and institutional conditions in the GenAI era. In practice, it provides actionable insights to enhance psychological safety, promote professional development, and implement supportive policies that foster responsible GenAI integration and sustain teachers' motivation and innovation.

Gagné, A., & Deschênes, M. (Éd.). (2026). ***Enseigner en formation professionnelle : l'art de former***. Consulté à l'adresse https://www.puq.ca/catalogue/livres/enseigner-formation-professionnelle-5141.html

« Former est un art. Comme tout art, il se découvre, se questionne, se personnalise. Comment trouver sa manière d'enseigner et affirmer son identité en formation professionnelle (FP)? Comment conjuguer rigueur, créativité et confiance dans une profession aussi exigeante? Ce collectif accompagne vos premiers pas en enseignement en FP avec des repères clairs et des pistes concrètes, tout en laissant place à la réflexion. Il explore les fondements de la FP au Québec et les gestes essentiels de la profession enseignante : planifier, évaluer, accompagner, superviser, se former. Il s'intéresse aussi aux personnes apprenantes, à leur motivation, à leur diversité et à leurs besoins particuliers. Le développement professionnel, la reconnaissance des acquis, la collaboration et le numérique enrichissent cette démarche, tout comme la santé et la sécurité au travail, la posture professionnelle et les enjeux contemporains. Cet ouvrage s'adresse aux futures et aux nouvelles personnes enseignantes en FP, à celles plus expérimentées, aux personnes conseillères pédagogiques, aux directions et à toute personne curieuse de comprendre ce milieu. Car former, c'est créer, ajuster et (se)réinventer, jour après jour, avec passion et audace. »--Quatrième de couverture

Gagné, A., Madore, G., Gagnon, N., Dionne, L., Amamou, S., & Petit, M. (2026). **Dissiper la nébuleuse : l'accompagnement des stagiaires en enseignement**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8y
Cet article propose une recension des écrits portant sur l'accompagnement des stagiaires en enseignement. Elle vise à identifier les composantes de la pratique d'accompagnement des stages en formation à l'enseignement. L'analyse met en lumière la complexité et la spécificité de cette pratique en contexte éducatif. Les résultats montrent qu'elle poursuit diverses visées, telles que le développement des compétences professionnelles, l'autonomie et la socialisation à la culture enseignante. Elle se déploie à travers des fonctions variées, allant de l'encadrement pédagogique et administratif à l'évaluation, la médiation, la collaboration et le soutien individualisé. L'accompagnement s'appuie sur l'expérience et la formation des accompagnants, mais aussi sur la qualité des relations établies avec les stagiaires. Néanmoins, la pratique s'inscrit dans un cadre institutionnel balisé par des attentes formelles et une fonction évaluative, ce qui la distingue des conceptions théoriques centrées sur l'émancipation. L'étude conclut que cette pratique requiert un positionnement identitaire particulier et un jugement professionnel développé pour conjuguer soutien au développement professionnel et contraintes organisationnelles.

Galan, V. (2026, octobre 8). **L'Égaliscore : évaluer ses pratiques d'EPS au prisme de l'égalité filles-garçons**. Consulté 8 octobre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/10/08/legaliscore-evaluer-ses-pratiques-deps-au-prisme-de-legalite-filles-garcons/
Peut-on se penser parfaitement équitable et, malgré soi, reproduire des inégalités entre filles et garçons ? C'est tout l'objet de l'Égaliscore, un outil conçu par un groupe de travail de

Garzón Garzón, L. P., & Delgado Medina, F. (2026). **Experiential learning of decolonial participatory design based on the Indigenous context of the Colombian Amazon**. *Oxford Review of Education*, *52*(6), 903-925. https://doi.org/10.1080/03054985.2025.2580638
While decolonial participatory design principles have gained attention in various fields, their specific application in international student exchange programmes has received limited scholarly attention. Recognising that Indigenous communities have long employed collaborative, community-based pedagogical approaches that embody these principles, this study examines how international exchange programmes can better integrate decolonial methodologies into their frameworks. We present a case study of four undergraduate engineering students participating in a participatory action research project focused on the intercultural health management of vector-borne diseases in the Colombian Amazon. Our methodology incorporates decolonial preparatory coursework, community-engaged fieldwork, and structured reflective practice workshops designed to support students in developing culturally responsive approaches to engineering challenges. By documenting the experiential learning process, implementation challenges, and outcomes of this exchange programme, this article provides insights for practitioners and educators seeking to transform international interchange experiences through more equitable, community-centred approaches.

Gastaldi, F. G. M., Bozzato, P., Mastrokoukou, S., Longobardi, C., & Zaheer, U. A. (2026). **Buffering the impact of conflict: The moderating role of emotional awareness in the link between student–teacher relationships and children's mental health**. *European Journal of Psychology of Education*, *41*(3), 97. https://doi.org/10.1007/s10212-026-01160-8

The relationship between student–teacher interactions and mental health issues in elementary school children is well-documented in the literature. This study aimed to examine the relationships among student–teacher conflict, emotional awareness, somatic symptoms, and mental health problems, and to test a moderated mediation model in which emotional awareness attenuates the mediating effect of student–teacher conflict on mental health problems through elementary school children's somatic symptoms. The sample consisted of 76 teachers (93% female; M age = 47.7 years, SD = 9.16) and 1,097 elementary school students (588 boys, 509 girls; M age = 8.67 years, SD = 1.13). Correlation and moderated mediation analyses showed that student–teacher conflict is positively associated with mental health problems, while emotional awareness is inversely related to somatic symptoms and mental health problems. Furthermore, the indirect effect of student–teacher conflict on mental health problems through somatic symptoms is moderated by emotional awareness. These findings underscoring the vital role of nurturing positive student–teacher relationships in preventing the development of somatization symptoms and broader mental health issues among elementary school children. Moreover, emotional awareness plays a crucial role in this dynamic, indicating that educational programs aimed at developing emotional awareness should be introduced as early as elementary school.

Gavens, N., Doignon-Camus, N., Quinones, E., Roth, R., & Popa-Roch, M. (2026). **When do tests help learning? The role of working memory capacity and test frequency in secondary school students**. *European Journal of Psychology of Education*, *41*(3), 105. https://doi.org/10.1007/s10212-026-01169-z

Retrieval practice requires learners to retrieve previously learned information from memory. It has proven to be a powerful strategy for long-term learning. The aim of the present paper is to investigate the effectiveness of this strategy, as a function of the students' working memory capacity and the number of tests performed in real class settings conditions and over the course of a school year. Study 1 aimed to determine whether the effectiveness of retrieval practice was affected by the students' working memory skills. Students were tested on half of the content taught throughout the school year. Tested content was better memorized in the long term than non-tested content, and this result did not vary as a function of the students' working memory. Study 2 aimed to test the effect of the number of tests on the retrieval practice. Throughout the school year, the learning content was either tested frequently, moderately frequently, or not at all. Results showed that the more frequent the tests, the better the long-term learning. These results offer promising prospects for more systematic retrieval practice in the classroom.

Gazagne, A., Lo Monaco, G., & Roth, X. (2026). **Quand y a-t-il démocratie en éducation thérapeutique du patient ? Analyse philosophique pour des repères didactiques**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pee

En raison de leur ambition explicitement normative, les « éducations à » ravivent l'une des questions les plus épineuses de l'éducation, qui relève en propre de la philosophie morale et politique : la question des justifications de l'éducation. L'éducation thérapeutique du patient (ETP) est de ce point de vue un cas d'étude paradigmatique. L'ETP vise un changement mélioratif du patient ; mais à quoi reconnaître ce « mieux » qu'elle ambitionne ? Au fait que l'action éducative conforme le patient à la neutralité objective de la logique thérapeutique ? Ou bien, à l'inverse, que ce soit le patient qui conforme l'action éducative aux normes de son expérience vécue ? L'identification des critères de définition du « mieux » visé par l'ETP est une question d'autant plus vive qu'elle se pose désormais dans le cadre d'une « démocratie sanitaire », censée garantir la conception que chaque patient se fait de la « vie bonne ». Au

carrefour de la philosophie et de la didactique, l'enjeu de cet article est d'amorcer un travail d'identification des conditions d'un espace commun, où soignants-éducateurs et patients pourraient définir démocratiquement en quoi consiste le changement mélioratif visé par l'ETP.

Gégout, P. (2026). **La formation du citoyen à l'épreuve de l'anthropologie libérale : apprendre à faire des choix ou développer des vertus ?** *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe7
Cette contribution entend examiner les présupposés anthropologiques sous-tendant l'argumentation critique de Philippe Foray à l'égard du rôle de l'école dans la formation du citoyen. Si nous partageons ses constats relatifs à la prétention de l'école à former des citoyens, nous divergeons cependant sur son argumentation. Nous refusons que la dimension politique de l'homme soit envisagée comme un choix de vie. Nous soutenons au contraire que l'être humain est un être naturellement politique et que son humanité passe par la participation à la vie sociale et politique. Critiquant l'anthropologie libérale, nous proposons de renouer avec une perspective vertuiste plus à même de redonner du sens à l'éducation comme à la vie ordinaire. Dans cette perspective, la citoyenneté apparaît alors comme une vertu. Dès lors, c'est la question de « l'éducation civique » qui est posée à nouveaux frais : non seulement il n'est plus possible d'enseigner la citoyenneté comme un simple ensemble de savoirs, d'habitudes ou de règles mais se pose de surcroît la question de la possibilité de son enseignement.

Gómez-Hombrados, J., Rey, L., & Extremera, N. (2026). **Teachers' emotionally intelligent behaviors and students' academic engagement: the mediating role of teacher support**. *European Journal of Psychology of Education*, *41*(3), 91. https://doi.org/10.1007/s10212-026-01151-9
Student academic engagement is a key indicator of academic adjustment and motivation. Based on the Prosocial Classroom Model, teachers might play a crucial role in sustaining students' engagement, not only through instructional practices but also through their emotional competencies. The present study examined how teachers' emotionally intelligent behaviors (TEIB), as perceived by students, relate to students' academic engagement, and whether this association is mediated by perceived teacher support. An initial sample of 718 adolescents participated in a two-wave study. Five months later, 518 adolescents participated at the second wave. Students completed measures of TEIB, teacher support, emotional intelligence (EI), and academic engagement. Structural equation modeling revealed that TEIB were positively associated with both teacher support and academic engagement. Moreover, teacher support partially mediated this relationship, suggesting that emotionally intelligent teachers foster engagement both directly, by creating emotionally positive learning environments, and indirectly, by being perceived as more supportive. Students' own EI also predicted higher engagement, underscoring its role as a personal resource that complements contextual influences. These findings provide empirical support for the Prosocial Classroom Model, highlighting the central role of teachers' emotional competencies in promoting students' engagement. Initiatives aimed at strengthening both teachers' and students' emotional skills may help educators model emotionally intelligent behaviors, enhance teacher support, and cultivate classroom climates that sustain students' engagement throughout adolescence.

Gorski, K. J. (2026). **Exceptional Spaces: Diverse Learning Environments in a Public High School**. *American Educational Research Journal*, *63*(3), 575-610. https://doi.org/10.3102/00028312261423530

Across differentiated course levels, teachers create distinct learning environments through their interactional dynamics, rule enforcement, and pedagogical techniques. In this study, I compared students' experiences in "regular" classes with those geared toward "exceptional learners" in a large public high school. I found that teachers emphasized rigid rule enforcement and rote learning in regular classes while creating spaces characterized by flexibility, collaboration, and permissiveness in classes intended for exceptional learners. These patterns held both in classes intended for students perceived to have exceptional academic abilities (Advanced Placement classes) and in those perceived to have exceptional social needs (a grouping known as "the Block"). These findings show how labeling shapes the organization of work in schools, demonstrating the sociospatial dimensions of academic differentiation.

Gouar, N. E. (2026). **Usage des outils numériques open source et ressources éducatives libres dans l'apprentissage des langues au Maroc : pratiques enseignantes et apprentissage autonome**. *Médiations et médiatisations*, (23), 56-81. https://doi.org/10.52358/mm.vi23.484
This study explores the use of open-source digital tools and open educational resources (OER) in language learning, with a focus on teaching practices and students' autonomous learning strategies. Conducted across several institutions of Hassan First University, the research follows a mixed-methods approach combining semi-structured interviews with 12 teachers and a questionnaire answered by 215 students. Findings reveal a growing but uneven use of OER, often hindered by lack of training, time, and infrastructure. Students frequently turn to online platforms (YouTube, Duolingo, ChatGPT, etc.) for self-directed learning, though they face challenges with motivation, consistency, and self-assessment. The study highlights the need for active pedagogical mediation to ensure effective integration of OER into teaching practices and calls for the development of contextually adapted resources within a more inclusive educational framework.

Grard, M.-A., & Massart, V. (2026). **En France, écouter les plus pauvres pour mieux enseigner et apprendre**. *Revue internationale d'éducation de Sèvres*, (101), 129-137. https://doi.org/10.4000/16wyg
Cet article présente les enseignements de la recherche participative Cipes conduite pendant six ans par ATD Quart Monde dans une douzaine d'écoles maternelles et élémentaires françaises. Associant pour la première fois des personnes ayant l'expérience de la grande pauvreté comme cochercheuses aux côtés d'enseignants et de chercheurs, cette démarche met en évidence les raisons pour lesquelles la pauvreté détermine, dès le primaire, des trajectoires scolaires souvent irréversibles. À travers des témoignages de parents et d'élèves, l'article analyse les mécanismes de l'orientation subie, la persistance des préjugés envers les familles pauvres, et le rôle de la formation des enseignants dans la déconstruction des stéréotypes. Il formule des recommandations concrètes : renouveler les pratiques pédagogiques, instaurer une véritable coéducation, et redonner aux familles leur pouvoir d'agir, dans une perspective à la fois éducative et démocratique.

Grenot-Mazerolle, L., Redondo, C., & Fernex, A. (2026). **Nécessaires mutations de l'enseignement du français en lycée professionnel : L'exemple des littératies numériques en situation de co-intervention**. *Le français aujourd'hui*, (234), 59-72. https://doi.org/10.3917/lfa.234.0059
L'article analyse les conditions d'enseignement du français en lycée professionnel dans un contexte de réformes et de transformation des pratiques éducatives. Il examine comment ces évolutions reconfigurent le travail enseignant, notamment à travers la co-intervention et le

développement des usages numériques. Une enquête menée auprès de plus de 230 enseignants met en évidence le rôle central de la gestion de classe et de l'accompagnement des apprentissages. Les résultats soulignent la nécessité de structurer des repères didactiques partagés, pour concilier formation professionnelle et culture humaniste.

Gros, H., Thibaut, J.-P., & Sander, E. (2026). **Can teachers identify and overcome content effects in mathematics? A conceptual replication study**. *Journal of School Psychology*, *118*, 101573. https://doi.org/10.1016/j.jsp.2026.101573
Our study aims to conceptually replicate and extend findings from Gros et al. (2019), which explored the impact of real-world semantics interference in expert mathematicians' ability to solve 5th-grade level arithmetic word problems. Unlike the original study, our replication examines the performance of secondary-level mathematics teachers, a group with a different kind of expertise. We aimed to determine if teachers, who often need to translate abstract concepts into concrete examples, are less susceptible to semantic interference due to their specific form of pedagogical expertise. Secondary-level school teachers (N = 122) participated in behavioral experiments involving semantically congruent and incongruent arithmetic word problems. Results showed that what we call « semantic incongruence » significantly increased response times and error rates, both among mathematics teachers and non-mathematics teachers, suggesting that pedagogical experience in itself is not sufficient to recognize semantic incongruence when encoding arithmetic word problems. These findings indicate that teachers, despite their pedagogical expertise, fall into the same traps as mathematicians, demonstrating that semantic incongruence interferes with both Content Knowledge (CK) and Pedagogical Content Knowledge (PCK). We discuss the implications of this replication for educational practices, school psychology, and teacher training and make recommendations to reduce the impact of semantic interference and improve instructional effectiveness.

Gruno, J., & Buckler, E. J. (2026). **Knowledge as the Gift: Our Journey in De-Centering Colonial Knowledge Structures in Physical and Health Education Teacher Education**. *Revue phénEPS / PHEnex Journal*, *16*(2). Consulté à l'adresse https://ojs.acadiau.ca/index.php/phenex/article/view/4672
We begin by extending our deep appreciation to the Lək^{w}ənən (Songhees and X^{w}sepsəm/Esquimalt) and W̱SÁNEĆ Peoples, whose traditional territory provides us with places to learn, teach, and sustain ourselves. We are uninvited guests on their traditional and ancestral Lands. As non-Indigenous people we are required to confront our complicity in colonialism and uphold our responsibilities to Indigenous peoples and Lands. In this reflective paper, we interweave duo-ethnographic narrative and critical self-reflection with theoretical literature to interrupt and transform our Physical and Health Education teacher education (PHETE) practices through de-centering colonial practices and Indigenization. Willingness to sit with the complex emotions and contradictions that arise was imperative and we approach our learning journey with humility at the forefront. We reflect critically to prepare for reconciliation in relationships with Indigenous and non-Indigenous colleagues, students, and communities, and develop strategies for meaningfully pursuing this work throughout our careers and lives.

Guilleray, F., Berthier, J.-L., Bonfigli-Berthier, L., Desnos, M., & Borst, G. (2026). ***Enseigner avec les sciences cognitives : attention, compréhension, mémorisation, métacognition, cogni classes***. Consulté à l'adresse https://esf-scienceshumaines.fr/education/528-enseigner-avec-les-neurosciencescognitives.html

Comment fonctionne le cerveau ? Quelles sont les stratégies efficaces pour enseigner ? Comment apprendre aux élèves à apprendre ? Sur quels outils numériques et d IA s appuyer ? Grâce aux dernières avancées des sciences cognitives (neurosciences, psychologie cognitive), ce livre répond à toutes ces questions et de nombreuses fiches théoriques et pratiques présentent les pistes expérimentées par plus d un millier d enseignants pour faciliter : " la consolidation des notions à long terme, " la compréhension profonde, " l attention et la concentration, " la gestion des erreurs et les feedbacks, " la motivation et la métacognition. Les auteurs proposent un accompagnement pour mettre en oeuvre des cogni classes afin de favoriser l implication, l autonomie et la réussite de tous les élèves. Le livre pour repenser ses pratiques pédagogiques à la lumière des sciences cognitives

Gürel, A. H., & Arslan, K. (2026). **Preschool teachers' attitudes toward artificial intelligence in Türkiye: a cross-regional study**. *Education and Information Technologies*, *31*(16), 8441-8459. https://doi.org/10.1007/s10639-026-14122-w
This cross-regional study explores preschool teachers' attitudes toward artificial intelligence (AI) in Türkiye, focusing on their attitudes perceptions, and openness to AI integration in early childhood education. Drawing on data from 405 teachers across all seven geographical regions of Türkiye, the study employed a demographically diverse sample whose gender distribution closely reflects national statistics. Data were collected using a demographic questionnaire and the General Attitude Scale Toward Artificial Intelligence. In this study, the relationships between demographic variables and behavioral factors (AI usage and AI-related training) were examined using correlation analysis, and the findings were interpreted within a relational rather than a causal framework. Findings indicate that preschool teachers generally hold positive attitudes toward AI, particularly recognizing its educational benefits and potential to improve daily life. However, some reservations persist regarding ethical concerns and the preference for human interaction in early learning settings. Statistical analyses revealed significant differences in attitudes based on factors such as education level, region, professional experience, type of institution, digital technology competence, daily internet use, and taking educational technology courses. Younger teachers and those with higher digital competence or frequent use of AI tools demonstrated more favorable perceptions. It is understood that examining only demographic factors is not sufficient; when behavioral factors (such as internet and technology use and participation in training) are also analyzed and evaluated in relation to demographic variables, the factors influencing AI attitudes can be identified more reliably. This, in turn, strengthens the validity and robustness of the study's findings. These results suggest that while early childhood educators are open to adopting AI technologies, targeted professional development and equitable access to technological resources are essential to support effective implementation. Implications for policy, teacher training, and future research are discussed.

Hattie, J. A., Courteau, L., & Hattie, J. A. (2026). ***L'apprentissage visible: la suite: synthèse de plus de 2 100 méta-analyses sur le rendement scolaire***. Consulté à l'adresse https://www.puq.ca/catalogue/livres/apprentissage-visible-suite-5055.html
« Et si la recherche guidait enfin nos choix pédagogiques? Que nous révèlent les données probantes sur ce qui fonctionne vraiment en éducation? Et surtout, comment faire de l'apprentissage visible une réalité dans chaque classe? Lors de sa parution en 2008, L'apprentissage visible de John Hattie a bouleversé le monde éducatif en proposant une analyse sans précédent des facteurs influençant la réussite scolaire. Aujourd'hui, L'apprentissage visible : la suite ne se limite pas à une mise à jour. Il s'agit d'une réflexion approfondie sur l'impact réel

des pratiques enseignantes, appuyée par plus de 2 100 méta-analyses, 130 000 études et les données de 400 millions d'élèves à travers le monde. Cette traduction en français est une avancée majeure pour le milieu francophone, offrant enfin un accès direct à un corpus scientifique incontournable. Hattie y clarifie son modèle, répond aux malentendus et propose des pistes pour intégrer les données probantes dans les décisions pédagogiques. L'ouvrage explore des questions cruciales : pourquoi la progression professionnelle des enseignantes et enseignants stagne-t-elle? Quel rôle jouent la maison, la technologie et le programme dans la réussite? Ce livre est bien plus qu'une lecture : c'est un outil pour faire évoluer les pratiques. Il s'adresse à celles et ceux qui veulent s'appuyer sur la recherche pour maximiser l'impact sur l'apprentissage. »--Quatrième de couverture

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

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.

Horwitz, M., & Samy, N. (2026). **Enseigner l'Europe**. *Les Cahiers pédagogiques*, (607). Consulté à l'adresse https://www.cahiers-pedagogiques.com/n-607-enseigner-leurope/

L'Europe n'est ni une forteresse ni un modèle parfait. Elle se construit autour de valeurs partagées : écoute, justice sociale, protection des plus fragiles, diversité culturelle, écologie et éducation émancipatrice pour toutes et tous. Ce dossier propose de nombreuses réflexions et pistes pédagogiques (échanges culturels, linguistiques, voyages, projets) pour enseigner cette Europe vivante, contradictoire et inspirante, et donner aux élèves les outils d'une citoyenneté européenne ouverte et critique.

Hsieh, C.-C., Song, Y., Li, H.-C., & Lee, M.-H. (2026). **Professional learning communities make a difference: impact of leadership style on ICT use in teaching**. *Education and Information Technologies*, *31*(15), 6813-6839. https://doi.org/10.1007/s10639-026-14059-0
In the context of the growing integration of digital technologies into classroom instruction, understanding how school-level conditions shape elementary school teachers' use of information and communication technology (ICT) has become an important issue in educational technology research. This study examines the influence of school leadership on elementary school teachers' ICT use in teaching, with particular attention to the mediating role of professional learning communities. Using data from principals and teachers in the Taiwan sample of the 2018 Teaching and Learning International Survey, this study employs a multilevel design with teachers nested within schools and analyzes the data using hierarchical linear modeling. The results show that professional learning communities are positively associated with elementary school teachers' ICT use in teaching. Distributed leadership does not exert a direct effect on teachers' ICT use, but operates indirectly through professional learning communities. In contrast, instructional leadership shows both direct and indirect effects. These findings extend existing research on school leadership and technology integration by showing that different leadership approaches influence elementary school teachers' instructional use of ICT through distinct pathways, with professional learning communities serving as a key organizational mechanism linking school leadership to classroom-level technology use.

Jacq, G. (2026). **Repenser l'enseignement des humanités en lycée professionnel. Enjeu d'une légitimité assumée**. *Le français aujourd'hui*, (234), 97-106. https://doi.org/10.3917/lfa.234.0097

Jafarpoor, F., Mazaheri, M. A., Ghanbari, S., & Fathabadi, J. (2026). **Amplifying adolescent perspectives: identifying desirable teacher characteristics in the student-teacher relationship**. *Oxford Review of Education*, *52*(4), 468-487. https://doi.org/10.1080/03054985.2025.2507641
The student-teacher relationship plays a pivotal role in shaping adolescent outcomes. However, research in this area has focused mainly on adult perspectives, while adolescent viewpoints remain underexplored, especially in non-Western contexts where cultural factors strongly influence these interactions. This study addresses this gap by investigating adolescent perspectives within Iran's educational system, offering a culturally and developmentally nuanced understanding of desirable teacher characteristics. Using a mixed-methods approach that includes focus group interviews with 97 adolescents and surveys from 387 students, the study identifies 14 themes across four domains: character and attitude, personality and interaction, teaching skills, and professionalism. Differences across student gender and educational stages further illustrate how cultural norms shape student expectations. These findings provide actionable insights for teachers and policymakers, emphasising the need for culturally responsive teacher training aligned with adolescent development. Addressing these factors in non-Western, gender-segregated, and multicultural settings may significantly enhance student engagement, well-being, and academic outcomes.

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
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.

Jang, Y.-T. (2026). **Digital learning toward virtual world: Investigating the role of parasocial interaction with AI virtual teacher**. *Education and Information Technologies*, *31*(16), 8783-8806. https://doi.org/10.1007/s10639-026-14138-2
As the market for digital learning rapidly expands, artificial intelligence (AI) and virtual reality (VR) technologies have created challenges and opportunities for education. Learning from an AI virtual teacher differs substantially from learning from a human teacher in a physical environment, and these differences are poorly understood. Accordingly, this study developed a model incorporating the concept of parasocial interaction (PSI) to elucidate factors influencing student intentions to learn from AI virtual teachers. The model integrated perceived usefulness (utilitarian value), perceived enjoyment (hedonic value), and intention to use, and five hypotheses were proposed and tested. Moreover, the study created videos of lectures delivered by an AI virtual teacher in a VR environment. Data were collected on 267 digital-native students who viewed the videos, and these data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results revealed that parasocial interaction (PSI) positively and significantly influences both perceived usefulness and perceived enjoyment. Both perceived usefulness and perceived enjoyment were found to have significant and positive effects on learners' intention to use AI virtual teachers. However, PSI itself does not have a direct and significant effect on intention to use; instead, PSI was found to indirectly influence intention to use through perceived usefulness and perceived enjoyment. Additionally, the effect of perceived usefulness on intention to use was greater than the effect of perceived enjoyment on this intention. These findings suggest that PSI functions as an antecedent that indirectly drives technology adoption in the research context. Practically, virtual learning educators and developers should facilitate PSI to support learners' utilitarian and hedonic experiences, thereby promoting their intention to adopt AI virtual teachers.

Jappont, G. (2026). ***La capacité relationnelle et interculturelle du professeur coordinateur d'UPE2A - approche épistémologique, psychophénoménologique et enactive d'une posture professionnelle et éthique*** (Theses, Université Paris-Est Créteil Val-de-Marne - Paris 12). Consulté à l'adresse https://theses.hal.science/tel-05783861
Dans les descriptifs de postes des enseignants coordonnateurs d'UPE2A, diverses formulations font allusion à une qualité qui leur permettrait d'appréhender les enjeux de leur quotidien professionnel auprès des élèves allophones nouvellement arrivés: la capacité relationnelle interculturelle. La plupart des professeurs d'UPE2A sont amenés à la mobiliser, parfois sans le savoir

et sans avoir reçu d'apport théorique sur la dimension interculturelle de leur contexte d'enseignement (Porcher & Abdallah-Pretceille, 2009). Comment définir cette capacité relationnelle interculturelle ? Comment saisir les gestes professionnels qui la manifestent ?Le cadre théorique de cette étude s'articule autour d'un triptyque multidisciplinaire: l'énaction (Varela et al., 1991, 1993) qui envisage le couplage structurel entre l'enseignant et sa situation; la psycho-phénoménologie (Vermersch, 2012; Maître de Pembroke, 2025) qui permet d'accéder au vécu subjectif et l'approche par les capabilités (Sen, 2001; Fernagu, 2018, 2022) qui replace l'agir de l'enseignant dans l'environnement capacitant de sa pratique.Sur le plan méthodologique, la recherche s'appuie sur une démarche qualitative. Des entretiens d'explicitation (Vermersch, 2012) ont été menés auprès d'un panel d'enseignants coordonnateurs d'UPE2A au collège et au lycée. À partir de leur expérience subjective et située, nous aboutissons à une formalisation du fonctionnement de leurs capacités relationnelles interculturelles en situation.Les résultats mettent en évidence que la capacité relationnelle ne se résume pas à un ensemble de connaissances théoriques sur les cultures. Elle résulte de l'énaction des composantes de l'identité professionnelle (Faingold, 1998) en situation (Masciotra et al., 2008). Les valeurs et l'acuité perceptive (Maître de Pembroke, 2018, 2022, 2025) permettent aux enseignants de transformer leurs ressources subjectives et les opportunités de l'environnement en pouvoir d'agir.

Julien, I. (2026). **Intégration de l'expérimentation et de la démarche d'investigation aux programmes de sciences dans la formation initiale des enseignants du primaire haïtien**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 12-38. https://doi.org/10.26443/mje/rsem.v60i3.10284
Cet article vise à documenter les programmes de sciences en vigueur en milieu de formation initiale des enseignants du primaire haïtien et à comprendre la manière dont l'expérimentation et la démarche d'investigation sont intégrées dans cette formation. L'étude a été menée auprès de dix enseignants du primaire et de quatre formateurs d'enseignants. Elle s'inscrit dans une méthodologie qualitative de nature exploratoire. Nous avons utilisé des entrevues semi-dirigées et un journal de bord pour collecter des données auprès des répondants. Les résultats montrent une variabilité des programmes de sciences. On dénote le manque ou l'absence d'expérimentation dans la formation des enseignants du primaire. Les approches pédagogiques visent principalement la transmission. La démarche d'investigation n'est pas intégrée en milieu de formation.

Juska-Bacher, B. (2026). **Was ein „gebietsfremder" Fibelhahn des 19. Jahrhunderts über Nachdrucke, didaktische Veränderungen und Verleger verrät**. *Swiss Journal of Educational Research*, *48*(2), 187-199. https://doi.org/10.24452/sjer.48.2
Der Artikel untersucht am Beispiel einer ungewöhnlichen Berner Hahnenfibel von 1836 die Praxis des Nachdrucks und die Entwicklung didaktischer Methoden im 19. Jahrhundert. Über den Vergleich der verfügbaren Fibel(nach)drucke aus den Jahren 1805 bis ca. 1870 werden textliche, bildliche und methodische Veränderungen dargestellt und eingeordnet. Die Analyse wirft ein Schlaglicht auf die Lehrmittelproduktion und das Verlagswesen der Zeit, in der ein sich erst entwickelnder Urheberrechtsschutz, (begrenzte) didaktische Expertise und ökonomische Interessen der Verleger zusammenspielen.

Kaya, E., Kartal, A., Sarıoğlu, S., & Yıldırım, B. (2026). **Teaching nanotechnology to teachers: AI and STEM integrated with flipped learning**. *Education and Information Technologies*, *31*(15), 7173-7214. https://doi.org/10.1007/s10639-026-14070-5

The inherently abstract and interdisciplinary nature of nanotechnology necessitates innovative pedagogical approaches in teacher education. This study examined observed changes associated with the integration of Science, Technology, Engineering, and Mathematics (STEM) education and Artificial Intelligence (AI) applications within a flipped learning model in relation to teachers' entrepreneurship skills, AI awareness, and views on nanotechnology and AI. The study was conducted with 99 teachers selected through purposeful sampling and employed an embedded mixed-methods design. Quantitative data were collected using standardised scales, while qualitative data were obtained through semi-structured interviews. Quantitative findings indicated statistically significant post-intervention increases in teachers' entrepreneurship skills and AI awareness. Qualitative findings complemented these results by showing that teachers developed broader conceptualisations of nanotechnology, recognised its potential for classroom integration, and produced more diverse metaphors after the intervention. Importantly, teachers' responses suggested a shift from passive consumption of content toward more active, teacher-led instructional design. Teachers created lesson plans and learning artefacts and iteratively redesigned AI-generated content to develop STEM-based nanotechnology activities aligned with classroom realities. This pattern of teacher agency was reflected in post-intervention metaphors such as "Inventor" and "Designer," indicating that teachers positioned themselves as critical decision-makers rather than mere users of technology. Overall, the findings suggest that this integrated model may offer a promising framework for supporting teachers' professional competencies in nanotechnology education.

Kayış, E., & Döğer, M. F. (2026). **From Pilot to Practice: A Multi-Dimensional Examination of an AI-Based Assessment System in Education**. *Education and Information Technologies*, *31*(16), 8671-8702. https://doi.org/10.1007/s10639-026-14124-8

This study investigates the multi-dimensional performance of Notmatix, an AI-powered assessment system, through a mixed-methods design combining quantitative analysis of 764 examination papers with qualitative insights from 67 teachers. The research reveals that AI-assisted assessment is not merely a technical implementation but a complex socio-technical transformation that reconfigures professional identities, institutional power relations, and pedagogical values. Quantitative analysis demonstrated that Notmatix achieved substantial alignment with teacher scoring, evidenced by a strong correlation of 0.80, high reliability with an intraclass correlation coefficient of 0.79, and 90.6% pass-fail classification agreement. However, systematic mean-level bias revealed that Notmatix scored approximately 3 points higher than teachers on average, and individual discrepancies exceeded 10 points in 27.2% of cases, illuminating fundamental tensions between algorithmic logic and pedagogical wisdom. Teachers' accounts revealed that AI systems operate on a behaviorist epistemology, reducing learning to discrete, quantifiable units, whereas teachers engage in interpretive, context-sensitive judgment. Paradoxically, the promise of workload reduction introduced hidden labor, transforming teachers from educators into correctors of algorithmic errors. The findings further revealed profound equity concerns: disadvantaged schools' inferior infrastructure produced systematic scoring disadvantages, while neurodiverse students faced potential exclusion through handwriting recognition biases. The study concludes that successful AI implementation requires not technical refinement alone but a sustained commitment to equitable resource distribution,

inclusive design, and the active participation of teachers in shaping how these technologies integrate into practice.

Kırıkçı, A. C., & Sen, S. (2026). **Digital literacy profiles of pre-service social studies teachers in Turkey: a factor mixture modeling approach**. *Education and Information Technologies*, *31*(16), 8337-8370. https://doi.org/10.1007/s10639-026-14117-7
This study examined the digital literacy (DL) profiles of pre-service social studies teachers in Turkey and investigated how background characteristics predict profile membership. Data were collected from 534 participants across six universities using the Digital Literacy Scale. Applying factor mixture modeling, a three-class structure was identified: high (15.9%), moderate (70.2%), and low (13.9%) DL groups. Multinomial logistic regression using the three-step approach revealed that gender, number of siblings, long-term residence, and number of languages spoken significantly predicted membership in the identified DL groups. Female students and those from larger families were more likely to belong to lower DL groups, whereas rural-origin students were associated with the moderate level of DL. Similarly, multilingual students tended to be in the low DL group in this context. Focusing on social studies, a discipline central to digital citizenship education, this research provides the first field-specific latent profile study of pre-service teachers in Turkey. It advances understanding of DL in a developing-country context and offers evidence-based insights for equitable, context-sensitive teacher education programs.

Korpershoek, H., de Boer, H., & Mouw, J. M. (2026). **An Update of the Meta-Analysis of the Effects of Classroom Management Interventions on Students' Academic, Behavioral, Social-Emotional, and Motivational Outcomes**. *Review of Educational Research*, 96(5), 1640-1680. https://doi.org/10.3102/00346543251361903
This is an update of the Korpershoek et al. meta-analysis of the effects of classroom management interventions on various student outcomes in primary education. This updated analysis includes 22 new studies, resulting in an overall sample of 76 random and nonrandom controlled intervention studies published in the last 20 years (2003–2022). The summary effect was small and significant (average Hedges' g = .23). Sensitivity analysis with robust variance estimation revealed a slightly smaller average effect (Hedges' g = .22). The interventions were coded for the presence or absence of four categories of classroom management strategies, focusing on teacher behavior, teacher-student relationships, student behavior, and/or students' social-emotional development. Recent studies placed more focus on teacher-student relationships than older ones. Moderator analyses yielded lower effects for interventions addressing all four categories of classroom management strategies, tentatively indicating that a too-broad focus seems less effective than more targeted interventions.

Kotsis, K. T. (2026). **Mapping Physics Teacher Preparation in Greek University Physics Departments**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 90-112. https://doi.org/10.59324/ejceel.2026.4(5).05
This study reports a national curriculum audit of Greece's seven university Physics departments to determine how consistently undergraduate programmes prepare graduates for secondary-school teaching. The unit of analysis was the officially documented curriculum in force or publicly presented for 2025–2026. Study guides, course catalogues, pedagogical-competence pathways, course descriptions, and practicum regulations were coded for the availability and status of physics didactics, access to pedagogical foundations, and the presence and intensity of school-based practice. The audit distinguishes catalogue inclusion from current delivery and

general internships from supervised teaching in schools. Dedicated physics didactics was identifiable as a current option in six departments; in the seventh, relevant courses were catalogued but marked as not offered. No department required subject-specific didactics of every physics graduate. Four departments documented some education-related practical experience, but its intensity ranged from an optional four-credit placement or course-embedded teaching to repeated and autonomous school teaching. Pedagogical and didactic competence was therefore organised as an elective, parallel, interdepartmental, or supplementary pathway rather than a common professional core. Formal policy recognition has increased curricular visibility without producing nationally equivalent preparation. A minimum national entitlement—physics didactics, learning-science foundations, and supervised school practice—is proposed for every graduate seeking access to secondary teaching.

Koubeissy, R., & Montesano, G. (2026). **Les perceptions des personnes enseignantes à l'égard de l'inclusion socioscolaire dans un contexte de diversité au primaire au Québec**. *La nouvelle revue - Éducation et société inclusives*, (105), 11-33. https://doi.org/10.3917/nresi.105.0011
Cet article vise à analyser les perceptions des personnes enseignantes à l'égard de l'inclusion socioscolaire dans un contexte de diversité, dans des classes du primaire au Québec. Malgré l'élargissement de cette notion, passant d'une visée d'intégration des élèves en situation de handicap à la participation et à l'apprentissage de tous les élèves (Ainscow, 2005), elle n'est pas systématiquement mise en œuvre dans les politiques et les pratiques au Québec. L'étude est basée sur des entretiens compréhensifs (Kaufmann, 2007) avec 20 personnes enseignantes œuvrant dans des contextes variés. L'analyse révèle quatre thèmes : 1) des perceptions catégorielles ; 2) des perceptions englobantes ; 3) des perceptions positives, axées sur les avantages ; 4) des perceptions négatives et prudentes, axées sur les obstacles.

Kyriakides, L., Michael, D., & Charalambous, E. (2026). **Designing school policies to promote student learning outcomes through improving quality of teaching**. *Oxford Review of Education*, *52*(6), 944-965. https://doi.org/10.1080/03054985.2025.2582156
This study adopts a novel design to investigate the effects of school policy on student achievement by drawing data on quality of teaching from teachers assigned to teach mathematics in two different schools. A multi-stage sampling procedure was used and 39 secondary teachers teaching mathematics in 78 schools were selected. All students of the teacher sample participated in this study (n = 3,471) and completed a questionnaire measuring the eight teacher factors of the dynamic model of educational effectiveness. A battery of written tests was used to measure student achievement in mathematics at the beginning and end of the school year 2023–24. School policy was measured through a questionnaire administered to all teachers of the 78 schools (n = 828). Generalisability analysis of student ratings revealed that the scores of four teacher factors (i.e. orientation, questioning, management of time, and dealing with misbehaviour) varied across the two schools where the teachers were assigned to teach. Specific aspects of school policy partly explained the variation in these teacher factor scores across schools. Finally, all teacher factors and nearly all aspects of school policy explained variation in student achievement gains in mathematics. Implications for research, policy and practice are drawn.

Larose, S. (2026). **Une expérience d'histoire à rebours et par thème**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 270-281. https://doi.org/10.26443/mje/rsem.v60i3.10554

Voici une description et une discussion sur les résultats de trois années d'histoire par thème en histoire du 20e siècle dans une école secondaire de Montréal. Les jeunes choisissent les thèmes à l'étude, choisissent leur question d'examen et le font de façon démocratique. Cette façon de faire améliore l'autonomie des jeunes, permet d'aborder des sujets plus actuels et plus proches des élèves, mais n'aide pas nécessairement la motivation scolaire, du moins chez les décrocheurs. Par contre, elle oblige l'enseignant à être plus à l'écoute, à ne pas sombrer dans la routine et à se renouveler.

Lauzon, N. (2026, avril 16). **Accompagnement des personnes non légalement qualifiées et du personnel enseignant issu de l'immigration contribuant à la persévérance et la réussite scolaires**. Consulté 5 octobre 2026, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/accompagnement-des-personnes-non-legalement-qualifiees-et-du-personnel-enseignant-issu-de-limmigration-contribuant-a-la-perseverance-et-la-reussite-scolaires/
Le Québec enregistre une augmentation notable des personnes enseignantes non légalement qualifiées (NLQ), également désignées comme sans brevet. Dans un

Lembré, S. (2026). **Manquer d'humanité(s). Les transformations de l'enseignement professionnel**. *Le français aujourd'hui*, (234), 15-24. https://doi.org/10.3917/lfa.234.0015
L'article constate que la place des humanités dans l'enseignement technique et professionnel fait débat depuis plus d'un siècle et accompagne les transformations de ce dernier. Défini par sa finalité de préparation au travail, cet enseignement est d'abord conçu comme utilitaire, sans toutefois que soit totalement abandonnée l'idée de former, à côté du producteur, l'homme et le citoyen. Au fil des réformes et des choix en matière de programmes scolaires, l'auteur montre que l'articulation entre l'instruction générale et la préparation au métier pose question, les politiques de l'emploi donnant souvent la priorité à la seconde depuis les années 1980.

Li, L., Guan, J., & Yu, Z. (2026). **Exploring the effectiveness of task-based bilingual learning in physical education: insights from technology-enhanced and cross-cultural approaches**. *International Journal of Inclusive Education*, *30*(12), 3689-3710. https://doi.org/10.1080/13603116.2025.2594159
Combining bilingual education with Physical Education (PE) has emerged as a unique model to boost language acquisition and fitness. Linguistic skills thrive in PE as students are drawn to its visuo-motor features. This study designed and evaluated a bilingual PE programme, examining its effects on students' language and motor skills. Conducted in bilingual high schools in Shanghai, Beijing, Guangzhou and Shenzhen, the programme used both Chinese and English for instruction. Adopting a mixed-methods design (qualitative focus group discussions and quantitative pre-/post-tests) with purposive and snowball sampling, data were collected from PE teachers, language experts and students over two months. Quantitative analysis used SPSS V25, while qualitative data were thematically analysed via NVivo 12. The results showed the curriculum significantly improved students' language proficiency, physical fitness, cultural competence and engagement. In the whole process, task-based activities with cultural elements and wearable devices' real-time feedback enhanced outcomes. This study offers a novel approach to bilingual PE and contributes to education research by providing an interdisciplinary curriculum model.

Linh, D. T. M. (2025). **Designing STEM-Based Technology Lessons for Grade 6 Students: A Curriculum Design Framework and an Illustrative Lesson**. *EJSMT*, *2*(5), 17-29. https://doi.org/10.59324/ejsmt.2026.2(5).02

STEM education provides an approach for connecting school knowledge with authentic problems, technological design, and the development of students' problem-solving capabilities. In Vietnam, the 2018 General Education Curriculum identifies Technology as a subject with strong potential for STEM integration, yet teachers need practical design principles for translating this orientation into coherent Grade 6 lessons. This study develops a curriculum-design framework for STEM-based Technology lessons and illustrates its application through an energy-efficient house design task. The study employed qualitative document analysis, literature synthesis, curriculum analysis, and pedagogical design. International research on integrated STEM, engineering design, Technology Education, and middle-school learning was synthesized with the Grade 6 Technology curriculum in Vietnam. The analysis resulted in a seven-stage framework: identifying curriculum outcomes; defining an authentic technological problem; mapping STEM knowledge and practices; establishing design criteria and constraints; organizing inquiry and engineering design; testing and redesigning prototypes; and assessing and reflecting on learning. The illustrative lesson demonstrates how the Grade 6 housing topic can be transformed from descriptive learning into an integrated design challenge in which students use science to reason about light, heat, and ventilation, mathematics to measure and scale, Technology to select materials and understand housing systems, and engineering to generate, test, and improve solutions. The framework emphasizes that STEM integration should be explicit and purposeful rather than a simple combination of subjects or a hands-on craft activity. The study contributes a context-sensitive model that can support teachers in designing feasible, curriculum-aligned STEM experiences while maintaining the disciplinary identity of Technology Education.

Liu, C.-Y., Li, W., & Tseng, J. C. R. (2026). **Enhancing generative AI-assisted programming learning with Socratic questioning: effects on learning achievement, computational thinking, and metacognitive awareness**. *Education and Information Technologies*, *31*(16), 9059-9077. https://doi.org/10.1007/s10639-026-14107-9

The rapid advancement of artificial intelligence technologies has driven the widespread adoption of generative AI (GenAI) in programming education. Owing to its powerful capabilities in language understanding and generation, GenAI has shown considerable potential in supporting programming instruction. However, students often lack the experience and skills needed to ask effective questions, which makes it difficult for them to generate high-quality queries or to deeply interpret and utilize the feedback provided by GenAI. This limitation can hinder both the depth and effectiveness of programming learning. To address this issue, the present study proposed a GenAI-assisted programming learning approach that integrates Socratic questioning method, aiming to guide students in engaging more deeply with GenAI during programming tasks. A quasi-experimental design was employed, involving 69 primary school students aged 10 to 11 who participated in a nine-week intervention. The experimental group (n = 35) received GenAI-assisted programming with Socratic questioning, while the control group (n = 34) received GenAI-assisted programming instruction without Socratic questioning method. In this comparison of two intact classes, the experimental group demonstrated higher post-intervention scores in computational thinking and metacognitive awareness than the control group, while no statistically significant difference was observed in learning achievement. Given the study design, these findings should be interpreted as preliminary evidence that Socratic questioning may support the pedagogical use of GenAI in programming education. The results

also suggest potential theoretical and pedagogical implications for designing AI-scaffolded learning environments that aim to foster higher-order thinking in K-12 programming contexts.

Liu, S., & Koh, K. (2026). **Instructional interventions supporting multilingual learners' STEM motivation: a mixed-methods systematic review of self-efficacy, interest, and engagement**. *European Journal of Psychology of Education*, *41*(3), 118. https://doi.org/10.1007/s10212-026-01177-z
This mixed-methods systematic review synthesizes empirical evidence on instructional interventions designed to support multilingual learners' STEM motivation, with a focus on self-efficacy, interest, and engagement. We analyzed 41 studies published between 2000 and 2025 across K–12 STEM contexts, integrating a structured quantitative synthesis with thematic qualitative analysis and Qualitative Comparative Analysis (QCA) to examine how combinations of instructional features relate to motivational outcomes. Across studies, engagement was most consistently supported, particularly when inquiry-oriented tasks were paired with structured collaboration and explicit language supports. Interest and self-efficacy were more likely to improve when interventions also positioned students as competent disciplinary actors, validated multilingual repertoires (e.g., translanguaging and culturally sustaining pedagogy), and provided multiple representations and tools that made concepts discussable. Technology contributed when embedded as a mediational resource for participation and representation rather than as an isolated add-on. QCA pathways suggest that no single feature was sufficient; positive outcomes were associated with coherent designs that aligned language, representation, and participation. The review highlights practical design principles for teachers and curriculum developers and identifies measurement and reporting gaps that limit cumulative knowledge about motivational mechanisms for multilingual learners in STEM.

López-Vargas, A., Rodríguez-Vidal, J., García-Beltrán, Á., Vigara, P., & de León-Torres, L. (2026). **Performance, interaction, and ethical evaluation in the use of generative artificial intelligence in engineering education**. *Education and Information Technologies*, *31*(16), 8637-8669. https://doi.org/10.1007/s10639-026-14112-y
Generative artificial intelligence is increasingly incorporated into engineering education, particularly in programming courses, raising questions about its effects on learning processes and its acceptability in academic contexts. Empirical evidence examining both interaction patterns and ethical evaluation of Generative artificial intelligence use in real classroom settings remains limited, and studies addressing these dimensions jointly are scarce. This study adopts a multi-phase empirical design to examine student engagement with Generative artificial intelligence across these two complementary dimensions. In Phase 1, a classroom-based activity was conducted with 340 first-year engineering students who completed a time-constrained debugging task using Generative artificial intelligence as the sole external assistance tool. The results indicate that access to Generative artificial intelligence did not ensure reported successful task completion. Instead, successful outcomes were associated with prompt efficiency and verification practices, whereas higher prompting frequency was negatively associated with task success under time constraints. In Phase 2, a qualitative exploratory study was conducted with 16 engineering students through a structured role-play activity simulating an ethics committee, followed by individual voting and survey-based data collection. Acceptance was higher when Generative artificial intelligence was framed as supportive or formative, and lower in scenarios involving summative assessment, surveillance, or autonomous decision making. These preliminary findings suggest that Generative artificial intelligence use in engineering education requires

attention not only to tool access or technical performance, but also to students' interaction strategies, verification practices, and ethical evaluation of context-specific uses. From a socio-technical perspective, the study advances engineering education research by linking technical interaction with GenAI to verification, self-regulation, and ethical responsibility. This highlights the need for pedagogical approaches that integrate technical guidance and ethical reflection into engineering curricula.

M. Fienup, D., & S. Falcomata, T. (2026). **Single-Subject Designs are Based on Baseline Logic and Controlling for Threats to Internal Validity, Even if the Graph Doesn't Adhere to "Quality Indicators": A Brief Commentary**. *Journal of Behavioral Education*, *35*(3), 1785-1790. https://doi.org/10.1007/s10864-026-09648-5

Single-subject designs are a central focus of inductive research in behavior analysis and applied behavior analysis, specifically. Despite the proliferation of so-called "quality indicators" in the last few decades, we argue that single-subject designs should be evaluated according to baseline logic and the degree to which threats to internal validity are controlled. We provide examples of studies that accomplish this; yet may not be traditional single-subject designs that meet quality indicators or look like the model graphs in research design textbooks.

Many, H., Kamga Kouamkam, R., Koumenda, J., Antoine, M., & Go, O. H. B. (2026). **Cultural Appropriation of AI in Preservice Teacher Education: Contrasting Perspectives on AI Literacy in Quebec, Martinique, and France**. *Colloque International JRE-RIICLAS 2026*. Consulté à l'adresse https://hal.science/hal-05786328

The rapid integration of generative artificial intelligence (AI) into educational environments is transforming teaching practices and raising questions about the professional development of future teachers. Beyond its potential to automate tasks and support learning, generative AI raises significant cognitive, ethical, and professional identity concerns (Miao & Holmes, 2024). Its adoption and appropriation occur within sociocultural and institutional contexts that may shape how future educators perceive, use, and develop AI literacy. This paper presents findings from a two-phase study (2024–2026) involving preservice teachers and other future education professionals across several French-speaking regions. The first phase (2024–2025) employed an exploratory qualitative approach to examine AI-related perceptions and practices among 129 students. A thematic analysis of open-ended responses identified three preliminary patterns of AI appropriation: a reflective and critical orientation in Quebec, a pragmatic orientation in the French Caribbean, and a cautious and exploratory orientation in France and other French-speaking European contexts. However, these patterns were derived from participants' self-reported perceptions and remained exploratory findings requiring further investigation. The second phase (2025–2026), which is the primary focus of this paper, sought to examine whether these initial patterns were supported by a multidimensional assessment of AI literacy. The sample included 149 students enrolled in initial teacher education and related education programs in Quebec (n = 63), Martinique (n = 62), and metropolitan France (n = 24). A mixed-methods design combined a Likert-scale questionnaire, an open-ended question examining participants' understanding of how generative AI works, comparative statistical analyses, and qualitative categorization of written responses. The conceptual framework integrates AI literacy, examined through four dimensions adapted from Ng et al. (2021)—knowing and understanding AI, using and applying AI, evaluating and creating with AI, and AI ethics—with Engeström's (2001) activity theory. The former provides a framework for assessing participants' self-reported competencies, while the latter offers a sociocultural lens for interpreting tensions associated with the introduction

of AI into teacher education systems. The findings reveal a substantial gap between the widespread adoption of generative AI and students' understanding of its underlying mechanisms. Although approximately 95% of participants reported using AI tools, their overall self-assessed AI literacy remained moderate (M = 3.12/5). AI ethics received the highest mean score (M = 3.68), whereas evaluating and creating with AI was the lowest-scoring dimension (M = 2.53). Understanding AI systems also remained limited (M = 2.94). Analysis of 126 usable open-ended responses further highlighted these conceptual limitations: 40.5% of respondents primarily described generative AI as a search engine or database, 27.8% either did not know how it worked or provided vague explanations, and only 15.1% described AI as a model trained on data to generate new content. Contrary to the patterns suggested by the first phase, the comparative analysis did not confirm three distinct regional AI literacy profiles. Overall AI literacy scores in Quebec (M = 3.08), Martinique (M = 3.08), and France (M = 3.35) did not differ significantly (p = .188). However, a statistically significant difference emerged in the « using and applying AI » dimension (p = .003), with students in France reporting higher scores (M = 3.89) than their counterparts in Quebec (M = 3.26) and Martinique (M = 3.15). Access to AI-related training also differed significantly across regions (p = .003): 41% of respondents in Quebec reported having received AI training, compared with 21% in France and 15% in Martinique. These findings call for a more nuanced understanding of the relationships among cultural contexts, AI-related perceptions, and the development of AI literacy. Differences in how students describe and interpret AI do not necessarily translate into measurable differences in self-reported competencies. Drawing on activity theory, the study interprets these findings through several potential tensions: AI use versus technological understanding, assistance versus cognitive dependence, emerging practices versus institutional and ethical frameworks, and automation versus the evolving professional role of teachers. Overall, this research highlights the importance of distinguishing among reported patterns of AI appropriation, self-assessed competencies, and institutional conditions for AI-related training. Although the findings do not establish causal relationships among these dimensions, they suggest the need to move beyond strictly regional comparisons and examine the sociopedagogical conditions under which AI literacy develops. The study offers implications for the design of preservice teacher education programs that integrate technological understanding, critical reflection, pedagogical applications, and professional identity development while remaining responsive to local educational contexts.

Mehdi, F., & Zaid, A. (2026). **Penser les dispositifs d'inclusion du point de vue des contenus impliqués**. *La nouvelle revue - Éducation et société inclusives*, (105), 35-48. https://doi.org/10.3917/nresi.105.0035

En accord avec la tendance internationale en faveur de l'éducation inclusive, le Liban s'est engagé dans la scolarisation des Élèves à besoins éducatifs particuliers (EBEP) dans le système éducatif. L'inclusion éducative est incarnée par des dispositifs dont le contenu constitue un composant essentiel. Cet article vise à explorer des dispositifs mis en œuvre pour concrétiser la transition d'une scolarisation séparative vers une éducation inclusive et à caractériser l'adaptation de leurs contenus. Une étude de cas dans une école publique récemment certifiée comme inclusive a été menée. L'observation du dispositif inclusif et les entretiens semi-directifs avec les participants montrent que la transition privilégie des changements touchant le contexte matériel, que les formations effectuées se centrent sur la dimension psychologique et que l'adaptation des contenus à enseigner n'est pas prioritaire. Au regard de ces constats, l'article propose, en conclusion, quelques recommandations.

Mendzheritskaya, J., Federiakin, D., Breitenbach, S., & Hansen, M. (2026). **Implementation of VR learning activities for assessment purposes in teacher education: an evaluation approach using converging item response tree models**. *Education and Information Technologies*, *31*(16), 8927-8962. https://doi.org/10.1007/s10639-026-14121-x
Although virtual reality (VR) classroom simulations are recognised as an effective way of promoting teaching skills, they are rarely used for assessment purposes in teacher training. This study examines an analysis strategy rooted in Item Response Tree (IRTree) modelling for estimating the psychometric quality of VR classroom simulations and to identify its implications for designing VR classroom simulations in teacher education, thereby making explicit how the structural properties of a VR classroom simulation determine the requirements of its psychometric evaluation. Data from 200 student teachers who participated in the VR classroom simulation CLASIVIR 1.0 were analysed. The results revealed good model fit and stable estimates, demonstrating a high level of measurement accuracy and strong potential of IRTree models replicating the expected structures of psychological constructs. Thus, the applicability of the proposed analysis strategy was proven, indicating that CLASIVIR 1.0 can be used to reliably measure classroom management competence. Implications derived from the study include suggestions regarding the structure of decision tree-based classroom simulations, sustainability considerations, and issues relating to digital skills.

Meng, R., Touch, S., Pring, L., & Rany, S. (2026). **Gamification in Higher Education: A Systematic Review of Impacts, Challenges, and Applications**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 242-260. https://doi.org/10.59324/ejahss.2026.3(5).20
Gamification integrates selected game-design elements, such as points, badges, leaderboards, feedback, challenges, collaboration, and narratives, into nongame learning activities. This systematic review examines the effects of gamification in higher education; implementation challenges; and the elements, tools, and applications used by students and educators. Forty studies identified through Web of Science, ERIC, PsycINFO, and Google Scholar were included, with 36 of the 40 studies (90%) published from 2021 onward. Across the included studies, gamification was most consistently associated with higher motivation and engagement, while effects on academic performance varied by design, discipline, duration, and learner characteristics. Common implementation barriers included instructor workload, weak alignment between game mechanics and learning outcomes, excessive reliance on extrinsic rewards, and uneven access to reliable technology. Points, badges, leaderboards, feedback, narratives, collaborative mechanics, Kahoot!-style quizzes, gamified learning management systems, and language-learning applications were frequently reported. The review concludes that gamification is most defensible as a pedagogy-aligned design strategy rather than as a stand-alone technology. Recent meta-analytic evidence published after the review search window supports this conditional interpretation. The findings are especially relevant to resource-constrained higher-education systems, where staff development, reliable infrastructure, and low-cost, pedagogically aligned tools condition whether gamification can be sustained.

Modena, F., Tanzi, G. M., Tonello, M., & Veronico, A. (2026). ***Enhancing university students' retention: the role of faculty members*** (Working paper N° 1038). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1038_26
This paper examines how the characteristics of the faculty members, mainly in terms of gender and age, affect university students' retention. Using student-level administrative data from the

census of Italian university students, we exploit the quasi-random variation in the exposure to female and young professors across cohorts, within the same degree program, department, and university. Students' retention improves when the characteristics of the students match those of faculty members: while younger professors benefit all students, female faculty members have positive effects on female students only.

Moeyaert, M., Lou, Y., Yang, P., Fingerhut, J., Miočević, M., & Valente, M. (2026). **Systematic Review of Single-Case Designs to Identify Mediator Characteristics**. *Journal of Behavioral Education*, *35*(3), 1760-1784. https://doi.org/10.1007/s10864-025-09600-z
Intervention theories that guide the expected behavior change in single-case research often theorize through which mechanisms the intervention is expected to produce change. Given the increased attention mediation analysis for single-case research has received over the last decade, a review of how mediator variables are incorporated into SCEDs in education research is needed. Therefore, the overall goal of this systematic review is to document characteristics of SCEDs in education research. We conducted a systematic review of peer-reviewed articles in education research in 2023, which revealed 11 meta-analyses for investigation. Across the 11 meta-analyses, we analyzed data on 75 SCEDs and summarized key data characteristics such as type of SCED, average number of observations, average number of time points, and domains of outcome and potential mediator variables. On average, intervention effects on the mediator and outcome variables were positive but right skewed. Additionally, the median number of participants per study and the average number of observations per participant were approximately 3 and 18, respectively. The results from our systematic review will provide important information for education researchers planning a SCED that is hypothesized to target mediator variables.

Molnar, D. S., Blackburn, M., Zinga, D., Tacuri, N., Hewitt, P. L., & Flett, G. L. (2026). **Under Pressure: Teacher Perspectives and Understandings of Perfectionism Among Students**. *American Educational Research Journal*, *63*(2), 351-383. https://doi.org/10.3102/00028312251412913
Perfectionism among students is recognized as a factor that has complex associations with academic performance and well-being. Yet, we know little about how teachers perceive and make sense of it. Consequently, this qualitative study explored teachers' perspectives on student perfectionism in classroom contexts. A sample of teachers (n = 26; 84% female) completed semistructured interviews that revealed that teachers are commonly confronted with perfectionism in their classrooms and have complex understandings of its benefits and drawbacks for students. Although teachers acknowledged some benefits of perfectionism, they concentrated primarily on its negative effects. Each theme was assessed for potential differences in perspectives between teachers who self-identified as perfectionists and those who did not. However, no group differences emerged, and as such, all themes can be understood as representing both perfectionistic and nonperfectionistic teachers. Collectively, results support the critical role that teachers can play in understanding perfectionism among students, including how it impacts student learning and well-being.

Montandon, F. (2026). ***Objets frontières et transformations en éducation et formation: Approches théoriques, études empiriques, pratiques professionnelles***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/objets-frontieres-et-transformations-en-education-et-formation/86675

Comment des acteurs issus de mondes sociaux, professionnels ou culturels différents parviennent-ils à coopérer, à partager des significations et à produire des connaissances communes ? Cet ouvrage mobilise la notion d objet-frontière pour analyser les dynamiques de coopération, de médiation et de transformation dans les domaines de l éducation et de la formation.Fruit d une collaboration internationale, il réunit des contributions qui explorent des terrains variés de l inclusion scolaire à la médiation par le concert classique, de l usage du numérique à l engagement étudiant pour montrer comment certains dispositifs fonctionnent comme des points de rencontre entre mondes sociaux, facilitant la circulation des idées et l élaboration de compromis.En mettant en lumière les processus de transformation, de traduction et d innovation à l Suvre dans les contextes éducatifs, l ouvrage invite à repenser les relations entre acteurs, savoirs et institutions. Il offre ainsi des clés de compréhension précieuses aux chercheurs, formateurs, enseignants et professionnels de l éducation confrontés aux enjeux contemporains de coopération et de changement

Montesano, G. (2026). **Pratiques d'accueil favorisant les situations d'inclusion des élèves francophones issus de l'immigration récente en classe ordinaire du primaire à Montréal**. *La nouvelle revue - Éducation et société inclusives*, (105), 153-169. https://doi.org/10.3917/nresi.105.0153
Cet article vise à comprendre les pratiques d'accueil favorisant les situations d'inclusion des Élèves francophones filles et garçons issus de l'immigration récente (EFIIR) en classe ordinaire à Montréal. L'étude s'appuie sur une approche par étude de cas multiples (Gagnon, 2012), chaque cas correspondant à la situation d'inclusion d'un ou d'une EFIIR, documentée à partir d'entretiens semi-dirigés menés avec l'EFIIR, son parent et sa personne enseignante. Les résultats portent sur trois moments clés : l'évaluation et l'inscription des EFIIR, leur classement scolaire et les pratiques d'accueil mises en œuvre à l'école et en classe. Ils révèlent à la fois un manque de continuité entre les différents paliers du système éducatif et le rôle central des personnes enseignantes, qui recourent à des pratiques spontanées pour compenser l'absence de protocole d'accueil.

Musard, M., Bezeau, D., & Athias, F. (2026). **La mise en scène des rôles sociaux en EPS : un révélateur des épistémologies pratiques des professeurs**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *58*(1), 75-95. https://doi.org/10.3917/lsdle.581.0075
Cette recherche a pour objectif de décrire et de comprendre comment deux professeures d'EPS mettent en scène les rôles sociaux, en particulier le rôle de juge, en vue de révéler leurs épistémologies pratiques. Nous avons croisé des données d'observation relatives à deux séquences d'acrosport et d'escalade et des données d'entretiens semi-dirigés avec les professeures. Les résultats montrent que les professeures organisent avec ingéniosité des modalités d'interactions variées avec les élèves au service des apprentissages moteurs, allant de la définition de rôles prédéterminés à une circulation dans les rôles sociaux, en exploitant les opportunités d'apprentissage émergeant dans les interactions. Ces résultats plaident pour une approche plus spontanée et moins prescriptive des rôles sociaux.

Nguyen, T.-A., Hidajat, T., Zhou, T., Ma, T., Hoang, A., Poed, S., & Edwards, E. J. (2026). **Relations between Teachers' and Students' Social-emotional Competence: A Systematic Review and Multilevel Meta-analysis**. *Educational Psychology Review*, *38*(1), 126. https://doi.org/10.1007/s10648-026-10218-4

Social-emotional competence (SEC) is strongly associated with key educational outcomes, including students' academic achievement, engagement, and well-being as well as teachers' effectiveness and occupational well-being. Although evidence for the extent and conditions of association between teachers' and students' SEC has accumulated for over two decades, the pattern among relations remains largely unexplored. This systematic review and multilevel meta-analysis followed PRISMA guidelines and searched four databases (PsycINFO, ERIC, Scopus, Web of Science). We identified 65 studies and 196 effect sizes (N = 23,409 teachers; N = 241,233 students) for examination of the relationship between teachers' and students' SEC. Results demonstrated a moderate overall correlation between teachers' and students' SEC, although the magnitude of this association varied considerably across studies. We found moderating effects for students' socioeconomic status (SES), teachers' years of experience, method by which SEC were measured, and grade levels. The positive association between teachers' SEC and students' SEC persisted across sensitivity analyses. However, funnel plot asymmetry and the Egger test indicated that publication bias could not be ruled out, hence the magnitude of the pooled estimate should be interpreted with caution. When the multidimensional construct of SEC was examined across five separate domains (see CASEL, 2020), teachers' responsible decision-making showed the largest observed relationship with overall students' SEC, while students' relationship skills showed the strongest observed association with overall teachers' SEC. However, given substantial heterogeneity and uneven numbers of effect sizes across SEC domains, these relative differences should be interpreted with caution. Overall, the findings indicate an association between teachers' and students' SEC, while also highlighting considerable variability in the magnitude of this relationship. These findings also suggest that teachers' SEC merits closer attention in social-emotional research with students, including studies designed to test whether teachers' SEC yields benefit for students' own SEC development.

Ninković, S., Olić Ninković, S., & Maričić, M. (2026). **Teacher self-efficacy as a mediator of the relationship between principal empowering leadership and technology integration**. *Education and Information Technologies*, *31*(16), 8181-8200. https://doi.org/10.1007/s10639-026-14103-z
Technology integration (TI) for students' cognitive engagement has been a key issue in the improvement of teaching and learning. For this reason, it is important to identify the factors that are associated with pedagogically meaningful ways of TI in teaching practice. The present study aimed to examine the interplay between principal empowering leadership, teacher self-efficacy, and TI in different types of learning activities. Structural equation modelling was utilized to analyse data collected from 715 teachers across Serbian primary and secondary schools. Our findings revealed that teacher self-efficacy mediates the paths between principal empowering leadership and various approaches to TI. Furthermore, the indirect relationships of empowering school leadership with different types of technology-enhanced learning activities were similar in strength. The findings demonstrate that this type of school leadership explained modest amount of variance (13–15%) in student cognitive engagement in technology-supported learning. Overall, the study contributes to theory by clarifying the mediating role of teacher self-efficacy in the relationship between school leadership and TI, with effects consistent across levels of cognitive engagement. Practically, the findings suggest that principal empowering leadership can strengthen teacher self-efficacy and enhance the quality of TI in schools.

Nitchot, A., & Gilbert, L. (2026). **Learning to code with AI or maps? a comparative study of cognitive support tools in programming learning**. *Education and Information Technologies*, *31*(15), 7039-7078. https://doi.org/10.1007/s10639-026-14079-w

This study compares the use of Generative AI and a visual knowledge mapping tool (Mytelemap) as cognitive support tools in undergraduate programming education. In a counterbalanced within-subject design conducted over six weeks, students completed programming exercises across four C# topics while alternating between the two tools. Performance was evaluated using a rubric assessing scenario relevance, program correctness, code quality, reflection, and testing. The results indicated that students achieved higher exercise scores when using Generative AI for the programming tasks. However, students rated Mytelemap more positively for ease of use, visualization, and perceived accuracy of knowledge maps. A mismatch was therefore observed between perceived tool quality and measured task performance, suggesting that the tools may support different aspects of the learning process. These findings should be interpreted cautiously because the study evaluated short-term programming exercise performance rather than long-term learning outcomes. The intervention was conducted over a limited six-week period with a single cohort of 30 students, and the evaluation focused on rubric-based task scores rather than measures of retention or transfer. The results therefore provide an early comparative evaluation of how generative AI and visual knowledge mapping tools support programming task performance in classroom exercises, highlighting potential complementary roles for these tools in programming instruction.

Normand, C. L., Desbiens, N., & Papazian-Zohrabian, G. (2026). **Prévenir la négligence circonstancielle chez les jeunes endeuillés : quelles pratiques éducatives soutenantes ?** *La nouvelle revue - Éducation et société inclusives*, (105), 49-69. https://doi.org/10.3917/nresi.105.0049
À partir d'une recherche qualitative exploratoire menée au Québec, cet article s'appuie sur des entretiens individuels et de groupe pour explorer les expériences de six jeunes ayant perdu une figure d'attachement durant leur enfance, de manière prolongée ou définitive, ainsi que celles de cinq enseignantes du primaire ayant accueilli un élève endeuillé dans leur classe. Les résultats abordent les besoins spécifiques de ces jeunes et révèlent le risque de négligence circonstancielle lié à une prise en charge insuffisante de ces besoins en milieu scolaire. L'étude met également en évidence diverses pratiques éducatives soutenantes à déployer en milieu scolaire, susceptibles de favoriser l'adaptation scolaire et sociale des jeunes confrontés à ce type de perte.

OECD. (2026). ***Findings from TALIS 2024 in Albania, Kosovo, Montenegro, North Macedonia and Serbia: Improving Teacher Policies and Practice***. https://doi.org/10.1787/f544229c-en
The OECD Teaching and Learning International Survey (TALIS) is the world's largest survey of teachers and principals. In 2024, educators from five Western Balkan education systems − Albania, Kosovo, Montenegro, North Macedonia and Serbia − participated in TALIS, providing information about who they are and how they are doing. This report presents regional analysis of their responses, supporting policymakers in the Western Balkans to review, develop and strengthen their efforts to support the teaching profession and enhance education outcomes. The report covers three key topics: teachers and their working conditions, student-centred teaching and learning and professional learning for in-service teachers. It concludes with a set of policy pointers for improving teacher policies and practice in the region.

Olalowo, I. E., Baruwa, I. B., Olalowo, O. H., & Aluko, O. F. (2026). **Reconceptualising early childhood education in Nigeria: a praxis for policy and research**. *Oxford Review of Education*, *52*(6), 795-811. https://doi.org/10.1080/03054985.2025.2573268

Reconceptualising early childhood care and education enables critical thinking about policies, practices, curriculum planning, policy formulation, implementation, care, the development of young children, and research with children. This new ideology differs significantly from previous perceptions of childhood education, which have been both a programme of study and a practitioner-provided service, especially in developing countries influenced by Western education practices. This paper highlights paradigm shifts and new perspectives on childhood education, particularly in Nigeria. We examine how scholars have reconceptualised early childhood education (ECE) policy and research and how this provides insights into making education primarily liberatory and child-centred, rather than transactional, in Nigeria. We advocate the importance of recognising children as active participants in research and policy formulation and emphasise the role of stakeholders, including government agencies, educators, researchers, and families, in shaping a more inclusive ECE system in Nigeria.

Oliver-Barceló, M., Morcillo, V., Ferrer-Ribot, M., & Pinya, C. (2026). **Competencies of Early Childhood Teachers: A Scoping Review**. *Review of Educational Research*, *96*(5), 2015-2061. https://doi.org/10.3102/00346543251376355

Quality education relies on excellent teaching practices, which require continuous adaptation of curricular frameworks to evolving educational contexts. However, early childhood teaching competencies remain insufficiently explored in current literature. This systematic scoping review analyzes 58 studies, including both comprehensive competency frameworks and research focused on the development of single teaching competencies. The review reveals that psychopedagogical competencies are the most frequently addressed, followed by emotional support and reflective practice, while collaborative competencies are less commonly emphasized. The analysis highlights a growing interest in competencies aligned with the sustainable development goals, particularly inclusion and equity. These findings offer relevant insights for refining competency frameworks and improving initial teacher education. They also underscore the importance of integrating reflective, emotional, and context-responsive training approaches to better prepare future ECE teachers for the complex demands of their profession.

Petraki, E., Chapman, B. L., & Ross, A. S. (2026). **Readiness and adoption of generative AI in K-12 education: Perspectives from Australian teachers**. *Education and Information Technologies*, *31*(15), 7305-7328. https://doi.org/10.1007/s10639-026-14061-6

The unprecedented evolution of generative artificial intelligence (GenAI) tools has had an enormous impact on educational practices, on teachers' and students' approaches to learning and their attitudes toward educational technologies. Emerging research reveals mixed perceptions among educators and learners, highlighting the potential of GenAI for transforming pedagogies, tailoring feedback and enhancing personalised learning while expressing concerns about data privacy and academic integrity. A consistent theme across studies is the urgent need to understand teachers' abilities and dispositions toward GenAI adoption to develop systematic training on teachers' GenAI literacy skills and align with evolving policy frameworks and context demands. This study fills this gap by investigating Australian teachers' GenAI readiness and current use of GenAI tools two years after their emergence. Using a survey instrument, the findings indicate moderate levels of GenAI preparedness, revealing a significant gap between teachers' reported confidence in using GenAI and its actual integration into their practice. These results underscore the importance of targeted professional development to increase teachers' digital literacy and foster meaningful adoption. The study offers actionable recommendations to support educators in navigating GenAI's growing role in teaching and learning.

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

Pietarinen, T., Sormunen, K., Mannila, L., & Roos, T. (2026). **Teachers' emotions and perceptions related to ChatGPT**. *Education and Information Technologies*, *31*(15), 7147-7172. https://doi.org/10.1007/s10639-026-14074-1
Generative AI has entered classrooms especially in the form of chatbots such as ChatGPT, possibly the best-known platform for AI-based text and content creation. Perceptions and emotions of these novel systems influence their usage and AI-related activities, and are therefore of great interest to ensure establishment of appropriate educational practices with distinct AI systems. However, understanding of teachers' perceptions and emotions with respect to generative AI is rather limited. Prior research on AI has mainly focused on discrete or one-dimensional representations of emotions towards AI, typically focusing on their valence (positive-negative). In this study, teachers' self-reported, authentic emotions towards generative AI in a school context are explored by a combination of discrete and two-dimensional representation, expanding the one-dimensional representations by considering a measure of the arousal (active–passive) dimension in addition to valence. The results of this study indicate variation in teachers' emotions and perceptions, highlighting that teachers with more experience with generative AI reflect more positive and active perceptions towards AI than less experienced teachers. These findings contribute to the currently limited understanding of teacher emotions and perceptions towards generative AI in the educational context.

Polo, C., & Lund, K. (2026). **Emotion regulation as an interactional achievement: the case of kairos emergence in educational philosophical dialogue**. *European Journal of Psychology of Education*, *41*(3), 88. https://doi.org/10.1007/s10212-026-01154-6
Dialogic approaches to education have become the new predominant paradigm in socio-cultural perspectives on learning (e.g., Alexander, 2020). Yet little research has addressed emotion regulation of educational dialogues in relation to cognitive progress. The practice of Community of Philosophical Inquiry (CPI) with children offers a golden opportunity to investigate this literature gap. CPI aims at fostering reasoning thanks to kairos, these opportune, disruptive contributions that, when appropriately taken up, improve problem understanding. Such a

process relies on astonishment, an inseparably cognitive-affective way to welcome and elaborate kairos (Thiévenaz, 2016). We focus on the affective dimension of taking advantage of kairos opportunities. On the basis of 8 video-taped CPI sessions in diverse contexts, involving French primary and secondary school students, and recorded in 2015–2018, we identify when kairos arises and compare the ways in which participants react emotionally to kairos. We also illustrate the educational outcomes provoked by specific reactions. Using qualitative and multimodal linguistic analysis (Mondada, 2016), we empirically define 6 typical scenarios of kairos emotion regulation, specify the resources that they require, the goals that they allow to achieve, and how they echo the strategies of the model of emotion regulation in achievement situations (Harley et al., 2019). A deep analysis of a short excerpt of dialogue illustrates how the emotional emphasis of kairos sets the ground for its further exploitation for collective reasoning. Our work offers a better understanding of the role of emotions in educational dialogues and points out the interactional nature of emotion regulation.

Polydoros, G., & Antoniou, A.-S. (2026). **Gifted students in education: a systematic literature review of identification, support strategies, and socio-emotional needs**. *European Journal of Psychology of Education*, *41*(3), 114. https://doi.org/10.1007/s10212-026-01173-3
This systematic literature review synthesizes contemporary international literature (2014–2025) on the identification, educational support, and socio-emotional development of gifted students in school settings. The sixteen included sources comprise empirical studies together with a smaller number of conceptual, review, commentary, and professional-framework publications retained for their direct contribution to the review questions. Across this evidence base, the literature documents an ongoing shift from IQ-centered identification toward more equitable, multi-criteria approaches (e.g., teacher-informed observations, performance-based evidence, dynamic assessment, and strength-based/positive psychology frameworks), with particular relevance for culturally, linguistically, and economically diverse learners and twice-exceptional (2e) students. Identification is positioned as an access pathway that shapes eligibility for enrichment and the extent to which socio-emotional learning (SEL) is planned and delivered in a systematic, needs-based manner. The included literature indicates that differentiated curricula, enrichment, and educator professional development can support engagement, achievement, and student identity, while socio-emotional interventions (including SEL-oriented provision, bibliotherapy, and inclusive practices) may contribute to resilience and well-being. The review concludes that effective gifted education requires integrated policies and school planning that align identification decisions with coordinated academic and socio-emotional supports, particularly to reduce under-identification and under-service of underrepresented and 2e learners.

Pov, S., Kawai, N., Omori, M., & Murakami, R. (2026). **Effects of individual- and school-level factors on Cambodian teachers' attitudes towards inclusion: a two-level hierarchical linear model**. *International Journal of Inclusive Education*, *30*(12), 3885-3901. https://doi.org/10.1080/13603116.2025.2610658
In Cambodia, students with disabilities face significant barriers to accessing and completing general education and achieving full inclusion in regular schools, highlighting critical concerns about teachers' attitudes and perceived barriers to inclusion. This study examined teachers' attitudes towards inclusion and assessed the individual- and school-level factors that significantly shaped these attitudes. It involved 1008 regular primary school teachers from 236 schools across Cambodia. The Teachers' Attitudes Towards Inclusion Scale (TATIS) was utilised as the research instrument. The data analysis included descriptive statistics, Exploratory Factor Analysis (EFA),

reliability tests, and a two-level Hierarchical Linear Model (HLM). The EFA results confirmed the five-factor structure of the Cambodian TATIS. Findings revealed that teachers generally held moderate attitudes towards inclusion, despite reporting the least positive attitudes regarding their professional training. Their attitudes were significantly predicted by their educational levels, experience with inclusive education training, and confidence in teaching students with disabilities. Teachers in schools with inclusive education programmes and those in rural areas reported more positive attitudes than their counterparts. The study discusses practical implications for improving teachers' attitudes towards inclusion.

Rabinowitz, L., & Tondreau, A. (2026). **Deconstructing representations of reading disability: critical literacy book clubs for literacy specialists**. *Oxford Review of Education*, *52*(6), 827-847. https://doi.org/10.1080/03054985.2025.2580640
Despite renewed attention to dyslexia in the science of reading debate, how teachers discuss representations of reading disabilities in children's literature is often overlooked. This article shares findings on literacy specialist graduate students' use of critical literacy in book clubs to analyse texts representing individuals with reading disabilities. Centring reading disability as an identity worthy of study, findings suggested that participants were able to use critical literacy strategies to critique and question text representation. They benefited from scaffolding tools, instructor feedback and small group interaction. Drawing on the different frameworks for dyslexia presented in the course, participants exhibited nonbinary thinking, defining dyslexia through a complex embodiment stance.

Ramchoun, H., & Dkhissi, A. (2026). **Enseignement supérieur, massification et pédagogie inversée : représentations des enseignants et prédisposition au changement**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8i
À la suite du développement des technologies de l'information et aux mutations que connait la clientèle étudiante, l'université marocaine est invitée à innover pour relever simultanément les défis pédagogiques, technologiques et organisationnels qui en découlent. L'enseignement supérieur est censé évoluer vers des dispositifs hybrides telle la classe inversée. Notre étude vise à appréhender la représentation que s'en font les enseignants eu égard à ses enjeux et à ses limites, tout en examinant leur prédisposition au changement. On a adopté une méthode mixte, il en ressort que les enseignants reconnaissent le potentiel de cette approche en termes de différenciation pédagogique, d'apprentissage collaboratif et d'autonomisation de l'étudiant. Elle œuvre également en faveur de la motivation et de la responsabilisation des étudiants qui rechignent à se mettre au travail. Les contraintes majeures de ce dispositif relèvent de son aspect technique et technologique.

Révauger, G. (2026). **Language contact awareness in a multilingual environment: The perception of cross-linguistic similarities by pre-service English EFL teachers**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 69-93. https://doi.org/10.26443/mje/rsem.v60i3.10366
Admettre et discuter des contacts linguistiques dans un environnement multilingue tel que celui de La Réunion pourrait faciliter l'enseignement des langues et permettre aux apprenants de devenir plus autonomes. Exploiter les similarités linguistiques nécessite que les enseignants perçoivent ces liens. Considérant l'anglais comme une langue passerelle, cette étude vise à identifier les liens reconnus par dix-neuf enseignants d'anglais en formation initiale. Les données recueillies sont issues d'éléments de biographies langagières et de la réalisation d'exercices

contrastifs. Une étude qualitative effectuée à l'aide d'un codage manuel a ensuite permis l'analyse des contacts linguistiques identifiés. Les résultats soulignent la riche diversité des similarités reconnues, mais ils suggèrent également que la perception d'éléments tangibles peut parfois être remplacée par des hypothèses plus fragiles.

Riley, T., Meston, T., & Cutler, C. (2026). **Creating confirming classrooms: Indigenous expertise in inclusive pedagogies and policy transformation**. *International Journal of Inclusive Education*, *30*(12), 3525-3541. https://doi.org/10.1080/13603116.2025.2591678
Across Australia, Canada, Aotearoa (New Zealand), and the United States, Indigenous students continue to face racism, stereotyping, and systemic exclusion within schooling systems. These experiences contribute to widespread disengagement, anxiety, and educational underachievement. While teachers are tasked with fostering safe and inclusive classrooms, many lack the cultural knowledge and critical reflexivity required to address these harms effectively. This study adopts an Indigenous phenomenological approach to explore how sixteen Indigenous educational scholars understand and enact inclusive, culturally responsive pedagogy. Participants were selected based on their identification as Indigenous and their expertise in curriculum, teacher education, and policy. Although informed by international perspectives, the findings are primarily situated within the Australian context. Through the analysis of expert testimony, the study identifies key strategies for transformation, including the development of critical reflexivity, the use of storytelling as relational pedagogy, culturally accountable role-modelling, and policy frameworks that enable systemic change. These elements are positioned as essential to countering educational inequities and embedding Indigenous knowledges and values at the heart of practice. By foregrounding Indigenous voices, this study contributes to a relational, decolonial framework for educational renewal – one that benefits not only Indigenous learners, but all students in increasingly diverse educational settings.

Rizki, I. A., & Yates, A. (2026). **Classroom digital game integration practices framework: exploring science teachers' constructivist beliefs and digital game-based learning practices**. *Education and Information Technologies*, *31*(15), 6873-6899. https://doi.org/10.1007/s10639-026-14062-5
Despite growing evidence of the effectiveness of digital game-based learning (DGBL) and the recognised influence of teachers' pedagogical beliefs on technology integration, research on how constructivist beliefs are enacted in actual classroom DGBL practices is still needed. This study explores how science teachers' student-centred pedagogical beliefs are enacted in their integration of DGBL within classroom practices. By employing a multiple case study design, five Indonesian high school science teachers were purposively selected based on their strong student-centred orientations and experience with DGBL. Data were gathered through classroom observations, document analysis, and a questionnaire, and analysed using reflexive thematic analysis. Findings revealed two distinct patterns of DGBL integration practice: parallel practice (where digital games were used primarily for assessment apart from constructivist instruction) and integrated practice (where digital games are seamlessly embedded within constructivist teaching). This study also developed the Classroom Digital Game Integration Practices (CDGIP) framework, which classifies teachers' DGBL practices into four categories: delivery, supplementary, enhancement, and transformative, based on the pedagogical role of digital games. By applying this framework, the study found that integrated practices align with enhancement and transformative categories, whereas parallel practices remain largely supplementary. While participating teachers espouse strong constructivist beliefs, their actual DGBL implementations vary, indicating that the juxtaposition of beliefs and practice is not always

directly reflected in classroom enactment. The findings carry important implications for teacher professional development, highlighting the need for deeper pedagogical training in using digital games to support student-centred learning goals.

Rodriguez, N., Ferris, E., O'Neill, P., Pantano, N., & Rey, C. (2026). **Toward a Better Understanding of Meaningful Differences in the Adapted Alternating Treatments Design**. *Journal of Behavioral Education*, *35*(3), 1334-1354. https://doi.org/10.1007/s10864-025-09607-6
The adapted alternating treatments design (AATD) is a single-case experimental design often used to compare the efficiency of different teaching procedures. Despite a growing body of research using AATD, it remains unknown whether matched instructional sets produce comparable acquisition rates when there is no difference in teaching procedures. This study explored natural differences in acquisition rates across matched instructional sets using identical teaching procedures. Target sets were equated for difficulty using a multi-step logical analysis that considered number of syllables, initial consonant sounds, overlapping sounds, articulation errors, visual complexity (for tacts and receptive identification), and within-set disparity. Eight children with autism were taught sight words, tacts, or receptive identification, and results were evaluated across two mastery criteria. Findings revealed that even when identical teaching procedures were used, one instructional set often reached mastery first by a median difference of 4 sessions to criterion for the stringent criterion and 3 for the lenient criterion (range, 0 to > 20). Had this occurred in a typical AATD comparing teaching procedures, the effect may have been misattributed to the procedure. These findings highlight the importance of considering the magnitude of the difference, as well as replication, when using AATD and suggest guidelines for determining meaningful differences in future research.

Saadi, N. (2026). **L'image au service de la pensée critique dans deux lycées marocains**. *Revue internationale d'éducation de Sèvres*, (101), 17-19. https://doi.org/10.4000/16wy3
Au Maroc, comme dans de nombreux systèmes éducatifs du Sud global, le secondaire reste traversé par une tension structurelle entre des prescriptions officielles modernisantes et des pratiques pédagogiques héritées, où la transmission verticale des savoirs prime sur la construction d'une pensée autonome. Les réformes successives, souvent dictées par le haut, peinent à rétablir le lien entre les savoirs scolaires et les réalités vécues des élèves. Parmi les matières concernées, le français lang...

Sandoval, C. (2026). **Problems of Practice and Practicing Problems: Examining Problem Work in Educational Improvement**. *American Educational Research Journal*, *63*(4), 835-871. https://doi.org/10.3102/00028312261435184
Educational improvement approaches prioritize solving problems to improve educational systems. However, scholarship often constrains problems to the initiation of improvement efforts. This study examined problem work to understand how ongoing production of and engagement with problems enables problem solving in educational improvement. Drawing on process views of problems and temporality, I analyzed 94 stories from 13 data conversations in a teacher-preparation networked improvement community. I found that problem work that enabled robust problem solving often required orientations to future possibilities that reframe past actions and evaluate present conditions. However, future-oriented problem work was rare, emerging when educators experienced significant dissatisfaction and had historical familiarity with data. This study offers practical insights for generating productive problem solving in educational improvement.

Schmidt, M. C. S., & Carrington, S. (2026). **Comparative analysis of inclusive education policies and practices in Denmark and Australia**. *International Journal of Inclusive Education*, *30*(12), 3748-3764. https://doi.org/10.1080/13603116.2025.2596978
This study explores the international progress in advancing inclusive education in Denmark and Australia, and considers how the cultural, historical, economic and political factors impact on translating inclusive education policy into practice. Drawing on theoretical frameworks of Bartlett and Vavrus (2009) and Artiles and Dyson (2005), we analysed data from international and national documents, reports and research on inclusion policies and practices in both countries. Each country case is analysed individually to understand the specific contexts that influence inclusion policies and practices, followed by a cross-case analysis to identify patterns and differences. Our findings trace the connections between international, national and local forces that influence the development of inclusive education in both countries. The comparative case study reveals that both Denmark and Australia acknowledge professional collaboration and local leadership in promoting inclusive education. However, despite these countries' endorsement of inclusive education principles, challenges remain due to political rationales influenced by global neoliberal ideologies. Our attention to international, national and local levels of influence support a more systematic understanding of the scientific, pragmatic and global factors, and the relationship between those factors to impact inclusive education progress.

Sharma, S. (2026). **Comparing AI and human peer feedback in assessment: Evaluating feedback quality, engagement, and learning across project-based stages**. *Education and Information Technologies*, *31*(16), 8573-8597. https://doi.org/10.1007/s10639-026-14127-5
This study compares how students experience and act on feedback when working with an artificial intelligence (AI) peer and a human peer in a project-based assessment. Conducted in upper-level data science courses, the research used a mixed-methods design informed by Feedback Literacy, Evaluative Judgment, and Learning Engagement theories. A total of 103 students completed two equivalent projects, one with a human peer and one with an AI peer, across five stages: ideation, design, coding, debugging, and reflection. Quantitative results showed that AI feedback was rated higher for usefulness, quality, uptake, and trustworthiness, while human feedback supported stronger emotional and social engagement. Qualitative findings revealed that students viewed AI feedback as immediate and practical but sometimes lacking empathy, whereas human feedback provided motivation and mutual understanding. The study concludes that AI and human peers contribute complementary strengths to assessment, with AI enhancing iterative improvement and human peers promoting reflection and collaborative dialogue in learning.

Shi, Y., Chen, Z., Wang, Z., Zheng, Q., Wang, M., & Li, Z. (2026). **How do instructors' attention and proximity influence students' verbal engagement in higher education? insights from an AI-driven multimodal teaching behavior analytics system**. *Education and Information Technologies*, *31*(15), 6701-6730. https://doi.org/10.1007/s10639-026-14053-6
Instructors' attention and proximity serve as visual social cues that enhance sensory stimulation for students, potentially influencing their verbal engagement in the classroom. However, large-scale observational studies on instructors' attention and proximity in relation to students' verbal engagement in authentic higher education classrooms are still relatively scarce. Multimodal analytics techniques powered by artificial intelligence (AI) offer a continuous, non-intrusive

method for capturing these social interactions across multiple lessons. This study developed and employed an AI-driven multimodal teaching behavior analytics system (E-course) to examine how instructors' attention and proximity influence students' verbal engagement (behavioral and emotional dimensions) in higher education. E-course integrates synchronized audio and image data streams to detect instructor attention and proximity, and to identify student speakers (verbal behavioral engagement) and vocal emotions (verbal emotional engagement). By analyzing 113 instructional videos from eight courses over a semester, the system generated 94,858 events for detailed statistical analysis. Results showed that instructors' attention to students positively influenced students' verbal behavioral engagement, while proximity to students negatively affected it. Additionally, proximity to students had a positive effect on neutral verbal emotional engagement. These findings offer insights into the role of attention and proximity in shaping students' verbal engagement through multimodal analytics.

Shmoys, R., McCormick, S., Bretas, S., Ready, D. D., McCarty, G., & Matulewicz, E. (2026). **The Dosage Dilemma: Implementation Evidence on the Barriers to High-Dosage Tutoring**. *Educational Researcher*, *55*(7), 432-441. https://doi.org/10.3102/0013189X261437761
Although substantial evidence supports tutoring's efficacy, student participation rates in tutoring programs rarely reach desired levels. Our mixed-methods study examines implementation challenges across three in-school tutoring delivery models: live in person, live virtual, and artificial intelligence (AI) virtual. Drawing on student-level dosage data and qualitative evidence, we find that dosage rates across implementations were quite low. All programs faced challenges with scheduling and tutor quality. The in-person model suffered inadequate tutor/teacher communications and the difficulty of limiting tutoring to targeted students, and both virtual models faced persistent challenges with technology. Additionally, the AI-based model was hindered by the absence of meaningful adult/student relationships. We conclude that the implementation barriers we identify are addressable, putting high-dosage tutoring within reach.

Simms, W., Hall, K., McCunn, L., Holmes, M., Simms, L., Thompson, H., & Vieira, A. (2026). **Using Children's Picture Books to Introduce Climate Change Pedagogies in Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 104-130. https://doi.org/10.53967/cje-rce.7469
The Accord on Education for a Sustainable Future recognizes that Canadian teacher education programs have a social and ethical responsibility to respond to the climate crisis. The Accord outlines six principles—the importance of Indigenous ways of knowing, being, and doing; relationality; social justice; well-being; advocacy; and hope. A sample of picture books was identified and systematically reviewed to help operationalize the principles of the Accord. Each book was scored on how visible the principles were, and factors for climate anxiety were identified as present/absent. The analysis of picture books through the lens of climate anxiety responds to a gap in the research. A curated list of 60 picture books is offered to introduce pre-service teachers to best practices in climate change education. When teachers know what to look for, they can carefully and intentionally select a collection of picture books to anchor challenging conversations about the climate crisis, climate emotions, climate action, and climate justice.

Soares, R. (2026). **Défis de l'enseignement critique de l'éducation inclusive dans la formation du personnel enseignant : récit d'une professeure minorisée dans le contexte de l'université libérale**

canadienne. *La nouvelle revue - Éducation et société inclusives*, (105), 217-232. https://doi.org/10.3917/nresi.105.0217
La littérature souligne l'importance de l'enseignement de l'éducation inclusive et de l'Équité, diversité et inclusion (EDI) dans la formation enseignante, mais aborde peu les défis concrets. S'inspirant du Scholarship of Teaching and Learning (SoTL), cet article propose une analyse réflexive de mon expérience comme professeure d'EDI dans un programme de formation à l'enseignement en français en Ontario. À partir d'une démarche réflexive de situations vécues en classe, la réflexion met en évidence des tensions liées à quatre éléments interreliés : qui est la personne enseignante, qui sont les personnes étudiantes, quel est le sujet enseigné et quelles sont les approches pédagogiques. Ancrée dans les approches critiques en éducation, l'analyse montre comment ces éléments, traversés par des rapports de pouvoir, façonnent les dynamiques pédagogiques et rendent visibles les défis spécifiques des personnes enseignantes minorisées.

Southière, M. (2026). ***Les rôles de la personne enseignante et de l'élève dans la pédagogie par projet*** (Mémoire de Maîtrise en enseignement primaire et préscolaire, Université de Sherbrooke). https://doi.org/10.71892/11143/1522
Cet essai porte sur les rôles de la personne enseignante et de l'élève dans la pédagogie par projet (PPP) au primaire, en s'appuyant sur une étude réalisée dans un milieu scolaire alternatif où cette approche est centrale. Bien que la PPP soit reconnue pour favoriser l'engagement et les apprentissages, sa mise en œuvre demeure complexe, notamment en raison d'un manque de formalisation des rôles associés aux différentes étapes du projet . L'objectif de cette recherche est de décrire et clarifier les rôles de l'enseignant et de l'élève en fonction des étapes de la PPP, afin de soutenir une pratique plus cohérente et partagée. Pour ce faire, l'étude mobilise plusieurs modèles théoriques (notamment ceux de Proulx, Pan et al., Arpin et Capra, et Markham et al.) et adopte une méthodologie qualitative descriptive interprétative basée sur l'analyse de pratiques de trois enseignantes. Les résultats mettent en évidence une diversité de rôles, mais aussi des constantes interparticipantes, permettant de dégager un modèle commun structuré en cinq étapes : Exploration Précision Réalisation Présentation publique Retour réflexif et intégration À chacune de ces étapes sont associés des rôles spécifiques pour l'enseignant et pour l'élève. Cette recherche contribue à : Formaliser des savoirs professionnels issus de la pratique Clarifier les rôles pour favoriser une mise en œuvre efficace de la PPP Soutenir la cohérence des pratiques au sein des équipes-écoles Elle met également en lumière l'importance d'un arrimage entre théorie et pratique, ainsi que la nécessité de poursuivre la recherche sur les rôles en contexte réel.

Tardif Bourgoin, F. (2026). ***Les entretiens d'explicitation : explorer les pratiques et leur donner du sens***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-entretiens-dexplicitation/86702
Taş, T., & Çetin, E. (2026). **Cultivating social acceptance by seeing the unseen: disability representation in Turkish EFL textbooks**. *International Journal of Inclusive Education*, *30*(12), 3507-3524. https://doi.org/10.1080/13603116.2025.2589300
This study investigates disability representation in 23 Turkish EFL textbooks and examines the perspectives of two textbook writers on incorporating disability-related materials. The findings reveal that whilst the inclusion of disability in both visuals and texts is a positive step towards social acceptance, the representation predominantly features physical disabilities, with a limited focus on sensory and neurodevelopmental disabilities. This imbalance may restrict students'

understanding of the diversity of disability types. Positive contexts, such as sports and hobbies, were found to promote social acceptance, whereas negative contexts, like medical treatments, might hinder inclusive attitudes. The textbook writers expressed positive attitudes towards incorporating disability-related content but also highlighted the challenges they faced. It is discussed that although the Turkish context takes a step towards disability representation in school textbooks, there is still a need for more balanced and inclusive representations to cultivate greater social acceptance.

Tessier, V., & Mailhot-Léonard, M. (2026). **L'évaluation pour l'apprentissage en atelier**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8o
Cet article aborde les défis de l'évaluation des projets dans les ateliers des disciplines de l'aménagement enseignées dans une institution d'enseignement supérieur (design industriel, design d'intérieur, architecture, architecture de paysage et urbanisme). L'apprentissage en atelier est centré sur l'exploration et le dialogue en tant que moyen d'échange entre étudiants et enseignants sur le développement du projet. Ces particularités entraînent des défis particuliers pour les dynamiques d'atelier en lien avec l'évaluation, comme un manque de cohérence, des interprétations variables et de l'incompréhension de la part des étudiants. L'étude propose d'investiguer l'évaluation pour l'apprentissage au sein des ateliers à travers une enquête sur les pratiques d'évaluation utilisées et des consultations auprès de la communauté académique. L'analyse a mené à comprendre les rapprochements entre processus de projet et processus d'évaluation. La discussion est dirigée vers les visées de l'évaluation en atelier afin d'optimiser les apprentissages des personnes étudiantes grâce à l'évaluation : l'appropriation, la rétroaction continue et la clarté. Nous mettons également en évidence les phases du processus d'évaluation – planification, conception et communication – et l'importance de s'articuler avec le processus itératif de projet. En conclusion, l'article préconise une approche constructive de l'évaluation en soutien aux expériences d'apprentissage des personnes en formation dans les ateliers.

Tincani, M. (2026). **The Inductive-Deductive Research Continuum and Single-Case Experimental Design**. *Journal of Behavioral Education*, *35*(3), 1797-1806. https://doi.org/10.1007/s10864-026-09625-y
Few contemporary single-case experimental design (SCED) studies are purely inductive; inductive studies seek to explore and discover new environment-behavior relations. Rather, most contemporary SCED studies are more deductive as they evaluate and confirm whether standardized intervention approaches, based on established principles of behavior, improve socially significant responses. Recognition of an inductive-deductive research continuum in SCED discloses potential researcher biases, supports transparent research and reporting practices, and prevents questionable research practices. SCED researchers have historically eschewed hypothesis testing. As a result, contemporary SCED researchers may not disclose explicit research questions, including questions that indicate a study's predicted direction of behavior change. However, research questions for more inductive and exploratory studies are best framed as open-ended (i.e., what are the effects of X on Y?), whereas research questions for more deductive and confirmatory studies are best framed directionally (e.g., will X improve Y?). If researchers have a hypothesis or prediction about the nature of results, they should explicitly state this prior to the study.

Tsiouri, E. (2026). **Who Sets the Boundaries in the Classroom? Discipline, Authority, and the Roles of Teachers, Students, and Parents in Contemporary Primary Education**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 309-334. https://doi.org/10.59324/ejceel.2026.4(5).13

Debates about school discipline are often organised around a false opposition between firm teacher control and democratic, student-centred education. This purposive conceptual integrative review reframes the problem by distinguishing authoritarian control, permissiveness, controlling structure, and autonomy-supportive structure. Targeted literature searches conducted during August-September 2026 drew on ERIC, PubMed, publisher and journal platforms, and backward/forward citation searching, with priority given to systematic reviews, meta-analyses, recent reviews, and primary- or elementary-specific evidence where available. The synthesis develops a Pedagogical Boundary Framework (PBF) for primary education comprising four analytically distinct but mutually conditioning dimensions: legitimate authority, predictable structure, student agency, and differentiated responsibility. Its distinctive contribution is to connect psychological evidence on structure and autonomy with institutional questions of jurisdiction, participation-rights scholarship, and family-school role differentiation. The framework further treats classroom regulation developmentally: adult regulation is progressively shared through co-regulation and self-regulation toward responsible autonomy, while recognising that higher risk, novelty, or task complexity can require renewed scaffolding. Empirical findings are distinguished from conceptual integrations and normative/institutional propositions. Culture, inclusion, and equity are treated as constitutive tests of boundary legitimacy rather than peripheral qualifications. Six researchable propositions and candidate indicators are proposed to support future empirical testing. The PBF is presented as a conceptual synthesis, not as a validated measurement model.

Vat, V., Chea, D., Sok, K., Kong, B., & Sam, R. (2026). **Stakeholder Perceptions of Quality Assurance and Its Impact on Educational Quality: A Systematic Review**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 22-69. https://doi.org/10.59324/ejceel.2026.4(5).03

Quality assurance (QA) has become a strategic priority in higher education as institutions seek to improve educational quality, enhance accountability, and respond to the expectations of diverse stakeholders. Students, academic staff, employers, administrators, policymakers, and external accreditation agencies are increasingly recognized as key contributors to the effectiveness of quality assurance systems. However, existing studies report varying stakeholder perceptions regarding the implementation, effectiveness, and outcomes of QA practices across different educational contexts. This systematic review synthesizes current evidence on stakeholder perceptions of quality assurance and its impact on educational quality. This review aims to (1) examine stakeholders' perceptions of quality assurance, (2) identify the factors influencing the effectiveness of quality assurance systems, (3) analyze the impact of stakeholder engagement on educational quality, and (4) identify common challenges and strategies for strengthening quality assurance practices. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines, 35 studies published between 2021 and 2026 were systematically reviewed. The selected studies employed qualitative, quantitative, mixed-methods, and systematic review designs across diverse higher education contexts in Asia, Africa, Europe, and Australia. The findings reveal six major themes: (1) stakeholder engagement as a foundation for effective quality assurance; (2) stakeholder perceptions of quality assurance practices; (3) determinants of quality assurance effectiveness; (4) the impact of quality assurance on educational quality and institutional performance; (5) challenges in implementing quality

assurance systems; and (6) strategies for strengthening quality assurance through leadership, quality culture, continuous professional development, technology integration, and participatory governance. Overall, the review demonstrates that meaningful stakeholder participation significantly enhances institutional quality culture, supports continuous improvement, improves teaching and learning, strengthens curriculum relevance, and contributes to better institutional performance. Nevertheless, inadequate resources, limited stakeholder participation, weak communication, insufficient leadership support, and compliance-oriented quality assurance practices remain persistent barriers. The review concludes that sustainable educational quality depends on quality assurance systems that prioritize stakeholder collaboration, evidence-based decision-making, and continuous improvement rather than regulatory compliance alone. These findings provide practical implications for higher education leaders, quality assurance practitioners, and policy makers seeking to develop more inclusive and effective quality assurance systems.

Vérité, B. (2026). ***Penser depuis un environnement pluriel la formation à l'inclusion scolaire en école maternelle : étude du recours à un tarot philosophique, entre bricolage méthodologique et autoformation*** (Theses, Université d'Orléans). Consulté à l'adresse https://theses.hal.science/tel-05785449

Cette thèse s'ancre dans une actualité institutionnelle de l'Éducation nationale, celui de « l'Acte II » de l'école inclusive. Le 26 avril 2023 se tenait la Conférence Nationale du Handicap (CNH) pour engager ce deuxième acte de l'école inclusive, et durant laquelle des mesures pour l'enseignement ont été adoptés. Cet « Acte II » doit permettre d'évaluer les besoins des élèves en situation de handicap (orientation et accompagnement), les dispositifs d'inclusion scolaire sur l'ensemble du territoire, et permettre le rapprochement des structures médicosociales avec les établissements scolaires. Cette recherche doctorale s'articule autour de deux axes. D'une part, une réflexion autour de la prise en compte du corps de l'élève en situation de handicap au sein de la classe d'un point du vue psychique (dimension thérapeutique, existentielle, environnementale...) et physiologique (corporel, besoins biologiques, handicap) ; d'autre part, une approche systémique de la prise en charge de l'enfant en situation de handicap en classe à partir de l'action des différents professionnels des structures médico-sociales, les thérapeutes, les rééducateurs et les éducateurs qui travaillent en lien avec les professeurs des écoles. Cette analyse se réalise autour du discours institutionnel du « Devenir élève » et dans le cadre d'une recherche-action-formation. Afin de catalyser la réflexivité des enseignantes de maternelle impliquées dans cette recherche, la chercheuse a créé un nouvel espace symbolique s'appuyant sur un tarot philosophique, « Le Jeu du Phénix » crée par le philosophe Vincent Cespedes, pour analyser leurs pratiques professionnelles. L'adoption de ce jeu, comme outil d'analyse, émerge d'une démarche inductive voire abductive et d'un élan créatif. Ce dispositif, adapté aux contraintes de terrain, tire parti de la finesse conceptuelle de ce jeu. Tout en restant attachée aux principes de rigueur scientifique, indispensable pour mener une recherche doctorale de qualité, ce tarot philosophique lui offre l'opportunité d'engager les professeures des écoles dans une réflexivité sur leurs méthodes pédagogiques. A travers cette recherche-action-formation, la chercheuse démontre comment le recours à un outil méthodologique non standardisé peut devenir une ressource épistémique en sciences sociales tout en ayant une visée transformative. Cette métamorphose éducative s'opère chez les enseignantes, les élèves et la chercheuse selon différents champs d'interaction professionnel, familial et institutionnel. Le jeu devient ainsi un outil pédagogique au bénéfice de l'école inclusive.

Villemagne, C., & Molina, E. C. (2026). **Être préparé à enseigner les questions d'environnement : formation perçue et besoins de formation des finissant[e]s d'un programme de formation initiale à l'enseignement**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 81-103. https://doi.org/10.53967/cje-rce.6955
This diagnostic study examines the extent to which environmental issues and environmental education are incorporated into the curriculum of the Bachelor's program in Special and Social Adaptation (BASS). This investigation was carried out by surveying graduating students from a specific cohort. The study also explored the potential for integrating these topics into the program, based on the expectations and needs expressed by the students regarding desired educational objectives and their conceptualizations of the environment.A survey was administered, consisting primarily of Likert scale questions, with participation from a cohort of BASS graduates. The analysis revealed that the program offers limited learning opportunities related to environmental issues or environmental education throughout the students' academic trajectory. Nevertheless, as future educators, the respondents expressed a sense of responsibility to educate their pupils regarding attitudes and values aiming to improve the quality of their living environment. They also indicated a desire for more comprehensive training to effectively fulfill their role in promoting eco-citizenship among their pupils.

Wallenhorst, N., Turner, S., Hétier, R., Russi, L., Barnosky, A., Waters, C., … Zalasiewicz, J. (2026). **The Anthropocene as a conceptual tool for education**. *Anthropocene Review*. https://doi.org/10.1177/20530196261453824
In a world where facts are contested, the conceptual tool of the Anthropocene epoch – that is, the dramatic and clearly demonstrable ways humans have changed the Earth system trajectory since the mid-20th century – provides real value for society in general and for education in particular. As a unifying concept, it helps us (a) understand the transformed bioclimatic conditions in which we live, (b) appreciate how fragile they are, how rapidly they are shifting, and their implications for humanity, and (c) explain the importance of containing climatic, biological, and attendant societal runaway effects, through deeper understanding of the Earth system. The Anthropocene as an educational tool can illuminate the web of connections between these themes, but should remain at arm's length from calls to action.

Wang, F., Guo, L. P., & Zhang, Y. R. (2026). **From observation assessment to pedagogical decision-making: Capabilities and biases of LLMs in ECE Situational judgment tests**. *Education and Information Technologies*, *31*(15), 6901-6925. https://doi.org/10.1007/s10639-026-14060-7
This study systematically examines the capabilities and biases of large language models (LLMs) in early childhood education (ECE), focusing on child observation assessment and pedagogical decision-making. Using two validated situational judgment test (SJT) instruments, twelve leading Western and Chinese LLMs were evaluated across multiple developmental and instructional scenarios. Results indicate that LLMs demonstrate high stability and relatively strong performance in child observation assessment, particularly in identifying children's current developmental levels. However, performance declines in pedagogical decision-making tests that require value-laden judgments and complex trade-offs. While no significant differences were found between Chinese and Western models in overall scores, systematic cross-cultural differences emerged in value prioritization, such as emotional support, safety, and rule enforcement. Moreover, all models exhibited consistent decision-making biases, including limited developmental sensitivity, weak methodological awareness, and a preference for order maintenance. These findings suggest

that although LLMs hold potential as supportive tools in ECE, their use requires critical mediation to prevent misalignment with child-centered educational principles.

Wang, H., Xue, Z., Zhang, Y., & Hu, W. (2026). **Effects of the question wait time and question positions on scientific concept learning from video**. *Education and Information Technologies*, *31*(15), 7653-7675. https://doi.org/10.1007/s10639-026-14094-x
In teaching, students' thinking time after encountering a question plays a crucial role in students' subsequent learning. This study examined the effects of question wait time (automatically vs. manually controlled) and question positions (pre- vs. post-questions) in video-based learning, using eye-tracking technology to investigate attentional and cognitive processes. Participants (N = 116) were randomly assigned to one of the following conditions: automatically (automatic page turning after 2 s) and manually controlled wait time (after 3 s, students manually turn pages by clicking a button) for both pre-questions (before content delivery) and post-questions (after content delivery). The results demonstrated that extended pre-question wait time significantly reduced cognitive load, while extended wait time for both pre-questions and post-questions improved attention and learning performance. These findings suggest that strategic pauses allow students to better process information, engage in deeper cognitive processes, and consolidate knowledge.

Wang, Jiayu, Shen, W., Zhai, Y., Xie, X., & Li, L. (2026). **Group supervision in Chinese STEM laboratories: Doctoral students' experiences of resource-based apprenticeship**. *Higher Education*, *92*(3), 1609-1630. https://doi.org/10.1007/s10734-025-01589-8
Group supervision has increasingly become a common practice in doctoral education, generating extensive discussions worldwide. However, group supervision encompasses various meanings and refers to different practices in different contexts. Extending beyond the traditional focuses on intellectual synergy, formal arrangements, and pedagogical demands, this paper examines the significance of contextual factors, including national, educational, and disciplinary contexts, in shaping the structures and practices of group supervision. To showcase how group supervision is shaped by its context, we examined it in Chinese doctoral education within STEM laboratory settings, interviewing 33 doctoral students from eleven Chinese universities across 16 STEM disciplines. Our findings indicate that group supervision in Chinese laboratories functions as an interdependent, resource-based apprenticeship characterised by hierarchical relationships among supervisors and candidates. Research training within the laboratory is often resource-based. In particular, acting as the laboratory's principal investigator (PI), the principal supervisor possesses key resources, including funding, research projects, and experimental facilities. Co-supervisors, typically early-career researchers working in the laboratory group, leverage these resources to secure their own research projects and enhance their publication records. In exchange for access to the principal supervisor's resources, co-supervisors guide the principal supervisor's doctoral students, typically without an official supervisory title. Our findings also reveal both the benefits and challenges that such resource-based group supervision presents for candidates, co-supervisors, and principal supervisors. We hope this study illustrates the importance of contextualising discussions on group supervision, inspires targeted insights for improving group supervision policies, and benefits future comparative studies across national contexts.

Wang, Jing, & Li, H. (2026). **Enhancing programming learning in elementary school students through pair programming scripts based on productive failure theory**. *Education and Information Technologies*, *31*(16), 8037-8073. https://doi.org/10.1007/s10639-026-14109-7
Current programming education in elementary schools faces a critical challenge: students frequently encounter algorithmic failures but lack the problem-solving abilities and efficient collaboration skills to extract meaningful insights from these impasses. To address this, this study theoretically integrates Productive Failure (PF) theory, a seminal framework on learning from failures, with collaboration scripts theory. We developed and refined platform-embedded pair programming scripts to foster a "socio-emotional supportive environment" for elementary students facing cognitive impasses. We conducted a small-scale, exploratory Design-Based Research (DBR) encompassing three iterative cycles. Participants comprised 14 fourth-grade students (7 pairs) selected via purposive and stratified sampling based on prior computational interest and basic programming experience. Utilizing a convergent mixed-methods design, the study triangulated quantitative artifact scores, qualitative Lag Sequential Analysis (LSA) of collaborative dialogues, and self-reported emotional trajectories. The results demonstrated a statistically significant improvement in programming artifact quality from Cycle 1 to Cycle 3 ($p = .041$, Cohen's $d = 0.606$). Furthermore, LSA revealed that the optimized epistemic scripts successfully shifted peer interactions from superficial agreements to deep dual cyclic argumentation, safely activating the four core mechanisms of PF without inducing catastrophic cognitive overload. Concurrently, students exhibited a V-shaped recovery in failure attitude, ultimately fostering genuine failure resilience. While role-switching friction persisted under rigid temporal constraints, we propose a subtask-boundary-based switching rule—triggering role transitions at natural cognitive breakpoints rather than fixed temporal intervals—to preserve learners' cognitive flow in future implementations.

Wang, Q., Mousavi, A., & Lu, C. (2026). **Higher education teachers' assessment literacy in technology-assisted contexts: Development and validation of a holistic scale**. *Education and Information Technologies*, *31*(15), 7423-7459. https://doi.org/10.1007/s10639-026-14075-0
Using digital technologies in assessments has become a common practice among higher education teachers. This enriches the concept of teacher assessment literacy (AL), thus making it necessary to develop a new scale to measure higher education teachers' AL in technology-assisted contexts. Therefore, this study applied Onwuegbuzie et al.'s (2010) instrument development and construct validation (IDCV) process as a mixed methods framework to develop and validate a new scale. In Phases 1 to 5, the scale was developed based on the framework generated from the literature review and focus group interviews. Phases 6 to 9 involve quantitative and qualitative data analyses, as well as crossover analyses based on a sample of $N = 265$ higher education teachers in China. In Phase 10, both the product and the process were evaluated to help the researcher reflect on the research and discover areas for further improvement. The scale developed and validated in this study encompasses two parts: assessment knowledge and assessment competence. Results demonstrated that assessment competence in technology-assisted contexts is not simply measured by a total score, but a dynamic system composed of nine closely collaborative and interactive professional practices. This instrument and the accompanying reflections offer valuable insights for future research on integrated approaches to developing AL among higher education teachers.

Wolf, S., Ogan, A., K. Jasińska, K., Kembou, S., Cannanure, V. K., Whitehead, H., … Kumar, A. (2026). **Impacts of Targeted Instruction with Mobile-Based Support on Teachers and Students in**

Rural Côte d'Ivoire. *American Educational Research Journal*, *63*(4), 691-730. https://doi.org/10.3102/00028312261430679
We report results from a school-randomized trial examining a targeted instruction program ("Teaching at the Right Level") in Côte d'Ivoire implemented by teachers (N = 167 schools, 303 teachers, and 3,808 students). The program modestly improved literacy and numeracy learning levels (dw = .13, q = .013 and .27, q = .001) but had no statistically significant impacts on functional literacy and numeracy (dw = .08, q < .096 for both). After 2 years, 63 and 21% of children scored at the two lowest levels of literacy and numeracy, respectively. Learning gains were concentrated among children at the bottom of the distribution. Quantitative and qualitative data highlighted the importance of distinguishing between fluency and decoding or computational skills, teacher program knowledge, and barriers to and enablers of quality implementation.

Wright, T. S., & Bruner, L. (2026). **From Policy to Practice: Examining the Implementation and Impact of Michigan's Early Literacy Coaching Initiative**. *American Educational Research Journal*, *63*(5), 1019-1055. https://doi.org/10.3102/00028312261442944
This study examined the implementation and impact of literacy coaching under Michigan's Read by Grade Three law. Drawing on 1,330 coaching logs, 318 hours of classroom video, and 900 minutes of interviews, we investigated (a) whether coaching improved K–3 teachers' use of research-aligned literacy practices relative to a waitlist control group; (b) how coaches described the processes, content, and structure of their work; and (c) the opportunities and constraints they faced while implementing coaching within a statewide policy. Findings indicate that coaching supported teachers' instructional improvement and that high fidelity to research-aligned practices was achievable at scale, although shaped by local conditions—highlighting the need for policies that attend to context to maximize the impact of large-scale coaching initiatives.

Xu, J., Huang, Y., & Pi, Z. (2026). **Traditional search combined with problematizing prompts enhances scientific concept learning in simulation-based video lectures**. *Education and Information Technologies*, *31*(15), 6787-6811. https://doi.org/10.1007/s10639-026-14041-w
Information retrieval tools and metacognitive prompts, as forms of external regulation, provide timely interactivity that can support scientific concept understanding in simulated video lecture environments. This study examined the interactive effects of search types (traditional search vs. generative artificial intelligence (GenAI) search) and metacognitive prompts (structuring prompts vs. problematizing prompts) on students' scientific concept learning using eye-tracking and screen recording methods. A total of 95 Chinese undergraduate and graduate students (Mage = 20.83, SDage = 2.23) participated in an online learning task in the domain of gene expression biology. Analysis of variance (ANOVA) showed that participants exhibited higher fixation counts and longer dwell times on the metacognitive prompts area. Under the condition of traditional search combined with problematizing prompts, learners also made more saccades, demonstrated deeper self-monitoring behaviors, and achieved somewhat higher transfer. Together, these findings highlight the benefits of combining traditional search with problematizing prompts to support scientific concept understanding in simulation-based video lectures. Practically, educators should systematically embed well-designed metacognitive prompts, particularly problematizing prompts, into inquiry tasks to guide students in monitoring and reflecting on their learning processes. Furthermore, teachers should support students in effectively

using traditional search and GenAI search tools to locate relevant and reliable information that meets their individual needs.

Xue, Y., Moeyaert, M., Baek, E., Solomon, B. G., & Van den Noortgate, W. (2026). **Standardized Effect Sizes for Autocorrelated Single-Case Experimental Design Data: A Monte Carlo Simulation Study**. *Journal of Behavioral Education*, *35*(3), 1689-1726. https://doi.org/10.1007/s10864-025-09603-w
Two-stage individual participant data meta-analysis can be used for synthesizing intervention effects from single-case experimental design (SCED) studies. However, challenges arise when estimating standardized intervention effects in presence of autocorrelation. The current Monte Carlo simulation study examined statistical properties (i.e., relative bias, mean squared error, relative standard error bias, coverage proportion of the 95% confidence/credible intervals, statistical power, and Type I error rate) of estimating the standardization factors (i.e., white noise standard deviation or residual standard deviation), the autocorrelation parameter, and the standardized intervention effect size at Stage 1. In addition, we evaluated whether Bayesian estimation procedures with different sets of priors resulted in improved statistical properties compared to the traditional restricted maximum likelihood (REML) estimation. Results indicate that using white noise standard deviation is preferable compared to the residual standard deviation when autocorrelation is present, regardless of the estimation procedure. In terms of estimating autocorrelation and the standardized intervention effect, neither Bayesian nor REML estimation consistently outperformed across all examined statistical properties. Additionally, neither estimation method consistently demonstrated acceptable performance across all statistical properties. Specific recommendations for applied researchers and implications for future research are discussed.

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
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 Suvre 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

Zamorano, D., Alqassab, M., & Panadero, E. (2026). **Assessor versus assessee: a scoping review of the impact of peer assessment roles on cognitive, intrapersonal, and interpersonal outcomes**. *European Journal of Psychology of Education*, *41*(3), 90. https://doi.org/10.1007/s10212-026-01148-4
Peer assessment can shape students' learning across cognitive, intrapersonal, and interpersonal outcomes. When students participate in peer assessment, they can take on two distinct roles, as assessors or as assessees, each of which may shape their learning differently. However, only recently, there has been interest in comparing how each role contributes to students' learning.

This comparison comes with a challenge: students usually play both roles reciprocally, making it difficult to disentangle the effect of each. We conducted a scoping review to examine the methodological approaches, and the evidence generated from peer assessment studies comparing the effects of the assessor and assessee roles on cognitive, intrapersonal, and interpersonal learning outcomes. Our review identified 19 studies, most conducted in higher education contexts. They compared the differential impact on cognitive (n = 9), intrapersonal (n = 9), and interpersonal (n = 1) outcomes. Among the studies focusing on cognitive outcomes, a subset used designs that specifically isolated each role, yet even these produced inconsistent results: in some studies students acting as assessors outperformed assessees, while in others both roles led to similar gains. In contrast, research focusing on intrapersonal and interpersonal outcomes is largely exploratory, though it offers a useful foundation for developing more focused designs aimed at specific variables. We propose a set of guidelines for future research aimed at systematically disentangling the impact of the assessor and assessee roles on the three aforementioned outcomes.

Zhang, J. (2026). **Enhancing Chinese language skills through flipped classroom: the influence of engagement and technological accessibility**. *International Journal of Inclusive Education*, *30*(12), 3779-3796. https://doi.org/10.1080/13603116.2025.2598119
The flipped classroom (FC) instructional approach is a teaching reform model that promotes learner-centered and active participation. Given this, the research utilised a mixed-method approach to examine how it affects foreign learners' Chinese language proficiency, compromising technology accessibility as a moderating variable and student engagement as a mediating factor in language retention in the context of inclusive education. The study's participants were a sample of 363 foreign students and Chinese language instructors from six institutions were selected through stratified random sampling, and 92 of them participated in semi-structured interviews. Quantitative data were examined using Statistical Package for the Social Sciences (SPSS), while qualitative data were examined through NVivo-based thematic analysis. Results established that students' Chinese language proficiency is greatly improved by the flipped classroom. While proper technological accessibility improves learning efficiency, student engagement strengthens language retention. Results also revealed that self-paced learning improves vocabulary acquisition, teacher-student interaction helps students become more proficient speakers and listeners, and cultural immersion enhances contextual understanding and reading comprehension. Overall, the study contributes to the existing research on innovative pedagogical models in language instruction, indicating that incorporating technology, interactive instruction, and student engagement into the flipped classroom framework can significantly enhance Chinese language learning outcomes for foreign students.

Zhang, T., & Chen, X. (2026). **'Gifted education is more like icing on the cake': do teachers create differentiated learning opportunities for academically gifted readers in regular class teaching in China?** *International Journal of Inclusive Education*, *30*(12), 3797-3814. https://doi.org/10.1080/13603116.2025.2598120
This study examined if teachers provide differentiated learning opportunities geared towards the needs of gifted readers in regular class teaching in mainstream, public primary schools. Literacy teachers and coordinators in three selected schools in China were interviewed and analysed in a qualitative approach. The result showed that cognitively, Chinese practitioners understood the importance of providing optimum learning opportunities for gifted readers. However, in actual

practice, teachers' intentional planning for gifted readers was very limited. The differentiated pedagogical strategies occasionally used by teachers included questioning for higher-order thinking, oral encouragement and extra-challenging assignments. Due to structural factors, such as large class size and exam-oriented learning and teaching, differentiation was generally deemed as a difficult pedagogical approach to supporting gifted students. Particularly, low teacher autonomy was identified, which hampered teachers' differentiated reading instructions. This study implied that there is an urgent need to, from the educational system level, reflect on how to better support practitioners to meet the learning needs of gifted students in regular class teaching. In addition, professional training in gifted education should be provided for pre-service and in-service teachers so that they have confidence, a positive attitude and professional knowledge to identify, teach and assess gifted students.

Zhao, W., Ma, X., & Guan, J. (2026). **Promoting multimedia learning by positive emotional design: moderation of visual salience and self-pacing**. *Education and Information Technologies*, *31*(15), 6951-6983. https://doi.org/10.1007/s10639-025-13319-9
In multimedia learning, different visual emotional designs can affect learners' emotions, increase internal motivation and enhance learning effects, which are important ways for learners to acquire information. Previous studies have focused more on the emotional dimension and overall information transfer characteristics of visual emotional design, but failed to examine the role of specific visual elements in the whole learning process. In addition, the pace of the presentation of learning materials is an emerging media learning mode of interaction between learners and learning materials, which can have different effects on learners' emotions, subjective experiences and learning effects. Therefore, in this paper, we use eye-tracking technology to verify the effectiveness of visual emotion design in multimedia learning, and further explore the effects of visual element salience on learning effectiveness and visual cognitive processing, as well as the moderating role of the pace of presentation of learning materials. The results of this study confirm the important role of positive emotions in multimedia learning, the ability of salient learning materials to enhance visual processing, and the moderating role of presentation pace in the effect of visual element salience on multimedia learning. The results of this study not only provide a design basis and guidance for the design of instructional materials in multimedia learning, but also provide a reference for the interaction mode between learners and instructional materials, which ultimately promotes visual cognitive processing and improves the effectiveness of multimedia learning in a more precise way.

Zheng, L., Liu, Z., & Huang, Z. (2026). **Using generative artificial intelligence to empower automatic assessment of lesson plans across different domains**. *Education and Information Technologies*, *31*(15), 6575-6621. https://doi.org/10.1007/s10639-026-14024-x
Emerging generative artificial intelligence (GenAI) technologies have the potential to empower teaching, learning, and automated assessment. Lesson plans are blueprints of instruction and guidance for teaching. Previous studies have adopted traditional methods to manually evaluate lesson plans. Effective methods for the automatic assessment of lesson plans are lacking. Through two empirical studies, this study aims to propose and validate an innovative method for the automated assessment of lesson plans based on GenAI technologies. In total, 204 college students participated in the two empirical studies across different domains. In each study, the participants were divided into 34 groups that collaboratively designed lesson plans. Half of the participants were assigned to the experimental group, which used automated assessment of lesson plans. The remaining participants were assigned to the control group, which used an

instructional design without automated assessment. The results implied that the proposed automated assessment of lesson plans based on GenAI technologies contributed to promoting instructional design skills, collaborative knowledge building, and collective efficacy. The proposed automated assessment method did not increase cognitive load. Additionally, the results and implications as well as future research directions are analyzed and discussed in depth.

Zhong, Q., Ji, H., Liu, T., Li, F., & Wang, X. (2026). **Exploring the potential of generative AI and teacher collaboration in evaluating academic papers**. *Education and Information Technologies*, *31*(16), 8075-8118. https://doi.org/10.1007/s10639-025-13864-3
In higher education, evaluating students' academic papers remains a complex and time-consuming task, particularly under increasing pressures on educators' time and cognitive capacity. This study investigates the collaborative potential between generative artificial intelligence (GAI) and teachers in academic paper evaluation. A total of 60 undergraduate theses were assessed under two conditions: teacher-only mode and teacher-GAI collaborative mode. Additionally, semi-structured interviews were conducted with 15 participating teachers and 8 students whose papers had been evaluated. Quantitative analyses (Cohen's Kappa and Mann–Whitney U tests) were conducted to examine consistency and differences between the two evaluation modes, while qualitative analyses of teacher and student interviews explored perceptions of feedback quality and role distribution. Results showed that the grading results under the teacher-GAI collaborative mode demonstrated moderate consistency with those from teacher-only evaluations, while its evaluative comments were richer in content and clearer in expression. Thematic analysis further identified four core roles played by teachers (AI Orchestrator, Scholarly Mentor, Evaluation Manager, and Personalized Evaluator) and four by GAI (Preliminary Manuscript Assessor, Information Retrieval Assistant, Text Quality Reviewer, and Report Writing Assistant). Based on these findings, an Integrated Teacher-GAI Academic Evaluation Framework was proposed, outlining stage-specific role distribution and collaborative strategies. This study offers both theoretical grounding and practical implications for advancing human-AI collaboration in academic assessment within higher education.

Relation formation-emploi

Beine, M., Peri, G., Raux, M., & Timricht, L. (2026). ***The Contribution of International Master Students to Entrepreneurship in the World*** (Working paper N° 13014). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13014
We provide the first global empirical evidence on the relationship between international master's education and entrepreneurship. Using large-scale longitudinal data from LinkedIn/Revelio, we document that international master's graduates are systematically more likely than domestic graduates to create firms across the world's leading destinations for international students. We further show how this entrepreneurial advantage varies across fields of study, gender, origin and destination countries. In addition, we document the geography of post-graduation firm creation, highlighting the international mobility of entrepreneurial activity among former international students. Taken together, the results offer a new global perspective on the economic impact of international student mobility and the contribution of international master's graduates to entrepreneurship, innovation, and business dynamism worldwide.

Bonnard, C., Danner, M., & Olympio, N. (2026). **Inadéquation objective et subjective entre formation et emploi chez les diplômés de la voie professionnelle**. In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8g
Cette recherche analyse l'inadéquation formation-emploi des diplômés de la voie professionnelle, plus précisément l'inadéquation horizontale, définie comme le fait d'occuper un emploi éloigné de sa spécialité de formation. Dans un premier temps, nous discutons des principales méthodes de mesure de cette inadéquation en distinguant les approches subjective et objective. Nous proposons ensuite, à partir de l'enquête Génération 2017 réalisée par le Céreq, d'opérationnaliser ces deux approches. L'originalité de notre mesure objective est qu'elle repose sur les référentiels du RNCP associés aux diplômes. Les résultats montrent que, selon l'indicateur retenu, une part importante des diplômés se trouve en situation d'inadéquation horizontale trois ans après l'obtention de leur diplôme, avec cependant, des variations selon le niveau de diplôme. Enfin, les analyses mettent en évidence le rôle du parcours scolaire, des modalités de formation et des conditions d'orientation sur la probabilité d'occuper un emploi en adéquation avec la spécialité de formation.

Díez-Rituerto, M., Gardeazabal, J., Iriberri, N., & Biel, P. R. (2026). ***Home Bias in Early Labor Location Choices: Does University Location Matter?*** (Working paper N° 1594). Consulté à l'adresse Barcelona School of Economics website: https://EconPapers.repec.org/RePEc:bge:wpaper:1594
Geographic mobility facilitates labor-market adjustment, yet home bias can impede relocation and perpetuate regional disparities, including in the provision of essential services. Using administrative records covering the universe of Spanish medical graduates who selected their first job between 1986 and 2019, we examine whether university lo- cation shapes early-career mobility. We first document substantial home attachment: more than half of graduates begin their careers in their home province. We then show that university location has a large effect on subsequent location choices. Completing a medical degree in one's home province increases the probability of starting work there by 22 percentage points. The effect of opening a medical school on aggregate home bias depends on the local labor market's capacity to absorb additional graduates. Finally, a nationwide liberalization of university admissions reduced students' propensity to study in their home university district and, through this channel, significantly weakened home bias. These findings show that the location of higher-education institutions and the de- sign of admissions policies can shape the geographic allocation of skilled workers at labor-market entry.

Graves, N., & Drouilleau, F. (2026). **Certification professionnelle et transition écologique : place et rôle des acteurs institutionnels de l'écologie**. In S. Michun & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8i
L'intégration des enjeux de la transition écologique dans les certifications professionnelles résulte du travail des différents acteurs impliqués dans le processus de certification. Le Commissariat général au développement durable (CGDD), organe du ministère en charge de l'écologie, est engagé dans cette action à divers titres : présence de représentants du CGDD dans les Commissions professionnelles consultatives (CPC), et animation de groupes de travail, entre autres exemples. Basé sur une observation participante d'un groupe de travail interministériel ayant donné lieu à la production d'un vademecum, et d'un service du CGDD dans le cadre d'une thèse en économie financée par une Convention de formation par la recherche en

administration (COFRA), ce chapitre revient sur la place et le rôle du CGDD dans l'écologisation des référentiels de certification de la voie professionnelle des niveaux 3 à 5. Il présente les limites et défis de son action, ainsi que les outils mobilisés pour y répondre. Il conclut sur la nécessité d'aller observer et analyser les usages de ces outils par les différents ministères certificateurs, via leurs services d'ingénierie des différents diplômes et certifications de la voie professionnelle.

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

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.

Kim, S. (2026). **College-level grade inflation and the changing relationship between grades and wages**. *Education Economics*, *0*(0), 1-17. https://doi.org/10.1080/09645292.2025.2498150

This paper documents the rise in college grades and examines how the relationship between grades and the wages of students entering the labor market changed between 2001 and 2017. Diminishing marginal returns to GPAs are observed across the wage distribution, particularly among non-STEM majors, whereas GPAs have little effect on the wages of STEM majors. Changes in the returns to GPAs account for a larger portion of wage differentials than changes in the distribution of GPAs. Overall, the results suggest that grade inflation weakens the signaling power of grades, which may partly explain the reduced returns to GPAs among non-STEM majors.

Sun, X., Huang, L., & Wu, H. (2026). **Rethinking the voluntariness of academic return migration in times of crisis: the case of Chinese early career scientists**. *Higher Education*, 92(3), 1693-1712. https://doi.org/10.1007/s10734-025-01593-y
Leveraging a two-stage model of migration, this paper seeks to advance an emic account of how voluntariness is lived and constructed within the accelerating return of Chinese academic expatriates studying and sojourning overseas. Empirical analysis of interviews with 36 early career returnees in science, technology, engineering and mathematics (STEM) disciplines highlights the heterogeneous aspirations embedded in their undertaking of an international PhD and differentiates between individuals for whom return constitutes a morally endorsed project and those who regard return as an opportunity-maximising strategy or the only acceptable option pursued under transnationally interlocking crises, constraints, and contingencies. For most participants, return is marked less by long-term preparation than by improvised response and deliberate resistance to the labour market disadvantage, racialised (un)belonging, and permanent residency impediments operating in their developed host countries. Evidence further suggests that women, postdocs, and participants with migration desires tend to invest greater emotional labour in legitimising their return as a voluntary choice, not least relative to male returnees whose return comes with the attainment of a tenure-track position. The study contributes to critical engagements with academic return migration broadly set against the backdrop of the Global North transforming into an increasingly exclusionary context of reception and China emerging as an attractive destination for high-skilled talents.

Réussite scolaire

Abman, R., Lakdawala, L., Lundberg, C., & Nakasone, E. (2026). ***Trade Liberalization and Human Capital Formation: Schooling, Learning, and Early Labor Market Outcomes in Peru*** (Working paper N° 141). Consulté à l'adresse Wake Forest University, Economics Department website: https://EconPapers.repec.org/RePEc:ris:wfuewp:023632
Trade liberalization can increase schooling while reducing what children learn. We study this tension in Peru, where large unilateral tariff reductions between 2007 and 2016 generated substantial local variation in import competition. Combining household surveys with administrative records of test performance, we examine effects on children's schooling, work, learning, and later outcomes. We document a trade-off between schooling quantity and learning quality: greater exposure increased attendance but reduced relative gains in math achievement. This pattern extends from primary into secondary school, where exposed districts saw even larger participation gains, yet the relative math learning gap continued to widen as affected cohorts aged. We trace these effects to countervailing income and substitution channels. Declining protected-sector opportunities lowered the opportunity cost of schooling, while negative income shocks led more children to work while in school and shifted students from private to public schools, where teachers per student fell. In the longer run, affected cohorts were more likely to complete secondary school but shifted away from university and toward technical and professional programs, and by young adulthood were less likely to be employed and earned lower wages. Trade reforms can thus expand school access while weakening skill formation, revealing human-capital costs that enrollment metrics may miss

Ahmed, H., de Walque, D. B. C. M., & Lopez, C. (2026). ***Convergence or Reversal ? The Evolution of the Gender Gap in Education in Sub-Saharan Africa*** (Working paper N° 11455). Consulté à l'adresse The World Bank website: https://EconPapers.repec.org/RePEc:wbk:wbrwps:11455
The generational evolution of gender gaps in education in Sub-Saharan Africa remains poorly documented at the regional scale. This paper uses micro data from Demographic and Health Surveys and Multiple Indicator Cluster Surveys from 35 countries (approximately 736,000

individuals), complemented by international educational assessment and monitoring program (managed by the Conference of Ministers of Education of French-Speaking Countries) test scores for 14 francophone countries. The paper traces gender differences in educational attainment and learning by birth cohort. The findings show that attainment gaps narrow sharply across cohorts: the female disadvantage falls from 13–15 percentage points in primary and secondary attendance and 1.9 years of schooling among those born in the 1970s to far smaller values among the most recent cohorts, and it is statistically insignificant across most of the youngest birth cohorts. Among those born after 1999, females exceed males in secondary attendance and years of education in a majority of countries. However, convergence is uneven. It partly reflects stagnation in boys' secondary attendance rather than female gains; learning gaps show no uniform direction across countries and often run counter to attainment; and wider attainment gaps persist among rural, poorer, and Muslim populations.

Al-Zahrani, A. M. (2026). **Evaluating the impact of inclusive and accessible learning technologies on student engagement and academic performance in higher education**. *International Journal of Inclusive Education*, *30*(12), 3660-3688. https://doi.org/10.1080/13603116.2025.2593563
This study investigates the impact of inclusive and accessible learning technologies on student engagement and academic performance in higher education. Grounded in Universal Design for Learning (UDL) and Technology-Enhanced Learning (TEL) frameworks, the research explores how assistive technologies, AI-driven systems, and intelligent tutoring platforms contribute to equitable and effective learning environments. Employing a mixed-methods design integrating bibliometric and content analyses, the study systematically examines 56 peer-reviewed articles from the Web of Science database. Quantitative indicators, including co-authorship networks, keyword co-occurrences, and citation patterns, were combined with qualitative thematic analysis to identify research trends and trajectories. Results reveal a steady global increase in inclusive educational technology research, with notable emphasis on AI-based personalization, assistive tools, and intelligent tutoring systems. Findings indicate significant regional variations: institutions in technologically advanced contexts demonstrate higher adoption rates, while socio-economic disparities and limited faculty training impede equitable access elsewhere. The study concludes that inclusive learning technologies significantly enhance engagement and performance when supported by robust institutional strategies, professional development, and equity-focused policies. These findings advance the discourse on inclusive education by providing an integrated empirical overview and identifying pathways for future research and policy development.

Barone, C. (2026). ***Favoriser l'engagement des parents pour faire réussir les élèves. Synthèse de la recherche et recommandations*** (p. 16 p.). Consulté à l'adresse Conseil scientifique de l'éducation nationale website: https://sciencespo.hal.science/hal-05797740
L'engagement des parents dans la scolarité de leurs enfants est reconnu par la littérature scientifique comme l'un des facteurs majeurs de la réussite scolaire. Toutefois, les familles ne disposent pas toutes des mêmes ressources éducatives pour accompagner les apprentissages de leurs enfants. Ces inégalités sociales peuvent façonner les opportunités éducatives des enfants dès leurs premiers mois de vie. Après avoir examiné les différentes dimensions de l'engagement parental et les principaux facteurs d'inégalité, la synthèse fait le point sur les interventions visant à renforcer l'engagement des parents à soutenir la réussite scolaire de leurs enfants. Les études randomisées menées au cours des deux dernières décennies confirment le potentiel des dispositifs qui enrichissent précocement l'environnement familial en opportunités d'apprentissages informels à travers les interactions langagières, la lecture dialogique, les jeux cognitifs et des pratiques parentales structurantes. Ces interventions produisent des effets globalement positifs sur le développement cognitif, socio-émotionnel et comportemental des enfants. D'autres dispositifs, visant à mieux structurer les routines quotidiennes (temps d'étude, sommeil, etc.) ou à renforcer le suivi parental de l'assiduité scolaire, produisent également des résultats prometteurs. En revanche, les interventions cherchant à former les parents à l'accompagnement des devoirs apparaissent, à ce stade, moins concluantes.

Bensch, G., Rose, J., Ankel-Peters, J., & Brodeur, A. (2026). ***A Comment on « Friendship and female education: Evidence from a field experiment in Bangladeshi primary schools » by Hahn et al*** (Working paper N° 330). Consulté à l'adresse The Institute for Replication (I4R) website: https://EconPapers.repec.org/RePEc:zbw:i4rdps:330
Hahn et al. (2020), published in the Economic Journal, evaluate a treatment randomized across 115 Bangladeshi primary schools that assigned students to study for one week either in groups of friends or with randomly picked peers. They find that the friends treatment improves math performance, but only among low-ability girls. We identify four sets of unresolved discrepancies: inconsistent accounts of implementation responsibilities, irregularities in the sample and group structure, misalignments between reported procedures and observed data, and implausible missing-data and attendance patterns. Taken together, these issues go beyond reporting imperfections and reveal multiple discrepancies between the published record, earlier versions of the study, the replication data, and the authors' two subsequent replies. These unresolved discrepancies preclude independent verification of material aspects of the study record and raise serious questions about the reliability of the reported findings.

Bisht, B., Bonilla, S., Kim, G. (Ha E., & Penner, E. K. (2026). **Cultural Relevance at Scale: The Effects of an Ethnic Studies Expansion on Academic Outcomes**. *American Educational Research Journal*, *63*(3), 471-513. https://doi.org/10.3102/00028312261426338
Ethnic studies is a culturally relevant curriculum designed to address the instructional needs of an increasingly diverse student population. However, evidence regarding the effectiveness of this curriculum at scale remains limited. This study evaluated the impact of districtwide implementation using a student-level difference-in-differences design with two-way fixed effects. We found that enrollment increased overall grade-point average by 0.17 points (0.24 SD), with the largest gains observed in math and science, and reduced course failure by 5.6 percentage points (0.14 SD). These benefits extended to all student groups, with stronger effects among academically vulnerable, male, Black and Latinx students and those with individualized education plans. Our findings suggest that well-implemented ethnic studies can be scaled effectively and can potentially reduce disparities in student outcomes.

Bleiberg, J., Robinson, C. D., Bennett, E., & Loeb, S. (2026). **The Impact of Tutor Gender Match on Girls' STEM Interest, Engagement, and Performance**. *American Educational Research Journal*, *63*(3), 514-543. https://doi.org/10.3102/00028312261417332
Gender disparities in STEM persist despite girls performing as well as boys academically, suggesting girls may benefit from role models who shape their perceptions of STEM. We examine whether female math tutors influence girls' STEM interest, attendance, and performance. We randomly assigned 422 ninth-grade students taking Algebra 1 to a same-gender or opposite-gender tutor. Girls assigned to female tutors reported higher STEM interest (.73 SD) and were more likely to pass the course with a C– or better (3.9 percentage points) than those with male tutors. We found no impact on attendance. Effects were stronger for students working with tutors in-person rather than virtually. We provide the first experimental evidence that female tutors can boost girls' STEM self-concept and academic outcomes.

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
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.

Bronzini, R., De Benedictis, L., Frattola, E., & Lazzaro, E. (2026). ***Who Goes Online? Selection and performance in Italian higher education*** (Working paper N° 1040). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1040_26
Online universities have expanded rapidly in Italy over the past two decades. Leveraging administrative data linked to standardized pre-university test scores, this paper examines the demographic profile and academic outcomes of online students. Compared to their peers in traditional institutions, online enrollees tend to be older, more frequently come from technical or vocational tracks, and have lower high-school grades and standardized test scores. Controlling for these initial disadvantages, they have lower dropout rates and higher on-time completion rates at the bachelor's level. However, performance declines when transitioning from an online bachelor's to a traditional master's degree program. Our findings also suggest that online universities make access to tertiary education viable for individuals who would otherwise be more likely to be excluded: enrollment growth has been concentrated in provinces with historically low participation in higher education and among students with an ex-ante lower likelihood of enrolling.

Büchele, S., & Marten, C. (2026). **Unpacking skill growth in higher education: how initial competencies and engagement shape mathematics achievement**. *Higher Education*, *92*(3), 1713-1740. https://doi.org/10.1007/s10734-025-01594-x
This study explores the dynamics of skill growth in higher education, focusing on mathematical competencies among economics students. Using longitudinal data, we examine how initial skill levels, baseline characteristics, affective variables, and student engagement shape achievement over the first semester. Standardized test scores reveal a cumulative growth pattern: students with higher initial competencies show greater skill enhancement, underscoring the Matthew Effect and reciprocal relationships in learning. Engagement variables, particularly learning persistence, play a crucial role in mediating these patterns. Additionally, affective factors such as math interest and self-efficacy significantly contribute to skill development, highlighting the interplay between motivation and academic success. The results suggest that educational interventions need to address both prior knowledge gaps and motivational aspects to foster equitable learning outcomes. This study provides valuable insights into the mechanisms driving academic achievement disparities and emphasizes the importance of tailored support to enhance learning growth in higher education.

Camligüney, Ö., Schiele, T., Jiménez, M. V., & Niklas, F. (2026). **The development of literacy self-concept in preschool children within the home literacy environment**. *European Journal of Psychology of Education*, *41*(3), 119. https://doi.org/10.1007/s10212-026-01184-0
Literacy self-concept is associated with various educational outcomes, particularly literacy skills. A positive literacy self-concept enhances literacy skills and increased skills positively influence self-concept. At preschool age, a stimulating home literacy environment may additionally contribute to a stronger relation between literacy self-concept and early literacy skills, i.e., an accurate literacy self-concept, as it offers children opportunities to apply and observe their skills. To test this idea, the current study examined the correlations between literacy self-concept and early literacy skills and the role of the home literacy environment in this relationship with moderated regressions. Data from 500 preschool children and their families over two years with four timepoints (t1-t4) were analyzed. Early literacy skills at t1 were negatively correlated with subsequent measures of literacy self-concept, but early literacy skills at t4 correlated positively with literacy self-concept. The home literacy environment was significantly associated with early literacy skills, but not with literacy self-concept. The home literacy environment was a significant moderator in the relation between early literacy skills and literacy self-concept at t2, t3, and t4. Here, stronger correlations between early literacy skills and literacy self-concept were found for

children with a higher-quality home literacy environment than those with a lower-quality Home Literacy Environment. The findings offer important insights into how a stimulating home literacy environment may help children develop a positive and accurate self-concept.

Clark, L., Coleman, I., Deniz, E., Seerup, J., Torgerson, D., & Torgerson, C. (2026). **Does attrition introduce bias in randomised trials: a methodological review**. *Oxford Review of Education*, *52*(4), 458-467. https://doi.org/10.1080/03054985.2025.2493124
In undertaking randomised controlled trials (RCTs) attrition can be a problem, as it may introduce bias post randomisation if the characteristics of those lost to follow-up are materially different between groups. Attrition bias in RCTs is based on theory and there is relatively little empirical evidence. One approach to assess whether attrition is introducing bias is to undertake a meta-analysis of measured covariates comparing group values as randomised (no attrition) versus group values as analysed (with attrition). In the first analysis, because of randomisation, any baseline differences are simply due to chance and a meta-analysis should show zero imbalances across treatment groups and zero heterogeneity. In contrast, in the presence of bias, the second analysis would show baseline differences and/or baseline heterogeneity. In this study, we took a sample of 37 completed RCTs funded by the Education Endowment Foundation (EEF) in the UK, and we compared the baseline values of as randomised and as analysed samples. There was no heterogeneity observed for pre-test for as randomised or for as analysed (I2 = 0.00%). Further work is required using a larger sample of trials.

Cosso, J., Visconti, G., Ellis, A., & Purpura, D. J. (2026). **Hidden Bias: How a Language Screener Can Misrepresent Dual Language Learner Performance in Mathematics**. *Educational Researcher*, *55*(7), 424-431. https://doi.org/10.3102/0013189X261436769
Achievement gaps in school readiness between dual language learners (DLLs) and their English-only peers persist, in part because common assessment practices do not fully capture DLLs' abilities. Using the Head Start Family and Child Experiences Survey, a nationally representative sample of Head Start children, this study examines whether DLLs' performance varies by assessment language. Applying a fuzzy regression discontinuity design, we found that DLLs who barely failed the language screening and were assessed in Spanish for mathematics outperformed those who barely passed and were assessed in English. These findings reveal biases in assessment practices that may misrepresent DLLs' abilities, reinforcing educational inequities. Results underscore the need for linguistically responsive assessments that more accurately reflect DLLs' mathematical competencies.

Coudenys, B., Dekeyser, G., Clycq, N., & Agirdag, O. (2026). **The impact of part-time community education on the academic achievement of minoritised pupils: evidence from Flanders**. *Oxford Review of Education*, *52*(4), 578-595. https://doi.org/10.1080/03054985.2025.2539393
Ethnic inequalities remain persistent in education systems across Europe, despite various policy actions designed to tackle the issue. Often overlooked, however, are the grassroots strategies developed by minoritised communities themselves, such as Community-Based Educational Initiatives (CBEIs). These bottom-up learning environments aim to support minoritised youth both academically and in affirming their ethnic-cultural identity. This study investigates whether CBEIs can enhance academic achievement among the ethnic minority pupils they serve. Specifically, we examine (1) the overall impact of CBEIs on academic performance, (2) variation in support across different CBEIs, and (3) differences among minoritised communities. Our analysis draws on a unique dataset of 1,821 pupils aged 10–12, marking it the first large-scale quantitative study of its kind. Results indicate that participation in a CBEI generally correlates with improved academic outcomes. However, the extent of this impact varies significantly depending on the type of CBEI and the organising community. These findings highlight the importance of recognising and further investigating the diverse ways in which CBEIs contribute to educational equity.

De Keersmaeker, K., Onghena, P., Van den Branden, K., & Van Dooren, W. (2026). **Children's performance in math and language: Examining the role of maternal education and home**

language. *European Journal of Psychology of Education*, *41*(3), 101. https://doi.org/10.1007/s10212-026-01163-5
Regression-based studies concluded that children's general language abilities, mathematical language abilities, and mathematical abilities are positively related to each other. However, additional approaches are needed to better understand these relationships. A k-means cluster analysis based on 692 first, second, and third grader's general language abilities, mathematical language abilities, and their mathematical abilities identified four distinct profiles of children. In a second step, group membership in these clusters in terms of maternal education level and home language use was examined. In Cluster 1, children attained a low performance on all three abilities, had low maternal education levels, and often spoke a different language than the instructional language. In Cluster 4, children attained a high performance on all three abilities, had high maternal education levels, and often only spoke the instructional language at home. Clusters 2 and 3 are situated between these extremes. These clusters exhibit similar mathematical language abilities, both representing intermediate performance levels. Children in Cluster 2 had intermediate general language abilities and low mathematical abilities. Children in Cluster 3 had low general language abilities and high mathematical abilities. Children in both clusters differed in their home language use but showed comparable maternal educational levels (i.e., medium to highly educated mothers). Our results indicate that the previously reported positive associations between these three abilities are more nuanced. In addition, children with lower maternal education levels (and especially those growing up with a different home language as well) may require more targeted support.

DeCuir-Gunby, J. T., Schutz, P. A., & Modaressi, S. L. (2026). **Racializing Motivation: A Race-Reimaged Framework of Belonging, Emoting, and Achieving Within STEM Higher Education Contexts**. *Educational Psychology Review*, *38*(1), 122. https://doi.org/10.1007/s10648-026-10220-w
There is limited motivation research focusing on the experiences of racially marginalized students in STEM (science, technology, engineering, and mathematics) higher education. Additionally, much of the existing research on motivation for racially marginalized students in STEM has employed a race-evasive approach, which is inadequate in understanding the complex experiences of racially/ethnically diverse populations. Our goal is to discuss the necessity of race-reimaging motivational interactions among constructs such as belonging, emoting, and achieving within STEM higher education by presenting a race-focused metatheoretical framework, the Race-Reimaged Systems Model of Belonging, Emoting, and Achieving. This framework enables the examination of interrelated relationships among social-cultural-historical constructs within STEM education contexts in the United States (U.S.), while focusing on the experiences of racially marginalized students. We conclude with implications for conducting race-reimaged motivation research in STEM, including in politically charged contexts.

Dee, T. S., & Huffaker, E. (2026). **Accelerating Opportunity: The Effects of Instructionally Supported Detracking**. *American Educational Research Journal*, *63*(2), 307-350. https://doi.org/10.3102/00028312251408539
The pivotal role of algebra in the educational trajectories of U.S. students continues to motivate high-profile policies focused on when students access the course, their peers, and how it is taught. This random-assignment partnership study examined an innovative district-level reform—the Algebra I Initiative—that placed ninth grade students with prior math scores below grade level into Algebra I classes coupled with teacher training instead of a remedial pre-algebra class. We found that this reform significantly increased grade 11 math achievement (extreme spread = 0.2 SD) without lowering the achievement of classroom peers. This initiative also increased attendance and district retention. These results suggest that higher expectations for the lowest-performing students coupled with aligned teacher supports is a promising model for realizing students' mathematical potential.

El Bah. (2026). ***Les effets à long terme de la réduction de la taille de classe en éducation prioritaire sur les performances des élèves - Analyse sur les trois premières cohortes bénéficiaires*** (p. 17). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/depp/les-effets-long-terme-de-la-reduction-de-la-taille-de-classe-en-education-prioritaire-sur-les-506212
Dans le cadre d'une thèse, la Direction de l'évaluation, de la prospective et de la performance (DEPP) a prolongé l'étude initiale sur les effets à long terme de la réduction de la taille des classes en CP-CE1 dans les établissements d'éducation prioritaire, afin d'évaluer l'impact sur les acquis des élèves à l'entrée en 6e.

Fang, J., & Sotardi, V. (2026). **Perfectionistic profiles, achievement goal orientations, and academic performance among first-year university students in New Zealand**. *European Journal of Psychology of Education*, *41*(3), 93. https://doi.org/10.1007/s10212-026-01156-4
This study examined the associations between perfectionism, achievement goal orientations, and academic performance among 1,028 first-year university students in New Zealand. Using latent profile analysis, four distinct perfectionistic profiles were identified: (1) High-Range Mixed Perfectionists with High Family Pressure (high Personal Standards Perfectionism [PSP], high Evaluative Concerns Perfectionism [ECP]), (2) Mid-Range Mixed Perfectionists with Moderate Family Pressure (moderate PSP, moderate ECP), (3) High-Range Mixed Perfectionists with Low Family Pressure (high PSP, high ECP), and (4) Non-Perfectionists (low PSP, low ECP). Profiles characterised by moderate-to-high PSP and ECP with elevated family pressure were more likely to endorse performance-avoidance and work-avoidance goals, whereas High-Range Mixed Perfectionists with Low Family Pressure were more likely to endorse mastery-approach goals and achieved the highest academic performance. Overall, these findings extend person-centred perfectionism research by demonstrating that not only the level, but also the source of evaluative concerns is critical. Specifically, distinguishing between internally regulated and family-driven evaluative pressures provides a more nuanced understanding of how perfectionism relates to students' motivation and academic adjustment in underrepresented educational contexts, such as New Zealand.

Gan, Y., Huang, Q., & Peng, J. (2026). **The relationship between peer experience and college students' math achievement: the moderating role of intrinsic value and the mediating role of math self-efficacy**. *European Journal of Psychology of Education*, *41*(3), 98. https://doi.org/10.1007/s10212-026-01162-6
This study primarily investigates gender differences in peer experience, mathematical self-efficacy, intrinsic value, and mathematical achievement, as well as the prospective associations among these variables. First-year students from two Chinese colleges participated in this research. Data were collected across three waves over the course of one academic year. Initially, 800 first-year students completed scales measuring peer experience and intrinsic value. Six months later, 660 students completed a mathematical self-efficacy scale during the second phase of the study. Eight months later, data on mathematical achievement were collected from 647 students. The first finding indicated that there were gender differences in peer experience, intrinsic value, and mathematical self-efficacy, with males' average values being significantly higher than those of females. The second finding revealed that peer experience positively and significantly predicted mathematical self-efficacy; however, it had no direct predictive effect on mathematical achievement. Furthermore, intrinsic value significantly moderated the relationships between peer experience and both mathematical self-efficacy and mathematical achievement. The mediated moderation model accounted for 4.3% of the variance in mathematical achievement. These findings have practical implications for understanding how peer experience relates to college students' mathematical achievement and suggest that more attention should be paid to enhancing college students' intrinsic value and math self-efficacy, which are associated with their mathematical achievement.

Giani, M. S., Schudde, L., & Sultana, T. (2026). **Toward a Comprehensive Model Predicting Credit Loss in Vertical Transfer**. *American Educational Research Journal*, *63*(2), 227-269. https://doi.org/10.3102/00028312251409063
A growing body of research has documented extensive credit loss among transfer students. However, the field lacks theoretically driven and empirically supported frameworks that can guide credit loss research and reforms. We developed and tested a novel framework designed to address this gap using unique administrative credit loss data from Texas. Our results demonstrate how the likelihood of credit loss varies across course characteristics, majors, pretransfer academics, student characteristics, and sending and receiving institutions. Additionally, we disentangled general credit loss from major credit loss and examined how they vary across institutions, majors, and the combination of both. The extensive variation in credit loss among universities in particular underscores the need for future research and reform.

González-Gómez, A. M., Cebollero-Salinas, A., & Hernández, S. O. (2026). **Online and offline socio-emotional competencies and academic performance: the role of social media use in adolescents**. *European Journal of Psychology of Education*, *41*(3), 116. https://doi.org/10.1007/s10212-026-01179-x
Adolescents increasingly navigate offline and online communication environments simultaneously, often using several social media platforms at once. Socio-emotional competencies are thus crucial in online and offline contexts. This study investigates the impact of offline socio-emotional competencies, online socio-emotional competencies (e-COMs), and the number of social media platforms on academic achievement in Colombian adolescents. Data were collected from a sample of 303 Colombian secondary school students (10–14 years old, M = 11.8, SD = 1.48). To examine direct and indirect effects, path analysis was applied. Results showed significant connections between offline socio-emotional competencies and e-COMs, which, in turn, predicted academic performance. Additionally, the number of regularly used social media platforms negatively impacted academic performance. Notably, we observed an indirect effect of offline socio-emotional competencies on academic performance through e-COMs, alongside significant overall effects. This study's findings offer insights into the interplay between online and offline socio-emotional competencies, highlighting the need for targeted educational interventions to enhance academic performance. Implications include the need for educational programs designed to strengthen socio-emotional competencies and encourage responsible online engagement. This study contributes to the international literature by providing evidence from a Latin American context, expanding the cultural breadth of research on emotional development and academic outcomes in digitally connected youth.

Ha, C., McCarthy, M. F., Strambler, M. J., & Cipriano, C. (2026). **Disentangling the Effects of Social and Emotional Learning Programs on Student Academic Achievement Across Grades 1–12: A Systematic Review and Meta-analysis**. *Review of Educational Research*, *96*(5), 1839-1880. https://doi.org/10.3102/00346543251367769
Universal school-based social and emotional Learning (SEL) programs are designed to provide structured learning opportunities for all students during the regular school time to advance their social, emotional, and academic development. This systematic review and meta-analysis reviewed 40 empirical studies (n = 40) conducted between 2008 and 2020 and explored the effect of SEL programs on students' academic achievement across first through twelfth grade. The analysis involved 33,737 students and 76 effect sizes (k = 76) related explicitly to academic achievement. Findings reveal that students in grades 1–12 who participated in universal school-based SEL programs demonstrated better academic achievement (g = .101) compared to those who did not participate. Analyses further confirmed that student standardized test scores and grade point averages are improved by participating in SEL programs and that student test scores are the most proximal and accurate estimate of the effects of an SEL program on student achievement. Furthermore, students showed significantly improved achievement in both literacy and math across grades 1–12, suggesting the impact of SEL across academic domains. Implications for addressing the academic achievement gap through SEL programs are discussed.

Hang, Y., & Guo, J. (2026). **A metaphorical glimpse into university student transition and habitus: integrating Deleuze and Guattari's and Bourdieu's theoretical perspectives**. *Oxford Review of Education*, *52*(5), 757-780. https://doi.org/10.1080/03054985.2025.2554600
This study bridges the gap between Deleuze and Guattari's concepts and Bourdieu's framework to explore student transition in higher education (HE). Despite some areas of tension – Deleuze and Guattari provide an analytic lens of extreme fluidity and non-linearity, while Bourdieu presents a somewhat determinist view of social reproduction – these theories are complementary. Their synthesis captures the complex and multifaceted realities of students' lived experiences. Based on interviews with 60 undergraduate students, we summarise four types of habitus change: infusing, aligning, transcending, and retrogressing. They demonstrate the diverse and ongoing transition process of students as being-becoming. When intertwining with or detaching from different transition elements and capital, habitus changes display the assemblage and dis-assemblage of student transition. Moreover, habitus evolvement is structured by the HE field and, in the meantime, it has the agency to proceed in multiple directions in its own way like earthed rhizomes. Suggestions for HE institutions to transform their understandings and practices to facilitate student transition are discussed in the end.

Hao, Z., Baird, J.-A., Masri, Y. E., & Double, K. (2026). **The Impact of Test Preparation on Performance of Large-Scale Educational Tests: A Meta-analysis of Experimental Studies**. *Review of Educational Research*, *96*(5), 1523-1567. https://doi.org/10.3102/00346543251360775
Background:Test preparation has been widely used to optimize test-takers' potential on large-scale educational tests; meanwhile, people questioned its effect and raised concerns that it may narrow students' learning.Methods:This meta-analysis provided a statistical synthesis of existing experimental and quasi-experimental studies on the effects of test preparation interventions on students' test performance on large-scale educational tests.Results:Results from 28 included studies suggested that students' test performance can be significantly improved by test preparation (g = .26, 95% CI = .10–.42). Using workbooks, developing students' socio-affective strategies, and teaching test-taking skills were found to be significant moderators of the test preparation effect. Little evidence of practice effect (i.e., using sample items and practice tests) on test preparation was found in the current study.Discussion:The effect of test preparation could be attributed to an increase in domain-specific knowledge or test-specific cognitive skills. However, the current framework of test preparation effect was mainly built upon evidence of the retest effect on cognitive ability tests. We believe that learning and cognition theories provide hints as to how to explain findings in this study, though more evidence from future research is needed.

Hattie, J. A., Courteau, L., & Hattie, J. A. (2026). ***L'apprentissage visible: la suite: synthèse de plus de 2 100 méta-analyses sur le rendement scolaire***. Consulté à l'adresse https://www.puq.ca/catalogue/livres/apprentissage-visible-suite-5055.html
« Et si la recherche guidait enfin nos choix pédagogiques? Que nous révèlent les données probantes sur ce qui fonctionne vraiment en éducation? Et surtout, comment faire de l'apprentissage visible une réalité dans chaque classe? Lors de sa parution en 2008, L'apprentissage visible de John Hattie a bouleversé le monde éducatif en proposant une analyse sans précédent des facteurs influençant la réussite scolaire. Aujourd'hui, L'apprentissage visible : la suite ne se limite pas à une mise à jour. Il s'agit d'une réflexion approfondie sur l'impact réel des pratiques enseignantes, appuyée par plus de 2 100 méta-analyses, 130 000 études et les données de 400 millions d'élèves à travers le monde. Cette traduction en français est une avancée majeure pour le milieu francophone, offrant enfin un accès direct à un corpus scientifique incontournable. Hattie y clarifie son modèle, répond aux malentendus et propose des pistes pour intégrer les données probantes dans les décisions pédagogiques. L'ouvrage explore des questions cruciales : pourquoi la progression professionnelle des enseignantes et enseignants stagne-t-elle? Quel rôle jouent la maison, la technologie et le programme dans la réussite? Ce livre est bien plus qu'une lecture : c'est un outil pour faire évoluer les pratiques. Il

s'adresse à celles et ceux qui veulent s'appuyer sur la recherche pour maximiser l'impact sur l'apprentissage.»--Quatrième de couverture

Heinrich, C. J., & Smith, M. M. (2026). **Extending the Promise: Student Experiences with Evolving Supplemental College Promise Programs**. *American Educational Research Journal*, *63*(5), 1097-1138. https://doi.org/10.3102/00028312261441251
Community colleges serve a key role in increasing college access, yet their completion rates lag far behind 4-year universities, and policies such as tuition discounts and promise programs come up short in buoying the success of low-income students. We examined the efficacy of a supplemental program developed to strengthen advising and financial supports provided to full- and part-time community college students facing greater barriers to college completion. Using a mixed-methods approach with administrative and interview data, we found strong associations between supplemental program participation and students' credits earned, college persistence, academic performance, full-time status, wages, and college transfer and completion. Our qualitative analysis illuminates mechanisms by which the supplemental program aids students in balancing external obligations and advancing toward completion.

Jacquet, W., De Witte, N., & Vanwing, T. (2026). **First generation concept in the context of a Flemish university in Brussels – Europe**. *International Journal of Inclusive Education*, *30*(12), 3621-3639. https://doi.org/10.1080/13603116.2025.2592840
The influence of the parental level of education on students' persistence and academic success in higher education is undeniable. To sustain an advanced society and address global challenges such as climate change, intergenerational academic advancement is essential. In the United States (US), the concept first-generation student (FGS) based on parental education emerges in the Higher Education Act (U.S. Congress 1965). A broader concept is often used: first in the family to enter higher education. FGS is understudied in the European setting. We present a survey outcome with open questions as a case study of a Flemish university in Brussels, the centre of Europe (N = 122). Our data reveal similarities with US findings, while also suggesting that the concept should not serve as the sole basis for group-level remedial interventions. It recognises its use for research and monitoring, certainly when enriching the analyses with a diversity of operationalisation of the concept.

Jha, S., List, J., Royer, R. C., & Samek, A. (2026). ***Latent Human Capital: How Early Investments in Parents Buffer Against Future Schooling Shocks*** [Working paper]. Consulté à l'adresse The Field Experiments Website website: https://EconPapers.repec.org/RePEc:feb:framed:00841
Do early investments in parents pay off even when treatment effects for children appear to fade out quickly? We answer this question by leveraging a field experiment in which households with 3-5 year-old children were randomized into a parenting program, a preschool, or a control group, combined with a natural experiment (Covid-19 school closures) that occurred ten years later. Prior to the closures, treatment effects on academic achievement had faded to zero across all groups. Yet, with Covid-19 school closures, effects of the parenting program re-emerge: test scores in control and preschool groups drop by roughly 0.25-0.30 SD, whereas scores in the parenting group drop by only 0.11 SD (difference: p = 0.01). Our findings suggest that parenting programs can generate latent human capital that only becomes visible when complementary school inputs are removed. This result is consonant with parental and school investments acting as substitutes in skill production. Because this latent parental capacity pays off precisely when school inputs fail, standard measurement tools for early childhood programs can miss crucial state-contingent value.

Joslyn, P. R., Najafichaghabouri, M., & Preston, E. (2026). **Toward Improved Measurement of Academic Engagement**. *Journal of Behavioral Education*, *35*(3), 1311-1333. https://doi.org/10.1007/s10864-026-09638-7
Behavioral researchers typically measure academic engagement by observing "on-task" behavior, or what students appear to be doing (e.g., they have a pencil in their hand, are

oriented toward work materials). Sometimes, increasing time spent on task is an intervention goal, but on-task behavior is often used as a feasible correlate for more nuanced outcomes (e.g., academic productivity, attending to instruction). The scant literature on this topic suggests that correspondence between observed on-task behavior and other metrics of academic engagement may be highly variable and sensitive to environmental variables and individual differences. Thus, the purpose of the current study was to examine correspondence between observed on-task behavior and product measures of academic productivity (i.e., work completion and accuracy of math problems) under various conditions. Six children aged 8–13, some diagnosed with disabilities, experienced five conditions presented in a multielement format in a laboratory setting: reinforcement for observed on-task behavior, work completion, and work accuracy, plus no reinforcement and noncontingent reinforcement control conditions. We saw strong measure correspondence across conditions for three participants, but the other three had at least one condition in which we saw moderate to high levels of on-task behavior and no work completion. These findings indicate a need for additional research on correspondence between measures of academic engagement.

Kaplan, A., & Garner, J. K. (2026). **A Complexity Perspective on Culture, Identity, and Motivation: The Dynamic Systems Model of Role Identity**. *Educational Psychology Review*, *38*(1), 125. https://doi.org/10.1007/s10648-026-10221-9
While most contemporary motivation research has approached sociocultural and individual processes separately, any person's experience, motivation, and action are simultaneously sociocultural and individual. In this article, we propose the Complex Dynamic Systems (CDS) paradigm as a framework for integrating sociocultural and individual processes into a coherent account of motivated action, and we elaborate one CDS model—the Dynamic Systems Model of Role Identity (DSMRI; Kaplan & Garner, 2017). Our central argument is that the DSMRI explains motivated action as an emergent phenomenon grounded in the person's role identity—a complex dynamic system that itself emerges within a culturally mediated activity system. This yields an integrated, two-level explanation of the foundational motivational question, why does this person act this way in this situation? At the first, sociocultural level, a person acts according to the sociocultural role they occupy in a particular cultural activity system; at the second, individual level, different people occupying the same role construct idiosyncratic role identities that are framed by the role, yet emerge uniquely because they manifest as non-deterministic dynamic systems. In the article, we develop the conception of culture in the DSMRI as a complex, dynamic, symbolically mediated cultural activity system, and the role identity system that emerges within it. We conclude by considering the implications of this conception for motivation theory, research, and the design of educational environments.

Kerimbayev, N., Shadiev, R., & Menlibay, Z. (2026). **Evaluating the hybrid interactive learning with GenAI (HILG) model: a multi-agent framework for enhanced programming education**. *Education and Information Technologies*, *31*(16), 8599-8635. https://doi.org/10.1007/s10639-026-14125-7
The article presents an empirical study to test the effectiveness of the Hybrid Interactive Learning with GenAI (HILG) model in improving the quality of programming education in the context of digital transformation of education. The model is based on the multi-agent interaction of five specialized generative AI systems, each performing a distinct pedagogical function: adapting content, providing explanations, diagnosing errors, generating alternative solutions, and facilitating a learning dialogue. The experiment involved 108 students who were randomly assigned to experimental (n = 54) and control (n = 54) groups. The study lasted 15 weeks, and the results showed statistically significant improvements in the experimental group across a number of indicators: average academic performance increased by 25%, the level of critical thinking rose by 33.3%, and the quality of project work improved significantly in terms of both scores and the degree of autonomy and originality. Multidimensional and correlation analysis revealed key factors of the model's effectiveness: adaptive complexity variation, individualized feedback, and generation of cognitively stimulating solutions. HILG also had a positive effect on motivation,

self-confidence, and reduced learning stress. The results confirm the high potential of the HILG model for integrating GenAI into the educational process.

Kilby, C. J., Nicoll, C., Coburn, J., Connor, J. M., Kambouropoulos, A., & von Treuer, K. (2026). **Student satisfaction as a function of student and staff sizes in higher education**. *Higher Education*, 92(3), 1223-1237. https://doi.org/10.1007/s10734-025-01569-y
Despite many universities in Australia increasing their student (and, in turn, staff) cohort sizes over time, student satisfaction scores have decreased over a similar period, opening the possibility that larger student cohort sizes may be negatively associated with student satisfaction. This study explored whether there was an association between student satisfaction and student and staff numbers within Australian universities pre- and mid-COVID-19. Correlations were run between Australian Government-led data on student satisfaction scores and student and staff sizes for 2018 to 2021. Data were also stratified by pre- and mid-COVID-19. Smaller staff and student numbers were consistently associated with greater student satisfaction in skills development, teaching quality, student support, and the overall quality of educational experience for 2018 to 2021. Most associations between student satisfaction and both student and staff cohort sizes increased in strength mid-COVID, compared to pre-COVID. These findings present unique challenges for the higher education sector in identifying novel yet scalable approaches that can promote student satisfaction in growing higher education institutions.

Kleinschlömer, P. (2026). **Do kids see it coming? Analysing children's school performance before and after parental separation in Norway**. *European Sociological Review*, *42*(5), 830-843. https://doi.org/10.1093/esr/jcag006
The study examines children's school performance in the years before and after parental separation, adopting a process-oriented approach. In addition, the study explores heterogeneous effects based on children's socioeconomic background and gender. Existing research on the effect of family transitions on educational outcomes typically compares outcomes before and after parental separation. However, this approach overlooks that parental separation is often preceded by a longer-term process of family decline and neglects children's ability to adapt to the new family structure. Using Norwegian register data from 2007 to 2017, this study uses fixed-effects regressions to analyse the math and reading scores of 11,299 children aged 9–15 years, 3 years before and after parental separation. Children's school performance shows a slight decline even before their parents separate, with an additional decline in the years after separation. This pattern is mainly driven by boys and, to a lower extent, by children living in a family with a low socioeconomic status. The findings emphasize the need to consider parental separation as a gradual process rather than a discrete event, highlighting the early emergence of separation effects on children's educational outcomes and the importance of considering heterogeneous effects.

Korpershoek, H., de Boer, H., & Mouw, J. M. (2026). **An Update of the Meta-Analysis of the Effects of Classroom Management Interventions on Students' Academic, Behavioral, Social-Emotional, and Motivational Outcomes**. *Review of Educational Research*, 96(5), 1640-1680. https://doi.org/10.3102/00346543251361903
This is an update of the Korpershoek et al. meta-analysis of the effects of classroom management interventions on various student outcomes in primary education. This updated analysis includes 22 new studies, resulting in an overall sample of 76 random and nonrandom controlled intervention studies published in the last 20 years (2003–2022). The summary effect was small and significant (average Hedges' g = .23). Sensitivity analysis with robust variance estimation revealed a slightly smaller average effect (Hedges' g = .22). The interventions were coded for the presence or absence of four categories of classroom management strategies, focusing on teacher behavior, teacher-student relationships, student behavior, and/or students' social-emotional development. Recent studies placed more focus on teacher-student relationships than older ones. Moderator analyses yielded lower effects for interventions addressing all four categories of

classroom management strategies, tentatively indicating that a too-broad focus seems less effective than more targeted interventions.

Kyriakides, L., Michael, D., & Charalambous, E. (2026). **Designing school policies to promote student learning outcomes through improving quality of teaching**. *Oxford Review of Education*, *52*(6), 944-965. https://doi.org/10.1080/03054985.2025.2582156
This study adopts a novel design to investigate the effects of school policy on student achievement by drawing data on quality of teaching from teachers assigned to teach mathematics in two different schools. A multi-stage sampling procedure was used and 39 secondary teachers teaching mathematics in 78 schools were selected. All students of the teacher sample participated in this study (n = 3,471) and completed a questionnaire measuring the eight teacher factors of the dynamic model of educational effectiveness. A battery of written tests was used to measure student achievement in mathematics at the beginning and end of the school year 2023–24. School policy was measured through a questionnaire administered to all teachers of the 78 schools (n = 828). Generalisability analysis of student ratings revealed that the scores of four teacher factors (i.e. orientation, questioning, management of time, and dealing with misbehaviour) varied across the two schools where the teachers were assigned to teach. Specific aspects of school policy partly explained the variation in these teacher factor scores across schools. Finally, all teacher factors and nearly all aspects of school policy explained variation in student achievement gains in mathematics. Implications for research, policy and practice are drawn.

Lauzon, N. (2026, avril 16). **Accompagnement des personnes non légalement qualifiées et du personnel enseignant issu de l'immigration contribuant à la persévérance et la réussite scolaires**. Consulté 5 octobre 2026, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/accompagnement-des-personnes-non-legalement-qualifiees-et-du-personnel-enseignant-issu-de-limmigration-contribuant-a-la-perseverance-et-la-reussite-scolaires/
Le Québec enregistre une augmentation notable des personnes enseignantes non légalement qualifiées (NLQ), également désignées comme sans brevet. Dans un

Lavric, M. C. (2026). **Pauvreté et éducation au Kosovo : le rôle des centres de jour communautaires** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (101), 151-161. https://doi.org/10.4000/16wyh
Cet article examine la relation entre pauvreté et éducation au Kosovo, en se concentrant sur les communautés rom, ashkali et égyptienne de Gjakova et de Prizren. Il étudie de quelle façon la précarité socio-économique affecte l'accès à l'éducation, la participation des enfants et leurs résultats scolaires, entraînant des taux de décrochage élevés et de faibles résultats d'apprentissage. En se fondant sur une étude longitudinale menée par CONCORDIA Projekte Sociale Kosovo, cet article met en évidence la manière dont les centres communautaires de jour apportent un soutien intégré aux niveaux scolaire, psychosocial et matériel. Les résultats de cette étude révèlent que si les difficultés scolaires persistent, des améliorations notables sont observées dans le développement social et émotionnel des enfants, qui s'avèrent fondamentales pour l'apprentissage. Cet article plaide en faveur de l'abandon des approches en matière de déficit au profit de modèles inclusifs associant éducation et systèmes d'aide sociale.

Lee, J., Fazez, N., Larose, L., Lafranchise, N., Daljeet, K., & Paquet, M. (2026). **Impacts de la participation à des groupes de pairs structurés sur la persévérance des étudiants de cycles supérieurs : revue systématique**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 177-204. https://doi.org/10.53967/cje-rce.6663
The identification of social factors that contribute to graduate student persistence has highlighted inherent limitations in individual supervision. Consequently, various structured peer group modalities (SPGM), including group supervision, group mentoring or tutoring, and structured writing groups, have been proposed as alternatives to, or supplements for, individual

supervision. Using the PRISMA protocol, 13 articles, predominantly qualitative, were identified to investigate the effects of SPGM participation on graduate student persistence, explore potential explanations for these effects, and contribute to the development of a preliminary model reflecting these mechanisms. As a result, the benefits of SPGM on graduate students' persistence were categorized into three components: academic, social, and psychological support. Certain characteristics of SPGM were identified as influencing variables, such as the group characteristics, the structure of the meetings, and the nature of the content discussed. The review concludes with a discussion on the current use of SPGM in academic settings and provides recommendations for future research, notably the need for more quantitative studies.

Liu, C.-Y., Li, W., & Tseng, J. C. R. (2026). **Enhancing generative AI-assisted programming learning with Socratic questioning: effects on learning achievement, computational thinking, and metacognitive awareness**. *Education and Information Technologies*, *31*(16), 9059-9077. https://doi.org/10.1007/s10639-026-14107-9
The rapid advancement of artificial intelligence technologies has driven the widespread adoption of generative AI (GenAI) in programming education. Owing to its powerful capabilities in language understanding and generation, GenAI has shown considerable potential in supporting programming instruction. However, students often lack the experience and skills needed to ask effective questions, which makes it difficult for them to generate high-quality queries or to deeply interpret and utilize the feedback provided by GenAI. This limitation can hinder both the depth and effectiveness of programming learning. To address this issue, the present study proposed a GenAI-assisted programming learning approach that integrates Socratic questioning method, aiming to guide students in engaging more deeply with GenAI during programming tasks. A quasi-experimental design was employed, involving 69 primary school students aged 10 to 11 who participated in a nine-week intervention. The experimental group (n = 35) received GenAI-assisted programming with Socratic questioning, while the control group (n = 34) received GenAI-assisted programming instruction without Socratic questioning method. In this comparison of two intact classes, the experimental group demonstrated higher post-intervention scores in computational thinking and metacognitive awareness than the control group, while no statistically significant difference was observed in learning achievement. Given the study design, these findings should be interpreted as preliminary evidence that Socratic questioning may support the pedagogical use of GenAI in programming education. The results also suggest potential theoretical and pedagogical implications for designing AI-scaffolded learning environments that aim to foster higher-order thinking in K-12 programming contexts.

Liu, Y., Song, Q., & Zheng, Q. (2026). **A systematic review and meta-analysis of the effects of need-based aid on students' academic achievement: insights from causal evidence**. *Oxford Review of Education*, *52*(6), 983-1010. https://doi.org/10.1080/03054985.2025.2590460
This study synthesised causal evidence on the impact of need-based financial aid on college students' academic achievement. We searched six databases for studies published 2000–2023 that used causal designs (RCTs or quasi-experimental methods) and reported achievement outcomes; 16 studies (N = 870,341) met inclusion criteria. Effect sizes (Cohen's d) were pooled with a random-effects model and subgroup analyses examined country income level, aid programme type, and evaluation method. The pooled effect was small but significant (d = 0.13, 95% CI 0.03–0.23, p < .05). Moderator analyses indicated aid programme type (β = 0.06) and evaluation method (β = 3.22) significantly moderated effects (p < .05), while country development level did not. Overall, need-based aid yields a modest positive effect on achievement; policymakers should prioritise grant-focused programmes and rigorous, context-sensitive implementation and monitoring to maximize educational returns.

Loi, J. C. (2026). **The hidden gatekeeper: Shadow education and social exclusion in Sarawak, Malaysia**. *Revue internationale d'éducation de Sèvres*, (101). https://doi.org/10.4000/16wyk
This article examines how "shadow education" (private supplementary tutoring) functions as a mechanism of social exclusion in Sarawak, Malaysia. Drawing on a mixed-methods study of

3,568 secondary students, the research highlights a stark divide: while 32.9% of urban students access tutoring, rural and low-income peers are systematically excluded. Despite expressing high "academic hopefulness", students from lower socio-economic strata face absolute financial obstructions. The article argues that by commodifying academic success, shadow education deepens the gulf between the urban elite and the rural poor, effectively acting as a hidden gatekeeper to social mobility.

Lowthian, E., Bedston, S., Lee, A., Akbari, A., Griffiths, L., Crick, T., & Forrester, D. (2026). **Children's early care experiences and their educational attainment: a population data-linkage study in Wales**. *Oxford Review of Education*, *52*(5), 671-690. https://doi.org/10.1080/03054985.2025.2540036
Care-experienced children are at risk of lower educational attainment. Duration of care is related to attainment, as is the type of placement(s) (e.g. foster care). To determine 'what works' for care-experienced children, our research examined: i) profiles of children on their care experiences, and ii) how these relate to educational attainment at age seven. Using anonymised, linked records in Wales, United Kingdom, we constructed an e-cohort of children born between September 2000 and August 2003. Data sources included births, children's social care, primary health care, demographics and education. We conducted latent class analysis using a three-step approach, summarising social care experiences with attainment at age seven in English/Welsh and mathematics as a distal outcome. Seven profiles best fitted the data, using data on placement types, duration and age on entry. For the first six years of life, those who experienced foster care which progressed to adoption showed the highest attainment (1.00 masked), whereas those children who entered foster care from their fourth birthday had the lowest attainment intercept (0.40, 0.13–0.68). From this, we argue that stakeholders should develop additional support for children whose placement is largely foster care, as this group was most at risk of low attainment.

Macours, K., Rueda, J. V., & Webb, D. (2026). ***Menstrual stigma, hygiene, and human capital: experimental evidence from Madagascar*** [Working paper]. Consulté à l'adresse Universidade Nova de Lisboa, Nova School of Business and Economics, NOVAFRICA website: https://EconPapers.repec.org/RePEc:unl:novafr:wp2605
Menstrual stigma is pervasive in low- and middle-income countries, yet we know little about its consequences for girlsâ€™ human capital. In a field experiment in 140 schools in Madagascar (N=2,256), we evaluate a school hygiene program focused on reducing menstrual stigma through sanitation infrastructure, menstrual products, and teacher- and peer-led sensitization. The program generates substantial learning gains (0.15 SD) without improving attendance or health. The learning gains are instead explained by psychosocial mechanisms: reduced stigma, lower stress measured by heart rate, and a better school social climate. Our results suggest that menstruation can be a meaningful barrier to girlsâ€™ learning.

Marioni, L. D. S., Freguglia, R. D. S., & Costa, A. B. M. (2026). **Does a teacher's perception of school management predict student achievement?** *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2747619
This paper investigates the relationship between school management and leadership and Brazilian students' academic performance in Portuguese and mathematics using a unique longitudinal dataset tracking elementary school students. Drawing on measures of management based on teachers' perceptions of principals' leadership and managerial practices, we control for student, teacher, and school fixed effects. We find that perceived school management and leadership are positively associated with achievement in Portuguese, but no association is found for mathematics. We also investigate the components of the school management index and find heterogeneous effects. Differences in school management and leadership may contribute to dissimilarities in student achievement across schools.

Maris, R. (2026). **Upper secondary pathways and progression to further study**. *Education Economics*, *0*(0), 1-26. https://doi.org/10.1080/09645292.2026.2710746
Upper secondary education is critical in preparing young people for further study. This paper explores how various upper-secondary education pathways influence students' progression to further study. Using linked English administrative data, we compare progression outcomes across a range of pathways, including the brand new T level hybrid vocational pathway and the increasingly popular mixed (academic and vocational) track. We consider progression across three dimensions – overall progression to further study, progression to high-quality further study and preparedness for further study. The results reveal substantial differences across pathways in the likelihood, type, quality and sustainability of progression opportunities.

Modena, F., Tanzi, G. M., Tonello, M., & Veronico, A. (2026). ***Enhancing university students' retention: the role of faculty members*** (Working paper N° 1038). Consulté à l'adresse Bank of Italy, Economic Research and International Relations Area website: https://EconPapers.repec.org/RePEc:bdi:opques:qef_1038_26
This paper examines how the characteristics of the faculty members, mainly in terms of gender and age, affect university students' retention. Using student-level administrative data from the census of Italian university students, we exploit the quasi-random variation in the exposure to female and young professors across cohorts, within the same degree program, department, and university. Students' retention improves when the characteristics of the students match those of faculty members: while younger professors benefit all students, female faculty members have positive effects on female students only.

Mullins, V. M., Feather, K. A., & Clark, M. (2026). **Autistic students in higher education: a conceptual support group framework**. *International Journal of Inclusive Education*, *30*(12), 3640-3659. https://doi.org/10.1080/13603116.2025.2592852
Researchers indicate that autistic students in higher education face a variety of challenges which may increase their support needs. A support group for autistic college students may be a means to address their unique needs; however, there is currently no standardised format or structure. The purpose of the present article is to outline a support group structure that meets the specialised needs of this population with the goals to increase skills and build community. A detailed summary of the peer support group including format, structure and focused topic areas is presented to better serve and address retention in higher education settings.

Nwabuaku, L., Boboye, M. O., & Iwomi, I. O. (2026). **Effect of Guided Discovery Strategy on the Academic Achievement of Secondary School Biology Students in Ukwuani Local Government Area, Delta State, Nigeria**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 346-358. https://doi.org/10.59324/ejceel.2026.4(5).15
The present study examined the effect of guided discovery strategy on biology students' academic achievement and its difference by sex in Ukwuani Local Government Area (LGA) of Delta State, Nigeria. The quasi-experimental design was used, which involved a pretest–posttest non-equivalent control group design. The accessible population was students of SS1 of the Biology subjects in the Senior Secondary schools of the Ukwuani LGA. Two intact classes in Obinomba Mixed Secondary School were sampled and a sample of 100 students was selected using multi-stage sampling technique. The experimental group (50 students) received two lessons in classification of living things and cell structure and function by guided discovery and the conventional lecture method respectively was given to the control group (50 students). The total time of the study consisted of five weeks and the study was guided by two research questions with two null hypotheses being tested at the 0.05 level of significance. The Biology Achievement Test (BAT) was used in the study. This test was adapted from the biology past questions used in Delta State Ministry of Basic and Secondary Education for the year 2023 and 2024. Experts Content Validity Index (CVI = 1.0) and pilot testing indicated content and KR-20 reliability scores of 0.87, respectively. Pretest equivalence was established by independent-samples t-tests, $t(98) = 0.73$, $p = 0.470$, $d = 0.05$, but there was a significantly greater post-test achievement for the

experimental group, t(98) = 4.53, p < .001, d = 0.82. Male and female students did not differ at pre-test, t(48) = 0.67, p = 0.491, or post-test, t(48) = -0.63, p = 0.527, d = 0.15. It was observed that Guided discovery is better than lecture instruction and can be useful to both sexes. The study recommended that professional development opportunities should be provided for Biology teachers and guided discovery should be integrated into scheme-of-work guidance for curriculum implementation.

Odier-Guedj, D., Moulin, F., Rangarajan, R., & Chatenoud, C. (2026). **La perspective des enfants ayant des besoins éducatifs particuliers sur leur transition vers l'école : une étude de portée**. *La nouvelle revue - Éducation et société inclusives*, (105), 91-116. https://doi.org/10.3917/nresi.105.0091
La transition vers l'école représente une étape de vie importante, très réjouissante pour les enfants et leurs familles, mais aussi souvent perçue comme stressante, d'autant plus lorsqu'il s'agit d'enfants ayant des Besoins éducatifs particuliers (BEP). L'émergence des Childhood Studies dès les années 1970 a permis de mettre en évidence les enfants comme étant des acteurs sociaux (James et Prout, 1990) experts de leur propre vie (Clark et Moss, 2011), capables d'exprimer leurs émotions ainsi que les stratégies qu'ils mettent en œuvre pour les réguler (Dennis et Kelemen, 2009). Toutefois, leur point de vue sur les sujets qui les concernent reste très peu présent dans les recherches internationales, qui plus est quand il s'agit d'enfants ayant des BEP (Parsons et al., 2021). Dans la perspective de mieux comprendre ce que ces enfants expriment au sujet de cette transition, nous avons réalisé une étude de portée (Arksey et O'Malley, 2005) qui a permis de répertorier 10 études empiriques où leur parole est recueillie directement (et non rapportée).

Palioura, M., Sapounidis, T., & Vaiopoulou, J. (2026). **Storytelling and educational robotics in literature education: a quasi-experimental study**. *Education and Information Technologies*, *31*(16), 7849-7869. https://doi.org/10.1007/s10639-026-14096-9
Despite the growing interest in integrating educational robotics into storytelling activities, only a few empirical studies have been conducted in the field of literature education. Accordingly, the present study examines the integration of Storytelling and Educational Robotics into the teaching of Greek literature (Homer's Odyssey), in comparison with conventional Storytelling -based instruction. The study was conducted over 16 weeks in five public secondary schools in Greece with 227 participants aged 12–13 and employed a quasi-experimental design involving an experimental group (156 students) and a control group (71 students). The experimental group received an 8-lesson storytelling-robotics course using the DuckyCode robot. The control group received the same literary content through conventional instruction. The learning outcomes for both groups were measured on three different occasions: prior to the start of the intervention (pre-test), during the intervention (intermediate test), and after the completion of the intervention (post-test). ANCOVA and repeated-measures ANOVA indicated that students in the experimental group achieved significantly better learning outcomes compared to the control group at the intermediate and post-test measurements, with a large effect size (η^2_p = 0.256). Furthermore, it was revealed that the students in the experimental group showed statistically significant improvement in learning outcomes over time, while the control group maintained stable learning performance. Overall, the results suggest that integrating Educational Robotics into Storytelling-based literature instruction may significantly enhance students' learning outcomes compared to conventional Storytelling instruction alone.

Pamphile, P., & Bournaud, I. (2026). **Appropriation d'un dispositif d'accompagnement méthodologique d'étudiants primo-entrants à l'université : une lecture par profils et postures**. *Revue internationale de pédagogie de l'enseignement supérieur*, *42*(2). https://doi.org/10.4000/16o8k
Dans le contexte de la transition lycée–université, de nombreux dispositifs d'accompagnement visent à aider les étudiants primo-entrants à s'adapter aux exigences de l'enseignement supérieur. Pourtant, on observe souvent une appropriation différenciée des contenus proposés : certains étudiants s'emparent activement des outils et méthodes d'apprentissage adaptés à

l'université, tandis que d'autres, souvent ceux qui en auraient le plus besoin, peinent à les intégrer à leurs pratiques. Ce constat, récurrent dans les retours de terrain et dans la littérature, interroge les conditions d'une appropriation effective. À partir du cas d'un dispositif composé d'ateliers de méthodologie du travail universitaire, cet article propose d'analyser ces écarts en mobilisant la notion de profils d'appropriation (passif, pratique, stratégique) et les pratiques déclarées par les étudiants à l'issue du dispositif. Une lecture transversale de l'ensemble du dispositif est ensuite présentée, mettant en lumière la diversité des dynamiques d'appropriation. Pour interpréter les différences interindividuelles dans la réception d'un même accompagnement, nous introduisons la notion de posture, qui permet de relier les profils d'appropriation observés à des dispositions plus latentes d'engagement dans le processus d'appropriation. Notre étude invite ainsi à envisager les dispositifs d'accompagnement non pas uniquement sous l'angle de la diffusion d'outils et de stratégies d'apprentissage pour réussir à l'université, mais aussi comme des leviers de transformation pédagogique.

Pavese, C., Meulen, S. ter, & Woessmann, L. (2026). ***Integrated vs. Separated Schooling for Refugee Children: Long-Term Effects on Education and Assimilation*** (Working paper N° 13023). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13023
Does direct integration into native schools or temporary placement in separate schools better promote the education and cultural assimilation of refugee children? In the Netherlands, primary-school-aged refugee children are placed in either integrated or separated schools depending on their randomly assigned municipality. By contrast, all secondary-school-aged arrivals are initially separated. We exploit this institutional setting in two-way fixed-effects models with age-at-arrival and municipality fixed effects. Using rich administrative data, we find that integrated schooling reduces educational attainment at age 18, particularly for children of lower-educated parents. At the same time, integrated schooling increases cultural assimilation, measured by hormonal-contraceptive usage among teenage women, particularly for children from non-Muslim-majority countries. A distinctive feature of separated schooling that may account for its positive educational effect is that it allows employing teachers specialized in native-language teaching for non-native speakers.

Pham, H., Doan, T., & Nguyen, C. (2026). ***Pathways to student performance: What entry pathway predicts better students' first-year GPA outcomes? A case study of a Mekong region university, Vietnam*** (Working paper N° 2026-13 Classification-). Consulté à l'adresse Adelaide University, School of Economics website: https://EconPapers.repec.org/RePEc:adl:wpaper:2026-13
Vietnam's expansion of university admission pathways has raised questions about whether high school (HS) transcripts or national exam scores better predict student success. Examining five entry cohorts (11,127 students) at a Mekong regional university, this study compares how high school grades and national exam scores forecast first-year college performance across different fields of study. Results show that high school transcripts are a stronger and more reliable predictor of university academic performance than single-occasion national exam scores. Overall high school academic rank also serves as a clear indicator of achievement, with top-ranked high school students consistently outperforming their peers in college. The strength of these admission measures varies by discipline, showing the strongest predictive power in Natural Science and Technology programs and the lowest in Education. These findings demonstrate that consistent high school performance offers a clearer and more reliable forward-looking signal of university readiness than a single exam. Higher education leaders should retain transcript-based entry while standardising high school grading practices and adopting field-specific admission criteria. These findings support the Vietnam Ministry of Education and Training's decision to retain high school transcripts in university admissions despite some public calls for their abolition.

Pizarro Milian, Zarifa, & Sano. (2026). **Do Transfers into the Community College Sector Graduate at the Same Rate? Evidence from Ontario, Canada**. *Community College Journal of Research and Practice*, *50*(11), 827-841. https://doi.org/10.1080/10668926.2024.2369644

The overwhelming majority of studies on transfer students have compared the outcomes of vertical transfer students (college-to-university) relative to "native" counterparts, referring to those that directly enter universities from high school and remain within them throughout the course of their studies. In turn, scholars have devoted only minimal attention to the outcomes of students that travel variable pathways into the community college sector (e.g. university to college). Through this study we attempt to correct such imbalance in the existing literature, leveraging various administrative files in Statistics Canada's Education and Labour Market Linkage Platform (ELMLP) to analyze the pathway-based disparities in graduation rates among those students traveling various routes into the Ontario community college sector. Our logistic regression models reveal that students who transfer into the community college graduate at a rate that is 22 to 27% points lower than direct entries, and that these differences persist even after we control for student traits (e.g. age, sex), field of study, parental income, and familial characteristics (e.g. size, structure). Based on the observed findings, we theorize plausible mechanisms that could be suppressing the success of transfers into the community college sector and identify a series of potential strategies to ameliorate this situation.

Stavropoulou, G., & Nerantzaki, K. (2026). **How do university students feel about statistics?": Relationships among achievement goals, achievement emotions and learning outcomes**. *European Journal of Psychology of Education*, *41*(3), 110. https://doi.org/10.1007/s10212-026-01158-2
This study examined how university students' motivations and emotions shape their engagement and success in a social-science statistics course (N = 376). Drawing on Achievement Goal Theory and Control-Value Theory, we explored three types of goal orientations-mastery, performance-approach, and performance-avoidance-and their connections to achievement emotions, use of learning strategies (help-seeking, cognitive processing), and end-of-semester performance. Data were collected using the Patterns of Adaptive Learning Scales (PALS), the Achievement Emotion Scale (AES), and the Learning Strategies Questionnaire. Additionally, students' performance was measured using final semester exams. Findings revealed that students with mastery goals reported greater enjoyment before learning and more frequent use of strategic help-seeking and deep cognitive processing. In contrast, those with performance-avoidance goals experienced more negative emotions after studying and tended to avoid seeking help. Negative emotions emerging after learning were linked to lower performance, whereas positive anticipatory emotions supported engagement. Emotional responses also served as a pathway through which motivations influenced learning behaviors and outcomes. These results highlight the importance of fostering mastery-oriented goals and positive emotional experiences to support effective learning in statistics.

Sun, Y., Wang, H., Lu, B., Wang, W., Wang, H., & Wang, C. (2026). **How Peers Inform Adolescents' Academic Self-Concept and Achievement: A Three-Wave Random-Intercept Cross-Lagged Panel Analysis**. *Journal of Youth and Adolescence*, *55*(10), 2687-2704. https://doi.org/10.1007/s10964-026-02409-7
Adolescents' everyday peer relationships provide proximal academic information, yet peer-effects research centered on aggregate achievement offers limited insight into these immediate contexts. This study examined longitudinal relations among high-interaction peers' academic performance, adolescents' academic self-concept, and achievement, including gender differences. Three-wave data at three-month intervals were obtained from 1,030 seventh- and eighth-grade Chinese adolescents (Mage = 13.24 years, SD = 0.75 at baseline; 50.39% girls; 48.25% seventh graders). A random-intercept cross-lagged panel model was estimated, with gender moderation examined through multiple-group analyses. Results showed significant positive between-person associations among the three academic variables. At the within-person level, peer academic performance predicted subsequent academic self-concept and achievement, and academic self-concept and achievement were reciprocally related over time. Peer academic performance also indirectly predicted later achievement through academic self-concept and later academic self-concept through adolescents' own achievement. Gender

differences were observed in relations with later achievement. By separating stable differences from within-person variation, the study demonstrates positive within-person relations between proximal peers' academic performance and adolescents' subsequent academic self-concept and achievement, underscoring the importance of proximal peer environments for early adolescents' academic development.

Tezci, İ. H. (2026). **Does AI Guidance make a difference? a quasi-experimental study on the effects of NotebookLM on academic achievement, test anxiety, and self-efficacy**. *Education and Information Technologies*, *31*(16), 9025-9058. https://doi.org/10.1007/s10639-026-14146-2
This study examined the effects of NotebookLM-assisted learning on university students' academic achievement, test anxiety, and academic self-efficacy. Using a pretest-posttest control group quasi-experimental design, 118 undergraduate students enrolled in a Scientific Research Methods course were randomly assigned to three groups: NotebookLM + teacher guidance, independent NotebookLM use, and traditional instruction. After the six-week intervention, data were analyzed using 3 × 2 mixed ANOVA with Bonferroni post-hoc comparisons. Results revealed statistically significant time × group interactions for all three dependent variables (academic achievement: $p < .001$, $\eta^2p = .46$; test anxiety: $p < .001$, $\eta^2p = .41$; academic self-efficacy: $p < .001$, $\eta^2p = .59$). For academic achievement, the guided group significantly outperformed both the independent ($p = .036$) and the control groups ($p < .001$), while the independent use group also significantly outperformed the control group ($p = .002$). For test anxiety and academic self-efficacy, both experimental groups improved significantly more than the control group (ps < 0.001-0.010), with no difference between them (both ps = 1.000). These results indicate that the effects on anxiety and self-efficacy operated at the instrumental level, meaning they were driven by tool use alone regardless of guidance, whereas the effect on academic achievement required pedagogical support. The findings provide experimental evidence that AI should be positioned not as a replacement for the teacher, but as a complementary tool integrated with pedagogical scaffolding.

Thy, S., Roeurt, V., Un, V., Khean, T., Mak, B., Kong, S., … Sam, R. (2026). **Investigation of First-Year Students' and Lecturers' Expectations of University Education: A Case Study of a Public Provincial University**. *Scientia. Technology, Science and Society*, *3*(10), 36-51. https://doi.org/10.59324/stss.2026.3(10).03
This study investigated (1) the expectations that first-year students bring to universities and (2) lecturers' expectations of first-year students at the National University of Battambang (NUBB), Cambodia. A cross-sectional survey design was used. The participants included 200 first-year undergraduates (130 in social sciences and 70 in applied sciences; 156 female and 44 male; modal age 19 years) and 24 lecturers (13 female and 11 male). The student questionnaire, adapted from Hassel and Ridout (2018), comprises 29 items in six subscales: reasons for attending university (ambition, drive and motivation; RM), lack of other opportunities (LO), social factors (SO), perceived status and expectations (PE), anticipated academic aptitude struggles (AS) and other struggles (OS). The lecturer questionnaire comprised 15 items covering lecturers as facilitators (EF), lectures being dictated (ED), and universities being easy or similar to high school (EH). Data were analyzed with descriptive statistics, Cronbach's α, one-sample t tests against the scale midpoint (3) with Cohen's d, and Welch's t tests for sex and field-of-study differences. Students enrolled mainly for ambition and career reasons ($M = 3.93$ on a 5-point scale) and perceived status ($M = 3.71$) rather than for lack of other opportunities ($M = 2.72$) or social factors ($M = 2.65$), and they anticipated moderate academic difficulty ($M = 3.25$), especially with self-directed learning, study skills and workload; 61.5% also expected financial difficulties. Expectations did not differ significantly by sex or field of study. Lecturers believe that incoming students expect to manage their own notes and engage in independent learning, group work and research but also expect lecturers to dictate or supply notes. This points to a gap between school-based and university learning. The findings suggest that a structured orientation, explicit communication of academic norms and early academic skills support could help NUBB narrow this gap in expectations.

Ulukök Yıldırım, Ş., & Sönmez, D. (2026). **Effects of sustained attention and different video lecture types on learning and recall performance of pre-service science teachers**. *Education and Information Technologies*, *31*(16), 8265-8290. https://doi.org/10.1007/s10639-026-14102-0
In today's educational environments, videos have become integral to learning and teaching processes. The rapid spread of videos in education necessitates the development of video course designs that consider individual differences and learner needs. However, generic designs fail to address the varied needs of individuals. Video lectures that consider individual differences can help students benefit more effectively from the materials. However, it is observed that the literature on how learners with different cognitive characteristics benefit from video designs and how individual learning processes can be supported is limited, and research in this field is still at an early stage. Therefore, this research investigates the effects of pre-service science teachers' sustained attention levels and different video lecture types on their learning and recall performance on the cell cycle. The research was conducted with a 2 × 2 between-group factorial design, which is one of the experimental methods. The research participants included 100 pre-service science teachers. During the data collection process, a computer-based sustained attention test, an achievement test, and the GazePoint GP3 eye tracking system were used. Two-way ANOVA and the Mann–Whitney U test were used for data analysis. Results show that pre-service science teachers' learning and recall performance differ significantly depending on the type of interaction in video lectures and their sustained attention levels. In addition, participants with high sustained attention levels achieved the highest learning performance when they watched picture-in-picture video lectures. On the other hand, the lowest learning performance was observed in the group where participants with low sustained attention levels watched lecture videos with voiceover. The results from eye tracking data also support this finding.

van Vugt, L. L. J., van der Velden, R., & Levels, M. (2026). **Which parental resources protect against early school-leaving? A structural equation modeling approach**. *European Sociological Review*, *42*(5), 815-829. https://doi.org/10.1093/esr/jcag018
Early school-leaving is considered a societal problem, but it is unclear which family factors explain this. In this article, we focus on three family resources that may explain early school-leaving: parent's cognitive skills at age 12, parent's educational attainment, and household income. By combining the Intergenerational Transmission of Skills dataset and administrative data from the Netherlands Cohort Study on Education, we follow the educational career of almost 22,000 children. Structural equation models allow us to determine the relative importance of children's skills and family resources. Focusing on the direct effects, we find that children's cognitive skills at age 12 and initial track placement in secondary education contribute most to the risk of early school-leaving (66 per cent of the explained variance), followed by parent's household income (25 per cent) and parent's educational attainment (9 per cent). However, family resources may also indirectly explain early school-leaving by children's cognitive skills at age 12 and their initial track placement. Here, parent's cognitive skills at age 12 play the most important role. If we take that into account, we find that the total effect of parental resources increases, with parents' cognitive skills at age 12 having the strongest contribution (18 per cent), immediately followed by household income (14 per cent) and parental educational attainment (11 per cent). These results demonstrate how important family resources are for protecting against early school-leaving, both directly and indirectly.

Vicentini, G., Putwain, D. W., Burro, R., & Raccanello, D. (2026). **Achievement emotions in primary and middle school: the role of sex, age, personality, and emotion regulation**. *European Journal of Psychology of Education*, *41*(3), 107. https://doi.org/10.1007/s10212-026-01168-0
Achievement emotions are influenced by a series of antecedents, but the role of some of them – such as personality traits and emotion regulation (ER) strategies –, particularly in primary and middle school students, remains underexplored. Guided by the Control-Value Theory, this study examined the additive contribution of demographic variables (sex and age), personality traits,

and ER strategies to 10 school-related achievement emotions. A sample of 330 fourth, sixth, and seventh-grade students completed measures of Big Five personality traits, two behavioral (Actively Approaching and Withdrawal) and two cognitive (Positive Refocusing and Catastrophizing) ER strategies, and five positive (enjoyment, pride, hope, relief, and relaxation) and five negative (anxiety, anger, shame, hopelessness, and boredom) school-related emotions. Linear mixed models were estimated, with variables entered hierarchically, to assess the additive contribution of each group of factors. Results showed that females reported higher anxiety and lower boredom, while older students reported lower positive and higher negative emotions. Personality traits and ER strategies displayed consistent patterns of associations across emotions: Extraversion, Conscientiousness, Openness, Actively Approaching, and Positive Refocusing were associated with higher positive emotions and lower negative emotions, and vice versa for Neuroticism, Withdrawal, and Catastrophizing. Despite the cross-sectional design, which limits causal interpretations, these findings highlight the role of both stable individual characteristics (sex, age, and personality) and more malleable factors (ER strategies) in students' emotional experiences at school. The results may inform future research and interventions aimed at promoting adaptive ER in educational settings.

Villavicencio, A., Jaffe-Walter, R., & Cherng, H.-Y.-S. (2026). **Relationship Between Professional Culture and Outcomes for Immigrant English Learner Youth: A Mixed-Methods Study**. *American Educational Research Journal*, *63*(1), 38-71. https://doi.org/10.3102/00028312251389220
This mixed-methods study examined if and how professional conditions in schools shape the outcomes of immigrant English learners (ELs). First, we conducted multiyear case studies in two high-impact secondary schools designed to serve immigrant ELs. Our qualitative work revealed three critical conditions for supporting student success: a teacher's sense of their influence in school, structured opportunities to collaborate with peers, and a broader sense of collective responsibility. Next, we linked these practices with academic outcomes using New York City administrative data and data from the NYC School Survey, a large-scale survey administered to leaders and teachers. Using factor analysis, we found that teacher influence, peer collaboration, and collective responsibility were positively correlated with student achievement, particularly among ELs.

Wang, M.-T., Scanlon, C. L., Yamada, T., & Qin, X. (2026). **Using a Robust Moderated Mediation Approach to Understand Associations Between Classroom Quality, Mindset Beliefs, Engagement, and Student Achievement in Math and Science**. *American Educational Research Journal*, *63*(4), 872-907. https://doi.org/10.3102/00028312261435545
Using a robust moderated mediation approach with a socioeconomically diverse sample of 1,532 adolescents(Mage = 14.61 years; 51% female; 68% White, 28% Black; 48% economically disadvantaged), this study tested whether growth mindset and behavioral engagement mediated the link between classroom quality and math and science achievement and whether effects varied by race or socioeconomic status. Student engagement, but not mindset, significantly mediated the association in both subjects. Mediation effects varied by race in math, with weaker effects for Black students, but did not differ by socioeconomic status. Findings underscore engagement, rather than mindset, as the primary mechanism linking classroom quality to academic achievement, highlighting the need for subject-specific and equity-focused strategies to support all learners.

Wolf, S., Ogan, A., K. Jasińska, K., Kembou, S., Cannanure, V. K., Whitehead, H., … Kumar, A. (2026). **Impacts of Targeted Instruction with Mobile-Based Support on Teachers and Students in Rural Côte d'Ivoire**. *American Educational Research Journal*, *63*(4), 691-730. https://doi.org/10.3102/00028312261430679
We report results from a school-randomized trial examining a targeted instruction program ("Teaching at the Right Level") in Côte d'Ivoire implemented by teachers (N = 167 schools, 303 teachers, and 3,808 students). The program modestly improved literacy and numeracy learning levels (dw = .13, q = .013 and .27, q = .001) but had no statistically significant impacts on functional

literacy and numeracy (dw = .08, q < .096 for both). After 2 years, 63 and 21% of children scored at the two lowest levels of literacy and numeracy, respectively. Learning gains were concentrated among children at the bottom of the distribution. Quantitative and qualitative data highlighted the importance of distinguishing between fluency and decoding or computational skills, teacher program knowledge, and barriers to and enablers of quality implementation.

Yoo, P. Y., & Hanselman, P. (2026). **Efficiency-Equity Tradeoffs in Schools: Evidence from Elementary School Learning**. *American Educational Research Journal*, *63*(5), 1056-1096. https://doi.org/10.3102/00028312261439644
School organizational decisions on resources and priorities shape the provision and distribution of learning opportunities, potentially creating conflicts between efficiency and equity. We evaluated this organizational efficiency-equity tradeoff hypothesis with statewide administrative data on elementary school students from one western state. We used value-added models of student achievement to generate annual estimates of schools' (a) overall effectiveness in promoting learning and (b) differential effectiveness in promoting more learning for low-income students relative to higher-income peers, and we explored the relationship between them. We found meaningful variability in differential effectiveness and a clear negative association between overall and differential effectiveness, but one that is sensitive to context. This implies that efficiency-equity tradeoffs are a common but not inevitable feature of school practice as educators balance diverse organizational goals.

Zhou, Y., & Geng, L. (2026). **Affective and cognitive pathways linking connectedness to nature with academic burnout/engagement among adolescents: A daily diary analysis**. *European Journal of Psychology of Education*, *41*(3), 115. https://doi.org/10.1007/s10212-026-01181-3
In the context of Chinese secondary education, learning is a central component of adolescents' daily lives. Academic burnout has been shown to undermine adolescent development, whereas academic engagement facilitates positive growth. However, existing studies have paid limited attention to the role of the natural environment and the underlying mechanisms through which it may influence these two learning-related psychological states in adolescents. Building on this foundation, the present study drew on stress reduction theory and attention restoration theory to investigate how connectedness to nature was associated with daily academic burnout and engagement among adolescents. We adopted a 14-day daily diary design and recruited 215 adolescents (Mage = 12.72, SDage = 0.56, 40.5% female) to complete daily measures of connectedness to nature, academic burnout, academic engagement, positive affect, and ego depletion. Multilevel path analyses revealed that higher-than-average daily connectedness was associated with lower-than-average academic burnout and higher-than-average academic engagement, and that these associations were mediated by daily positive affect and daily ego depletion. These findings have important implications for the development of nature-based prevention and intervention strategies in secondary education.

Valeurs

Alwaqdani, M. S. (2026). **Ethically situated AI integration in higher education: A mixed-methods latent profile analysis of faculty adoption**. *Education and Information Technologies*, *31*(15), 7677-7713. https://doi.org/10.1007/s10639-026-14095-w
Artificial Intelligence (AI) is rapidly reshaping higher education. Yet much empirical research still treats ethical governance and pedagogical change as separate issues. This leaves limited understanding of how faculty members bring principles of transparency, fairness, privacy, and accountability into teaching decisions, and how institutional conditions support or restrict deeper AI use. This study examines faculty AI adoption through an ethical, pedagogical, and institutional lens, combining ethical preparedness, SAMR-based pedagogical readiness, and institutional

support within a sequential explanatory mixed-methods design. In the quantitative phase, survey data from 460 faculty members were analysed using Latent Profile Analysis (LPA) across ethical preparedness, SAMR-based pedagogical readiness, institutional support, teacher readiness, practical barriers, and future vision. A five-profile solution demonstrated strong classification quality (entropy = .994), with patterns ranging from faculty members with limited engagement to more ethically and pedagogically integrated adopters. The qualitative phase drew on semi-structured interviews with 20 faculty members, analysed through reflexive thematic analysis, to examine why the profiles differed. The findings show that ethical preparedness develops through experience, reflection, and institutional guidance. It also shapes how faculty members judge the pedagogical legitimacy of AI use. More transformative AI integration was most evident when ethical clarity was supported by coherent governance, professional development, and assessment guidance. An aspiration–capacity gap became evident when optimism about AI's future role and ethical intent were not accompanied by sufficient institutional support, pedagogical capacity, and practical feasibility. The study offers a theoretically grounded account of responsible AI adoption as ethically situated and institutionally mediated. It also highlights the need for ethical governance linked to teaching and assessment, alongside clearer pathways for developing faculty capacity.

Arold, B., Monteiro, A., & Yannelis, C. (2026). ***The Long Term Effects of School Prayer*** (Working paper N° 26244). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26244
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.

Chaker, R., de la Hoz-Ruiz, J., Miñán Espigares, A., Sanchez Mendías, J., & Hajj-Hassan, M. (2026). **Environmental citizenship among Spanish pre-service teachers: sustainability awareness and online civic engagement at the University of Granada**. *Frontiers in Education*, *11*. https://doi.org/10.3389/feduc.2026.1766746
Background Spain's green transition places education at the center of sustainability, but evidence on digitally mediated environmental citizenship among Spanish pre-service teachers remains limited. Methods An exploratory cross-sectional study was conducted with 275 pre-service teachers from the Faculty of Education Sciences at the University of Granada using a self-administered questionnaire assessing environmental motivation, environmental citizenship, and online civic engagement. Results Participants showed moderate to high environmental motivation, but low past participation in environmental activities, especially collective and digitally mediated actions. Future intentions were moderate, suggesting willingness to engage

more actively under supportive conditions. Discussion The findings underline the need for stronger institutional support and curricular integration of sustainability and digital environmental citizenship in teacher education.

Chauvigné, C., Fabre, M., Huchet, C., & Roelens, C. (2026). **Démocratie, communs et éducation : dialogues philosophiques et didactiques**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe4
Lorsque Francis Fukuyama publia en 1992 un ouvrage qui fit date, La fin de l'histoire et le dernier homme (1992/2018), il pouvait apparaitre à beaucoup que le destin des démocraties occidentales d'abord, et celui d'une globalisation progressive de leur modèle ensuite, était de communier dans un même individualisme libéral, avant tout soluble dans une même logique de marché, qui ne se limiterait pas, loin s'en faut, à la seule sphère économique. Il convient dans cette logique de s'en tenir, po...

David, R. (2026). **L'école, un projet « hors » du commun**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16ped
Afin de repenser l'articulation entre démocratie, commun et éducation, notre travail entreprend, à partir d'une approche épistémologique critique, de repenser la manière dont la forme scolaire s'inscrit dans la formation sociale capitaliste moderne et contribue à l'élaboration d'un monde comme « un » qui participe de fait à la rupture avec l'élaboration de « communs ». Par ses catégories centrales : l'élaboration d'une sphère « autonome » désinsérée du reste de la société, une activité éducative se déroulant au sein d'espaces délimités et rationalisés sous « domination du temps » dédiés à la réalisation de « programmes éducatifs », une mise en compétition des enfants destinée à produire des performances scolaires et une éducation au politique réduite à une démocratie procédurale et à une communauté politique étatisée, nous entendons montrer comment le projet moderne d'éducation dont l'école constitue le fer de lance s'est historiquement et radicalement constitué en dehors du commun et par un processus de substitution aux pratiques « populaires » de l'éducation.

Depierre, R. (2026). **Chine : l'État éducateur et rééducateur construisant des communs à l'ombre du piège de Thucydide**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe8
La Chine communiste s'est lancée dans de nombreux projets de Communs : orientations politiques, éducation, collectivisation, sinisation, valeurs et politique internationale. Mais elle a rencontré de nombreux problèmes car le Parti-État chinois est devenu un État rééducateur à l'ombre du piège de Thucydide. Il installe une relation de domination, entre le pouvoir et les citoyens, qui nie leur humanité. Nous évoquerons les racines culturelles de l'autoritarisme de Xi Jinping à travers ses écrits.

Draelants, H. (2026). ***Éduquer pour le climat ? pourquoi savoir ne suffit pas pour agir***. Consulté à l'adresse https://www.pressesdesciencespo.fr/fr/book/?GCOI=27246100027340#h2tabDetails
Ce livre naît d une tension. D un côté, une confiance presque instinctive : face à la catastrophe qui vient, l éducation serait notre meilleure arme. Il suffirait de savoir pour agir, d enseigner pour transformer, de former la jeunesse pour sauver l avenir. De l autre, un constat lucide : dans nos sociétés hyper-informées du Nord, l accumulation des connaissances ne déclenche pas l action espérée. Pire, elle semble parfois nourrir une forme d apathie sophistiquée. L inertie n est pas le fruit d un déficit d information, mais le produit d un système d invisibilité : dans la modernité

capitaliste, la production est méthodiquement séparée de la consommation, les causes de leurs conséquences et nos corps de leur environnement

Duncan, K. E. (2026). **Guiding Like the North Star: A Literature Review of Black Teachers Helping Black Students Navigate Civic Estrangement, 2014–2023**. *Review of Educational Research*, 96(5), 1568-1596. https://doi.org/10.3102/00346543251355264
For decades, Black Americans have occupied a status known as civic estrangement, existing simultaneously as citizens and noncitizens in the United States. This systematic literature review examines how Black teachers helped Black students navigate civic estrangement between 2014–2023, the first full decade of the Black Lives Matter movement. Findings indicate that teachers cultivated Black fugitive spaces, affirmed and validated their students, helped students develop a critical consciousness, and engaged in this work out of a sense of responsibility to their students. This systematic literature review has implications for teacher educators and civic education researchers.

Fabre, M. (2026). **Le commun et le conflit dans l'éducation au politique**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe6
L'introduction des questions socialement vives dans le curriculum scolaire exige une éducation au politique ayant pour but la compréhension des problèmes de l'anthropocène. Dans cette perspective je privilégierai l'étude des controverses et des conflits sociaux. Cette stratégie est prise dans une tension entre la visée du bien commun et le pluralisme des conceptions du bien qui s'exprime, de manière conflictuelle, dans une société démocratique. Comment, dans l'éducation, prendre en charge à la fois cette visée idéale du bien et la réalité des conflits sociaux ? Et comment éviter de reproduire la controverse avec les élèves au lieu de l'élucider ? De telles tensions sont au centre de la philosophie politique de Dewey. Cet article s'efforce de montrer que l'explicitation de ces tensions entre commun et conflit s'avère extrêmement instructive pour une éducation au politique basée sur l'élucidation des controverses concernant des questions socialement vives et permet de définir une perspective critique dans une communauté problématisante.

Fournier, C., & Laroussi, M. (2026). **Créer, innover, partager : un processus de travail autour de l'intelligence artificielle pour produire des ressources éducatives libres accessibles à tous et toutes**. *Médiations et médiatisations*, (23), 209-229. https://doi.org/10.52358/mm.vi23.486
Education is a strategic lever for achieving several Sustainable Development Goals (SDGs) as set out by the UN. However, it is being rolled out in a challenging demographic context characterized by a growing demand for education in many parts of the world, coupled with a lack of resources, both material (infrastructure, premises) and human (shortage of teachers). In this context, Open Educational Resources (OER) appear to be an educational tool of choice for promoting access to and dissemination of knowledge on a large scale. Generative artificial intelligence (AI) is now reinforcing this potential. Many EdTech companies offer solutions for automatically generating educational content that can be integrated into digital environments (LMS). However, creating high-quality OERs requires more than just the use of technology; it requires a rigorous approach, guided by educational and ethical principles. This article proposes a 10-step workflow for integrating generative AI into the design of OERs. Each step specifies the possible contributions of AI, examples of prompts and tools that can be used, supported by a summary table.

Frega, R., Fabre, M., & Roelens, C. (2026). **Le projet démocratique : une approche pragmatiste**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe9
Ce n'est pas un livre qui s'adresse directement à des questions d'éducation, mais finalement, c'est un cadre qui se laisse très bien, je pense, traduire dans un registre pédagogique. Cela vient évidemment tout simplement de cette inspiration fortement deweyenne, où finalement démocratie et éducation étaient quand même assez liées si bien qu'il avait publié un livre avec ces titres-là. L'origine du projet : actualité de la philosophie politique du pragmatisme Alors je commence par deux mots co...

Gazagne, A., Lo Monaco, G., & Roth, X. (2026). **Quand y a-t-il démocratie en éducation thérapeutique du patient ? Analyse philosophique pour des repères didactiques**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pee
En raison de leur ambition explicitement normative, les « éducations à » ravivent l'une des questions les plus épineuses de l'éducation, qui relève en propre de la philosophie morale et politique : la question des justifications de l'éducation. L'éducation thérapeutique du patient (ETP) est de ce point de vue un cas d'étude paradigmatique. L'ETP vise un changement mélioratif du patient ; mais à quoi reconnaître ce « mieux » qu'elle ambitionne ? Au fait que l'action éducative conforme le patient à la neutralité objective de la logique thérapeutique ? Ou bien, à l'inverse, que ce soit le patient qui conforme l'action éducative aux normes de son expérience vécue ? L'identification des critères de définition du « mieux » visé par l'ETP est une question d'autant plus vive qu'elle se pose désormais dans le cadre d'une « démocratie sanitaire », censée garantir la conception que chaque patient se fait de la « vie bonne ». Au carrefour de la philosophie et de la didactique, l'enjeu de cet article est d'amorcer un travail d'identification des conditions d'un espace commun, où soignants-éducateurs et patients pourraient définir démocratiquement en quoi consiste le changement mélioratif visé par l'ETP.

Gégout, P. (2026). **La formation du citoyen à l'épreuve de l'anthropologie libérale : apprendre à faire des choix ou développer des vertus ?** *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe7
Cette contribution entend examiner les présupposés anthropologiques sous-tendant l'argumentation critique de Philippe Foray à l'égard du rôle de l'école dans la formation du citoyen. Si nous partageons ses constats relatifs à la prétention de l'école à former des citoyens, nous divergeons cependant sur son argumentation. Nous refusons que la dimension politique de l'homme soit envisagée comme un choix de vie. Nous soutenons au contraire que l'être humain est un être naturellement politique et que son humanité passe par la participation à la vie sociale et politique. Critiquant l'anthropologie libérale, nous proposons de renouer avec une perspective vertuiste plus à même de redonner du sens à l'éducation comme à la vie ordinaire. Dans cette perspective, la citoyenneté apparaît alors comme une vertu. Dès lors, c'est la question de « l'éducation civique » qui est posée à nouveaux frais : non seulement il n'est plus possible d'enseigner la citoyenneté comme un simple ensemble de savoirs, d'habitudes ou de règles mais se pose de surcroît la question de la possibilité de son enseignement.

Géring, Z., Tamássy, R., FránYó, Z., Knúlné Pál, E., & Rakovics, M. (2026). **More focus on society, less on student development – mission-change of Hungarian higher education institutions between 2017 and 2023**. *Tertiary Education and Management*, *32*(3), 229-267. https://doi.org/10.1007/s11233-026-09171-2

In a constantly changing world, universities have to make considerable efforts to legitimise themselves both as higher education institutions (HEIs) and as important and future-oriented institutions that serve society. These legitimacy claims can be detected in mission statements, which are commonly used communication tools to reach stakeholders. Accordingly, this research aims to investigate the change in mission of Hungarian HEIs between 2017 and 2023. We analysed 35 Hungarian HEIs' publicly available mission texts from their official websites and distinguished 38 mentioned social roles and responsibilities. The longitudinal approach made it possible to identify the unchanging social roles and, at the same time, to identify the emerging and disappearing roles and stakeholders. The results show that the 'Education', 'Science, research', 'External relations', 'High quality', and 'Traditions, values' role groups are stable throughout the years. We perceive them as legitimating role groups in that their mention seems to be continuously present. There is only one role group, which showed an increasing tendency: the roles indicating services to and well-being of society. However, this heightened focus on society's demands seems to be reached at the expense of student-centredness because the frequency of mentioned roles and responsibilities concerning the students significantly decreased. The question arose whether these changes can be connected to the transformation in higher education governance and the spreading of new managerialism, or rather mirror the HEIs' attempts to react to the challenges and changes in the international and national environment and address the difficulties of mission overload.

Graves, N., & Drouilleau, F. (2026). **Certification professionnelle et transition écologique : place et rôle des acteurs institutionnels de l'écologie**. In S. Di Biasio & B. Saccomanno (Éd.), *Les voies professionnelle et technologique de l'enseignement secondaire : tensions et proximités contemporaines*. https://doi.org/10.4000/16v8i
L'intégration des enjeux de la transition écologique dans les certifications professionnelles résulte du travail des différents acteurs impliqués dans le processus de certification. Le Commissariat général au développement durable (CGDD), organe du ministère en charge de l'écologie, est engagé dans cette action à divers titres : présence de représentants du CGDD dans les Commissions professionnelles consultatives (CPC), et animation de groupes de travail, entre autres exemples. Basé sur une observation participante d'un groupe de travail interministériel ayant donné lieu à la production d'un vademecum, et d'un service du CGDD dans le cadre d'une thèse en économie financée par une Convention de formation par la recherche en administration (COFRA), ce chapitre revient sur la place et le rôle du CGDD dans l'écologisation des référentiels de certification de la voie professionnelle des niveaux 3 à 5. Il présente les limites et défis de son action, ainsi que les outils mobilisés pour y répondre. Il conclut sur la nécessité d'aller observer et analyser les usages de ces outils par les différents ministères certificateurs, via leurs services d'ingénierie des différents diplômes et certifications de la voie professionnelle.

Hagège, H. (2026). ***Re-Anchoring Mindfulness for an Ethics of Responsibility in Contemporary Education: From New Life Skills and Meditation Typologies to a Pilot Evaluation of a Secular Program***. Consulté à l'adresse https://hal.science/hal-05776653
Objectives. Research on mindfulness faces two main obstacles: the ethical content of second generation mindfulness based programs (SG MBPs) often derives from Buddhist theory, ill suited to secular, pluralistic contexts, and methods assessing meditation's ethical impact remain rooted in normative moral psychology rather than reflexive ethics, without multidimensional, educationally relevant indicators. Moreover, even within ethics and ethics-education research, responsibility itself remains theoretically underspecified and weakly operationalized. To address

these obstacles, we propose an original theoretical framework conceptualizing responsibility as five interrelated life skills—axiological, relational, epistemic, emotional, and attentional—integrating personal health with reflexive ethics, from which we derive a new meditation typology. We then examine a secular SG-MBP designed to cultivate these skills, along with its effects on them. Methods. In a pilot quasi experimental study, university science students who completed the XXX program (anonymized for review), combining mindfulness based and four other meditation types, were compared with an active control group (N = 84). Validated self report measures assessed the five life skill domains and well being; group differences were tested with one way ANCOVAs controlling for baseline scores. Results. Relative to controls, XXX participants showed moderate improvements in empathy, connectedness to nature, values toward uncertainty, intra individual emotional competence, decentering, and well being, with no significant effects detected on value alignment, affects toward uncertainty, epistemological beliefs about science, or cognitive fusion. Conclusions. These findings offer preliminary support for secular SG MBPs grounded in reflexive ethics and life skills theory to jointly foster responsibility related competencies and well being, while underscoring the need for more sensitive measures of meditation's ethical impact, and lay groundwork for the viability of MBPs and for future research in education for responsibility and mindfulness studies.

Hammersley, M. (2026). **Neglected dimensions of political education: lessons from Karl Mannheim and Leo Strauss**. *Oxford Review of Education*, *52*(6), 966-982. https://doi.org/10.1080/03054985.2025.2590473
This paper begins by outlining key dimensions on which advocacy of political education can vary, these relating to differences in content, target audience, purpose, and rationale. It then examines the very different conceptions of political education put forward in the middle of the twentieth century by the sociologist Karl Mannheim and the political philosopher Leo Strauss. These illustrate the wide range of sharply contrasting views about political education that can be adopted. Moreover, despite the deep differences between their two perspectives, these authors are both at odds with the orientation of much recent work, which has generally focused on the need to increase democratic participation, and/or on how to sustain this in the face of political polarisation. As a result, the work of Mannheim and Strauss highlights currently neglected dimensions of political education.

Horwitz, M., & Samy, N. (2026). **Enseigner l'Europe**. *Les Cahiers pédagogiques*, (607). Consulté à l'adresse https://www.cahiers-pedagogiques.com/n-607-enseigner-leurope/
L'Europe n'est ni une forteresse ni un modèle parfait. Elle se construit autour de valeurs partagées : écoute, justice sociale, protection des plus fragiles, diversité culturelle, écologie et éducation émancipatrice pour toutes et tous. Ce dossier propose de nombreuses réflexions et pistes pédagogiques (échanges culturels, linguistiques, voyages, projets) pour enseigner cette Europe vivante, contradictoire et inspirante, et donner aux élèves les outils d'une citoyenneté européenne ouverte et critique.

Jappont, G. (2026). ***La capacité relationnelle et interculturelle du professeur coordinateur d'UPE2A - approche épistémologique, psychophénoménologique et enactive d'une posture professionnelle et éthique*** (Theses, Université Paris-Est Créteil Val-de-Marne - Paris 12). Consulté à l'adresse https://theses.hal.science/tel-05783861
Dans les descriptifs de postes des enseignants coordonnateurs d'UPE2A, diverses formulations font allusion à une qualité qui leur permettrait d'appréhender les enjeux de leur quotidien

professionnel auprès des élèves allophones nouvellement arrivés: la capacité relationnelle interculturelle. La plupart des professeurs d'UPE2A sont amenés à la mobiliser, parfois sans le savoir et sans avoir reçu d'apport théorique sur la dimension interculturelle de leur contexte d'enseignement (Porcher & Abdallah-Pretceille, 2009). Comment définir cette capacité relationnelle interculturelle ? Comment saisir les gestes professionnels qui la manifestent ?Le cadre théorique de cette étude s'articule autour d'un triptyque multidisciplinaire: l'énaction (Varela et al., 1991, 1993) qui envisage le couplage structurel entre l'enseignant et sa situation; la psycho-phénoménologie (Vermersch, 2012; Maître de Pembroke, 2025) qui permet d'accéder au vécu subjectif et l'approche par les capabilités (Sen, 2001; Fernagu, 2018, 2022) qui replace l'agir de l'enseignant dans l'environnement capacitant de sa pratique.Sur le plan méthodologique, la recherche s'appuie sur une démarche qualitative. Des entretiens d'explicitation (Vermersch, 2012) ont été menés auprès d'un panel d'enseignants coordonnateurs d'UPE2A au collège et au lycée. À partir de leur expérience subjective et située, nous aboutissons à une formalisation du fonctionnement de leurs capacités relationnelles interculturelles en situation.Les résultats mettent en évidence que la capacité relationnelle ne se résume pas à un ensemble de connaissances théoriques sur les cultures. Elle résulte de l'énaction des composantes de l'identité professionnelle (Faingold, 1998) en situation (Masciotra et al., 2008). Les valeurs et l'acuité perceptive (Maître de Pembroke, 2018, 2022, 2025) permettent aux enseignants de transformer leurs ressources subjectives et les opportunités de l'environnement en pouvoir d'agir.

Kolluri, S. (2026). **Advanced Placement African American Studies as a Master's Tool**. *American Educational Research Journal*, *63*(1), 3-37. https://doi.org/10.3102/00028312251376251
African American studies—a discipline grounded in celebrations of Black culture and resistance to anti-Blackness—is now being piloted in Advanced Placement (AP)—an educational program that has long excluded Black people and promoted dominant cultural norms. In the parlance of Audre Lorde, AP may be a "master's tool" incapable of dismantling racism. This case study of two AP African American studies classes investigated whether the course can teach students how they might undermine anti-Black racism. Findings suggest that the course has a strong potential to encourage Black joy but neglects to interrogate racism as a modern-day systemic phenomenon. This shortcoming calls into question the capacity of AP African American Studies to prepare students to democratically challenge anti-Black racism.

Lamarre, J.-M. (2026). **Le commun et les communs à l'époque de l'Anthropocène**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pe5
Les communs sont des ressources gérées collectivement selon des règles instituées par les acteurs eux-mêmes. Le travail d'Ostrom marque un tournant : se fondant sur l'analyse de cas de réussite durable de communs, celle-ci montre, contre La tragédie des communs de Hardin, la rationalité et l'efficacité de l'autogouvernement des communs. S'appuyant sur ces travaux et sur la philosophie de Castoriadis de « la praxis instituante », Dardot et Laval, dans Commun, font du commun le principe politique de l'institution des communs et d'une transformation globale de la société. Seul un agir commun peut décider démocratiquement de ce qui est commun. En nous référant à Coriat et à Dardot et Laval et en analysant l'expérience italienne des biens communs (la « Commission Rodotà », la remunicipalisation de l'eau à Naples) qui oppose la légalisation et la constitutionnalisation des communs au pouvoir discrétionnaire de l'État, nous montrerons que le commun et les communs produisent un élargissement et une radicalisation de la démocratie et qu'ils sont probablement la meilleure voie pour faire face à l'Anthropocène.

Lefebvre, S. (2026). **Éducation, valeurs, diversité et religions au Québec et en Ontario**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 19-37. https://doi.org/10.53967/cje-rce.6493
This article examines how public secondary schools in Quebec and Ontario integrate diversity and values into their educational frameworks, based on a comparative analysis of their institutional websites. Using a mixed methods approach that combines quantitative analysis of key thematic occurrences (values, diversity, religion, spirituality) with a qualitative examination of school discourse, the study reveals contrasting dynamics between the two provinces. While respect emerges as a shared core value, Quebec places greater emphasis on equal opportunity and the inclusion of students facing academic difficulties, whereas Ontario explicitly promotes inclusion, equity, and diversity, in line with their respective legislative frameworks. The role of religion also differs, though spirituality appears in specific contexts in both provinces, being absent from Quebec schools due to the secularization of the educational space, while it remains institutionalized in Ontario's public Catholic schools. The study thus highlights how educational policies and sociocultural contexts shape distinct conceptions of citizenship in Canadian public education.

Lin, G. Y., & Gill, H. (2026). **Memory-witnessing as methodology**. *International Journal of Inclusive Education*, *30*(12), 3711-3723. https://doi.org/10.1080/13603116.2025.2594161
This paper advances what we call Memory-Witnessing as Methodology as a valid methodological approach to research. Rooted in anti-colonial and decolonising perspectives, this methodological approach challenges and subverts Eurocentric systems of research. It intentionally and necessarily resists traditional data gathering practices and interrupts colonial knowledge systems that seek to discipline, assimilate and often cause greater emotional labour for Indigenous, racialised and marginalised bodies and their decolonising efforts. By disrupting Eurocentric methodologies, apologies and ethics, Memory-Witnessing centres the voices, resistance and agency of the colonised. By employing embodied research, it ensures the marginalised have a safe collective, and intersectional voice to expose systemic oppression within their institutions. This methodological approach also demands accountable listening to all that orality, silence, silencing and colonial amnesia entail. As a relational methodology, Memory-Witnessing aims to decolonise higher education into a more equitable, representative and epistemologically just place for those who have been historically, persistently and socially marginalised.

López-Vargas, A., Rodríguez-Vidal, J., García-Beltrán, Á., Vigara, P., & de León-Torres, L. (2026). **Performance, interaction, and ethical evaluation in the use of generative artificial intelligence in engineering education**. *Education and Information Technologies*, *31*(16), 8637-8669. https://doi.org/10.1007/s10639-026-14112-y
Generative artificial intelligence is increasingly incorporated into engineering education, particularly in programming courses, raising questions about its effects on learning processes and its acceptability in academic contexts. Empirical evidence examining both interaction patterns and ethical evaluation of Generative artificial intelligence use in real classroom settings remains limited, and studies addressing these dimensions jointly are scarce. This study adopts a multi-phase empirical design to examine student engagement with Generative artificial intelligence across these two complementary dimensions. In Phase 1, a classroom-based activity was conducted with 340 first-year engineering students who completed a time-constrained

debugging task using Generative artificial intelligence as the sole external assistance tool. The results indicate that access to Generative artificial intelligence did not ensure reported successful task completion. Instead, successful outcomes were associated with prompt efficiency and verification practices, whereas higher prompting frequency was negatively associated with task success under time constraints. In Phase 2, a qualitative exploratory study was conducted with 16 engineering students through a structured role-play activity simulating an ethics committee, followed by individual voting and survey-based data collection. Acceptance was higher when Generative artificial intelligence was framed as supportive or formative, and lower in scenarios involving summative assessment, surveillance, or autonomous decision making. These preliminary findings suggest that Generative artificial intelligence use in engineering education requires attention not only to tool access or technical performance, but also to students' interaction strategies, verification practices, and ethical evaluation of context-specific uses. From a socio-technical perspective, the study advances engineering education research by linking technical interaction with GenAI to verification, self-regulation, and ethical responsibility. This highlights the need for pedagogical approaches that integrate technical guidance and ethical reflection into engineering curricula.

Musambay Ramazani, L., & Lungenda Kabengwa, D. (2026). ***Les 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/86525ethic

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

Ourmi, M. E., & Mazani, I. (2026). **L'intégration de l'éducation aux droits humains dans les projets d'établissement des écoles primaires marocaines : entre priorités académiques et approches innovantes**. *Cognitive Research: international scientific journal of cognitive sciences*, (16), 60-90. https://doi.org/10.34874/PRSM/cr-n16.8371

L'éducation aux droits de l'Homme (EDH) joue un rôle fondamental dans la formation de citoyens responsables. Bien qu'inscrite dans les orientations des politiques éducatives marocaines, son intégration effective dans les pratiques scolaires reste limitée, notamment au niveau primaire. Dans ce cadre, le projet d'établissement constitue un levier stratégique visant à améliorer la qualité des apprentissages, à renforcer le climat scolaire et à mobiliser l'ensemble des acteurs autour d'objectifs communs, tout en proposant un cadre intégrateur d'une EDH. Cette étude tente donc d'évaluer la place accordée à l'EDH dans 24 projets d'établissement d'écoles primaires. L'analyse de contenu, menée à l'aide d'une grille ciblant les objectifs,

activités, ressources et dispositifs d'évaluation liés aux droits de l'Homme, révèle une forte prédominance des objectifs académiques, en particulier dans les disciplines de base. Ce qui souligne l'intérêt d'approches pédagogiques innovantes pour promouvoir les droits humains à l'école, tout en respectant les exigences du programme scolaire.

Panagiotopoulos, G., Samaras, G., & Karanikola, Z. (2026). **The Paradox of Experience in Educational Leaders' AI Readiness: Evidence from Greek Educators**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 188-202. https://doi.org/10.59324/ejceel.2026.4(5).09

Artificial Intelligence (AI) is reshaping educational leadership by shifting attention from technological familiarity to ethical judgement, reflective awareness, human-centred governance, and systemic adaptability. This study offers an exploratory empirical validation of the Meta-Noetic Leadership framework by examining AI readiness among 493 Greek educators and educational leaders. It focuses on the paradox of experience: the pattern in which greater AI experience is associated with higher meta-noetic leadership readiness, but not with increased confidence in the adequacy of the existing educational system. The research instrument measured perceived leadership gaps, the dimensions of Meta-Noetic Leadership, and acceptance of a desired new leadership model. Exploratory factor analysis of the 28-item Meta-Noetic Leadership scale identified five interpretable dimensions, with excellent sampling adequacy, KMO = .911, Bartlett's chi-square(378) = 4896.216, p < .001, and 51.691% total explained variance. Internal consistency was high for the overall scale, Cronbach's alpha = .901 and McDonald's omega = .896. AI experience significantly differentiated overall Meta-Noetic Leadership readiness, F(3,489) = 10.385, p < .001, eta squared = .060, whereas perceived systemic adequacy remained low and statistically unchanged across experience groups. Regression analysis showed that the five dimensions explained 39.4% of the variance in acceptance of the desired model. The findings suggest that educational leaders' AI readiness is not primarily technocratic; it is ethical, reflective, evolutionary, and antifragile. Practically, the study points to leadership development that combines AI ethics, human oversight, psychological safety, and experiential AI training.

Pereira, K. C. S. (2026). **La notion de bien commun : une contribution éthique en faveur de l'éducation inclusive ? Une analyse à partir d'une étude comparative entre la France et le Brésil**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pec

Le paradigme de l'inclusivité (Dugas, 2022), par les fondements éthiques qui sous-tendent sa rhétorique, tels que les notions de vivre-ensemble ou d'école pour tous, semble trouver un écho dans la notion de bien commun (common good) revenue discrètement sur la scène politique depuis quelques années. En France comme au Brésil, la mise en œuvre du paradigme inclusif s'accompagne de la mise en tension de deux notions contrastées : celle de commun, sous-jacente à l'éthique du projet, et son contraire, à savoir celle de particulier, présente dans l'expression « besoins éducatifs particuliers » qui est au cœur de l'inclusion scolaire. Ces enjeux épistémologiques étant centraux dans la construction éthique et praxéologique du paradigme inclusif, il convient de mener une réflexion approfondie. Dès lors, cet article propose une analyse à la fois sur la convergence entre les notions d'inclusion et de bien commun et sur leur articulation aux politiques éducatives en France et au Brésil. Cette analyse permet de constater que la rhétorique en faveur de l'inclusion se construit à l'intérieur des logiques perçues ou interprétées comme contradictoires, voire paradoxales à l'image du couple conceptuel commun/particulier. Ces contradictions, si transmutées en clivage, peuvent fragiliser l'ancrage

du paradigme inclusif dans la réalité scolaire via un climat d'instabilité et d'incertitude à l'intérieur même du projet.

Point, C. (2026). **Religion, commun et démocratie. Quelle place pour les expériences spirituelles à l'école ?** *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16pea
A quelles conditions une expérience spirituelle peut-elle, à la fois, avoir sa place à l'école, et être un atout pour une société démocratique ? La philosophie de John Dewey ne fait ni la défense des institutions religieuses, ni la promotion d'un athéisme anti-religieux. Dans une voie étroite entre la critique des religions et celle de leur progressive disparition, cet auteur fait porter notre attention sur un type précis d'expérience ; les expériences spirituelles sécularisées, c'est-à-dire libérées de leur ancrage religieux. Il défend la thèse que ces expériences, au lieu de diviser les personnes ou de les isoler, pourraient être partagées et tisser du commun, si certaines conditions sont remplies. C'est l'étude de ces conditions que nous présentons ici dans ce travail de relecture des écrits de Dewey sur ce sujet. L'objectif ici est d'insérer la réflexion de l'ouvrage A Common Faith au sein de la théorie de la démocratie et de l'éducation de Dewey, pour tirer de cet ouvrage des pistes de réflexion pour une éducation démocratique à l'expérience spirituelle.

Riser, P. (2026). **Participant reflexivity and the complexity inherent to navigating ethical quandaries**. *Oxford Review of Education*, *52*(4), 488-503. https://doi.org/10.1080/03054985.2025.2507644
This paper examines how ethical quandaries arise and are navigated through participant reflexivity within a high-school Gay-Straight Alliance (GSA) club. Informed by sociological theories of reflexivity as a response to modern complexities, the study shifts attention from researcher-centric perspectives to the lived practices of participants through a granular analysis of how ethical understandings are co-constructed in real time. By uncovering the linguistic strategies – such as hedging, conditional phrasing, and questioning – that students employ to address ethical ambiguities, the research highlights the role of reflexive dialogue in building inclusivity and inspiring collaborative decision-making. Practical applications for educational research include cultivating environments conducive to reflexive dialogue by adapting consent protocols dynamically and by incorporating linguistically inclusive practices. This work extends existing frameworks on ethical quandaries by demonstrating the manner in which participant reflexivity operates as a collective tool for addressing issues such as subgroup representation, cultural sensitivity, and the intersection of personal values with group advocacy. In doing so, discourse on conjointly established ethics in educational contexts is advanced and the findings provide actionable insights for ethical research design and practice.

Roelens, C. (2026). **(En apprendre de) la démocratie en commun (par gros temps) ? Néoconservatisme américain et éducation au politique**. *Questions Vives. Recherches en éducation*, (45). https://doi.org/10.4000/16peb
Cet article relève de la philosophie politique de l'éducation et de l'histoire et actualité des idées politiques et éducatives. Nous y explorons le corpus de pensées du néoconservatisme américain contemporain et essayons de voir ce qu'il peut avoir à nous apprendre pour l'éducation au politique dans les démocraties occidentales du XXIe siècle. Nous commençons par montrer que ces néoconservateurs sont réunis par l'idée selon laquelle la démocratie comme mode de vie est en soi un commun, impliquant une communauté de mœurs (morale, comportementale et culturelle), dont le rôle des intellectuels serait de se faire professeurs et éducateurs publics. Nous nous focalisons ensuite sur l'idée de clarté morale, et de cohésion culturelle en politique

intérieure, puis sur l'idée de paix démocratique, posant la nécessité d'une citoyenneté démocratique aussi prompte à la coexistence paisible interne qu'à la défense vigoureuse contre les menaces externes. Enfin, nous proposons une vue synthétique d'une philosophie politique de l'éducation néoconservatrice, et dégageons les linéaments d'un prolongement de la réflexion sur le néoconservatisme en France.

Simms, W., Hall, K., McCunn, L., Holmes, M., Simms, L., Thompson, H., & Vieira, A. (2026). **Using Children's Picture Books to Introduce Climate Change Pedagogies in Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(2), 104-130. https://doi.org/10.53967/cje-rce.7469
The Accord on Education for a Sustainable Future recognizes that Canadian teacher education programs have a social and ethical responsibility to respond to the climate crisis. The Accord outlines six principles—the importance of Indigenous ways of knowing, being, and doing; relationality; social justice; well-being; advocacy; and hope. A sample of picture books was identified and systematically reviewed to help operationalize the principles of the Accord. Each book was scored on how visible the principles were, and factors for climate anxiety were identified as present/absent. The analysis of picture books through the lens of climate anxiety responds to a gap in the research. A curated list of 60 picture books is offered to introduce pre-service teachers to best practices in climate change education. When teachers know what to look for, they can carefully and intentionally select a collection of picture books to anchor challenging conversations about the climate crisis, climate emotions, climate action, and climate justice.

St-Vincent, L.-A., Kearney, A., & Fortier, M.-P. (2026). **Responding to diverse students' needs in New Zealand schools: Ethical problem-solving approaches used by school principals**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *60*(3), 202-223. https://doi.org/10.26443/mje/rsem.v60i3.10184
L'inclusion scolaire a engendré certains problèmes éthiques pour les personnels scolaires, en partie en raison du nombre croissant d'acteurs qui, chacun avec leurs propres valeurs et principes, interagissent pour répondre aux besoins des élèves. Lorsque surviennent des problèmes éthiques, les directions d'établissement scolaire agissent à titre de personnes médiatrices dans le processus de résolution de problème et doivent prendre en considération toute la complexité de la situation. Dans cet article, nous présentons des exemples de problèmes éthiques liés à l'inclusion scolaire rencontrés par des directions d'établissement de la Nouvelle-Zélande, et les approches adoptées dans le processus de résolution. Nous exposons également certaines particularités du système éducationnel néo-zélandais qui influent sur le processus de résolution des problèmes éthiques rencontrés.

Wallenhorst, N., Turner, S., Hétier, R., Russi, L., Barnosky, A., Waters, C., … Zalasiewicz, J. (2026). **The Anthropocene as a conceptual tool for education**. *Anthropocene Review*. https://doi.org/10.1177/20530196261453824
In a world where facts are contested, the conceptual tool of the Anthropocene epoch – that is, the dramatic and clearly demonstrable ways humans have changed the Earth system trajectory since the mid-20th century – provides real value for society in general and for education in particular. As a unifying concept, it helps us (a) understand the transformed bioclimatic conditions in which we live, (b) appreciate how fragile they are, how rapidly they are shifting, and their implications for humanity, and (c) explain the importance of containing climatic,

biological, and attendant societal runaway effects, through deeper understanding of the Earth system. The Anthropocene as an educational tool can illuminate the web of connections between these themes, but should remain at arm's length from calls to action.

Xie, X., Ma, P., Li, Y., Fu, Z., Zhao, Y., Du, Z., & Zhang, W. (2026). **Development and validation of the adolescent artificial intelligence literacy scales**. *Education and Information Technologies*, *31*(16), 8807-8836. https://doi.org/10.1007/s10639-026-14136-4
This study systematically explored the structure of artificial intelligence (AI) literacy among adolescents in China and developed and validated the Adolescent AI Literacy Scales for both junior and senior high school students within the Chinese educational context. Based on semi-structured interviews with students, parents, and teachers, a framework of adolescent AI literacy comprising six primary dimensions and nine subdimensions was developed using consensual qualitative research (CQR). The initial scales were administered to 817 junior high school students and 951 senior high school students, and items were refined through item analysis and exploratory factor analysis (EFA). The revised scales were subsequently administered to 1,406 junior high school students and 1,318 senior high school students, followed by confirmatory factor analysis (CFA) and comprehensive reliability and validity assessments. The final version for junior high school students included nine dimensions, namely Value Cognition, Learning Motivation, Use Awareness, Conceptual Understanding, Operational Skills, Evaluation Ability, Ethical Awareness, Dependence Avoidance, and Innovative Application, whereas the senior high school version retained all dimensions except Use Awareness. Developed separately for junior and senior high school students, the two scale versions serve as preliminarily validated instruments for assessing AI literacy across different educational stages in Chinese secondary education.

Yemini, M., Stahl, G., Khavenson, T., Sperduti, V. R., Elerian, M., Inguaggiato, C., … Bauer, U. (2026). **Youth, Migration, and Active Citizenship: Exploring Students' Citizenship Vocabularies Across Six Countries**. *American Educational Research Journal*, *63*(2), 384-420. https://doi.org/10.3102/00028312261416919
Migration profoundly shapes the lives of young people and is a polarizing topic in public discourse globally. This article examines if and how secondary school students across six countries with significant migration connect the issue of migration with their understanding of active citizenship. Employing Thorson's concept of citizenship vocabularies, we document and analyze young people's perceptions as well as the resources, narratives, and frameworks they use to make sense of migration, citizenship, and civic life. Drawing on data from deliberative discussion groups, the study adds depth to our understanding of how the current generation of youth engages with a complex and multifaceted social issue and makes an important contribution to debates concerning citizenship education, youth activism, and migration.

Zembylas, M. (2026). **Tensions between decolonisation and social justice in education: seeking pathways beyond incommensurability**. *Oxford Review of Education*, *52*(4), 539-553. https://doi.org/10.1080/03054985.2025.2517078
This conceptual paper examines the tensions that emerge in debates about decolonisation in education, particularly those that position decolonisation as incommensurable with social justice projects. Scholars have identified pitfalls in the incommensurability thesis, including the risk of reifying colonial binaries – such as the settler-Indigenous dichotomy – and fragmenting alliances between decolonisation, anti-racism, and other justice-oriented movements. The paper argues that these pitfalls can obscure the efforts to challenge the interconnected colonial logics of

dispossession, exploitation, and racialisation that shape educational structures and experiences. Drawing on examples where Indigenous, Black, and racialised migrant settler subjectivities are brought into dialogue, the paper proposes a synergistic approach that bridges these projects and theoretical frameworks. By advocating for relationalities between decolonial and social justice politics in education, the paper highlights the potential of solidarity across differences, emphasising the need for intersectional and coalitional approaches that resist fragmentation.

Zlotnikova, I., Maupong, T., Bagai, K., Jamisola, R. S., Kandjou, V., Mafa, R. K., … Mpoeleng, D. (2026). **From roadmap to practice: a document-based toolkit for ethical GenAI use in higher education**. *Tertiary Education and Management*, *32*(3), 269-291. https://doi.org/10.1007/s11233-026-09176-x

Universities worldwide are facing a practical governance challenge as generative artificial intelligence tools become widely available to students and staff, while institutional responses remain fragmented across academic integrity rules, assessment design, research governance, and inconsistent understandings of acceptable assistance. This paper presents a pragmatic institutional toolkit for translating broad principles for ethical generative artificial intelligence use into workable higher education practice. Using a document-based design, the study draws on institutional evidence from a public higher education institution in Botswana, including governance documents, policy texts, role-specific guidelines, sensitisation plans, and workshop artefacts. The analysis shows that generative artificial intelligence governance can be operationalised without creating a standalone policy by embedding definitions and expectations within existing academic integrity and misconduct frameworks, developing separate guidance for different user groups, and using workshops, institutional memory and detection-tool training as educative and procedural mechanisms. The paper synthesises these elements into a roadmap-to-practice translation architecture, comprising five recurring translation moves, seven canonical toolkit components, and a six-step implementation pathway that emphasise transparency, proportionality, documentation, and due process. Rather than claiming effectiveness outcomes beyond the institutional record, the study offers a documented design case and an adaptable model for universities seeking coherent and feasible approaches to generative artificial intelligence governance, particularly in resource-constrained contexts.