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Veille de l'IREDU



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Acquisition de compétences

Akyüz, E., Erbaş, A., Ergöl, Ş., Erdem, Y., Lüy, M., Güngüneş, R., … Aydın, G. (2026). **Immersive virtual reality simulation as a teaching strategy to enhance learning outcomes in nursing students: randomized controlled trial**. *Education and Information Technologies*, *31*(17), 9243-9263. https://doi.org/10.1007/s10639-026-14130-w

This study sought to explore the effects of immersive virtual reality simulation compared to mannequin-based simulation on nursing students' knowledge, clinical skills, and clinical skill competence in postoperative nursing care training. The research was conducted using a randomized controlled trial design, with 62 s-year nursing students enrolled in a surgical nursing course. A multidisciplinary team carried out the study, which was completed over two years. The experimental group received training using a virtual reality simulation, while the control group received the same training with a mannequin-based simulation. Data were collected using forms developed by the researchers at baseline, one week, and two weeks after the intervention. The findings showed that both immersive virtual reality simulation and mannequin-based simulation improved students' knowledge, clinical skills, and clinical skill competence. Knowledge scores increased significantly over time in both groups; however, no significant difference between the groups was observed. A significant difference in clinical skills was found between the groups ($p < 0.05$). Students described the virtual reality experience as fun, memorable, realistic, and effective. They encountered only difficulties handling objects in the virtual environment as first-time users. They recommended making the VR headset wireless (50%) and introducing a demo at the start to facilitate its use (16.7%). Immersive virtual reality may serve as a valuable educational tool for simulating real-life clinical procedures in undergraduate nursing education. Although knowledge gains were comparable to those achieved through mannequin-based simulation, VR demonstrated advantages in clinical skill performance and was positively perceived by students. Therefore, educators may consider incorporating VR as a complementary simulation approach alongside existing educational methods.

Alexandron, G., Aroch, I., Cukurova, M., & Blonder, R. (2026). **Preparing in-service science teachers for the AI era: insights from an 'AI competence development' academic course**. *International Journal of Science Education*, *48*(15), 2334-2355. https://doi.org/10.1080/09500693.2026.2629342

As artificial intelligence (AI), and particularly Generative AI (GenAI), is increasingly being integrated into education, preparing teachers for the AI era is essential. This study presents the design, implementation, and evaluation of a graduate-level course for in-service STEM teachers; it was designed according to six established principles of effective teacher professional development (PD) and structured around the United Nations Educational, Scientific, and Cultural Organization (UNESCO)'s AI competency framework for teachers (AI-CFT). The course lasted 14 weeks and covered all AI-CFT aspects: human-centered mindset, ethics of AI, AI foundations, AI pedagogy, and AI for PD. A mixed-methods study was used to examine the reflection of AI-CFT aspects in teachers' learning, and their trust and self-efficacy regarding AI use. The findings from two consecutive course offerings (N = 25 and N = 19) revealed significant gains in teachers' self-efficacy and their understanding of the key AI-CFT aspects. Notably, teachers' trust in AI-based educational technology did not increase, while their growing attention to the ethical challenges and limitations of GenAI was in line with the course's emphasis on critical engagement and

pedagogical alignment. The research contributes to the emerging area of AI competence development by providing a PD framework that is based on UNESCO's AI-CFT.

Anchunda, H. Y., & Kaewurai, W. (2026). **AI-supported simulation-based learning and collaborative microteaching for developing student teachers' competence in digital pedagogy and differentiated instruction: a sociocultural training program**. *Education and Information Technologies*, *31*(17), 9425-9479. https://doi.org/10.1007/s10639-026-14144-4
Teacher preparation programs in many countries, including Thailand, are increasingly expected to prepare future teachers to teach in digitally mediated and diverse classrooms. However, student teachers often experience difficulties in integrating digital tools into instruction and adapting teaching to diverse learner needs. This study developed, validated, and evaluated a socioculturally grounded professional learning enhancement program integrating AI-supported simulation and collaborative microteaching to strengthen student teachers' competence in digital pedagogy and differentiated instruction. Data were collected from 58 third-year student teachers from two intact class sections (Sect. 1, n = 30; Sect. 2, n = 28) and 12 educational experts through surveys, focus groups, and performance assessments. The findings indicated that effective preparation for digitally mediated classrooms involves competencies in technology integration, pedagogical design and differentiation, flexible instructional delivery, digital assessment and feedback, ethical and inclusive digital practice, and learner-centered knowledge construction. The study also identified six program components: theoretical and pedagogical foundations; program aims and competency outcomes; program architecture and content alignment; socioculturally mediated learning processes; AI-supported pedagogical tools and simulation environments; and formative and summative assessment with reflective analytics. Post-program results showed improvement in participants' competence across all measured components, along with high levels of participant satisfaction (M = 4.94) and positive perceptions of the program. Findings further indicated that competence development was supported by sociocultural collaboration, AI-supported simulations, reflective practice, and authentic learning experiences, while constraints related to workload, technological access, digital readiness, and initial anxiety toward AI tools decreased over time. The study provides a sociocultural framework for integrating AI-supported simulation into teacher education and offers implications for digital and inclusive pedagogy in pre-service teacher preparation. Limitations include the small sample size and single institutional context. Future research should examine implementation across different settings and investigate long-term effects on teaching practice.

Barondeau, R., Coulon, T., Bourdeau, S., & Rosa, S. F. da S. (2026). **La réalité virtuelle comme espace collaboratif d'apprentissage : enseignements d'une expérimentation**. *Médiations et médiatisations*, (24), 399-419. https://doi.org/10.52358/mm.vi24.555
This article critically analyzes the integration of immersive virtual reality into a collaborative learning system in a university setting. It is based on a pedagogical experiment carried out with 42 undergraduate students as part of a course on mediated collaboration and addresses three challenges identified in the literature: the pedagogical gap associated with the lack of established practices and recommendations, the constraints of social interaction in an immersive environment, and the technical and cognitive barriers that can affect learning. Workshops, structured in three immersive cycles, mobilized differentiated roles around a three-dimensional co-construction task using the Arkio software. The study adopts an exploratory qualitative approach based on in situ observations and field notes produced by the research team,

analyzed using an inductive approach structured around three analytical axes and supported by data triangulation. The results show that the success of the workshops depends mainly on the quality of the educational scripting and logistical orchestration, including technical preparation, instruction structuring, shared visual feedback improvement, and gradual role adjustment during the activity.

Bautier, É., & Crinon, J. (2026). **Avec quoi écrivent les élèves ? Interprétation de la consigne et ressources pour écrire**. *Repères*, *73*, 211-212. https://doi.org/10.4000/16o24
Cet article, après avoir présenté différents points de vue des recherches sur l'enseignement et l'apprentissage de l'écrit scolaire, développe une analyse d'écrits d'élèves de 9 à 12 ans à partir d'une question centrale : que mobilisent les élèves quand ils ont à écrire un texte dans le cadre de la classe de français sans aucune préparation ni accompagnement ? Plusieurs questions complémentaires sont également abordées : avec quelles ressources écrivent-ils ? que disent ces textes de leur interprétation des attentes de la situation d'écriture scolaire ?Les textes étudiés sont extraits d'un corpus de près de deux mille productions d'élèves recueillies dans des classes aux publics d'origines sociales différentes.

Bisso, J. de D. G. B. (2026). **Animer un atelier de philosophie de l'interdépendance avec les enseignant.e.s en formation interne : Pourquoi ? Comment ?** *Phronesis*, *15*(HS2), 122-133. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-122
Le développement des compétences relationnelles et de la pensée réflexive chez les enseignant·e·s est un enjeu central pour les relations école-familles. Or, si la pensée réflexive est reconnue comme essentielle, elle est peu soutenue par des dispositifs structurés favorisant un apprentissage transformationnel. Dans ce contexte, cette étude explore le potentiel des ateliers de philosophie de l'interdépendance en tant que dispositif innovant de formation. Menée auprès de douze enseignant·e·s de deux lycées du centre du Cameroun selon une approche qualitative, cette intervention repose sur quatre ateliers centrés sur des valeurs relationnelles. Les résultats montrent une évolution des représentations, passant d'une posture individualisée à une vision plus coopérative de la relation école-familles. Ces résultats soulignent l'intérêt des dispositifs dialogiques pour soutenir la transformation des postures professionnelles.

Bocquet, J.-F. (2025). **Comprendre les processus d'apprentissage, par simulation, des professionnels en soins infirmiers** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3091

Boissinot, A. (2026). **Le socle commun : mot d'ordre éphémère ou projet d'avenir ?** *Administration & Éducation*, *191*(3), 17-23. https://doi.org/10.3917/admed.191.0017
Le « socle commun de connaissances et de compétences » a été au cœur des réflexions et des tentatives de réforme pendant une vingtaine d'années, avant que l'élan ne s'essouffle et que le discours officiel ne l'oublie progressivement. Pourtant l'idée d'un socle commun est riche d'implications institutionnelles, didactiques et pédagogiques qui devraient plus que jamais en faire un projet d'avenir : autant d'enjeux que permettent d'éclairer quelques rappels historiques.

Borra, C., Cuevas-Ruiz, P., & Sevilla, A. (2026). ***Healthier Starts: The intergenerational Effects of Maternal General Skills*** (Working paper N° 2026-10). Consulté à l'adresse FEDEA website: https://EconPapers.repec.org/RePEc:fda:fdaddt:2026-10

We examine the long-term e!ects of maternal general education on infant health, leveraging a nationwide secondary school reform in Spain that expanded academic instruction without increasing years of schooling. Using newly digitized enrollment data linked to administrative birth records, we find that the reform significantly reduced very preterm birth and overall prematurity, with gains concentrated at the lower tail of the gestational age distribution. Mechanism evidence from high-quality adult survey data is consistent with reform-induced improvements in women's information-processing skills, reductions in risky prenatal behaviors, higher labor force participation, and more e!ective family planning.

Brosch, H., Langer, C., Lergetporer, P., Mueller, S., Pfeifer, H., & Tschoepe, N. (2026). ***Task Expansion with Generative AI: Experimental Evidence on Middle-Skilled, Early-Career Workers*** (Working paper N° 13045). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13045
Does generative artificial intelligence (AI) expand the set of tasks that middle-skilled, early-career workers can successfully perform? In a field experiment with 673 final-year IT apprentices at twelve German vocational schools, we randomly assign access to AI for completing occupation-specific tasks. To identify task expansion, we study tasks both within the apprenticeship curriculum and deliberately beyond it. AI raises productivity substantially across all task types, with gains tending to be larger on tasks where performance without AI is lowest. Crucially, productivity increases by 26–31 percentage points on tasks beyond apprentices' formal training, providing direct evidence of AI-enabled task expansion. These productivity gains do not come at the cost of reduced immediate task comprehension. Treatment effects are generally larger among apprentices with above-median AI literacy.

Buber, A., & Altunsoy Okvuran, S. (2026). **Prospective science teachers' use of generative AI in chemistry lab reports: patterns in questioning and conceptual understanding**. *International Journal of Science Education*, *48*(15), 2493-2522. https://doi.org/10.1080/09500693.2026.2647304
This study examines the impact of artificial intelligence (AI) tools on the questioning skills and conceptual understanding of prospective science teachers (PSTs) in completing chemistry laboratory experiment reports. Before the intervention, a survey assessed PSTs' AI usage experiences. During the intervention, PSTs used AI tools while preparing experiment reports, incorporating AI-related questions at the end of each report. These questions were analyzed based on difficulty level, topic, and type. Conceptual understanding questions were also posed weekly. A chi-square analysis examined the relationship between PSTs' conceptual understanding and question difficulty. Results showed a significant relationship between questioning skills and conceptual understanding in the first two experiments. In the last three, PSTs with complete understanding posed moderately difficult questions, whereas those with alternative understanding contributed fewer questions, though no significant correlation was found between question difficulty and conceptual understanding. After the intervention, PSTs reflected on their AI experiences, noting faster access to information, cross-checking AI-derived data, and improved critical thinking and data interpretation. However, they struggled with diversifying their questions to AI. The findings suggest that AI-supported chemistry laboratory reporting provides opportunities for PSTs to refine their questioning and conceptual understanding.

Bukhalenkova, D., Almazova, O., Veraksa, A., & Papadakis, S. (2026). **Digital game preferences and executive functions development in preschoolers: a longitudinal study**. *Education and Information Technologies*, *31*(17), 9265-9283. https://doi.org/10.1007/s10639-026-14152-4
This longitudinal study examined one-year changes in executive functions (EF) among preschoolers with different EF levels' (i.e. low, medium and high), comparing children who preferred various types of digital games with those who did not. At baseline, 308 children aged 60 to 72 months attending senior kindergarten groups completed a battery assessing visual and verbal working memory, inhibition, and cognitive flexibility. One year later, when the 287 participants were 73–85 months old and enrolled in preparatory groups, the same EF measures were re-administered. Different digital game preferences were associated with different patterns of EF changes. Preschooler's preferences of quick-reaction games associated with smaller improvement in visual working memory, whereas preferences of strategic, simulation and logic digital games was associated with growth of some EF components in children with low EF level. However, no differences were found in age, baseline EF and total screen exposure in children who preferred to play different types of digital games. For children with medium and high EF levels such associations were not obtained. These findings refining our understanding of how popular digital games associated with changes in EFs in 5-7-years-old children and set the direction for future research in this area.

Chasanidou, D., Kalogiannakis, M., Raikou, N., Stavropoulou, G., & Beazidou, E. (2026). **AI Literacy in STEAM Education: A Systematic Review**. *Computers*, *15*(9), 565. https://doi.org/10.3390/computers15090565
Artificial Intelligence (AI) literacy has emerged as a critical 21st-century competence, yet its integration within interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Mathematics) education remains fragmented. This study addresses this gap by investigating how AI literacy is conceptualized, implemented, and evaluated within STEAM learning environments. Following the PRISMA guidelines, a systematic literature review was conducted on empirical studies published between 2015 and 2025 to examine pedagogical approaches, methodological designs, AI technologies, and arts disciplines. An analysis of 32 studies revealed key insights into the development of AI literacy within STEAM education: (1) AI literacy is most often fostered through active and interdisciplinary learning rather than through lecture-based instruction alone, (2) AI serves both as a subject of study and as a tool for learners to create, design, investigate, and solve problems, (3) arts integration in AI-STEAM education typically support broader learning objectives and less frequently is assessed as distinct learning outcome, (4) ethical and societal aspects of AI literacy receive less attention than technical and computational skills, (5) the predominance of non-formal settings, short interventions, and context-specific studies indicates limited evidence on long-term progression, scalability, and sustained outcomes. The review contributes to the emerging field of AI-STEAM education by mapping empirical research from the past decade and developing two analytical tools: a five-cluster framework for learning objectives and a four-cluster framework for arts integration in AI-STEAM education. It concludes with a multi-level synthesis that identifies key educational and technological implications for the design, implementation, and future development of the field.

Chen, C.-H., & Huang, K. (2026). **Not all collaboration benefits from competition: Collaboration modes in a computational thinking game**. *British Journal of Educational Technology*, *57*(6), 1471-1497. https://doi.org/10.1111/bjet.70081

Digital game-based learning often leverages social dynamics to enhance engagement, yet the interplay between collaborative structures and competitive pressures remains complex. This study investigated different collaboration modes and how they interact with competition to influence computational thinking (CT) learning, group metacognition and in-game behaviours. Adopting a quasi-experimental approach with a 3???2 factorial design, 148 seventh-grade students were recruited via purposive sampling from intact classes. Participants played the game in pairs, with or without competition, in one of three collaboration modes: paired gaming on one computer, collaboration on respective computers with turn-taking or cooperation on respective computers with role assignment. Data were analysed using quantitative methods to assess learning outcomes and behavioural sequence analysis to identify interaction patterns. Results revealed significant main effects of collaboration mode and an interaction effect between collaboration and competition. The cooperative group with competition achieved the highest CT outcomes, and the paired gaming group with competition reported the highest level of group metacognition. In contrast, the collaborative group with competition had the lowest level of learning outcomes and group metacognition. Behavioural sequence analyses identified unique patterns that corroborate the quantitative findings. Notably, competition undermined the collaborative turn-taking mode while enhancing cooperative and paired gaming modes, highlighting the need to carefully match collaboration structures with competitive elements in designing game-based learning. Practitioner notes What is already known about this topic Collaboration and competition are widely used in digital game-based learning (DGBL) to enhance engagement, motivation and problem-solving. Prior studies have often examined collaboration and competition separately, leaving the interactive effects between these social dynamics on computational thinking (CT) and group metacognition underexplored. What this paper adds Different collaboration modes significantly shaped CT learning and group metacognition. Competition alone showed no benefits for CT learning or group metacognition. Cooperative + competition fostered clear roles, strategic play and higher CT. Competition weakened collaboration learning's CT performance and led to fragmented behaviours. Implications for practice and policy Carefully match collaboration structures with competition features when designing game-based or group learning activities. Use competition selectively?beneficial in cooperative tasks with clear role assignments, but potentially detrimental in open collaboration requiring trust and mutual regulation. Integrate competitive and collaborative elements intentionally rather than additively.

Chen, P., Yang, D., Liang, Y., Yao, Z., & Lavonen, J. (2026). **Enhancing creativity in human–AI collaboration through metacognitive prompt cards: an experimental study**. *Education and Information Technologies*, *31*(17), 9971-10002. https://doi.org/10.1007/s10639-026-14164-0
GenAI holds promise for enhancing creativity and accelerating creative work, yet concrete guidance on how to scaffold human–AI collaboration for real gains in performance and creativity remains scarce. In this study, we introduce a set of metacognitive prompt cards (MPC) and examine their impact on creative metacognition and performance during human–AI collaboration. 48 students formed the experimental group, and 42 formed the control group, to collaborate with GenAI on a product improvement task featuring an open-ended, complex learning activity that required sustained interaction with generative AI. The results revealed that MPC significantly enhanced the effectiveness of metacognitive regulation, increasing the originality and detail of participants' creative solutions. Meanwhile, the prompting also increased the overall task duration, and individual differences emerged in students' responses. For instance, the control group exhibited higher perceived usefulness of GenAI than the experimental group.

Collectively, these results demonstrate the potential of metacognitive prompts to amplify creativity in human–AI collaborative settings, while underscoring the importance of optimized prompt design and the need to investigate the long-term effects of metacognitive interventions on creative learning.

Diaz Pinzón, B. H., Patiño Jacinto, R. A., Riaño Casallas, M. I., & Rojas Berrio, S. P. (2026). ***Diagnóstico de las competencias digitales y de la inteligencia emocional en estudiantes de primer semestre de la Facultad de Ciencias Económicas de la Universidad Nacional de Colombia*** [Working paper]. Consulté à l'adresse Universidad Nacional de Colombia, FCE, CID website: https://EconPapers.repec.org/RePEc:col:000176:023808
This study diagnoses digital competencies and emotional intelligence in first-semester students of Business Administration, Accounting, and Economics at the Faculty of Economic Sciences of the National University of Colombia, recognizing student diversity from an intersectional perspective. It addresses the need to align education with real living conditions, prior trajectories, and university adaptation challenges, including soft and digital skills development. The research is an exploration and mixed-methods: a survey was applied to 108 students and five interviews explored experiences during the semester. Results show an overall intermediate-high level of digital competence, with stronger performance in communication and information search. The main weaknesses appear in digital content creation and problem solving, with program differences and gender gaps. Emotional intelligence shows adequate attention and regulation, but emotional clarity tends to remain at the lower bound of the adequate range. Interviews reveal intense transition emotions such as fear, anxiety, and loneliness, and regulation strategies based on support networks, pauses, relief activities, and seeking help. Evidence also suggests that digital skills are not systematically addressed institutionally in the first semester and students adapt individually. The study concludes that transversal institutional and curricular actions are needed, including differentiated support to reduce gaps and strengthen competencies from entry.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2026). ***EU PISA 2025***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/1115282
This European Education Policy Brief provides a first analysis of PISA 2025 results from an EU perspective. It will contribute to the evidence base supporting the European Commission's forthcoming Education Package, which aims to support the efforts of EU countries to reverse the negative trend in basic skills proficiency through support for schools and teachers, and by mainstreaming AI literacy. The EU is already helping Member States in their efforts to improve basic skills. The Action Plan on Basic Skills, as part of the Union of Skills, sets out concrete short- to medium-term measures for the EU and its Member States to strengthen basic skills and promote excellence, from early childhood through all stages of school education. This includes the European Literacy Coalition, launched in September 2026. The STEM Education Strategic Plan, under the Union of Skills, aims to address critical challenges in science, technology, engineering, and mathematics (STEM) education. The 2026 EU-OECD AI Literacy Framework for Primary and Secondary Education supports education systems in helping learners understand, critically assess and use AI responsibly and ethically. The first Council Recommendation on Human Capital urges Member States to address the basic skills decline in order to boost competitiveness and resilience. Finally, the next Multiannual Financial Framework presents a clear opportunity to provide the investments that are needed to tackle the basic skills challenge.

Du, C., & Qiao, S. (2026). **Beyond play: A mixed methods exploration of a gamified design thinking intervention on design thinking mindset and creative self-efficacy**. *Education and Information Technologies*, *31*(17), 10037-10062. https://doi.org/10.1007/s10639-026-14169-9
Design thinking (DT), an innovative approach to solving complex problems, has been widely used to support creativity development. However, the potential of DT to support creative self-efficacy (CSE) and the role of design thinking mindsets (DTM) in this process remain underexplored. This study designed a gamified, scenario-driven DT intervention implemented at a university in Hong Kong, examining students' DTM and CSE and their experiences during the intervention. An explanatory sequential mixed-methods design was employed. Pre- and post-intervention questionnaires assessed DTM and CSE, followed by qualitative interviews exploring students' experiences. Quantitative results showed significantly higher posttest scores in both DTM and CSE compared with pretest scores. Qualitative findings further illuminated students' DT experiences including greater tolerance for ambiguity, openness to opportunities, attention to users' perspectives, iterative engagement with feedback, and increased creative confidence through collaborative teamwork, tangible product development, and inspirational support. The findings also suggest that scenario-driven learning provided contextual grounding for DT activities, while gamification offered motivational and social affordances for engagement. The study contributes theoretically by providing exploratory insight into the relationship between DTM and CSE within DT interventions, and practically by illustrating how gamification, scenario-based learning, prototyping, feedback, and collaborative activities can be integrated into technology-enhanced DT education.

Dumas, S., Touloupaki, S., Pisani, M., Spinelli, H. C., Pelletier, L., & Guyot, F. (2026). **Regards croisés sur un dispositif hybride : de l'étonnement à l'autonomisation**. *Médiations et médiatisations*, (24), 298-321. https://doi.org/10.52358/mm.vi24.562
This study evaluates a hybrid teaching method used in the third year of a bachelor's degree in education sciences, combining a lecture on "digital learning environments" and ten tutorials focused on the collective creation of an e-portfolio, including an individual reflective component. Designed to develop collaborative skills, the program aims to empower students through techno-pedagogical hybridization. It is based on a shared Moodle space offering accessible and inclusive resources and explores its innovative and emancipatory potential through the combinations of lecture- tutorials, presence-distance, and evaluation-co-evaluation (Maturana et Varela, 2012). The study, carried out with two teaching assistants and 276 students, combines a teacher focus group, a student questionnaire, and e-portfolio analysis (n=69). The results show that attendance is crucial in both lectures and tutorials: students who attend develop research skills (problematization, analysis) and psychosocial skills (problem solving, communication), moving from a state of wonder to a critical and autonomous stance. Conversely, those who are absent, often struggling to link lectures and tutorials, resort to circumvention strategies, hindering any empowerment process.

Duy, T. T. B., Thanh, N. B. H., & Giam, N. M. (2026). **Design Process and Unit Structure of PISA-Based Exercises in Grade 4 Science Teaching to Foster Primary Students' Application Capacity**. *European Journal of Science and Modern Technologies*, *2*(5), 91-100. https://doi.org/10.59324/ejsmt.2026.2(5).09
The objective of this study is to develop a design process and a structural model for PISA-approach exercise units in Grade 4 Science education to develop primary students' capacity to

apply scientific knowledge in accordance with the 2018 General Education Program. The research is based on the theoretical research methods, such as content analysis and pedagogical modeling, following the OECD PISA 2025 Science Assessment Framework and the required learning outcomes of the topic "Human and Health". The main findings are two major contributions: (1) Introducing a 5-step procedure for developing PISA-type exercises: Identifying desired learning outcomes; Development of contextual cues; (1) Developing tiered questions sets; Developing coding manuals; and Reviewing and finalizing pedagogical aspects; (2) Proposing a standardized 3-component unit structure for PISA-approach exercises, such as: Contextual text under 150 words integrated with visual elements; A 3-level set of questions; A coding manual and scoring codes (Code 2, Code 1, Code 0, and Code 9). The results are demonstrated by a set of exercises on the topic « The role of nutrients in the human body ». This process and model are a practical instructional framework that enables primary school teachers to proactively design competency-based assessment exercises, while reducing reading comprehension difficulties and encouraging students to apply scientific knowledge to everyday life.

Giraudeau-Barthet, H. (2026). **Journée défense et citoyenneté 2025 : 14 % des jeunes rencontrent des difficultés de lecture**. *Note d'Information*, (26.43), 1-4. Consulté à l'adresse https://www.education.gouv.fr/depp/journee-defense-et-citoyennete-2025-14-des-jeunes-rencontrent-des-difficultes-de-lecture-506086
En 2025, 14 % des jeunes participant à la Journée défense et citoyenneté (JDC) présentent des difficultés en lecture et 6 % peuvent être considérés en situation d'illettrisme. Dans le même temps, 76 % sont des lecteurs efficaces, tandis que 10 % des jeunes ont une maîtrise fragile de la lecture.

Gross, D., Shvadron, D., & Zhang, H. (2026). ***How Heavily Are PhD Students Offloading Their Scientific Writing to AI? Evidence from US STEM PhD Dissertations*** (Working paper N° 35859). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35859
Large language models are diffusing rapidly into science, raising concerns that delegating research writing to AI may undermine the development of expertise that scientific training is supposed to build. We measure AI-generated writing in the dissertations of a near-census of US STEM PhD graduates from 2019 to 2026 and link graduates to their subsequent employment. AI writing is absent before 2023, present in 29% of dissertations filed in 2026, and rapidly growing. Use is more common among students from non-English-speaking countries and at lower-ranked programs. Among graduates in the same program and cohort, those whose dissertations contain AI writing are less likely to enter academic research careers and more likely to enter non-tenure-track roles or industry, with this pattern strongest among US-origin students. At the same time as AI may increase research productivity, it thus appears to also be displacing a potentially important portion of the work through which scientific expertise is developed.

Gutovic, V. (2026). **Transformación educativa y laboral a través de las microcredenciales en Iberoamérica**. *Revista Iberoamericana de Educación = Revista Ibero-americana de Educação*, *101*(1), 9-184. Consulté à l'adresse https://rieoei.org/RIE/issue/view/313
Ce numéro spécial analyse le potentiel des micro-certifications comme leviers de transformation de l'enseignement supérieur en Amérique latine, dans un contexte marqué par les mutations technologiques, les évolutions du marché du travail et le développement de l'apprentissage

tout au long de la vie. Les contributions examinent leurs fondements conceptuels et les valeurs qui orientent leur développement, puis étudient les conditions normatives, technologiques et institutionnelles nécessaires à la structuration d'écosystèmes cohérents. Des exemples issus d'Espagne, du Chili, de Colombie et d'Argentine éclairent ces enjeux, tandis que des études menées au Mexique et en Équateur analysent les pratiques d'adoption et les perceptions.

Kim, E., & Jho, H. (2026). **Student engagement patterns in conversational AI tutoring: evidence from physics problem-solving**. *Education and Information Technologies*, *31*(17), 9481-9520. https://doi.org/10.1007/s10639-026-14154-2
Recent advances in large language model-powered conversational intelligent tutoring systems have created new opportunities for supporting student learning through dynamic, natural language interactions. However, how students naturally engage with these artificial intelligence (AI) systems during authentic problem-solving remains poorly understood. This study investigates distinct patterns of student-AI interaction during physics problem-solving and examines how these patterns reflect students' learning agency. We conducted discourse analysis of 318 problem-solving episodes involving 18 undergraduate physics students using a conversational AI tutor in an advanced thermodynamics course. A hybrid coding approach combined theory-driven analysis based on the ICAP framework with data-driven pattern identification; three patterns corresponded to ICAP modes, while two were derived inductively from the data. Five interaction patterns emerged: Task-Focused (44.34%), Collaborative Problem-Solving (33.96%), Knowledge-Building (11.64%), Critical-Evaluation (8.18%), and Knowledge-Expansion (1.89%). Student-initiated questioning varied from 4.05% to 47.37% across patterns. A closer analysis revealed that 65.4% of episodes followed a transactional structure of brief exchanges without student-initiated questions, while sustained dialogic engagement emerged selectively in the Collaborative Problem-Solving and Knowledge-Expansion patterns. Pattern distribution was significantly associated with task difficulty ($\chi^2(8) = 37.77$, $p < .001$): Task-Focused interactions concentrated in basic problems, and dialogic patterns predominated in advanced problems, suggesting that students adaptively calibrated their engagement to task demands. These findings indicate that the educational value of conversational AI depends less on any default capacity for dialogue than on the deliberate cultivation, through pedagogical and design strategies, of conditions that enable dialogic engagement.

Landry, S. (2026). **L'apport des outils technologiques pour l'apprentissage par progression conditionnelle des mathématiques, une promesse inachevée**. *Médiations et médiatisations*, (24), 380-398. https://doi.org/10.52358/mm.vi24.514
This reflective account of practice explores the implementation of conditional progression learning (CPL) in high school mathematics education within the Quebec context. CPL is based on the idea that students must master each step before progressing, which poses significant challenges in heterogeneous classrooms. The author describes the limitations of traditional approaches and the difficulties encountered with common digital tools (Google Forms, Microsoft Teams), which do not allow for effective feedback or automated conditional progression. After several experiments, an innovative solution was developed: the use of PDF forms programmed in JavaScript, integrated into Teams. This method ensures real-time answer validation, progress saving, and automated grading, reducing the time allocated to correcting simple exercises. This allows the teacher to focus interventions on mathematical reasoning and fosters greater student autonomy. Although this approach requires considerable initial time and technical skills investment, it represents a significant advancement for the individualization of learning. The

author concludes by highlighting the potential of technologies, notably artificial intelligence, to create integrated and accessible tools that would support CPL and contribute to reducing teacher burnout.

Li, X., Zeng, Y., Bai, H., Kan, Y., Zhu, J., & Hu, W. (2026). **The effects of embedded questions on learning performance and creative thinking in multimedia learning**. *Education and Information Technologies*, *31*(17), 9749-9778. https://doi.org/10.1007/s10639-026-14162-2
With the rapid advancement of digital technology, multimedia learning has become increasingly prevalent. While it offers learners flexible and diverse learning experiences, it also presents challenges such as increased distractibility. Problem-based learning, which guides learning through the embedding of authentic problems, serves as an instructional strategy to address these challenges. Therefore, to optimize the multimedia learning process, the present study conducted two studies to investigate the effects of embedded questions on learning performance and creative thinking, as well as the underlying cognitive and neural mechanisms of creative idea generation. Study 1 explored whether embedded questions influence learners' learning performance and creative thinking during multimedia learning. Study 2 further implemented progressive questions and employed functional near-infrared spectroscopy (fNIRS), which offers high ecological validity, to explore the neural mechanisms underlying creative thinking. Results indicated that combining embedded questions with graphics and text materials effectively enhanced knowledge retention, transfer, and creative thinking. Progressive questions were particularly effective in promoting knowledge transfer and originality of ideas. Furthermore, fNIRS data revealed that embedded questions (particularly progressive questions) significantly activated the bilateral dorsolateral prefrontal cortex (DLPFC) and right temporal regions (superior and middle temporal gyri), with progressive questions eliciting greater activation in the left DLPFC. These findings offer important implications for improving learners' performance and fostering creative thinking in multimedia learning environments.

Lin, X., Cui, H., & Li, Y. (2026). **Mathematics Vocabulary Interventions and Mathematics Learning: A Meta-Analysis of Effects, Added Value, and Exploratory Mediation Pathways**. *Educational Psychology Review*, *38*(1), 136. https://doi.org/10.1007/s10648-026-10234-4
Mathematics vocabulary (MV) is an important component of mathematics learning, and interventions targeting MV show promising effects. However, because MV instruction is often embedded within broader mathematics interventions, existing evidence does not establish what MV instruction adds beyond mathematics instruction alone or how MV relates to broader mathematics performance (MP). This meta-analysis of 21 studies revealed that MV-related interventions produced positive average effects on both MV ($g = 0.79$) and MP ($g = 0.72$). Exploratory moderator analyses indicated larger MV effects in studies involving students with mathematics difficulties and older students, and larger MP effects in studies involving students with mathematics difficulties and higher-order mathematics content. More specifically, in embedded MV interventions, adding systematic MV instruction yielded a positive, statistically significant but sensitivity-dependent effect on MV ($g = 0.46$, $p = .046$). Effects on MP were consistently positive ($g = 0.32$) but statistically nonsignificant. Exploratory mediation analyses suggested a positive indirect intervention–MP association through MV, although statistical support was limited in the full evidence base and context-restricted findings remained exploratory. Together, these findings support MV as a modifiable instructional target, while evidence for broader mathematics gains from adding systematic MV instruction remains limited.

Liu, X., Shen, W., & Zhao, Y. (2026). **Academic Peer Network Effects of Doctoral Students: An Empirical Research Based on Response-Driven Sampling in China**. *Higher Education Quarterly*, *80*(4), e70171. https://doi.org/10.1111/hequ.70171
This study used Response-Driven Sampling (RDS) to construct an academic peer network for PhD students in China and conducted a questionnaire survey. After testing 639 valid samples that met the random recruitment assumption, empirical analysis was conducted on academic peer network effects on the research competence of PhD candidates (RCPC). The results show that RCPC is significantly influenced by academic peer network size, homogeneity, and peer competence. (1) Peer competence demonstrates the strongest positive effect on RCPC, particularly for those with low initial research competence. (2) In comparison, the effect of network homogeneity is relatively smaller and predominantly negative. The homogeneity between PhD students and their academic peers remains relatively low across the sample, with all values below 0.7. (3) The network size of weak ties does not significantly affect RCPC. However, among strong ties, the number of peers from other departments and universities exhibits an inverted U-shaped relationship with self-assessed competence, with the optimal network size being 16 peers. This study not only suggests PhD students strengthen their social connections with peers from different disciplines and institutions, aiming to maintain a moderate-sized network within strong ties, thereby enhancing their own abilities and achieving long-term development, but also indicates the applicability and generalizability of applying RDS to peer network surveys.

Liu, Y.-D., & Taly, A. (2026a). **L'expérience d'apprentissage comme prisme d'évaluation d'un jeu sérieux en réalité augmentée dans l'enseignement supérieur**. *Médiations et médiatisations*, (24), 237-259. https://doi.org/10.52358/mm.vi24.553
The learning experience refers to the perceptions and outcomes resulting from interactions between learners and their environment. In the context of higher education, the integration of serious games introduces more interactive, engaging, and experience-centered learning modalities. The augmented reality serious game Pangu, designed to support the learning of biological concepts at the microscopic level, has already been evaluated for its design quality, but without empirically analyzing the students' learning experience. The objective of this study is to evaluate the learning experience associated with this tool and to examine the extent to which it reaches the intended learning objectives. An experiment was carried out with 18 students who completed a knowledge questionnaire before and after using the game as well as a questionnaire evaluating the learning experience at the end of the experiment. The results show a significant improvement in student performance and highlight the positive impact of factors such as playfulness, objective clarity, usability, and cognitive development associated with learner engagement. These findings invite further reflection on the role of digital game-based tools in a university context as levers for active learning, while also raising questions concerning the conditions necessary for their integration into teaching.

Liu, Y.-D., & Taly, A. (2026b). **L'expérience d'apprentissage comme prisme d'évaluation d'un jeu sérieux en réalité augmentée dans l'enseignement supérieur**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (24), 237-259. https://doi.org/10.52358/mm.vi24.553
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Macedonia, M., Hu, L., & Mathias, B. (2026). **Why Some Gestures Work Better than Others: Toward a Model of Gesture-Supported Vocabulary Learning**. *Educational Psychology Review*, *38*(1), 129. https://doi.org/10.1007/s10648-026-10222-8

Gesture has emerged as a powerful multimodal tool in vocabulary acquisition, with converging behavioral and neuroscientific evidence for its facilitative role in second language (L2) vocabulary learning. Yet in both instructional practice and experimental research, gestures are often treated as relatively homogeneous, despite systematic variation in their characteristics and implementation that may contribute to heterogeneous learning outcomes. In this article, we examine theoretically relevant sources of this variation and argue that gesture characteristics should be considered explicitly in L2 vocabulary instruction and research. Drawing on theoretical and empirical research on gesture-supported vocabulary learning, we identify seven dimensions hypothesized to be relevant to the mnemonic contribution of instructional gestures: iconicity, sensorimotor imagery potential, motional salience, emotional salience fit, gesture complexity fit, cultural familiarity, and enactment potential. These dimensions capture properties of instructional gestures and their relationships with the target lexical item and learning context. They are not assumed to be statistically independent or to contribute equally or additively to learning. We integrate these dimensions in the Gesture Memory Support Model (GMSM), a preliminary theoretical and operational framework for systematically characterizing instructional gestures. Rather than combining dimension ratings into an overall measure of gesture effectiveness, the GMSM retains them as a multidimensional profile. Grounded primarily in L2 research, the framework supports stimulus characterization, experimental design, and hypothesis generation without assuming that its potential applicability is restricted to L2 vocabulary learning. The framework distinguishes gesture characteristics from learner-level cognitive mechanisms and implementation conditions, such as gesture–speech temporal alignment and whether gestures are observed or actively produced. At its present stage of development, the GMSM should be regarded as a framework for characterization and hypothesis generation rather than as an empirically validated diagnostic or predictive instrument. Future research will be required to establish the reliability and empirical distinctiveness of its dimensions and determine their individual and interactive relationships with vocabulary-learning outcomes.

Nesje, K. (2026). **Can a work-relevance rationale support students' utility value, autonomous motivation, and perceived competence? an exploratory, small-scale experiment in an online statistics course**. *Social Psychology of Education*, *29*(1), 126. https://doi.org/10.1007/s11218-026-10298-8

Work relevance is increasingly emphasized in higher education, and instructors often explain how course content may be useful for future work to motivate students. Such work-relevance rationales may be common in quantitatively oriented courses that students find difficult or anxiety-provoking. However, experimental evidence regarding their motivational effects in higher education remains mixed, and little is known about potential psychological costs for students experiencing statistics anxiety. The present study was a small-scale exploratory field experiment examining an instructor-provided work-relevance rationale in a quantitative methods course. Specifically, it investigated whether the rationale influenced undergraduate psychology students' utility value, autonomous motivation, and perceived competence. Seventy-six online students were assigned to a rationale or control condition and completed self-report measures following a short video intervention. Results showed no significant effects on utility value or autonomous motivation. Examination anxiety, a dimension of statistics anxiety, appeared to moderate the effect of the rationale on perceived competence, although this finding should be interpreted cautiously given the exploratory nature of the study and the uncertainty of the follow-up analyses. The pattern of results suggested that the rationale may be associated with lower perceived competence among students with higher examination anxiety. As an initial investigation of potential psychological costs of work-relevance rationales in online statistics education, the study identifies a theoretically and pedagogically important question for future research. If replicated in larger studies, the findings suggest that emphasizing work relevance may not be universally motivating and may have unintended negative consequences for students experiencing high evaluative anxiety.

Nga, V. H. T. (2026). **The Importance of Life Skills Education for Lower Secondary School Students in the Context of Current Digital Transformation**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 493-501. https://doi.org/10.59324/ejceel.2026.4(5).22
The landscape of digital transformation is profoundly reshaping all aspects of social life, including the environments in which lower secondary school students learn, communicate, and develop. Consequently, life skills education for these students is playing an increasingly important role. This study aims to synthesize and analyze evidence regarding the role of life skills education for lower secondary students in the digital era and to propose appropriate educational directions. A systematic narrative review method was employed. From an initial pool of 245 documents, 29 core documents were selected for in-depth analysis based on their relevance to the study's topic, target group, context, and objectives. The findings indicate that: (1) life skills among lower secondary students vary according to gender, age/grade level, and living environment; (2) the increased use of the Internet, social media, and digital environments has created numerous opportunities for learning, communication, and competency development, while also presenting significant challenges; and (3) life skills education at the lower secondary level in Vietnam remains limited. Therefore, there is a need for new educational approaches to life skills that align with the current context of digital transformation.

Nguyen, E., & Florey, S. (2026). **Penser avec/au-delà de l'intelligence artificielle? La lecture analytique comme outil pour développer la pensée critique en classe de littérature**. *Médiations et médiatisations*, (24), 145-161. https://doi.org/10.52358/mm.vi24.544
This paper investigates the acceptability of AI among a sample of nine upper secondary school teachers (teaching students aged 15 to 19) from the cantons of Vaud and Fribourg in French-speaking Switzerland. It first outlines the challenges posed by AI for the transmission of literary knowledge in school settings, with a particular focus on literature teaching. Drawing on a model

of teachers' appropriation of digital tools, the study then analyzes data from a preliminary questionnaire administered prior to a collaborative research project. The findings highlight a diversity of teachers' conceptions regarding the integration of AI into analytical reading practices. In relation to the didactic aims of analytical reading, participating teachers define the conditions for legitimate and acceptable AI use in tasks that maintain the teacher's mediating role, support the development of students' critical thinking, and foster peer interaction as an essential component of literary interpretation in school-based literature education.

OECD. (2026). ***Mapping Skill Shortages in OECD Countries: New Evidence from the Updated Skills for Jobs Database***. https://doi.org/10.1787/735f9485-en

Paggetti, M., & Hell, A. (2026). **Les usages étudiants de ChatGPT et leur potentiel d'apprentissage : l'exemple d'élèves en formation d'ingénieurs**. *Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation*, *33*(3). https://doi.org/10.23709/sticef.33.3.1
Les chatbots comme ChatGPT ont rapidement gagné en popularité auprès des étudiants, ce qui réinterroge les pratiques pédagogiques et les modalités d'évaluation actuelles. En prenant le point de vue de l'activité d'apprentissage, cet article s'intéresse au potentiel de ces outils dans un contexte de pédagogie active. Une observation a été conduite dans une classe d'étudiants ingénieurs de troisième année en filière généraliste. Les résultats montrent que ChatGPT soutient l'autonomie des étudiants en les aidant dans la réalisation de leurs projets de cours. Il devient ainsi une aide, voire un partenaire : les étudiants prennent l'habitude de lui déléguer des tâches et bénéficient des résultats générés par le chatbot. Cependant, en raison du manque de légitimité et de la réputation souvent négative que lui confèrent les enseignants, les étudiants ont tendance à l'utiliser de manière discrète, en dissimulant leur recours. Abstract. Chatbots such as ChatGPT have gained considerable popularity among students in Higher Education, leading to a re-examination of current pedagogical methods and assignments practices. This paper examines through a learning activity, how these tools have potential in the learning process of engineering school students using active pedagogy. For this purpose, an observation was conducted among a class of third years students in general engineering. As a result, ChatGPT supports the autonomy of students in assisting them in the realization of their course project. It becomes their aid if not a partner: students are getting used to delegating some tasks to them while they also benefit from the outputs provided by the chatbot. However, due to the poor legitimacy and reputation often attributed to it by teachers, students tend to operate in an undisclosed manner, hiding their use.

Pan, L., Song, Y., & Ba, S. (2026). **Exploring the impact of generative AI chatbot support on students' collaborative problem-solving in a university entrepreneurship course: insights from an epistemic network analysis**. *Education and Information Technologies*, *31*(17), 9581-9606. https://doi.org/10.1007/s10639-026-14105-x
Generative artificial intelligence (GenAI), such as ChatGPT, exhibits great potential in supporting students' collaborative problem-solving (CPS) activities. This quasi-experimental study aims to investigate how GenAI chatbot support influences students' CPS patterns and their perceptions of the CPS process. Two classes of university students participated in an entrepreneurship course under two conditions: Class 1 (36 students) as the control group without GenAI support and Class 2 (32 students) as the experimental group with GenAI chatbot support. We used epistemic network analysis (ENA) of students' face-to-face group discussion to uncover how the GenAI chatbot impacted students' CPS patterns, along with a questionnaire to analyze students'

perceptions of CPS. The results revealed that the managed GenAI chatbot support was associated with differences in students' CPS processes, including more balanced group dynamics with greater emphasis on idea sharing and regulating group problem-solving during CPS. Students in the experimental group reported perceiving their CPS activities as significantly more effective compared to the control group. The findings suggest a practical approach for educators to integrate GenAI into classrooms as a managed, stage-specific feedback tool, guided by predefined prompts and teacher oversight, to support CPS-based entrepreneurship education at the curricular level.

Paquelin, D. (2026). **De l'espace des possibles aux capabilités : usages et non-usages des outils d'IA générative au postsecondaire**. *Médiations et médiatisations*, (24), 360-379. https://doi.org/10.52358/mm.vi24.567
Over the past three years, the digital landscape has been profoundly transformed by the rapid and widespread emergence of generative artificial intelligence (GAI) technologies. Their integration into the field of education—for both students and teachers—now appears inevitable. Building on previous research (Bruillard, 2025), this article, drawing on a study carried out with postsecondary students, offers an analysis of the process through which individuals develop their capacity to act, learn, and empower themselves within their environment (empowerment dynamic) to explain the uses and non-uses of GAI technologies. From an intersectional perspective, various factors of conversion and choice are identified to understand the emergence of a realm of possibilities and its realization by students based on a set of factors. These analyses lead two findings. AI technologies are both a problem and a solution, calling for a shift away from an oppositional approach toward a comprehensive understanding of enabling dynamics and potential for social innovation. This requires addressing the issue of AI's relationship with education through the lens of multiple tensions, particularly temporal, cognitive, metacognitive, and evaluative. The importance of a clear usable framework is emphasized as a means of reducing potential sources of stress and supporting the development of academic skills aligned with the demands of the socio-economic world.

Pelletier, M.-A. (2026). **À la maternelle, construire une relation positive avec les familles : quelles compétences socio-émotionnelles mobiliser ?** *Phronesis*, *15*(HS2), 180-191. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-180
À la maternelle, les personnes enseignantes jouent un rôle essentiel auprès des enfants et entretiennent une collaboration étroite avec les familles. Toutefois, cette relation comporte des défis, notamment sur le plan émotionnel. Or, les occasions de formation sur les compétences socio-émotionnelles (CSÉ) demeurent limitées. Cet article s'intéresse aux CSÉ mobilisées pour entretenir une relation positive avec les familles. Des entrevues de groupe menées dans le cadre d'une recherche collaborative ont révélé l'importance de considérer les valeurs de chacun, d'intervenir progressivement et d'adopter une posture d'ouverture et d'écoute.

Plante, P., Marier, S., & Bonenfant, M. (2026). **Intégrer des jeux sérieux d'enquête au collégial : impacts sur l'apprentissage de concepts de littératie numérique et d'IA en ALS**. *Médiations et médiatisations*, (24), 322-346. https://doi.org/10.52358/mm.vi24.563
This quasi-experimental study examines the effectiveness of two serious investigative digital games (Genially and Unity), compared with a no-game control group, in supporting college-level English as a Second Language (ESL) learning of concepts related to digital literacy and artificial intelligence. Learning is operationalized through two components of the form–meaning

association of a word: 1) written form recall (productive, written) and 2) meaning recognition (receptive, written), measured with a pre-test and a post-test. Questionnaires were administered using LimeSurvey. Statistical analyses (N = 189; A = 53, B = 71, C = 65) were conducted using ANCOVA while controlling for baseline performance, with Holm-adjusted post-hoc comparisons (Holm method). Results show no significant differences between groups for meaning recognition. By contrast, a group effect is observed for recall of the written form, a noteworthy finding since this component is more difficult to master than meaning recognition. The Genially group thus achieved higher adjusted post-test scores than the control group and the Unity group. These findings suggest that the impact of serious games on learning may vary depending on the component assessed, learners' prior knowledge, and intervention design.

Salahuddin, M., & Stupnisky, R. H. (2026). **Understanding Faculty Research Success: Testing Faculty Research Competence to Predict Motivation and Success**. *Higher Education Quarterly*, *80*(4), e70179. https://doi.org/10.1111/hequ.70179
University faculty tend to produce more publications when they feel capable (i.e., competent) and motivated to conduct research. Previous studies have typically measured faculty research competencies using self-report Likert-scale, which are susceptible to socially desirable responses and other biases. This study aimed to (a) examine discrepancies between self-reported research efficacy and scores on the competencies test, (b) investigate how social science faculty research competence predicts motivation and success, and (c) test whether motivation serves as a mediator. Data were collected online from 140 social science faculty at North American universities. To obtain more reliable assessments of faculty competence, a new measure was developed in accordance with the Standards for Educational and Psychological Testing. The development process began followed by two systematic literature reviews and psychometric evaluation using both classical test theory and item response theory. Results showed that faculty tended to rate their self-reported efficacy (belief) significantly higher than their test-based competence (performance). Group differences revealed that female and older faculty demonstrated higher research competence, with female faculty also reporting greater research success, while younger faculty exhibited stronger autonomous motivation. Domestic faculty scored higher on research competence and motivation compared to international colleagues. Path analyses indicated that competence scores significantly predicted autonomous motivation and faculty research success. Negative binomial regression analyses further revealed that faculty tenure status, institution classification, and autonomous motivation significantly predicted publication success. Overall, this competence test provides a more valid measure for identifying areas where faculty can improve research skills, supporting strategies to enhance research productivity and success.

Schuler, N. (2026). **Are parents' and teachers' mindsets about abilities and failure related to children's mindsets and self-regulated learning?** *Social Psychology of Education*, *29*(1), 116. https://doi.org/10.1007/s11218-026-10293-z
Children's beliefs about abilities shape their learning. Although a growing body of research has examined whether parents' and teachers' beliefs are related to children's beliefs and learning, very few studies have considered parents, teachers, and children simultaneously. Moreover, existing studies present mixed findings. Addressing this gap can clarify whether parents' and teachers' beliefs relate differently to children's beliefs and learning. This study used structural equation modeling to analyze data from 757 children, their parents and teachers. Results showed that parents' mindsets about abilities predicted children's mindsets about abilities, while

teachers' mindsets about abilities did not. However, children's perceptions of parents' and teachers' failure mindsets were linked to children's beliefs and self-regulated learning. Although these findings highlight that adults' beliefs relate differently to children's beliefs and learning, they underscore the importance of cultivating growth-oriented environments both at home and school, where failure is framed as a valuable opportunity for learning.

St-Onge, S., Falardeau, E., Lord, M.-A., Giannetti, J., & Serra, X. (2026). **Étude du développement des capacités d'autorégulation après un enseignement explicite de stratégies d'écriture en 5e année primaire**. *Formation et profession*, *34*(1), 4. https://doi.org/10.18162/fp.2026.1013

Tazouti, Y. (2026). **Le numérique à l'école : enjeux et impacts sur les apprentissages**. *Administration & Éducation*, *191*(3), 31-36. https://doi.org/10.3917/admed.191.0031
Le numérique à l'école suscite à la fois fascination et inquiétude chez les parents, les enseignants et les décideurs. Face aux opportunités qu'il offre et aux risques qu'il engendre, les réponses les plus pertinentes demeurent l'éducation – pour former des citoyens éclairés et critiques – ainsi que la recherche, afin de mieux comprendre les enjeux et orienter les politiques publiques. Cet article poursuit deux objectifs : d'une part, apporter un éclairage scientifique sur les effets du numérique sur les apprentissages des élèves à l'école primaire ; d'autre part, interroger le rôle croissant de l'intelligence artificielle dans les processus d'enseignement et d'apprentissage, et de mettre en évidence ses apports potentiels, mais aussi ses limites.

Tran-Duong, Q. H. (2026). **Leveraging AI-supported self-regulated learning prompts to foster primary school students' causal explanations in science**. *Education and Information Technologies*, *31*(17), 9147-9175. https://doi.org/10.1007/s10639-026-14120-y
Generative artificial intelligence is increasingly present in schools, yet classroom evidence remains limited on how it can be constrained to support learning processes rather than provide answers, especially in primary science. This study examined whether an AI-supported self-regulated learning assistant configured as a metacognitive coach could enhance primary school students' causal explanations and metacognitive self-regulation. A pre-test post-test quasi-experimental design was employed with four Grade 4 classes at a primary school. Students in the intervention group (AI-SRL group) engaged with self-regulated learning prompts delivered through a custom-configured AI chatbot during the explanation phase of four lessons in a science unit, while the control group completed the same tasks without access to the AI chatbot. Results indicated higher post-test causal explanation scores for the AI-SRL group than for the control group. The AI-SRL group also demonstrated higher post-test metacognitive self-regulation and a greater likelihood of producing at least one high-level explanation. Gains in metacognitive self-regulation were positively associated with gains in explanation quality but did not uniquely predict these gains after controlling for prior performance and condition. The findings suggest that carefully constrained AI-delivered self-regulated learning prompts can strengthen primary students' explanatory reasoning and metacognitive self-regulation in authentic classroom science lessons.

Tricot, A., & Pariser, S. (2026). **De nouveaux savoirs à l'école primaire:L'exemple de l'intelligence artificielle et des compétences psychosociales**. *Administration & Éducation*, *191*(3), 37-43. https://doi.org/10.3917/admed.191.0037
La charte des programmes de 2014 écrivait : « les savoirs enseignés à l'école doivent aider les élèves à se repérer dans la complexité du monde. » Si le monde et sa complexité évoluent, alors

il est légitime d'envisager l'évolution des savoirs. L'histoire des programmes, en France et ailleurs, montre aussi que parfois les programmes évoluent non pas parce que le monde change, mais parce que l'importance de certains savoirs n'a été reconnue que récemment. Dans cet article, nous allons aborder deux savoirs pour l'école primaire : l'intelligence artificielle et les compétences psychosociales.

Wang, F., & King, R. B. (2026). **Students and schools have distinct configurations of socio-emotional skills: a multilevel latent profile analysis**. *Social Psychology of Education*, *29*(1), 125. https://doi.org/10.1007/s11218-026-10270-6
Socio-emotional skills have attracted increasing attention due to their significance to students' academic and well-being outcomes. However, there is ongoing debate in the literature over whether students' socio-emotional skills vary quantitatively or qualitatively. Furthermore, existing research on these skills has primarily considered socio-emotional skills as individual attributes of students, with less attention devoted to the possibility that schools could also have distinct socio-emotional profiles. To address these gaps, this study employed a multilevel latent profile analysis to investigate profiles of socio-emotional skills at both student and school levels from a person-centered perspective. We also examined how these socio-emotional profiles are associated with school climates and academic and well-being outcomes. This study included 29,755 15-year-old students from nine countries. At the student level, we identified four distinct profiles that differed more in average skill levels: Low, Average, Moderately High, and High Socio-emotional Profiles. We also identified two types of schools: Lower Socio-emotional Schools and Higher Socio-emotional Schools. Positive school climates, characterized by high levels of school belonging, cooperation, positive teacher-student relationships, and a lower frequency of bullying, were associated with more adaptive socio-emotional profiles. Concerningly, only a small proportion of students (5%) and schools (28%) showed adaptive socio-emotional skills. Our findings suggest the need to implement targeted interventions to foster socio-emotional skills tailored to the needs of different subgroups.

Wang, X., Cheng, M., Zeng, Y., Li, X., & Huang, H. (2026). **Fostering pair programming learning through grouping strategies: integrating ability levels and peer relationships**. *Education and Information Technologies*, *31*(17), 9639-9670. https://doi.org/10.1007/s10639-026-14156-0
Pair programming is one of the important strategies for conducting programming education, which is believed to enhance students' coding quality, achievements, and computational thinking. However, the specific implementation of pair programming learning encounters several issues, such as untimely role exchanges among paired students and passive participation in communication. This study proposes and examines pair programming activities that combine ability levels with peer relationships and a time-based role exchange method. The impact of pair programming activities on students' computational thinking and learning experience is examined. Finally, lag sequential analysis is used to analyze the student pair programming behaviors (and behavior patterns) exhibited in programming projects at different performance levels. The proposed pair programming activities show a significant positive impact on students' computational thinking, especially in the four dimensions of algorithmic thinking, problem solving, creativity, and critical thinking. Moreover, the proposed pair programming activities also exhibit a significant positive impact on students' learning experience, especially with regard to their motivation to learn. In the proposed pair programming activities, high-level programming projects are characterized by the initiation of peer requests or feedback, response of various forms of help, and positive communication within the group. Conversely, medium-level

programming projects are characterized by peer requests as the initiation to solving specific problems, with one leading person in the group. By contrast, low-level programming projects are characterized by peer help seeking as the initiation, in a question-and-answer format.

Yin, C., Chen, G., & Sheng, C. (2026). **Investigating the role of GenAI dependency on university students' critical thinking disposition: From the perspective of knowledge inertia**. *Education and Information Technologies*, *31*(17), 9697-9723. https://doi.org/10.1007/s10639-026-14158-y
Since Generative Artificial Intelligence (GenAI) provides personalized and real-time interactive features, university students have increasingly delegated academic tasks to GenAI. Although increasing academic performance, there raises a concern of being dependent on GenAI which may damage students' critical thinking. To understand the mechanism, this study bases on the status quo bias theory and inertia perspective, and argues that GenAI dependency shows a negative association with university students' critical thinking disposition via knowledge inertia. We also propose that academic stress can positively moderate this relationship. A cross-sectional survey with 530 university students was conducted, and a hybrid SEM-ANN method was employed as the analysis technique. The empirical findings confirm the negative relationship between GenAI dependency and critical thinking disposition and indicate the partially mediating effect of knowledge inertia. The moderating effects of academic stress are also proven. This study enriches the existing literature of GenAI dependency in higher education.

Zhang, X., Chen, Y., Hwang, G.-J., Yang, S., Zhang, J., & Tu, Y.-F. (2026). **Physical, virtual, and hybrid programming modalities in early childhood education: a randomized controlled study of computational thinking and programming behaviors**. *Education and Information Technologies*, *31*(17), 9819-9844. https://doi.org/10.1007/s10639-026-14165-z
Young children are at a crucial period for computational thinking (CT) development. In recent years, different programming modalities, such as physical, virtual, and hybrid programming, have been introduced to promote young children's CT. However, empirical evidence of which programming modalities are more effective in terms of promoting young children's CT remains scarce. Hence, we conducted a randomized controlled trial to compare the effects of physical, virtual, and hybrid programming on young children's CT and programming behaviors. Participants included 168 children aged 5–7, who were randomly allocated to the physical, virtual, or hybrid programming groups. Quantitative analyses indicated that children in the physical, virtual, and hybrid programming groups demonstrated significant improvements in CT following the 8-week intervention. Notably, children in the physical programming group showed greater improvements in CT than those in the virtual and hybrid programming groups, whereas no significant difference was found between the virtual and hybrid groups. Qualitative analyses revealed distinct behavioral patterns across modalities, while also showing that each modality can support children's core programming processes. This study can inform educators and researchers when selecting appropriate programming modalities for promoting young children's CT.

Aspects économiques de l'éducation

Araya, M., Sabates, R., & Woldehanna, T. (2026). **Do additional school grants narrow regional learning gaps? Evidence from Ethiopia's emerging regions**. *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2747618

We examine whether a top-up school grant for Ethiopia's emerging regions, introduced under GEQIP-E in 2018/19, narrowed mathematics learning gaps. Difference-in-differences estimates using Grade 4 data from the RISE Ethiopia survey (2018/19–2021/22) show relative gains of 0.42–0.52 standard deviations, largest among rural and poorer children. Results hold with regional controls, gain scores, school-level models and school fixed effects, but shrink under region-specific trends. About half of each gain reflects emerging regions avoiding a post-2018 decline elsewhere, so the estimates are upper bounds for the top-up alone. School leadership, community participation and teacher knowledge appear to be key channels.

Barringer, S. N., Warshaw, J. B., & Hearn, J. C. (2026). **Have We Lost the Classic Liberal Arts College?: An Examination of a Threatened Organizational Form**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2753644
In recent years, distinctions among types of higher-education organizations have progressively eroded. Our focus within this trend is on the nation's oldest organizational type—the small, undergraduate-focused, residential, arts-and-sciences-centered private liberal arts college (LAC)—which has been, according to conventional wisdom, slowly losing its own distinctiveness. We draw on the theory of strategic action fields to understand the organizational and field-level patterns for private LACs as they adapt to their changing environments. We use multilevel latent profile analysis to analyze quantitative data on 414 private LACs from 2004 to 2023 to empirically evaluate whether the classic organizational form of the "private LAC" is indeed eroding, and if so, how. Results indicate that this population is indeed differentiating as evidenced by four distinct form profiles. There is also both stability and change of this organizational form between 2004 and 2023, suggesting that most private LACs in the study have adapted their organizational form and continue to do so in response to the evolving challenges they face. At the field level, our findings, and theory, point toward resettlement rather than the wide-sweeping erosion of the private LAC field.

Bedasso, B., & Nagesh, R. (2026). ***School Meals in Crisis Settings: Costs, Trade-offs, and Delivery Choices in Education-in-Emergencies Programmes*** (Working paper N° 757). Consulté à l'adresse Center for Global Development website: https://EconPapers.repec.org/RePEc:cgd:wpaper:757
School feeding is increasingly incorporated into education-in-emergencies (EiE) responses, yet systematic evidence on its cost, scale, and delivery remains scarce. This evidence gap matters as humanitarian and development financing tightens and EiE requirements are cut. Using data from 65 emergency education programmes implemented in 31 countries between 2018 and 2024, this paper examines the budget trade-offs involved in including school meals in emergency education responses and the factors associated with more efficient delivery. We estimate planned annualised school-meal costs, standardised to a nine-month school year, for 33 grants, and assess budget–coverage trade-offs in the 19 grants for which complete budget and beneficiary data are available. In these grants, school feeding accounted for roughly 31 percent of aggregate budgets while serving roughly 7 percent of aggregate beneficiaries. Because the non-feeding remainder of each grant comprises a heterogeneous bundle of interventions, these figures describe budget composition rather than relative value for money. They are therefore a necessary, though not sufficient, input into a critical portfolio review. Annualised costs per targeted child ranged from USD 4 to over USD 201, with a median of USD 35. Costs were higher on average in drought and multidimensional crises than in disease-outbreak settings. Per-child costs were also lower in larger programmes, although this scale advantage was more limited in complex emergencies. On-site hot meals dominated delivery, but the sample includes too few

alternative modalities to compare cost-efficiency robustly. We conclude with policy lessons on making budget trade-offs explicit, calibrating costs to context, testing alternative modalities, investing in delivery platforms, and improving coordination across EiE financing instruments.

Crawfurd, L. (2026). ***The Returns to Education: A Comment*** (Working paper N° 756). Consulté à l'adresse Center for Global Development website: https://EconPapers.repec.org/RePEc:cgd:wpaper:756
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.

David, M. (2026). **« Médiateur covid », un job étudiant pendant la pandémie**. *Agora débats/jeunesses*, *104*(3), 21-34. https://doi.org/10.3917/agora.104.0021
Pendant la période du covid, l'emploi des étudiants a très fortement diminué et les campus universitaires ont été longtemps fermés. Beaucoup d'étudiants ont ainsi vu leurs ressources diminuer et se sont retrouvés durablement isolés. Mais en 2021, un nouveau job étudiant est apparu, celui de « médiateur Covid », dont le rôle est de réaliser des tests de dépistage sur les campus. Cet article s'intéresse aux étudiants recrutés comme médiateurs dans une université entre 2021 et 2022, en s'appuyant sur les résultats d'une enquête par observation participante. Il analyse les raisons qui les ont conduits à participer au dispositif de test covid dans leur université, en présentant d'abord leurs motifs d'engagement, puis la manière dont le sens de ce job a été construit collectivement par les médiateurs, alors qu'ils n'avaient pas les mêmes attentes.

Elacqua, G., Munevar, I., Prada, M. F., & Rodríguez, J. (2026). ***Not All Dollars Are Equal: The Composition of School Spending and Student Outcomes*** (Working paper N° 14772). https://doi.org/10.18235/0014545
This paper analyzes the association between the composition of school spending and various measures of school effectiveness. Using audited financial accounts for the universe of publicly funded urban schools in Chile between 2015 and 2022, disaggregated into six expenditure categories and 37 subcategories, we link spending patterns to school value-added measures of test scores, attendance, chronic absenteeism, and dropout. Aggregate spending per student is only weakly associated with school effectiveness. In contrast, spending composition matters substantially: we reject equal associations across expenditure categories for all outcomes, and no category is associated with all four dimensions of effectiveness. Personnel spending is associated with higher test-score value added but not attendance, whereas operations spending is associated with higher attendance and lower chronic absenteeism but not with test score gains. Infrastructure spending is associated with both learning and attendance outcomes.

We also find considerable heterogeneity across school types and student populations. The categories prioritized by Chiles targeted equity subsidy, quality programs and student well-being, are associated with higher test-score value added primarily in the most disadvantaged schools, while operations and infrastructure expenditures exhibit opposite associations in public and private voucher schools. The estimated associations are modest in magnitude: a one-standard-deviation increase in the most predictive spending categories corresponds to 2 to 7 percent of the crossschool dispersion in value added. Nevertheless, the findings have important policy implications because education funding policies typically target specific expenditure categories rather than overall spending levels. Overall, the results suggest that the composition of spending is more informative than expenditure levels alone and that evaluating education finance policies using a single outcome or pooled estimates can understate the benefits of targeted investments.

Gibbs, C. R., Wikle, J., & Wilson, R. (2026). **A Matter of Time? Measuring Effects of Public Schooling Expansions on Families**. *American Economic Journal: Economic Policy*, *18*(4), 94-129. https://doi.org/10.1257/pol.20240837
We leverage pronounced changes in the availability of public schooling for young children—through duration expansions to the kindergarten day—to better understand how an implicit childcare subsidy affects mothers and families. Exploiting full-day kindergarten variation across place and time from 1992 through 2022 and novel data on state-level policy changes, combined with a comparison of children of typical kindergarten-age to older children, we measure effects on parental labor supply and family childcare expenses. Full-day kindergarten expansions were responsible for as much as 24 percent of the growth in employment of mothers with kindergarten-age children in this time frame. (JEL H75, I21, J12, J13, J16, J22)

Gößl, T., Makles, A., Schneider, K., & Zuchanek, K. J. (2026). ***The costs of losing admission lotteries: The transition from primary to secondary school in Bremen*** (Working paper N° 1225). https://doi.org/10.4419/96973410
We study the consequences of losing admission lotteries in a centralized secondary school choice system with early academic tracking. Using administrative student panel data from Bremen, Germany, we exploit random tie-breaking within priority groups under an immediate acceptance mechanism. Losing admission lotteriessubstantially changesstudents' educational environment: lottery losers travel farther to school, experience greater disruption of peer networks, and attend schools with less advantaged socioeconomic compositions and lower average academic performance. We also document selective negative effects on standardised test scores and school-leaving certificates. While students with a migration background are much more likely to experience a lottery loss because they enter competitive lottery pools more frequently, native German students tend to experience larger relative changes in their school environment and are more likely to mitigate these costs by opting out of the public system and enrolling in private schools.

Hervelin, J., & Frouard, C. (2026). ***Should we finance apprenticeships at the university level? Descriptive evidence from France*** (Working paper N° 13/2026). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: https://EconPapers.repec.org/RePEc:zbw:zewpbs:344128
France's apprenticeship system, which combines firm-based training with academic instruction, has expanded rapidly in recent years, especially at the university level. Unlike most European countries, France allows apprenticeships all the way up to master's degrees, a trend significantly

accelerated by the 2018 Loi pour la liberté de choisir son avenir professionnel. The reform liberalised programme creation, simplified funding, and introduced strong financial incentives, leading to a twelvefold rise in higher education apprenticeships between 2000 and 2025. Drawing on administrative data and Hervelin and Merran (2026), we show that apprentices have higher employment and wage outcomes than non-apprentice students. However, we also show that the expansion of the system has coincided with more contract terminations, poorer matching quality, and potentially sizable windfall effects, as firms rely on subsidised apprentices rather than hire new regular employees. Public expenditure has tripled since 2018, raising concerns regarding fiscal sustainability and programme efficiency. Future policy should prioritise high-school apprenticeships (where matches are stronger) while strengthening links to the university labour market to improve outcomes and ensure sustainable public spending.

Hickman, D. C., & Ramirez, S. R. (2026). **The effects of adopting a market-based compensation policy on faculty gender pay gaps**. *Education Economics*, *0*(0), 1-20. https://doi.org/10.1080/09645292.2026.2744197
We examine the issues of gender pay equity and salary compression at a public land-grant university in the northwestern US before and after implementing major changes to employee compensation. We find that the adoption of the new compensation strategy introduces a small, but statistically significant, gender pay gap, which is evident only at the rank of associate professor. Further, we find heterogeneous effects on salary compression by gender. The relative position of males at both the associate and professor ranks improve, while females at these ranks experienced no change in their earnings relative to their colleagues at the assistant level.

Kim, W., & Silva, F. da. (2026). **Changing Course: Robots and Human Capital Investment in High School**. *CESifo Working Paper Series*. Consulté à l'adresse https://ideas.repec.org//p/ces/ceswps/_13057.html
We study how industrial robots affect human capital investment during high school. Using Texas administrative records and an instrument based on European robot adoption, we find that exposure reduces dropout, raises observed completion, and shifts coursework toward college preparation and away from vocational subjects. Advanced coursework increases across grades, while dropout reductions and gains in quantitative coursework are concentrated in upper grades. Boys reduce vocational coursework more, narrowing gender differences in course taking, whereas girls increase advanced coursework more, widening their advantage in college preparation. Adjustment to automation is already underway in high school, through continued schooling and curricular choices.

Kreiner, C., Bingley, P., & Serena, B. (2026). ***Socioeconomic Inequality in Longevity: A Multidimensional Approach*** (Working paper N° 26234). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26234
Socioeconomic inequality in longevity is typically measured using a single indicator, such as education or income. When indicators are imperfect proxies for socioeconomic status, this approach understates inequality. Using multiple indicators can improve measurement by better capturing latent socioeconomic status. We combine education, income, occupation, wealth, and IQ scores using machine learning. Using Danish population-wide data spanning 40 years, we estimate life expectancy at age 40 for the 1942-44 birth cohorts. Individuals at the top of the socioeconomic distribution live nearly 25 years longer than those at the bottom. The estimated gradient is 50-150% steeper with multiple indicators.

Leišytė, L., Dee, J. R., & Rose, A.-L. (2026). **Institutional Logics and the Strategies and Practices of Interdisciplinary Research Centres: Competition or Convergence?** *Higher Education Quarterly*, *80*(4), e70172. https://doi.org/10.1111/hequ.70172
Drawing on data from two interdisciplinary research centres in a German university, this study seeks to understand the extent to which different institutional logics influence the strategies and practices of interdisciplinary research centres, as well as how university actors accommodate the various logics in their work. Professional logics were predominant in shaping the work practices of academics, whereas market and industry logics played a larger role for middle management, especially in establishing the credibility of interdisciplinary research in terms of its capacity to generate external funding. Reflecting a managerial logic, interdisciplinarity was framed as a way to enhance the profile and international reputation of the university. The convergence of professional and market and industry logics was most salient during the process of seeking funding, as well as during centre meetings when directors and academics sought to establish how scientific interests were aligned with the priorities of external funders and industry partners.

Mériade, L. (2026, octobre 17). **Face aux incertitudes budgétaires de 2027, les universités françaises poussées à changer de modèle ?** https://doi.org/10.64628/AAK.n7gw4gemt
Les universités françaises abordent 2027 dans une situation financière de plus en plus fragile. Les choix budgétaires à venir pourraient accélérer une transformation profonde de leur modèle de financement.

Morlaix, S. (2026, octobre 21). **Combien coûte un élève en France ?** https://doi.org/10.64628/AAK.v565pckck
En 2025, la dépense moyenne annuelle s'établit à 9 440 euros par élève pour le premier degré, 11 780 euros pour le second degré et à 13 350 euros pour le supérieur.

Ndabananiye, J.-C., Deconinck, C., & D'Aiglepierre, R. (2026). ***L'efficacité des financements internationaux en éducation 2005–2025 : Vingt ans de pratiques, de résultats et de transformations des systèmes***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000399488/PDF/399488fre.pdf.multi

Norwood, B., & Johnson, S. R. (2026). **Breakfast of champions: universal free breakfast, student conflict, and test scores in Texas schools**. *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2739611
We investigated the relationship between test scores and discipline outcomes in Texas public schools when schools participated in the Universal Free Breakfast Program (UFB). Using a panel dataset from two administrative sources in Texas, we examine the effects of UFB on violence, substance abuse, truancy, and other classroom incidences spanning school years 2011/2012–2016/2017. By utilizing fixed effects models, a staggered difference in differences model, and a fuzzy regression discontinuity design, we find schools that offer UFB experience higher test scores and reduced conflict outcomes helping their students achieve better outcomes while also increasing their funding from lower truancy rates in high schools.

Smith, A., Flores-Lagunes, A., & Zhu, M. (2026). ***Gender Differences in the Returns to Double Majoring: A Case of Signaling?*** [Working paper]. Consulté à l'adresse U.S. Census Bureau, Center for Economic Studies website: https://EconPapers.repec.org/RePEc:cen:wpaper:26-60

Over 15 percent of college graduates in the United States graduate with more than one major. While much research exists on the returns to different individual majors, less is known about the causal effects of double majoring. This study provides novel estimates on the returns to those who choose to double major as an undergraduate. We improve on previous studies that rely on controls for observable characteristics by addressing selection concerns in two notable ways. First, we control for institution-specific differences that may influence both the decision to double major and subsequent earnings using proprietary data by including institution fixed effects. Second, we adopt a partial identification approach to address non-random selection into double majoring within institutions. Results broadly align with estimates from prior studies at the aggregate level, but reveal notable gender differences not previously detected. Women experience an earnings return to double majoring of approximately 5 percent, while the return for men is statistically negligible. Our analysis suggests that this discrepancy is consistent with double majors serving as a signaling effect in the labor market, which may help offset the gender pay gap.

von Beringe, K., & Whitmeyer, M. (2026). **The Perils of Overreaction**. *American Economic Journal: Microeconomics*, *18*(4), 279-301. https://doi.org/10.1257/mic.20240303
To study updating rules, we consider the problem of a malevolent principal screening an imperfectly Bayesian agent. We uncover a fundamental dichotomy between underreaction and overreaction to information. If, for some signal realization, the agent's updating rule produces a posterior that lies outside the convex hull of the Bayesian posteriors induced by the signal structure, she can be exploited by the principal without bound: Her ex ante expected loss can be made arbitrarily large. In contrast, an agent who underreacts—whose posterior after each signal realization lies between the prior and the corresponding Bayesian posterior—cannot be exploited at all. (JEL D82, D83)

Aspects psychologiques de l'éducation

Akbari, M., Yaghoobi, A., Afzali, A., Zangeneh, H., & Karimi, K. (2026). **The impact of immersive 360-degree virtual reality via head-mounted displays on motivation and attitudes in secondary science education: a longitudinal quasi-experimental study**. *Education and Information Technologies*, *31*(17), 9353-9385. https://doi.org/10.1007/s10639-026-14151-5
Fostering students' motivation and attitudes toward science learning has become a major focus in contemporary education, particularly in the context of declining interest in science among secondary students. Emerging technologies such as virtual reality (VR) offer new opportunities for enhancing engagement and interactivity in science instruction. This study aimed to examine the impact of 360-degree virtual reality content, delivered through head-mounted displays (HMDs), on ninth-grade students' motivation toward science learning and their attitudes toward science. A quasi-experimental design with pre-test, post-test, and four-week follow-up was conducted among 44 male ninth-grade students in Iran. The experimental group (n = 22) received traditional instruction enriched with 360-degree VR videos via HMDs, while the control group (n = 22) received only traditional instruction. Two validated instruments were used to measure motivation and attitude. Mixed-design repeated-measures ANOVA revealed significant improvements in both motivation ($F = 22.23$, $p < .01$, $\eta^2 = 0.34$) and attitudes toward science ($F = 11.59$, $p < .01$, $\eta^2 = 0.21$) in the experimental group. These effects were maintained at follow-up. The findings provide initial evidence suggesting that immersive 360-degree VR content may be effective in enhancing

science motivation and attitudes, within the context of the present sample and instructional setting. Implications are discussed in light of the Cognitive Theory of Multimedia Learning and Interest Theory, highlighting VR's potential to support engaging and student-centered learning environments.

Ameen, F., & Alardhi, Y. (2026). **Motivational Profiles of Teaching Self-Efficacy, Task Value, Perceived Cost, and Transformative Experience in Kuwaiti Preservice Teachers: A Longitudinal Latent Transition Analysis of Intentions to Quit**. *Journal of Teacher Education*, *77*(5), 434-447. https://doi.org/10.1177/00224871261476224
Student withdrawal in higher education is increasingly framed as a process in which intentions to quit may provide an early, context-sensitive risk signal, particularly in teacher education. Guided by situated expectancy–value–cost and self-efficacy perspectives, we followed 380 Kuwaiti female preservice teachers across three waves (920 person-wave observations; Full Information Maximum Likelihood [FIML]) to model longitudinal motivational profiles of teaching self-efficacy, task value, perceived cost, and transformative experience and to test links with intentions to quit teaching. Latent transition analysis supported four profiles: Thriving (41.1%), High-Cost (28.4%), At-Risk (15.8%), and Disengaged (14.7%). Profile stability increased within the later interval of the term, with earlier movement more often towards Thriving. Intentions to quit differed by profile (Wald $\chi2(3) = 35.67$, $p < .001$) and were highest in At-Risk ($M = 2.94$), whereas High-Cost did not differ from Thriving despite the highest perceived cost. Mixed-effects models showed profile effects without wave or interaction effects, indicating stable between-profile risk.

Baş, K., & Duran, V. (2026). **Attitudes toward artificial intelligence as a distal predictor of psychological distress: statistical mediation through perceived future employability and psychological resilience among university students**. *Social Psychology of Education*, *29*(1), 128. https://doi.org/10.1007/s11218-026-10295-x
This study examines whether attitudes toward artificial intelligence (AI) are associated with university students' psychological distress and whether this relationship operates through perceived future employability and psychological resilience.

Borst, G. (2026). **Inégalités scolaires dans le premier degré : l'éclairage des sciences cognitives**. *Administration & Éducation*, *191*(3), 25-30. https://doi.org/10.3917/admed.191.0025
Le système éducatif français se caractérise par des inégalités scolaires beaucoup plus marquées que dans les autres pays européens et ceux de l'OCDE. Ces inégalités, aussi bien en français qu'en mathématiques, sont liées à l'origine sociale mais également au sexe attribué à la naissance. Ces inégalités s'observent dès la maternelle et tout au long de la scolarité dans le premier et le second degré. Si ces inégalités sont maintenant bien documentées à travers les évaluations repères généralisées du CP au CM2, les mécanismes psychologiques qui les sous-tendent restent encore peu étudiés. Nous présenterons ici un ensemble d'études dans le domaine des sciences cognitives qui mettent en évidence que les fonctions exécutives jouent dès le plus jeune âge un rôle dans la construction de ces inégalités scolaires.

Bowden, A. B., Rodriguez, V., & Weingarten, Z. (2026). **The Unintended Consequences of Academic Leniency**. *American Economic Journal: Economic Policy*, *18*(4), 130-159. https://doi.org/10.1257/pol.20240582
Education is widely recognized as the primary driver of human capital accumulation. However, policies designed to promote educational attainment often overlook students' endogenous

responses. This paper provides empirical evidence of the causal impact of relaxed academic standards on student effort and achievement. We find that academic leniency results in mechanical GPA increases, but significant reductions in effort among lower ability students based on lower attendance and lower numerical grades. These heterogeneous effects compound and exacerbate gaps in engagement and achievement throughout high school, ultimately worsening deficits in human capital accumulation as measured by ACT scores. (JEL H75, I21, I24, I28, J15)

Brito Rebolledo, E. J., Contreras, D., & Libuy, N. (2026). ***The Intergenerational Cost of Parental Illness: Childrens' School Engagement in Chile*** (Working paper N° 14777). https://doi.org/10.18235/0014553
Severe health events are among the most common shocks households face, and in low- and middle-income countries their consequences are absorbed largely within the family. We study how a parents severe illness affects adolescents' education in Chile. Using linked administrative records for the universe of school-age children and quasi-random variation in the occurrence and timing of parents first cancer hospitalizations, we compare exposed students with untreated classmates in a stacked difference-in-differences design. The shock reduces school enrollment and attendance and raises chronic absenteeism, with effects that persist for up to four years and roughly double for high-severity cancers. Disruptions are substantially larger for girls, consistent with caregiving and household responsibilities falling disproportionately on them. The educational response varies little with households' pre-shock labor market position, and children's hospitalizations do not rise. These findings point to an intergenerational cost of parental illness and a role for social protection in mitigating it.

Bukhalenkova, D., Almazova, O., Veraksa, A., & Papadakis, S. (2026). **Digital game preferences and executive functions development in preschoolers: a longitudinal study**. *Education and Information Technologies*, *31*(17), 9265-9283. https://doi.org/10.1007/s10639-026-14152-4
This longitudinal study examined one-year changes in executive functions (EF) among preschoolers with different EF levels' (i.e. low, medium and high), comparing children who preferred various types of digital games with those who did not. At baseline, 308 children aged 60 to 72 months attending senior kindergarten groups completed a battery assessing visual and verbal working memory, inhibition, and cognitive flexibility. One year later, when the 287 participants were 73–85 months old and enrolled in preparatory groups, the same EF measures were re-administered. Different digital game preferences were associated with different patterns of EF changes. Preschooler's preferences of quick-reaction games associated with smaller improvement in visual working memory, whereas preferences of strategic, simulation and logic digital games was associated with growth of some EF components in children with low EF level. However, no differences were found in age, baseline EF and total screen exposure in children who preferred to play different types of digital games. For children with medium and high EF levels such associations were not obtained. These findings refining our understanding of how popular digital games associated with changes in EFs in 5-7-years-old children and set the direction for future research in this area.

Butzbach, M. (2026, octobre 17). **Les lycéens font de leur angoisse face à Parcoursup une question politique**. Consulté 19 octobre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/les-lyceens-font-de-leur-angoisse-face-a-parcoursup-une-question-politique_17-10-2026

Unanimement dénoncée pour l'incertitude et les inégalités qu'elle génère, la procédure d'affectation dans l'enseignement supérieur condense les critiques du mo…

Cahyawulan, W., Lu, J., Klassen, R. M., & Wang, H. (2026). **Transition From Preservice to In-Service Teaching: The Impact of Personal Attributes and Social-Environmental Factors on Well-Being and Perceived Teaching Quality**. *Journal of Teacher Education*, *77*(5), 415-433. https://doi.org/10.1177/00224871261468325
The transition from preservice to in-service teaching is a critical period for early career teachers, often presenting challenges that affect their occupational success and well-being. Identifying factors that influence key outcomes—such as transition difficulties, perceived teaching quality, well-being, and intention to quit—is essential for providing timely support. This longitudinal study examined how preservice teachers' cognitive attributes (Grade Point Average, pedagogical knowledge, practicum grades), non-cognitive attributes (personality, teaching motivation), and social-environmental support before graduation relate to their teaching outcomes after entering the profession. The sample comprised 1,711 preservice teachers; 206 reported being teachers 10 months after graduation and completed follow-up surveys. Structural equation modeling revealed that cognitive attributes and social-environmental support were not significantly associated with teaching outcomes. Instead, higher conscientiousness, greater openness, and stronger teaching motivation predicted fewer transition difficulties, greater perceived teaching quality, and better well-being. These findings underscore the importance of cultivating non-cognitive skills during teacher training to better prepare future educators.

Cai, Y., Wang, C., & King, R. B. (2026). **Is test anxiety bad for everyone's academic performance? A multi-layered moderation analysis**. *Social Psychology of Education*, *29*(1), 124. https://doi.org/10.1007/s11218-026-10284-0
Test anxiety affects many students across the globe and undermines students' academic achievement. However, the negative impact of anxiety might not be uniform, with some individuals suffering more from its deleterious consequences. This study examined whether the effect of students' test anxiety on achievement is moderated by socioeconomic status (SES). The study used the Program for International Student Assessment (PISA) data from 387,107 adolescents (50% girls, Mean age = 15.80, SD = 0.29) nested within 51 countries. Multi-layered moderation analysis (MLMA) was conducted. The results showed that the effect of test anxiety on achievement was negative for most students. More interestingly, the effect fluctuated in an S-shaped pattern with an increase in SES. For low SES students (1.40% to 2.40% of the total sample), the effect of test anxiety was generally negative, but this negative effect gradually became weaker with an increase in SES. For medium SES students (76.90% to 81.60%), the negative effect of test anxiety became more severe with an accompanying increase in SES. For high SES students (17.00% to 20.70%), the negative effect gradually disappeared. For very-high SES students (0.03%), the test anxiety effect became positive and gradually increased with an increase in SES. Overall, it seems that test anxiety was more detrimental to the performance of students with lower SES but was not that harmful or even beneficial for higher-SES students. This study contributes to the test anxiety literature by documenting the role of SES and suggests the need for interventions targeting test anxiety among disadvantaged students.

Chen, J., & Kouhsari, M. (2026). **School Leaders Igniting the Fire of Desire Amid External Accountability Pressures: From Passion to Innovation**. *British Journal of Educational Studies*, *74*(5), 711-734. https://doi.org/10.1080/00071005.2026.2669074

In the context of increasing external accountability pressures within educational systems, this study examines the role of harmonious innovation passion as a critical motivational factor influencing school leaders' innovative behaviours, innovative knowledge sharing, and innovative self-efficacy. Drawing upon a sample of 555 school leaders from diverse educational institutions in mainland China and Hong Kong, this research employs quantitative methodologies to elucidate the relationships between harmonious innovation passion and key leadership outcomes (e.g. innovative behaviours, innovative knowledge sharing, and innovative self-efficacy). The findings indicate that harmonious innovation passion significantly enhances both innovative behaviours and knowledge sharing, among school leaders, as well as bolstering their confidence in executing innovative initiatives. Moreover, the study also identifies the moderating effect of external accountability pressures, which complicate the dynamics of knowledge sharing; while passion generally fosters collaboration, heightened accountability pressures can inhibit open exchanges of innovative practices.

Chen, O., Marcus, N., & Sweller, J. (2026). **The Role of "Understanding" in Human Cognitive Architecture: A Cognitive Load Theory Perspective**. *Educational Psychology Review*, *38*(1), 135. https://doi.org/10.1007/s10648-026-10233-5
Within cognitive load theory, understanding is a process in which meaning is constructed by "chunking" the multiple elements that constitute high element interactivity material into a single element that is stored in long-term memory. That process does not occur for low element interactivity material to which the term "understanding" is never applied even if the material is difficult to learn due to its bulk. Based on human cognitive architecture, understanding is thus assumed to have occurred when working memory can easily process high element interactivity information as a single chunked element or a relatively small number of elements, depending on learners' expertise. This paper discusses the integration of understanding into human cognitive architecture within a cognitive load theory framework along with educational implications suggested by cognitive load theory-based instructional designs for understanding.

Chen, S., Zhang, L., & Chen, G. (2026). **Perceived Autonomy Support and Life Satisfaction Among Doctoral Students: Mediating and Moderating Effects**. *Higher Education Quarterly*, *80*(4), e70175. https://doi.org/10.1111/hequ.70175
Building on the theories of study demands-resources and conservation of resources, this study examined the link between doctoral students' perceived autonomy support and life satisfaction and the mediating pathways through different research styles. The study also explored academic buoyancy's moderating role between perceived autonomy support and research styles. Five hundred and fifty-two Chinese doctoral students completed an online survey regarding their demographic information and four inventories. Hierarchical regression results revealed that perceived autonomy support was positively associated with life satisfaction. Structural equation modelling findings indicated that all three adaptive Type I research styles (i.e., the legislative, liberal, and hierarchical research styles) and two of the three maladaptive Type II research styles (i.e., the monarchic and conservative research styles) mediated the relationship between perceived autonomy support and life satisfaction. However, the executive research style did not mediate the said relationship. The PROCESS macro findings indicated that the associations of perceived autonomy support with the three Type I styles were stronger for academically buoyant doctoral students. The findings underscore the theoretical importance of understanding life satisfaction among doctoral students and provide implications for educational practice in doctoral education.

Desjardins, G., Plante, P., Mendoza, G. A. A., & Brassard, C. (2026). **Les TI au service de l'enseignement supérieur de proximité : comment la réalité virtuelle vient rompre la distance et améliorer la persévérance scolaire dans un contexte hybride**. *Médiations et médiatisations*, (24), 27-46. https://doi.org/10.52358/mm.vi24.527
The gradual decline in production costs has increased the accessibility of virtual reality (VR), thereby strengthening interest in this technology across various sectors, particularly in education and training. Owing to its immersive and interactive nature, VR emerges as a promising lever for skill development in academic contexts. This article reports on a study carried out in 2025 at a Quebec university, aimed at experimentally integrating VR into different teaching contexts on a small scale, with the objective of enhancing accessibility, student persistence, and academic success. The study adopts a mixed design comparing a control group, which completed the course remotely via the Zoom platform, with an experimental group that received the same instruction within an immersive VR environment. Quantitative findings indicate a statistically significant difference in final course grades in favor of the experimental group. Qualitative data derived from focus groups corroborate these results, highlighting increased course satisfaction and a reduced intention to withdraw among participants exposed to VR.

Diaz Pinzón, B. H., Patiño Jacinto, R. A., Riaño Casallas, M. I., & Rojas Berrio, S. P. (2026). ***Diagnóstico de las competencias digitales y de la inteligencia emocional en estudiantes de primer semestre de la Facultad de Ciencias Económicas de la Universidad Nacional de Colombia*** [Working paper]. Consulté à l'adresse Universidad Nacional de Colombia, FCE, CID website: https://EconPapers.repec.org/RePEc:col:000176:023808
This study diagnoses digital competencies and emotional intelligence in first-semester students of Business Administration, Accounting, and Economics at the Faculty of Economic Sciences of the National University of Colombia, recognizing student diversity from an intersectional perspective. It addresses the need to align education with real living conditions, prior trajectories, and university adaptation challenges, including soft and digital skills development. The research is an exploration and mixed-methods: a survey was applied to 108 students and five interviews explored experiences during the semester. Results show an overall intermediate-high level of digital competence, with stronger performance in communication and information search. The main weaknesses appear in digital content creation and problem solving, with program differences and gender gaps. Emotional intelligence shows adequate attention and regulation, but emotional clarity tends to remain at the lower bound of the adequate range. Interviews reveal intense transition emotions such as fear, anxiety, and loneliness, and regulation strategies based on support networks, pauses, relief activities, and seeking help. Evidence also suggests that digital skills are not systematically addressed institutionally in the first semester and students adapt individually. The study concludes that transversal institutional and curricular actions are needed, including differentiated support to reduce gaps and strengthen competencies from entry.

Du, C., & Qiao, S. (2026). **Beyond play: A mixed methods exploration of a gamified design thinking intervention on design thinking mindset and creative self-efficacy**. *Education and Information Technologies*, *31*(17), 10037-10062. https://doi.org/10.1007/s10639-026-14169-9
Design thinking (DT), an innovative approach to solving complex problems, has been widely used to support creativity development. However, the potential of DT to support creative self-efficacy (CSE) and the role of design thinking mindsets (DTM) in this process remain underexplored. This

study designed a gamified, scenario-driven DT intervention implemented at a university in Hong Kong, examining students' DTM and CSE and their experiences during the intervention. An explanatory sequential mixed-methods design was employed. Pre- and post-intervention questionnaires assessed DTM and CSE, followed by qualitative interviews exploring students' experiences. Quantitative results showed significantly higher posttest scores in both DTM and CSE compared with pretest scores. Qualitative findings further illuminated students' DT experiences including greater tolerance for ambiguity, openness to opportunities, attention to users' perspectives, iterative engagement with feedback, and increased creative confidence through collaborative teamwork, tangible product development, and inspirational support. The findings also suggest that scenario-driven learning provided contextual grounding for DT activities, while gamification offered motivational and social affordances for engagement. The study contributes theoretically by providing exploratory insight into the relationship between DTM and CSE within DT interventions, and practically by illustrating how gamification, scenario-based learning, prototyping, feedback, and collaborative activities can be integrated into technology-enhanced DT education.

Evdokimov, P., & Garfagnini, U. (2026). **Cognitive Ability and Perceived Disagreement in Learning**. *American Economic Journal: Microeconomics*, *18*(4), 181-207. https://doi.org/10.1257/mic.20240043
Do agents believe they agree more with others over time? This paper explores how individuals perceive the belief-updating behavior of others and the resulting disagreement in a sequential experiment with public information. We uncover a persistent gap in the perception of disagreement as a function of cognitive ability. Higher cognitive ability correlates with less perceived disagreement, although the average subject underestimates the extent of actual disagreement. Information about a partner's cognitive ability only impacts perceived disagreement when the partner has a low test score. Our findings highlight the roles of overconfidence and cognitive projection in shaping these perceptions. (JEL C91, D12, D83, D91)

Flunger, B., Dülger, M., von der Mülbe, S., & Grotentraast, N. (2026). **"Some highly effective strategies can have a negative impact on enjoyable things" - considerations of university students about motivation regulation strategies**. *Social Psychology of Education*, *29*(1), 120. https://doi.org/10.1007/s11218-026-10288-w
By applying motivational regulation, university students can sustain persistence in study tasks they find boring, irrelevant, or difficult. However, students often do not apply motivation regulation effectively. With a qualitative study, the considerations university students make concerning distinct motivation regulation strategies were investigated, aiming to shed light on the discrepancies between knowledge about and implementation of motivation regulation strategies. Moreover, individual resources and barriers that help or hinder effective motivational regulation were explored. Twenty-one semi-structured interviews were analyzed using thematic analysis. Results indicated that university students make considerations concerning the effectiveness of a strategy and doubts about its effectiveness. Moreover, the situational nature of motivational regulation, associated enjoyment, and costs of putting a strategy into action may matter. Having higher self-regulation skills (especially self-discipline) was the most mentioned individual resource by students. Regarding barriers, procrastination tendencies, and a fixed mindset (especially negativity) seemed to be prominent issues according to students. Overall, students seem to weigh the value of regulating motivation against their other goals and decide

whether or not to invest in motivation regulation because they juggle academic responsibilities with multiple other goals.

Goh, C., & Jungert, T. (2026). **Moral disengagement and fear of retaliation: why adolescents choose to be passive bystanders to school bullying**. *Social Psychology of Education*, *29*(1), 107. https://doi.org/10.1007/s11218-026-10286-y
This study examined the potential functional overlap between fear of retaliation and moral disengagement as justifications for peer bystander inaction in school bullying. Although often treated as distinct barriers to intervention, the study investigated whether fear of retaliation could function as a self-exonerating justification to reconcile inconsistencies between one's moral standards and passive behavior, similar to moral disengagement, and whether the two constructs empirically overlap. 163 students (aged 15–16) justified their decisions about defending victims in hypothetical school bullying scenarios. Justifications included fear of retaliation, moral disengagement, downplaying of risk, and moral engagement. Results from linear mixed-effects models showed convergence between fear- and disengagement-based justifications across phases, with endorsements of disengagement increasing under conditions involving cues suggestive of social support. Gender-stratified analyses further indicated that this convergence occurred more consistently among female participants. The findings refine theoretical models of bystander behavior and suggest that fear-based justifications can sometimes serve self-exculpatory functions in situations involving cognitive dissonance. Therefore, interventions may benefit from addressing both fear- and disengagement-based justifications for inaction to promote peer intervention in schools.

Grégoire Borst : les mécanismes cognitifs de l'apprentissage. (2026, octobre 19). Consulté 23 octobre 2026, à l'adresse Sciences Humaines website: https://www.scienceshumaines.com/gregoire-borst-un-bon-prof-est-dabord-un-bon-pedagogue
Les sciences cognitives nous éclairent sur les mécanismes de l'apprentissage, et invitent à repenser des pratiques pédagogiques qui peinent à réduire les inégalités sociales entre les élèves.

Guo, L. (2026). **Research on the impact mechanism of university students' online learning platforms on learning engagement: an integrated model based on self-determination and social cognitive theory**. *Education and Information Technologies*, *31*(17), 9521-9555. https://doi.org/10.1007/s10639-026-14155-1
With the deepening advancement of digital transformation in higher education, online learning platforms have become important carriers for university students' knowledge acquisition. However, existing research has predominantly drawn on a single theoretical lens and rarely examined how motivational and cognitive mechanisms operate jointly to shape engagement. This study integrates self-determination theory and social cognitive theory to construct a hierarchical theoretical model examining the associations between online learning platforms and learning engagement through two parallel mediators, namely psychological needs satisfaction (autonomy, competence, relatedness) and cognitive factors (academic self-efficacy and social presence), together with one serial (chain) pathway in which psychological needs satisfaction precedes self-efficacy in transmitting the environmental effect to engagement. The findings reveal: teacher support shows a total effect associated with learning engagement (β = 0.48) slightly exceeding that of platform functional characteristics (β = 0.41); the

mediating effect of the psychological needs satisfaction pathway accounts for 40–43% of the total effect, while the cognitive factors pathway accounts for 28–29%; this study identifies a potential serial (chain) mediating pathway of « environmental factors → psychological needs satisfaction → self-efficacy → learning engagement » (β = 0.079–0.087), suggesting the possible sequential relationship between intrinsic motivation and behavioral activation. The results indicate that in technology-enhanced learning environments, teachers' emotional support and cognitive guidance appear to make comparable and substantial contributions alongside platform features, and satisfying students' needs for autonomy, competence, and relatedness represents a key pathway associated with deep learning engagement. It should be noted that the cross-sectional design of this study limits causal inferences, and the directional relationships identified require verification through future longitudinal research. This research provides theoretical references and practical guidance for optimizing online learning platform design, enhancing teachers' online teaching capabilities, and constructing progressive learning support systems.

Hickey, D. T., & Lam, C. (2026). **Further Redefining Motivation with Situated Cognition, Power, and Belonging**. *Educational Psychology Review*, *38*(1), 131. https://doi.org/10.1007/s10648-026-10219-3

This article contributes to a growing convergence across educational psychology, the learning sciences, and culturally responsive education by further redefining motivation as an interactional and socially situated phenomenon. We review and extend ongoing efforts to challenge mainstream models that characterize motivation primarily in terms of individual-level psychological constructs and processes. We instead argue that motivation arises through social engagement in meaningful disciplinary activities shaped by power, identity, and community. Central to this redefinition are two innovative frameworks from Randi Engle (1967—2012): productive disciplinary engagement and expansive framing. The paper synthesizes these frameworks with critical and sociocultural theories to develop a design-based approach to engagement and motivation that highlights accountability, authorship, and intercontextuality. We examine two programs of design-based research—one focused on online instruction and assessment and the other on first-year college writing seminars—to demonstrate how Engle's design principles might motivate equitable engagement and a lasting sense of belonging, especially for students with minoritized identities. The motivational implications of this approach are connected to mainstream motivation theories (i.e., social cognitive, self-determination, expectancy-value, and achievement goal theories), showing how Engle's design principles align with established motivational constructs. We argue for a new approach to engagement and motivation that embeds psychological approaches into situative approaches, supports culturally sustaining pedagogy, and adopts more participatory research methods. We conclude by proposing a methodological and theoretical synthesis to inform future research on motivation and equitable instructional practices.

Jiang, W., & Yin, H. (2026). **Gainers give: a social exchange analysis of teachers' interpersonal emotion regulation, faculty trust, and work engagement**. *Social Psychology of Education*, *29*(1), 110. https://doi.org/10.1007/s11218-026-10287-x

Teaching is fundamentally an interactive endeavor, involving continuous emotional exchanges. Drawing on social exchange theory, this study examined how teachers' perception of faculty trust influences their work engagement through interpersonal emotion regulation. Teachers' interpersonal emotion regulation is differentiated between intrinsic (self-targeted) and extrinsic

(other-targeted) interpersonal emotion regulation to capture both internal and relational dimensions of emotional exchange. A sample of 987 primary and secondary school teachers in China participated in an online survey. Structural equation modeling with mediation analysis revealed that teachers' faculty trust was positively associated with intrinsic and extrinsic interpersonal emotion regulation, as well as with work engagement. Mediation analyses revealed that faculty trust was indirectly related to work engagement through extrinsic interpersonal emotion regulation alone, and sequentially through intrinsic interpersonal emotion regulation, followed by extrinsic interpersonal emotion regulation. By conceptualizing interpersonal emotion regulation as a social exchange mechanism, this study provides a novel theoretical perspective on understanding teachers' emotional interactions at school, offering practical implications in teachers' professional relationships and work engagement.

Jung, J., Li, X., Wang, Y., & King, R. B. (2026). **Motivation to Pursue a Master's Degree, Approaches to Learning and Perceived Employability**. *Higher Education Quarterly*, *80*(4), e70165. https://doi.org/10.1111/hequ.70165
Perceived employability is a key learning outcome for higher education students who wish to advance their careers after graduation. Most studies of perceived employability have focused on undergraduate students; little attention has been paid to master's students. Given the increasing number of master's students and their diverse employment needs, this study examined the relationships among motivation, approaches to learning, and perceived employability. Following a cross-sectional design, data were collected from 786 master's students across various programmes and institutions in Hong Kong and analysed using structural equation modelling. By measuring perceived employability as the outcome variable, the results revealed that master's students with higher intrinsic motivation were more likely to adopt a deep approach to learning, while those with higher extrinsic motivation were more likely to adopt a surface approach. The results indicated that approaches to learning fully mediated the association between intrinsic motivation and perceived employability. On the other hand, approaches to learning partially mediated the relationship between extrinsic motivation and perceived employability. These results shed light on the unique learning goals of master's students currently preparing for employment and their strategic learning approaches. The implications for enhancing meaningful learning experiences and employability among master's students are discussed.

Krummenacher, I., Mori, J., Schnell, J., Saxer, K., & Hascher, T. (2026). **Teacher well-being and coping strategies: a two-wave qualitative study with secondary school teachers in Switzerland**. *Social Psychology of Education*, *29*(1), 119. https://doi.org/10.1007/s11218-026-10215-z
This qualitative study examines the role of coping strategies in shaping teacher well-being within secondary school environments while considering different levels of professional expertise. Focus groups with 23 secondary school teachers over two waves revealed the dynamic nature of well-being and coping mechanisms throughout a school year. Utilizing Zuckerman and Gagne's (2003) framework, our analysis confirmed five key coping strategies: self-help, approach, accommodation, avoidance, and self-punishment. Self-help, mainly instrumental support-seeking, emerged as the most frequently used strategy, especially among novice teachers who relied on the experiences of their more experienced colleagues. Approach strategies, including active problem-solving, were prevalent among more experienced teachers, while accommodation strategies involved accepting unchangeable aspects of their roles. While less frequently reported, some teachers described using avoidance and self-punishment as coping mechanisms, indicating ongoing challenges in their professional experiences. The findings

underscore the importance of fostering a supportive work environment where teachers can use effective coping strategies to navigate professional challenges. This study contributes to understanding how coping strategies relate to teacher well-being, providing insights into the specific strategies that support or hinder well-being in challenging contexts. The results emphasize the need for targeted interventions to enhance teacher well-being, considering teachers' professional expertise, and particularly for those employing maladaptive coping strategies.

Lacombe, N., Juvet, M., Straccia, C., & Squillaci, M. (2026). **School burnout during the transition from primary to secondary school in Switzerland. Changes over time and the role of educational tracking**. *Social Psychology of Education*, *29*(1), 111. https://doi.org/10.1007/s11218-026-10280-4
The transition from primary to secondary school represents a developmentally sensitive period characterized by increased academic demands and major social and institutional changes. This longitudinal study examined the development of school burnout and its predictors during this transition in the Swiss educational system. The study was grounded in three complementary perspectives: Multiple and Multi-dimensional Transitions theory, Neuenschwander's multilevel model, and the life course perspective. We hypothesized (H1) an overall increase in burnout after the transition, (H2) a greater increase in burnout among students on the most demanding academic track, and (H3–H8) associations between burnout and factors operating at three levels: individual, family and educational-system. The participants were 162 Swiss students (87 boys, 75 girls; Mage = 11.91 years), followed from the final year of primary school (T1) to the first year of secondary school (T2). Linear mixed-effects and multilevel longitudinal models were estimated. The results showed a significant increase in overall burnout after the transition, mainly reflected in higher emotional exhaustion and cynicism. Feelings of inadequacy decreased among students on less demanding tracks. Burnout increased more strongly among students placed in the most demanding academic track. Before the transition, lower mathematics achievement predicted higher burnout, but this association disappeared after the transition. Across both time points, somatic symptoms and workload-related stress were consistent risk factors, whereas teacher support was a protective factor. Longitudinal analyses further showed that somatic symptoms, teacher support, and future-related stress at T1 predicted burnout at T2. These findings highlight the significance of academic demands and adult support during the transition to secondary school. They also suggest that tracking placement influences students' burnout trajectories during early adolescence.

Le, C., & Phan, A. N. Q. (2026). **As Steady as Little Streams: Asian Female Doctoral Students Navigating Taboos in U.S. Higher Education**. *Higher Education Quarterly*, *80*(4), e70177. https://doi.org/10.1111/hequ.70177
This study explores the unspoken and stigmatized experiences—taboos—encountered by five Asian women pursuing doctoral degrees in the United States. Using a merged methodology of autoethnography and narrative inquiry, the paper places the first author's self-reflected narrative next to the stories of four other female doctoral graduates originally from Vietnam, China, Malaysia and Indonesia, spanning disciplines in education, chemistry and biotechnology. Through these reconstructed narratives, the study reveals how cultural expectations, gendered norms and institutional pressures contribute to silences around emotional struggle, academic failure, mental health and identity negotiation. Informed by intersectionality as a theoretical framework, the research highlights how these women navigated doctoral life at the intersection of multiple margins while struggling to articulate taboos related to time, place and institutional resistance. The study attempts to disrupt dominant discourses of academic success by centring

voices often rendered invisible and to advocate for more compassionate, culturally responsive doctoral education.

Legette, K. B., & King, E. (2026). **Preschool teachers' emotions relate to racialized perceptions of Black and White children's behaviors**. *Social Psychology of Education*, *29*(1), 130. https://doi.org/10.1007/s11218-026-10301-2
Through a mixed-methods approach, the current study examined preschool teachers' feelings about and perceptions of children's non-compliant behaviors, their assessments of children's behaviors by child race, and their acknowledgement of racial inequity in classrooms. Teachers reported emotional responses to child behavior (via vignettes and interviews) and reported their perceptions of the behavior as severe, representative of a behavioral pattern, and inappropriate. Results indicate that teachers described being frustrated, angry, and overwhelmed in response to children's non-compliance. Additionally, findings indicate that racialized perceptions related to teachers' emotions; when teachers reported feeling frustrated or concerned, the association between frustration, concern and perceived severity of the behavior was stronger for Black compared to White children. We found a discrepancy between teachers' emotional responses to children's behaviors (quantitative data) and what they described in interviews, such that teachers were unlikely to acknowledge racial inequity or describe differential perceptions of children's behavior by child race. Results indicate a need for greater attention to teachers' racial biases in behavior management.

Li, Y., & Zhao, M. (2026). **The influence of gamification affordance on the intention to continue using MOOCs: based on the A–P–B framework**. *Education and Information Technologies*, *31*(17), 9285-9318. https://doi.org/10.1007/s10639-026-14133-7
Exploring the factors that affect the intention to continue using massive open online courses (ICUM) through gamification has become an important topic. However, previous research about the impact of gamification on ICUM have mainly focused on exploring the effect of gamification features and categories, while neglecting the role of students' perception of gamification applications and gamified experience. To address this gaps, this study integrated the gamification affordance theory and gamified experience theory within the framework of "affordances—psychological outcomes—behavioral outcomes" to comprehensively explore how the gamification affordances affected ICUM through gamified experience. Using a questionnaire survey, this study collected 413 valid questionnaires, which were subsequently analyzed via partial least squares-structural equation modeling (PLS-SEM). The results demonstrate that this proposed model accounts for most of the variance in ICUM. Furthermore, the gamification affordances (i.e., visibility of achievement and interactivity) are shown to exert a positive relationship with ICUM. More importantly, the gamification affordances (i.e., competition, visibility of achievement and interactivity) are significantly and positively associated with gamified experience, which is in turn related to ICUM. These findings provides theoretical support for understanding the role of gamification in MOOCs context and offers theoretical guidance for effectively designing MOOCs to reduce dropout rate.

Lin, L., van Bergen, A., Xu, K. M., Ouwehand, K., & Paas, F. (2026). **Gesture-Based Vocabulary Instruction in a Special Education Context: Exploratory Evidence on Gesture Use and Lesson Frequency**. *Educational Psychology Review*, *38*(1), 133. https://doi.org/10.1007/s10648-026-10228-2

Research on gesture-based learning suggests benefits for vocabulary acquisition, yet evidence in special education settings remains scarce. We investigated gesture-supported vocabulary instruction in 44 Dutch primary-school students attending a special education school. The study used a 2 (object manipulation words vs. abstract words) × 2 (gesture vs. no gesture) × 2 (one lesson vs. two lessons) mixed design. Gesture use was randomized at the student level, whereas lesson frequency varied quasi-experimentally because a second lesson was introduced after the first phase of data collection in response to floor performance. Learning was assessed with a 20-point composite performance test. We found a significant interaction between gesture use and lesson frequency: in the two-lesson condition, students in the gesture condition outperformed those in the no-gesture condition, whereas no difference was observed after a single lesson. Word type did not moderate this pattern. These exploratory findings indicate that, in this sample, gesture-supported vocabulary instruction may be more effective when students receive repeated practice. Because lesson frequency was not randomized and cognitive load was not directly measured, the findings should be interpreted as preliminary evidence consistent with, but not directly testing, an embodied-cognitive load account.

Lo, J. (2026). **Task demands and performance beliefs: disentangling task importance and complexity in students' continuance intention toward generative AI**. *Education and Information Technologies*, *31*(17), 9557-9579. https://doi.org/10.1007/s10639-026-14153-3
Understanding sustained engagement with generative AI (GAI) tools is increasingly important in higher education. Prior continuance research has emphasized performance-oriented beliefs but has less often differentiated task-related conditions. Drawing on complementary propositions from Task–Technology Fit (TTF) and the Technology Acceptance Model (TAM), this study distinguishes task importance from perceived task complexity and examines their direct and indirect associations with students' continuance intention through perceived performance. Survey data from 199 undergraduate students were analyzed using Hayes' PROCESS macro with 5,000 bootstrap resamples; adopter-only analyses excluded 12 respondents reporting no prior AI learning experience. Technology characteristics were indirectly associated with continuance intention through perceived performance. Task importance also showed a significant indirect association through perceived performance, while its direct association in the full sample was attenuated in the adopter-only subsample. Task complexity showed no significant indirect association, and its negative direct association in the full sample was likewise attenuated among adopters. Thus, the main indirect associations were retained after excluding non-users, whereas the direct-effect patterns were less stable. Because the study is cross-sectional and task importance and task complexity were measured with psychometrically modest two-item scales, the findings should be interpreted as associative and preliminary. They suggest that distinguishing task importance from task complexity may improve performance-centered accounts of GAI continuance, while workload-related explanations require direct measurement in future research.

Macedonia, M., Hu, L., & Mathias, B. (2026). **Why Some Gestures Work Better than Others: Toward a Model of Gesture-Supported Vocabulary Learning**. *Educational Psychology Review*, *38*(1), 129. https://doi.org/10.1007/s10648-026-10222-8
Gesture has emerged as a powerful multimodal tool in vocabulary acquisition, with converging behavioral and neuroscientific evidence for its facilitative role in second language (L2) vocabulary learning. Yet in both instructional practice and experimental research, gestures are often treated as relatively homogeneous, despite systematic variation in their characteristics and

implementation that may contribute to heterogeneous learning outcomes. In this article, we examine theoretically relevant sources of this variation and argue that gesture characteristics should be considered explicitly in L2 vocabulary instruction and research. Drawing on theoretical and empirical research on gesture-supported vocabulary learning, we identify seven dimensions hypothesized to be relevant to the mnemonic contribution of instructional gestures: iconicity, sensorimotor imagery potential, motional salience, emotional salience fit, gesture complexity fit, cultural familiarity, and enactment potential. These dimensions capture properties of instructional gestures and their relationships with the target lexical item and learning context. They are not assumed to be statistically independent or to contribute equally or additively to learning. We integrate these dimensions in the Gesture Memory Support Model (GMSM), a preliminary theoretical and operational framework for systematically characterizing instructional gestures. Rather than combining dimension ratings into an overall measure of gesture effectiveness, the GMSM retains them as a multidimensional profile. Grounded primarily in L2 research, the framework supports stimulus characterization, experimental design, and hypothesis generation without assuming that its potential applicability is restricted to L2 vocabulary learning. The framework distinguishes gesture characteristics from learner-level cognitive mechanisms and implementation conditions, such as gesture–speech temporal alignment and whether gestures are observed or actively produced. At its present stage of development, the GMSM should be regarded as a framework for characterization and hypothesis generation rather than as an empirically validated diagnostic or predictive instrument. Future research will be required to establish the reliability and empirical distinctiveness of its dimensions and determine their individual and interactive relationships with vocabulary-learning outcomes.

Mao, J., Xia, X., Zhang, J., Cui, X., & Zhang, H. (2026). **The relationship between social support and academic engagement in junior high school students: a longitudinal study**. *Social Psychology of Education*, *29*(1), 115. https://doi.org/10.1007/s11218-026-10291-1

One primary objective of adolescent education is to foster students' academic progress and deep learning. Grounded in Bandura's social cognitive theory, it is generally held that academic performance results from the interaction of individual internal factors and external social environments. Building on this foundation, this present study examines how social support from school, family and peers promotes academic engagement among junior high school students. The study further explores the mediating role of grit, the moderating role of ambition, as well as the dynamic patterns underlying different types of academic engagement, aiming to provide evidence-based insights for educational practice. This study conducted a two-wave longitudinal design over a four-month period among 559 junior high school students. The findings revealed that social support significantly and positively predicted academic engagement, with grit functioning as a mediator. Ambition exhibited a negative moderating effect that high ambition weakens the positive effect of social support on academic engagement, suggesting a partially compensatory mechanism whereby adolescents with high ambition maintain academic engagement even when external support is lacking. Latent profile analysis (LPA) and latent transition analysis (LTA) further identified three profiles of academic adaptive-high, moderate and low, and demonstrated social support significantly promotes individual's transition to more high profile. Overall, the findings highlight the value of integrating social support from family, school and peers to enhance academic engagement. Moreover, when social support is insufficient, fostering students' ambition through motivational education may serve as a compensatory strategy, which offer both theoretical and practical implications for personalized educational support.

Martinie, M.-A., Theurel, A., & Shankland, R. (2026). **An online intervention aimed at improving student mental health and emotional regulation increases study engagement and decreases academic procrastination: the ETUCARE program**. *Social Psychology of Education*, *29*(1), 114. https://doi.org/10.1007/s11218-026-10282-2
The aim of study was to test the impact of an online program aimed at improving student mental health and emotional regulation on procrastination and study engagement. Participants (N = 436) were randomly assigned to either a control group or an online intervention group. Procrastination and study engagement were measured during the recruitment phase (T1) and 8 weeks after T1, at the end of the online program (i.e., T2). Results showed that the online program increased study engagement and decreased academic procrastination. Moreover, mediational analyses showed that 1/ the relation between group and procrastination, and 2/ the relation between group and study engagement were mediated by emotional regulation skills. Implications of these results are discussed.

Master, A., Lee, K., Sharmin, S., Tang, D., Meltzoff, A. N., & Cheryan, S. (2026). **It doesn't always have to be this way: promoting girls' interest in STEM through growth mindsets and structural explanations of gender differences**. *Social Psychology of Education*, *29*(1), 113. https://doi.org/10.1007/s11218-026-10294-y
Gender gaps in motivation for STEM fields emerge at an early age and generally persist as children become older. Viewing these gender differences in motivation as malleable rather than fixed or inherent may reduce stereotyping and promote girls' motivation in STEM. The current paper reports findings from two preregistered experimental intervention studies. These interventions targeted girls' beliefs about stability (Study 1) and external attributions for gender differences (Study 2). Study 1 (N = 381) examined whether a growth mindset intervention could increase Grade 6 and 8 students' motivation for computer science. There was some evidence that girls in the intervention condition reported higher motivation on some outcomes, and exploratory findings further confirmed the importance of girls' motivational beliefs. Study 2 (N = 220) examined whether teaching 11- and 12-year-old girls about external, structural explanations for gender differences could influence their interest in a novel STEM activity. Exploratory results showed that structural explanations dampened gender stereotypes and also promoted belief in the malleability of STEM interest; effects on girls' motivation were not found. Beliefs that interest and abilities in STEM are malleable may be helpful but not sufficient to foster girls' own motivation in STEM.

Morvan, J.-S. (2026). **Éducation, psychologie clinique et recherche : quelles questions pour quels objets ?** *Cliopsy*, *36*(2), 21-33. https://doi.org/10.3917/cliop.036.0021
Ce texte est une réédition de celui déjà publié en 2000 dans la revue Carrefours de l'éducation. L'auteur y interroge la place de la psychologie clinique dans la recherche en éducation, en articulant les difficultés vécues par les acteurs du champ éducatif à la démarche clinique elle-même, définie comme écoute et analyse compréhensive plutôt qu'explicative. Pour cela, il mobilise le cadre psychanalytique tout en mettant en garde contre les dérives de psychologisation ou de confusion thérapeutique/pédagogique. Présentant l'espace éducatif comme un carrefour d'attentes, d'identifications et d'ambivalences (comme : désir de savoir vs peur d'apprendre), il précise les objectifs et les modalités qui président à la démarche de recherche clinique, tant sous l'angle de l'écoute que de l'analyse compréhensive.

Muñoz-San Roque, I., Aza-Blanc, G., & Fernández-Bravo, E. A. (2026). **From leisure to learning: differences in social media motivations among university students across two cohorts (2021–2024)**. *Education and Information Technologies*, *31*(17), 9671-9696. https://doi.org/10.1007/s10639-026-14161-3

Social media platforms play a key role in the lives of university students, influencing both their social and academic interactions. This study analyzes differences in motivational factors across two cohorts (2021 and 2024), distinguishing between first-year students and those in later stages of their studies. A cross-sectional ex post facto design with a quantitative methodology was used to collect data on the most frequently used platforms, usage time, and motivational factors. The results show several differences between cohorts and academic stages, including a marked decline in Facebook use, a substantial increase in TikTok use, and stable but high levels of LinkedIn use among senior students. Motivational differences between first-year and senior students were generally small in magnitude and were primarily related to identity exploration, information seeking, and interpersonal connection. Additionally, fewer students in 2024 reported intensive social media use. Although the observed differences suggest variations in how students engage with social media across cohorts and academic stages, the cross-sectional design does not allow developmental processes to be directly inferred. These findings highlight the importance of promoting critical and balanced engagement with social media within higher education contexts.

Navy, S. L., & Yonai, E. (2026). **Early Career STEM Teacher Burnout: Trends and Explanations**. *Journal of Teacher Education*, *77*(5), 448-463. https://doi.org/10.1177/00224871261477686

Support is an important buffer against the effects of burnout for early career teachers. Yet, little is known about how burnout trends change over time for teachers in their first 5 years in the profession. This paper focuses on the burnout trends and explanations of early career science, technology, engineering, and mathematics (STEM) teachers over 2 years. The participants were 27 early career STEM teachers in the United States grouped into novice (1–2 years teaching experience) and advanced beginner (>2 years teaching experience) career stages. Data sources included three burnout surveys, a pre-interview, and an end-of-year interview each year of the study. Results revealed differences in trends, depending on the burnout dimension and group. The qualitative data offered explanations for changes in each of the burnout dimensions. The study provides a window into STEM teaching stories that affect teacher burnout, highlighting the nuances of burnout for early career teachers.

Nesje, K. (2026). **Can a work-relevance rationale support students' utility value, autonomous motivation, and perceived competence? an exploratory, small-scale experiment in an online statistics course**. *Social Psychology of Education*, *29*(1), 126. https://doi.org/10.1007/s11218-026-10298-8

Work relevance is increasingly emphasized in higher education, and instructors often explain how course content may be useful for future work to motivate students. Such work-relevance rationales may be common in quantitatively oriented courses that students find difficult or anxiety-provoking. However, experimental evidence regarding their motivational effects in higher education remains mixed, and little is known about potential psychological costs for students experiencing statistics anxiety. The present study was a small-scale exploratory field experiment examining an instructor-provided work-relevance rationale in a quantitative methods course. Specifically, it investigated whether the rationale influenced undergraduate psychology students' utility value, autonomous motivation, and perceived competence. Seventy-six online

students were assigned to a rationale or control condition and completed self-report measures following a short video intervention. Results showed no significant effects on utility value or autonomous motivation. Examination anxiety, a dimension of statistics anxiety, appeared to moderate the effect of the rationale on perceived competence, although this finding should be interpreted cautiously given the exploratory nature of the study and the uncertainty of the follow-up analyses. The pattern of results suggested that the rationale may be associated with lower perceived competence among students with higher examination anxiety. As an initial investigation of potential psychological costs of work-relevance rationales in online statistics education, the study identifies a theoretically and pedagogically important question for future research. If replicated in larger studies, the findings suggest that emphasizing work relevance may not be universally motivating and may have unintended negative consequences for students experiencing high evaluative anxiety.

Núñez-Regueiro, F., Vansoeterstede, A., Boujut, E., Cappe, E., Juhel, J., & Tang, X. (2026). **High Resources don't Always Buffer Stress: Optimal Margins in Demands-Resources fit and Student Engagement**. *Educational Psychology Review*, *38*(1), 138. https://doi.org/10.1007/s10648-026-10229-1

A long-standing assumption in educational psychology is that study resources buffer the negative impact of study demands, thereby sustaining student engagement under academic pressure. Yet current approaches offer conflicting interpretations, with some suggesting that engagement peaks when resources exceed demands, others suggesting it peaks at balanced levels, and still others pointing to situations in which even well-matched demands and resources become detrimental. These inconsistencies have received limited attention in the field and appear to be tied to analytical approaches that mask the full scope of demands-resources (D-R) configurations. In this reflection, we shed light on these limitations and introduce response surface analysis (RSA) as a flexible framework for conceptualizing and testing distinct D-R fit and misfit processes. To illustrate this approach, we analyze three educational datasets from France and China spanning middle school to higher education (N = 423; 587; 734), modeling how key demands (study workload) and resources (social support, self-efficacy) interact to predict student engagement. Across contexts, the response surfaces consistently revealed "optimal margins of D-R fit": Engagement tended to be higher when resources exceeded demands and was sustained at intermediate levels of D-R fit, but declined at both low- and high-intensity D-R fit. These patterns partly contradict the "buffer effect" narrative, calling for renewed theory on D-R interactions. By integrating theoretical perspectives and introducing a methodology to represent their predictions within a unified framework, this reflection provides a basis for advancing research on student stress and engagement across educational contexts.

Ortega, A., Pellerito, P., & Turner, P. S. (2026). **Staying Connected: Experimental Effects of Coach-Delivered Text Messages in an Adult High School**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35923.html

More than 23 million adults in the United States lack a high school diploma, and most who return to school drop out before graduating. We evaluate a randomized intervention of adult high school students in which coaches delivered text messages that encouraged persistence. We find that assignment to treatment increased graduation by 4.9 percentage points, and the effect of message receipt among compliers is 9.3 percentage points, a 41 percent increase relative to the control mean. The intervention operated on the intensive margin by increasing the number of courses completed, but did not affect student enrollment. The effects of the intervention are

concentrated among students assigned to experienced coaches, who customized their messages more extensively. We contextualize the economic impact of the low-cost intervention by comparing labor market earnings of graduates to non-graduates, which implies an earnings benefit of $149 per treated student over four years.

Papazian-Zohrabian, G., Mamprin, C., Miljus, M., & Montesano, G. (2026). **Le bien-être psychologique des parents immigrants mis à rude épreuve par certains types de relation École/Famille : comprendre le phénomène pour le prévenir**. *Phronesis*, *15*(HS2), 46-68. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-46
Les parcours migratoires, souvent marqués par des ruptures et des défis d'adaptation, peuvent fragiliser la santé mentale des jeunes immigrants et de leur famille. Dans ce contexte, les relations entre l'école et les familles immigrantes (EFI), particulièrement celles en situation de vulnérabilité, jouent un rôle fondamental. Cette étude qualitative vise à détailler, dans une perspective systémique, l'influence des EFI sur le microsystème familial et le bien-être des personnes impliquées. À partir de quatre études de cas où ces relations ont été difficiles, des pistes sont proposées pour adapter les services offerts, en tenant compte de l'histoire et de la singularité de chaque famille.

Pelletier, M.-A. (2026). **À la maternelle, construire une relation positive avec les familles : quelles compétences socio-émotionnelles mobiliser ?** *Phronesis*, *15*(HS2), 180-191. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-180
À la maternelle, les personnes enseignantes jouent un rôle essentiel auprès des enfants et entretiennent une collaboration étroite avec les familles. Toutefois, cette relation comporte des défis, notamment sur le plan émotionnel. Or, les occasions de formation sur les compétences socio-émotionnelles (CSÉ) demeurent limitées. Cet article s'intéresse aux CSÉ mobilisées pour entretenir une relation positive avec les familles. Des entrevues de groupe menées dans le cadre d'une recherche collaborative ont révélé l'importance de considérer les valeurs de chacun, d'intervenir progressivement et d'adopter une posture d'ouverture et d'écoute.

Pham, T. T. H. (2026). **Nomophobia and fear of missing out: the mediating role of loneliness among Vietnamese teachers**. *Social Psychology of Education*, *29*(1), 108. https://doi.org/10.1007/s11218-026-10285-z
Digital technologies are increasingly integrated into education, raising concerns about teachers' digital well-being. This study examined the associations among nomophobia, loneliness, and fear of missing out (FoMO) among Vietnamese teachers. It also explored whether loneliness may represent a potential affective factor associated with the relationship between nomophobia and FoMO. A survey was conducted with 332 primary, lower secondary, and upper secondary school teachers in Vietnam. Mediation analyses using PROCESS Model 4 indicated that nomophobia was positively associated with both loneliness and FoMO, whereas loneliness was also positively associated with FoMO. The findings further suggested an indirect association between nomophobia and FoMO through loneliness. Overall, the findings provide partial support for the Interaction of Person-Affect-Cognition-Execution (I-PACE) model and suggest that affective experiences may be involved in the associations between technology-related anxiety and concerns about missing online experiences. The findings further imply that FoMO among teachers may be understood within the broader context of maintaining professional connectedness in increasingly digitalized educational environments. These findings highlight the importance of considering occupational contexts when examining teachers' digital well-being.

Preuß, J. S., Zimmermann, J., & Jonkmann, K. (2026). **The development of expectations and value beliefs among international students in Germany over the study course: Effects of sociodemographic characteristics, subject groups and their intersectional interplay**. *Social Psychology of Education*, *29*(1), 121. https://doi.org/10.1007/s11218-026-10241-x
A differentiated understanding of the motivational trajectories of international students in Germany is crucial to support their study success. Drawing on the Situated Expectancy-Value Theory (SEVT), we investigated the development of international students' expectations and value beliefs over the study course. We also investigated interindividual differences in developmental trajectories by gender, subject group (STEM/non-STEM), parental academic background, students' cultural background and their intersectional interplay. We used (conditional) latent growth curve models (LGCM) with data of N = 1,486 international bachelor students from a panel study among international students in Germany with five measurements from their first to their fifth semester. The LGCMs showed small linear increases in study-related language skills and costs but small linear decreases in the other value components. Academic self-efficacy revealed a non-linear change pattern. Conditional LGCMs pointed to motivational differences between STEM versus non-STEM students and between first- and continuous-generation students. Most findings described motivational differences by the students' cultural background (i.e., region of origin), particularly, all students from regions outside Western Europe experienced higher costs and lower study-related language skills at the start of their studies, which mainly persisted over the study course. The findings offer a differentiated understanding of the long-term motivational trajectories in the heterogeneous group of international bachelor's students in Germany and provide indications for tailored interventions to support their study motivation and success.

Psychologie sociale des inégalités: perceptions, causes et conséquences. (2026). Consulté à l'adresse https://www.dunod.com/sciences-humaines-et-sociales/psychologie-sociale-inegalites-perceptions-causes-et-consequences
Sous toutes leurs formes, les inégalités, c'est-à-dire la distribution inégale des ressources matérielles (par exemple l'argent), culturelles (par exemple l'éducation) et relationnelles (par exemple le réseau professionnel), ont constitué un enjeu majeur et récurrent tout au long de l'histoire humaine. Ces inégalités, qui peuvent impacter les individus en fonction de diverses caractéristiques (leur origine sociale ou migratoire, leur genre, leur orientation sexuelle, leur âge, leur situation de handicap, etc.) représentent encore aujourd'hui un défi scientifique et sociétal central, et soulèvent d'importantes questions. Comment les inégalités se construisent-elles ? Comment les êtres humains y font-ils face au quotidien ? Quelles sont les conséquences pour leurs pensées, leur bien-être psychologique et physique, leurs comportements, mais aussi pour le fonctionnement collectif des institutions et des démocraties ? Dans cet ouvrage collectif, des spécialistes francophones synthétisent des travaux scientifiques récents en psychologie sociale qui permettent de mieux saisir les répercussions psychologiques et sociales des inégalités dans différents domaines de la vie sociale (école, travail, santé, espace public, vote, etc.). L'approche scientifique exposée ici permet de prendre de la distance par rapport aux controverses idéologiques que ce thème suscite et, grâce aux données empiriques et aux théories actuelles, de démêler ce qui relève du mythe et de la réalité. Ce livre offre ainsi au lecteur des repères solides pour comprendre comment les inégalités s'inscrivent dans les esprits, les relations sociales et les institutions, et pour envisager, au-delà du constat, des pistes de réflexion et d'action

Sáinz, M., & López, B. S. (2026). **Shaping adolescents' gendered stereotypes of scientists through the enactment of communal goals**. *Social Psychology of Education*, *29*(1), 112. https://doi.org/10.1007/s11218-026-10279-x
Drawing on role congruity theory the present mixed-method research analyzes whether respondents are equally likely to perceive male and female scientists as prompting that science includes opportunities to work with or help others (communal versus independent condition) and its impact on their attitudes towards science. A sample of 399 secondary students (mean age = 16 years) participated. In the first part of the study, the responses to the open-ended question regarding students' portrayals of scientists suggest that features associated with scientists were depicted as communal. Females used more feminine references to describe scientists. In the second part of the study, students exposed to male and female scientists depicted as communal increased beliefs that science afford communal goals and reported a higher science positivity. The implications of congruity between stereotypes about scientists and about women in the promotion of gender equality in scientific careers among adolescents are discussed.

Salahuddin, M., & Stupnisky, R. H. (2026). **Understanding Faculty Research Success: Testing Faculty Research Competence to Predict Motivation and Success**. *Higher Education Quarterly*, *80*(4), e70179. https://doi.org/10.1111/hequ.70179
University faculty tend to produce more publications when they feel capable (i.e., competent) and motivated to conduct research. Previous studies have typically measured faculty research competencies using self-report Likert-scale, which are susceptible to socially desirable responses and other biases. This study aimed to (a) examine discrepancies between self-reported research efficacy and scores on the competencies test, (b) investigate how social science faculty research competence predicts motivation and success, and (c) test whether motivation serves as a mediator. Data were collected online from 140 social science faculty at North American universities. To obtain more reliable assessments of faculty competence, a new measure was developed in accordance with the Standards for Educational and Psychological Testing. The development process began followed by two systematic literature reviews and psychometric evaluation using both classical test theory and item response theory. Results showed that faculty tended to rate their self-reported efficacy (belief) significantly higher than their test-based competence (performance). Group differences revealed that female and older faculty demonstrated higher research competence, with female faculty also reporting greater research success, while younger faculty exhibited stronger autonomous motivation. Domestic faculty scored higher on research competence and motivation compared to international colleagues. Path analyses indicated that competence scores significantly predicted autonomous motivation and faculty research success. Negative binomial regression analyses further revealed that faculty tenure status, institution classification, and autonomous motivation significantly predicted publication success. Overall, this competence test provides a more valid measure for identifying areas where faculty can improve research skills, supporting strategies to enhance research productivity and success.

Sanchez, C., Brigaud, E., Moliner, P., & Blanc, N. (2026). **The development of social representations of school and the ideal school among French elementary school children**. *Social Psychology of Education*, *29*(1), 106. https://doi.org/10.1007/s11218-026-10275-1
Despite decades of educational reforms in France, children's perspectives remain largely absent from discussions about school functioning. Drawing on social representations (SRs) theory and a

developmental approach, this study investigated how 492 French elementary school children (Grades 1, 3, and 5) represent "school" and the "ideal school" through hierarchical free-association tasks. Structural and lexicographic analyses revealed three main findings. First, representations of school follow a non-linear developmental trajectory. Grade 1 students predominantly evoke concrete activities and foundational learning (e.g., play, read, write), whereas Grade 5 students emphasize relational and institutional aspects (e.g., friends, teacher, learning). Grade 3 shows a transitional profile characterized by a lower proportion of original (hapax) associations and a more convergent, normative representation. Second, representations of the ideal school exhibit a distinct developmental pathway: Grade 1 students mobilize mainly playful and imaginary elements, Grade 3 produces the most original corpus (highest proportion of hapax), and Grade 5 students increasingly refer to pragmatic improvements related to school life and learning conditions (e.g., more recess, shorter days, fewer evaluations). Third, children report talking about school more frequently with their parents than with their peers. Taken together, these findings highlight distinct developmental dynamics in real and ideal school representations and underscore the importance of children's perspectives for understanding how school is construed across the elementary school years.

Sarralié, C. (2026). **Cheminements et rencontres. Un parcours de recherche à la croisée des approches**. *Cliopsy*, *36*(2), 67-79. https://doi.org/10.3917/cliop.036.0067
Christian Sarralié reprend ici le cheminement qui l'a conduit de son constat de l'étrangeté des errements cognitifs des adolescents traumatisés crâniens auxquels il enseignait les mathématiques vers une démarche de chercheur visant à comprendre et à remédier aux erreurs des élèves. Il invente ainsi ce qu'il nomme la « Zone Proximale de Refonctionnement », espace de médiation qui prend en compte le traumatisme crânien comme un véritable événement psychique affectant l'identité du sujet. Il souligne en même temps que ce dispositif place l'enseignant dans une position exigeante, à la fois pédagogique et affective, exposée au risque d'une attente « omnipotente » de guérison.

Schuler, N. (2026). **Are parents' and teachers' mindsets about abilities and failure related to children's mindsets and self-regulated learning?** *Social Psychology of Education*, *29*(1), 116. https://doi.org/10.1007/s11218-026-10293-z
Children's beliefs about abilities shape their learning. Although a growing body of research has examined whether parents' and teachers' beliefs are related to children's beliefs and learning, very few studies have considered parents, teachers, and children simultaneously. Moreover, existing studies present mixed findings. Addressing this gap can clarify whether parents' and teachers' beliefs relate differently to children's beliefs and learning. This study used structural equation modeling to analyze data from 757 children, their parents and teachers. Results showed that parents' mindsets about abilities predicted children's mindsets about abilities, while teachers' mindsets about abilities did not. However, children's perceptions of parents' and teachers' failure mindsets were linked to children's beliefs and self-regulated learning. Although these findings highlight that adults' beliefs relate differently to children's beliefs and learning, they underscore the importance of cultivating growth-oriented environments both at home and school, where failure is framed as a valuable opportunity for learning.

Skaalvik, E. M., & Skaalvik, S. (2026). **Shared values and social support as predictors of teachers' motivation and well-being**. *Social Psychology of Education*, *29*(1), 132. https://doi.org/10.1007/s11218-026-10310-1

The purpose of the present research was to test assumptions in the Shared Values-Social Support (SV-SS) model of teacher motivation and well-being. The model proposes that shared values and social support from both colleagues and the school leadership are correlated constructs that can be represented by a second-order factor. The model further proposes that shared values and social support affect teacher motivation and well-being. Participants in two studies were 2569 (study 1) and 1145 (study 2) Norwegian teachers in compulsory school (grade 1–10). The data were analyzed by confirmatory factor analysis and SEM analysis using the AMOS 25 program. The analyses of the two sets of teacher data provided evidence for the assumptions underlying the SV-SS model. The factor analysis supported a model in which a second-order factor was indicated by measures of shared values, supportive colleagues, and supportive school leadership. In the SEM models, a second-order shared values-social support variable positively predicted teacher job satisfaction, sense of belonging, and collective teacher efficacy. In contrast, motivation to leave the teaching profession was indirectly, but negatively predicted by shared values and social support. Study 1 also revealed that a mastery-oriented school goal structure was strongly associated with teachers' perceptions of sharing values with their colleagues as well as working in a supportive environment.

Sullanmaa, J., Ulmanen, S., Anttila, H., Byman, A., & Pyhältö, K. (2026). **Classroom peer ecology and relation with study-related wellbeing: a person-centered approach**. *Social Psychology of Education*, *29*(1), 129. https://doi.org/10.1007/s11218-026-10299-7
Students' academic performance and wellbeing are determined by the quantity and quality of social interactions within school, but evidence on individual variations in students' experiences of their classroom peer ecology is less consistent. In this article we explored the patterns that can be detected in Finnish 5th and 8th graders' experiences of their classroom peer ecology and examined whether those profiles were associated with students' wellbeing in terms of study engagement and burnout. Survey data from 788 students were analyzed with latent profile analysis. We found three profiles with Positive (75.2%), Negative (10.3%), and Discrepant (14.5%) experiences of their classroom peer ecology. Higher levels of study engagement were experienced in the Positive and Discrepant peer ecology profiles. The lowest levels of burnout symptoms were experienced in the Positive peer ecology profile, and the highest levels of burnout in the Negative peer ecology profile. Differences by grade level and gender were also found in classroom peer ecology profiles, as well as class-level variations in the profile distributions.

Tran-Duong, Q. H. (2026). **Leveraging AI-supported self-regulated learning prompts to foster primary school students' causal explanations in science**. *Education and Information Technologies*, *31*(17), 9147-9175. https://doi.org/10.1007/s10639-026-14120-y
Generative artificial intelligence is increasingly present in schools, yet classroom evidence remains limited on how it can be constrained to support learning processes rather than provide answers, especially in primary science. This study examined whether an AI-supported self-regulated learning assistant configured as a metacognitive coach could enhance primary school students' causal explanations and metacognitive self-regulation. A pre-test post-test quasi-experimental design was employed with four Grade 4 classes at a primary school. Students in the intervention group (AI-SRL group) engaged with self-regulated learning prompts delivered through a custom-configured AI chatbot during the explanation phase of four lessons in a science unit, while the control group completed the same tasks without access to the AI chatbot. Results indicated higher post-test causal explanation scores for the AI-SRL group than for the control group. The AI-SRL group also demonstrated higher post-test metacognitive self-regulation

and a greater likelihood of producing at least one high-level explanation. Gains in metacognitive self-regulation were positively associated with gains in explanation quality but did not uniquely predict these gains after controlling for prior performance and condition. The findings suggest that carefully constrained AI-delivered self-regulated learning prompts can strengthen primary students' explanatory reasoning and metacognitive self-regulation in authentic classroom science lessons.

Tricot, A., & Carré, P. (2026). ***Grand manuel de psychologie de l'éducation et de la formation***. Consulté à l'adresse https://www.editions-hermann.fr/livre/universites-et-grandes-ecoles-deux-modeles-sous-tension-robert-gary-bobo
Cet ouvrage vise trois objectifs : 1. réunir les résultats des recherche et les progrès accomplis dans le secteur de la psychologie de l'éducation et de la formation les plus récents et contribuer en cela à la croissance d'un champ de recherche qui ne bénéficie pas d'ouvrage de synthèse en français ;2. promouvoir et outiller une approche « développement vie entière » (lifelong development) qui englobe les travaux réalisés en référence aux publics scolaires, post-scolaires et adultes tout au long de l'existence ;3. encourager et renforcer la collaboration, tant en matière de recherche que d'expertise professionnelle, entre la psychologie et les sciences de l'éducation.

Trieu, N. H. T., & Bonfils, P. (2026). **Les vidéos " Study With Me " : Un renforcement possible du bien-être dans des dispositifs de formation à distance ?** *Distances et Médiations des Savoirs*, *55*. https://doi.org/10.4000/170x5
Since the Covid-19 pandemic, "Study With Me" (SWM) videos that film individual study sessions on YouTube have been experiencing growing popularity among learners. These videos are used as support in self-directed learning contexts marked by isolation, loss of motivation, or difficulty concentrating for learners. This study examines the role of SWM videos in constructing the well-being of isolated self-taught learners, drawing on a mixed methodology (online questionnaire, n=1,059; semi-structured interviews, n=15). The results show that these videos act as a socio-technical device for emotional and cognitive regulation in a situation that differs from a conventional academic training program. In this sense, we hypothesize their potential future contribution to strengthening new forms of well-being support in hybrid distance learning contexts.

Valarcher, A. A., Valérie Cohen, Nicolas Oppenchaim, Marion. (2026, octobre 19). **Le métier de lycéen : souffrance scolaire et salariat**. Consulté 20 octobre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/19/le-metier-de-lyceen-souffrance-scolaire-et-salariat/
En se mobilisant pour de meilleures conditions d'études, les lycéen.nes pointent beaucoup de difficultés que l'on retrouve dans le monde salarié. Cela invite à prendre au sérieux l'idée que les conditions d'étude sont aussi des conditions de travail et à les étudier comme tel. En procédant par analogie, on se donne alors la possibilité de percevoir en quoi l'École reproduit aujourd'hui certaines pénibilités que l'on retrouve dans le monde du travail.

Wang, F., & King, R. B. (2026). **Students and schools have distinct configurations of socio-emotional skills: a multilevel latent profile analysis**. *Social Psychology of Education*, *29*(1), 125. https://doi.org/10.1007/s11218-026-10270-6

Socio-emotional skills have attracted increasing attention due to their significance to students' academic and well-being outcomes. However, there is ongoing debate in the literature over whether students' socio-emotional skills vary quantitatively or qualitatively. Furthermore, existing research on these skills has primarily considered socio-emotional skills as individual attributes of students, with less attention devoted to the possibility that schools could also have distinct socio-emotional profiles. To address these gaps, this study employed a multilevel latent profile analysis to investigate profiles of socio-emotional skills at both student and school levels from a person-centered perspective. We also examined how these socio-emotional profiles are associated with school climates and academic and well-being outcomes. This study included 29,755 15-year-old students from nine countries. At the student level, we identified four distinct profiles that differed more in average skill levels: Low, Average, Moderately High, and High Socio-emotional Profiles. We also identified two types of schools: Lower Socio-emotional Schools and Higher Socio-emotional Schools. Positive school climates, characterized by high levels of school belonging, cooperation, positive teacher-student relationships, and a lower frequency of bullying, were associated with more adaptive socio-emotional profiles. Concerningly, only a small proportion of students (5%) and schools (28%) showed adaptive socio-emotional skills. Our findings suggest the need to implement targeted interventions to foster socio-emotional skills tailored to the needs of different subgroups.

Wolff, F., Schumacher, J., & Möller, J. (2026). **Revisiting the Role of Social and Dimensional Comparisons in the Internal/External Frame of Reference Model: A Systematic Comparison of the Classic and the Difference I/E Model**. *Educational Psychology Review*, *38*(1), 132. https://doi.org/10.1007/s10648-026-10212-w

The classic internal/external frame of reference (I/E) model describes the effects of students' math and verbal achievements on their math and verbal self-concepts. It assumes that social (external) comparisons (with achievements of others) are reflected in positive within-domain effects, whereas dimensional (internal) comparisons (with achievements in other domains) are reflected in negative between-domain effects. In recent decades, these assumptions have received broad empirical support. However, Wolff (2021) argued that the positive within-domain effects in the classic I/E model may also reflect dimensional comparison effects, leading to an overestimation of the impact of within-domain achievements (including social comparisons). To illustrate this argument, he proposed the difference I/E model as a reparameterization of the classic I/E model, in which self-concepts in a given domain are regressed on the difference between achievements in the same and the other domain, rather than on absolute achievement in the other domain, to draw inferences about the strength of dimensional comparison effects. To date, however, a systematic comparison of the two I/E model specifications is still lacking. In this research, we therefore compared the two I/E model specifications across six empirical studies. Overall, these studies provided evidence consistent with the assumption that the within-domain effects in the classic I/E model (but not in the difference I/E model) also reflect between-domain achievement effects (including dimensional comparison effects) and that relative achievement information is salient when students evaluate their self-concepts, thereby supporting the theoretical relevance of the difference-score parameterization. Implications for prior and future I/E model research are discussed.

Xiao, Y., & Zheng, L. (2026). **How does self-efficacy influence job satisfaction among African teachers? A comprehensive quantitative analysis based on TALIS data**. *Social Psychology of Education*, *29*(1), 123. https://doi.org/10.1007/s11218-026-10281-3

Based on the Social Cognitive Theory, this study identified the effect of self-efficacy on African teachers' job satisfaction using the data from the Teaching and Learning International Surveys 2018 (n = 2046). The results of regression model and Structural Equation Modeling show that, firstly, self-efficacy has a positive effect on African teachers' job satisfaction (β = 0.163, p < .001), which remains robust after the robustness test. Additionally, this study goes further by revealing crucial heterogeneity across teachers in different subgroups, indicating that male teachers and teachers in classes with a higher number of students with special needs and a lower number of students from socioeconomically disadvantaged homes benefit more from self-efficacy. Furthermore, the study confirms the mediating role of teaching practices in the path linking self-efficacy and teachers' job satisfaction (β = 0.121, p < .001), indicating the importance of teaching practices in the transformation of self-efficacy into teachers' job satisfaction. The findings provide practical insights for policymakers and school administrators to develop strategies that enhance teachers' retention and working performance by addressing the positive predictors of self-efficacy on teachers' job satisfaction. This study made major contribution to the field, offering novel perspectives on teachers' job satisfaction, making it a critical reference for educational reform in Africa and beyond.

Yuan, Y., & Du, Y. (2026). **Technology-Supported Interventions and Learners' Metacognition: A Three-Level Meta-Analysis**. *Educational Psychology Review*, *38*(1), 130. https://doi.org/10.1007/s10648-026-10227-3

Despite the growing use of educational technologies, including AI and generative AI, how these technologies support learners' metacognition remains insufficiently understood. The present study synthesised 33 studies using a three-level meta-analysis. Technology-supported interventions were associated with higher metacognitive outcomes on average, Hedges' g = 0.653, 95% CI [0.520, 0.786], although heterogeneity was substantial. Technology type did not significantly moderate effects. Exploratory analyses showed descriptively larger estimates for interventions with technology-use guidance, immediate feedback, and system-directed learner control, but none remained significant after BH-FDR adjustment (adjusted p = .095 for each). Because these features overlapped, the patterns are hypothesis-generating rather than evidence of independent moderator effects. Interventions most frequently supported evaluation/reflection, monitoring, and strategic control, whereas planning was less consistently represented. Importantly, 77 of 94 effects (81.9%) concerned metacognitive regulation, and 90 (95.7%) relied on self-report measures, indicating that the pooled association primarily reflects self-reported metacognitive regulation. Overall, the findings suggest that technology-supported interventions can support metacognitive outcomes, while these effects should be interpreted in light of the specific regulatory processes targeted and how metacognitive outcomes are measured.

Yusupova, E. M., Ogundele, K. S., & Durodola, F. A. (2026). **Teacher expectations and mathematics growth in primary school: a multilevel moderation analysis**. *Social Psychology of Education*, *29*(1), 127. https://doi.org/10.1007/s11218-026-10302-1

This study examines the association between teacher expectations and mathematics growth among first-grade students in Russia. The sample included 1,155 students and 48 teachers from public schools in two Siberian regions. Students' mathematics performance was assessed using START, with vertical test alignment used to measure individual growth. Multilevel regression models estimated on 20 multiply imputed datasets were used to examine whether initial mathematics performance moderates the association between teacher expectations and growth. The results

indicate that teacher expectations are significantly and positively associated with students' mathematics growth after controlling for initial mathematics and reading performance, parental perceptions, gender, cultural capital, maternal education, teacher experience, and class size. However, the association did not vary significantly as a function of students' initial performance level, providing no support for the susceptibility hypothesis and instead being more consistent with a universal effect. A simulation-based power analysis confirmed the design had adequate power to detect a moderate interaction had one existed. Given the correlational design, these finding are discussed as associations rather than causal effects, with implications for future innervation research on fostering teacher expectations in early primary education.

Zheng, X.-L., Lyu, Z.-Y., Wang, S.-Y., Wang, F., Kong, X., Hwang, G.-J., & Tu, Y.-F. (2026). **From emotion regulation to academic success: A self-determination theory-based emotional agent-mediated approach**. *British Journal of Educational Technology*, *57*(6), 1521-1563. https://doi.org/10.1111/bjet.70083

Emotion regulation has been recognized as a key factor affecting students' academic success. However, in conventional school settings, it is challenging to foster students' emotion regulation owing to the involvement of complex factors that might influence students' conscious and unconscious behaviours. To address this issue, a self-determination theory (SDT)-based emotional agent framework was proposed, and an emotional agent (EmoAgent), capable of proactively detecting students' emotional states and providing emotional regulation strategies to individual students in addition to the provision of conventional learning supports, was implemented. To assess the effectiveness of the proposed approach, an 8-week quasi-experiment was designed with 173 sixth graders from four classes taking the Information Technology course in a primary school. Two classes (87 students) comprised the experimental group (EG) which used the SDT-based emotional agent-mediated (SDT-EA) approach, while the other two classes (86 students) comprised the control group (CG) which learned with the SDT-based conventional agent (STD-CA), which is capable of providing learning supports but without considering emotional factors. The experimental results showed that (1) the SDT-EA approach significantly outperformed the SDT-CA approach in academic achievement; (2) the SDT-EA approach engaged students in positive emotional experiences, whereas the SDT-CA approach exposed students to more negative emotional experiences; (3) negative emotion was significantly negatively associated with academic achievement, moderated by the SDT-EA approach. Practitioner notes What is already known about this topic? Within self-determination theory, if the three psychological needs of autonomy, competence and relatedness are met, students? intrinsic motivation is activated and in turn their academic emotion is regulated, which shapes their well-being, engagement and academic success. GenAI?human collaboration can facilitate students? self-determined and personalized learning. Most pedagogical agents tend to assist with personalized cognitive support rather than with emotion regulation or emotional support. What does this paper add? Merging affective computing technology with GenAI, this study constructed an emotional agent with emotion sensing, recognition, feedback and regulation, providing emotional and cognitive supports. Using process mining techniques, this study found that the emotional agent facilitated students? emotion regulation from negative to positive. The emotional agent moderated the effect of negative emotions on academic success. The emotional agent can significantly promote academic achievement. Implications for practice and/or policy The study findings imply that the SDT-based emotional agent-mediated approach shows promise for strengthening students? self-regulated learning. The study offers a viable model for integrating socio-emotional

learning with subject-matter instruction. The SDT-based emotional agent can be embedded in regular instruction to instantiate a self-determined learning paradigm.

Zhu, K., Dang, J., & Cui, Y. (2026). **Re-examining Associations between Big Five Personality Traits and Teacher Burnout using Meta-analytic Structural Equation Modeling**. *Educational Psychology Review*, *38*(1), 134. https://doi.org/10.1007/s10648-026-10231-7
Teacher burnout is associated with poorer physical and mental health among teachers and may also undermine students' learning and development. Although personality traits are important correlates of burnout, most primary studies have examined bivariate associations without accounting for overlap among traits or relations among burnout dimensions. Using meta-analytic structural equation modeling (MASEM), we synthesized evidence on the associations between the Big Five personality traits and teacher burnout across 38 independent samples from 14 countries (N = 13,294). Burnout was modeled both dimensionally, in terms of emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (rPA), and latently, using a factor representing the variance shared among these dimensions. After accounting for overlap among traits, neuroticism and extraversion showed unique associations with all three burnout dimensions and with the latent factor. Agreeableness and conscientiousness were also associated with the latent factor in the primary model but showed more differentiated associations across specific dimensions, primarily DP and rPA, whereas openness did not show significant unique associations. Overall, the findings indicate that personality traits are associated with both the shared and dimension-specific components of teacher burnout. These findings contribute to individual-difference and person–context perspectives on teacher occupational well-being.

Aspects sociaux de l'éducation

Aaronson, D., Borgschulte, M., Liu, S., & Mazumder, B. (2026). ***Schooling and Political Activism in the Early Civil Rights Era*** (Working paper N° 35842). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35842
Does education lead to political activity? We find that a large, early 20th century school construction program, the Rosenwald schools, led to more NAACP branches in the rural South starting in the early 1940s, i.e. prior to the classic U.S. Civil Rights Movement. Branch growth was stronger where Jim Crow occupational segregation prevented Black men from realizing some of the economic gains of their education. Our findings lend support to theories emphasizing that economic context can act as a critical mediator in determining whether human capital causes political engagement.

Akakpo, A. (2026). **The Gender Pay Gap in Asia: Examining Awareness and Policy Endorsement Among Postgraduate Students in the Higher Education Sector**. *Higher Education Quarterly*, *80*(4), e70166. https://doi.org/10.1111/hequ.70166
The persistent gender pay gap (GPG) remains a critical issue in higher education institutions (HEIs), yet little is known about the mechanisms that drive student support for systemic policy change. Drawing on Social Cognitive Theory (SCT), this study examines how Asian postgraduate students awareness of the GPG shapes their views on benefits, barriers, causes and institutional policy solutions. Data for this study were collected from 212 postgraduate students across various disciplines. The findings confirm that higher GPG awareness is positively associated with stronger

support for policy interventions. This awareness is also linked to greater recognition of the GPG's structural and institutional causes and a stronger belief in the benefits of its closure. Crucially, students who attribute the GPG to structural causes demonstrate stronger support for government policy interventions. Furthermore, the perceived causes of the GPG significantly mediate the relationship between awareness and policy support.

Alan, S., Carlana, M., & Leone, M. (2026). **Inclusive Teaching: Spotting Social Isolation in the Classroom**. *American Economic Journal: Economic Policy*, *18*(4), 1-31. https://doi.org/10.1257/pol.20250089
We evaluate an intervention aimed at addressing social isolation in classrooms. The treatment provides teachers with their students' social networks and information on developmental risks associated with social exclusion. Using friendship data and incentive-compatible measures, we find that the intervention reduces social isolation and antisocial behavior but does not increase prosocial behavior. Lower antisocial behavior enhances economic efficiency, reflected in higher average student payoffs and reduced inequality. Our findings highlight the personal and communal benefits of addressing social exclusion and antisocial peer dynamics in schools. (JEL D91, I21, I24, I28, J13, Z13)

Birolini, C., Chamboredon, A., Olivier, A., & van Zanten, A. (2026). **« On joue quand même notre vie là ! » : les étudiant·es face au nouveau régime de sélection instauré par la réforme des études de santé de 2020**. *Sociologie*, *17*(3), 277-294. Consulté à l'adresse https://shs.cairn.info/revue-sociologie-2026-3-page-277
La réforme du premier cycle des études de santé en France de 2020 a introduit plusieurs changements, notamment la création de deux nouvelles voies d'accès principales : le PASS et les L.AS. Cet article porte sur l'expérience étudiante de cette réforme lors de sa première année de mise en œuvre, plus particulièrement sur les perspectives étudiantes sur le nouveau régime de sélection instauré par celle-ci. Se fondant sur une enquête multiméthode (entretiens, observations, questionnaire) conduite au sein d'une université francilienne entre 2020 et 2022, il éclaire les facteurs influant sur les évolutions et variations dans les jugements, impersonnels ou personnels, portés par les étudiant·es à son égard. En début d'année, quand le goulot d'étranglement de la sélection est lointain et ses modalités encore floues, un registre de justice impersonnel domine chez les étudiant·es des deux filières, notamment chez celles et ceux des milieux les plus favorisés. En cours d'année, l'expérience de la réforme et de sa mise en œuvre difficile modifie cependant la perception de leurs chances personnelles de réussite et des effets impersonnels égalitaires escomptés ; elle les conduit à s'opposer plus frontalement à la réforme, avec des variations entre étudiant·es de PASS et L.AS, ainsi que selon leurs profils socio-scolaires.

Blanchard, M. (2026). ***Choisir les sciences. Lycéennes et lycéens face aux études scientifiques***. Consulté à l'adresse https://www.puf.com/choisir-les-sciences-1
XX = XYBien que majoritaires au lycée général et dans l'enseignement supérieur, les filles restent sous-représentées dans nombre de spécialités et filières scientifiques. Faut-il y voir une forme d'autocensure à l'égard des sciences, qu'elles n'oseraient pas choisir ? Alors que nombre de discours prônant la féminisation des sciences continuent de s'adresser uniquement aux filles, considérant qu'elles s'orientent « mal », par manque d'ambition ou de confiance en elles, cet ouvrage invite au contraire à remettre en cause cette perspective.À partir d'une enquête menée auprès d'étudiants et étudiantes du secondaire et du supérieur, qui interroge les projets scolaires et professionnels mais aussi les rapports aux savoirs et à la culture scientifiques, l'autrice,

attentive à la fois à la dimension subjective et aux contraintes institutionnelles, invite à repenser ce que signifie aujourd'hui le (non)choix des sciences.

Borra, C., Cuevas-Ruiz, P., & Sevilla, A. (2026). ***Healthier Starts: The intergenerational Effects of Maternal General Skills*** (Working paper N° 2026-10). Consulté à l'adresse FEDEA website: https://EconPapers.repec.org/RePEc:fda:fdaddt:2026-10
We examine the long-term e!ects of maternal general education on infant health, leveraging a nationwide secondary school reform in Spain that expanded academic instruction without increasing years of schooling. Using newly digitized enrollment data linked to administrative birth records, we find that the reform significantly reduced very preterm birth and overall prematurity, with gains concentrated at the lower tail of the gestational age distribution. Mechanism evidence from high-quality adult survey data is consistent with reform-induced improvements in women's information-processing skills, reductions in risky prenatal behaviors, higher labor force participation, and more e!ective family planning.

Borst, G. (2026). **Inégalités scolaires dans le premier degré : l'éclairage des sciences cognitives**. *Administration & Éducation*, *191*(3), 25-30. https://doi.org/10.3917/admed.191.0025
Le système éducatif français se caractérise par des inégalités scolaires beaucoup plus marquées que dans les autres pays européens et ceux de l'OCDE. Ces inégalités, aussi bien en français qu'en mathématiques, sont liées à l'origine sociale mais également au sexe attribué à la naissance. Ces inégalités s'observent dès la maternelle et tout au long de la scolarité dans le premier et le second degré. Si ces inégalités sont maintenant bien documentées à travers les évaluations repères généralisées du CP au CM2, les mécanismes psychologiques qui les sous-tendent restent encore peu étudiés. Nous présenterons ici un ensemble d'études dans le domaine des sciences cognitives qui mettent en évidence que les fonctions exécutives jouent dès le plus jeune âge un rôle dans la construction de ces inégalités scolaires.

Brito Rebolledo, E. J., Contreras, D., & Libuy, N. (2026). ***The Intergenerational Cost of Parental Illness: Childrens' School Engagement in Chile*** (Working paper N° 14777). https://doi.org/10.18235/0014553
Severe health events are among the most common shocks households face, and in low- and middle-income countries their consequences are absorbed largely within the family. We study how a parents severe illness affects adolescents' education in Chile. Using linked administrative records for the universe of school-age children and quasi-random variation in the occurrence and timing of parents first cancer hospitalizations, we compare exposed students with untreated classmates in a stacked difference-in-differences design. The shock reduces school enrollment and attendance and raises chronic absenteeism, with effects that persist for up to four years and roughly double for high-severity cancers. Disruptions are substantially larger for girls, consistent with caregiving and household responsibilities falling disproportionately on them. The educational response varies little with households' pre-shock labor market position, and children's hospitalizations do not rise. These findings point to an intergenerational cost of parental illness and a role for social protection in mitigating it.

Burdin, C. (2026). **Un entretien heureux entre des parents et des professionnels, c'est possible ? : Comment comprendre les relations École-parents lors d'entretiens individuels et quelles pistes pour la formation ?** *Phronesis*, *15*(HS2), 23-45. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-23

Alors que les relations entre des parents et l'École restent complexes et asymétriques, leurs échanges peuvent-ils être qualifiés d'heureux ? Comment jauger cette relation ? Dans cette contribution, nous nous intéressons à la relation qui se noue entre des parents et des conseillers principaux d'éducation (CPE) ; elle peut être analysée à l'aide de 3 axes (horizontal, vertical, consensus/conflit). Lors de leurs entretiens avec les parents, lorsque l'élève a dérogé aux règles, des CPE mobilisent des schèmes pour agir, notamment pour informer, recadrer, suivre la situation mais aussi pour maintenir une relation satisfaisante avec le parent. Des pistes pour la formation des CPE découlent de cette étude.

Chea, S., Khantey, S., Kanayama, Y., Tann, B., & Chea, P. (2026). ***Gender dynamics and disparities in Cambodia's science, technology, engineering, and mathematics sector***. Consulté à l'adresse https://www.adb.org/sites/default/files/publication/1151556/gender-dynamics-disparities-cambodia-stem.pdf

Coignard, J.-M., Tenne, Y., Becchetti-Bizot, C., & Coignard, M. (2026). **Le premier degré au prisme des saisines de la médiation de l'Éducation nationale**. *Administration & Éducation*, *191*(3), 47-53. https://doi.org/10.3917/admed.191.0047
La médiatrice de l'Éducation nationale et de l'Enseignement supérieur analyse l'augmentation des saisines des médiateurs dans le premier degré et observe des signes de dégradation révélant à la fois un accroissement des attentes parentales, une anxiété croissante autour de la réussite scolaire et un affaiblissement de la confiance envers les enseignants et les savoirs transmis par l'école.Face à ces tensions, la médiation apparaît comme un levier essentiel de régulation, de prévention des conflits et de restauration du dialogue. Catherine Becchetti-Bizot promeut le déploiement d'une culture de la médiation fondée sur l'écoute, la reconnaissance mutuelle et la coconstruction de solutions entre familles et institution scolaire.La formation des personnels d'encadrement aux pratiques de médiation et le développement des compétences psychosociales des élèves apparaissent comme conditions d'une école plus apaisée et plus inclusive. La confiance, la reconnaissance réciproque et la qualité des relations humaines sont pour la médiatrice les fondements indispensables d'une école rêvée capable de répondre aux défis contemporains.

Cruz Neri, N. (2026). **The use of gender-neutral and gender-fair language in German and mathematics secondary school textbooks**. *Social Psychology of Education*, *29*(1), 133. https://doi.org/10.1007/s11218-026-10304-z
Despite decades of policy advocacy for gender-neutral and gender-fair educational materials, little is known about how such linguistic forms are implemented textbooks. The aim of the study was to examine the use of gender-neutral and gender-fair language in contemporary German secondary level textbooks for the subjects German and mathematics. The frequency analyses and qualitative content analysis of 34 textbooks showed a dominance of the generic masculine in both subjects, while linguistic forms including nonbinary individuals were virtually absent. While efforts to use gender-neutral and gender-fair language could be noted in both subjects, these pertained to specific contexts, such as school. Furthermore, especially German textbooks aimed to implement gender-fair language in professional contexts, however, increasingly did so for stereotypically female professions and occupations with low prestige. These findings emphasize a gap between policy goals and textbook practice during a critical period of gender identity formation. Practical implications are discussed.

Dassi, Z. (2026). **Quand les filles réussissent à l'école tunisienne : politique éducative et dynamiques sociales**. *Administration & Éducation*, *190*(2), 103-111. https://doi.org/10.3917/admed.190.0103
Cet article présente l'analyse du paradoxe tunisien de l'égalité filles-garçons : une réussite scolaire féminine ancienne et étendue qui ne se traduit pas encore par un accès équitable aux postes de pouvoir. À partir de données éducatives et institutionnelles, il met en évidence le rôle des politiques éducatives volontaristes de l'État, ainsi que les mécanismes sociaux et professionnels qui limitent la conversion du capital scolaire en pouvoir effectif. La Tunisie illustre ainsi la nécessité d'une stratégie progressive pour assurer la transformation de l'égalité éducative en égalité d'accès au pouvoir.

David, M. (2026). **« Médiateur covid », un job étudiant pendant la pandémie**. *Agora débats/jeunesses*, *104*(3), 21-34. https://doi.org/10.3917/agora.104.0021
Pendant la période du covid, l'emploi des étudiants a très fortement diminué et les campus universitaires ont été longtemps fermés. Beaucoup d'étudiants ont ainsi vu leurs ressources diminuer et se sont retrouvés durablement isolés. Mais en 2021, un nouveau job étudiant est apparu, celui de « médiateur Covid », dont le rôle est de réaliser des tests de dépistage sur les campus. Cet article s'intéresse aux étudiants recrutés comme médiateurs dans une université entre 2021 et 2022, en s'appuyant sur les résultats d'une enquête par observation participante. Il analyse les raisons qui les ont conduits à participer au dispositif de test covid dans leur université, en présentant d'abord leurs motifs d'engagement, puis la manière dont le sens de ce job a été construit collectivement par les médiateurs, alors qu'ils n'avaient pas les mêmes attentes.

Davies, C., Crofts, M., Healey, R., Ross, K., & White, H. (2026). **From Compliance to Co-Production: Developing a Sector-Informed Equality Impact Analysis Framework for Inclusive Governance in Higher Education**. *Higher Education Quarterly*, *80*(4), e70174. https://doi.org/10.1111/hequ.70174
Equality Impact Assessments (EqIAs) in higher education are often perceived as bureaucratic exercises rather than tools for transformative change. This paper presents research on the existing use of EqIAs across Britain, including key challenges, and an exploration of the value of the coproduction of EqIAs. It utilises the findings to inform the contribution of an evidence-based, holistic and context-driven framework. Research underpinning this paper explores how participatory approaches can reposition EqIAs from compliance-driven processes towards inclusive governance. This paper draws on multi-phase qualitative research with marginalised voices and Equality, Diversity and Inclusion (EDI) leads across England, Scotland and Wales. Findings reveal widespread inconsistency in EqIA application, limited integration into institutional strategy and perceptions of disproportionate burden. Core barriers to effective use include insufficient resources, poor understanding among decision-makers and tokenistic consultation with marginalised communities. Conversely, the evidence highlights the potential of co-production to embed lived experience, foster accountability and strengthen meaningful impact analysis. The consequent Equality Analysis Framework, underpinned by the research, calls for simplified, proportionate and context-sensitive approaches that seek to mainstream EqIAs into institutional decision-making and risk assessment. The Framework emphasises the need for institutional capacity building, early engagement, and power sharing with staff, students and community stakeholders to ensure EqIAs are cultural enablers rather than procedural hurdles. While developed primarily for the English HE sector, the Framework offers wider applicability across sectors and nations as a means of moving beyond performative equality towards authentic values-driven transformation. The success of this reimagined approach will depend on

sustained leadership commitment, adequate resourcing, and willingness to embed co-production as a catalyst for systemic change.

Dorléans, C. (2026, octobre 25). **Au lycée, le système des spécialités ou l'illusion du choix**. Consulté 28 octobre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/25/au-lycee-le-systeme-des-specialites-ou-lillusion-du-choix/
La réforme du lycée général de 2018 a remplacé les séries S, ES et L par une spécialisation. Or la discipline, elle-même trieuse territoriale, sociale et genrée, entérine les inégalités dès le lycée et les retranscrit dans le supérieur. Voulait-on vraiment donner plus de choix ? On en doute. C'est en tout cas ce sentiment d'impuissance qu'expriment les jeunes dans la rue.

Doyle, L., Cimpian, A., Goupil, L., & Goudeau, S. (2025). **Preschool teachers provide fewer participation opportunities to working-class students than those from more privileged backgrounds**. *Proceedings of the National Academy of Sciences of the United States of America*, *122*(36), e2515833122. https://doi.org/10.1073/pnas.2515833122
Social class disparities exist from the earliest stages of education. Research has suggested that class-based differences in factors such as socialization practices and access to resources partly explain this phenomenon, but less work has explored whether teachers' practices also exacerbate these inequalities. Using whole-class observations of 63 preschool classroom discussions (N = students, 10 teachers), we coded 7, student participation attempts and subsequent responses from teachers. Mixed-effects Bayesian logistic regressions showed that whether students played by the rules by raising their hands or broke the rules by calling out, they were less likely to have their participation attempts accepted if they came from a working-class background, even when their perceived language skills were matched to their middle- and upper-class peers. These results suggest that early schooling experiences may serve to exacerbate inequalities rather than level the playing field.

Durpaire, F., Mabilon-Bonfils, B., & Dhif, N. (2026). **Le savoir-relation comme vecteur de coéducation : effets sur la professionnalité enseignante et sur la relation École/Famille**. *Phronesis*, *15*(HS2), 69-87. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-69
Longtemps façonnée par l'effacement des cultures populaires, la profession enseignante porte encore, dans ses gestes, la trace d'une défiance ancienne. Pourtant, l'expérience de coéducation vivante observée dans les « écoles du bonheur » - écoles d'application du laboratoire BONHEURS de CY Cergy Paris Université - révèle une autre voie. Là, dans l'épaisseur du lien savoir-parent, se tisse une professionnalité nouvelle : relationnelle, hybride, hospitalière. L'enseignant y devient artisan d'un savoir partagé, et non simple relais de normes. En rapprochant les familles, c'est l'école elle-même qui s'ouvre, et avec elle, la promesse d'une émancipation réellement commune. La méthodologie employée s'appuie en particulier sur des entretiens semi-directifs menés auprès des enseignants membres des écoles du bonheur.

Duru-Bellat, M. (2026). **Variations autour de l'égalité entre filles et garçons à l'école**. *Administration & Éducation*, *190*(2), 123-129. https://doi.org/10.3917/admed.190.0123
Interrogeant les scolarités et les acquis des filles et des garçons, le texte pose qu'il n'est pas immédiat de conclure à une inégalité dans un sens ou dans l'autre. Car ce que serait une situation d'égalité reste à définir. Ce qui contraint aujourd'hui l'expression libre de chacun ou

chacune, ce sont avant tout les normes sociales attachées au genre, elles-mêmes articulées avec la division du travail entre les sexes et la croyance en des identités masculines ou féminines.

Elshoud, S. (2026). **Repenser la santé à l'école, un défi urgent et collectif**. *Administration & Éducation*, *191*(3), 89-98. https://doi.org/10.3917/admed.191.0089
La santé scolaire a évolué historiquement d'un modèle centré sur le médical vers une approche globale du bien-être des élèves, intégrant les dimensions physique, psychique et sociale, ainsi que les conditions de vie et les environnements favorables à la santé. Cette transformation s'inscrit dans un contexte préoccupant, marqué par une dégradation de la santé des jeunes et un renforcement des inégalités sociales. Malgré l'élargissement de ses missions, le système demeure peu lisible, fragmenté et insuffisamment coordonné entre les différents acteurs. Dès lors, une question se pose : comment l'école peut-elle répondre efficacement à des besoins de santé de plus en plus complexes dans un cadre aussi dispersé ?Par ailleurs, la santé scolaire est confrontée à des difficultés structurelles importantes, notamment le manque de personnels et l'affaiblissement des actions de prévention et de suivi. Les enseignants, en première ligne, y jouent un rôle déterminant, sans toujours disposer de la formation ni du soutien nécessaires. Il apparaît alors nécessaire de repenser l'organisation de la santé à l'école, en s'appuyant sur une gouvernance clarifiée, une organisation territoriale renforcée et une meilleure articulation entre les professionnels. L'enjeu est ainsi de construire une action plus cohérente, préventive et adaptée aux besoins des élèves.

Frithmann, H., Flavier, E., & Gavens, N. (2026). **Enfants placés en structures d'hébergement de la Protection de l'Enfance et relation École/Famille où en sommes-nous ?** *Phronesis*, *15*(HS2), 209-225. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-209
Cette étude aborde la question novatrice du lien entre parents d'enfants placés, enseignants et éducateurs dans le cadre de la relation École/Famille. Elle adopte une visée exploratoire consistant à analyser les mécanismes et les tensions qui structurent cette relation, à partir des pratiques professionnelles observées. Pour ce faire, nous avons développé une méthodologie qualitative de recherche. Un dispositif expérimental de recherche a été mis en œuvre (N=2 éducateurs et N=2 enseignants) via un collectif transverse de travail (Arnoud et Falzon, 2014) ainsi que la démarche clinique de l'activité (Clot, 1999). Les résultats tendent à montrer que cette relation est complexe et que les parents des enfants placés sont bien souvent éloignés de l'école.

Gallego, L., Ávalos-Fernández, M., Srdic, A., Meziani, Y., Sánchez-Corchero, E., Vallianatou, T., … Elorga-Castagnet, N. (2026, octobre). ***Sex, Gender & Health: Understanding and Overcoming Inequalities***. Consulté à l'adresse https://inria.hal.science/hal-05824920
The teaching module "Gender and Health: Understanding and Overcoming Inequalities", part of the ISPED International Summer School 2026 at the university of Bordeaux, was co-designed and co-delivered within the ENLIGHT Thematic Network (ETN) project IMPULSE (Interdisciplinary Network on the Impact of Sex and Gender in Health). Bringing together experts in public health, social sciences, medical and health sciences, anthropology, economics, medical microbiology, pharmacy, and computer science from seven ENLIGHT partner universities, the module aims to deepen understanding of the role of sex and gender in health, disease expression, and healthy ageing, while addressing the health impacts of gender inequalities and promoting inclusive practices.

Gallot, F., Harari-Kermadec, H., Kany, R., & Shaw, V. (2026, novembre 1). **La génération sacrifiée de la reproduction sociale**. Consulté 2 novembre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/opinion/2026/11/01/la-generation-sacrifiee-de-la-reproduction-sociale/
Mobiliser les outils du féminisme marxiste permet de montrer que la mobilisation historique en cours ne relève pas d'un surgissement soudain, mais qu'elle s'inscrit au contraire dans des dynamiques néolibérales de long terme qui fragilisent les conditions d'existence et les perspectives d'avenir de la jeunesse.

Gandon, É. (2026). **Prendre en compte le parcours et la vulnérabilité des personnes en situation d'alphabétisation : le care comme éthique et pratique de formation**. *LESLLA Symposium Proceedings*, *21*(1). https://doi.org/10.5281/zenodo.22302709
Ce travail explore le rôle de l'éthique du care dans la formation d'alphabétisation pour adultes migrants, un public souvent confronté à des parcours migratoires difficiles et à des obstacles multiples à l'apprentissage. À partir de l'observation de séances filmées dans une association lyonnaise, l'étude montre que les gestes et paroles bienveillants des formatrices – encouragements, réassurance, attention aux besoins individuels – contribuent à créer un climat d'hospitalité et de confiance. Ces pratiques semblent favoriser l'engagement des apprenants, notamment à travers l'entraide, la persévérance et la manifestation d'émotions positives. L'analyse met en lumière la manière dont le care peut soutenir l'entrée et la persévérance dans l'apprentissage, en particulier pour des personnes vulnérables et peu scolarisées.

Geay, B., Camus, J., Humeau, P., & Clément, P. (2026, octobre 19). **L'école à l'ère de l'individualisme compétitif ? Derrière les discours sur l'excellence, l'illusion méritocratique**. https://doi.org/10.64628/AAK.cekjyxhm5
Si le discours sur le mérite a changé de forme, il continue de valider la reproduction d'inégalités sociales et scolaires soulignées dans les années 1970 par les sociologues P. Bourdieu et J.-C. Passeron.

Gibbs, C. R., Wikle, J., & Wilson, R. (2026). **A Matter of Time? Measuring Effects of Public Schooling Expansions on Families**. *American Economic Journal: Economic Policy*, *18*(4), 94-129. https://doi.org/10.1257/pol.20240837
We leverage pronounced changes in the availability of public schooling for young children—through duration expansions to the kindergarten day—to better understand how an implicit childcare subsidy affects mothers and families. Exploiting full-day kindergarten variation across place and time from 1992 through 2022 and novel data on state-level policy changes, combined with a comparison of children of typical kindergarten-age to older children, we measure effects on parental labor supply and family childcare expenses. Full-day kindergarten expansions were responsible for as much as 24 percent of the growth in employment of mothers with kindergarten-age children in this time frame. (JEL H75, I21, J12, J13, J16, J22)

Grasperge, A. (2026). **Le travail de l'animation à l'épreuve de la coéducation:Discours et positionnements à l'égard de l'école**. *Agora débats/jeunesses*, *104*(3), 61-75. https://doi.org/10.3917/agora.104.0061
Cet article présente les conclusions d'une enquête de quatre années réalisée dans une association d'éducation populaire parisienne, dont les activités se déroulent en dehors des murs de l'école. Dans le contexte des politiques éducatives incitant au partenariat, cette contribution

interroge les modalités concrètes du lien entre association et école, en prenant le point de vue d'une diversité d'acteurs de l'animation (professionnels, bénévoles et volontaires en service civique). Quels sont leurs discours à l'égard de l'institution scolaire et de ses acteurs ? Comment les relations se matérialisent-elles sur le terrain ? Si les rencontres sont occasionnelles et limitées, l'analyse des résultats montre que les positionnements de ces acteurs varient selon leur statut au sein de l'association et leur capital culturel.

Grégoire Borst : les mécanismes cognitifs de l'apprentissage. (2026, octobre 19). Consulté 23 octobre 2026, à l'adresse Sciences Humaines website: https://www.scienceshumaines.com/gregoire-borst-un-bon-prof-est-dabord-un-bon-pedagogue
Les sciences cognitives nous éclairent sur les mécanismes de l'apprentissage, et invitent à repenser des pratiques pédagogiques qui peinent à réduire les inégalités sociales entre les élèves.

Groupe de la Banque mondiale. (2026). ***Parcours vers la prospérité pour les adolescentes au Sahel : note régionale couvrant le Burkina Faso, le Mali, le Niger et le Tchad***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/099739505042610744/pdf/IDU-b731142a-85d4-4f18-94d5-47a22dc5ece6.pdf
Hache, C., Webb, V., Abi-Younes, M., Kerbrat, E., & Granado, C. (2026). **Co construction entre parents et enseignants de dispositifs pour améliorer la relation école-famille. Le cas d'une recherche collaborative autour de la démarche du croisement des savoirs et des pratiques**. *Phronesis*, *15*(HS2), 259-281. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-259
Le sujet de la relation école-famille est au cœur des problématiques scolaires, particulièrement en éducation prioritaire. Pour travailler le partenariat entre école et famille, une équipe d'enseignantes en REP+ a collaboré avec l'équipe des encadrantes éducatives, des chercheuses et ATD Quart Monde pour coconstruire des dispositifs avec les parents : visites de classe et rencontres individuelles, au sein d'une recherche collaborative. Notre travail précise les sujets d'intérêts des parents vis-à-vis de l'école ainsi que les risques de disqualification parentale quand on construit ce partenariat.

Hansz, M., Rivas, M. E., Borja Plaza, L. A., Sánchez González, S., & Sabogal-Cardona, O. (2026). ***School Access in Rainy Conditions: The Role of Transport Infrastructure and Precipitation in School Absenteeism in Montevideo*** (Working paper N° 14783). https://doi.org/10.18235/0014506
School absenteeism remains a significant challenge across Latin America and the Caribbean, with serious implications for educational trajectories, particularly among vulnerable students. While absenteeism is determined by multiple factors, increasing attention has focused on how physical accessibility and travel conditions affect school attendance, particularly under adverse weather conditions. In Montevideo, where a substantial share of students walk to school, rainfall emerges as a particularly relevant disruptor. In this context, this study analyses the extent to which the quality of infrastructure providing access to schools mitigates the impact of rainfall on school attendance in Montevideo. To this end, a panel of data at student-day level is constructed, integrating georeferenced administrative data on students and schools, geospatial information on road and pedestrian infrastructure, and daily rainfall records. Based on this dataset, discrete choice models are estimated to assess the differential impact of rainfall on the probability of school absenteeism, considering the quality and availability of road and pedestrian infrastructure

for school access. The results show that rainfall significantly increases the probability of school absenteeism in Montevideo, an effect that is mitigated under better transport infrastructure conditions, particularly where paved roads and pedestrian infrastructure are available. However, this tends not to be the context of the most vulnerable students, who are disproportionately exposed to poorer infrastructure conditions, compounding existing inequalities and increasing their exposure to rainfall disruptions, ultimately affecting effective access to education. Overall, the results indicate that better transport infrastructure can mitigate the effects of rainfall on school attendance, which provides relevant evidence for public policy design, highlighting the need to coordinate education, transport and climate resilience agendas.

Hickey, D. T., & Lam, C. (2026). **Further Redefining Motivation with Situated Cognition, Power, and Belonging**. *Educational Psychology Review*, *38*(1), 131. https://doi.org/10.1007/s10648-026-10219-3

This article contributes to a growing convergence across educational psychology, the learning sciences, and culturally responsive education by further redefining motivation as an interactional and socially situated phenomenon. We review and extend ongoing efforts to challenge mainstream models that characterize motivation primarily in terms of individual-level psychological constructs and processes. We instead argue that motivation arises through social engagement in meaningful disciplinary activities shaped by power, identity, and community. Central to this redefinition are two innovative frameworks from Randi Engle (1967—2012): productive disciplinary engagement and expansive framing. The paper synthesizes these frameworks with critical and sociocultural theories to develop a design-based approach to engagement and motivation that highlights accountability, authorship, and intercontextuality. We examine two programs of design-based research—one focused on online instruction and assessment and the other on first-year college writing seminars—to demonstrate how Engle's design principles might motivate equitable engagement and a lasting sense of belonging, especially for students with minoritized identities. The motivational implications of this approach are connected to mainstream motivation theories (i.e., social cognitive, self-determination, expectancy-value, and achievement goal theories), showing how Engle's design principles align with established motivational constructs. We argue for a new approach to engagement and motivation that embeds psychological approaches into situative approaches, supports culturally sustaining pedagogy, and adopts more participatory research methods. We conclude by proposing a methodological and theoretical synthesis to inform future research on motivation and equitable instructional practices.

Hickman, D. C., & Ramirez, S. R. (2026). **The effects of adopting a market-based compensation policy on faculty gender pay gaps**. *Education Economics*, *0*(0), 1-20. https://doi.org/10.1080/09645292.2026.2744197

We examine the issues of gender pay equity and salary compression at a public land-grant university in the northwestern US before and after implementing major changes to employee compensation. We find that the adoption of the new compensation strategy introduces a small, but statistically significant, gender pay gap, which is evident only at the rank of associate professor. Further, we find heterogeneous effects on salary compression by gender. The relative position of males at both the associate and professor ranks improve, while females at these ranks experienced no change in their earnings relative to their colleagues at the assistant level.

Hoibian, S. (2026). **L'enquête Conditions de vie et aspirations du Crédoc, un capital de savoirs fondés**. *L'Année sociologique*, *76*(2), 183-204. https://doi.org/10.3917/anso.262.0183
L'enquête Conditions de vie et aspirations (CDV), mise en place par le Centre de recherche pour l'étude et l'observation des conditions de vie (Crédoc) en 1978, constitue un dispositif d'observation original des transformations sociales en France. Reposant sur un échantillon représentatif et une méthodologie par quotas, elle se distingue par le recueil de données objectives et subjectives et par la stabilité de son tronc commun, permettant des analyses longitudinales sur plus de quatre décennies. L'enquête couvre un large spectre de dimensions – conditions matérielles, opinions, valeurs, cohésion sociale – offrant ainsi une lecture multidimensionnelle des dynamiques sociales. Le passage au recueil en ligne a introduit de nouveaux enjeux méthodologiques, notamment en termes de biais de sélection et d'effets de mode, partiellement corrigés par des procédures de redressement. Malgré ces limites, l'enquête CDV demeure un instrument central pour l'analyse des mutations sociales et l'étude des relations entre conditions de vie et représentations. Elle constitue également un support privilégié pour des recherches académiques et des dispositifs d'aide à la décision publique.

Hubert, A., & Hoskyns, B. (2026). **Genre, éducation civique et participation politique : résultats d'un projet de recherche européen**. *Administration & Éducation*, *190*(2), 113-120. https://doi.org/10.3917/admed.190.0113
L'empouvoirement est un néologisme qui sonne mal en français. C'est pourtant bien de cela dont il s'agit. Au cours des trois dernières années, un consortium européen financé par Horizon Europe a testé dans 45 écoles un programme de cinq séances de 45 minutes visant à encourager la participation politique des jeunes, avec une attention particulière aux filles issues de milieux défavorisés.

Jeannin, L., Jaillet, A., & Tkaczuk, C. (2026a). **De la continuité pédagogique à la coéducation numérique : mutations de la relation école-familles (2019-2025)**. *Phronesis*, *15*(HS2), 155-179. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-155
Cet article analyse, à partir de quatre corpus de données complémentaires (DNMA 2019-2020, enquête enseignants Canopé-IFÉ 2020, DNMA open data 2023-2025 et enquête parents 2024), la trajectoire du numérique éducatif français depuis le confinement jusqu'à la stabilisation post-pandémique. L'étude croise les traces techniques et les représentations des acteurs afin de comprendre comment le numérique « dans, pour et par » l'école reconfigure la relation entre parents et institution. Les résultats montrent un système désormais stabilisé du point de vue technique, mais marqué par une dissymétrie persistante entre visibilité institutionnelle et lisibilité sociale. Si la communication s'est homogénéisée et les infrastructures consolidées, la coéducation numérique reste inaboutie : le lien école-familles demeure fonctionnel plutôt que collaboratif.

Jeannin, L., Jaillet, A., & Tkaczuk, C. (2026b). **Harcèlement scolaire : quelle place pour les familles ?** *Phronesis*, *15*(HS2), 100-121. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-100
Cette recherche interroge la relation de confiance entre les parents et l'institution scolaire à travers le harcèlement, envisagé comme analyseur des liens école–famille. À partir d'une enquête nationale menée auprès de 722 parents, elle étudie la manière dont la perception du programme pHARe reflète la confiance éducative investie dans l'école. Les analyses statistiques mettent en évidence un rapport ambivalent : les familles reconnaissent l'existence de dispositifs

de régulation, mais doutent de leur capacité à garantir la sécurité des enfants. L'étude souligne ainsi l'importance de la transparence institutionnelle, de la communication et de la reconnaissance parentale.

Jeannin, L., Mabilon-Bonfils, B., & Jaillet, A. (2026). **La relation École/Famille peut-elle être heureuse ?:Une dimension d'une professionnalisation renouvelée de la formation à l'enseignement**. *Phronesis*, *15*(HS2), 17-22. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-17
Ce numéro spécial examine les conditions dans lesquelles les relations école-famille peuvent favoriser la réussite des élèves, le développement professionnel des enseignants et la confiance mutuelle entre les acteurs éducatifs. S'appuyant sur des études menées dans des contextes variés, il soutient que ces relations ne sauraient se réduire à des pratiques de communication ou à des attentes normatives de coopération. Les contributions explorent les asymétries institutionnelles, les processus de reconnaissance et les dispositifs éducatifs propices à une coéducation durable. Elles mettent en lumière le « savoir-relation » comme une compétence professionnelle fondamentale, nécessitant une formation spécifique, une médiation et un soutien institutionnel. Dans l'ensemble, ce numéro positionne les relations école-famille comme une dimension clé de la professionnalisation enseignante ainsi que d'environnements éducatifs plus équitables et durables.

Jha, S., List, J. A., Royer, R. C., & Samek, A. (2026a). **Latent Human Capital: How Early Investments in Parents Buffer Against Future Schooling Shocks**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35851.html
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.

Jha, S., List, J., Royer, R. C., & Samek, A. (2026b). ***Latent Human Capital: How Early Investments in Parents Buffer Against Future Schooling Shocks*** (Working paper N° 35851). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35851
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.

Jouzeau-Kraeutler, C. (2026). **« Faire de la coéducation ? » : Redonner du sens au métier d'enseignant.e en coopérant avec les familles en classe**. *Phronesis*, *15*(HS2), 134-154. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-134
La recherche vise à apporter une réponse positive à l'expression de la souffrance au travail d'enseignantes. Elle présente la transformation d'un accompagnement entre pairs, qui se mue en un dispositif de formation. La rédaction s'appuie sur le narratif des enseignantes, le journal de bord de l'enseignante-chercheuse, sur des questionnaires et des entretiens menés a posteriori. Les premiers résultats de cette enquête exploratoire mettent en évidence le sentiment d'une absence de reconnaissance des enseignantes, que la mise en place des ateliers menés par les familles vient compenser. « Faire de la coéducation » leur permet d'acquérir une meilleure connaissance des familles, de leur porter un autre regard, de changer de posture et de retrouver du plaisir.

Kechichian, S. (2026). **Périscolaire d'en haut, périscolaire d'en bas : L'animation face à des publics contrastés**. *Agora débats/jeunesses*, *104*(3), 76-92. https://doi.org/10.3917/agora.104.0076
À partir d'une enquête ethnographique menée dans deux accueils de loisirs socialement opposés, l'un situé dans un quartier populaire, l'autre dans un quartier bourgeois, l'article montre que les pratiques d'encadrement, loin d'être indifférentes aux différences sociales, contribuent à produire des expériences enfantines inégales. Il met ainsi en évidence l'existence d'un « périscolaire d'en bas » visant à corriger des déficits présumés et d'un « périscolaire d'en haut » destiné à répondre aux désirs des enfants considérés comme autonomes. Il montre que ces formes différenciées de socialisation participent à la reproduction des inégalités sociales en renforçant, selon les cas, le sentiment de contrainte ou le sentiment de légitimité des enfants.

Kreiner, C., Bingley, P., & Serena, B. (2026). ***Socioeconomic Inequality in Longevity: A Multidimensional Approach*** (Working paper N° 26234). Consulté à l'adresse ROCKWOOL Foundation Berlin (RFBerlin) website: https://EconPapers.repec.org/RePEc:crm:wpaper:26234
Socioeconomic inequality in longevity is typically measured using a single indicator, such as education or income. When indicators are imperfect proxies for socioeconomic status, this approach understates inequality. Using multiple indicators can improve measurement by better capturing latent socioeconomic status. We combine education, income, occupation, wealth, and IQ scores using machine learning. Using Danish population-wide data spanning 40 years, we estimate life expectancy at age 40 for the 1942-44 birth cohorts. Individuals at the top of the socioeconomic distribution live nearly 25 years longer than those at the bottom. The estimated gradient is 50-150% steeper with multiple indicators.

Laouedj, A. ***Transparence, l'équité et l'information dans l'accès à l'enseignement supérieur***. , Pub. L. No. 109 (2026). https://www.senat.fr/dossier-legislatif/ppl26-109.html

proposition de loi visant à renforcer la transparence, l'équité et l'information dans l'accès à l'enseignementsupérieur

Le Bec, M. (2026). **Entre violence et désir, une analyse de la performativité de la parole dans les échanges École/Famille en contexte inclusif**. *Phronesis*, *15*(HS2), 226-243. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-226
L'étude analyse le rôle de l'adresse et les effets de la parole dans la relation École/Famille au sein de l'École inclusive, en s'appuyant sur la performativité (Austin, 1962). Depuis la loi du 11 février 2005 et l'école inclusive française, la collaboration entre familles et Éducation Nationale s'est renforcée, mais demeure traversée par des contradictions organisationnelles et professionnelles qui compliquent le dialogue. Fondée sur des entretiens semi directifs auprès d'enseignants, de parents, de cadres et de professionnels du spécialisé, l'enquête montre que les échanges sont souvent vécus comme violents. Les rapports de domination entre discours médical, scolaire et juridique génèrent souffrance, sentiment d'illégitimité et impression d'impuissance chez les acteurs. Ces tensions entravent la performativité du discours inclusif, malgré une volonté partagée d'accompagnement. Quelques situations, plus rares, témoignent toutefois de relations apaisées et constructives.

Le, C., & Phan, A. N. Q. (2026). **As Steady as Little Streams: Asian Female Doctoral Students Navigating Taboos in U.S. Higher Education**. *Higher Education Quarterly*, *80*(4), e70177. https://doi.org/10.1111/hequ.70177
This study explores the unspoken and stigmatized experiences—taboos—encountered by five Asian women pursuing doctoral degrees in the United States. Using a merged methodology of autoethnography and narrative inquiry, the paper places the first author's self-reflected narrative next to the stories of four other female doctoral graduates originally from Vietnam, China, Malaysia and Indonesia, spanning disciplines in education, chemistry and biotechnology. Through these reconstructed narratives, the study reveals how cultural expectations, gendered norms and institutional pressures contribute to silences around emotional struggle, academic failure, mental health and identity negotiation. Informed by intersectionality as a theoretical framework, the research highlights how these women navigated doctoral life at the intersection of multiple margins while struggling to articulate taboos related to time, place and institutional resistance. The study attempts to disrupt dominant discourses of academic success by centring voices often rendered invisible and to advocate for more compassionate, culturally responsive doctoral education.

Lee, S. (2026). **Revisiting the Immigrant Paradox in Early Academic Achievement: A Comparison of Kindergarten Cohorts from 1998 to 2010**. *Population Research and Policy Review*, *45*(5), 53. https://doi.org/10.1007/s11113-026-10035-1
The immigrant paradox in education refers to the empirical finding that immigrant children often outperform similar native-born students academically. Scholars have attributed this paradoxical phenomenon to a combination of observable and unobservable factors, such as strong family and community support, high parental expectations, and a strong emphasis on educational values. Some researchers have argued that these characteristics reflect positive migration selection, that immigrants self-select into migration and tend to possess traits that differ from their native-born population, which in turn contribute to their children's academic success. Previous research has documented the existence of immigrant paradox in reading achievement using data from a kindergarten cohort in 1998. However, considering the changes in socio-political

landscape since then, the migration selectivity of immigrants in the United States may have shifted. This study used data from the Early Childhood Longitudinal Study to examine whether the immigrant paradox in early reading and math achievement, measured as mean level differences at each time point and achievement growth across grades, persisted across two kindergarten cohorts in 1998–1999 and 2010–2011. The findings confirmed the presence of the immigrant paradox for the 1998 cohort, but results were mixed for the 2010 cohort. This suggests that the immigrant paradox in early academic achievement is not a consistent phenomenon over time but rather varies depending on how children's achievement is interpreted. These findings suggest a need for continued research into the mechanisms shaping immigrant children's academic outcomes and how evolving socioeconomic conditions and immigrant population composition affect the persistence of the immigrant paradox.

Legette, K. B., & King, E. (2026). **Preschool teachers' emotions relate to racialized perceptions of Black and White children's behaviors**. *Social Psychology of Education*, *29*(1), 130. https://doi.org/10.1007/s11218-026-10301-2
Through a mixed-methods approach, the current study examined preschool teachers' feelings about and perceptions of children's non-compliant behaviors, their assessments of children's behaviors by child race, and their acknowledgement of racial inequity in classrooms. Teachers reported emotional responses to child behavior (via vignettes and interviews) and reported their perceptions of the behavior as severe, representative of a behavioral pattern, and inappropriate. Results indicate that teachers described being frustrated, angry, and overwhelmed in response to children's non-compliance. Additionally, findings indicate that racialized perceptions related to teachers' emotions; when teachers reported feeling frustrated or concerned, the association between frustration, concern and perceived severity of the behavior was stronger for Black compared to White children. We found a discrepancy between teachers' emotional responses to children's behaviors (quantitative data) and what they described in interviews, such that teachers were unlikely to acknowledge racial inequity or describe differential perceptions of children's behavior by child race. Results indicate a need for greater attention to teachers' racial biases in behavior management.

López, N., & Paul Midyett, A. A. (2026). **Ask Not What Your University Can Do for You: Student of Color Political Learning and Engagement at Minority-Serving and Emerging Campuses**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2749237
In an era of CRT bans and university neutrality, democracy demands active civic engagement among college students. Scholars have called for a deliberate approach to political learning in higher education, focusing on how campus environments shape it. However, our understanding of how campus environments influence the political engagement of students of color, particularly during this turbulent political moment, is limited. Therefore, this study examined how a culturally engaging campus environment affects the political learning and engagement of students of color at four Minority Serving or Emerging Institutions. Findings were organized by the servingness typology of producing and serving, as all campuses had high voting rates, a proxy for political engagement, but may not have had high cultural reflection. The themes point to the importance of faculty of color in role modeling how to engage in civil discourse about contentious topics, students' motivation to become politically engaged through cultural familiarity, and how feelings of disregard by the administration led students at producing campuses to go off campus to learn and engage politically, whereas students at serving institutions engaged with their administration and as part of the student government.

Louka, A. A. (2026). **L'école primaire, entre unité républicaine et différenciation des territoires**. *Administration & Éducation*, *191*(3), 73-80. https://doi.org/10.3917/admed.191.0073
Les mutations contemporaines questionnent la gouvernance de l'école primaire française, construite historiquement sur une articulation étroite entre l'État et les communes. Si cette double chaîne de pilotage constitue un atout pour concilier égalité républicaine et adaptation aux contextes locaux, elle révèle aussi les limites d'un système riche mais peu structuré et invite à interroger les conditions d'une meilleure cohérence territoriale. Il est proposé de dépasser une logique d'empilement en structurant l'action autour de mutualisations graduées et d'un cadre stratégique partagé à l'échelle des territoires. L'enjeu est de concilier unité républicaine et différenciation territoriale, dans une perspective à la fois opérationnelle et démocratique.

Master, A., Lee, K., Sharmin, S., Tang, D., Meltzoff, A. N., & Cheryan, S. (2026). **It doesn't always have to be this way: promoting girls' interest in STEM through growth mindsets and structural explanations of gender differences**. *Social Psychology of Education*, *29*(1), 113. https://doi.org/10.1007/s11218-026-10294-y
Gender gaps in motivation for STEM fields emerge at an early age and generally persist as children become older. Viewing these gender differences in motivation as malleable rather than fixed or inherent may reduce stereotyping and promote girls' motivation in STEM. The current paper reports findings from two preregistered experimental intervention studies. These interventions targeted girls' beliefs about stability (Study 1) and external attributions for gender differences (Study 2). Study 1 (N = 381) examined whether a growth mindset intervention could increase Grade 6 and 8 students' motivation for computer science. There was some evidence that girls in the intervention condition reported higher motivation on some outcomes, and exploratory findings further confirmed the importance of girls' motivational beliefs. Study 2 (N = 220) examined whether teaching 11- and 12-year-old girls about external, structural explanations for gender differences could influence their interest in a novel STEM activity. Exploratory results showed that structural explanations dampened gender stereotypes and also promoted belief in the malleability of STEM interest; effects on girls' motivation were not found. Beliefs that interest and abilities in STEM are malleable may be helpful but not sufficient to foster girls' own motivation in STEM.

Mayeko, T., Allain, C., & Couëdon, I. (2026). **Promouvoir l'égalité à l'école : ce que révèle l'expérience d'un observatoire et d'un groupe académique**. *Administration & Éducation*, *190*(2), 51-57. https://doi.org/10.3917/admed.190.0051
Pour mieux comprendre la masculinisation de la filière STAPS, observée dans l'académie de Rennes comme sur le territoire national, un observatoire académique a été créé en 2018. Bien que celui-ci n'ait pas été pérennisé, ses travaux ont nourri, à partir de 2022, la constitution d'un groupe académique interdisciplinaire dédié à la lutte contre les inégalités. Ce collectif a développé des outils d'analyse, des actions de formation et des partenariats institutionnels ayant pour objectif de décrire les mécanismes ordinaires de production des inégalités. L'article revient sur cette expérience académique en montrant comment une articulation entre recherche, pilotage et formation peut soutenir une transformation raisonnée des pratiques professionnelles en faveur de l'égalité à l'école.

Meki-Kombe, C., & Tsephe, L. (2026). **Unveiling the Unspoken: Taboos in Doctoral Education – Perspectives From Zambia and South Africa**. *Higher Education Quarterly*, *80*(4), e70176. https://doi.org/10.1111/hequ.70176
This study explored the under-researched phenomenon of taboos in doctoral education within the unique contexts of Zambia and South Africa. Guided by three core objectives, the research aimed to: (1) systematically identify specific taboos related to research topics, methodological biases, and supervisory power dynamics; (2) analyse their effects on students' mental health, academic performance, and innovation; and (3) develop student-centred recommendations for reform. Employing an interpretive phenomenological design, the study collected data through semi-structured interviews and, for participants who were unavailable for a live interview, open-ended Google Form questionnaires structured around the same interview guide, with 35 doctoral students (30 from Zambia, 5 from South Africa) from diverse disciplines. Data were analysed using interpretive thematic analysis, drawing on Bourdieu's concept of symbolic violence and a postcolonial critique to frame the findings. Key findings revealed that taboos in doctoral education function as systemic control mechanisms, including the prohibition of challenging supervisors, institutional silencing of complaints, enforced concealment of struggle, and gendered stigmas. The impact of these taboos is severe, manifesting as epistemic constriction (suppression of critical inquiry), psychological distress (isolation, anxiety), and systemic academic delays. Participants advocated for structural transformations, including mandatory training on power dynamics, safe channels for reporting misconduct, and a shift towards supervisory partnerships informed by principles like ubuntu. The study concludes that these taboos perpetuate colonial hierarchies and stifle intellectual decolonization, necessitating urgent institutional action to create supportive, equitable, and intellectually liberating doctoral environments. This study contributes to doctoral supervision literature by demonstrating how addressing these taboo-laden dynamics is essential for decolonizing supervisory practice and fostering a culture of openness and accountability. Future research should investigate policy effectiveness and the manifestation of taboos across other contexts and disciplines.

Molénat, X. (2026, octobre 21). **Dans les lycées de Seine-Saint-Denis, une offre scolaire rétrécie**. Consulté 22 octobre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/dans-les-lycees-de-seine-saint-denis-une-offre-scolaire-retrecie_21-10-2026
Moins de lycées et d'enseignants, une offre pédagogique bien en deçà de celle de Paris et des Hauts-de-Seine : en Seine-Saint-Denis plus qu'ailleurs, les inéga…

Moreira, C. H., Puller, S., & Umosen, I. (2026). ***Transportation as a Barrier to Education Access: Evidence from Chicago Public Schools*** (Working paper N° 35915). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35915
School choice can weaken the link between residential neighborhood and educational opportunity only if students can reach the schools available to them. We study school choice in Chicago, where high schoolers can choose among schools throughout the city but generally rely on public transit, making the structure of the transit network a key determinant of opportunity. Using student-level rankings and public transit travel times, we document two systematic patterns: Black students are less likely to rank top-rated schools first and face longer public transit times to such schools. We estimate a discrete choice model to separate the value placed on schools from the costs of reaching them. We find that high schools vary substantially in how they are

valued and that there is a high degree of agreement across racial groups in their relative ranking. However, transit times vary significantly across neighborhoods, generating racial differences in demand for top-rated schools. Counterfactually, giving Black students the travel times of white students increases demand for top-rated schools by 23 percentage points. Finally, we identify underserved neighborhoods where public transit access constrains demand and quantify how targeted bus service would increase demand for high-quality schools. Our counterfactuals quantify how transportation expands school access.

Moro, I. (2026). ***Devenir cheffes d'établissement scolaire: enjeux et défis de parcours marqués par le genre***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/devenir-cheffes-detablissement-scolaire/82681?srsltid=AU7gw4Wt6myb4J7t2ng8EQsBVN0lpPw1-N671-NGavvSYj6gPFUIejFx
«Mais qui va garder vos enfants?»Cette question, posée en 2022 à une enseignante postulant à un poste de faisant-fonction de personnel de direction, illustre les obstacles auxquels les femmes peuvent être confrontées lorsqu elles aspirent à des postes à responsabilités dans l Education nationale. Ce livre explore les mécanismes de sélection des personnels de direction dans le cadre d un concours, révélant les inégalités persistantes entre hommes et femmes dans ce domaine. À travers son étude, l autrice interroge la notion de «corps genré».L ouvrage analyse les comportements genrés, les stéréotypes sociaux, et l impact de la famille sur les choix de carrière. Il propose une réflexion sur la manière dont la division du travail et les attentes sociales influencent l accès à des fonctions traditionnellement dominées par les hommes.À travers une enquête qualitative et une analyse située, cette étude sociologique met en lumière la lente évolution des pratiques et de la perception du genre dans le milieu de l éducation et de la direction scolaire, tout en appelant à une remise en question des modèles existants. Un ouvrage important pour comprendre les enjeux de la féminisation des métiers de direction et la manière de penser un concours plus égalitaire

Ndiaye, A. (2026). **Relation École-Famille : Le coenseignement parent-enseignant comme levier d'innovation pour le bien-être et l'agir professionnel**. *Phronesis*, *15*(HS2), 192-208. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-192
Dans un contexte de fragilité persistante des relations École-Famille, cette étude de cas exploratoire examine le coenseignement parent-enseignant comme dispositif de collaboration éducative. Conduite dans une école franco-ontarienne, elle mobilise la méthodologie CRITICA comme cadre d'analyse réflexive d'un projet pilote réunissant huit parents, une enseignante et quatre-vingts élèves. Les résultats mettent en évidence des mécanismes de mise en dialogue des savoirs, de redéfinition des rôles éducatifs et d'ajustement des pratiques en situation. Ces résultats, interprétés comme preuve de concept, invitent à tester les conditions de transférabilité et les effets du dispositif dans d'autres contextes éducatifs.

Norwood, B., & Johnson, S. R. (2026). **Breakfast of champions: universal free breakfast, student conflict, and test scores in Texas schools**. *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2739611
We investigated the relationship between test scores and discipline outcomes in Texas public schools when schools participated in the Universal Free Breakfast Program (UFB). Using a panel dataset from two administrative sources in Texas, we examine the effects of UFB on violence, substance abuse, truancy, and other classroom incidences spanning school years 2011/2012–2016/2017. By utilizing fixed effects models, a staggered difference in differences model, and a

fuzzy regression discontinuity design, we find schools that offer UFB experience higher test scores and reduced conflict outcomes helping their students achieve better outcomes while also increasing their funding from lower truancy rates in high schools.

Pacca, A., Giordano, G., Kronegger, L., & Merico, M. (2026). **Friendship networks in high schools: an ERGM-multilevel meta-analysis of educational choices and social inequalities**. *L'Année sociologique*, *76*(2), 65-86. https://doi.org/10.3917/anso.262.0065
This study analyzes friendship networks in high schools using ERGM models and multilevel meta-analysis, computed at the province and school levels. The analysis focuses on the structural mechanisms of networks; specifically, reciprocity, the tendency to form small clusters, and homophily according to students' family background. Network characteristics are analyzed in relation to students' attitudes toward continuing their studies after high school. The results indicate that endogenous mechanisms, including reciprocity and triadic closure, strongly characterize friendship networks in classrooms. Network structure is linked to family background among students who remain undecided or intend to continue their studies, indicating that the endogenous mechanisms shaping these relationships overlap with the constraints imposed by social inequalities.

Papazian-Zohrabian, G., Mamprin, C., Miljus, M., & Montesano, G. (2026). **Le bien-être psychologique des parents immigrants mis à rude épreuve par certains types de relation École/Famille : comprendre le phénomène pour le prévenir**. *Phronesis*, *15*(HS2), 46-68. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-46
Les parcours migratoires, souvent marqués par des ruptures et des défis d'adaptation, peuvent fragiliser la santé mentale des jeunes immigrants et de leur famille. Dans ce contexte, les relations entre l'école et les familles immigrantes (EFI), particulièrement celles en situation de vulnérabilité, jouent un rôle fondamental. Cette étude qualitative vise à détailler, dans une perspective systémique, l'influence des EFI sur le microsystème familial et le bien-être des personnes impliquées. À partir de quatre études de cas où ces relations ont été difficiles, des pistes sont proposées pour adapter les services offerts, en tenant compte de l'histoire et de la singularité de chaque famille.

Pavese, C., Meulen, S. ter, & Woessmann, L. (2026a). ***Integrated vs. Separated Schooling for Refugee Children: Long-Term Effects on Education and Assimilation*** [Working paper]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: https://EconPapers.repec.org/RePEc:cge:wacage:826
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.

Pavese, C., Meulen, S. ter, & Woessmann, L. (2026b). ***Integrated vs. Separated Schooling for Refugee Children: Long-Term Effects on Education and Assimilation*** (Working paper N° 588). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: https://EconPapers.repec.org/RePEc:rco:dpaper:588
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.

Pezeu, G. (2026). **Silence ou indifférence : la mixité n'est pas un sujet pour l'égalité**. *Administration & Éducation*, *190*(2), 15-21. https://doi.org/10.3917/admed.190.0015
Envisager la mixité comme une contribution à la démocratisation scolaire au sens où elle créerait davantage de liberté et d'égalité dans le monde scolaire n'a jamais constitué un objectif dans le monde scolaire de la seconde moitié du vingtième siècle. Dans les faits, la gestion des effectifs nombreux et croissants d'élèves de la période du baby-boom n'a pas été pensée en termes d'inclusion de la population féminine ni de mélange des deux sexes. Cet impensé pédagogique relève plutôt d'un « non-sujet »

Preuß, J. S., Zimmermann, J., & Jonkmann, K. (2026). **The development of expectations and value beliefs among international students in Germany over the study course: Effects of sociodemographic characteristics, subject groups and their intersectional interplay**. *Social Psychology of Education*, *29*(1), 121. https://doi.org/10.1007/s11218-026-10241-x
A differentiated understanding of the motivational trajectories of international students in Germany is crucial to support their study success. Drawing on the Situated Expectancy-Value Theory (SEVT), we investigated the development of international students' expectations and value beliefs over the study course. We also investigated interindividual differences in developmental trajectories by gender, subject group (STEM/non-STEM), parental academic background, students' cultural background and their intersectional interplay. We used (conditional) latent growth curve models (LGCM) with data of N = 1,486 international bachelor students from a panel study among international students in Germany with five measurements from their first to their fifth semester. The LGCMs showed small linear increases in study-related language skills and costs but small linear decreases in the other value components. Academic self-efficacy revealed a non-linear change pattern. Conditional LGCMs pointed to motivational differences between STEM versus non-STEM students and between first- and continuous-generation students. Most findings described motivational differences by the students' cultural background (i.e., region of origin), particularly, all students from regions outside Western Europe experienced higher costs and lower study-related language skills at the start of their studies, which mainly persisted over the study course. The findings offer a differentiated understanding of

the long-term motivational trajectories in the heterogeneous group of international bachelor's students in Germany and provide indications for tailored interventions to support their study motivation and success.

Psychologie sociale des inégalités: perceptions, causes et conséquences. (2026). Consulté à l'adresse https://www.dunod.com/sciences-humaines-et-sociales/psychologie-sociale-inegalites-perceptions-causes-et-consequences
Sous toutes leurs formes, les inégalités, c'est-à-dire la distribution inégale des ressources matérielles (par exemple l'argent), culturelles (par exemple l'éducation) et relationnelles (par exemple le réseau professionnel), ont constitué un enjeu majeur et récurrent tout au long de l'histoire humaine. Ces inégalités, qui peuvent impacter les individus en fonction de diverses caractéristiques (leur origine sociale ou migratoire, leur genre, leur orientation sexuelle, leur âge, leur situation de handicap, etc.) représentent encore aujourd'hui un défi scientifique et sociétal central, et soulèvent d'importantes questions. Comment les inégalités se construisent-elles ? Comment les êtres humains y font-ils face au quotidien ? Quelles sont les conséquences pour leurs pensées, leur bien-être psychologique et physique, leurs comportements, mais aussi pour le fonctionnement collectif des institutions et des démocraties ? Dans cet ouvrage collectif, des spécialistes francophones synthétisent des travaux scientifiques récents en psychologie sociale qui permettent de mieux saisir les répercussions psychologiques et sociales des inégalités dans différents domaines de la vie sociale (école, travail, santé, espace public, vote, etc.). L'approche scientifique exposée ici permet de prendre de la distance par rapport aux controverses idéologiques que ce thème suscite et, grâce aux données empiriques et aux théories actuelles, de démêler ce qui relève du mythe et de la réalité. Ce livre offre ainsi au lecteur des repères solides pour comprendre comment les inégalités s'inscrivent dans les esprits, les relations sociales et les institutions, et pour envisager, au-delà du constat, des pistes de réflexion et d'action

Racana, D. (2026). **Une socialisation genrée à l'école maternelle ?** *Administration & Éducation*, *190*(2), 67-73. https://doi.org/10.3917/admed.190.0067
Bien que présentée par les mouvements « anti-genre » comme un espace central de la politique d'égalité des sexes, l'école maternelle occupe en réalité une place marginalisée dans les textes officiels liés à ces enjeux. À partir d'une analyse des prescriptions et d'une enquête menée auprès du personnel enseignant, cet article interroge la place des stéréotypes et du processus de socialisation genrée des élèves à l'école maternelle. Les résultats montrent que, loin de remettre en cause les normes de genre, les pratiques professionnelles contribuent majoritairement à leur maintien, tant dans les représentations enseignantes des élèves que dans les interactions en classe.

Roiron, C. (2026). **Prendre au sérieux les inégalités de genre dans l'institution scolaire**. *Administration & Éducation*, *190*(2), 23-30. https://doi.org/10.3917/admed.190.0023
Les inégalités entre les filles et les garçons persistent dans le système scolaire et procèdent largement des stéréotypes de genre. Ceux-ci influent sur les résultats des élèves filles et garçons, leurs choix d'orientation, mais aussi sur le contenu des savoirs transmis et leur enseignement. Ils contribuent aux violences sexistes et sexuelles, présentes dans notre école. Néanmoins, sous la pression accrue de l'opinion publique et de scandales médiatisés, le système scolaire a pris conscience de ces enjeux. De nouvelles politiques ont peu à peu vu le jour dès 2015 pour promouvoir l'égalité, notamment la première circulaire sur ce sujet, suivie de la création du réseau des référents égalité en établissements en 2018, la labellisation des établissements en

2022, puis, plus récemment en février 2025, la publication des premiers programmes d'EVAR/EVARS, ainsi que le plan Filles et maths en mai 2025.

Sáinz, M., & López, B. S. (2026). **Shaping adolescents' gendered stereotypes of scientists through the enactment of communal goals**. *Social Psychology of Education*, *29*(1), 112. https://doi.org/10.1007/s11218-026-10279-x
Drawing on role congruity theory the present mixed-method research analyzes whether respondents are equally likely to perceive male and female scientists as prompting that science includes opportunities to work with or help others (communal versus independent condition) and its impact on their attitudes towards science. A sample of 399 secondary students (mean age = 16 years) participated. In the first part of the study, the responses to the open-ended question regarding students' portrayals of scientists suggest that features associated with scientists were depicted as communal. Females used more feminine references to describe scientists. In the second part of the study, students exposed to male and female scientists depicted as communal increased beliefs that science afford communal goals and reported a higher science positivity. The implications of congruity between stereotypes about scientists and about women in the promotion of gender equality in scientific careers among adolescents are discussed.

Sanchez, C., Brigaud, E., Moliner, P., & Blanc, N. (2026). **The development of social representations of school and the ideal school among French elementary school children**. *Social Psychology of Education*, *29*(1), 106. https://doi.org/10.1007/s11218-026-10275-1
Despite decades of educational reforms in France, children's perspectives remain largely absent from discussions about school functioning. Drawing on social representations (SRs) theory and a developmental approach, this study investigated how 492 French elementary school children (Grades 1, 3, and 5) represent "school" and the "ideal school" through hierarchical free-association tasks. Structural and lexicographic analyses revealed three main findings. First, representations of school follow a non-linear developmental trajectory. Grade 1 students predominantly evoke concrete activities and foundational learning (e.g., play, read, write), whereas Grade 5 students emphasize relational and institutional aspects (e.g., friends, teacher, learning). Grade 3 shows a transitional profile characterized by a lower proportion of original (hapax) associations and a more convergent, normative representation. Second, representations of the ideal school exhibit a distinct developmental pathway: Grade 1 students mobilize mainly playful and imaginary elements, Grade 3 produces the most original corpus (highest proportion of hapax), and Grade 5 students increasingly refer to pragmatic improvements related to school life and learning conditions (e.g., more recess, shorter days, fewer evaluations). Third, children report talking about school more frequently with their parents than with their peers. Taken together, these findings highlight distinct developmental dynamics in real and ideal school representations and underscore the importance of children's perspectives for understanding how school is construed across the elementary school years.

Sayac, N. (2026). **L'égalité en mathématiques : une question de genre ?** *Administration & Éducation*, *190*(2), 75-81. https://doi.org/10.3917/admed.190.0075
La question de l'égalité en mathématiques et celle des différences de performances entre les filles et les garçons sont immanquablement liées aux stéréotypes de genre qui circulent dans notre société et dans la sphère scolaire. Pour tenter de comprendre ce qui est en jeu dans ces questions et lutter contre les inégalités qu'elles soulèvent, il faut s'interroger sur la place

qu'occupent les mathématiques dans notre société, sur l'enseignement de cette discipline dans notre système scolaire et sur le rapport aux mathématiques des filles et des garçons.

Schuler, N. (2026). **Are parents' and teachers' mindsets about abilities and failure related to children's mindsets and self-regulated learning?** *Social Psychology of Education*, *29*(1), 116. https://doi.org/10.1007/s11218-026-10293-z
Children's beliefs about abilities shape their learning. Although a growing body of research has examined whether parents' and teachers' beliefs are related to children's beliefs and learning, very few studies have considered parents, teachers, and children simultaneously. Moreover, existing studies present mixed findings. Addressing this gap can clarify whether parents' and teachers' beliefs relate differently to children's beliefs and learning. This study used structural equation modeling to analyze data from 757 children, their parents and teachers. Results showed that parents' mindsets about abilities predicted children's mindsets about abilities, while teachers' mindsets about abilities did not. However, children's perceptions of parents' and teachers' failure mindsets were linked to children's beliefs and self-regulated learning. Although these findings highlight that adults' beliefs relate differently to children's beliefs and learning, they underscore the importance of cultivating growth-oriented environments both at home and school, where failure is framed as a valuable opportunity for learning.

Sécher, B. (2026). **Inspectrices et cheffes d'établissement : une féminisation entre accompagnement symbolique et évolution des pratiques du pouvoir ?** *Administration & Éducation*, *190*(2), 31-39. https://doi.org/10.3917/admed.190.0031
La féminisation progressive des fonctions d'encadrement scolaire invite à interroger simultanément les transformations effectives du leadership dans un système historiquement structuré par des normes masculines. Si les travaux récents mettent en évidence une convergence entre l'essor de modèles plus distribués, pédagogiques et inclusifs et l'accès accru des femmes aux responsabilités, ces évolutions demeurent contraintes par des structures organisationnelles et culturelles largement inchangées. En France, l'accompagnement des carrières féminines reste marqué par des décalages persistants, qui relèvent de processus sociaux et institutionnels construits.

Senar, F., Delgado-Durán, A., Janés, J., & Lapresta-Rey, C. (2026). **Preparing teachers for cultural diversity: how interethnic contact shapes acculturation preferences in pre-service teachers**. *Social Psychology of Education*, *29*(1), 118. https://doi.org/10.1007/s11218-026-10283-1
Initial teacher education increasingly aims to equip future teachers for diverse classrooms, where acculturation expectations guide inclusive pedagogical responses, yet their psychological bases remain under-specified. Anchored in Berry's acculturation theory and intergroup contact frameworks, this study examined whether interethnic contact with Moroccan and Latin American groups is associated with endorsement of students' heritage-culture maintenance and host-culture adoption, and whether perceived enrichment and conflict account for these associations. A sample of 506 pre-service teachers in Catalonia participated in the study. Cluster analyses identified four expectation profiles per target group, compared on contact and appraisals; mediation models tested indirect pathways to maintenance and adoption. Higher contact distinguished integrationist from assimilationist profiles and was associated with stronger support for heritage-culture maintenance, partly through enrichment appraisals; no comparable effects emerged for host-culture adoption, while conflict-related pathways were limited to the Moroccan target group. Findings support including structured positive contact and reflective

coursework on diversity and acculturation within teacher education to strengthen intercultural competence and inclusive decision-making in increasingly diverse educational settings.

Siddiqui, N., & Gorard, S. (2026). **Segregation Between English Schools: What Has Changed (Or Not) from 2007 to 2024?** *British Journal of Educational Studies*, *74*(5), 665-685. https://doi.org/10.1080/00071005.2026.2648993
The segregation of pupils between schools has long been a concern for the English school system. Various policies have been implemented to try and reduce segregation due to poverty and its associated challenges. This paper presents evidence on the extent of changes in segregation patterns 2007–2024, drawing attention to key education policies introduced during this period. Our analysis covers socio-economic and ethnic segregation across all state-funded schools, based on school-level pupil characteristics from the annual school census. Our focus is on indicators of Free School Meals eligibility (FSM) and pupils' ethnic group. Both indicators show similar patterns of declining segregation since 2007, with more marked changes after 2011. During this time, the prevalence of FSM eligible and from minority ethnic groups has increased. There is a strong negative correlation between prevalence of any characteristic and its segregation. For FSM prevalence the correlation with segregation is −0.7 and for ethnic minorities −0.6. Notably, the downward trend in segregation by poverty cannot be explained solely by changes in prevalence. One possible explanation is the universal implementation of Pupil Premium funding from 2011, which financially incentivised schools to enrol FSM pupils, making economically disadvantaged intakes more attractive, so reducing clustering by deprivation.

Sin, C., Zayim-Kurtay, M., Kéri, A., Kaya-Kasikci, S., Kondakci, Y., Bryla, P., … Perez-Encinas, A. (2026). **Systematic Review of the Global Patterns and Determinants of International Student Mobility**. *Higher Education Quarterly*, *80*(4), e70169. https://doi.org/10.1111/hequ.70169
This systematic literature review synthesizes and analyses a corpus of 140 studies on the size and flows of international student mobility (ISM), as well as its determinants. The review confirms a consistent global increase in international students, albeit experienced differently in terms of magnitude by certain regions and countries. However, it also shows how ISM is decentralizing and diversifying, diluting the traditional East–West flows against the acceleration of regional mobility and the emergence of hubs. While criticizing the incomplete theorisation of ISM research, the review combines the push-pull factor approach with an examination of individual factors to analyse determinants. Findings show that individual factors and push factors have been under-researched compared to pull factors. Individual factors foreground students' agency, as these are not simply reactive to external conditions when making decisions. Despite limitations, such as sampling methods or data availability and comparability, the review captures state-of-the-art knowledge on ISM and suggests future research avenues. Its findings have direct implications for institutional strategy and national policymaking.

Small, P. A., Eshetu, M., Kangriwala, D., Kwafo, H., Lui, J., & Kamelian, A. (2026). **The Illusion of Equality: How Meritocracy Endorsement Reinforces Socioeconomic Disparities in Education**. *Social Psychology of Education*, *29*(1), 131. https://doi.org/10.1007/s11218-026-10296-w
Meritocratic ideology is firmly woven into the fabric of American society. Evaluating student achievement under the guise of meritocratic principles reinforces the belief that all students have equal opportunities to succeed regardless of their background. For many, the educational system is not meritocratic. For example, lower socioeconomic status (SES) has been linked to lower academic achievement and delayed academic progress. In the first three studies, we

examined how various SES indicators influence attributions for, predictions about, and recommendations regarding student performance. Study 1 found that strong meritocracy endorsers blamed a student's poor performance on internal characteristics such as work ethic and talent regardless of whether the school they attended had ample or deficient resources. In Study 2, participants acknowledged non-meritocratic factors when judging high-performing students, with attributions varying as a function of school resources. Study 3 demonstrated that despite recognizing resource barriers, meritocracy endorsers favored high-SES students in admissions decisions. In Study 4, a brief educational intervention reduced the tendency to rely on meritocratic-based attributions when making judgments about a student's poor performance. These findings suggest that highlighting structural inequities can modify perceptions of student success, potentially mitigating meritocratic biases that disadvantage low-SES students.

Smith, A., Flores-Lagunes, A., & Zhu, M. (2026). ***Gender Differences in the Returns to Double Majoring: A Case of Signaling?*** [Working paper]. Consulté à l'adresse U.S. Census Bureau, Center for Economic Studies website: https://EconPapers.repec.org/RePEc:cen:wpaper:26-60
Over 15 percent of college graduates in the United States graduate with more than one major. While much research exists on the returns to different individual majors, less is known about the causal effects of double majoring. This study provides novel estimates on the returns to those who choose to double major as an undergraduate. We improve on previous studies that rely on controls for observable characteristics by addressing selection concerns in two notable ways. First, we control for institution-specific differences that may influence both the decision to double major and subsequent earnings using proprietary data by including institution fixed effects. Second, we adopt a partial identification approach to address non-random selection into double majoring within institutions. Results broadly align with estimates from prior studies at the aggregate level, but reveal notable gender differences not previously detected. Women experience an earnings return to double majoring of approximately 5 percent, while the return for men is statistically negligible. Our analysis suggests that this discrepancy is consistent with double majors serving as a signaling effect in the labor market, which may help offset the gender pay gap.

Taous, T. (2026). **Féminin, masculin, neutre dans la langue française : contribution à l'histoire du genre grammatical**. *Administration & Éducation*, *190*(2), 59-66. https://doi.org/10.3917/admed.190.0059
Cet article offre un tour d'horizon sur l'histoire du genre grammatical dans la langue française, en partant des premières grammaires du français (xvie siècle). Si la langue constitue un enjeu de pouvoir et peut refléter les usages et pratiques d'une société, nous mettons en évidence le fait que les premiers grammairiens du français, les « remarqueurs » classiques à leur suite, et les pédagogues du xixe siècle n'auraient pas cherché à faire du masculin le genre dominant et du féminin le genre secondaire. Dans le détail, nous revenons sur l'attribution du genre des noms, l'accord dans les groupes nominaux et la féminisation/masculinisation de mots existants.

Thomas, F. (2026). **Les enfants oubliés de l'aide sociale à l'enfance (ASE)**. *Administration & Éducation*, *191*(3), 131-141. https://doi.org/10.3917/admed.191.0131
La scolarisation des enfants relevant de la protection de l'enfance constitue un enjeu majeur d'égalité des chances et de justice éducative. Marqués par des parcours de vie souvent traumatiques et des ruptures institutionnelles, ces élèves présentent des besoins spécifiques qui

interrogent la capacité de l'école à adapter ses pratiques et à dépasser les logiques sectorielles. À la croisée des politiques éducatives, sociales et sanitaires, l'accompagnement de ces enfants appelle une approche holistique fondée sur la coordination des acteurs. Cette recherche met en lumière les limites d'une gouvernance encore cloisonnée, et analyse les conditions d'émergence d'alliances éducatives et d'une culture commune de la protection de l'enfance. Elle interroge enfin la place stratégique de l'école dans la continuité des parcours et la construction d'une ambition scolaire renouvelée pour les enfants protégés.

UzkuL, S., Çetinkaya, E., & Şallı İdare, F. (2026). **Small stories, big impacts on children; a quasi-experimental mixed methods study on gender roles**. *Social Psychology of Education*, *29*(1), 117. https://doi.org/10.1007/s11218-026-10290-2
Early childhood is a critical period for the formation of gender perceptions, making children's exposure to symbolic and narrative content highly influential. In this context an interactive reading activity titled "Gender-Inclusive Reading Circle" consisting of 25 children's picturebooks presenting gender-inclusive content was developed and implemented over five-week period. The aim of this study is to examine the effect of this reading activity on five-year-old children's perceptions of gender stereotypes. Conducted as a counter-stereotypic intervention, this study employed a complementary mixed-methods approach and followed a partially mixed concurrent equal status design using a single-group pretest–posttest experimental model. The participants were 15 (five-year-old children). Data collection was inspired by the Mosaic approach and included quantitative and qualitative methods. Quantitative data were gathered through the Social Gender Stereotypes Assessment Instrument while qualitative data were obtained through semi-structured interviews and a storybook drawing activity. Findings indicated that after the intervention children developed more flexible and inclusive gender perceptions across domains including toys, occupations, household roles, colors and emotions. Visual thematic analysis also showed greater diversity in character choices, story themes and emotional expressions. However, traditional gender stereotypes persisted partially and changes varied among participants, suggesting that counter-stereotypic picturebooks can be an effective pedagogical tool for reducing gender stereotypes.

Valarcher, A. A., Valérie Cohen, Nicolas Oppenchaim, Marion. (2026, octobre 19). **Le métier de lycéen : souffrance scolaire et salariat**. Consulté 20 octobre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/19/le-metier-de-lyceen-souffrance-scolaire-et-salariat/
En se mobilisant pour de meilleures conditions d'études, les lycéen.nes pointent beaucoup de difficultés que l'on retrouve dans le monde salarié. Cela invite à prendre au sérieux l'idée que les conditions d'étude sont aussi des conditions de travail et à les étudier comme tel. En procédant par analogie, on se donne alors la possibilité de percevoir en quoi l'École reproduit aujourd'hui certaines pénibilités que l'on retrouve dans le monde du travail.

Verkindt, M., Dabestani, M.-N., & Granado, C. (2026). **Et si on écoutait tous les parents ? Une nécessité pour changer nos postures professionnelles**. *Phronesis*, *15*(HS2), 244-258. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-244
L'article porte sur les notions de reconnaissance et de pouvoir d'agir dans le cadre des relations entre école et familles. Ces notions sont travaillées au prisme d'une expérimentation de démarche de croisements des savoirs et des pratiques menées entre parents vivant en situation de grande pauvreté et professionnels de l'éducation nationale sur le territoire lillois. Entrecroisant

empirie et cadre théorique, nous tentons de montrer comment la participation des parents concernés apporte un enrichissement à la formation des professionnels et de même aux parents vivant la précarité qui gagne alors en connaissance de fonctionnement du système scolaire et en considération d'eux-mêmes.

Waghorn, E., & Yelland, N. (2026). **Becoming a Classroom Community: A Reflexive Qualitative Analysis of Year-4 children's Lifeworlds of Teamwork in a Melbourne Primary School**. *British Journal of Educational Studies*, *74*(5), 759-780. https://doi.org/10.1080/00071005.2026.2655752
This article explores how children's everyday lifeworlds shape participation in classroom communities and the development of scholarly habitus. Drawing on a qualitative study in one Melbourne primary school, fifty Year 4 children (aged 9–10) completed 'learning dialogues' across a school week, producing written and drawn reflections on what they looked forward to, how they felt about school, and why these experiences mattered. Reflexive thematic analysis, informed by sociocultural concepts of lifeworlds and habitus, identified two themes: Teamwork (coordination, role-taking, planning talk) and Becoming a community (belonging, transition, and relational warmth). Children consistently linked enjoyment, motivation, and confidence to collaborative experiences such as the 'Christmas Cup.' We argue that dispositions for participation are social accomplishments emerging through routine collaboration within stable classroom ecologies, offering a child-centred account of engagement that complements test-based measures of success.

Wang, X. (2026). **"Am I College Material?": Postsecondary Aspirations and Institutional Barriers Among Young Adults with Intellectual Disabilities**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2749236
This narrative inquiry examines how ten young adults with intellectual disability enrolled in or transitioning toward US postsecondary programs evaluate their aspirations. Grounded in Critical Disability Studies and Strayhorn's socio-ecological theory of belonging, abductive analysis identified three evaluative questions: "Is college for someone like me?", "Can I navigate it?", and "Will it matter for my life?" Participants' accounts suggest that self-doubt and constrained aspirations reflect institutional ableism, including low expectations, compliance-driven accommodations, deficit-oriented faculty attitudes, and limited representation. The study advances three concepts: aspirational belonging, the evaluation of belonging before and during enrollment; aspiration conscription, the institutional redirection of aspirations toward pre-approved outcomes; and epistemic hospitality, a relational orientation recognizing students with intellectual disability as authoritative knowers. These findings suggest that expanding access requires more than legal compliance. Institutions must transform the epistemic, relational, and cultural conditions shaping belonging and recognize students' aspirations and knowledge as central to meaningful inclusion.

Climat de l'école

Boratav, S. (2026). **Les violences sexistes et sexuelle dans l'Enseignement supérieur et la Recherche : avancées, freins et enjeu pour une politique globale**. *Administration & Éducation*, *190*(2), 93-100. https://doi.org/10.3917/admed.190.0093
En quelques années, la lutte contre les violences sexistes et sexuelles (VSS) dans l'Enseignement supérieur et la Recherche (ESR) a évolué d'une gestion peu formalisée à une politique structurée.

À travers le regard transversal de la Conférence permanente des chargé·e·s de mission égalité-diversité (CPED), cet article analyse les avancées réalisées, les freins persistants et les enjeux d'accompagnement des victimes et des auteurs. Il souligne enfin l'urgence d'une formation systématique des acteurs et actrices universitaires et d'un portage politique fort pour transformer les rapports de pouvoir sous-jacents aux VSS.

Brito, R., & Sellman, E. (2026). **Is Mindfulness in Schools 'Dead in the Water'? Teachers' Voices Argue for a More Integrative Approach**. *British Journal of Educational Studies*, *74*(5), 735-757. https://doi.org/10.1080/00071005.2026.2669075
Recent debates within mindfulness in education in the United Kingdom highlight tensions between instrumental and integral approaches. Large-scale evidence from the University of Oxford's MYRIAD project has questioned the effectiveness of school-based mindfulness in preventing adolescent mental health problems, while revealing positive impacts on teachers' wellbeing and school climate. This study adopts a phenomenological and hermeneutic framework to explore teachers' perspectives on how mindfulness can be implemented as an integral educational practice rather than a therapeutic intervention. After initial semi-structured interviews with 15 experienced mindfulness teachers from England and Wales, four in-depth focus groups with six of these participants followed and these data were analysed through reflexive thematic analysis. The findings identify 10 guiding principles for an integral approach, emphasising cultural transformation, the cultivation of mindful attitudes, flexible and evolving curricula, and the prioritisation of adult training and leadership engagement. Participants viewed mindfulness as an educational endeavour fostering compassion, creativity, ethical awareness, and relational flourishing. The discussion situates these insights within broader critiques of neoliberal performativity in education, arguing that mindfulness should be reframed as a pathway toward collective wellbeing and flourishing rather than an individual coping mechanism. Sustainable implementation, therefore, depends on systemic commitment and the cultivation of a culture of care in school communities.

Burdin, C. (2026). **Un entretien heureux entre des parents et des professionnels, c'est possible ? : Comment comprendre les relations École-parents lors d'entretiens individuels et quelles pistes pour la formation ?** *Phronesis*, *15*(HS2), 23-45. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-23
Alors que les relations entre des parents et l'École restent complexes et asymétriques, leurs échanges peuvent-ils être qualifiés d'heureux ? Comment jauger cette relation ? Dans cette contribution, nous nous intéressons à la relation qui se noue entre des parents et des conseillers principaux d'éducation (CPE) ; elle peut être analysée à l'aide de 3 axes (horizontal, vertical, consensus/conflit). Lors de leurs entretiens avec les parents, lorsque l'élève a dérogé aux règles, des CPE mobilisent des schèmes pour agir, notamment pour informer, recadrer, suivre la situation mais aussi pour maintenir une relation satisfaisante avec le parent. Des pistes pour la formation des CPE découlent de cette étude.

Cavignaux-Bros, D. (2026). **Les conditions d'un dialogue à plusieurs voix dans les liens entre travail et formation. Étude, selon le prisme des capabilités, d'un dispositif pensé pour le bien-être de managers**. *Phronesis*, *15*(5), 92-111. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-92
Cet article analyse ce qui se joue dans un séminaire de « ressourcement » destiné à des managers, au prisme de l'approche par les capabilités, théorie du bien-être. Il expose en quoi

ce séminaire peut être qualifié d'espace capacitant, au regard des ressources converties, in situ, et de ses effets ultérieurs. Il interroge les conditions d'émancipation des managers, telles que la mise en capacité à retrouver du temps pour soi, à exercer son pouvoir d'agir et d'oser en contexte de travail, ainsi que les limites de cette mise en capacité au regard du travail décent.

Coignard, J.-M., Tenne, Y., Becchetti-Bizot, C., & Coignard, M. (2026). **Le premier degré au prisme des saisines de la médiation de l'Éducation nationale**. *Administration & Éducation*, *191*(3), 47-53. https://doi.org/10.3917/admed.191.0047
La médiatrice de l'Éducation nationale et de l'Enseignement supérieur analyse l'augmentation des saisines des médiateurs dans le premier degré et observe des signes de dégradation révélant à la fois un accroissement des attentes parentales, une anxiété croissante autour de la réussite scolaire et un affaiblissement de la confiance envers les enseignants et les savoirs transmis par l'école.Face à ces tensions, la médiation apparaît comme un levier essentiel de régulation, de prévention des conflits et de restauration du dialogue. Catherine Becchetti-Bizot promeut le déploiement d'une culture de la médiation fondée sur l'écoute, la reconnaissance mutuelle et la coconstruction de solutions entre familles et institution scolaire.La formation des personnels d'encadrement aux pratiques de médiation et le développement des compétences psychosociales des élèves apparaissent comme conditions d'une école plus apaisée et plus inclusive. La confiance, la reconnaissance réciproque et la qualité des relations humaines sont pour la médiatrice les fondements indispensables d'une école rêvée capable de répondre aux défis contemporains.

Evren, A. (2026). ***Protéger nos enfants : 25 mesures pour mettre fin aux défaillances systémiques du périscolaire*** (p. 196) [Rapport d'information]. Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r26-073/r26-0731.pdf

Goh, C., & Jungert, T. (2026). **Moral disengagement and fear of retaliation: why adolescents choose to be passive bystanders to school bullying**. *Social Psychology of Education*, *29*(1), 107. https://doi.org/10.1007/s11218-026-10286-y
This study examined the potential functional overlap between fear of retaliation and moral disengagement as justifications for peer bystander inaction in school bullying. Although often treated as distinct barriers to intervention, the study investigated whether fear of retaliation could function as a self-exonerating justification to reconcile inconsistencies between one's moral standards and passive behavior, similar to moral disengagement, and whether the two constructs empirically overlap. 163 students (aged 15–16) justified their decisions about defending victims in hypothetical school bullying scenarios. Justifications included fear of retaliation, moral disengagement, downplaying of risk, and moral engagement. Results from linear mixed-effects models showed convergence between fear- and disengagement-based justifications across phases, with endorsements of disengagement increasing under conditions involving cues suggestive of social support. Gender-stratified analyses further indicated that this convergence occurred more consistently among female participants. The findings refine theoretical models of bystander behavior and suggest that fear-based justifications can sometimes serve self-exculpatory functions in situations involving cognitive dissonance. Therefore, interventions may benefit from addressing both fear- and disengagement-based justifications for inaction to promote peer intervention in schools.

Jeannin, L., Jaillet, A., & Tkaczuk, C. (2026). **Harcèlement scolaire : quelle place pour les familles ?** *Phronesis*, *15*(HS2), 100-121. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-100
Cette recherche interroge la relation de confiance entre les parents et l'institution scolaire à travers le harcèlement, envisagé comme analyseur des liens école–famille. À partir d'une enquête nationale menée auprès de 722 parents, elle étudie la manière dont la perception du programme pHARe reflète la confiance éducative investie dans l'école. Les analyses statistiques mettent en évidence un rapport ambivalent : les familles reconnaissent l'existence de dispositifs de régulation, mais doutent de leur capacité à garantir la sécurité des enfants. L'étude souligne ainsi l'importance de la transparence institutionnelle, de la communication et de la reconnaissance parentale.

Jeannin, L., Mabilon-Bonfils, B., & Jaillet, A. (2026). **La relation École/Famille peut-elle être heureuse ?:Une dimension d'une professionnalisation renouvelée de la formation à l'enseignement**. *Phronesis*, *15*(HS2), 17-22. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-17
Ce numéro spécial examine les conditions dans lesquelles les relations école-famille peuvent favoriser la réussite des élèves, le développement professionnel des enseignants et la confiance mutuelle entre les acteurs éducatifs. S'appuyant sur des études menées dans des contextes variés, il soutient que ces relations ne sauraient se réduire à des pratiques de communication ou à des attentes normatives de coopération. Les contributions explorent les asymétries institutionnelles, les processus de reconnaissance et les dispositifs éducatifs propices à une coéducation durable. Elles mettent en lumière le « savoir-relation » comme une compétence professionnelle fondamentale, nécessitant une formation spécifique, une médiation et un soutien institutionnel. Dans l'ensemble, ce numéro positionne les relations école-famille comme une dimension clé de la professionnalisation enseignante ainsi que d'environnements éducatifs plus équitables et durables.

Kamionka, J. (2026). **Un climat scolaire similaire dans les écoles publiques et privées sous contrat - Résultats de l'enquête nationale de climat scolaire et de victimation auprès des élèves de CE2-CM1-CM2 en 2024-2025**. *Note d'Information*, (26.45), 1-3. Consulté à l'adresse https://www.education.gouv.fr/depp/un-climat-scolaire-similaire-dans-les-ecoles-publiques-et-privees-sous-contrat-resultats-de-l-506134
En 2024-2025, neuf élèves sur dix des classes de CE2-CM1-CM2 déclarent avoir de bonnes relations dans le cadre scolaire, que ce soit entre élèves, avec les enseignants ou les autres adultes de l'école.

Le Bec, M. (2026). **Entre violence et désir, une analyse de la performativité de la parole dans les échanges École/Famille en contexte inclusif**. *Phronesis*, *15*(HS2), 226-243. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-226
L'étude analyse le rôle de l'adresse et les effets de la parole dans la relation École/Famille au sein de l'École inclusive, en s'appuyant sur la performativité (Austin, 1962). Depuis la loi du 11 février 2005 et l'école inclusive française, la collaboration entre familles et Éducation Nationale s'est renforcée, mais demeure traversée par des contradictions organisationnelles et professionnelles qui compliquent le dialogue. Fondée sur des entretiens semi directifs auprès d'enseignants, de parents, de cadres et de professionnels du spécialisé, l'enquête montre que les échanges sont souvent vécus comme violents. Les rapports de domination entre discours

médical, scolaire et juridique génèrent souffrance, sentiment d'illégitimité et impression d'impuissance chez les acteurs. Ces tensions entravent la performativité du discours inclusif, malgré une volonté partagée d'accompagnement. Quelques situations, plus rares, témoignent toutefois de relations apaisées et constructives.

Letor, C. (2026). **L'école au risque de quelques rêves**. *Administration & Éducation*, *191*(3), 145-153. https://doi.org/10.3917/admed.191.0145
En conclusion de ce dossier, Caroline Letor, universitaire canadienne, nous propose un « rêve d'école » : après un rapide bilan des difficultés que notre monde connaît, elle y montre la multiplicité complexe d'une action collective pour améliorer le système scolaire. Elle développe l'idée de bâtir des milieux bienveillants, robustes et « résonants », ce qui, pour notre esprit souvent cartésien, peut apparaître incongru. Mais il faut écouter son message d'une école confiante, fraternelle, profondément républicaine ; bref une école où enfants, parents, enseignants travaillent pour construire une société humaniste.

Sullanmaa, J., Ulmanen, S., Anttila, H., Byman, A., & Pyhältö, K. (2026). **Classroom peer ecology and relation with study-related wellbeing: a person-centered approach**. *Social Psychology of Education*, *29*(1), 129. https://doi.org/10.1007/s11218-026-10299-7
Students' academic performance and wellbeing are determined by the quantity and quality of social interactions within school, but evidence on individual variations in students' experiences of their classroom peer ecology is less consistent. In this article we explored the patterns that can be detected in Finnish 5th and 8th graders' experiences of their classroom peer ecology and examined whether those profiles were associated with students' wellbeing in terms of study engagement and burnout. Survey data from 788 students were analyzed with latent profile analysis. We found three profiles with Positive (75.2%), Negative (10.3%), and Discrepant (14.5%) experiences of their classroom peer ecology. Higher levels of study engagement were experienced in the Positive and Discrepant peer ecology profiles. The lowest levels of burnout symptoms were experienced in the Positive peer ecology profile, and the highest levels of burnout in the Negative peer ecology profile. Differences by grade level and gender were also found in classroom peer ecology profiles, as well as class-level variations in the profile distributions.

Waghorn, E., & Yelland, N. (2026). **Becoming a Classroom Community: A Reflexive Qualitative Analysis of Year-4 children's Lifeworlds of Teamwork in a Melbourne Primary School**. *British Journal of Educational Studies*, *74*(5), 759-780. https://doi.org/10.1080/00071005.2026.2655752
This article explores how children's everyday lifeworlds shape participation in classroom communities and the development of scholarly habitus. Drawing on a qualitative study in one Melbourne primary school, fifty Year 4 children (aged 9–10) completed 'learning dialogues' across a school week, producing written and drawn reflections on what they looked forward to, how they felt about school, and why these experiences mattered. Reflexive thematic analysis, informed by sociocultural concepts of lifeworlds and habitus, identified two themes: Teamwork (coordination, role-taking, planning talk) and Becoming a community (belonging, transition, and relational warmth). Children consistently linked enjoyment, motivation, and confidence to collaborative experiences such as the 'Christmas Cup.' We argue that dispositions for participation are social accomplishments emerging through routine collaboration within stable classroom ecologies, offering a child-centred account of engagement that complements test-based measures of success.

Évaluation des dispositifs d'éducation-formation

Barondeau, R., Coulon, T., Bourdeau, S., & Rosa, S. F. da S. (2026). **La réalité virtuelle comme espace collaboratif d'apprentissage : enseignements d'une expérimentation**. *Médiations et médiatisations*, (24), 399-419. https://doi.org/10.52358/mm.vi24.555
This article critically analyzes the integration of immersive virtual reality into a collaborative learning system in a university setting. It is based on a pedagogical experiment carried out with 42 undergraduate students as part of a course on mediated collaboration and addresses three challenges identified in the literature: the pedagogical gap associated with the lack of established practices and recommendations, the constraints of social interaction in an immersive environment, and the technical and cognitive barriers that can affect learning. Workshops, structured in three immersive cycles, mobilized differentiated roles around a three-dimensional co-construction task using the Arkio software. The study adopts an exploratory qualitative approach based on in situ observations and field notes produced by the research team, analyzed using an inductive approach structured around three analytical axes and supported by data triangulation. The results show that the success of the workshops depends mainly on the quality of the educational scripting and logistical orchestration, including technical preparation, instruction structuring, shared visual feedback improvement, and gradual role adjustment during the activity.

Card, D., & Giuliano, L. (2026). ***Targeted Acceleration in Middle School Math: Impacts on College Entry, Degree Completion, and STEM*** (Working paper N° 35847). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35847
We study an accelerated 3-year math curriculum offered in the middle schools of a large urban district that enables students to finish Algebra I and Geometry before high school. Entry to the program is based on 5th-grade math test scores, with a cutoff at the 80th percentile. Continuing eligibility requires at least a B grade in the previous year; successful completion of all three years is highly correlated with an index of non-cognitive skills. Following students for 6 years after high school graduation, we find that the impacts of admission vary widely by non-cognitive skill and gender. Marginally eligible boys with high non-cognitive skills have a 33 percentage point (ppt.) increase in the probability of completing calculus by 11th grade and a 12 ppt. increase in the probability of completing a major in STEM or business within 6 years; boys with lower noncognitive skills take more advanced math classes in high school but have no significant effects on their college outcomes. Like their male peers, marginally eligible girls with high non-cognitive skills are more likely to complete calculus by 11th grade (+17 ppt.). Their rate of graduating with a STEM or business major is unaffected, but they switch from social sciences to the core STEM majors (science, engineering and math). Girls in the two lower terciles of non-cognitive skill are also strongly affected by entry to the program, with higher participation in advanced math classes in high school, higher rates of entry to selective 4-year colleges, and higher rates of completing a STEM or business major (+12 ppt).

Cavignaux-Bros, D. (2026). **Les conditions d'un dialogue à plusieurs voix dans les liens entre travail et formation. Étude, selon le prisme des capabilités, d'un dispositif pensé pour le bien-être de managers**. *Phronesis*, *15*(5), 92-111. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-92

Cet article analyse ce qui se joue dans un séminaire de «ressourcement» destiné à des managers, au prisme de l'approche par les capabilités, théorie du bien-être. Il expose en quoi ce séminaire peut être qualifié d'espace capacitant, au regard des ressources converties, in situ, et de ses effets ultérieurs. Il interroge les conditions d'émancipation des managers, telles que la mise en capacité à retrouver du temps pour soi, à exercer son pouvoir d'agir et d'oser en contexte de travail, ainsi que les limites de cette mise en capacité au regard du travail décent.

Dumas, S., Touloupaki, S., Pisani, M., Spinelli, H. C., Pelletier, L., & Guyot, F. (2026). **Regards croisés sur un dispositif hybride : de l'étonnement à l'autonomisation**. *Médiations et médiatisations*, (24), 298-321. https://doi.org/10.52358/mm.vi24.562

This study evaluates a hybrid teaching method used in the third year of a bachelor's degree in education sciences, combining a lecture on "digital learning environments" and ten tutorials focused on the collective creation of an e-portfolio, including an individual reflective component. Designed to develop collaborative skills, the program aims to empower students through techno-pedagogical hybridization. It is based on a shared Moodle space offering accessible and inclusive resources and explores its innovative and emancipatory potential through the combinations of lecture- tutorials, presence-distance, and evaluation-co-evaluation (Maturana et Varela, 2012). The study, carried out with two teaching assistants and 276 students, combines a teacher focus group, a student questionnaire, and e-portfolio analysis (n=69). The results show that attendance is crucial in both lectures and tutorials: students who attend develop research skills (problematization, analysis) and psychosocial skills (problem solving, communication), moving from a state of wonder to a critical and autonomous stance. Conversely, those who are absent, often struggling to link lectures and tutorials, resort to circumvention strategies, hindering any empowerment process.

Fijalkow, Y. (2026). **L'éducation face à l'antisémitisme:Effets modérés et réceptions différentielles des visites scolaires à Auschwitz**. *L'Année sociologique*, *76*(2), 89-115. https://doi.org/10.3917/anso.262.0089

Depuis les années 1990, les visites scolaires du site d'Auschwitz-Birkenau se sont progressivement imposées au sein du système éducatif français comme un dispositif pédagogique, censé renforcer la conscience civique et morale des élèves et prévenir l'antisémitisme. Cette légitimation s'appuie sur un ensemble de justifications politiques, éducatives et morales. À partir d'une enquête menée auprès de plus de 900 élèves, interrogés avant et après leur visite, les analyses montrent que la fréquentation du site n'entraîne, sauf exceptions, aucune modification significative des opinions à l'égard des Juifs ni du sentiment de responsabilité dans la lutte contre l'antisémitisme. Les caractéristiques individuelles et sociales susceptibles d'être liées aux variations d'opinion observées à la suite de la visite n'ont été identifiées que de manière marginale.

Hache, C., Webb, V., Abi-Younes, M., Kerbrat, E., & Granado, C. (2026). **Co construction entre parents et enseignants de dispositifs pour améliorer la relation école-famille. Le cas d'une recherche collaborative autour de la démarche du croisement des savoirs et des pratiques**. *Phronesis*, *15*(HS2), 259-281. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-259

Le sujet de la relation école-famille est au cœur des problématiques scolaires, particulièrement en éducation prioritaire. Pour travailler le partenariat entre école et famille, une équipe d'enseignantes en REP+ a collaboré avec l'équipe des encadrantes éducatives, des

chercheuses et ATD Quart Monde pour coconstruire des dispositifs avec les parents : visites de classe et rencontres individuelles, au sein d'une recherche collaborative. Notre travail précise les sujets d'intérêts des parents vis-à-vis de l'école ainsi que les risques de disqualification parentale quand on construit ce partenariat.

Hubert, A., & Hoskyns, B. (2026). **Genre, éducation civique et participation politique : résultats d'un projet de recherche européen**. *Administration & Éducation*, *190*(2), 113-120. https://doi.org/10.3917/admed.190.0113
L'empouvoirement est un néologisme qui sonne mal en français. C'est pourtant bien de cela dont il s'agit. Au cours des trois dernières années, un consortium européen financé par Horizon Europe a testé dans 45 écoles un programme de cinq séances de 45 minutes visant à encourager la participation politique des jeunes, avec une attention particulière aux filles issues de milieux défavorisés.

Martinie, M.-A., Theurel, A., & Shankland, R. (2026). **An online intervention aimed at improving student mental health and emotional regulation increases study engagement and decreases academic procrastination: the ETUCARE program**. *Social Psychology of Education*, *29*(1), 114. https://doi.org/10.1007/s11218-026-10282-2
The aim of study was to test the impact of an online program aimed at improving student mental health and emotional regulation on procrastination and study engagement. Participants (N = 436) were randomly assigned to either a control group or an online intervention group. Procrastination and study engagement were measured during the recruitment phase (T1) and 8 weeks after T1, at the end of the online program (i.e., T2). Results showed that the online program increased study engagement and decreased academic procrastination. Moreover, mediational analyses showed that 1/ the relation between group and procrastination, and 2/ the relation between group and study engagement were mediated by emotional regulation skills. Implications of these results are discussed.

Mayeko, T., Allain, C., & Couëdon, I. (2026). **Promouvoir l'égalité à l'école : ce que révèle l'expérience d'un observatoire et d'un groupe académique**. *Administration & Éducation*, *190*(2), 51-57. https://doi.org/10.3917/admed.190.0051
Pour mieux comprendre la masculinisation de la filière STAPS, observée dans l'académie de Rennes comme sur le territoire national, un observatoire académique a été créé en 2018. Bien que celui-ci n'ait pas été pérennisé, ses travaux ont nourri, à partir de 2022, la constitution d'un groupe académique interdisciplinaire dédié à la lutte contre les inégalités. Ce collectif a développé des outils d'analyse, des actions de formation et des partenariats institutionnels ayant pour objectif de décrire les mécanismes ordinaires de production des inégalités. L'article revient sur cette expérience académique en montrant comment une articulation entre recherche, pilotage et formation peut soutenir une transformation raisonnée des pratiques professionnelles en faveur de l'égalité à l'école.

Nesje, K. (2026). **Can a work-relevance rationale support students' utility value, autonomous motivation, and perceived competence? an exploratory, small-scale experiment in an online statistics course**. *Social Psychology of Education*, *29*(1), 126. https://doi.org/10.1007/s11218-026-10298-8
Work relevance is increasingly emphasized in higher education, and instructors often explain how course content may be useful for future work to motivate students. Such work-relevance

rationales may be common in quantitatively oriented courses that students find difficult or anxiety-provoking. However, experimental evidence regarding their motivational effects in higher education remains mixed, and little is known about potential psychological costs for students experiencing statistics anxiety. The present study was a small-scale exploratory field experiment examining an instructor-provided work-relevance rationale in a quantitative methods course. Specifically, it investigated whether the rationale influenced undergraduate psychology students' utility value, autonomous motivation, and perceived competence. Seventy-six online students were assigned to a rationale or control condition and completed self-report measures following a short video intervention. Results showed no significant effects on utility value or autonomous motivation. Examination anxiety, a dimension of statistics anxiety, appeared to moderate the effect of the rationale on perceived competence, although this finding should be interpreted cautiously given the exploratory nature of the study and the uncertainty of the follow-up analyses. The pattern of results suggested that the rationale may be associated with lower perceived competence among students with higher examination anxiety. As an initial investigation of potential psychological costs of work-relevance rationales in online statistics education, the study identifies a theoretically and pedagogically important question for future research. If replicated in larger studies, the findings suggest that emphasizing work relevance may not be universally motivating and may have unintended negative consequences for students experiencing high evaluative anxiety.

Formation continue

Bisso, J. de D. G. B. (2026). **Animer un atelier de philosophie de l'interdépendance avec les enseignant.e.s en formation interne : Pourquoi ? Comment ?** *Phronesis*, *15*(HS2), 122-133. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-122

Le développement des compétences relationnelles et de la pensée réflexive chez les enseignant·e·s est un enjeu central pour les relations école-familles. Or, si la pensée réflexive est reconnue comme essentielle, elle est peu soutenue par des dispositifs structurés favorisant un apprentissage transformationnel. Dans ce contexte, cette étude explore le potentiel des ateliers de philosophie de l'interdépendance en tant que dispositif innovant de formation. Menée auprès de douze enseignant·e·s de deux lycées du centre du Cameroun selon une approche qualitative, cette intervention repose sur quatre ateliers centrés sur des valeurs relationnelles. Les résultats montrent une évolution des représentations, passant d'une posture individualisée à une vision plus coopérative de la relation école-familles. Ces résultats soulignent l'intérêt des dispositifs dialogiques pour soutenir la transformation des postures professionnelles.

Heijboer, C., & Rurka, A. (2026). **Justice épistémique et travail décent : la co-formation comme levier éthique et politique en travail social**. *Phronesis*, *15*(5), 58-72. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-58

Face à la crise de sens du travail social, cet article articule travail décent (Duffy et al., 2017) et justice épistémique (Fricker, 2007) pour interroger les effets de la co-formation sur les postures professionnelles. À partir du programme de recherche participative FACE (2020-2024) et d'un corpus mixte (six modules observés, vingt-sept entretiens individuels, deux focus groups) collecté auprès d'ATD Quart-Monde et du Collectif SOIF de Connaissances, l'analyse identifie trois leviers de transformation : réparation épistémique, épreuve émotionnelle, réflexivité critique. La justice

épistémique apparaît non comme un sixième critère du travail décent, mais comme la condition de possibilité de sa cohérence axiologique.

Lee, G., Latif, E., Nyaaba, M., Gao, Y., Guo, S., Shi, L., … Zhai, X. (2026). **Transforming science teacher education in the era of generative artificial intelligence: global perspectives**. *International Journal of Science Education*, *48*(15), 2523-2552. https://doi.org/10.1080/09500693.2026.2614365
Since generative artificial intelligence (GenAI) has emerged as a transformative force in science teaching, learning, and evaluation, countries worldwide have launched initiatives and professional development programs to equip science teachers with essential AI competencies. This paper provides a comparative review of science teacher education on GenAI across eight countries: Australia, Canada, China, Germany, Ghana, Singapore, South Korea, and the United States. For each country, briefs on science teacher education, the application of AI and GenAI in science teacher education, and stakeholders' (science teachers' and science teacher educators/researchers') perceptions of GenAI in science education are reported. Synthesising reports across countries, it was found that GenAI was globally accepted in science teacher education systems, regardless of a country's economic development, and that while centralised teacher education systems were more efficient, decentralised systems were more deliberate in incorporating GenAI into science teacher education. Lessons from each country's case could bridge remaining disparities among them, and help address ethical concerns in adopting GenAI for science education through science teacher education. This study provides a greater understanding of the current status of global science teacher education in the era of GenAI, identifies opportunities for future research, and highlights policy implications.

Ortega, A., Pellerito, P., & Turner, P. S. (2026). **Staying Connected: Experimental Effects of Coach-Delivered Text Messages in an Adult High School**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35923.html
More than 23 million adults in the United States lack a high school diploma, and most who return to school drop out before graduating. We evaluate a randomized intervention of adult high school students in which coaches delivered text messages that encouraged persistence. We find that assignment to treatment increased graduation by 4.9 percentage points, and the effect of message receipt among compliers is 9.3 percentage points, a 41 percent increase relative to the control mean. The intervention operated on the intensive margin by increasing the number of courses completed, but did not affect student enrollment. The effects of the intervention are concentrated among students assigned to experienced coaches, who customized their messages more extensively. We contextualize the economic impact of the low-cost intervention by comparing labor market earnings of graduates to non-graduates, which implies an earnings benefit of $149 per treated student over four years.

Soncourt-Le Ny, H., & Magneron, N. (2026). **Caractérisation des logiques d'action dans un partenariat chercheur/formateur : Le cas d'une formation professionnalisante pour des enseignants du premier degré en France**. *Formation et profession*, *34*(1), 7. https://doi.org/10.18162/fp.2026.1041

Insertion professionnelle

Bosse, N., Galli, C., Kogut-Kubiak, F., Lafaÿsse, V., & Paddeu, J. (2026). **Quartier, genre, parentalité : la triple peine des jeunes femmes des QPV à l'insertion**. *Céreq Bref*, (493), 1-4. Consulté à l'adresse https://www.cereq.fr/publications/cereq-bref/quartier-genre-parentalite-la-triple-peine-des-jeunes-femmes-des-qpv

Les inégalités à l'insertion qui pèsent sur les jeunes des quartiers populaires se cumulent pour les jeunes femmes à des inégalités de genre : souvent plus diplômées que les garçons à la sortie des études, elles peinent davantage qu'eux à entrer sur le marché du travail. Par rapport aux jeunes hommes des mêmes quartiers comme aux jeunes des quartiers environnants*, elles accèdent plus difficilement à l'emploi et vivent de plus fréquentes situations d'inactivité. La parentalité, plus précoce et plus fréquente parmi elles, apparaît comme une pénalité supplémentaire. À partir de l'interrogation 2023 de la Génération 2017, ce Céreq Bref documente le cumul des inégalités liées au territoire, au genre et à la parentalité qui pèse sur les premières années de vie active des jeunes femmes issues des quartiers prioritaires.

Gross, D., Shvadron, D., & Zhang, H. (2026). ***How Heavily Are PhD Students Offloading Their Scientific Writing to AI? Evidence from US STEM PhD Dissertations*** (Working paper N° 35859). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35859

Large language models are diffusing rapidly into science, raising concerns that delegating research writing to AI may undermine the development of expertise that scientific training is supposed to build. We measure AI-generated writing in the dissertations of a near-census of US STEM PhD graduates from 2019 to 2026 and link graduates to their subsequent employment. AI writing is absent before 2023, present in 29% of dissertations filed in 2026, and rapidly growing. Use is more common among students from non-English-speaking countries and at lower-ranked programs. Among graduates in the same program and cohort, those whose dissertations contain AI writing are less likely to enter academic research careers and more likely to enter non-tenure-track roles or industry, with this pattern strongest among US-origin students. At the same time as AI may increase research productivity, it thus appears to also be displacing a potentially important portion of the work through which scientific expertise is developed.

Jung, J., Li, X., Wang, Y., & King, R. B. (2026). **Motivation to Pursue a Master's Degree, Approaches to Learning and Perceived Employability**. *Higher Education Quarterly*, *80*(4), e70165. https://doi.org/10.1111/hequ.70165

Perceived employability is a key learning outcome for higher education students who wish to advance their careers after graduation. Most studies of perceived employability have focused on undergraduate students; little attention has been paid to master's students. Given the increasing number of master's students and their diverse employment needs, this study examined the relationships among motivation, approaches to learning, and perceived employability. Following a cross-sectional design, data were collected from 786 master's students across various programmes and institutions in Hong Kong and analysed using structural equation modelling. By measuring perceived employability as the outcome variable, the results revealed that master's students with higher intrinsic motivation were more likely to adopt a deep approach to learning, while those with higher extrinsic motivation were more likely to adopt a surface approach. The

results indicated that approaches to learning fully mediated the association between intrinsic motivation and perceived employability. On the other hand, approaches to learning partially mediated the relationship between extrinsic motivation and perceived employability. These results shed light on the unique learning goals of master's students currently preparing for employment and their strategic learning approaches. The implications for enhancing meaningful learning experiences and employability among master's students are discussed.

Marché du travail

Aoun, C., & Bourdin, S. (2026, octobre 21). **Pourquoi des entreprises peinent-elles à recruter alors que des personnes cherchent un emploi ? Quelles réponses apporter ?** https://doi.org/10.64628/AAK.dgh73evxu
Si les politiques nationales peuvent créer des conditions favorables à l'emploi, le rapprochement entre l'offre et la demande se fait localement. Pour y réussir, un travail de coordination des initiatives est indispensable.

Atal, J. P., Larroucau, T., Muñoz, P., & Otero, C. (2026). ***Physicians' Occupational Licensing and the Quantity-Quality Trade-off*** (Working paper N° 35855). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35855
Occupational licensing is a widespread quality regulation that potentially increases the quality of labor but reduces its quantity. We provide a theoretical framework to empirically quantify this trade-off in public hospitals, where both clinical quality and physician shortages are critical concerns. Using quasi-exogenous variation driven by a recent and unprecedented migration of physicians to Chile, together with growth in domestic medical schools, we show that more physicians improve patient outcomes, while lower-quality physicians—as measured by licensing exam performance—worsen them. Incorporating these findings into our theoretical framework, we evaluate the implications of locally changing the stringency of the licensing policy.

Borusyak, K., Dix-Carneiro, R., & Kovak, B. (2026). ***Understanding Migration Responses to Local Shocks*** (Working paper N° 35921). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35921
A commonly used migration regression relates population changes to local labor demand shocks, often yielding small or statistically insignificant coefficients despite sizable effects on labor market outcomes. We argue that such findings need not imply that mobility is unresponsive to local economic conditions. Rather, conventional migration regressions can be biased, as they do not reflect how workers choose among competing locations. In a parsimonious equilibrium model, local population growth depends on differences between local shocks and those in relevant destinations; when these shocks are correlated, estimated responses are attenuated. Moreover, with industry-level shocks, standard shift-share measures misrepresent locations' effective exposure, leading to further attenuation. Using simulation experiments based on Brazilian and German administrative data, we show attenuation can exceed 50% and that conventional regression estimates can be highly imprecise. We propose theory-grounded empirical approaches that correct the biases, deliver estimates with a clear structural interpretation, and improve the precision of estimated mobility responses.

Brochier, D., & Foli, O. (2026). ***L'adaptation des emplois et des compétences aux enjeux de la transition écologique*** (p. 86). Consulté à l'adresse CEREQ website: https://www.cereq.fr/publications/working-paper/ladaptation-des-emplois-et-des-competences-aux-enjeux-de-la-transition

Carvalho, L., van Alten, S., Barcellos, S., Dorn, S., Galama, T., Hartman, C. A., … Muslimova, D. (2026). ***Random Genetic Variation Links Personality to Earnings and Wealth*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2610.06088

Personality is associated with economic outcomes, but whether these relationships are causal remains unclear. We exploit within-family variation in genetic propensity toward the Big Five generated by random genetic transmission from parents to offspring. Combining polygenic indexes from the Lifelines cohort study with 19 years of administrative tax records in the Netherlands, we find that greater genetic propensity toward emotional stability increases earnings and household wealth, while genetic propensity toward conscientiousness increases household wealth. The other three traits show no consistent pattern across outcomes and specifications. The effect of genetic propensity toward emotional stability on earnings remains positive as we progressively account for genetic propensity toward educational attainment, cognitive performance, and depression. These findings strengthen the evidence that personality causally affects earnings and wealth.

David, M. (2026). **« Médiateur covid », un job étudiant pendant la pandémie**. *Agora débats/jeunesses*, *104*(3), 21-34. https://doi.org/10.3917/agora.104.0021

Pendant la période du covid, l'emploi des étudiants a très fortement diminué et les campus universitaires ont été longtemps fermés. Beaucoup d'étudiants ont ainsi vu leurs ressources diminuer et se sont retrouvés durablement isolés. Mais en 2021, un nouveau job étudiant est apparu, celui de « médiateur Covid », dont le rôle est de réaliser des tests de dépistage sur les campus. Cet article s'intéresse aux étudiants recrutés comme médiateurs dans une université entre 2021 et 2022, en s'appuyant sur les résultats d'une enquête par observation participante. Il analyse les raisons qui les ont conduits à participer au dispositif de test covid dans leur université, en présentant d'abord leurs motifs d'engagement, puis la manière dont le sens de ce job a été construit collectivement par les médiateurs, alors qu'ils n'avaient pas les mêmes attentes.

Ederer, T. (2026). ***Labor Market Dynamics and Teacher Spatial Sorting*** (Working paper N° 13063). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13063

This paper studies how career dynamics shape teacher spatial sorting using data on Peru's centralized teacher allocation. I develop a dynamic two-sided matching model and identify teacher and school preferences from observed assignments and schools' discretionary evaluations. I use the estimated model to correct teacher value-added estimates for two-sided endogenous selection. The analysis reveals the existence of a spatial job ladder that dynamically sorts more effective teachers into urban schools, contributing to spatial inequality in student achievement. Targeted mobility restrictions can reduce the urban-rural effectiveness gap by 76 percent, but avoiding adverse selection requires compensating teachers for the implied welfare loss, highlighting an inherent recruitment–retention trade-off.

Hellsten, M. (2026). ***What is an AI worker? Evidence from Matched Vacancy-Hires*** (Working paper N° 393). Consulté à l'adresse The Ratio Institute website: https://EconPapers.repec.org/RePEc:hhs:ratioi:0393

Despite growing policy interest in AI workforce development, surprisingly little is known about what defines these workers, or indeed if they differ from their occupational peers. Using a novel matched vacancy-hire dataset linking Swedish job postings to the individuals hired to fill them, drawn from register data on the entire Swedish population, I study the characteristics of workers who develop and apply AI. Observable traits including high cognitive ability, a tertiary degree in STEM subjects, and a recent migrant background largely explain occupational sorting. Of these, only higher education, prior AI experience, and a science degree set them apart within occupation. I then use earnings as a window onto unobservable differences: AI workers earn approximately 5% more than their peers, entirely explained by firm-level wages. However, AI workers with a doctorate degree stand out sharply in both traits and earnings, indicating that AI workers split into segments that differ by the complexity of their skills and tasks. Taken together, these results point to two distinct policy levers: the supply of average AI workers, termed AI integrators, can be expanded via STEM education participation, while the elite AI developers are supplied by researchers moving to the private sector.

Kinsella, E. L., McMahon, J., Cummins, N. M., & MacPhail, A. (2026). **Understanding Early Academic Careers Through the Lens of Psychological Precarity: A Qualitative Longitudinal Study**. *Higher Education Quarterly*, *80*(4), e70168. https://doi.org/10.1111/hequ.70168
For many early-career academics (ECAs), unstable and short-term contracts are a major contributor to employment precarity. However, even when job security improves, feelings of professional and personal insecurity often persist. This study uses psychological precarity as an analytical lens to examine how such insecurity is experienced and internalised, shaped not only by employment conditions but also by institutional culture, role ambiguity, and the search for professional legitimacy. A reflexive thematic analysis of longitudinal focus group data with 12 early career researchers over a 12-month period in a higher education institution was conducted. Five themes were identified: (1) the persistence of psychological precarity beyond job security; (2) systemic drivers of precarity; (3) navigating the boundaries of an ill-defined role and workload; (4) relational supports and complexities; and (5) the search for work-related value and meaning. Rather than identifying new forms of insecurity, the findings demonstrate how employment insecurity, organisational ambiguity, identity, and relational dynamics interact to produce enduring experiences of psychological precarity. The study highlights the value of psychological precarity as an analytical lens for understanding early academic careers and offers institutional recommendations to reduce psychological burden, particularly within international higher education contexts.

Molénat, X. (2026, octobre 30). **De plus en plus diplômés, mais toujours moins payés, de nombreux descendants d'immigrés encore discriminés**. Consulté 2 novembre 2026, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/de-plus-en-plus-diplomes-mais-toujours-moins-payes-de-nombreux-descendants-d-immigres-encore_30-10
La deuxième édition de l'enquête « Trajectoires et origines » confirme la peine spécifique qui frappe les personnes originaires du Maghreb et d'Afrique subsaha…

OECD. (2026). ***Mapping Skill Shortages in OECD Countries: New Evidence from the Updated Skills for Jobs Database***. https://doi.org/10.1787/735f9485-en
Santiago-Vela, A., & Wehner, C. (2026). **Workers' internal locus of control and labour market mismatch**. *Education Economics*, 1-24. https://doi.org/10.1080/09645292.2026.2744196

Smith, A., Flores-Lagunes, A., & Zhu, M. (2026). ***Gender Differences in the Returns to Double Majoring: A Case of Signaling?*** [Working paper]. Consulté à l'adresse U.S. Census Bureau, Center for Economic Studies website: https://EconPapers.repec.org/RePEc:cen:wpaper:26-60
Over 15 percent of college graduates in the United States graduate with more than one major. While much research exists on the returns to different individual majors, less is known about the causal effects of double majoring. This study provides novel estimates on the returns to those who choose to double major as an undergraduate. We improve on previous studies that rely on controls for observable characteristics by addressing selection concerns in two notable ways. First, we control for institution-specific differences that may influence both the decision to double major and subsequent earnings using proprietary data by including institution fixed effects. Second, we adopt a partial identification approach to address non-random selection into double majoring within institutions. Results broadly align with estimates from prior studies at the aggregate level, but reveal notable gender differences not previously detected. Women experience an earnings return to double majoring of approximately 5 percent, while the return for men is statistically negligible. Our analysis suggests that this discrepancy is consistent with double majors serving as a signaling effect in the labor market, which may help offset the gender pay gap.

Métiers de l'éducation

Amilhat, C. (2026). **Aux antipodes des hussards noirs de la République : des futurs enseignants désengagés et mal informés ?** *Le Télémaque*, *69*(1), 89-108. https://doi.org/10.3917/tele.069.0089
Si l'on sait que les premiers instituteurs en formation de l'école publique étaient des modèles de civisme et de transmission de l'idéal républicain au point d'être surnommés les hussards noirs de la République, que sait-on du rapport à la politique et à la démocratie des étudiants actuels en Institut national supérieur du professorat et de l'éducation (INSPÉ) ? Questionner ces rapports, c'est chercher à comprendre ce qui conditionne la capacité de ces futurs enseignants à se lancer dans une transmission civique auprès de leurs élèves, et ce, dans un contexte de fragilisation de la démocratie. À partir des résultats d'une enquête par questionnaire, cet article se propose d'analyser dans quelle mesure ces futurs professionnels de l'éducation en formation sont intéressés par la politique, compétents pour en parler et engagés dans la vie démocratique, à la lumière de leurs trajectoires sociales. Marqué ni par la désinformation ni par le désengagement, mais différent de celui des instituteurs en formation de la Troisième République, le rapport à la politique des étudiants en INSPÉ emprunte à certaines caractéristiques de la politisation des enseignants d'une part et de la politisation des jeunes d'autre part.

Aymard, S. (2026). **Enjeux et perspectives du métier de professeur des écoles**. *Administration & Éducation*, *191*(3), 61-71. https://doi.org/10.3917/admed.191.0061
Le métier de professeur des écoles fait face à une crise d'attractivité liée à des salaires insuffisants et des conditions de travail difficiles, se manifestant par une baisse du nombre de candidats et une augmentation des départs volontaires. Si la revalorisation salariale est cruciale, des freins budgétaires mettent en lumière d'autres leviers d'action. Le texte suggère d'assouplir les modalités de recrutement et de mobilité, de reconnaître et de valoriser les spécificités des contextes d'exercice, de refonder la relation de l'institution avec les enseignants. Cela implique une formation continue adaptée, une promotion de l'autonomie pédagogique et une évolution

du rôle de l'inspection vers l'accompagnement afin de restaurer la confiance et l'attractivité d'une profession essentielle : un vrai changement de paradigme.

Barrier, J. (2026). **Les chercheurs choisissent-ils ce qu'ils cherchent ?:Intérêts économiques, capacités de projection et autonomie dans la profession académique**. *L'Année sociologique*, *76*(2), 147-180. https://doi.org/10.3917/anso.262.0147
Cet article contribue aux débats sur l'autonomie des chercheurs académiques à partir d'une enquête sur la recherche en nanotechnologies, un domaine emblématique de l'intensification des liens entre laboratoires publics et entreprises. Afin de comprendre comment les chercheurs concilient enjeux scientifiques et économiques dans la définition de leurs programmes de recherche, il adopte une perspective attentive aux temporalités du travail scientifique. En plaçant la focale sur les « capacités de projection » des chercheurs, il montre que ceux-ci s'efforcent d'inscrire leurs réflexions dans un horizon industriel crédible, tout en anticipant le renouvellement de leurs objets de recherche à plus long terme. En mettant en évidence les enjeux économiques qui façonnent les anticipations et les réorientations des chercheurs au fil de leur trajectoire, l'enquête souligne que leurs capacités de projection varient en fonction de leurs ressources et des formes de leur positionnement vis-à-vis de l'industrie.

Béréza, T., & Amathieu, J. (2026). **Une revue de littérature sur la construction de l'éthique professionnelle pour répondre aux dilemmes : quels impacts sur le travail décent et la professionnalisation des enseignants ?** *Phronesis*, *15*(5), 22-38. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-22
Le travail décent, défini par l'OIT en 1999, permet aux salariés de développer, au-delà d'un environnement de travail serein, un travail qui a du sens. L'évolution des métiers de l'éducation et toutes ses complexités affectent le travail décent des enseignants et mettent à l'épreuve leur éthique professionnelle et leur professionnalisation. Cette revue de littérature systématique montre en quoi la formation à l'éthique permet de répondre aux dilemmes rencontrés par les enseignants et leur permet, in fine, de développer le travail décent. La formation à la sensibilité éthique pourrait être un réel levier.

Besse, L., & Camus, J. (2026). **Animation : nouveaux contextes, nouvelles recherches**. *Agora débats/jeunesses*, *104*(3), 35-45. https://doi.org/10.3917/agora.104.0035

Bisso, J. de D. G. B. (2026). **Animer un atelier de philosophie de l'interdépendance avec les enseignant.e.s en formation interne : Pourquoi ? Comment ?** *Phronesis*, *15*(HS2), 122-133. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-122
Le développement des compétences relationnelles et de la pensée réflexive chez les enseignant·e·s est un enjeu central pour les relations école-familles. Or, si la pensée réflexive est reconnue comme essentielle, elle est peu soutenue par des dispositifs structurés favorisant un apprentissage transformationnel. Dans ce contexte, cette étude explore le potentiel des ateliers de philosophie de l'interdépendance en tant que dispositif innovant de formation. Menée auprès de douze enseignant·e·s de deux lycées du centre du Cameroun selon une approche qualitative, cette intervention repose sur quatre ateliers centrés sur des valeurs relationnelles. Les résultats montrent une évolution des représentations, passant d'une posture individualisée à une vision plus coopérative de la relation école-familles. Ces résultats soulignent l'intérêt des dispositifs dialogiques pour soutenir la transformation des postures professionnelles.

Braun, N. (2026). **Une éthique du métier en chantier : récits d'une communauté de pratique enseignante**. *Phronesis*, *15*(5), 112-134. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-112
Face à une perte de sens ressentie par de nombreux professeurs, cette étude explore comment une communauté de pratique de cinq professeurs de mathématiques constitue un espace de reconstruction éthique du métier. Fondée sur une enquête qualitative longitudinale, elle analyse comment les interactions, la reconnaissance mutuelle et la co-construction d'artefacts pédagogiques, notamment autour des jeux mathématiques développant les raisonnements mathématiques, soutiennent une professionnalisation située. Les résultats montrent que la communauté agit comme un tiers-lieu professionnel, favorisant justice, réflexivité, solidarité et développement des raisonnements mathématiques. Elle permet aux professeurs de réarticuler valeurs, pratiques et finalités du métier.

Cahyawulan, W., Lu, J., Klassen, R. M., & Wang, H. (2026). **Transition From Preservice to In-Service Teaching: The Impact of Personal Attributes and Social-Environmental Factors on Well-Being and Perceived Teaching Quality**. *Journal of Teacher Education*, *77*(5), 415-433. https://doi.org/10.1177/00224871261468325
The transition from preservice to in-service teaching is a critical period for early career teachers, often presenting challenges that affect their occupational success and well-being. Identifying factors that influence key outcomes—such as transition difficulties, perceived teaching quality, well-being, and intention to quit—is essential for providing timely support. This longitudinal study examined how preservice teachers' cognitive attributes (Grade Point Average, pedagogical knowledge, practicum grades), non-cognitive attributes (personality, teaching motivation), and social-environmental support before graduation relate to their teaching outcomes after entering the profession. The sample comprised 1,711 preservice teachers; 206 reported being teachers 10 months after graduation and completed follow-up surveys. Structural equation modeling revealed that cognitive attributes and social-environmental support were not significantly associated with teaching outcomes. Instead, higher conscientiousness, greater openness, and stronger teaching motivation predicted fewer transition difficulties, greater perceived teaching quality, and better well-being. These findings underscore the importance of cultivating non-cognitive skills during teacher training to better prepare future educators.

Cavignaux-Bros, D. (2026). **Les conditions d'un dialogue à plusieurs voix dans les liens entre travail et formation. Étude, selon le prisme des capabilités, d'un dispositif pensé pour le bien-être de managers**. *Phronesis*, *15*(5), 92-111. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-92
Cet article analyse ce qui se joue dans un séminaire de «ressourcement» destiné à des managers, au prisme de l'approche par les capabilités, théorie du bien-être. Il expose en quoi ce séminaire peut être qualifié d'espace capacitant, au regard des ressources converties, in situ, et de ses effets ultérieurs. Il interroge les conditions d'émancipation des managers, telles que la mise en capacité à retrouver du temps pour soi, à exercer son pouvoir d'agir et d'oser en contexte de travail, ainsi que les limites de cette mise en capacité au regard du travail décent.

Chauvigné, C. (2026). **Crise de la démocratie et formation au politique : le cas des conseillers principaux d'éducation**. *Le Télémaque*, 69(1), 125-136. https://doi.org/10.3917/tele.069.0125
Face aux crises politiques, sociales et climatiques, l'information multiple et parfois biaisée exacerbe les divisions entre les individus, entre les institutions et les citoyens, etc. Comment alors

reconstruire un socle commun dans un monde où progrès et démocratie sont incertains ? L'éducation joue un rôle clé, et notre réflexion se concentre sur la responsabilité des acteurs scolaires, spécifiquement les conseillers principaux d'éducation, dans la formation citoyenne. Nous analyserons les tensions entre neutralité et engagement politique à l'école. Notre objectif est d'explorer comment une éducation au politique, inspirée du pragmatisme et de la démocratie sociale, prépare les jeunes à comprendre un monde en crise.

Chen, J., & Kouhsari, M. (2026). **School Leaders Igniting the Fire of Desire Amid External Accountability Pressures: From Passion to Innovation**. *British Journal of Educational Studies*, *74*(5), 711-734. https://doi.org/10.1080/00071005.2026.2669074
In the context of increasing external accountability pressures within educational systems, this study examines the role of harmonious innovation passion as a critical motivational factor influencing school leaders' innovative behaviours, innovative knowledge sharing, and innovative self-efficacy. Drawing upon a sample of 555 school leaders from diverse educational institutions in mainland China and Hong Kong, this research employs quantitative methodologies to elucidate the relationships between harmonious innovation passion and key leadership outcomes (e.g. innovative behaviours, innovative knowledge sharing, and innovative self-efficacy). The findings indicate that harmonious innovation passion significantly enhances both innovative behaviours and knowledge sharing, among school leaders, as well as bolstering their confidence in executing innovative initiatives. Moreover, the study also identifies the moderating effect of external accountability pressures, which complicate the dynamics of knowledge sharing; while passion generally fosters collaboration, heightened accountability pressures can inhibit open exchanges of innovative practices.

Chen, S., Zhang, L., & Chen, G. (2026). **Perceived Autonomy Support and Life Satisfaction Among Doctoral Students: Mediating and Moderating Effects**. *Higher Education Quarterly*, *80*(4), e70175. https://doi.org/10.1111/hequ.70175
Building on the theories of study demands-resources and conservation of resources, this study examined the link between doctoral students' perceived autonomy support and life satisfaction and the mediating pathways through different research styles. The study also explored academic buoyancy's moderating role between perceived autonomy support and research styles. Five hundred and fifty-two Chinese doctoral students completed an online survey regarding their demographic information and four inventories. Hierarchical regression results revealed that perceived autonomy support was positively associated with life satisfaction. Structural equation modelling findings indicated that all three adaptive Type I research styles (i.e., the legislative, liberal, and hierarchical research styles) and two of the three maladaptive Type II research styles (i.e., the monarchic and conservative research styles) mediated the relationship between perceived autonomy support and life satisfaction. However, the executive research style did not mediate the said relationship. The PROCESS macro findings indicated that the associations of perceived autonomy support with the three Type I styles were stronger for academically buoyant doctoral students. The findings underscore the theoretical importance of understanding life satisfaction among doctoral students and provide implications for educational practice in doctoral education.

Colin, P., Moscaritolo, A., & Isaac, G. (2026). **Integrating Powerful and Transformative Learning Environments for Sustainability in Educational Practice in Secondary VET**. In *European Conference*

on Educational Research (ECER) 2026 - Knowing and Acting: The changing conditions and potentials of education research. https://doi.org/10.21240/vetcon/2026/ecer/92
Context: The Erasmus+ Centre of Vocational Excellence (CoVE) ProVEST brings together twenty-three partners from five countries (Belgium, Estonia, France, Germany, Spain) to professionalise VET teachers and mentors and strengthen school-enterprise collaboration in preparing students for Europe's sustainable transition and a changing labour market. The project promotes interdisciplinary teams designing powerful and transformative learning environments for sustainability (PTLES). Central to the project is the multilingual Edusynergy platform, where partners describe "germ cells" (inspiring practices), receive peer feedback from other countries and produce improved versions of their cases, which will feed into a transnational masterclass. The paper's research question asks if integrating online peer feedback visibly changed how practitioners described their case studies and created opportunities for professional development. Approach: The research begins with a focus on thirteen French "germ cells". Comments from French and European peers were analysed to identify highlighted strengths and challenges. A second phase examined six improved versions. Finally, a cross-European comparison with eight case studies from Belgium, Estonia, Germany, and Spain was carried out to identify both distinctive features of the French context and common patterns across countries. Findings: Comments on the original French cases identified strengths in authentic-context learning, learning for sustainability, collaboration, inclusion, connection with the professional environment, and complex and challenging learning tasks, but revealed limitations in self-regulated learning, as well as in critical thinking and metacognition. Improved versions based on peer feedback showed clear improvements in consideration of sustainability, description of pedagogical stages, and interdisciplinary articulation. However, formalised self-regulation and student agency in the design of the activities remained underdeveloped. The comparison with other countries highlighted different patterns of strengths and challenges: in Estonia, self-regulation was outstanding, whilst sustainability remained quite peripheral; in Belgium agency was more developed than critical thinking; in Germany inclusion was central, whereas considerations on sustainability of practices after entering the labour market were less evident; despite an authentic and engaging format, the Spanish case showed limited pedagogical training among artist-teachers. Conclusions: Within the five-country consortium, the French cases were distinctive for combining professional authenticity, local embeddedness, and civic engagement, making the local area a central educational resource. They are also the only cases to deliberately use "disorienting tasks" as a pedagogical lever and the only ones to address sustainability across environmental, social, and economic dimensions rather than in technical or declarative terms. The Edusynergy platform supported teachers' and mentors' critical reflection on their practices by providing shared templates and a common timeline. The process drove visible professional development, as participants merged previously separate projects, started acknowledging their learning environments as embedded in a shared learning community, and—through peer feedback—identified the challenges they need to tackle and the strengths they wish to develop further.

Combaz, G. (2026). **L'encadrement intermédiaire au sein du système éducatif français : un « havre de paix et d'égalité ? » : Le cas des chefs d'établissement scolaire dans l'enseignement du second degré**. *Administration & Éducation*, *190*(2), 41-47. https://doi.org/10.3917/admed.190.0041
En l'espace de trois décennies, la part des femmes qui dirigent un établissement dans l'enseignement du second degré est passée d'un tiers à plus de la moitié. Cette progression

incontestable requiert cependant de la nuance. Les femmes sont plus fréquemment adjointes que cheffes ; elles sont aussi moins représentées à la tête d'établissements à la rémunération plus élevée. Si les données statistiques sont intéressantes, elles ne permettent pas de mettre au jour les inégalités d'accès aux postes qui se constituent au cours des parcours biographiques. Ces constats posés, il importe d'identifier les leviers mobilisables pour tenter de limiter les inégalités qui demeurent. C'est probablement en se saisissant des dispositifs institutionnels et avec l'aide des associations qui militent pour une meilleure égalité, que les femmes pourront accéder, en plus grand nombre, aux postes d'encadrement.

Croisy, J.-P. (2026). **Du malaise des enseignants spécialisés. Faire évoluer la fonction ou déplacer le malaise ?** *Cliopsy*, *36*(2), 49-65. https://doi.org/10.3917/cliop.036.0049
Ce texte explore les configurations de la relation pédagogique entre enseignants et adolescents psychotiques, plus particulièrement à partir de l'enseignement des mathématiques. La relation pédagogique avec ces élèves suscite de puissants effets contre-transférentiels, plongeant souvent l'enseignant dans une « inquiétante étrangeté » face à la folie. Aussi, l'enseignant oscille perpétuellement entre une figure maternelle réparatrice et une posture héroïque, ce qui entrave sa fonction première de transmission des savoirs. Face aux nouvelles politiques d'inclusion systématique, l'auteur met en garde contre le déni de la pathologie et souligne la nécessité d'une véritable approche clinique des pratiques éducatives.

Dai, Z., Zhu, M., & Wong, J. L. N. (2026). **Negotiating Needs in an Accountability Regime: A Culturally Mediated Hierarchy of Needs Among Chinese Novice Teachers**. *British Journal of Educational Studies*, *74*(5), 687-709. https://doi.org/10.1080/00071005.2026.2669663
This study examines how novice teachers in a Confucian-heritage context negotiate their personal needs while responding to external accountability demands. The purpose is to understand how these teachers navigate tensions between workplace expectations and their own perceptions of what they require to work sustainably. Interviews were conducted with fourteen early-career teachers, and the data were analyzed thematically with reference to a revised hierarchical needs framework. The results suggest that teachers' needs can be described in hierarchical terms, but cultural norms and liangxin (an internalized moral conscience) often prompt participants to move beyond unmet basic needs in order to meet what they view as the moral expectations of teaching. Security and belonging emerged as interrelated forms of perceived support, while accountability pressures contributed to increased workload and emotional strain. Despite these challenges, many teachers continued to pursue what they understood as professional fulfillment, indicating a form of needs-level crossover shaped by both external cultural expectations and internal moral commitments. These findings point to policy and school-level arrangements that may help teachers address essential needs more consistently, while also enabling them to engage in meaningful professional development without compromising their well-being.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne), Liguori, Valentina, Gambi, Letizia, & Vidoni, Daniele. (2026). ***School principals in the EU***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/3385642
This paper provides a comprehensive overview of the key features of school leadership in the EU, examining principals' demographic and professional profiles, their working conditions and well-being, and the responsibilities and autonomy they exercise within their schools. The teaching profession is a key priority for education policy within the framework of the European Education

Area and the 2026 Council Recommendation on human capital in the European Union. As part of the Union of Skills initiative, the European Commission announced an EU Teachers and Trainers Agenda, which aims to support Member States in improving teachers' and school leaders' working conditions and career prospects, and tackle shortages. Recognising the central role of school leaders in shaping teaching conditions and school improvement, this paper complements recent evidence on the state of the teaching profession in the EU (European Commission, 2026a, 2026b), by providing a more comprehensive understanding of the roles, challenges and interdependencies of school leaders and teachers across Europe. Drawing primarily on data from the OECD Teaching and Learning International Survey (TALIS) 2024, complemented by Eurydice data on school heads' salaries and allowances, this paper examines the characteristics, roles and challenges of school principals across EU education systems from a comparative perspective.

Ederer, T. (2026). ***Labor Market Dynamics and Teacher Spatial Sorting*** (Working paper N° 13063). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13063
This paper studies how career dynamics shape teacher spatial sorting using data on Peru's centralized teacher allocation. I develop a dynamic two-sided matching model and identify teacher and school preferences from observed assignments and schools' discretionary evaluations. I use the estimated model to correct teacher value-added estimates for two-sided endogenous selection. The analysis reveals the existence of a spatial job ladder that dynamically sorts more effective teachers into urban schools, contributing to spatial inequality in student achievement. Targeted mobility restrictions can reduce the urban-rural effectiveness gap by 76 percent, but avoiding adverse selection requires compensating teachers for the implied welfare loss, highlighting an inherent recruitment–retention trade-off.

Fauré, L., Sognos, S., & Gardiès, C. (2026). **Tensions identitaires et étayage des pratiques : le rôle médiateur des collectifs et de la formation dans l'enseignement agricole en France**. *Phronesis*, *15*(5), 153-168. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-153
Cet article analyse les dynamiques identitaires et le rôle de la formation face aux mutations du travail dans l'enseignement agricole en France. S'appuyant sur une enquête nationale auprès de 1918 enseignants, l'étude révèle une disjonction critique entre travail prescrit et vécu marqué par une surcharge administrative et une souffrance éthique liées à l'activité empêchée. Alors que l'étayage institutionnel s'avère défaillant, les acteurs déploient des stratégies de résistance et investisse les collectifs horizontaux de pairs. Ce tissu relationnel de proximité agit comme une instance de médiation essentielle, restaurant le sentiment d'efficacité personnelle et le pouvoir d'agir tout en redéfinissant leur professionnalisation.

Genet, L. (2026). **Les pratiques d'animation en Cités éducatives**. *Agora débats/jeunesses*, *104*(3), 46-60. https://doi.org/10.3917/agora.104.0046
Cet article analyse les effets des Cités éducatives sur les pratiques professionnelles des animateurs et cadres de l'animation. Il montre, à partir d'une enquête ethnographique, que le label reconfigure les pratiques d'animation à deux niveaux. Du côté des cadres de l'animation, il accentue une bureaucratisation déjà à l'œuvre et, de celui des animateurs, il impose une « pédagogisation scolaire » des contenus en accentuant une « illusion participative ». En ce sens, les professionnels de l'animation développent des stratégies de bricolage permanent pour concilier les exigences institutionnelles du label avec leurs valeurs éducatives, au prix d'un

sentiment croissant de perte de sens professionnel. Ces effets structurels placent le devenir de l'animation au sein des territoires prioritaires.

Hickman, D. C., & Ramirez, S. R. (2026). **The effects of adopting a market-based compensation policy on faculty gender pay gaps**. *Education Economics*, *0*(0), 1-20. https://doi.org/10.1080/09645292.2026.2744197
We examine the issues of gender pay equity and salary compression at a public land-grant university in the northwestern US before and after implementing major changes to employee compensation. We find that the adoption of the new compensation strategy introduces a small, but statistically significant, gender pay gap, which is evident only at the rank of associate professor. Further, we find heterogeneous effects on salary compression by gender. The relative position of males at both the associate and professor ranks improve, while females at these ranks experienced no change in their earnings relative to their colleagues at the assistant level.

James, W. W., & DeMio, P. S. (2026). **How to Increase the Retention of Early Career Teachers***. *Journal of Teacher Education*, *77*(5), 369-384. https://doi.org/10.1177/00224871261484680

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.

Jiang, W., & Yin, H. (2026). **Gainers give: a social exchange analysis of teachers' interpersonal emotion regulation, faculty trust, and work engagement**. *Social Psychology of Education*, *29*(1), 110. https://doi.org/10.1007/s11218-026-10287-x

Teaching is fundamentally an interactive endeavor, involving continuous emotional exchanges. Drawing on social exchange theory, this study examined how teachers' perception of faculty trust influences their work engagement through interpersonal emotion regulation. Teachers' interpersonal emotion regulation is differentiated between intrinsic (self-targeted) and extrinsic (other-targeted) interpersonal emotion regulation to capture both internal and relational dimensions of emotional exchange. A sample of 987 primary and secondary school teachers in China participated in an online survey. Structural equation modeling with mediation analysis revealed that teachers' faculty trust was positively associated with intrinsic and extrinsic interpersonal emotion regulation, as well as with work engagement. Mediation analyses revealed that faculty trust was indirectly related to work engagement through extrinsic interpersonal emotion regulation alone, and sequentially through intrinsic interpersonal emotion regulation, followed by extrinsic interpersonal emotion regulation. By conceptualizing interpersonal emotion regulation as a social exchange mechanism, this study provides a novel theoretical perspective on understanding teachers' emotional interactions at school, offering practical implications in teachers' professional relationships and work engagement.

Kimmerling, C., Santagata, R., Fuentes Acevedo, P., & Villavicencio, A. (2026). **Adaptive Teacher Professional Development: Crafting Coherence by Surfacing Tensions Through Co-Design With Teachers**. *Journal of Teacher Education*, *77*(5), 385-399. https://doi.org/10.1177/00224871261465883

Although coherence is widely cited as an important feature of professional development (PD), few initiatives provide teachers with agency to adapt PD to be coherent with their contexts and experiences. Through a research–practice partnership approach, teachers in this study were active contributors in negotiating PD adaptations in response to issues raised during a 2-year mathematics PD effort. Through qualitative analysis of audio transcripts from 29 co-design meetings at two elementary schools, we documented instructional challenges and tensions that surfaced for teachers as they implemented PD learning. Tensions stemmed from the infrastructure surrounding teacher instructional change, the negotiation of opportunities for teacher agency, and the engagement of broader audiences in scaling improvement efforts. We then investigated co-designed PD adaptations to address these issues. Implications for crafting coherent and productive PD initiatives with teachers are discussed.

Kinsella, E. L., McMahon, J., Cummins, N. M., & MacPhail, A. (2026). **Understanding Early Academic Careers Through the Lens of Psychological Precarity: A Qualitative Longitudinal Study**. *Higher Education Quarterly*, *80*(4), e70168. https://doi.org/10.1111/hequ.70168

For many early-career academics (ECAs), unstable and short-term contracts are a major contributor to employment precarity. However, even when job security improves, feelings of professional and personal insecurity often persist. This study uses psychological precarity as an analytical lens to examine how such insecurity is experienced and internalised, shaped not only by employment conditions but also by institutional culture, role ambiguity, and the search for professional legitimacy. A reflexive thematic analysis of longitudinal focus group data with 12 early career researchers over a 12-month period in a higher education institution was conducted. Five themes were identified: (1) the persistence of psychological precarity beyond job security; (2) systemic drivers of precarity; (3) navigating the boundaries of an ill-defined role and workload; (4) relational supports and complexities; and (5) the search for work-related value and meaning. Rather than identifying new forms of insecurity, the findings demonstrate how employment insecurity, organisational ambiguity, identity, and relational dynamics interact to produce

enduring experiences of psychological precarity. The study highlights the value of psychological precarity as an analytical lens for understanding early academic careers and offers institutional recommendations to reduce psychological burden, particularly within international higher education contexts.

Krummenacher, I., Mori, J., Schnell, J., Saxer, K., & Hascher, T. (2026). **Teacher well-being and coping strategies: a two-wave qualitative study with secondary school teachers in Switzerland**. *Social Psychology of Education*, *29*(1), 119. https://doi.org/10.1007/s11218-026-10215-z
This qualitative study examines the role of coping strategies in shaping teacher well-being within secondary school environments while considering different levels of professional expertise. Focus groups with 23 secondary school teachers over two waves revealed the dynamic nature of well-being and coping mechanisms throughout a school year. Utilizing Zuckerman and Gagne's (2003) framework, our analysis confirmed five key coping strategies: self-help, approach, accommodation, avoidance, and self-punishment. Self-help, mainly instrumental support-seeking, emerged as the most frequently used strategy, especially among novice teachers who relied on the experiences of their more experienced colleagues. Approach strategies, including active problem-solving, were prevalent among more experienced teachers, while accommodation strategies involved accepting unchangeable aspects of their roles. While less frequently reported, some teachers described using avoidance and self-punishment as coping mechanisms, indicating ongoing challenges in their professional experiences. The findings underscore the importance of fostering a supportive work environment where teachers can use effective coping strategies to navigate professional challenges. This study contributes to understanding how coping strategies relate to teacher well-being, providing insights into the specific strategies that support or hinder well-being in challenging contexts. The results emphasize the need for targeted interventions to enhance teacher well-being, considering teachers' professional expertise, and particularly for those employing maladaptive coping strategies.

Labbé, S., Kheroufi-Andriot, O., & Amathieu, J. (2026). **Panser et repenser un travail dans un dialogue avec la formation**. *Phronesis*, *15*(5), 17-21. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-17

Leboutte, A., Duroisin, N., Beauset, R., Bertieaux, D., & Wauthia, E. (2026). **Perceptions et attitudes des futurs enseignants envers la conception universelle de l'apprentissage (CUA) en Fédération Wallonie-Bruxelles : une étude exploratoire**. *Formation et profession*, *34*(1), 6. https://doi.org/10.18162/fp.2026.1006

Lee, G., Latif, E., Nyaaba, M., Gao, Y., Guo, S., Shi, L., … Zhai, X. (2026). **Transforming science teacher education in the era of generative artificial intelligence: global perspectives**. *International Journal of Science Education*, *48*(15), 2523-2552. https://doi.org/10.1080/09500693.2026.2614365
Since generative artificial intelligence (GenAI) has emerged as a transformative force in science teaching, learning, and evaluation, countries worldwide have launched initiatives and professional development programs to equip science teachers with essential AI competencies. This paper provides a comparative review of science teacher education on GenAI across eight countries: Australia, Canada, China, Germany, Ghana, Singapore, South Korea, and the United States. For each country, briefs on science teacher education, the application of AI and GenAI in science teacher education, and stakeholders' (science teachers' and science teacher

educators/researchers') perceptions of GenAI in science education are reported. Synthesising reports across countries, it was found that GenAI was globally accepted in science teacher education systems, regardless of a country's economic development, and that while centralised teacher education systems were more efficient, decentralised systems were more deliberate in incorporating GenAI into science teacher education. Lessons from each country's case could bridge remaining disparities among them, and help address ethical concerns in adopting GenAI for science education through science teacher education. This study provides a greater understanding of the current status of global science teacher education in the era of GenAI, identifies opportunities for future research, and highlights policy implications.

Lemarchand-Chauvin, M.-C. (2026, octobre 31). **À l'école maternelle, pourquoi la joie de travailler avec les enfants ne suffit pas à tenir**. https://doi.org/10.64628/AAK.va5keuaf6
Enseignants, Atsem, animateurs : trois enquêtes auprès de 181 professionnels de la petite enfance montrent une joie réelle dans l'exercice du métier, tout comme une fatigue liée aux conditions de travail.

Lerner-Seï, S. (2026). **L'impact d'une transmission de la pédagogie curative sur la construction d'une identité professionnelle d'enseignante-chercheure**. *Cliopsy*, *36*(2), 9-20. https://doi.org/10.3917/cliop.036.0009
Cet article aborde les circonstances de la rencontre de l'auteure avec J.-S. Morvan, psychologue clinicien et enseignant-chercheur à l'université René Descartes Paris 5 (aujourd'hui Université Paris Cité) qui s'est révélée décisive pour la suite de son parcours personnel et professionnel. La découverte de la pédagogie curative et de l'approche clinique d'orientation psychanalytique en sciences de l'éducation lui a permis de trouver une nouvelle posture d'enseignante dans un lieu de soin et, chemin faisant, de s'engager dans un projet de recherche doctorale qui la conduira vers à une nouvelle identité professionnelle. En revenant sur ses questionnements de recherche à travers quelques étapes-clés de ce parcours, la transmission de J.-S. Morvan se révèle le fil rouge de sa trajectoire singulière.

Lopez, R. (2026). **« S'associer pour faire école » en Calandreta, un chemin en tensions**. *Phronesis*, *15*(HS2), 282-297. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-282
Cet article explore la construction de l'identité professionnelle des regents, enseignants des Calandretas, écoles bilingues immersives occitanes. Basée sur une enquête par questionnaire (n=84) et des entretiens avec 11 enseignants, il analyse comment se joue et s'articule la construction de leur identité professionnelle avec le recours à la pédagogie institutionnelle (PI) et le choix d'enseigner en occitan. Nous étudions les relations parents/regents dans le contexte très spécifique des Calandretas.

Mauny, C. (2026). **Inspecteur de l'Éducation nationale : un métier en (probable) mutation dans un contexte sociétal évolutif**. *Administration & Éducation*, *191*(3), 81-88. https://doi.org/10.3917/admed.191.0081
L'article examine l'évolution du métier d'inspecteur de l'Éducation nationale face aux mutations du système scolaire français, marqué par la quête de réussite de tous. Il identifie des tensions sur l'identité professionnelle et propose quatre inflexions prospectives : mandat territorial élargi, technicité collaborative, guidance départementale et unification des corps d'inspection. Ces changements visent plus d'agilité et de leadership éthique dans un contexte sociétal évolutif.

Moro, I. (2026). ***Devenir cheffes d'établissement scolaire: enjeux et défis de parcours marqués par le genre***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/devenir-cheffes-detablissement-scolaire/82681?srsltid=AU7gw4Wt6myb4J7t2ng8EQsBVN0lpPw1-N671-NGavvSYj6gPFUIejFx
«Mais qui va garder vos enfants?»Cette question, posée en 2022 à une enseignante postulant à un poste de faisant-fonction de personnel de direction, illustre les obstacles auxquels les femmes peuvent être confrontées lorsqu elles aspirent à des postes à responsabilités dans l Education nationale. Ce livre explore les mécanismes de sélection des personnels de direction dans le cadre d un concours, révélant les inégalités persistantes entre hommes et femmes dans ce domaine. À travers son étude, l autrice interroge la notion de «corps genré».L ouvrage analyse les comportements genrés, les stéréotypes sociaux, et l impact de la famille sur les choix de carrière. Il propose une réflexion sur la manière dont la division du travail et les attentes sociales influencent l accès à des fonctions traditionnellement dominées par les hommes.À travers une enquête qualitative et une analyse située, cette étude sociologique met en lumière la lente évolution des pratiques et de la perception du genre dans le milieu de l éducation et de la direction scolaire, tout en appelant à une remise en question des modèles existants. Un ouvrage important pour comprendre les enjeux de la féminisation des métiers de direction et la manière de penser un concours plus égalitaire

Nal, E. (2026). **Conflits de loyauté et professionnalisation éthique : penser le travail décent à partir de l'épreuve des tensions axiologiques**. *Phronesis*, *15*(5), 39-57. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-39
Cet article analyse les conflits de loyauté comme des leviers de professionnalisation fondés sur la réflexivité éthique. Ces dilemmes, oscillant entre inhibition et pouvoir d'agir, peuvent susciter l'innovation via la délibération collective. L'étude s'appuie sur l'expérience d'un tiers-lieu où de jeunes praticiens du sanitaire et du social mutualisent des situations critiques pour co-construire des issues éthiquement soutenables. Cette perspective invite à repenser le travail décent en valorisant les épreuves morales ordinaires comme sources de sens. Elle soutient que la formation par la simulation permet d'explorer les capabilités des professionnels face aux tensions entre efficacité gestionnaire et engagement humain.

Navy, S. L., & Yonai, E. (2026). **Early Career STEM Teacher Burnout: Trends and Explanations**. *Journal of Teacher Education*, *77*(5), 448-463. https://doi.org/10.1177/00224871261477686
Support is an important buffer against the effects of burnout for early career teachers. Yet, little is known about how burnout trends change over time for teachers in their first 5 years in the profession. This paper focuses on the burnout trends and explanations of early career science, technology, engineering, and mathematics (STEM) teachers over 2 years. The participants were 27 early career STEM teachers in the United States grouped into novice (1–2 years teaching experience) and advanced beginner (>2 years teaching experience) career stages. Data sources included three burnout surveys, a pre-interview, and an end-of-year interview each year of the study. Results revealed differences in trends, depending on the burnout dimension and group. The qualitative data offered explanations for changes in each of the burnout dimensions. The study provides a window into STEM teaching stories that affect teacher burnout, highlighting the nuances of burnout for early career teachers.

OCDE. (2026). ***Le rôle déterminant des chefs d'établissement à la lumière de l'Enquête TALIS 2024 (version abrégée)***. https://doi.org/10.1787/1fe23b0b-fr

OECD. (2026). ***A second career in teaching: Exploring practices and evidence for training, supporting and retaining second-career teachers*** (347e éd., p. 64). https://doi.org/10.1787/37722003-en

Pham, T. T. H. (2026). **Nomophobia and fear of missing out: the mediating role of loneliness among Vietnamese teachers**. *Social Psychology of Education*, *29*(1), 108. https://doi.org/10.1007/s11218-026-10285-z
Digital technologies are increasingly integrated into education, raising concerns about teachers' digital well-being. This study examined the associations among nomophobia, loneliness, and fear of missing out (FoMO) among Vietnamese teachers. It also explored whether loneliness may represent a potential affective factor associated with the relationship between nomophobia and FoMO. A survey was conducted with 332 primary, lower secondary, and upper secondary school teachers in Vietnam. Mediation analyses using PROCESS Model 4 indicated that nomophobia was positively associated with both loneliness and FoMO, whereas loneliness was also positively associated with FoMO. The findings further suggested an indirect association between nomophobia and FoMO through loneliness. Overall, the findings provide partial support for the Interaction of Person-Affect-Cognition-Execution (I-PACE) model and suggest that affective experiences may be involved in the associations between technology-related anxiety and concerns about missing online experiences. The findings further imply that FoMO among teachers may be understood within the broader context of maintaining professional connectedness in increasingly digitalized educational environments. These findings highlight the importance of considering occupational contexts when examining teachers' digital well-being.

Pierrisnard, C., Vannier, M.-P., & Hubert, B. (2026). **Comment accompagner des professionnels dans une réflexion éthique sur leurs activités pour panser et repenser le travail à partir d'un espace biographique partagé ?** *Phronesis*, *15*(5), 135-152. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-135
L'article analyse comment un espace biographique partagé, mis en œuvre dans un dispositif de recherches collaboratives, permet d'accompagner des professionnels dans une réflexion éthique sur leur activité. En s'appuyant sur l'écriture de récits, des analyses plurielles et des entretiens de co-explicitation, chercheurs et professionnels co-construisent un espace de confiance fondé sur la double-asymétrie relationnelle et l'éthique de la délicatesse. L'étude de cas d'une conseillère pédagogique montre comment cette démarche rend dicible la souffrance éthique, reconfigure les temporalités du travail, met en mouvement les savoirs d'expérience et ouvre des possibles de transformation individuelle et collective, malgré les contraintes institutionnelles.

Point, C. (2026). **Responsabilité enseignante et crise démocratique : que faire à l'université ?** *Le Télémaque*, *69*(1), 73-88. https://doi.org/10.3917/tele.069.0073
Cet article cherche à penser la part de responsabilité des universitaires en charge de la formation des personnes enseignantes à l'heure où les sociétés occidentales vivent un sentiment de crise et de déclin démocratique. Pour poser les termes de ce problème, nous nous tournons ici vers les écrits de John Dewey concernant son projet politico-éducatif de démocratie. Outillé par la philosophie politique de l'éducation de cet auteur, notre objectif est de clarifier les conditions (publiques, scientifiques et politiques) et les obstacles à anticiper au sein de la formation des personnes enseignantes pour développer une perspective démocratique à l'université. Dans le dernier temps de ce travail, nous illustrerons notre propos par le cas des

enseignants-chercheurs de philosophie officiant dans les INSPÉ (Instituts nationaux supérieurs du professorat et de l'éducation), c'est-à-dire là où l'on forme les futurs enseignants du primaire et du secondaire.

Roudaut, C., & Bréant, H. (2026). **Le Bafa : tout change et rien ne change ?** *Agora débats/jeunesses*, *104*(3), 93-108. https://doi.org/10.3917/agora.104.0093
Depuis 1973, le brevet d'aptitude aux fonctions d'animateur·trice (Bafa) a connu quelques réformes, dont la plus récente marquée par l'abaissement de l'âge d'entrée à 16 ans en 2022. À partir d'une enquête qualitative et quantitative menée auprès des stagiaires et des acteurs et actrices des organismes formateurs, cet article analyse les transformations de cette formation à l'animation. Les évolutions sont nombreuses : les profils des stagiaires se diversifient, les usages du brevet évoluent, le contenu du Bafa est plus encadré légalement, les pratiques pédagogiques des équipes formatrices comme les modalités d'évaluation des stagiaires se formalisent. Pour autant, la colonne vertébrale du Bafa demeure, dans la mesure où le brevet attire toujours majoritairement des jeunes, plus souvent des femmes, motivées par l'envie de s'occuper d'enfants et qui envisagent l'animation comme une activité occasionnelle.

Salahuddin, M., & Stupnisky, R. H. (2026). **Understanding Faculty Research Success: Testing Faculty Research Competence to Predict Motivation and Success**. *Higher Education Quarterly*, *80*(4), e70179. https://doi.org/10.1111/hequ.70179
University faculty tend to produce more publications when they feel capable (i.e., competent) and motivated to conduct research. Previous studies have typically measured faculty research competencies using self-report Likert-scale, which are susceptible to socially desirable responses and other biases. This study aimed to (a) examine discrepancies between self-reported research efficacy and scores on the competencies test, (b) investigate how social science faculty research competence predicts motivation and success, and (c) test whether motivation serves as a mediator. Data were collected online from 140 social science faculty at North American universities. To obtain more reliable assessments of faculty competence, a new measure was developed in accordance with the Standards for Educational and Psychological Testing. The development process began followed by two systematic literature reviews and psychometric evaluation using both classical test theory and item response theory. Results showed that faculty tended to rate their self-reported efficacy (belief) significantly higher than their test-based competence (performance). Group differences revealed that female and older faculty demonstrated higher research competence, with female faculty also reporting greater research success, while younger faculty exhibited stronger autonomous motivation. Domestic faculty scored higher on research competence and motivation compared to international colleagues. Path analyses indicated that competence scores significantly predicted autonomous motivation and faculty research success. Negative binomial regression analyses further revealed that faculty tenure status, institution classification, and autonomous motivation significantly predicted publication success. Overall, this competence test provides a more valid measure for identifying areas where faculty can improve research skills, supporting strategies to enhance research productivity and success.

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

La féminisation progressive des fonctions d'encadrement scolaire invite à interroger simultanément les transformations effectives du leadership dans un système historiquement structuré par des normes masculines. Si les travaux récents mettent en évidence une convergence entre l'essor de modèles plus distribués, pédagogiques et inclusifs et l'accès accru des femmes aux responsabilités, ces évolutions demeurent contraintes par des structures organisationnelles et culturelles largement inchangées. En France, l'accompagnement des carrières féminines reste marqué par des décalages persistants, qui relèvent de processus sociaux et institutionnels construits.

Senar, F., Delgado-Durán, A., Janés, J., & Lapresta-Rey, C. (2026). **Preparing teachers for cultural diversity: how interethnic contact shapes acculturation preferences in pre-service teachers**. *Social Psychology of Education*, *29*(1), 118. https://doi.org/10.1007/s11218-026-10283-1
Initial teacher education increasingly aims to equip future teachers for diverse classrooms, where acculturation expectations guide inclusive pedagogical responses, yet their psychological bases remain under-specified. Anchored in Berry's acculturation theory and intergroup contact frameworks, this study examined whether interethnic contact with Moroccan and Latin American groups is associated with endorsement of students' heritage-culture maintenance and host-culture adoption, and whether perceived enrichment and conflict account for these associations. A sample of 506 pre-service teachers in Catalonia participated in the study. Cluster analyses identified four expectation profiles per target group, compared on contact and appraisals; mediation models tested indirect pathways to maintenance and adoption. Higher contact distinguished integrationist from assimilationist profiles and was associated with stronger support for heritage-culture maintenance, partly through enrichment appraisals; no comparable effects emerged for host-culture adoption, while conflict-related pathways were limited to the Moroccan target group. Findings support including structured positive contact and reflective coursework on diversity and acculturation within teacher education to strengthen intercultural competence and inclusive decision-making in increasingly diverse educational settings.

Skaalvik, E. M., & Skaalvik, S. (2026). **Shared values and social support as predictors of teachers' motivation and well-being**. *Social Psychology of Education*, *29*(1), 132. https://doi.org/10.1007/s11218-026-10310-1
The purpose of the present research was to test assumptions in the Shared Values-Social Support (SV-SS) model of teacher motivation and well-being. The model proposes that shared values and social support from both colleagues and the school leadership are correlated constructs that can be represented by a second-order factor. The model further proposes that shared values and social support affect teacher motivation and well-being. Participants in two studies were 2569 (study 1) and 1145 (study 2) Norwegian teachers in compulsory school (grade 1–10). The data were analyzed by confirmatory factor analysis and SEM analysis using the AMOS 25 program. The analyses of the two sets of teacher data provided evidence for the assumptions underlying the SV-SS model. The factor analysis supported a model in which a second-order factor was indicated by measures of shared values, supportive colleagues, and supportive school leadership. In the SEM models, a second-order shared values-social support variable positively predicted teacher job satisfaction, sense of belonging, and collective teacher efficacy. In contrast, motivation to leave the teaching profession was indirectly, but negatively predicted by shared values and social support. Study 1 also revealed that a mastery-oriented school goal structure was strongly associated with teachers' perceptions of sharing values with their colleagues as well as working in a supportive environment.

Soncourt-Le Ny, H., & Magneron, N. (2026). **Caractérisation des logiques d'action dans un partenariat chercheur/formateur : Le cas d'une formation professionnalisante pour des enseignants du premier degré en France**. *Formation et profession*, *34*(1), 7. https://doi.org/10.18162/fp.2026.1041

Sutherland, M., Pattinson, S., Rodrigo, P., Shorley, J., Bradley-McCauley, L., & Cunningham, J. A. (2026). **A Micro-Level Study of Knowledge Exchange Tensions in Three UK Universities**. *Higher Education Quarterly*, *80*(4), e70180. https://doi.org/10.1111/hequ.70180
This paper explores how university academics navigate knowledge exchange micro-level tensions. At the micro-level, university-based knowledge exchange requires academics as key actors to navigate competing demands and conflicting priorities. There is a paucity of research at the micro-level exploring university-based knowledge exchange activities from an individual actor perspective. Using a qualitative approach based on 32 in-depth, semi-structured interviews with academics and professional staff members in three UK universities, we found how academics employ ambidexterity to traverse knowledge exchange tensions. We identified four types of knowledge exchange micro-level tensions—motivational, structural, geographical and resource tensions. Based on our analysis, we develop a micro-level framework that illuminates and mitigates micro-level tensions with university-based knowledge exchange activities.

Tekin, H., & Doğan, G. (2026). **Academic Inbreeding and Collaboration Patterns: A Comparative Publication Profile of Two Turkish Universities**. *Higher Education Quarterly*, *80*(4), e70173. https://doi.org/10.1111/hequ.70173
This study examines how academic inbreeding relates to scientific collaboration through a publication-level comparison of two Turkish universities during 2018–2022: Hacettepe University, a long-established, research-intensive public university and TED University, a young foundation university. Using AVESİS publication records (N = 6292) and staff profiles (N = 1371), authors are classified into two mobility profiles, distinguishing those with international degree or work experience from those whose education and employment are entirely domestic. A publication-level inbreeding category is then assigned according to whether author teams comprise only one profile or combine both. Collaboration is measured across six co-authorship settings, and internationally co-authored publications are further classified by the World Bank income group of partner countries. Findings reveal a marked institutional contrast. At Hacettepe, domestic collaborations are predominantly produced by teams composed entirely of authors with domestic-only education and work experience. Such teams also account for a substantial share of internationally co-authored publications. At TED, internationally co-authored publications more often involve teams composed entirely of authors with international experience. These results suggest that internationalisation can coexist with institutionally reproduced networks shaped by mobility, internal reproduction and network openness.

Xiao, Y., & Zheng, L. (2026). **How does self-efficacy influence job satisfaction among African teachers? A comprehensive quantitative analysis based on TALIS data**. *Social Psychology of Education*, *29*(1), 123. https://doi.org/10.1007/s11218-026-10281-3
Based on the Social Cognitive Theory, this study identified the effect of self-efficacy on African teachers' job satisfaction using the data from the Teaching and Learning International Surveys 2018 (n = 2046). The results of regression model and Structural Equation Modeling show that, firstly, self-efficacy has a positive effect on African teachers' job satisfaction ($\beta = 0.163$, $p < .001$), which

remains robust after the robustness test. Additionally, this study goes further by revealing crucial heterogeneity across teachers in different subgroups, indicating that male teachers and teachers in classes with a higher number of students with special needs and a lower number of students from socioeconomically disadvantaged homes benefit more from self-efficacy. Furthermore, the study confirms the mediating role of teaching practices in the path linking self-efficacy and teachers' job satisfaction ($\beta = 0.121$, $p < .001$), indicating the importance of teaching practices in the transformation of self-efficacy into teachers' job satisfaction. The findings provide practical insights for policymakers and school administrators to develop strategies that enhance teachers' retention and working performance by addressing the positive predictors of self-efficacy on teachers' job satisfaction. This study made major contribution to the field, offering novel perspectives on teachers' job satisfaction, making it a critical reference for educational reform in Africa and beyond.

Zhu, K., Dang, J., & Cui, Y. (2026). **Re-examining Associations between Big Five Personality Traits and Teacher Burnout using Meta-analytic Structural Equation Modeling**. *Educational Psychology Review*, *38*(1), 134. https://doi.org/10.1007/s10648-026-10231-7
Teacher burnout is associated with poorer physical and mental health among teachers and may also undermine students' learning and development. Although personality traits are important correlates of burnout, most primary studies have examined bivariate associations without accounting for overlap among traits or relations among burnout dimensions. Using meta-analytic structural equation modeling (MASEM), we synthesized evidence on the associations between the Big Five personality traits and teacher burnout across 38 independent samples from 14 countries (N = 13,294). Burnout was modeled both dimensionally, in terms of emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (rPA), and latently, using a factor representing the variance shared among these dimensions. After accounting for overlap among traits, neuroticism and extraversion showed unique associations with all three burnout dimensions and with the latent factor. Agreeableness and conscientiousness were also associated with the latent factor in the primary model but showed more differentiated associations across specific dimensions, primarily DP and rPA, whereas openness did not show significant unique associations. Overall, the findings indicate that personality traits are associated with both the shared and dimension-specific components of teacher burnout. These findings contribute to individual-difference and person–context perspectives on teacher occupational well-being.

Numérique et éducation

Ajzenman, N., Del Toro Mijares, A. T., Elacqua, G., Hermosilla, C., & Veleda, S. N. (2026). ***Scaling Up Counseling with AI: Evidence from a Nationwide Experiment*** (Working paper N° 14771). https://doi.org/10.18235/0014549
A central obstacle to scaling many interventions is implementer quality: as a program expands and the pool of implementers broadens, average quality falls. Conversation-based interventions (counseling, mentoring) are particularly sensitive to this constraint. LLMs offer a natural way out: personalized exchanges at zero marginal cost and uniform quality. We run a nationwide experiment in Chile (N42,000) designed to reduce teacher shortages by increasing applications to education majors. We compare an AI chatbot, Kai, with trained human counselors, both reaching high school seniors via WhatsApp. Among students with baseline interest in education

(the interventions target), Kai significantly increases first-ranked education majors and the share of education majors in students choice sets; estimates in the human arm are smaller and not significant. Although the best human counselors are highly effective, Kai matches or outperforms roughly two- thirds of them. Its advantage lies in what we call "controlled variance": it compresses the dispersion in quality observed across human implementers. Finally, text analysis reveals different interaction patterns across arms. Kai concentrates on factual content and scores higher on semantic coherence, while counselors score substantially higher on motivational and empathetic language.

Akbari, M., Yaghoobi, A., Afzali, A., Zangeneh, H., & Karimi, K. (2026). **The impact of immersive 360-degree virtual reality via head-mounted displays on motivation and attitudes in secondary science education: a longitudinal quasi-experimental study**. *Education and Information Technologies*, *31*(17), 9353-9385. https://doi.org/10.1007/s10639-026-14151-5
Fostering students' motivation and attitudes toward science learning has become a major focus in contemporary education, particularly in the context of declining interest in science among secondary students. Emerging technologies such as virtual reality (VR) offer new opportunities for enhancing engagement and interactivity in science instruction. This study aimed to examine the impact of 360-degree virtual reality content, delivered through head-mounted displays (HMDs), on ninth-grade students' motivation toward science learning and their attitudes toward science. A quasi-experimental design with pre-test, post-test, and four-week follow-up was conducted among 44 male ninth-grade students in Iran. The experimental group (n = 22) received traditional instruction enriched with 360-degree VR videos via HMDs, while the control group (n = 22) received only traditional instruction. Two validated instruments were used to measure motivation and attitude. Mixed-design repeated-measures ANOVA revealed significant improvements in both motivation ($F = 22.23$, $p < .01$, $\eta^2 = 0.34$) and attitudes toward science ($F = 11.59$, $p < .01$, $\eta^2 = 0.21$) in the experimental group. These effects were maintained at follow-up. The findings provide initial evidence suggesting that immersive 360-degree VR content may be effective in enhancing science motivation and attitudes, within the context of the present sample and instructional setting. Implications are discussed in light of the Cognitive Theory of Multimedia Learning and Interest Theory, highlighting VR's potential to support engaging and student-centered learning environments.

Akyüz, E., Erbaş, A., Ergöl, Ş., Erdem, Y., Lüy, M., Güngüneş, R., … Aydın, G. (2026). **Immersive virtual reality simulation as a teaching strategy to enhance learning outcomes in nursing students: randomized controlled trial**. *Education and Information Technologies*, *31*(17), 9243-9263. https://doi.org/10.1007/s10639-026-14130-w
This study sought to explore the effects of immersive virtual reality simulation compared to mannequin-based simulation on nursing students' knowledge, clinical skills, and clinical skill competence in postoperative nursing care training. The research was conducted using a randomized controlled trial design, with 62 s-year nursing students enrolled in a surgical nursing course. A multidisciplinary team carried out the study, which was completed over two years. The experimental group received training using a virtual reality simulation, while the control group received the same training with a mannequin-based simulation. Data were collected using forms developed by the researchers at baseline, one week, and two weeks after the intervention. The findings showed that both immersive virtual reality simulation and mannequin-based simulation improved students' knowledge, clinical skills, and clinical skill competence. Knowledge scores increased significantly over time in both groups; however, no significant difference between the

groups was observed. A significant difference in clinical skills was found between the groups ($p < 0.05$). Students described the virtual reality experience as fun, memorable, realistic, and effective. They encountered only difficulties handling objects in the virtual environment as first-time users. They recommended making the VR headset wireless (50%) and introducing a demo at the start to facilitate its use (16.7%). Immersive virtual reality may serve as a valuable educational tool for simulating real-life clinical procedures in undergraduate nursing education. Although knowledge gains were comparable to those achieved through mannequin-based simulation, VR demonstrated advantages in clinical skill performance and was positively perceived by students. Therefore, educators may consider incorporating VR as a complementary simulation approach alongside existing educational methods.

Alexandron, G., Aroch, I., Cukurova, M., & Blonder, R. (2026). **Preparing in-service science teachers for the AI era: insights from an 'AI competence development' academic course**. *International Journal of Science Education*, *48*(15), 2334-2355. https://doi.org/10.1080/09500693.2026.2629342

As artificial intelligence (AI), and particularly Generative AI (GenAI), is increasingly being integrated into education, preparing teachers for the AI era is essential. This study presents the design, implementation, and evaluation of a graduate-level course for in-service STEM teachers; it was designed according to six established principles of effective teacher professional development (PD) and structured around the United Nations Educational, Scientific, and Cultural Organization (UNESCO)'s AI competency framework for teachers (AI-CFT). The course lasted 14 weeks and covered all AI-CFT aspects: human-centered mindset, ethics of AI, AI foundations, AI pedagogy, and AI for PD. A mixed-methods study was used to examine the reflection of AI-CFT aspects in teachers' learning, and their trust and self-efficacy regarding AI use. The findings from two consecutive course offerings (N = 25 and N = 19) revealed significant gains in teachers' self-efficacy and their understanding of the key AI-CFT aspects. Notably, teachers' trust in AI-based educational technology did not increase, while their growing attention to the ethical challenges and limitations of GenAI was in line with the course's emphasis on critical engagement and pedagogical alignment. The research contributes to the emerging area of AI competence development by providing a PD framework that is based on UNESCO's AI-CFT.

Ali, M. M., & Asad, M. (1apr. J.-C.). **Human-AI Dynamics in Higher Education**. In *https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/979-8-2600-1458-5*. Consulté à l'adresse https://www.igi-global.com/gateway/book/407992

Alladatin, J. (2026). **Gouverner l'éducation par les données et les dispositifs numériques : une analyse du Tableau de bord de l'éducation du ministère de l'Éducation du Québec**. *Médiations et médiatisations*, (24), 220-236. https://doi.org/10.52358/mm.vi24.551

This article analyzes the Education Dashboard developed by the Québec Ministry of Education (MEQ) in a context where digital data are playing an increasingly prominent role in school governance. It draws on insights from the sociology of quantification, critical data studies, and the theory of public policy instruments. The analysis is based on a qualitative, documentary, and interface-centered approach, complemented by an examination of the strategic documents framing the dashboard. The findings show that the dashboard privileges a representation of the education system centered on narrowly measurable dimensions, such as graduation, performance on ministerial examinations, enrolment, and resources, while relegating pedagogical processes, actual educational work, and local contexts to the background. They

also highlight the structuring role of comparability, the risks of implicit rankings, and a tendency toward the symbolic recentralization of educational steering through data. The findings further indicate that, despite the heterogeneity of reference dates and data consolidation statuses, the dashboard interface tends to present these data as synchronous and comparable, thereby contributing to the naturalization of their timeliness and reliability, both of which remain open to question.

Allen, P. J., Barr, P., Magee, K. G., van Jaarsveldt, I., & Wakefield, A. (2026). **Correcting automatically generated closed captions for online learning materials does not improve student learning outcomes (although students believe it does)**. *British Journal of Educational Technology*, *57*(6), 1423-1439. https://doi.org/10.1111/bjet.70074
Lecture capture is ubiquitous in higher education. Lecture capture recordings are typically accompanied by automatically generated closed captions that are sometimes corrected by humans. Students self-report that they benefit from captions, and particularly human-corrected captions. However, multimedia learning research suggests that simultaneous spoken and written information impairs learning. Experimental tests of the pedagogic benefits of captions in authentic higher education learning contexts are sparse. Consequently, we block randomised 144 undergraduate psychology students to 12 sets of lecture capture recordings with uncorrected, corrected or no captions then assessed their understanding of these materials with 12 quizzes. Our pre-registered analyses indicated that the differences between conditions were trivial (M ?2?=?0.01; |M| δ?=?0.12) and that the captioning conditions to which students were randomised did not influence their quiz performance. Follow-up surveys re-confirmed that students believe captions are beneficial for multiple reasons (eg, improved comprehension and focus; study efficiency; accessibility), and prefer corrected over uncorrected captions, even though they do not always notice the difference. As they do not impair learning, do meet accessibility requirements and are valued by students, automatically generated captions should be used routinely. However, correcting them may not reflect an optimal use of resources. Practitioner notes What is already known about this topic Closed captions are widely used by young people, who self-report that they benefit from captions on lecture capture recordings. Multimedia learning research indicates that simultaneous spoken and written information can impair learning. Little is known about the pedagogic benefits of captions in authentic higher education learning contexts. Even less is known about the consequences of small but regular errors in automatically generated captions, despite the widespread use of such captions in higher education. What this paper adds We randomised students to 12 sets of lecture capture recordings with uncorrected, corrected or no captions, then assessed their learning with 12 quizzes. The captioning manipulation did not influence quiz performance. Students self-reported that captions are beneficial and preferred corrected over uncorrected captions, even though they did not always notice the difference. Implications for practice and/or policy Captions help universities meet accessibility guidelines and are valued by students. Automatically generated captions should be used routinely. Manually correcting them may not reflect a good use of resources.

Alvarez, L. (2026). **Ce qui fait la critique du numérique en éducation : les valeurs au centre des préoccupations**. *Médiations et médiatisations*, (24), 420-435. https://doi.org/10.52358/mm.vi24.538
Critical approaches to digital technology in education and training seem to be gaining popularity. Perhaps international geopolitics and the state of the world are making it easier to

move beyond technocentric approaches focused on added value and instead embrace approaches that are sensitive to living things. But what constitutes a critique of digital technology in education? How can work in this field be characterized? Drawing on sociology and recent work in education and training, this article aims to propose a naive framework—one that therefore deserves to be critiqued and tested—to ensure that the critique is well formulated. Indeed, the disciplinary field of digital technology in education is broad, and it is neither possible nor desirable to reduce it to the level of methodology or objects of study. So, what brings together critical approaches to digital technology? Values as the entry point is consistent and seems to allow most of the work encountered to be situated.

Anchunda, H. Y., & Kaewurai, W. (2026). **AI-supported simulation-based learning and collaborative microteaching for developing student teachers' competence in digital pedagogy and differentiated instruction: a sociocultural training program**. *Education and Information Technologies*, *31*(17), 9425-9479. https://doi.org/10.1007/s10639-026-14144-4
Teacher preparation programs in many countries, including Thailand, are increasingly expected to prepare future teachers to teach in digitally mediated and diverse classrooms. However, student teachers often experience difficulties in integrating digital tools into instruction and adapting teaching to diverse learner needs. This study developed, validated, and evaluated a socioculturally grounded professional learning enhancement program integrating AI-supported simulation and collaborative microteaching to strengthen student teachers' competence in digital pedagogy and differentiated instruction. Data were collected from 58 third-year student teachers from two intact class sections (Sect. 1, n = 30; Sect. 2, n = 28) and 12 educational experts through surveys, focus groups, and performance assessments. The findings indicated that effective preparation for digitally mediated classrooms involves competencies in technology integration, pedagogical design and differentiation, flexible instructional delivery, digital assessment and feedback, ethical and inclusive digital practice, and learner-centered knowledge construction. The study also identified six program components: theoretical and pedagogical foundations; program aims and competency outcomes; program architecture and content alignment; socioculturally mediated learning processes; AI-supported pedagogical tools and simulation environments; and formative and summative assessment with reflective analytics. Post-program results showed improvement in participants' competence across all measured components, along with high levels of participant satisfaction (M = 4.94) and positive perceptions of the program. Findings further indicated that competence development was supported by sociocultural collaboration, AI-supported simulations, reflective practice, and authentic learning experiences, while constraints related to workload, technological access, digital readiness, and initial anxiety toward AI tools decreased over time. The study provides a sociocultural framework for integrating AI-supported simulation into teacher education and offers implications for digital and inclusive pedagogy in pre-service teacher preparation. Limitations include the small sample size and single institutional context. Future research should examine implementation across different settings and investigate long-term effects on teaching practice.

Aptyka, H., Großschedl, J., & Hartelt, T. (2026). **Bugbear or surefire success? Secondary school students' conceptual learning about evolution with ChatGPT**. *International Journal of Science Education*, *48*(15), 2376-2395. https://doi.org/10.1080/09500693.2025.2524083
Evolution is challenging to understand for students. When engaging with challenging topics, students increasingly use the support of AI tools such as ChatGPT. Nevertheless, it is largely unclear

how interacting with ChatGPT affects students' learning success. Thus, we conducted an experimental intervention study (N = 241 upper secondary school students) with two intervention groups (i.e. control and experimental group) and a pre- post-follow-up-test design to investigate the effects of using ChatGPT on conceptual knowledge about evolution, digital competence regarding AI-supported learning, and attitude toward AI-supported learning. The control group attempted to expand their evolutionary knowledge through traditional internet searches, while the experimental group used ChatGPT for learning. Results show correlations between general, evolution-related, and AI-related variables. Furthermore, findings indicate that ChatGPT provides a limited enhancement regarding students' conceptual knowledge. Although AI-supported learning had no significant effects on digital competence, students in the experimental group developed a more positive attitude toward AI-supported learning. An increased positive attitude despite a very limited enhancement of learning may pose risks, as students may use ChatGPT frequently for future learning despite its limited effectiveness. Researchers and educators need to find ways to enable students to engage with AI in a reflective way.

Ariely, M., Salman, A., Yarden, A., & Alexandron, G. (2026). **Reflective prompt engineering: a new strategy for automated short answer scoring in biology**. *International Journal of Science Education*, *48*(15), 2422-2444. https://doi.org/10.1080/09500693.2025.2523571
The educational landscape is rapidly evolving, driven by Generative Artificial Intelligence (GenAI) advancements. As GenAI transforms educational practices, a key area of impact is developing automatic scoring systems to efficiently and accurately assess students' problem-solving and explanation skills. This study introduces a novel prompt engineering strategy, Reflective Prompt Engineering (RPE), which applies iterative human-AI collaboration through discussion and reflection with a powerful LLM to enhance scoring performance. In RPE, human experts guide the AI by integrating its inferred criteria and language into subsequent prompts, enabling reflective alignment and improvement. We applied RPE to score open-ended biology items using analytic grading rubrics, evaluating its performance against two benchmarks: a BERT-based scoring model and multiple examples prompts with no discussion. Performance (accuracy and Cohen's Kappa) was assessed in two scenarios: within-item and cross-items. RPE achieved excellent agreement with human experts (Cohen's Kappa > 0.8) using only 40–60 examples and consistently outperformed the multiple examples strategy, achieving significantly higher Kappa values. Our findings highlight the potential of RPE to optimise AI alignment with human-designed tasks and open pathways for broader applications across diverse domains, advancing automated evaluation practices with enhanced precision and adaptability.

Baron, G. L. (2026). **IA en éducation, entre promesses et menaces : enjeux et perspectives d'une nouvelle vague technologique**. *Médiations et médiatisations*, (24), 16-26. https://doi.org/10.52358/mm.vi24.522
The following text was written for a presentation at the ROC25 conference. It aims to contribute to the analysis of what is currently happening with AI in education, linking it to what previous technological waves have taught us. It discusses the risks (particularly with regard to the loss of authority of the texts produced) and the potential (particularly as tools for problem solving). It highlights the importance of critical approaches and the difficulty of implementing them in schools for phenomena without recognized expertise. Finally, it emphasizes the importance of developing teacher agency in terms of monitoring and innovation, which raises the issue of necessary training. These points determine what can then be taught in schools.

Barondeau, R., Coulon, T., Bourdeau, S., & Rosa, S. F. da S. (2026). **La réalité virtuelle comme espace collaboratif d'apprentissage : enseignements d'une expérimentation**. *Médiations et médiatisations*, (24), 399-419. https://doi.org/10.52358/mm.vi24.555
This article critically analyzes the integration of immersive virtual reality into a collaborative learning system in a university setting. It is based on a pedagogical experiment carried out with 42 undergraduate students as part of a course on mediated collaboration and addresses three challenges identified in the literature: the pedagogical gap associated with the lack of established practices and recommendations, the constraints of social interaction in an immersive environment, and the technical and cognitive barriers that can affect learning. Workshops, structured in three immersive cycles, mobilized differentiated roles around a three-dimensional co-construction task using the Arkio software. The study adopts an exploratory qualitative approach based on in situ observations and field notes produced by the research team, analyzed using an inductive approach structured around three analytical axes and supported by data triangulation. The results show that the success of the workshops depends mainly on the quality of the educational scripting and logistical orchestration, including technical preparation, instruction structuring, shared visual feedback improvement, and gradual role adjustment during the activity.

Baş, K., & Duran, V. (2026). **Attitudes toward artificial intelligence as a distal predictor of psychological distress: statistical mediation through perceived future employability and psychological resilience among university students**. *Social Psychology of Education*, *29*(1), 128. https://doi.org/10.1007/s11218-026-10295-x
This study examines whether attitudes toward artificial intelligence (AI) are associated with university students' psychological distress and whether this relationship operates through perceived future employability and psychological resilience.

Billerey, L. (2026). **L'e-EAS : vers une approche infocommunicationnelle des médiations numériques en éducation à la sexualité**. *Médiations et médiatisations*, (24), 260-278. https://doi.org/10.52358/mm.vi24.558
This article offers an information and communication analysis of sexuality education in the digital age (e-SexEd) based on a survey of adolescents, parents, and professionals involved in such programmes. It examines the conditions for the legitimization, implementation and appropriation of sexuality education in media environments that have been profoundly reconfigured by digital technology. The analysis highlights three structural tensions: institutional legitimacy weakened by often alarmist or legal discourses; school programme fragmentation marked by ad hoc interventions that are not well integrated into the educational timetable; and the central role of digital technology in adolescents' practices for accessing information on sexuality. Far from reflecting a rejection of sexuality education, the digital practices observed testify to a strong demand for resources, narratives and discussion spaces that enable the appropriation of sexual knowledge in a specific context. Based on these results, the article proposes an infocommunicational definition of e-SexEd, conceived as a system that structures the production, circulation and reception of educational discourse within hybrid media environments, shaped by multiple regimes of legitimacy and differentiated appropriation logics among adolescents.

Bouebdelli, A., & Deprêtre, É. (2026). **Évaluer un travail noté en rédaction à l'université : comparaison entre évaluation humaine et évaluation par un modèle d'intelligence artificielle**

générative générative. *Médiations et médiatisations*, (24), 180-202. https://doi.org/10.52358/mm.vi24.546
Generative artificial intelligence (GAI) can support the evaluative judgment exercised by university faculty when assessing students' written productions. However, its use raises issues that go beyond score concordance alone. To better understand the conditions under which GAI can provide such support, this article presents an exploratory experiment carried out in a university course focused on the mastery of written French. The study compares human evaluation and GAI-supported evaluation of the same diagnostically oriented written task. The analysis is grounded in a three-axis framework of evaluative judgment, encompassing the functions of assessment, its stages, and its ethical dimension, understood as inseparable from the evaluator's responsibility. The results show an overall convergence between the two modes of evaluation in terms of scores and number of identified errors, while revealing significant discrepancies in error identification, categorization, and the sequencing of diagnosis, scoring, and feedback as error complexity increases. The study shows that GAI cannot replace evaluative judgment. Nevertheless, it can support certain evaluative operations under clear methodological, institutional, and ethical guidelines, combined with faculty training and ongoing professional vigilance. It also opens avenues for further research, notably through comparison between different generative models.

Brosch, H., Langer, C., Lergetporer, P., Mueller, S., Pfeifer, H., & Tschoepe, N. (2026). ***Task Expansion with Generative AI: Experimental Evidence on Middle-Skilled, Early-Career Workers*** (Working paper N° 13045). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13045
Does generative artificial intelligence (AI) expand the set of tasks that middle-skilled, early-career workers can successfully perform? In a field experiment with 673 final-year IT apprentices at twelve German vocational schools, we randomly assign access to AI for completing occupation-specific tasks. To identify task expansion, we study tasks both within the apprenticeship curriculum and deliberately beyond it. AI raises productivity substantially across all task types, with gains tending to be larger on tasks where performance without AI is lowest. Crucially, productivity increases by 26–31 percentage points on tasks beyond apprentices' formal training, providing direct evidence of AI-enabled task expansion. These productivity gains do not come at the cost of reduced immediate task comprehension. Treatment effects are generally larger among apprentices with above-median AI literacy.

Buber, A., & Altunsoy Okvuran, S. (2026). **Prospective science teachers' use of generative AI in chemistry lab reports: patterns in questioning and conceptual understanding**. *International Journal of Science Education*, *48*(15), 2493-2522. https://doi.org/10.1080/09500693.2026.2647304
This study examines the impact of artificial intelligence (AI) tools on the questioning skills and conceptual understanding of prospective science teachers (PSTs) in completing chemistry laboratory experiment reports. Before the intervention, a survey assessed PSTs' AI usage experiences. During the intervention, PSTs used AI tools while preparing experiment reports, incorporating AI-related questions at the end of each report. These questions were analyzed based on difficulty level, topic, and type. Conceptual understanding questions were also posed weekly. A chi-square analysis examined the relationship between PSTs' conceptual understanding and question difficulty. Results showed a significant relationship between questioning skills and conceptual understanding in the first two experiments. In the last three, PSTs with complete understanding posed moderately difficult questions, whereas those with

alternative understanding contributed fewer questions, though no significant correlation was found between question difficulty and conceptual understanding. After the intervention, PSTs reflected on their AI experiences, noting faster access to information, cross-checking AI-derived data, and improved critical thinking and data interpretation. However, they struggled with diversifying their questions to AI. The findings suggest that AI-supported chemistry laboratory reporting provides opportunities for PSTs to refine their questioning and conceptual understanding.

Bugmann, J., Reinberg, L. R., & Pellet, J.-P. (2026). **Intelligence artificielle et éducation, entre injonctions paradoxales et futur désirable**. *Médiations et médiatisations*, (24), 347-359. https://doi.org/10.52358/mm.vi24.566
With the rapid development of digital education in recent years, teachers today are expected to incorporate them as a theme into their classroom activities. From introductions to programming to media literacy and discovering digital uses, some teachers are therefore in the process of completely transforming their practices. At the same time, they are also being asked to educate their pupils about sustainability, even though the negative impact of digital technology in this area, and particularly artificial intelligence, is increasingly being highlighted. So, how are teachers coping with these two seemingly contradictory demands? And how do they manage to position themselves and contemplate their personal and professional future in a world in which digital technology has taken on such an important role? In other words, are we currently training teachers who are resistant to digital technology or who are techno-solutionists? This connection between digital technology and sustainability will therefore be the focus of this article. To answer this question, we carried out a study on the digital practices of pre-service teachers and their vision of the future, which we present in this article, with the aim of understanding their worldview in order to better guide them in supporting their students.

Bukhalenkova, D., Almazova, O., Veraksa, A., & Papadakis, S. (2026). **Digital game preferences and executive functions development in preschoolers: a longitudinal study**. *Education and Information Technologies*, *31*(17), 9265-9283. https://doi.org/10.1007/s10639-026-14152-4
This longitudinal study examined one-year changes in executive functions (EF) among preschoolers with different EF levels' (i.e. low, medium and high), comparing children who preferred various types of digital games with those who did not. At baseline, 308 children aged 60 to 72 months attending senior kindergarten groups completed a battery assessing visual and verbal working memory, inhibition, and cognitive flexibility. One year later, when the 287 participants were 73–85 months old and enrolled in preparatory groups, the same EF measures were re-administered. Different digital game preferences were associated with different patterns of EF changes. Preschooler's preferences of quick-reaction games associated with smaller improvement in visual working memory, whereas preferences of strategic, simulation and logic digital games was associated with growth of some EF components in children with low EF level. However, no differences were found in age, baseline EF and total screen exposure in children who preferred to play different types of digital games. For children with medium and high EF levels such associations were not obtained. These findings refining our understanding of how popular digital games associated with changes in EFs in 5-7-years-old children and set the direction for future research in this area.

Burlacu, N. (2026). **Exploring the Use of Artificial Intelligence in Education: Promising Theoretical and Applicative Opportunities (review)**. *intellèctus*, (1), 45-49. https://doi.org/10.56329/1810-7087.26.1.04

In recent decades, technology-assisted education has been marked by profound transformations, driven by the emergence of digitalization and, more recently, by its fusion with the phenomenon of artificial intelligence (AI) and hence by related technological products and/or programs. This material is a scientific review of the work « Introduction to the Use of Artificial Intelligence in Education. STEAM: Teaching, Learning, and Certification, » signed by Professor Adrian A. Adăscăliței, a renowned specialist in the field of computer-assisted education and other technologies, with a remarkable contribution to the critical and appliied analysis of AI in education. The volume under review is part of a rapidly expanding research field and responds to the need for conceptual and methodological clarification of the role of AI in education, placing strong emphasis on the implementation of AI in curricular areas of STEAM disciplines. The author approaches education as a complex ecosystem, highlighting the tendency of AI to become a structural factor capable of influencing the organization of knowledge and extending educational practices along the entire didactic itinerary: teaching-learning-evaluation. The volume stands out for its scientific rigor, analytical balance, and the integration of the ethical dimension, characteristics that provide a coherent framework for reflection and responsible application of AI in various educational contexts, making it fully compatible with the most current national and international didactic requirements.

Champlain, Y. D. (2026). **Faire face à l'intelligence artificielle dans le développement d'une pédagogie réflexive par le numérique**. *Médiations et médiatisations*, (24), 436-445. https://doi.org/10.52358/mm.vi24.482

Our digital world is once again being upended by the emergence and rapid development of artificial intelligence available to the general public. This is affecting software development, including software dedicated to education. But it is not yet clear what this implies in terms of training people or in terms of ethics. This paper examines the specific case of developing software dedicated to prior learning recognition. What do we already know about artificial intelligence? What can we deduce about its possible consequences? This reflection highlights many issues ranging from ecology to expertise loss o in general and focuses more specifically on the foundations of prior learning recognition and how these could be affected by artificial intelligence.

Chasanidou, D., Kalogiannakis, M., Raikou, N., Stavropoulou, G., & Beazidou, E. (2026). **AI Literacy in STEAM Education: A Systematic Review**. *Computers*, *15*(9), 565. https://doi.org/10.3390/computers15090565

Artificial Intelligence (AI) literacy has emerged as a critical 21st-century competence, yet its integration within interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Mathematics) education remains fragmented. This study addresses this gap by investigating how AI literacy is conceptualized, implemented, and evaluated within STEAM learning environments. Following the PRISMA guidelines, a systematic literature review was conducted on empirical studies published between 2015 and 2025 to examine pedagogical approaches, methodological designs, AI technologies, and arts disciplines. An analysis of 32 studies revealed key insights into the development of AI literacy within STEAM education: (1) AI literacy is most often fostered through active and interdisciplinary learning rather than through lecture-based instruction alone, (2) AI serves both as a subject of study and as a tool for learners to create,

design, investigate, and solve problems, (3) arts integration in AI-STEAM education typically support broader learning objectives and less frequently is assessed as distinct learning outcome, (4) ethical and societal aspects of AI literacy receive less attention than technical and computational skills, (5) the predominance of non-formal settings, short interventions, and context-specific studies indicates limited evidence on long-term progression, scalability, and sustained outcomes. The review contributes to the emerging field of AI-STEAM education by mapping empirical research from the past decade and developing two analytical tools: a five-cluster framework for learning objectives and a four-cluster framework for arts integration in AI-STEAM education. It concludes with a multi-level synthesis that identifies key educational and technological implications for the design, implementation, and future development of the field.

Chen, C.-H., & Huang, K. (2026). **Not all collaboration benefits from competition: Collaboration modes in a computational thinking game**. *British Journal of Educational Technology*, *57*(6), 1471-1497. https://doi.org/10.1111/bjet.70081
Digital game-based learning often leverages social dynamics to enhance engagement, yet the interplay between collaborative structures and competitive pressures remains complex. This study investigated different collaboration modes and how they interact with competition to influence computational thinking (CT) learning, group metacognition and in-game behaviours. Adopting a quasi-experimental approach with a 3???2 factorial design, 148 seventh-grade students were recruited via purposive sampling from intact classes. Participants played the game in pairs, with or without competition, in one of three collaboration modes: paired gaming on one computer, collaboration on respective computers with turn-taking or cooperation on respective computers with role assignment. Data were analysed using quantitative methods to assess learning outcomes and behavioural sequence analysis to identify interaction patterns. Results revealed significant main effects of collaboration mode and an interaction effect between collaboration and competition. The cooperative group with competition achieved the highest CT outcomes, and the paired gaming group with competition reported the highest level of group metacognition. In contrast, the collaborative group with competition had the lowest level of learning outcomes and group metacognition. Behavioural sequence analyses identified unique patterns that corroborate the quantitative findings. Notably, competition undermined the collaborative turn-taking mode while enhancing cooperative and paired gaming modes, highlighting the need to carefully match collaboration structures with competitive elements in designing game-based learning. Practitioner notes What is already known about this topic Collaboration and competition are widely used in digital game-based learning (DGBL) to enhance engagement, motivation and problem-solving. Prior studies have often examined collaboration and competition separately, leaving the interactive effects between these social dynamics on computational thinking (CT) and group metacognition underexplored. What this paper adds Different collaboration modes significantly shaped CT learning and group metacognition. Competition alone showed no benefits for CT learning or group metacognition. Cooperative + competition fostered clear roles, strategic play and higher CT. Competition weakened collaboration learning's CT performance and led to fragmented behaviours. Implications for practice and policy Carefully match collaboration structures with competition features when designing game-based or group learning activities. Use competition selectively?beneficial in cooperative tasks with clear role assignments, but potentially detrimental in open collaboration requiring trust and mutual regulation. Integrate competitive and collaborative elements intentionally rather than additively.

Chen, P., Yang, D., Liang, Y., Yao, Z., & Lavonen, J. (2026). **Enhancing creativity in human–AI collaboration through metacognitive prompt cards: an experimental study**. *Education and Information Technologies*, *31*(17), 9971-10002. https://doi.org/10.1007/s10639-026-14164-0
GenAI holds promise for enhancing creativity and accelerating creative work, yet concrete guidance on how to scaffold human–AI collaboration for real gains in performance and creativity remains scarce. In this study, we introduce a set of metacognitive prompt cards (MPC) and examine their impact on creative metacognition and performance during human–AI collaboration. 48 students formed the experimental group, and 42 formed the control group, to collaborate with GenAI on a product improvement task featuring an open-ended, complex learning activity that required sustained interaction with generative AI. The results revealed that MPC significantly enhanced the effectiveness of metacognitive regulation, increasing the originality and detail of participants' creative solutions. Meanwhile, the prompting also increased the overall task duration, and individual differences emerged in students' responses. For instance, the control group exhibited higher perceived usefulness of GenAI than the experimental group. Collectively, these results demonstrate the potential of metacognitive prompts to amplify creativity in human–AI collaborative settings, while underscoring the importance of optimized prompt design and the need to investigate the long-term effects of metacognitive interventions on creative learning.

Çolak Yazıcı, S. (2026). **Bridging the gap between technology use and pedagogical design: A structured web 2.0 intervention in chemistry education**. *Education and Information Technologies*, *31*(17), 9779-9817. https://doi.org/10.1007/s10639-026-14160-4
Designing effective instructional materials in chemistry education requires pedagogical competence and discipline-specific integration skills beyond technical knowledge of digital tools. This study examined changes in pre-service chemistry and science teachers' Technological Pedagogical Content Knowledge (TPCK) self-efficacy for material development and their metaphorical perceptions of the pedagogical role of Web 2.0 tools following a structured, chemistry-focused education program. A convergent mixed-methods approach and a single-group pre-test–post-test design without a control group were used. The quantitative strand included 32 pre-service teachers; the metaphor analysis included 29 participants from this group with paired responses. Quantitative findings showed significant increases in overall TPCK self-efficacy and all subdimensions. Cohen's dz was 1.42 for the total score and ranged from 0.59 to 1.93 across subdimensions, with the largest increase observed in Technological Content Knowledge (TCK). Qualitative findings showed that perceptions broadened from general instructional support toward pedagogical functions such as learner autonomy, conceptual and permanent learning, misconception elimination, concretization, and chemistry-specific applications. This pattern was illustrated by T1, whose pre-test description of Web 2.0 tools as "necessary" changed at post-test to an "eraser," representing misconception elimination. However, participant-level integration showed that changes in metaphorical themes and self-efficacy scores did not follow parallel patterns across all participants; participants whose themes changed did not show systematically greater score increases than those whose themes were retained. Taken together, the findings indicate that changes occurred in both TPCK self-efficacy and pedagogical perceptions following the program; however, these outcomes appear to reflect complementary but non-equivalent dimensions of technology-related pedagogical development.

Dang, C. T., & Nguyen, A. (2026). ***Verified, not generated: expert-verified AI study materials and the distribution of learning gains in a university course*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2610.07097
Experimental studies of generative AI in education mostly report average effects, yet field evidence shows that AI can narrow attainment gaps or widen them. We argue that the direction depends on the judgement burden, the expertise a learner must supply to screen AI output before learning from it, and that expert verification before release moves this burden from students to an accountable tutor. We test the argument in a two-cohort difference-in-differences design in which one half of a compulsory firstyear university economics course received AI-generated podcasts, FAQs and quiz-based study guides, produced with a source-grounded model and checked by a named graduate teaching assistant (170 students; 340 examination marks). Access was associated with a 2.34-mark advantage on a 50-mark component. The share of marks below the upper-second classification boundary fell by 24.7 percentage points relative to the counterfactual, effects were significant at every threshold from 23 to 31 marks and at none above, and roughly three-quarters of the average originated in the bottom quintile. The threshold estimate is robust to removing the lowest-scoring students from the pre-intervention cohort; the average effect is not. Interviews and feedback from 36 students indicate that the verification label gave students a reason to engage with AI-generated material without ending their scrutiny of it. Evaluations of AI learning resources that report only mean effects cannot detect whether the students the resources are meant to help are the ones who gain.

Desjardins, G., Plante, P., Mendoza, G. A. A., & Brassard, C. (2026). **Les TI au service de l'enseignement supérieur de proximité : comment la réalité virtuelle vient rompre la distance et améliorer la persévérance scolaire dans un contexte hybride**. *Médiations et médiatisations*, (24), 27-46. https://doi.org/10.52358/mm.vi24.527
The gradual decline in production costs has increased the accessibility of virtual reality (VR), thereby strengthening interest in this technology across various sectors, particularly in education and training. Owing to its immersive and interactive nature, VR emerges as a promising lever for skill development in academic contexts. This article reports on a study carried out in 2025 at a Quebec university, aimed at experimentally integrating VR into different teaching contexts on a small scale, with the objective of enhancing accessibility, student persistence, and academic success. The study adopts a mixed design comparing a control group, which completed the course remotely via the Zoom platform, with an experimental group that received the same instruction within an immersive VR environment. Quantitative findings indicate a statistically significant difference in final course grades in favor of the experimental group. Qualitative data derived from focus groups corroborate these results, highlighting increased course satisfaction and a reduced intention to withdraw among participants exposed to VR.

Diaz Pinzón, B. H., Patiño Jacinto, R. A., Riaño Casallas, M. I., & Rojas Berrio, S. P. (2026). ***Diagnóstico de las competencias digitales y de la inteligencia emocional en estudiantes de primer semestre de la Facultad de Ciencias Económicas de la Universidad Nacional de Colombia*** [Working paper]. Consulté à l'adresse Universidad Nacional de Colombia, FCE, CID website: https://EconPapers.repec.org/RePEc:col:000176:023808
This study diagnoses digital competencies and emotional intelligence in first-semester students of Business Administration, Accounting, and Economics at the Faculty of Economic Sciences of the National University of Colombia, recognizing student diversity from an intersectional perspective. It addresses the need to align education with real living conditions, prior trajectories, and

university adaptation challenges, including soft and digital skills development. The research is an exploration and mixed-methods: a survey was applied to 108 students and five interviews explored experiences during the semester. Results show an overall intermediate-high level of digital competence, with stronger performance in communication and information search. The main weaknesses appear in digital content creation and problem solving, with program differences and gender gaps. Emotional intelligence shows adequate attention and regulation, but emotional clarity tends to remain at the lower bound of the adequate range. Interviews reveal intense transition emotions such as fear, anxiety, and loneliness, and regulation strategies based on support networks, pauses, relief activities, and seeking help. Evidence also suggests that digital skills are not systematically addressed institutionally in the first semester and students adapt individually. The study concludes that transversal institutional and curricular actions are needed, including differentiated support to reduce gaps and strengthen competencies from entry.

Du, C., & Qiao, S. (2026). **Beyond play: A mixed methods exploration of a gamified design thinking intervention on design thinking mindset and creative self-efficacy**. *Education and Information Technologies*, *31*(17), 10037-10062. https://doi.org/10.1007/s10639-026-14169-9
Design thinking (DT), an innovative approach to solving complex problems, has been widely used to support creativity development. However, the potential of DT to support creative self-efficacy (CSE) and the role of design thinking mindsets (DTM) in this process remain underexplored. This study designed a gamified, scenario-driven DT intervention implemented at a university in Hong Kong, examining students' DTM and CSE and their experiences during the intervention. An explanatory sequential mixed-methods design was employed. Pre- and post-intervention questionnaires assessed DTM and CSE, followed by qualitative interviews exploring students' experiences. Quantitative results showed significantly higher posttest scores in both DTM and CSE compared with pretest scores. Qualitative findings further illuminated students' DT experiences including greater tolerance for ambiguity, openness to opportunities, attention to users' perspectives, iterative engagement with feedback, and increased creative confidence through collaborative teamwork, tangible product development, and inspirational support. The findings also suggest that scenario-driven learning provided contextual grounding for DT activities, while gamification offered motivational and social affordances for engagement. The study contributes theoretically by providing exploratory insight into the relationship between DTM and CSE within DT interventions, and practically by illustrating how gamification, scenario-based learning, prototyping, feedback, and collaborative activities can be integrated into technology-enhanced DT education.

Du, W., Wu, Z., & Li, F. (2026). **Digital literacy profiles and associated factors among in-service teachers in China: A latent profile analysis**. *Education and Information Technologies*, *31*(17), 9177-9217. https://doi.org/10.1007/s10639-026-14128-4
Teachers' digital literacy has become increasingly important amid the digital transformation of education. Grounded in Social Cognitive Theory (SCT), this study adopted a person-centered approach to examine digital literacy heterogeneity among 1,491 in-service teachers in China. Teachers' digital literacy was assessed using a situational judgment test, while self-attitude, learning engagement, organizational culture, and professional development training were measured using adapted and psychometrically evaluated scales. Latent profile analysis identified the profiles; the Bolck–Croon–Hagenaars (BCH) auxiliary-variable procedure compared the four SCT-related variables across profiles; and the R3STEP multinomial logistic

regression procedure examined associations between demographic and professional characteristics and profile membership. Four profiles emerged: Beginner (lagging across all dimensions), Theoretical (knowledge-focused), Practical (application-oriented), and Proficient (leading across all dimensions). Significant differences were found across profiles in self-attitude, learning engagement, organizational culture, and professional development training. Gender, age, teaching experience, school level taught, educational attainment, disciplinary background, school location, teacher education background, and professional title were differentially associated with profile membership, whereas administrative position and school type were not significantly associated with profile membership. By revealing the internal heterogeneity of teachers' digital literacy, this study extends variable-centered research and provides empirical evidence that may inform differentiated training, organizational support, and related policy development.

Dubois, P. (2026). **Intégrer les médias sociaux dans l'enseignement universitaire : un point de vue professoral**. *Formation et profession*, *34*(1), 3. https://doi.org/10.18162/fp.2026.a370

Dzidzornu, A. A. K., & Xu, X. (2026). **Generative AI in the Global South: a PLS-SEM analysis of student perceptions and intentions**. *Education and Information Technologies*, *31*(17), 9845-9894. https://doi.org/10.1007/s10639-026-14166-y
Generative Artificial Intelligence (GenAI) is transforming higher education, yet evidence from the Global South remains limited. This study examined GenAI awareness, use, and associations with behavioral intention (BI) among Ghanaian university students. Descriptive analyses used the full sample (N = 514), whereas Partial Least Squares Structural Equation Modeling (PLS-SEM) used 394 GenAI users. Open-ended responses were analyzed thematically. Awareness (81.7%) and use (76.7%) were high among this digitally connected sample. Measurement refinement showed overlap among Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Performance Expectancy (PE), represented jointly as Integrated Technology Appraisal (ITA). The final five-construct model explained 52.1% of the variance in BI (SRMR = 0.056). Perceived Benefits (PB) had the largest direct association with BI (β = 0.437, p < .001), followed by ITA (β = 0.290, p < .001). Perceived Challenges (PC) was not significantly associated with BI (β = 0.017, p = .712). PB was indirectly associated with BI through ITA (β = 0.193, p = .001). Facilitating Conditions (FC) had both a direct association with BI (β = 0.169, p < .001) and a specific indirect association through PB (FC → PB → BI: β = 0.089, p = .003). The direct-effect estimate exceeded the specific indirect-effect estimate, a pattern consistent with complementary partial mediation. Because construct specification and selected relationships were refined using the same sample, these findings are exploratory and provide hypothesis-generating evidence for a Contextually Adapted Technology Acceptance Model (CATAM) requiring independent testing. Implications are identified for AI governance, curriculum design, and equitable digital policy aligned with Sustainable Development Goal 4.

European Commission. European education and culture executive agency. (2026). ***Digital education at school in Europe 2026: bridging gaps in access, teaching and learning***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/a2c87925-b3d1-11f1-81de-01aa75ed71a1/language-en
La plupart des États membres de l'Union européenne sont confrontés à des pénuries d'enseignants. Ce rapport en analyse l'ampleur, les causes et les réponses possibles. Il met en évidence des facteurs tels que le vieillissement des personnels, les départs du métier, les

conditions de travail, les rémunérations, le stress et les perspectives de carrière. Les pénuries varient selon les pays, les territoires et les disciplines. Quatre études de cas (Estonie, Italie, Pays-Bas, Pologne) illustrent la diversité des situations nationales et des réponses politiques. Le rapport recommande notamment d'améliorer l'attractivité du métier, les conditions de travail, la formation et l'accompagnement des débutants, ainsi que la planification des effectifs et les données disponibles.

Fei, X. (2026). **Hybrid intelligence feedback systems in design thinking development: Stage-specific insights on pedagogical effects and characteristics of generative AI and instructors**. *British Journal of Educational Technology*, *57*(6), 1440-1470. https://doi.org/10.1111/bjet.70080
Fostering design thinking relies on instructional feedback, yet traditional instructor-led methods face practical limitations. Although generative AI (GenAI) may offer promising solutions based on its advantages, existing studies predominantly characterise it as a performance-enhancing task assistant rather than as a feedback-providing pedagogical agent for the intrinsic growth of design thinking. The study compares the pedagogical effects on students' design thinking and students' perceptions of feedback systems by GenAI and human instructors. A within-class randomised experimental design was conducted with 80 undergraduates. Results indicate no significant overall difference in learning gains, but reveal respective stage-specific strengths: GenAI proved more effective during the ?empathise? stage, associated with superior timeliness and privacy, while human instructors excelled in the ?prototype? stage, valued for their contextual anchoring. Comparable effects yet complementary functions were observed in other stages, reinforcing GenAI's augmentative role instead of substitution. Findings collectively demonstrate that the effectiveness and strengths of feedback systems are not static and uniform but dynamically aligned with the learning demands across educational settings. Practical insights for designing hybrid intelligence feedback systems and theoretical implications were finally discussed. Practitioner notes What is already known about this topic Instructional feedback is crucial for fostering design thinking; however, traditional instructor-led feedback is often constrained by issues of scalability, timeliness and consistency. Generative AI (GenAI) shows promise to serve as an additional feedback agent, but its role has been explored more as a performance-enhancing task assistant rather than a feedback-providing pedagogical agent for the intrinsic growth of design thinking. What this paper adds The study demonstrates that GenAI leads to greater learning gains in the ?empathise? stage, while human instructors are more effective in the ?prototype? stage. The study underscores their comparable effect while serving distinct and complementary roles at ?define?, ?ideate? and ?reflect? stages. The study highlights their respective stage-specific strengths and associates them with learning gains across the design thinking process. The study provides practical insights for designing hybrid feedback systems that strategically orchestrate GenAI and human instructors to maximise pedagogical impact. Implications for practice and/or policy Educational policy should promote the design of hybrid feedback systems that strategically align the inherent characteristics of different feedback agents with the stage-specific learning demands across various educational contexts. Curriculum development should emphasise building students' relevant competencies (e.g., feedback literacy, AI competency, etc.), equipping them to seek, evaluate and synthesise input from multiple agents effectively.

Fontanié, M. (2026). **Éthique et sobriété situées des pratiques numériques dans l'enseignement supérieur en France**. *Médiations et médiatisations*, (24), 128-144. https://doi.org/10.52358/mm.vi24.542

This article examines digital sobriety (DS) practices as responses to the environmental challenges posed by digital technology (Flipo et al., 2013) in higher education and research (HER) in France. Indeed, HER is experiencing tension: while « calls for digitisation » (Boboc and Metzger, 2023) issued by public policies promote digital technology as a driver of educational innovation, its negative environmental impacts are well known (Marquet et al., 2019). While DS appears to be a response to these impacts, its integration into practices remains unclear and its ethical dimension is rarely questioned based on the stated practices of those involved. The data presented and analysed are from 42 semi-structured interviews conducted with educational engineers (IP) and teacher-researchers (EC) between October 2024 and March 2025, as part of ongoing doctoral work in information and communication sciences. From a situated ethics perspective, we analyse the ethical dimension of DS for ECs and IPs in a professional context, as well as the potential reconfigurations of digital practices that it induces. The analysis shows that there is no single ethical framework for digital sobriety, but rather a plurality of situated digital sobrieties linked to the specific challenges faced by each individual in their professional context.

Gevher, M., Öncü, S. E., Koçdar, S., & Erdoğdu, E. (2026). **AI attitudes and organizational learning in distance education: interpreting an AI learning gap through structural equation modeling**. *Education and Information Technologies*, *31*(17), 10003-10035. https://doi.org/10.1007/s10639-026-14170-2

The rapid diffusion of Artificial Intelligence (AI) is reshaping practices in higher education, particularly in distance education institutions where technology-mediated systems dominate instructional and administrative operations. However, the extent to which staff attitudes toward AI translate into collective organizational learning remains unclear. This study investigates the relationship between employees' attitudes toward AI and organizational learning within a large-scale distance education institution in Türkiye. A total of 239 staff members, 88.3% of whom were administrative personnel, participated in a survey, and data were analyzed using Structural Equation Modeling (SEM). Validated scales measuring positive and negative AI attitudes and three levels of organizational learning (individual, group, and organizational) were implemented. The results reveal a significant positive effect of staff's positive AI attitudes on individual learning only, while no significant effects were observed at the group or organizational levels. Negative attitudes showed no significant relationship with any learning dimension. The organizational learning scale contains no AI-specific items; these findings are therefore interpreted as an AI learning gap, wherein AI appears to be adopted as an individual enhancement tool rather than a collectively shared organizational capability. The study highlights the need for institutionally supported strategies-beyond personal adoption-to embed AI into collaborative routines, professional development programs, and organizational knowledge systems. The implications suggest that bridging the gap between individual adoption and collective learning is essential for developing genuinely AI-enabled organizational practices in distance education settings.

Gross, D., Shvadron, D., & Zhang, H. (2026). ***How Heavily Are PhD Students Offloading Their Scientific Writing to AI? Evidence from US STEM PhD Dissertations*** (Working paper N° 35859). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35859

Large language models are diffusing rapidly into science, raising concerns that delegating research writing to AI may undermine the development of expertise that scientific training is supposed to build. We measure AI-generated writing in the dissertations of a near-census of US STEM PhD graduates from 2019 to 2026 and link graduates to their subsequent employment. AI

writing is absent before 2023, present in 29% of dissertations filed in 2026, and rapidly growing. Use is more common among students from non-English-speaking countries and at lower-ranked programs. Among graduates in the same program and cohort, those whose dissertations contain AI writing are less likely to enter academic research careers and more likely to enter non-tenure-track roles or industry, with this pattern strongest among US-origin students. At the same time as AI may increase research productivity, it thus appears to also be displacing a potentially important portion of the work through which scientific expertise is developed.

Großmann, L., Koberstein-Schwarz, M., Krüger, D., & Krell, M. (2026). **Lesson planning with ChatGPT for inquiry-based biology instruction – A(I) roll of the dice?** *International Journal of Science Education*, *48*(15), 2356-2375. https://doi.org/10.1080/09500693.2025.2567509
This study investigates the capability of ChatGPT-4o to generate high-quality inquiry-based science lesson plans, that is, aligning all elements of a written lesson plan to students' learning about procedural and epistemic aspects of science instead of gaining subject matter knowledge. Using an exploratory sequential mixed methods design, we analysed N = 60 biology lesson plans generated by the research team across four key topics (cell biology, genetics/evolution, human biology, ecology) and five scientific inquiry practices (microscopy, observing, experimenting, modelling, reflecting the nature of science) from the German curriculum . First, lesson plans were quantitatively evaluated using a modified version of Großmann and Krügers' [(2024). Assessing the quality of science teachers' lesson plans: Evaluation and application of a novel instrument. Science Education, 108(1), 153–189. https://doi.org/10.1002/sce.v108.1] scoring rubric, which assessed ten quality criteria with substantial interrater agreement (Cohen's κ = .67). Second, based on the score distribution, we conducted qualitative analyses to identify strengths and weaknesses in ChatGPT-generated inquiry-based lesson plans. Results revealed considerable variation in lesson plan quality, with n = 22 lesson plans achieving less than 50% of the maximum possible score and only n = 5 lesson plans reaching 75% or higher. While the lesson plans demonstrated particular strengths in content accuracy and learning outcome alignment, they exhibited significant weaknesses in addressing students' inquiry-related conceptions and maintaining consistent focus on scientific inquiry. While ChatGPT-4o successfully generated some high-quality lessons plans for inquiry-based instruction, many lesson plans shifted inappropriately towards subject matter knowledge acquisition rather than scientific inquiry processes. This discrepancy between our initial prompts and the resulting lesson plans indicates that while large language models like ChatGPT-4o demonstrate potential as preliminary planning tools, they necessitate thorough evaluation and substantive modification by teachers possessing robust pedagogical content knowledge. The findings emphasise that the advent of generative artificial intelligence does not diminish the importance of professional knowledge in teacher education but rather transforms how this knowledge is applied in lesson planning processes.

Guo, L. (2026). **Research on the impact mechanism of university students' online learning platforms on learning engagement: an integrated model based on self-determination and social cognitive theory**. *Education and Information Technologies*, *31*(17), 9521-9555. https://doi.org/10.1007/s10639-026-14155-1
With the deepening advancement of digital transformation in higher education, online learning platforms have become important carriers for university students' knowledge acquisition. However, existing research has predominantly drawn on a single theoretical lens and rarely examined how motivational and cognitive mechanisms operate jointly to shape engagement.

This study integrates self-determination theory and social cognitive theory to construct a hierarchical theoretical model examining the associations between online learning platforms and learning engagement through two parallel mediators, namely psychological needs satisfaction (autonomy, competence, relatedness) and cognitive factors (academic self-efficacy and social presence), together with one serial (chain) pathway in which psychological needs satisfaction precedes self-efficacy in transmitting the environmental effect to engagement. The findings reveal: teacher support shows a total effect associated with learning engagement (β = 0.48) slightly exceeding that of platform functional characteristics (β = 0.41); the mediating effect of the psychological needs satisfaction pathway accounts for 40–43% of the total effect, while the cognitive factors pathway accounts for 28–29%; this study identifies a potential serial (chain) mediating pathway of « environmental factors → psychological needs satisfaction → self-efficacy → learning engagement » (β = 0.079–0.087), suggesting the possible sequential relationship between intrinsic motivation and behavioral activation. The results indicate that in technology-enhanced learning environments, teachers' emotional support and cognitive guidance appear to make comparable and substantial contributions alongside platform features, and satisfying students' needs for autonomy, competence, and relatedness represents a key pathway associated with deep learning engagement. It should be noted that the cross-sectional design of this study limits causal inferences, and the directional relationships identified require verification through future longitudinal research. This research provides theoretical references and practical guidance for optimizing online learning platform design, enhancing teachers' online teaching capabilities, and constructing progressive learning support systems.

Hauk, D., Menter, F., & Schorling, J.-M. (2026). **Authentic and functional dialogue with AI-based student avatars: Evidence from a practice-based teacher education program**. *British Journal of Educational Technology*, *57*(6), 1564-1584. https://doi.org/10.1111/bjet.70087
Interactions with AI-based student avatars offer scalable opportunities to practice educational dialogue in practice-based teacher education (PBTE), yet little is known about the interaction quality of such simulations. This exploratory case study examined whether avatar-mediated exchanges provide authentic and functional learning opportunities for teacher education. N?=?21 preservice teachers completed a 10-minute, one-to-one conversation with an AI student avatar embedded in a PBTE module on leading educational dialogue. The study combined post-session questionnaires, system metadata, transcript coding and interviews. Participants perceived the exchanges as clearly functional and moderately authentic. Metadata indicated balanced participation, with slightly longer teacher turns. Transcript analyses likewise pointed to high functional dialogue alongside moderate authentic dialogue. Further speaker-differentiated analyses showed the avatar acting as a responsive counter-voice, while preservice teachers applied dialogic talk moves. Interview data supported these findings, with participants describing the avatar's language and stance as plausible and highlighting the avatar's contingent uptake of prior turns, while also noting limits to full classroom realism. Taken together, the findings suggest that avatar-mediated dialogues can provide a meaningful learning opportunity for novices in PBTE. Implications for the design and educational use of AI-based avatars in teacher education are discussed. Practitioner notes What is already known about this topic Practice-based teacher education (PBTE) uses approximations of practice to help preservice teachers rehearse core teaching practices. Dialogic pedagogy (eg, pressing for reasons, building on ideas and taking up students' contributions) supports deeper understanding and participation. AI-driven avatars are emerging as low-cost, scalable tools for simulated practice, but evidence on the quality of

avatar?teacher interaction is still limited. What this paper adds Implementation-based evidence that short, one-to-one conversations with an AI student avatar are experienced as clearly functional and moderately authentic by preservice teachers. Mixed data (self-reports, system metadata, transcript coding, interview excerpts) show balanced turn-taking and reveal the avatar's role as a responsive ?counter-voice?, while preservice teachers applied dialogic talk moves to develop ideas, elicit reasoning, and challenge claims. A transparent description of the scenario design and prompts that educators can replicate or adapt. Implications for practice and/or policy AI avatars can provide a manageable and accessible opportunity to practice educational dialogue before moving to more complex classroom interactions. Scenario design matters: controversy-ready prompts and contingent uptake may support explanation, justification and dialogic engagement in avatar-mediated rehearsals. PBTE programs should combine avatar-based rehearsal with guided debriefing and opportunities for repeated cycles of rehearsal and reflection.

He, T., Wu, X., Li, M., Xia, T., & Cao, X. (2026). **Unveiling patterns of socially shared regulation in relation to self-regulated learning: The roles of individual profiles and group dynamics in online collaborative learning**. *British Journal of Educational Technology*, *57*(6), 1498-1520. https://doi.org/10.1111/bjet.70082

Abstract The rapid growth of massive online learning has intensified interest in self-regulated learning (SRL) and socially shared regulation of learning (SSRL), yet empirical insights into their interplay in online collaborative learning (OCL) remain limited. This study employed a three-layer analytical method combining cluster analysis, content analysis and complex network analysis to investigate how SSRL patterns evolve in relation to individual SRL profiles. Data from 60 undergraduates in a 16-week course included over 16,000 trace entries (e.g. posts, replies, peer feedback) were collected and analysed. Results revealed that (1) three profiles of SRL were identified, based on learners' time investment, study regularity and help-seeking behaviours; (2) groups with higher SSRL behavioural interaction displayed a more diverse and balanced role composition; and (3) distinct SSRL patterns emerged across SRL profiles over time. Individuals with high SRL profiles more frequently connected idea sharing with strategy using and process monitoring, while those with low SRL profiles relied on limited strategies focused mainly on idea sharing. These findings deepen the understanding of how individual regulation shapes group dynamics in online collaboration and suggest that instructional design should consider learners' SRL profiles when scaffolding their collaborative regulation processes. Practitioner Notes What is already known about this topic Self-regulated learning (SRL) and socially shared regulation of learning (SSRL) are both essential for effective online collaborative learning (OCL), with prior research recognising their theoretical interplay. Trace data (e.g. login frequency, timestamp and posts) offer valuable opportunities to uncover how learners engage in and coordinate regulatory behaviours throughout online collaboration. What this paper adds Integrating SRL profiling with mixed network analysis, this study shows how individual SRL profiles drive divergent SSRL development, highlighting shared coordination patterns and evolving interactive roles across phases. Groups with higher SSRL interaction exhibited more diverse and balanced role composition, with central roles (e.g. leaders, animators) facilitating stronger collaborative regulation processes. Time-series epistemic network analysis (ENA) provides a novel analytical lens to track the evolution of SSRL patterns across collaborative phases, linking SRL profiles with group-level regulatory dynamics. Implications for practice and/or policy Tailoring support to SRL profiles allows educators to offer targeted scaffolds, using prompts and planning tools for low SRL

learners, while encouraging high SRL learners to lead coordination and monitoring in SSRL. Role-driven group design promotes collaboration structured by learners' SRL profiles.

Jeannin, L., Jaillet, A., & Tkaczuk, C. (2026). **De la continuité pédagogique à la coéducation numérique : mutations de la relation école-familles (2019-2025)**. *Phronesis*, *15*(HS2), 155-179. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-155
Cet article analyse, à partir de quatre corpus de données complémentaires (DNMA 2019-2020, enquête enseignants Canopé-IFÉ 2020, DNMA open data 2023-2025 et enquête parents 2024), la trajectoire du numérique éducatif français depuis le confinement jusqu'à la stabilisation post-pandémique. L'étude croise les traces techniques et les représentations des acteurs afin de comprendre comment le numérique « dans, pour et par » l'école reconfigure la relation entre parents et institution. Les résultats montrent un système désormais stabilisé du point de vue technique, mais marqué par une dissymétrie persistante entre visibilité institutionnelle et lisibilité sociale. Si la communication s'est homogénéisée et les infrastructures consolidées, la coéducation numérique reste inaboutie : le lien école-familles demeure fonctionnel plutôt que collaboratif.

Kaichouh, S., & Ganbour, R. E. (2026). **L'intelligence artificielle comme médium pédagogique : transformations et enjeux de la médiation du savoir**. *Médiations et médiatisations*, (24), 162-179. https://doi.org/10.52358/mm.vi24.545
The rise of generative artificial intelligence systems is profoundly transforming pedagogical practices in higher education, where these tools increasingly act as mediators of knowledge. This article examines how AI use in university contexts reconfigures pedagogical mediation and the teacher–learner relationship by assuming functions traditionally associated with teaching, such as rephrasing, clarification, and learning guidance. Adopting a mediological and critical perspective on digital education, the study analyzes the effects of algorithmic mediation on role distribution, knowledge legitimacy, and student autonomy. It is based on a qualitative interpretive methodology conducted at Mohammed Premier University, combining semi-structured interviews with higher education instructors and a questionnaire administered to students from various academic levels and disciplines. The findings reveal AI-assisted student autonomy correlates with instrumental dependence, alongside a redefinition of the teacher's role as an epistemological and critical mediator, reshaping the traditional pedagogical process. The study concludes that AI does not replace pedagogical mediation but reconfigures it by introducing a technical third party requiring clearly defined pedagogical, ethical, and institutional frameworks.

Kamga, R., Mercier, C., Many, H. F., & Stockless, A. (2026). **Critical Analysis of Future Teachers' Anticipatory Perspectives on Teaching Activity Automation**. *Médiations et médiatisations*, (24), 279-297. https://doi.org/10.52358/mm.vi24.560
Recent studies show that the introduction of AI into teaching can generate psychological tensions or professional concerns, particularly when it is perceived as a threat to teachers' role or expertise, rather than a complementary resource. Drawing on activity theory and affect theory, this exploratory study aimed to understand the reconfiguration of teaching activities from the perspective of future teachers. A questionnaire was administered to 86 pre-service teachers, covering ten typical activities. The results reveal four activity configurations, independent of the participants' comfort with or attachment to these activities, but more related to the place of the activity in the profession.

Kim, E., & Jho, H. (2026). **Student engagement patterns in conversational AI tutoring: evidence from physics problem-solving**. *Education and Information Technologies*, *31*(17), 9481-9520. https://doi.org/10.1007/s10639-026-14154-2

Recent advances in large language model-powered conversational intelligent tutoring systems have created new opportunities for supporting student learning through dynamic, natural language interactions. However, how students naturally engage with these artificial intelligence (AI) systems during authentic problem-solving remains poorly understood. This study investigates distinct patterns of student-AI interaction during physics problem-solving and examines how these patterns reflect students' learning agency. We conducted discourse analysis of 318 problem-solving episodes involving 18 undergraduate physics students using a conversational AI tutor in an advanced thermodynamics course. A hybrid coding approach combined theory-driven analysis based on the ICAP framework with data-driven pattern identification; three patterns corresponded to ICAP modes, while two were derived inductively from the data. Five interaction patterns emerged: Task-Focused (44.34%), Collaborative Problem-Solving (33.96%), Knowledge-Building (11.64%), Critical-Evaluation (8.18%), and Knowledge-Expansion (1.89%). Student-initiated questioning varied from 4.05% to 47.37% across patterns. A closer analysis revealed that 65.4% of episodes followed a transactional structure of brief exchanges without student-initiated questions, while sustained dialogic engagement emerged selectively in the Collaborative Problem-Solving and Knowledge-Expansion patterns. Pattern distribution was significantly associated with task difficulty ($\chi^2(8) = 37.77$, $p < .001$): Task-Focused interactions concentrated in basic problems, and dialogic patterns predominated in advanced problems, suggesting that students adaptively calibrated their engagement to task demands. These findings indicate that the educational value of conversational AI depends less on any default capacity for dialogue than on the deliberate cultivation, through pedagogical and design strategies, of conditions that enable dialogic engagement.

Kim, W., & Silva, F. da. (2026). **Changing Course: Robots and Human Capital Investment in High School**. *CESifo Working Paper Series*. Consulté à l'adresse https://ideas.repec.org//p/ces/ceswps/_13057.html

We study how industrial robots affect human capital investment during high school. Using Texas administrative records and an instrument based on European robot adoption, we find that exposure reduces dropout, raises observed completion, and shifts coursework toward college preparation and away from vocational subjects. Advanced coursework increases across grades, while dropout reductions and gains in quantitative coursework are concentrated in upper grades. Boys reduce vocational coursework more, narrowing gender differences in course taking, whereas girls increase advanced coursework more, widening their advantage in college preparation. Adjustment to automation is already underway in high school, through continued schooling and curricular choices.

Landry, S. (2026). **L'apport des outils technologiques pour l'apprentissage par progression conditionnelle des mathématiques, une promesse inachevée**. *Médiations et médiatisations*, (24), 380-398. https://doi.org/10.52358/mm.vi24.514

This reflective account of practice explores the implementation of conditional progression learning (CPL) in high school mathematics education within the Quebec context. CPL is based on the idea that students must master each step before progressing, which poses significant challenges in heterogeneous classrooms. The author describes the limitations of traditional

approaches and the difficulties encountered with common digital tools (Google Forms, Microsoft Teams), which do not allow for effective feedback or automated conditional progression. After several experiments, an innovative solution was developed: the use of PDF forms programmed in JavaScript, integrated into Teams. This method ensures real-time answer validation, progress saving, and automated grading, reducing the time allocated to correcting simple exercises. This allows the teacher to focus interventions on mathematical reasoning and fosters greater student autonomy. Although this approach requires considerable initial time and technical skills investment, it represents a significant advancement for the individualization of learning. The author concludes by highlighting the potential of technologies, notably artificial intelligence, to create integrated and accessible tools that would support CPL and contribute to reducing teacher burnout.

Lee, G., Latif, E., Nyaaba, M., Gao, Y., Guo, S., Shi, L., … Zhai, X. (2026). **Transforming science teacher education in the era of generative artificial intelligence: global perspectives**. *International Journal of Science Education*, *48*(15), 2523-2552. https://doi.org/10.1080/09500693.2026.2614365
Since generative artificial intelligence (GenAI) has emerged as a transformative force in science teaching, learning, and evaluation, countries worldwide have launched initiatives and professional development programs to equip science teachers with essential AI competencies. This paper provides a comparative review of science teacher education on GenAI across eight countries: Australia, Canada, China, Germany, Ghana, Singapore, South Korea, and the United States. For each country, briefs on science teacher education, the application of AI and GenAI in science teacher education, and stakeholders' (science teachers' and science teacher educators/researchers') perceptions of GenAI in science education are reported. Synthesising reports across countries, it was found that GenAI was globally accepted in science teacher education systems, regardless of a country's economic development, and that while centralised teacher education systems were more efficient, decentralised systems were more deliberate in incorporating GenAI into science teacher education. Lessons from each country's case could bridge remaining disparities among them, and help address ethical concerns in adopting GenAI for science education through science teacher education. This study provides a greater understanding of the current status of global science teacher education in the era of GenAI, identifies opportunities for future research, and highlights policy implications.

Lehmans, A., & Capelle, C. (2026). **Discours, imaginaires et pratiques engagés sur le pilotage par les données dans le domaine de l'éducation : le cas de la France**. *Médiations et médiatisations*, (24), 203-219. https://doi.org/10.52358/mm.vi24.550
The French national education system produces and collects a large volume of administrative and academic digital data concerning pupils, families and teachers. A system for governing this data, which is organized and processed by various departments, stakeholders and platforms, is being put in place. An analysis of official discourse, supplemented by a survey of interviews on data-driven management, highlights the different stakeholders' perceptions of this data. These perceptions draw on reference systems that are not uniform. Yet, they are situated within a discursive framework that appears consistent in the central role played by the strategic use of data in harnessing digital technology for educational policies. The analysis reveals the tensions and contradictions in the implementation of data-driven management of the education system.

Li, X., Zeng, Y., Bai, H., Kan, Y., Zhu, J., & Hu, W. (2026). **The effects of embedded questions on learning performance and creative thinking in multimedia learning**. *Education and Information Technologies*, *31*(17), 9749-9778. https://doi.org/10.1007/s10639-026-14162-2
With the rapid advancement of digital technology, multimedia learning has become increasingly prevalent. While it offers learners flexible and diverse learning experiences, it also presents challenges such as increased distractibility. Problem-based learning, which guides learning through the embedding of authentic problems, serves as an instructional strategy to address these challenges. Therefore, to optimize the multimedia learning process, the present study conducted two studies to investigate the effects of embedded questions on learning performance and creative thinking, as well as the underlying cognitive and neural mechanisms of creative idea generation. Study 1 explored whether embedded questions influence learners' learning performance and creative thinking during multimedia learning. Study 2 further implemented progressive questions and employed functional near-infrared spectroscopy (fNIRS), which offers high ecological validity, to explore the neural mechanisms underlying creative thinking. Results indicated that combining embedded questions with graphics and text materials effectively enhanced knowledge retention, transfer, and creative thinking. Progressive questions were particularly effective in promoting knowledge transfer and originality of ideas. Furthermore, fNIRS data revealed that embedded questions (particularly progressive questions) significantly activated the bilateral dorsolateral prefrontal cortex (DLPFC) and right temporal regions (superior and middle temporal gyri), with progressive questions eliciting greater activation in the left DLPFC. These findings offer important implications for improving learners' performance and fostering creative thinking in multimedia learning environments.

Li, Y., & Zhao, M. (2026). **The influence of gamification affordance on the intention to continue using MOOCs: based on the A–P–B framework**. *Education and Information Technologies*, *31*(17), 9285-9318. https://doi.org/10.1007/s10639-026-14133-7
Exploring the factors that affect the intention to continue using massive open online courses (ICUM) through gamification has become an important topic. However, previous research about the impact of gamification on ICUM have mainly focused on exploring the effect of gamification features and categories, while neglecting the role of students' perception of gamification applications and gamified experience. To address this gaps, this study integrated the gamification affordance theory and gamified experience theory within the framework of "affordances—psychological outcomes—behavioral outcomes" to comprehensively explore how the gamification affordances affected ICUM through gamified experience. Using a questionnaire survey, this study collected 413 valid questionnaires, which were subsequently analyzed via partial least squares-structural equation modeling (PLS-SEM). The results demonstrate that this proposed model accounts for most of the variance in ICUM. Furthermore, the gamification affordances (i.e., visibility of achievement and interactivity) are shown to exert a positive relationship with ICUM. More importantly, the gamification affordances (i.e., competition, visibility of achievement and interactivity) are significantly and positively associated with gamified experience, which is in turn related to ICUM. These findings provides theoretical support for understanding the role of gamification in MOOCs context and offers theoretical guidance for effectively designing MOOCs to reduce dropout rate.

Liu, Y.-D., & Taly, A. (2026a). **L'expérience d'apprentissage comme prisme d'évaluation d'un jeu sérieux en réalité augmentée dans l'enseignement supérieur**. *Médiations et médiatisations*, (24), 237-259. https://doi.org/10.52358/mm.vi24.553

The learning experience refers to the perceptions and outcomes resulting from interactions between learners and their environment. In the context of higher education, the integration of serious games introduces more interactive, engaging, and experience-centered learning modalities. The augmented reality serious game Pangu, designed to support the learning of biological concepts at the microscopic level, has already been evaluated for its design quality, but without empirically analyzing the students' learning experience. The objective of this study is to evaluate the learning experience associated with this tool and to examine the extent to which it reaches the intended learning objectives. An experiment was carried out with 18 students who completed a knowledge questionnaire before and after using the game as well as a questionnaire evaluating the learning experience at the end of the experiment. The results show a significant improvement in student performance and highlight the positive impact of factors such as playfulness, objective clarity, usability, and cognitive development associated with learner engagement. These findings invite further reflection on the role of digital game-based tools in a university context as levers for active learning, while also raising questions concerning the conditions necessary for their integration into teaching.

Liu, Y.-D., & Taly, A. (2026b). **L'expérience d'apprentissage comme prisme d'évaluation d'un jeu sérieux en réalité augmentée dans l'enseignement supérieur**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (24), 237-259. https://doi.org/10.52358/mm.vi24.553

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Lo, J. (2026). **Task demands and performance beliefs: disentangling task importance and complexity in students' continuance intention toward generative AI**. *Education and Information Technologies*, *31*(17), 9557-9579. https://doi.org/10.1007/s10639-026-14153-3

Understanding sustained engagement with generative AI (GAI) tools is increasingly important in higher education. Prior continuance research has emphasized performance-oriented beliefs but has less often differentiated task-related conditions. Drawing on complementary propositions from Task–Technology Fit (TTF) and the Technology Acceptance Model (TAM), this study distinguishes task importance from perceived task complexity and examines their direct and indirect associations with students' continuance intention through perceived performance. Survey data from 199 undergraduate students were analyzed using Hayes' PROCESS macro with 5,000 bootstrap resamples; adopter-only analyses excluded 12 respondents reporting no prior AI

learning experience. Technology characteristics were indirectly associated with continuance intention through perceived performance. Task importance also showed a significant indirect association through perceived performance, while its direct association in the full sample was attenuated in the adopter-only subsample. Task complexity showed no significant indirect association, and its negative direct association in the full sample was likewise attenuated among adopters. Thus, the main indirect associations were retained after excluding non-users, whereas the direct-effect patterns were less stable. Because the study is cross-sectional and task importance and task complexity were measured with psychometrically modest two-item scales, the findings should be interpreted as associative and preliminary. They suggest that distinguishing task importance from task complexity may improve performance-centered accounts of GAI continuance, while workload-related explanations require direct measurement in future research.

Luo, Z., Lin, D., & Liu, T. (2026). **Zero-shot prompting with GenAI for EFL cloze text generation: a mixed-methods evaluation for language assessment in China**. *Education and Information Technologies*, *31*(17), 9725-9747. https://doi.org/10.1007/s10639-026-14163-1
For many English teachers in non-English-speaking countries, locating appropriate texts for developing language tests is a key challenge. Generative artificial intelligence (GenAI) may help address this practical bottleneck, yet little attention has been paid to how AI-generated texts compare with human-written texts when evaluated against teacher-informed and context-specific quality criteria. This study, therefore, examines the use of GPT-4o with zero-shot prompting to generate cloze source texts for China's Zhongkao, a high-stakes junior high school achievement test. An exploratory sequential mixed-methods design, involving 117 junior high English teachers, was employed across four phases: prompt design, text generation, framework development and human-AI text comparison. Qualitative and quantitative data were collected through questionnaires, text analysis, and stimulated recall interviews, and analyzed using inductive thematic coding, descriptive statistics, linear mixed-effects modelling, two one-sided tests (TOST), and McNemar-Bowker test. Results showed equivalence with human-written texts in narrativity and structure, while the evidence for educational value and relevance remained inconclusive. GenAI-generated texts received slightly lower ratings for difficulty appropriateness, which emerged as the main area of concern. Teachers were generally willing to use the GenAI-generated texts, although their qualitative responses reflected cautious optimism and a continued need for professional review. The study provides preliminary support for standards-aligned zero-shot GenAI for assessment-oriented text generation in this context, but GenAI should be used within a human-in-the-loop process rather than as an autonomous test development tool. Future research should incorporate student-level evidence and larger text samples to further validate GenAI-generated assessment materials.

Marjerison, R. K., Jeun, H. K., Schwirzke, K., & Kim, J. M. (2026). **A socio-technical systems perspective on teachers' AI adoption: the moderating roles of familiarity and cultural orientation**. *Education and Information Technologies*, *31*(17), 9607-9637. https://doi.org/10.1007/s10639-026-14159-x
The rapid integration of artificial intelligence (AI) into education has made teachers' adoption of AI increasingly important. Although technology acceptance research is extensive, less is known about how socio-technical factors shape teachers' willingness to adopt AI and whether these relationships vary across national contexts. Drawing on Socio-Technical Systems (STS) theory, this study conceptualizes AI adoption intention as a function of two subsystems—social

(communication climate, collaboration, and leadership support) and technical (infrastructure adequacy and task–technology fit)—and examines how these relationships differ between two national samples and across levels of AI familiarity. Survey data from teachers in the United States (n = 290) and China (n = 235) were analyzed using multi-group confirmatory factor analysis and country-specific moderation regressions. In the U.S. sample, the technical subsystem was positively associated with AI adoption intention, whereas the social subsystem showed a significant negative association. In the Chinese sample, neither subsystem showed a significant direct association. Familiarity with AI moderated these relationships differently across samples: in the U.S., higher familiarity attenuated the negative association between the social subsystem and AI adoption intention and weakened the positive association between the technical subsystem and AI adoption intention; in China, the social subsystem became positively associated with adoption intention at higher levels of familiarity, whereas the technical-subsystem interaction was not statistically significant. Because individualism–collectivism was inferred from country membership rather than measured at the individual level, these patterns are interpreted as preliminary, context-sensitive cross-sample patterns rather than confirmed cultural mechanisms. The findings offer exploratory evidence that socio-technical relationships in teachers' AI adoption may vary across national samples and levels of AI familiarity. Practical implications highlight the need for context-sensitive socio-technical strategies to support AI integration in education within settings similar to the U.S. and Chinese samples studied here.

Martinie, M.-A., Theurel, A., & Shankland, R. (2026). **An online intervention aimed at improving student mental health and emotional regulation increases study engagement and decreases academic procrastination: the ETUCARE program**. *Social Psychology of Education*, *29*(1), 114. https://doi.org/10.1007/s11218-026-10282-2
The aim of study was to test the impact of an online program aimed at improving student mental health and emotional regulation on procrastination and study engagement. Participants (N = 436) were randomly assigned to either a control group or an online intervention group. Procrastination and study engagement were measured during the recruitment phase (T1) and 8 weeks after T1, at the end of the online program (i.e., T2). Results showed that the online program increased study engagement and decreased academic procrastination. Moreover, mediational analyses showed that 1/ the relation between group and procrastination, and 2/ the relation between group and study engagement were mediated by emotional regulation skills. Implications of these results are discussed.

Marty, O. (2026). **Recherches sur l'enseignement avec IA**. *Colloque international en honneur du professeur Jacques Ginestié*. Consulté à l'adresse https://shs.hal.science/halshs-05800924
Ce colloque en l'honneur de Jacques Ginestie est l'occasion de prolonger ses travaux sur la didactique des disciplines technologiques dans son propre environnement institutionnel de laboratoire. Si l'université d'Aix-Marseille encourage, par ses formations destinées aux enseignants, l'usage de la technologie d'intelligence artificielle, rien n'est encore bien stabilisé quant aux modalités. Aussi nous proposons d'abord quelques données empiriques issues de nos propres façons d'enseigner avec l'IA, de l'amphithéâtre à la direction de mémoires et thèse. Ce matériau sera ensuite analysé avec deux cadres théoriques : celui, proprement ginestien, de la didactique des disciplines technologiques ; l'autre, issu de notre formation d'habilitation dans le laboratoire de Jean-Marie Barbier, de la formation professionnelle supérieure aux arts du métier d'enseignant.

Mercier, C. (2026). **Former les enseignants spécialisés au numérique : effets à court terme d'une activité d'appropriation instrumentale**. *Médiations et médiatisations*, (24), 93-111. https://doi.org/10.52358/mm.vi24.537
This article examines the short-term effects of a six-hour continuing professional development programme for special education teachers on their perceptions of digital technologies. The programme, organized into two three-hour sessions, combines non-digital and digital learning activities. Participants first explored unfamiliar physical tools and formulated hypotheses about their possible uses based on their properties. They then discovered an unfamiliar video-editing application through a trial-and-error activity involving the creation of a « diverted advertisement », requiring them to use the digital tool beyond its intended purpose. The study is based on a pre-test/post-test design using a self-report questionnaire with a five-point Likert scale, completed by 25 participants and analyzed using paired t-tests. The results reveal significant changes in participants' perceptions regarding understanding and use of digital technologies, confidence, learning from errors, perceived ease of use, perceived safety and benefits, and digital pedagogical expertise. No significant effects were found for ease of use in front of students and colleagues, stress management, enjoyment and openness to innovation, or perceived time savings. The discussion draws on instrumental genesis to interpret the observed changes as being compatible with a process of instrumental appropriation, while highlighting the limitations of a short-term evaluation.

Meyer, A., Bleckmann, T., & Friege, G. (2026). **Automatic feedback on physics tasks using open-source generative artificial intelligence**. *International Journal of Science Education*, *48*(15), 2396-2421. https://doi.org/10.1080/09500693.2025.2499220
This study explores the feasibility of using open-source large language models (LLMs) to generate automatic feedback on physics problem-solving tasks in educational settings. A quantised version of the open-source LLM OpenChat 3.6 was employed to generate German-language feedback for high school students on standard school hardware. The study procedure involved five stages: data preparation, model selection, prompt design, response evaluation, and quality analysis of feedback. OpenChat 3.6 achieved an accuracy of 0.84 in classifying student answers. In comparison, GPT4-o achieved an accuracy of 0.85. The open-source LLM provided accurate and suitable feedback in 69% of cases, with substantial interrater agreement ($\kappa = 0.89$) on feedback quality. However, performance varied across task types, highlighting areas for improvement in prompt specificity, especially in handling physics terminology. These findings suggest that, with optimisation, open-source LLMs can offer a locally controlled and effective solution for formative assessment in physics education, enabling real-time, targeted feedback to support student learning.

Muñoz-San Roque, I., Aza-Blanc, G., & Fernández-Bravo, E. A. (2026). **From leisure to learning: differences in social media motivations among university students across two cohorts (2021–2024)**. *Education and Information Technologies*, *31*(17), 9671-9696. https://doi.org/10.1007/s10639-026-14161-3
Social media platforms play a key role in the lives of university students, influencing both their social and academic interactions. This study analyzes differences in motivational factors across two cohorts (2021 and 2024), distinguishing between first-year students and those in later stages of their studies. A cross-sectional ex post facto design with a quantitative methodology was used to collect data on the most frequently used platforms, usage time, and motivational factors. The results show several differences between cohorts and academic stages, including a marked

decline in Facebook use, a substantial increase in TikTok use, and stable but high levels of LinkedIn use among senior students. Motivational differences between first-year and senior students were generally small in magnitude and were primarily related to identity exploration, information seeking, and interpersonal connection. Additionally, fewer students in 2024 reported intensive social media use. Although the observed differences suggest variations in how students engage with social media across cohorts and academic stages, the cross-sectional design does not allow developmental processes to be directly inferred. These findings highlight the importance of promoting critical and balanced engagement with social media within higher education contexts.

Naccache, H., & Talkhan, E. (2026). **Design and validation of an integrated digital storytelling–problem-based learning system in primary mathematics: effects on conceptual understanding of decimal fractions**. *Education and Information Technologies*, *31*(17), 9219-9242. https://doi.org/10.1007/s10639-026-14150-6

This study investigates the design and empirical validation of an integrated digital storytelling–problem-based learning (PBL) environment for supporting primary students' conceptual understanding of decimal fractions. Decimal learning remains conceptually demanding due to students' reliance on whole-number reasoning and difficulty coordinating symbolic and magnitude-based representations. Grounded in multimedia learning theory and inquiry-based pedagogy, the intervention operationalized digital storytelling as a structured multimodal construction process embedded within collaborative problem solving, positioning technology as a representational and cognitive regulation system rather than a presentation medium. A two-phase quasi-experimental nonequivalent control group design was implemented to evaluate both effectiveness and stability of the instructional model. Phase 1 included 66 Grade 5 students in one school, followed by a replication phase with 121 students across two additional schools to examine cross-context robustness. In both phases, posttest outcomes were analyzed using ANCOVA controlling for pretest performance. Assumptions of homogeneity of variances and regression slopes were satisfied. Results revealed a statistically significant effect of instructional condition in Phase 1, $F(1, 62) = 5.38$, $p = .024$, partial $\eta^2 = .080$, replicated in Phase 2, $F(1, 117) = 6.19$, $p = .014$, partial $\eta^2 = .050$. Students exposed to the integrated digital storytelling–PBL system demonstrated higher adjusted posttest scores than peers receiving traditional instruction. Pretest achievement remained a strong predictor of outcomes across phases. Findings indicate that when digital storytelling is systematically embedded within structured inquiry and aligned with multimedia learning principles, technology can operate as a coordinated instructional system supporting multimodal representational integration. Replication across independent samples strengthens confidence in the short-term stability of the model within authentic classroom environments. However, the quasi-experimental design, the use of intact classrooms, and the context-specific sample require cautious interpretation of causal claims and limit broad generalization.

Nesje, K. (2026). **Can a work-relevance rationale support students' utility value, autonomous motivation, and perceived competence? an exploratory, small-scale experiment in an online statistics course**. *Social Psychology of Education*, *29*(1), 126. https://doi.org/10.1007/s11218-026-10298-8

Work relevance is increasingly emphasized in higher education, and instructors often explain how course content may be useful for future work to motivate students. Such work-relevance rationales may be common in quantitatively oriented courses that students find difficult or

anxiety-provoking. However, experimental evidence regarding their motivational effects in higher education remains mixed, and little is known about potential psychological costs for students experiencing statistics anxiety. The present study was a small-scale exploratory field experiment examining an instructor-provided work-relevance rationale in a quantitative methods course. Specifically, it investigated whether the rationale influenced undergraduate psychology students' utility value, autonomous motivation, and perceived competence. Seventy-six online students were assigned to a rationale or control condition and completed self-report measures following a short video intervention. Results showed no significant effects on utility value or autonomous motivation. Examination anxiety, a dimension of statistics anxiety, appeared to moderate the effect of the rationale on perceived competence, although this finding should be interpreted cautiously given the exploratory nature of the study and the uncertainty of the follow-up analyses. The pattern of results suggested that the rationale may be associated with lower perceived competence among students with higher examination anxiety. As an initial investigation of potential psychological costs of work-relevance rationales in online statistics education, the study identifies a theoretically and pedagogically important question for future research. If replicated in larger studies, the findings suggest that emphasizing work relevance may not be universally motivating and may have unintended negative consequences for students experiencing high evaluative anxiety.

Nguyen, E., & Florey, S. (2026). **Penser avec/au-delà de l'intelligence artificielle? La lecture analytique comme outil pour développer la pensée critique en classe de littérature**. *Médiations et médiatisations*, (24), 145-161. https://doi.org/10.52358/mm.vi24.544
This paper investigates the acceptability of AI among a sample of nine upper secondary school teachers (teaching students aged 15 to 19) from the cantons of Vaud and Fribourg in French-speaking Switzerland. It first outlines the challenges posed by AI for the transmission of literary knowledge in school settings, with a particular focus on literature teaching. Drawing on a model of teachers' appropriation of digital tools, the study then analyzes data from a preliminary questionnaire administered prior to a collaborative research project. The findings highlight a diversity of teachers' conceptions regarding the integration of AI into analytical reading practices. In relation to the didactic aims of analytical reading, participating teachers define the conditions for legitimate and acceptable AI use in tasks that maintain the teacher's mediating role, support the development of students' critical thinking, and foster peer interaction as an essential component of literary interpretation in school-based literature education.

Ortega, A., Pellerito, P., & Turner, P. S. (2026). **Staying Connected: Experimental Effects of Coach-Delivered Text Messages in an Adult High School**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35923.html
More than 23 million adults in the United States lack a high school diploma, and most who return to school drop out before graduating. We evaluate a randomized intervention of adult high school students in which coaches delivered text messages that encouraged persistence. We find that assignment to treatment increased graduation by 4.9 percentage points, and the effect of message receipt among compliers is 9.3 percentage points, a 41 percent increase relative to the control mean. The intervention operated on the intensive margin by increasing the number of courses completed, but did not affect student enrollment. The effects of the intervention are concentrated among students assigned to experienced coaches, who customized their messages more extensively. We contextualize the economic impact of the low-cost intervention

by comparing labor market earnings of graduates to non-graduates, which implies an earnings benefit of $149 per treated student over four years.

Paggetti, M., & Hell, A. (2026). **Les usages étudiants de ChatGPT et leur potentiel d'apprentissage : l'exemple d'élèves en formation d'ingénieurs**. *Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation*, *33*(3). https://doi.org/10.23709/sticef.33.3.1
Les chatbots comme ChatGPT ont rapidement gagné en popularité auprès des étudiants, ce qui réinterroge les pratiques pédagogiques et les modalités d'évaluation actuelles. En prenant le point de vue de l'activité d'apprentissage, cet article s'intéresse au potentiel de ces outils dans un contexte de pédagogie active. Une observation a été conduite dans une classe d'étudiants ingénieurs de troisième année en filière généraliste. Les résultats montrent que ChatGPT soutient l'autonomie des étudiants en les aidant dans la réalisation de leurs projets de cours. Il devient ainsi une aide, voire un partenaire : les étudiants prennent l'habitude de lui déléguer des tâches et bénéficient des résultats générés par le chatbot. Cependant, en raison du manque de légitimité et de la réputation souvent négative que lui confèrent les enseignants, les étudiants ont tendance à l'utiliser de manière discrète, en dissimulant leur recours. Abstract. Chatbots such as ChatGPT have gained considerable popularity among students in Higher Education, leading to a re-examination of current pedagogical methods and assignments practices. This paper examines through a learning activity, how these tools have potential in the learning process of engineering school students using active pedagogy. For this purpose, an observation was conducted among a class of third years students in general engineering. As a result, ChatGPT supports the autonomy of students in assisting them in the realization of their course project. It becomes their aid if not a partner: students are getting used to delegating some tasks to them while they also benefit from the outputs provided by the chatbot. However, due to the poor legitimacy and reputation often attributed to it by teachers, students tend to operate in an undisclosed manner, hiding their use.

Pan, L., Song, Y., & Ba, S. (2026). **Exploring the impact of generative AI chatbot support on students' collaborative problem-solving in a university entrepreneurship course: insights from an epistemic network analysis**. *Education and Information Technologies*, *31*(17), 9581-9606. https://doi.org/10.1007/s10639-026-14105-x
Generative artificial intelligence (GenAI), such as ChatGPT, exhibits great potential in supporting students' collaborative problem-solving (CPS) activities. This quasi-experimental study aims to investigate how GenAI chatbot support influences students' CPS patterns and their perceptions of the CPS process. Two classes of university students participated in an entrepreneurship course under two conditions: Class 1 (36 students) as the control group without GenAI support and Class 2 (32 students) as the experimental group with GenAI chatbot support. We used epistemic network analysis (ENA) of students' face-to-face group discussion to uncover how the GenAI chatbot impacted students' CPS patterns, along with a questionnaire to analyze students' perceptions of CPS. The results revealed that the managed GenAI chatbot support was associated with differences in students' CPS processes, including more balanced group dynamics with greater emphasis on idea sharing and regulating group problem-solving during CPS. Students in the experimental group reported perceiving their CPS activities as significantly more effective compared to the control group. The findings suggest a practical approach for educators to integrate GenAI into classrooms as a managed, stage-specific feedback tool, guided by predefined prompts and teacher oversight, to support CPS-based entrepreneurship education at the curricular level.

Paquelin, D. (2026). **De l'espace des possibles aux capabilités : usages et non-usages des outils d'IA générative au postsecondaire**. *Médiations et médiatisations*, (24), 360-379. https://doi.org/10.52358/mm.vi24.567
Over the past three years, the digital landscape has been profoundly transformed by the rapid and widespread emergence of generative artificial intelligence (GAI) technologies. Their integration into the field of education—for both students and teachers—now appears inevitable. Building on previous research (Bruillard, 2025), this article, drawing on a study carried out with postsecondary students, offers an analysis of the process through which individuals develop their capacity to act, learn, and empower themselves within their environment (empowerment dynamic) to explain the uses and non-uses of GAI technologies. From an intersectional perspective, various factors of conversion and choice are identified to understand the emergence of a realm of possibilities and its realization by students based on a set of factors. These analyses lead two findings. AI technologies are both a problem and a solution, calling for a shift away from an oppositional approach toward a comprehensive understanding of enabling dynamics and potential for social innovation. This requires addressing the issue of AI's relationship with education through the lens of multiple tensions, particularly temporal, cognitive, metacognitive, and evaluative. The importance of a clear usable framework is emphasized as a means of reducing potential sources of stress and supporting the development of academic skills aligned with the demands of the socio-economic world.

Penn, M., & Ramnarain, U. (2026). **Creating adaptive learning pathways for inquiry-based learning in school science using generative AI large language models**. *International Journal of Science Education*, *48*(15), 2468-2492. https://doi.org/10.1080/09500693.2025.2574519
This article explores the potential of generative artificial intelligence (GAI) tools to create adaptive learning pathways for inquiry-based learning (IBL) science instruction. The research compares tailored pathways from ChatGPT 4.0 and Llama 3.1 for differentiated inquiry instruction in science subjects. A qualitative approach was employed using a case study design to provide thick descriptions of Pathways from ChatGPT 4.0 and Llama3.1in supporting teachers to cater to personalised IBL instruction. Five science teachers were purposefully selected to generate and implement adaptive learning pathways for IBL instruction. Content analysis of GAI-generated pathways and teacher semi-structured interviews revealed insights into the performance of the GAI models and the usefulness of the pathways in teaching inquiry lessons. The findings revealed that LLM-based GAI engines could be used to address the individual learning needs of students in IBL science classrooms. Adaptive learning pathways showed great potential in differentiating instruction. ChatGPT 4.0 was seen to be more robust when compared with Llama 3.1. Challenges observed included difficulty keeping track of differentiated assessments, time management, ethical concerns and AI biases. These findings have implications for exploiting GAI tools when crafting IBL instruction. Some recommendations for teacher practice and research in developing adaptive learning pathways are also discussed.

Perifanou, M., & Economides, A. A. (2026). **Collaborating in the age of GenAI: a mixed-methods study of model preferences**. *Education and Information Technologies*, *31*(17), 9929-9970. https://doi.org/10.1007/s10639-026-14167-x
As generative AI (GenAI) tools flood university classrooms, educators lack evidence about how collaboration should be organized when teams co-create while using multiple AI systems. There is limited research comparatively examining alternative orchestration configurations through

which university teams use multiple GenAI tools during extended project work. This exploratory mixed-methods study investigated 97 students' preferences and experiences with five collaboration models in AI-supported collaborative project-based learning (CPjBL). Data from closed- and open-ended questionnaire responses and in-class mini-focus-group discussions were analyzed using nonparametric tests and inductive content analysis. A Friedman test showed differences across models with small shared consensus, indicating substantial heterogeneity in what "works" for students. Adjusted pairwise comparisons showed that Model 1 (teammates working together throughout the entire project work) received higher perceived-quality ratings than Models 2 and 3, although the very small omnibus effect indicated substantial heterogeneity and no universally preferred model. Descriptive statistics showed a complementary profile: students preferred Model 1 on perceived productivity, comfort, dedication, quality, flexibility, close collaboration, and personal fit; Model 5 on speed, equal contribution, and role clarity. Qualitative analyses identified integration and coherence as the central problem when merging AI-supported, individually produced works. Coping strategies included final joint review and integration as well as setting early standards and guidelines. Findings move the field beyond "one best model", offering actionable design principles for AI-supported CPjBL.

Pham, T. T. H. (2026). **Nomophobia and fear of missing out: the mediating role of loneliness among Vietnamese teachers**. *Social Psychology of Education*, *29*(1), 108. https://doi.org/10.1007/s11218-026-10285-z
Digital technologies are increasingly integrated into education, raising concerns about teachers' digital well-being. This study examined the associations among nomophobia, loneliness, and fear of missing out (FoMO) among Vietnamese teachers. It also explored whether loneliness may represent a potential affective factor associated with the relationship between nomophobia and FoMO. A survey was conducted with 332 primary, lower secondary, and upper secondary school teachers in Vietnam. Mediation analyses using PROCESS Model 4 indicated that nomophobia was positively associated with both loneliness and FoMO, whereas loneliness was also positively associated with FoMO. The findings further suggested an indirect association between nomophobia and FoMO through loneliness. Overall, the findings provide partial support for the Interaction of Person-Affect-Cognition-Execution (I-PACE) model and suggest that affective experiences may be involved in the associations between technology-related anxiety and concerns about missing online experiences. The findings further imply that FoMO among teachers may be understood within the broader context of maintaining professional connectedness in increasingly digitalized educational environments. These findings highlight the importance of considering occupational contexts when examining teachers' digital well-being.

Plante, P., Marier, S., & Bonenfant, M. (2026). **Intégrer des jeux sérieux d'enquête au collégial : impacts sur l'apprentissage de concepts de littératie numérique et d'IA en ALS**. *Médiations et médiatisations*, (24), 322-346. https://doi.org/10.52358/mm.vi24.563
This quasi-experimental study examines the effectiveness of two serious investigative digital games (Genially and Unity), compared with a no-game control group, in supporting college-level English as a Second Language (ESL) learning of concepts related to digital literacy and artificial intelligence. Learning is operationalized through two components of the form–meaning association of a word: 1) written form recall (productive, written) and 2) meaning recognition (receptive, written), measured with a pre-test and a post-test. Questionnaires were administered using LimeSurvey. Statistical analyses (N = 189; A = 53, B = 71, C = 65) were conducted using ANCOVA while controlling for baseline performance, with Holm-adjusted post-hoc comparisons

(Holm method). Results show no significant differences between groups for meaning recognition. By contrast, a group effect is observed for recall of the written form, a noteworthy finding since this component is more difficult to master than meaning recognition. The Genially group thus achieved higher adjusted post-test scores than the control group and the Unity group. These findings suggest that the impact of serious games on learning may vary depending on the component assessed, learners' prior knowledge, and intervention design.

Poisson, M., Odilla, F., & Korn, E. (2026). ***Digital tools for transparency and accountability in education: the role of civil society organizations***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000399490/PDF/399490eng.pdf.multi
Les organisations de la société civile (OSC) se tournent vers les technologies numériques, les portails de transparence, les plateformes de suivi et les systèmes d'alerte pour renforcer la transparence et la responsabilité dans le secteur de l'éducation. Cette étude évalue leurs efforts pour faire la lumière sur le financement et la gestion des systèmes éducatifs. Elle explore comment les OSC utilisent les technologies de l'information et de la communication pour prévenir, détecter et lutter contre la corruption en éducation. À partir de l'expérience des bénéficiaires du programme « Education Out Loud », elle examine leurs réussites et leurs difficultés, de l'utilisation d'outils innovants de participation citoyenne aux défis posés par la fracture numérique, les contraintes budgétaires et les résistances politiques.

Ramillon, C. (2026). **Dépasser la logique transmissive de la vidéo pédagogique : analyse critique de l'évolution des capacités TPaCK des formateurs d'enseignants**. *Médiations et médiatisations*, (24), 112-127. https://doi.org/10.52358/mm.vi24.540
In the context of accelerated digital transformation of higher education (Peraya et Peltier, 2020), educational videos have become the norm, often reproducing transmissive practices that keep learners in a passive role (Fyfield et al., 2022). This contribution examines the conditions that enable teacher trainers to move beyond this technology-centred approach towards a thoughtful integration of technology and pedagogy within specific disciplines. Based on doctoral research (Ramillon, 2024) carried out in French-speaking Switzerland with seven trainers (HEP Valais, HEP Fribourg, University of Geneva), the study articulates the TPaCK model (Koehler et Mishra, 2008) and the principles of multimedia learning (Mayer et Fiorella, 2022). The methodology triangulates pre/post questionnaires, analysis of multimedia video design evolution, and semi-structured interviews. The results reveal significant progress in the TPK and TPCK dimensions, accompanied by a notable improvement in multimedia design. Beyond these developments, the study highlights critical and ethical issues: the gap between institutional requirements and the actual design conditions, as well as the need for time to develop effective educational scenarios. The article discusses how training in educational design can restore trainer agency in the face of techno-enthusiastic discourse and favour reasoned rather than hasty integration.

Senali, M. G. (2026). **Extending the theory of planned behaviour to explain contract cheating in the age of generative AI: evidence from Australian higher education**. *Education and Information Technologies*, *31*(17), 9387-9424. https://doi.org/10.1007/s10639-026-14145-3
Academic contract cheating (CC) poses a significant challenge for Higher Education (HE), a problem that has become more complex with the increasing use of Generative Artificial Intelligence (Gen AI) tools. While similarity detection software can flag AI-generated text, it remains ineffective in identifying CC, potentially displacing misconduct rather than reducing it. Drawing on and extending the Theory of Planned Behaviour (TPB), this study examines how

traditional TPB constructs and technology-mediated perceptual factors jointly influence students' intentions and behaviours related to CC within the Australian HE context. The findings reveal significant direct and indirect pathways linking perceived instructor involvement, detection awareness, AI-related risk perceptions, and perceived behavioural control to students' intentions and behaviours. These results extend the TPB framework to the context of AI-mediated academic misconduct and offer practical implications for universities in Australia and potentially other similar contexts. The study provides actionable insights for HE institutions to design integrity policies, assessment strategies, detection mechanisms, and digital literacy initiatives to strengthen academic integrity in alignment with the United Nations Sustainable Development Goal (SDG) on Quality Education (Goal 4).

Stanja, J., Dannemann, S., Krugel, J., & Hoppe, A. (2026). **Investigating evidence-oriented generation of synthetic text data with a generative large language model in science education**. *International Journal of Science Education*, *48*(15), 2445-2467. https://doi.org/10.1080/09500693.2025.2538834
The scarcity and privacy of student data present significant challenges in research on technical support of the diagnosis of students' conceptions. Whilst synthetic data generation offers promising solutions, its application in science education requires careful consideration of domain-specific aspects. This study investigates an evidence-oriented prompting approach to generate synthetic text data with a generative large language model without direct injection of student data. As evidence, it builds on previous work in biology education on students' conceptions of the evolutionary adaptation of whales. Drawing from educational research, we propose requirements for data generation and the evaluation of its faithfulness and diversity. Through a mixed-methods approach, we (1) compare characteristics of generated text samples and students' texts, (2) evaluate how well the evidence-oriented prompting approach generates text samples that align with the categories of intentional and non-intentional adaptation, and (3) examine features between these groups. Our findings demonstrate the potential and limitations of evidence-oriented prompting and highlight the need for data curation procedures. This work contributes to generative AI-assisted research in education by investigating an educational-informed, privacy-preserving prompting approach for synthetic data generation.

Tazouti, Y. (2026). **Le numérique à l'école : enjeux et impacts sur les apprentissages**. *Administration & Éducation*, *191*(3), 31-36. https://doi.org/10.3917/admed.191.0031
Le numérique à l'école suscite à la fois fascination et inquiétude chez les parents, les enseignants et les décideurs. Face aux opportunités qu'il offre et aux risques qu'il engendre, les réponses les plus pertinentes demeurent l'éducation – pour former des citoyens éclairés et critiques – ainsi que la recherche, afin de mieux comprendre les enjeux et orienter les politiques publiques. Cet article poursuit deux objectifs : d'une part, apporter un éclairage scientifique sur les effets du numérique sur les apprentissages des élèves à l'école primaire ; d'autre part, interroger le rôle croissant de l'intelligence artificielle dans les processus d'enseignement et d'apprentissage, et de mettre en évidence ses apports potentiels, mais aussi ses limites.

Thinh, P. V. (2026). **From Repositories to Ecosystems: The Strategic Evolution, Institutional Practices, and Policy Frameworks of Open Educational Resource Initiatives in Higher Education**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 395-407. https://doi.org/10.59324/ejceel.2026.4(5).17

Open Educational Resources (OER) in higher education are shifting from models centred on the creation and storage of learning materials towards structures characterised by greater connectivity and institutionalisation. This study analyses this development across four dimensions: the emergence of repositories; infrastructure connectivity and interoperability; the institutionalisation of OER in association with Open Educational Practices (OEP); and the formation of adaptive OER ecosystems. Drawing on a review and mapping of the literature, policy analysis, and a comparison of selected prominent OER initiatives, the study conceptualises the development of OER as a five-level progression: repository, organised production, institutionalisation, ecosystem, and adaptive/AI-enabled ecosystem. The findings indicate that repositories constitute a necessary infrastructural condition, but are insufficient in themselves to ensure the effective use, reuse, and sustainability of OER. Interoperability, stakeholder capacities, pedagogical practices, policies, and governance mechanisms become increasingly important as OER expands. Accordingly, the study argues that an OER ecosystem should be understood as a structure comprising interconnected components that can adapt to technological change, particularly the development of generative AI.

Trestini, M. (2026). **Entre pratiques informelles et institution scolaire : l'acceptabilité des IAG chez les élèves du secondaire**. *Médiations et médiatisations*, (24), 66-92. https://doi.org/10.52358/mm.vi24.534
This article analyzes the representations, uses, and non-uses of generative artificial intelligence (GAI) among secondary school students in France. The study is based on data from a questionnaire administered at the end of 2024 to 1,159 middle and high school students in the Grand Est region, nearly two-thirds of whom reported using GAI. As part of a critical approach to digital technology in education, the study uses a social acceptability model inspired by the work of Venkatesh, enriched by variables related to the ethics and transparency of these tools. The results show that the reported uses mainly involve a pragmatic appropriation of AI tools, geared towards homework assistance, content reformulation, and information search, most often outside of formal educational settings. These practices respond to the logic of academic efficiency and time saving, while raising issues related to cognitive autonomy and understanding the limitations of technology. Non-uses appear to be varied, linked to ethical concerns, the value placed on personal effort, or institutional fears. The article highlights tensions between informal uses and uncertain educational frameworks and emphasizes the need for critical and reflective education on GAI.

Tricot, A., & Pariser, S. (2026). **De nouveaux savoirs à l'école primaire:L'exemple de l'intelligence artificielle et des compétences psychosociales**. *Administration & Éducation*, *191*(3), 37-43. https://doi.org/10.3917/admed.191.0037
La charte des programmes de 2014 écrivait : « les savoirs enseignés à l'école doivent aider les élèves à se repérer dans la complexité du monde. » Si le monde et sa complexité évoluent, alors il est légitime d'envisager l'évolution des savoirs. L'histoire des programmes, en France et ailleurs, montre aussi que parfois les programmes évoluent non pas parce que le monde change, mais parce que l'importance de certains savoirs n'a été reconnue que récemment. Dans cet article, nous allons aborder deux savoirs pour l'école primaire : l'intelligence artificielle et les compétences psychosociales.

Trieu, N. H. T., & Bonfils, P. (2026). **Les vidéos " Study With Me " : Un renforcement possible du bien-être dans des dispositifs de formation à distance ?** *Distances et Médiations des Savoirs*, *55*. https://doi.org/10.4000/170x5
Since the Covid-19 pandemic, "Study With Me" (SWM) videos that film individual study sessions on YouTube have been experiencing growing popularity among learners. These videos are used as support in self-directed learning contexts marked by isolation, loss of motivation, or difficulty concentrating for learners. This study examines the role of SWM videos in constructing the well-being of isolated self-taught learners, drawing on a mixed methodology (online questionnaire, n=1,059; semi-structured interviews, n=15). The results show that these videos act as a socio-technical device for emotional and cognitive regulation in a situation that differs from a conventional academic training program. In this sense, we hypothesize their potential future contribution to strengthening new forms of well-being support in hybrid distance learning contexts.

Valentini, A. (2026). ***AI implementation in higher education in Latin America and the Caribbean***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000399333?posInSet=2&queryId=60bd1090-7052-434a-851c-72923fa16e4d

Wang, X., Cheng, M., Zeng, Y., Li, X., & Huang, H. (2026). **Fostering pair programming learning through grouping strategies: integrating ability levels and peer relationships**. *Education and Information Technologies*, *31*(17), 9639-9670. https://doi.org/10.1007/s10639-026-14156-0
Pair programming is one of the important strategies for conducting programming education, which is believed to enhance students' coding quality, achievements, and computational thinking. However, the specific implementation of pair programming learning encounters several issues, such as untimely role exchanges among paired students and passive participation in communication. This study proposes and examines pair programming activities that combine ability levels with peer relationships and a time-based role exchange method. The impact of pair programming activities on students' computational thinking and learning experience is examined. Finally, lag sequential analysis is used to analyze the student pair programming behaviors (and behavior patterns) exhibited in programming projects at different performance levels. The proposed pair programming activities show a significant positive impact on students' computational thinking, especially in the four dimensions of algorithmic thinking, problem solving, creativity, and critical thinking. Moreover, the proposed pair programming activities also exhibit a significant positive impact on students' learning experience, especially with regard to their motivation to learn. In the proposed pair programming activities, high-level programming projects are characterized by the initiation of peer requests or feedback, response of various forms of help, and positive communication within the group. Conversely, medium-level programming projects are characterized by peer requests as the initiation to solving specific problems, with one leading person in the group. By contrast, low-level programming projects are characterized by peer help seeking as the initiation, in a question-and-answer format.

Wang, Y., Wang, M., Guo, Z., Liang, Y., & Han, J. (2026). **Designing a CTML-based animated learning video for botany: a comparison with text-based materials in learning outcomes and learning experience**. *Education and Information Technologies*, *31*(17), 9319-9352. https://doi.org/10.1007/s10639-026-14143-5
Botany learning is often marked by low interest and difficulty sustaining attention, and material presentation may affect learners' cognitive processing and learning experience. Grounded in

the Cognitive Theory of Multimedia Learning (CTML), this study designed an animated learning video for botany and adopted a quasi-experimental mixed-methods approach to compare it with text-based materials with static images. Eighty first-year undergraduate forestry majors were assigned to an experimental group and a control group; the former used the CTML-based animated learning video and the latter used text-based materials with static images. After the experiment, 20 students from each group were invited to participate in semi-structured interviews. Data were collected through pre- and post-tests, a cognitive load questionnaire, a learning interest scale, the Silent In-Class Behaviors subscale, and post-experiment interviews. The results showed that the experimental group obtained significantly higher post-test scores than the control group, mainly in knowledge retention and comprehension. The experimental group also reported lower extraneous cognitive load and higher germane cognitive load, learning interest, sustained attention, and behavioral involvement. Qualitative findings suggested that students in the experimental group perceived clearer support for learning sequence and visual cueing, whereas those in the control group more often reported having to integrate textual and visual information independently. These findings indicate that CTML-based animated learning videos may support information organization and text–image integration in short-term botany learning and inform the design of multimedia materials for complex scientific content.

Yibokou, K. S. (2027). **Perceptions d'étudiants sur les aspects d'empowerment et d'éthique relatifs à l'usage des outils d'intelligence artificielle**. *Mélanges CRAPEL*, (Hors-Série), 77-101. Consulté à l'adresse https://hal.science/hal-05790765
This research questions how generative artificial intelligence (GenAI) tools can contribute to the sociolinguistic development of additional languages learners, by exploiting the responses of English students on their perception of these tools in terms of ethics and training. Drawing on the interdisciplinary notion of empowerment, the research reports on respondents' mixed views on the contributions of AI tools for their learning and points out the need for a tripartite dialogue between the institution, teachers and learners. The results of a questionnaire filled out by these students show that they seem to be aware of the potential and challenges of using GenAI tools for academic purposes, especially as far as cognitive, ethical and learning aspects are concerned.

Yin, C., Chen, G., & Sheng, C. (2026). **Investigating the role of GenAI dependency on university students' critical thinking disposition: From the perspective of knowledge inertia**. *Education and Information Technologies*, *31*(17), 9697-9723. https://doi.org/10.1007/s10639-026-14158-y
Since Generative Artificial Intelligence (GenAI) provides personalized and real-time interactive features, university students have increasingly delegated academic tasks to GenAI. Although increasing academic performance, there raises a concern of being dependent on GenAI which may damage students' critical thinking. To understand the mechanism, this study bases on the status quo bias theory and inertia perspective, and argues that GenAI dependency shows a negative association with university students' critical thinking disposition via knowledge inertia. We also propose that academic stress can positively moderate this relationship. A cross-sectional survey with 530 university students was conducted, and a hybrid SEM-ANN method was employed as the analysis technique. The empirical findings confirm the negative relationship between GenAI dependency and critical thinking disposition and indicate the partially mediating effect of knowledge inertia. The moderating effects of academic stress are also proven. This study enriches the existing literature of GenAI dependency in higher education.

Yuan, Y., & Du, Y. (2026). **Technology-Supported Interventions and Learners' Metacognition: A Three-Level Meta-Analysis**. *Educational Psychology Review*, *38*(1), 130. https://doi.org/10.1007/s10648-026-10227-3
Despite the growing use of educational technologies, including AI and generative AI, how these technologies support learners' metacognition remains insufficiently understood. The present study synthesised 33 studies using a three-level meta-analysis. Technology-supported interventions were associated with higher metacognitive outcomes on average, Hedges' g = 0.653, 95% CI [0.520, 0.786], although heterogeneity was substantial. Technology type did not significantly moderate effects. Exploratory analyses showed descriptively larger estimates for interventions with technology-use guidance, immediate feedback, and system-directed learner control, but none remained significant after BH-FDR adjustment (adjusted p = .095 for each). Because these features overlapped, the patterns are hypothesis-generating rather than evidence of independent moderator effects. Interventions most frequently supported evaluation/reflection, monitoring, and strategic control, whereas planning was less consistently represented. Importantly, 77 of 94 effects (81.9%) concerned metacognitive regulation, and 90 (95.7%) relied on self-report measures, indicating that the pooled association primarily reflects self-reported metacognitive regulation. Overall, the findings suggest that technology-supported interventions can support metacognitive outcomes, while these effects should be interpreted in light of the specific regulatory processes targeted and how metacognitive outcomes are measured.

Zeyringer, M. (2026a). **Au-delà de l'adoption : les non-usages des IA génératives par les lycéens en France au prisme de l'éthique**. *Médiations et médiatisations*, (24), 47-65. https://doi.org/10.52358/mm.vi24.529
French high school students make extensive use of generative artificial intelligence (GAI) in their schoolwork. All of them? No. This study focuses on non-users and the reasons for their non-use. It is based on the responses of 153 non-user high school students, collected during a survey conducted in France in December 2024. Using a mixed-method approach, we show, on the one hand, that variables related to ethics significantly influence the intention to use GAI and, on the other hand, that the profiles of non-users are characterized by different attitudes toward ethical issues. Finally, the qualitative analysis of the reasons for non-use draws on the concepts of necessities and facts from the problematization theoretical framework. This research contributes to work on non-use in information and communication sciences and provides original insights based on the voices of actors who have received little attention in the literature: French high school students who are non-users of AI.

Zeyringer, M. (2026b). **Éthique des usages de l'IA à l'école : proposition d'un modèle d'analyse de la problématisation des usages dans un cadre de référence sociotechnique**. *Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation*, *33*(3). https://doi.org/10.23709/sticef.33.3.2
Les discours institutionnels, tant nationaux qu'internationaux, promeuvent une IA « éthique, inclusive et centrée sur l'humain ». Dans notre étude, nous nous intéressons aux réflexions des professeurs des écoles, et à la manière dont ces réflexions peuvent avoir une incidence sur les usages et non-usages. Nous adoptons une démarche exploratoire et posons les bases d'un modèle théorique en construction pour l'analyse de la problématisation des usages et non-usages des IA, dans la perspective d'une éthique située (Zacklad et Rouvroy, 2022). En mobilisant conjointement la problématisation (Fabre et Orange, 1997) et le cadre sociotechnique (Flichy,

2008), nous mettons en évidence que les enseignants élaborent une posture réflexive située. L'éthique, dans cette perspective, est située au cœur des arbitrages professionnels. Nos résultats soulignent également la valeur heuristique du non-usage. Nos travaux invitent à approfondir l'analyse des processus d'appropriation pédagogique et à renforcer la formation des enseignants en articulant les dimensions techniques, pédagogiques et éthiques. Abstract. National and international policy discourses promote Artificial Intelligence (AI) as "ethical, inclusive, and human-centered." This study examines how primary school teachers' ethical reflections shape their uses and non-uses of AI. Adopting an exploratory approach, we outline a developing theoretical model to analyze the problematization of AI adoption through the lens of situated ethics (Zacklad et Rouvroy, 2022). Combining the frameworks of problematization (Fabre et Orange, 1997) and sociotechnical analysis (Flichy, 2008), our results show that teachers construct a situated reflective stance. In this perspective, ethics is a core element of professional decision-making. We also stress the heuristic value of non-use. Inviting research to move beyond measuring intention to use and to investigate processes of pedagogical appropriation. Our work calls for a deeper analysis of the processes of pedagogical appropriation and for the strengthening of teacher training by integrating technical, pedagogical, and ethical dimensions tools.

Zeyringer, M. (2026c). **Observatoires de l'IA en éducation : méthodes, observables et tensions**. *ORBICOM 2026*. Consulté à l'adresse https://hal.science/hal-05838697
The development of artificial intelligence in education has been accompanied by the emergence of observatories aimed at documenting ongoing transformations, informing public policy and, in some cases, contributing to democratic debate. These observatories nevertheless differ in their scales of observation, objectives and methods. This conribution offers a reflexive examination of the methods and objects of observation used to study AI in education, drawing in particular on the experience of the AI Observatory of the Grand Est Academic Region in France and a comparative perspective on other initiatives, notably the Brazilian EDUTECIA Observatory. The comparison highlights different approaches: mapping infrastructures, stakeholders and investments on the one hand; quantitative surveys, longitudinal monitoring, qualitative observations and school-based experimentation on the other.

Zhai, X., Bewersdorff, A., Lee, G., Feldman-Maggor, Y., Latif, E., & Tai, R. (2026). **Human-in-the-loop: leveraging generative artificial intelligence to transform disciplinary learning in science**. *International Journal of Science Education*, *48*(15), 2317-2333. https://doi.org/10.1080/09500693.2026.2727692
Generative artificial intelligence (GenAI) has entered science classrooms, teacher preparation, and research, carrying promise and risk. This editorial introduces a special issue of nine studies, spanning biology, chemistry, physics, and science teacher education across four continents, that trace the arc along which GenAI reaches learners. Where data and models are built, the studies show that synthetic student texts, automated scoring, and formative feedback become trustworthy only when experts encode disciplinary theory into prompts and correct the model's reasoning. Where GenAI meets classrooms, they show that when it drafts lesson plans, differentiates instruction for under-resourced schools, and answers students' questions, quality varies so widely that human mediation is essential. Beyond the classroom, they document how teacher education courses and eight national systems build educators' capacity for responsible use. Synthesising this evidence, we read the collection through a Human-in-the-Loop framework: GenAI not as an autonomous instructional authority, but as a socially embedded, fallible partner

requiring sustained human judgment. Cross-cutting analysis reveals four tensions: affective uptake outpacing cognitive gain; generic AI literacy versus discipline-specific pedagogy; trade-offs among accuracy, equity, and data sovereignty; and teacher agency that scales up, not away, as models improve. Together, their open questions set the agenda for future research.

Zhang, L., & Esposito, M. (2026). ***Reliability of AI Agents: Rater Effects, Drift, and the Return to an Evaluation Program*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2610.07003
Firms increasingly evaluate deployed AI agents using repeated human ratings, yet observed score changes may reflect the measurement process as much as changes in the agent itself. Firms also rarely know how long an evaluation remains informative as deployed systems evolve. We study reliability as a latent state using 2,611 rubric-scored production interviews from a deployed voice-and-video interviewing agent, overlapping human reviewers, the agent's change log, and support tickets. Reviewer severity varied substantially: two reviewers assessing the same batches differed by 0.79 standard deviations on the composite index, and a shift in reviewer composition flattened the raw trend. After adjusting for reviewer effects and smoothing batch-level estimates, evaluated reliability increased by 0.53 standard deviations from March to August 2026. Reliability also shifted materially across logged deploys. At the estimated rate of unaccounted movement, forecast uncertainty reaches the magnitude of the largest observed deploy contrast after about five weeks, although this horizon is imprecisely estimated and based on a small number of step-like changes. An independent operational outcome moved in the same direction: interview-related support tickets fell by about 10% per month relative to technical-issue tickets. These data do not identify a causal effect of evaluation on performance. Instead, they show that longitudinal AI evaluation requires three checks: comparability across raters, evidence currency under drift, and corroboration with consequential operational outcomes.

Zhang, T., Zhou, H., Qin, K., & Wang, Y. (2026). **ICT use and academic performance in top-performing Asian educational systems: A multilevel latent profile analysis of students and schools**. *Education and Information Technologies*, *31*(17), 9895-9928. https://doi.org/10.1007/s10639-026-14168-w
This study investigated the relationship between information and communication technology (ICT) use and academic performance across Hong Kong, Macao, Chinese Taipei, Japan, South Korea, and Singapore. Utilizing PISA 2022 data (N = 33,867), a multilevel latent profile analysis was conducted to identify ICT use profiles and their correlations with academic performance. At the student level, distinct use profiles were identified: "very low" (found only in Japan), "low," "normal," and "high." In five systems, students with normal ICT use achieved the highest performance. In South Korea alone, students with high ICT use did not differ significantly from those with normal ICT use. At the school level, while four systems (Hong Kong, Macao, Taipei, and Singapore) displayed a binary structure (schools with normal ICT use and low ICT use), their relationship with academic performance varied significantly. In Hong Kong and Taipei, schools with normal ICT use outperformed those with low ICT use. In Macao, different schools exhibited different advantaged subjects. In Singapore, there were no significant differences between schools with different ICT use. Schools in South Korea exhibited different profiles (rich, normal and poor ICT use), highlighting significant disparities in digital equity where schools with rich ICT use outperformed others. Conversely, Japan presented a polarized context in which schools with

poor ICT use paradoxically outperformed normal schools in mathematics. The study suggests that policymakers must address specific system needs.

Zhang, X., Chen, Y., Hwang, G.-J., Yang, S., Zhang, J., & Tu, Y.-F. (2026). **Physical, virtual, and hybrid programming modalities in early childhood education: a randomized controlled study of computational thinking and programming behaviors**. *Education and Information Technologies*, *31*(17), 9819-9844. https://doi.org/10.1007/s10639-026-14165-z
Young children are at a crucial period for computational thinking (CT) development. In recent years, different programming modalities, such as physical, virtual, and hybrid programming, have been introduced to promote young children's CT. However, empirical evidence of which programming modalities are more effective in terms of promoting young children's CT remains scarce. Hence, we conducted a randomized controlled trial to compare the effects of physical, virtual, and hybrid programming on young children's CT and programming behaviors. Participants included 168 children aged 5–7, who were randomly allocated to the physical, virtual, or hybrid programming groups. Quantitative analyses indicated that children in the physical, virtual, and hybrid programming groups demonstrated significant improvements in CT following the 8-week intervention. Notably, children in the physical programming group showed greater improvements in CT than those in the virtual and hybrid programming groups, whereas no significant difference was found between the virtual and hybrid groups. Qualitative analyses revealed distinct behavioral patterns across modalities, while also showing that each modality can support children's core programming processes. This study can inform educators and researchers when selecting appropriate programming modalities for promoting young children's CT.

Zheng, X.-L., Lyu, Z.-Y., Wang, S.-Y., Wang, F., Kong, X., Hwang, G.-J., & Tu, Y.-F. (2026). **From emotion regulation to academic success: A self-determination theory-based emotional agent-mediated approach**. *British Journal of Educational Technology*, *57*(6), 1521-1563. https://doi.org/10.1111/bjet.70083
Emotion regulation has been recognized as a key factor affecting students' academic success. However, in conventional school settings, it is challenging to foster students' emotion regulation owing to the involvement of complex factors that might influence students' conscious and unconscious behaviours. To address this issue, a self-determination theory (SDT)-based emotional agent framework was proposed, and an emotional agent (EmoAgent), capable of proactively detecting students' emotional states and providing emotional regulation strategies to individual students in addition to the provision of conventional learning supports, was implemented. To assess the effectiveness of the proposed approach, an 8-week quasi-experiment was designed with 173 sixth graders from four classes taking the Information Technology course in a primary school. Two classes (87 students) comprised the experimental group (EG) which used the SDT-based emotional agent-mediated (SDT-EA) approach, while the other two classes (86 students) comprised the control group (CG) which learned with the SDT-based conventional agent (STD-CA), which is capable of providing learning supports but without considering emotional factors. The experimental results showed that (1) the SDT-EA approach significantly outperformed the SDT-CA approach in academic achievement; (2) the SDT-EA approach engaged students in positive emotional experiences, whereas the SDT-CA approach exposed students to more negative emotional experiences; (3) negative emotion was significantly negatively associated with academic achievement, moderated by the SDT-EA approach. Practitioner notes What is already known about this topic? Within self-determination theory, if the three psychological needs of

autonomy, competence and relatedness are met, students? intrinsic motivation is activated and in turn their academic emotion is regulated, which shapes their well-being, engagement and academic success. GenAI?human collaboration can facilitate students? self-determined and personalized learning. Most pedagogical agents tend to assist with personalized cognitive support rather than with emotion regulation or emotional support. What does this paper add? Merging affective computing technology with GenAI, this study constructed an emotional agent with emotion sensing, recognition, feedback and regulation, providing emotional and cognitive supports. Using process mining techniques, this study found that the emotional agent facilitated students? emotion regulation from negative to positive. The emotional agent moderated the effect of negative emotions on academic success. The emotional agent can significantly promote academic achievement. Implications for practice and/or policy The study findings imply that the SDT-based emotional agent-mediated approach shows promise for strengthening students? self-regulated learning. The study offers a viable model for integrating socio-emotional learning with subject-matter instruction. The SDT-based emotional agent can be embedded in regular instruction to instantiate a self-determined learning paradigm.

Orientation scolaire et professionnelle

Ajzenman, N., Del Toro Mijares, A. T., Elacqua, G., Hermosilla, C., & Veleda, S. N. (2026). ***Scaling Up Counseling with AI: Evidence from a Nationwide Experiment*** (Working paper N° 14771). https://doi.org/10.18235/0014549
A central obstacle to scaling many interventions is implementer quality: as a program expands and the pool of implementers broadens, average quality falls. Conversation-based interventions (counseling, mentoring) are particularly sensitive to this constraint. LLMs offer a natural way out: personalized exchanges at zero marginal cost and uniform quality. We run a nationwide experiment in Chile (N42,000) designed to reduce teacher shortages by increasing applications to education majors. We compare an AI chatbot, Kai, with trained human counselors, both reaching high school seniors via WhatsApp. Among students with baseline interest in education (the interventions target), Kai significantly increases first-ranked education majors and the share of education majors in students choice sets; estimates in the human arm are smaller and not significant. Although the best human counselors are highly effective, Kai matches or outperforms roughly two- thirds of them. Its advantage lies in what we call "controlled variance": it compresses the dispersion in quality observed across human implementers. Finally, text analysis reveals different interaction patterns across arms. Kai concentrates on factual content and scores higher on semantic coherence, while counselors score substantially higher on motivational and empathetic language.

Allende, C., Gallego, F., & Neilson, C. (2026). ***Approximating the Equilibrium Effects of Informed School Choice*** (Working paper N° 35837). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35837
We study how information about school quality affects families' choices and how scaling up the intervention changes its impact. In a randomized trial in Chile, we offer families a short video and a personalized school report card before they enroll their children. Treated families choose schools with higher test scores and value added. Among families reached before enrollment, treated children score about 0.2 standard deviations higher in fourth grade, with positive but less

precise estimates on later assessments. We embed the experimentally identified demand shift in a structural model of school choice and competition to study equilibrium effects at scale. Capacity constraints and centralized assignment attenuate the demand-side gains, but the same shift in demand strengthens schools' incentives to improve quality, and the supply response roughly offsets the congestion effect. More generally, equilibrium scaling can alter experimental effects in either direction because congestion and endogenous quality responses work against each other. We use the model to guide the design of a follow-up cluster-randomized experiment, focusing on the tradeoff between precision and contamination from equilibrium spillovers.

Avant de supprimer Parcoursup, remédier à l'insuffisance de l'offre universitaire. (2026, octobre 24). Consulté 26 octobre 2026, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/avant-de-supprimer-parcoursup-remedier-a-l-insuffisance-de-l-offre-universitaire_24-10-2026
Parmi les revendications des lycéens, il y a l'abrogation de Parcoursup, sur lequel on attend des annonces du gouvernement lundi. Stressant, opaque, inégalitai…

Blanchard, M. (2026). ***Choisir les sciences. Lycéennes et lycéens face aux études scientifiques***. Consulté à l'adresse https://www.puf.com/choisir-les-sciences-1
XX = XYBien que majoritaires au lycée général et dans l'enseignement supérieur, les filles restent sous-représentées dans nombre de spécialités et filières scientifiques. Faut-il y voir une forme d'autocensure à l'égard des sciences, qu'elles n'oseraient pas choisir ? Alors que nombre de discours prônant la féminisation des sciences continuent de s'adresser uniquement aux filles, considérant qu'elles s'orientent « mal », par manque d'ambition ou de confiance en elles, cet ouvrage invite au contraire à remettre en cause cette perspective.À partir d'une enquête menée auprès d'étudiants et étudiantes du secondaire et du supérieur, qui interroge les projets scolaires et professionnels mais aussi les rapports aux savoirs et à la culture scientifiques, l'autrice, attentive à la fois à la dimension subjective et aux contraintes institutionnelles, invite à repenser ce que signifie aujourd'hui le (non)choix des sciences.

Butzbach, M. (2026, octobre 17). **Les lycéens font de leur angoisse face à Parcoursup une question politique**. Consulté 19 octobre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/les-lyceens-font-de-leur-angoisse-face-a-parcoursup-une-question-politique_17-10-2026
Unanimement dénoncée pour l'incertitude et les inégalités qu'elle génère, la procédure d'affectation dans l'enseignement supérieur condense les critiques du mo…

Dorléans, C. (2026, octobre 25). **Au lycée, le système des spécialités ou l'illusion du choix**. Consulté 28 octobre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/25/au-lycee-le-systeme-des-specialites-ou-lillusion-du-choix/
La réforme du lycée général de 2018 a remplacé les séries S, ES et L par une spécialisation. Or la discipline, elle-même trieuse territoriale, sociale et genrée, entérine les inégalités dès le lycée et les retranscrit dans le supérieur. Voulait-on vraiment donner plus de choix ? On en doute. C'est en tout cas ce sentiment d'impuissance qu'expriment les jeunes dans la rue.

Gößl, T., Makles, A., Schneider, K., & Zuchanek, K. J. (2026). ***The costs of losing admission lotteries: The transition from primary to secondary school in Bremen*** (Working paper N° 1225). https://doi.org/10.4419/96973410
We study the consequences of losing admission lotteries in a centralized secondary school choice system with early academic tracking. Using administrative student panel data from Bremen, Germany, we exploit random tie-breaking within priority groups under an immediate acceptance mechanism. Losing admission lotteriessubstantially changesstudents' educational environment: lottery losers travel farther to school, experience greater disruption of peer networks, and attend schools with less advantaged socioeconomic compositions and lower average academic performance. We also document selective negative effects on standardised test scores and school-leaving certificates. While students with a migration background are much more likely to experience a lottery loss because they enter competitive lottery pools more frequently, native German students tend to experience larger relative changes in their school environment and are more likely to mitigate these costs by opting out of the public system and enrolling in private schools.

Guichard, L. (2026). **Stage de découverte en troisième ou en seconde : les deux tiers sont trouvés grâce à l'entourage**. *Note d'Information*, (26.44), 1-4. Consulté à l'adresse https://www.education.gouv.fr/sites/default/files/document/depp-ni-26-44-stages-3epdf-521547.pdf
Parmi les élèves entrés au CP en 2011, 90 % déclarent, en 2023, avoir effectué un stage de découverte en troisième ou en seconde, tandis que 4 % n'ont pas pu le réaliser en raison de la pandémie du Covid.

Jung, J., Li, X., Wang, Y., & King, R. B. (2026). **Motivation to Pursue a Master's Degree, Approaches to Learning and Perceived Employability**. *Higher Education Quarterly*, *80*(4), e70165. https://doi.org/10.1111/hequ.70165
Perceived employability is a key learning outcome for higher education students who wish to advance their careers after graduation. Most studies of perceived employability have focused on undergraduate students; little attention has been paid to master's students. Given the increasing number of master's students and their diverse employment needs, this study examined the relationships among motivation, approaches to learning, and perceived employability. Following a cross-sectional design, data were collected from 786 master's students across various programmes and institutions in Hong Kong and analysed using structural equation modelling. By measuring perceived employability as the outcome variable, the results revealed that master's students with higher intrinsic motivation were more likely to adopt a deep approach to learning, while those with higher extrinsic motivation were more likely to adopt a surface approach. The results indicated that approaches to learning fully mediated the association between intrinsic motivation and perceived employability. On the other hand, approaches to learning partially mediated the relationship between extrinsic motivation and perceived employability. These results shed light on the unique learning goals of master's students currently preparing for employment and their strategic learning approaches. The implications for enhancing meaningful learning experiences and employability among master's students are discussed.

Lacombe, N., Juvet, M., Straccia, C., & Squillaci, M. (2026). **School burnout during the transition from primary to secondary school in Switzerland. Changes over time and the role of educational tracking**. *Social Psychology of Education*, *29*(1), 111. https://doi.org/10.1007/s11218-026-10280-4

The transition from primary to secondary school represents a developmentally sensitive period characterized by increased academic demands and major social and institutional changes. This longitudinal study examined the development of school burnout and its predictors during this transition in the Swiss educational system. The study was grounded in three complementary perspectives: Multiple and Multi-dimensional Transitions theory, Neuenschwander's multilevel model, and the life course perspective. We hypothesized (H1) an overall increase in burnout after the transition, (H2) a greater increase in burnout among students on the most demanding academic track, and (H3–H8) associations between burnout and factors operating at three levels: individual, family and educational-system. The participants were 162 Swiss students (87 boys, 75 girls; Mage = 11.91 years), followed from the final year of primary school (T1) to the first year of secondary school (T2). Linear mixed-effects and multilevel longitudinal models were estimated. The results showed a significant increase in overall burnout after the transition, mainly reflected in higher emotional exhaustion and cynicism. Feelings of inadequacy decreased among students on less demanding tracks. Burnout increased more strongly among students placed in the most demanding academic track. Before the transition, lower mathematics achievement predicted higher burnout, but this association disappeared after the transition. Across both time points, somatic symptoms and workload-related stress were consistent risk factors, whereas teacher support was a protective factor. Longitudinal analyses further showed that somatic symptoms, teacher support, and future-related stress at T1 predicted burnout at T2. These findings highlight the significance of academic demands and adult support during the transition to secondary school. They also suggest that tracking placement influences students' burnout trajectories during early adolescence.

Moulin, H., & Van de Weghe, P. (2026). **Mission d'accompagnement sur les évolutions des modalités d'accès aux études de santé**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4270* (Report N° 24-25 268B; p. 104). Consulté à l'adresse Inspection générale des Affaires sociales (France) website: https://www.education.gouv.fr/sites/default/files/document/mission-d-accompagnement-sur-les-volutions-des-modalit-s-d-acc-s-aux-tudes-de-sant--521380.pdf
L'IGESR et l'IGAS ont mené une mission d'accompagnement conjointe portant sur les évolutions des modalités d'accès aux études de santé (MMOP). Objectifs : simplifier les parcours d'accès aux filières MMOP, revoir les modalités de validation pour entrer dans ces filières et favoriser la diversité des profils en garantissant une équité entre les parcours et les territoires.

Sokolov, D., & Combe, J. (2026). **Quotas dans Parcoursup : les limites du dispositif actuel et des pistes pour l'améliorer**. *Notes IPP*, (130), 1-9. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2026/10/Note_IPP_Parcoursup_Matching.pdf
Parcoursup est la plateforme centralisée qui régit l'accès à l'enseignement supérieur en France. Au-delà de l'affectation des candidats aux formations, elle constitue également un instrument important de politique publique. Elle vise en particulier à promouvoir l'égalité d'accès sur les plans social et territorial, au moyen de quotas de boursiers et de résidents. Ces quotas sont aujourd'hui mis en oeuvre par le biais des ordres d'appel, établis avant le début de la procédure d'admission. Cette note montre que cette mise en oeuvre présente deux limites importantes. D'une part, elle peut conduire à accorder une priorité excessive à certains candidats, au-delà de ce qui serait nécessaire pour respecter les quotas. D'autre part, elle ne garantit pas que les taux minimaux de boursiers et de résidents fixés soient atteints, même lorsque des candidats éligibles souhaitent intégrer les formations concernées. Ces deux limites peuvent entraîner des

dérogations injustifiées aux priorités définies par les formations dans leurs classements initiaux. Les auteurs proposent un dispositif alternatif dans lequel les quotas seraient appliqués de manière dynamique, au fil des propositions et des réponses des candidats, plutôt que par une modification ex ante des classements. À partir de simulations portant sur la phase principale d'admission de Parcoursup 2024, les auteurs montrent que cette approche permettrait d'améliorer sensiblement l'accès des étudiants boursiers aux formations, tout en éliminant presque entièrement les dérogations injustifiées aux priorités initiales. Elle permettrait ainsi de mieux concilier les objectifs de diversité sociale et territoriale avec le respect des classements établis par les formations.

Wang, X. (2026). **"Am I College Material?": Postsecondary Aspirations and Institutional Barriers Among Young Adults with Intellectual Disabilities**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2749236
This narrative inquiry examines how ten young adults with intellectual disability enrolled in or transitioning toward US postsecondary programs evaluate their aspirations. Grounded in Critical Disability Studies and Strayhorn's socio-ecological theory of belonging, abductive analysis identified three evaluative questions: "Is college for someone like me?", "Can I navigate it?", and "Will it matter for my life?" Participants' accounts suggest that self-doubt and constrained aspirations reflect institutional ableism, including low expectations, compliance-driven accommodations, deficit-oriented faculty attitudes, and limited representation. The study advances three concepts: aspirational belonging, the evaluation of belonging before and during enrollment; aspiration conscription, the institutional redirection of aspirations toward pre-approved outcomes; and epistemic hospitality, a relational orientation recognizing students with intellectual disability as authoritative knowers. These findings suggest that expanding access requires more than legal compliance. Institutions must transform the epistemic, relational, and cultural conditions shaping belonging and recognize students' aspirations and knowledge as central to meaningful inclusion.

Politique de l'éducation et système éducatif

Aaronson, D., Borgschulte, M., Liu, S., & Mazumder, B. (2026). ***Schooling and Political Activism in the Early Civil Rights Era*** (Working paper N° 35842). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35842
Does education lead to political activity? We find that a large, early 20th century school construction program, the Rosenwald schools, led to more NAACP branches in the rural South starting in the early 1940s, i.e. prior to the classic U.S. Civil Rights Movement. Branch growth was stronger where Jim Crow occupational segregation prevented Black men from realizing some of the economic gains of their education. Our findings lend support to theories emphasizing that economic context can act as a critical mediator in determining whether human capital causes political engagement.

ADEA : Association pour le développement de l'éducation en Afrique. (2026a). ***Africa's Progress on the Five FLEX2024 Commitments and the Six Triennale Recommendations***. Consulté à l'adresse https://knowledgehub.adeanet.org/files/documents/ADEA2026D005E.pdf

ADEA : Association pour le développement de l'éducation en Afrique. (2026b). ***FLEX2026 REPORT From commitment to results: Delivering foundational learning at scale***. Consulté à l'adresse https://knowledgehub.adeanet.org/files/documents/ADEA2026D004E.pdf

Akakpo, A. (2026). **The Gender Pay Gap in Asia: Examining Awareness and Policy Endorsement Among Postgraduate Students in the Higher Education Sector**. *Higher Education Quarterly*, *80*(4), e70166. https://doi.org/10.1111/hequ.70166

The persistent gender pay gap (GPG) remains a critical issue in higher education institutions (HEIs), yet little is known about the mechanisms that drive student support for systemic policy change. Drawing on Social Cognitive Theory (SCT), this study examines how Asian postgraduate students awareness of the GPG shapes their views on benefits, barriers, causes and institutional policy solutions. Data for this study were collected from 212 postgraduate students across various disciplines. The findings confirm that higher GPG awareness is positively associated with stronger support for policy interventions. This awareness is also linked to greater recognition of the GPG's structural and institutional causes and a stronger belief in the benefits of its closure. Crucially, students who attribute the GPG to structural causes demonstrate stronger support for government policy interventions. Furthermore, the perceived causes of the GPG significantly mediate the relationship between awareness and policy support.

Akoa, M. A. (2026). **La relation école-famille en zone populaire et les pratiques parentales d'enfants en situation de handicap mental dans les écoles privées laïques inclusives du système éducatif camerounais : vers une union renforcée ?** *Phronesis*, *15*(HS2), 88-99. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-88

Cette étude mixte a pour objectif d'illustrer les pratiques des parents d'enfants en situation de handicap mental des écoles privées laïques inclusives en zone populaire du système éducatif camerounais et de leur incidence dans la relation école-famille. Cent vingt (120) parents d'élèves de vingt (20) écoles ont répondu au guide d'entretien pour déterminer les pratiques vis-à-vis de leur enfant. Cinquante (50) enseignants ont répondu à un questionnaire sur leurs pratiques pédagogiques. L'analyse des entretiens s'est faite sur la base du contenu thématique via Nvivo et le questionnaire, via SPSS. Les résultats montrent que les parents apprécient l'accueil et les dispositifs malgré leurs contraintes. Les questionnaires révèlent que l'équipe pédagogique attend une meilleure participation parentale qui reste approximative. La relation école-famille semble apaisée et les efforts visibles pour la réussite des élèves. Toutefois, la considération du médico-social dans le renforcement école-famille est une nécessité.

Alladatin, J. (2026). **Gouverner l'éducation par les données et les dispositifs numériques : une analyse du Tableau de bord de l'éducation du ministère de l'Éducation du Québec**. *Médiations et médiatisations*, (24), 220-236. https://doi.org/10.52358/mm.vi24.551

This article analyzes the Education Dashboard developed by the Québec Ministry of Education (MEQ) in a context where digital data are playing an increasingly prominent role in school governance. It draws on insights from the sociology of quantification, critical data studies, and the theory of public policy instruments. The analysis is based on a qualitative, documentary, and interface-centered approach, complemented by an examination of the strategic documents framing the dashboard. The findings show that the dashboard privileges a representation of the education system centered on narrowly measurable dimensions, such as graduation, performance on ministerial examinations, enrolment, and resources, while relegating pedagogical processes, actual educational work, and local contexts to the background. They also highlight the structuring role of comparability, the risks of implicit rankings, and a tendency

toward the symbolic recentralization of educational steering through data. The findings further indicate that, despite the heterogeneity of reference dates and data consolidation statuses, the dashboard interface tends to present these data as synchronous and comparable, thereby contributing to the naturalization of their timeliness and reliability, both of which remain open to question.

Araya, M., Sabates, R., & Woldehanna, T. (2026). **Do additional school grants narrow regional learning gaps? Evidence from Ethiopia's emerging regions**. *Education Economics*, *0*(0), 1-22. https://doi.org/10.1080/09645292.2026.2747618
We examine whether a top-up school grant for Ethiopia's emerging regions, introduced under GEQIP-E in 2018/19, narrowed mathematics learning gaps. Difference-in-differences estimates using Grade 4 data from the RISE Ethiopia survey (2018/19–2021/22) show relative gains of 0.42–0.52 standard deviations, largest among rural and poorer children. Results hold with regional controls, gain scores, school-level models and school fixed effects, but shrink under region-specific trends. About half of each gain reflects emerging regions avoiding a post-2018 decline elsewhere, so the estimates are upper bounds for the top-up alone. School leadership, community participation and teacher knowledge appear to be key channels.

Avant de supprimer Parcoursup, remédier à l'insuffisance de l'offre universitaire. (2026, octobre 24). Consulté 26 octobre 2026, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/avant-de-supprimer-parcoursup-remedier-a-l-insuffisance-de-l-offre-universitaire_24-10-2026
Parmi les revendications des lycéens, il y a l'abrogation de Parcoursup, sur lequel on attend des annonces du gouvernement lundi. Stressant, opaque, inégalitai…

Barringer, S. N., Warshaw, J. B., & Hearn, J. C. (2026). **Have We Lost the Classic Liberal Arts College?: An Examination of a Threatened Organizational Form**. *The Journal of Higher Education*, *0*(0), 1-27. https://doi.org/10.1080/00221546.2026.2753644
In recent years, distinctions among types of higher-education organizations have progressively eroded. Our focus within this trend is on the nation's oldest organizational type—the small, undergraduate-focused, residential, arts-and-sciences-centered private liberal arts college (LAC)—which has been, according to conventional wisdom, slowly losing its own distinctiveness. We draw on the theory of strategic action fields to understand the organizational and field-level patterns for private LACs as they adapt to their changing environments. We use multilevel latent profile analysis to analyze quantitative data on 414 private LACs from 2004 to 2023 to empirically evaluate whether the classic organizational form of the "private LAC" is indeed eroding, and if so, how. Results indicate that this population is indeed differentiating as evidenced by four distinct form profiles. There is also both stability and change of this organizational form between 2004 and 2023, suggesting that most private LACs in the study have adapted their organizational form and continue to do so in response to the evolving challenges they face. At the field level, our findings, and theory, point toward resettlement rather than the wide-sweeping erosion of the private LAC field.

Barthes, A., Leterme, F., Bonnet, S., Lefrançois, E., Chalando, V., & Caparros-Mencacci, N. (2026). **Évaluer autrement avec les dispositions, les valeurs et les rapports aux savoirs ? Le cas des éducations environnementales.** *Éducation relative à l'environnement : Regards - Recherches - Réflexions*, *Volume 21.1*. https://doi.org/10.4000/16uee

The evaluation of 'education for…' programs, including environmental education, remains a blind spot in research at present. However, given their characteristics -including the heterogeneity of both scientific and political frameworks - evaluation models need to be rethought. They re-examine the functions of assessment far beyond conventional boundaries and explore the paradigm shifts necessitated by contexts that go beyond merely measuring the acquisition of traditional knowledge or skills. Three doctoral research projects help to demonstrate possibilities for changing assessment paradigms and moving away from standardised, hierarchical assessment towards one that takes into account complexity and the intended objectives (in this case, environmental ones). The first demonstrates the potential of 'dispositions', in the sociological sense used by Lahire (2025), in climate change education within a university context; the second draws on the values-based approach of Schwartz (2006) within the framework of a 'One Health' project on health education for humans, animals and ecosystems in a regional and professional context; whilst the third proposes assessment methods based on the relationship to knowledge as outlined by Charlot (1997) and its implications for a potential curriculum tailored to practices and local contexts. Taken together, these three studies highlight the formative and practical functions of assessment on the one hand, and its political dimensions on the other. Assessment conceived in this way forms part of the current trend towards the ecologisation of education (Barthes, Lange and Wagnon, 2025).

Bedasso, B., & Nagesh, R. (2026). ***School Meals in Crisis Settings: Costs, Trade-offs, and Delivery Choices in Education-in-Emergencies Programmes*** (Working paper N° 757). Consulté à l'adresse Center for Global Development website: https://EconPapers.repec.org/RePEc:cgd:wpaper:757
School feeding is increasingly incorporated into education-in-emergencies (EiE) responses, yet systematic evidence on its cost, scale, and delivery remains scarce. This evidence gap matters as humanitarian and development financing tightens and EiE requirements are cut. Using data from 65 emergency education programmes implemented in 31 countries between 2018 and 2024, this paper examines the budget trade-offs involved in including school meals in emergency education responses and the factors associated with more efficient delivery. We estimate planned annualised school-meal costs, standardised to a nine-month school year, for 33 grants, and assess budget–coverage trade-offs in the 19 grants for which complete budget and beneficiary data are available. In these grants, school feeding accounted for roughly 31 percent of aggregate budgets while serving roughly 7 percent of aggregate beneficiaries. Because the non-feeding remainder of each grant comprises a heterogeneous bundle of interventions, these figures describe budget composition rather than relative value for money. They are therefore a necessary, though not sufficient, input into a critical portfolio review. Annualised costs per targeted child ranged from USD 4 to over USD 201, with a median of USD 35. Costs were higher on average in drought and multidimensional crises than in disease-outbreak settings. Per-child costs were also lower in larger programmes, although this scale advantage was more limited in complex emergencies. On-site hot meals dominated delivery, but the sample includes too few alternative modalities to compare cost-efficiency robustly. We conclude with policy lessons on making budget trade-offs explicit, calibrating costs to context, testing alternative modalities, investing in delivery platforms, and improving coordination across EiE financing instruments.

Birolini, C., Chamboredon, A., Olivier, A., & van Zanten, A. (2026). **« On joue quand même notre vie là ! » : les étudiant·es face au nouveau régime de sélection instauré par la réforme des études de santé de 2020**. *Sociologie*, *17*(3), 277-294. Consulté à l'adresse https://shs.cairn.info/revue-sociologie-2026-3-page-277

La réforme du premier cycle des études de santé en France de 2020 a introduit plusieurs changements, notamment la création de deux nouvelles voies d'accès principales : le PASS et les L.AS. Cet article porte sur l'expérience étudiante de cette réforme lors de sa première année de mise en œuvre, plus particulièrement sur les perspectives étudiantes sur le nouveau régime de sélection instauré par celle-ci. Se fondant sur une enquête multiméthode (entretiens, observations, questionnaire) conduite au sein d'une université francilienne entre 2020 et 2022, il éclaire les facteurs influant sur les évolutions et variations dans les jugements, impersonnels ou personnels, portés par les étudiant·es à son égard. En début d'année, quand le goulot d'étranglement de la sélection est lointain et ses modalités encore floues, un registre de justice impersonnel domine chez les étudiant·es des deux filières, notamment chez celles et ceux des milieux les plus favorisés. En cours d'année, l'expérience de la réforme et de sa mise en œuvre difficile modifie cependant la perception de leurs chances personnelles de réussite et des effets impersonnels égalitaires escomptés ; elle les conduit à s'opposer plus frontalement à la réforme, avec des variations entre étudiant·es de PASS et L.AS, ainsi que selon leurs profils socio-scolaires.

Boissinot, A. (2026). **Le socle commun : mot d'ordre éphémère ou projet d'avenir ?** *Administration & Éducation*, *191*(3), 17-23. https://doi.org/10.3917/admed.191.0017
Le « socle commun de connaissances et de compétences » a été au cœur des réflexions et des tentatives de réforme pendant une vingtaine d'années, avant que l'élan ne s'essouffle et que le discours officiel ne l'oublie progressivement. Pourtant l'idée d'un socle commun est riche d'implications institutionnelles, didactiques et pédagogiques qui devraient plus que jamais en faire un projet d'avenir : autant d'enjeux que permettent d'éclairer quelques rappels historiques.

Boratav, S. (2026). **Les violences sexistes et sexuelle dans l'Enseignement supérieur et la Recherche : avancées, freins et enjeu pour une politique globale**. *Administration & Éducation*, *190*(2), 93-100. https://doi.org/10.3917/admed.190.0093
En quelques années, la lutte contre les violences sexistes et sexuelles (VSS) dans l'Enseignement supérieur et la Recherche (ESR) a évolué d'une gestion peu formalisée à une politique structurée. À travers le regard transversal de la Conférence permanente des chargé·e·s de mission égalité-diversité (CPED), cet article analyse les avancées réalisées, les freins persistants et les enjeux d'accompagnement des victimes et des auteurs. Il souligne enfin l'urgence d'une formation systématique des acteurs et actrices universitaires et d'un portage politique fort pour transformer les rapports de pouvoir sous-jacents aux VSS.

Bradbury, A., Ranken, E., Wyse, D., & Manyukhina, Y. (2026). **Barriers to Curriculum Reform: The Role of Context and Policy**. *British Journal of Educational Studies*, *74*(5), 645-664. https://doi.org/10.1080/00071005.2026.2652943
This paper explores the barriers faced by primary schools in England looking to reform their curricula. Drawing on six varied case studies of schools involved in a programme of curriculum innovation support, we examine how Ofsted inspections, assessment pressure, school location, lack of time, and staffing concerns all limit schools' ability to revise their curricula. We argue that, even with dedicated time and support, schools found it challenging to instigate and maintain curriculum reform due to the policy terrain they operate within. Our analysis is informed by the different dimensions of context identified in policy enactment literature. We find that school leaders' autonomy to revise and update their school curricula can be limited by various professional, material, situated and external dimensions of context, which they often are unable to change. In taking this approach, and viewing curriculum reform as a process of policy

enactment, the paper further affirms the importance of context in understanding how curriculum policy operates in schools. It also demonstrates the significance of context in understanding how policy affects schools' priorities and strategies for improvement.

Butzbach, M. (2026, octobre 17). **Les lycéens font de leur angoisse face à Parcoursup une question politique**. Consulté 19 octobre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/les-lyceens-font-de-leur-angoisse-face-a-parcoursup-une-question-politique_17-10-2026
Unanimement dénoncée pour l'incertitude et les inégalités qu'elle génère, la procédure d'affectation dans l'enseignement supérieur condense les critiques du mo…

Carvalho, T., Rosa, M. J., Cunha, E., Ayala, R., Melo, A. I., Jordão, C., … Bruckmann, S. (2026). **Reconfiguring University Missions in the Knowledge Society: The Case of Portuguese Universities in European Alliances**. *Higher Education Quarterly*, *80*(4), e70152. https://doi.org/10.1111/hequ.70152
This paper examines how European Knowledge Society policy scripts, amplified by the European Universities initiative, are appropriated in the strategic plans of Portuguese public universities. Focusing on nine universities participating in European Universities Alliances, it asks how they position the 'relationship with society' in mission narratives, whether they prioritise commercial or civic/socially responsive engagement, and what patterns of convergence, local translation and decoupling emerge. The study combines a two-stage document analysis: frequency-based semantic analysis of mission-related terms and qualitative content analysis of strategic plans. Findings show that societal engagement is now central to mission discourse, often alongside teaching and research. However, institutions differ markedly: some emphasise commercialisation, innovation and knowledge transfer; others stress civic responsibility, social cohesion, culture and sustainability; most combine both. The paper argues that these hybrid narratives reflect adaptive responses to multiple legitimacy pressures rather than inconsistency or failure.

Caturianas, D., Nieth, L., Peter, V., Do Santos, I. A., Roser-Chinchilla, J., Honicke, J., … et al. (2026). ***Study on balanced and inclusive learning mobility in the context of the European Education Area and the new higher education mobility target: Final report***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/e4c03d9c-a285-11f1-b25c-01aa75ed71a1
La recommandation du Conseil de 2024 « L'Europe en mouvement » fixe deux objectifs à l'horizon 2030 : donner à au moins 23 % des diplômés du supérieur une expérience de mobilité et garantir que 20 % des apprenants en mobilité proviennent de groupes ayant moins de possibilités. Elle invite la Commission européenne à étudier les enjeux et les effets d'une mobilité équilibrée, notamment les conséquences de la circulation des cerveaux. La présente étude vise à éclairer les décisions politiques grâce à des données probantes, afin de promouvoir une mobilité plus équilibrée et inclusive et d'atteindre les objectifs fixés. Elle examine : la mobilité diplômante, qui permet d'obtenir un diplôme à l'étranger ; la mobilité de crédits, correspondant à des séjours temporaires d'études ou de stage ; et la mobilité inclusive, qui favorise la participation des personnes disposant de moins de possibilités.

CEDEFOP : European centre for the development of vocational training & ETF : European training foundation. (2026). ***Future-proofing VET in Europe – Progress, challenges and policy directions: a***

synthesis of national policy developments from 2020 to 2025. Consulté à l'adresse https://www.cedefop.europa.eu/files/3201_en.pdf

Chanet, J.-F., & Gille, B. (2026). **L'éducation prioritaire dans le premier degré : bilan et perspectives**. *Administration & Éducation*, *191*(3), 101-109. https://doi.org/10.3917/admed.191.0101
Lancée à titre expérimental, il y aura bientôt un demi-siècle, la politique française d'éducation prioritaire est devenue au fil de ses révisions successives un caractère structurant du système scolaire français. Depuis une dizaine d'années, elle a connu plusieurs réformes visant à réduire les inégalités scolaires liées à l'origine sociale et territoriale. L'éducation prioritaire représente aujourd'hui, dans le premier degré public, environ 20 % des écoliers répartis dans 6 589 écoles ; 25 % des enseignants sont affectés en éducation prioritaire. Les politiques publiques et les évolutions n'ont pas manqué sur la période, ce qui rend indispensable bilan et perspectives.

Charles, M., Sharifah, N., John, K., Jessica, K., Muhamadi, K., Judith, N., … Mugagga, A. M. (2026). **Global Citizenship Education and Intercultural Understanding: A Kernel for Promoting Transnational Education Among Higher Education Institutions in Uganda**. *Higher Education Quarterly*, *80*(4), e70170. https://doi.org/10.1111/hequ.70170
This narrative qualitative case study examines the integration of Global Citizenship Education (GCE), Intercultural Understanding (IU), and Transnational Education (TNE) with a case of Kabale University in Uganda specifically to analyse how these education models are applied within Higher Education Institutions, their implications on students, and the difficulties faced in integrating them into the curriculum. Data was collected through interviews, documents examination, and observation of extracurricular and academic life. Results show that while GCE, IU, and TNE are being brought in across certain faculties, implementation is still patchy and biased. Despite all this, students do indicate the need for formal provision of access to the study of global problems and to the contact with multiple cultures. The study concludes that universities should enhance their global Citizenship education program but do require more organized approaches towards introducing the curriculum and developing capacity among the staff. It recommends that the universities, together with the government and external partners, re-commits itself to global education by embedding GCE, IU, and TNE more consistently in the curriculum; thus emphasizing the importance of cultivating global citizenship to empower students with the ability to manage the complexities of a more evolving globalized world.

Colin, P., Epstein, M., Guevara, M. T., Isaac, G., Köhler, T., Kristiana, N. E., … Tuytens, M. (2026). **Transforming Secondary VET**. In *European Conference on Educational Research (ECER) 2026 - Knowing and Acting: The changing conditions and potentials of education research*. https://doi.org/10.21240/vetcon/2026/ecer/100
Context: As Europe pursues climate neutrality and skills transformation, there is a growing need to understand how secondary vocational education can integrate sustainability through powerful and transformative learning environments. Approach: This study combines a theoretically grounded PTLES framework with a comparative case-based analysis of 11 vocational education and training practices across Belgium, Estonia, France, Germany, and Spain. Findings: Across diverse national contexts, the cases consistently highlight authentic learning tasks, higher-order thinking, adaptive support, reflection, and collaboration as key characteristics of effective transformative learning environments for sustainability. Conclusions: The results provide empirical support for the PTLES framework as a model for sustainability-oriented

vocational education while revealing opportunities to strengthen meta-cognitive reflection and the explicit integration of sustainability across learning contexts in different domains and education systems of different European countries.

Condette, S., & Valentim, S. (2026). ***Petite enfance: Enjeux éducatifs, sociaux et professionnels***. Consulté à l'adresse https://cirel.univ-lille.fr/detail-actu/petite-enfance-enjeux-educatifs-sociaux-et-professionnels
Dans de nombreux pays, l'accueil et le développement de l'enfant sont considérés comme des priorités. Toutefois, les dispositifs mis en place pour favoriser la santé physique, psychologique et sociale des tout-petits se déclinent différemment selon les contextes culturels et les politiques publiques. Lutte contre les inégalités, prévention précoce, inclusion ou continuité éducative, comment soutenir le petit enfant pour qu'il grandisse en confiance ? Comment construire un environnement bienveillant, stimulant et protecteur qui facilite son épanouissement personnel et sa vie sociale ? Comment former les professionnels de la petite enfance tout au long de leur carrière ?S'appuyant sur des recherches récentes, des analyses internationales, des cas pratiques et des expérimentations innovantes, ce livre explore aussi bien les fondements scientifiques du développement du jeune enfant que les réalités quotidiennes vécues par les équipes et les familles. Il s'adresse tout à la fois aux parents, aux chercheurs, aux professionnels qu'aux décideurs politiques pour penser l'éducation de demain.

Dassi, Z. (2026). **Quand les filles réussissent à l'école tunisienne : politique éducative et dynamiques sociales**. *Administration & Éducation*, *190*(2), 103-111. https://doi.org/10.3917/admed.190.0103
Cet article présente l'analyse du paradoxe tunisien de l'égalité filles-garçons : une réussite scolaire féminine ancienne et étendue qui ne se traduit pas encore par un accès équitable aux postes de pouvoir. À partir de données éducatives et institutionnelles, il met en évidence le rôle des politiques éducatives volontaristes de l'État, ainsi que les mécanismes sociaux et professionnels qui limitent la conversion du capital scolaire en pouvoir effectif. La Tunisie illustre ainsi la nécessité d'une stratégie progressive pour assurer la transformation de l'égalité éducative en égalité d'accès au pouvoir.

Davies, C., Crofts, M., Healey, R., Ross, K., & White, H. (2026). **From Compliance to Co-Production: Developing a Sector-Informed Equality Impact Analysis Framework for Inclusive Governance in Higher Education**. *Higher Education Quarterly*, *80*(4), e70174. https://doi.org/10.1111/hequ.70174
Equality Impact Assessments (EqIAs) in higher education are often perceived as bureaucratic exercises rather than tools for transformative change. This paper presents research on the existing use of EqIAs across Britain, including key challenges, and an exploration of the value of the coproduction of EqIAs. It utilises the findings to inform the contribution of an evidence-based, holistic and context-driven framework. Research underpinning this paper explores how participatory approaches can reposition EqIAs from compliance-driven processes towards inclusive governance. This paper draws on multi-phase qualitative research with marginalised voices and Equality, Diversity and Inclusion (EDI) leads across England, Scotland and Wales. Findings reveal widespread inconsistency in EqIA application, limited integration into institutional strategy and perceptions of disproportionate burden. Core barriers to effective use include insufficient resources, poor understanding among decision-makers and tokenistic consultation with marginalised communities. Conversely, the evidence highlights the potential of co-production to embed lived experience, foster accountability and strengthen meaningful impact

analysis. The consequent Equality Analysis Framework, underpinned by the research, calls for simplified, proportionate and context-sensitive approaches that seek to mainstream EqIAs into institutional decision-making and risk assessment. The Framework emphasises the need for institutional capacity building, early engagement, and power sharing with staff, students and community stakeholders to ensure EqIAs are cultural enablers rather than procedural hurdles. While developed primarily for the English HE sector, the Framework offers wider applicability across sectors and nations as a means of moving beyond performative equality towards authentic values-driven transformation. The success of this reimagined approach will depend on sustained leadership commitment, adequate resourcing, and willingness to embed co-production as a catalyst for systemic change.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2026). ***EU PISA 2025***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/1115282
This European Education Policy Brief provides a first analysis of PISA 2025 results from an EU perspective. It will contribute to the evidence base supporting the European Commission's forthcoming Education Package, which aims to support the efforts of EU countries to reverse the negative trend in basic skills proficiency through support for schools and teachers, and by mainstreaming AI literacy. The EU is already helping Member States in their efforts to improve basic skills. The Action Plan on Basic Skills, as part of the Union of Skills, sets out concrete short- to medium-term measures for the EU and its Member States to strengthen basic skills and promote excellence, from early childhood through all stages of school education. This includes the European Literacy Coalition, launched in September 2026. The STEM Education Strategic Plan, under the Union of Skills, aims to address critical challenges in science, technology, engineering, and mathematics (STEM) education. The 2026 EU-OECD AI Literacy Framework for Primary and Secondary Education supports education systems in helping learners understand, critically assess and use AI responsibly and ethically. The first Council Recommendation on Human Capital urges Member States to address the basic skills decline in order to boost competitiveness and resilience. Finally, the next Multiannual Financial Framework presents a clear opportunity to provide the investments that are needed to tackle the basic skills challenge.

Djavadi, A., & Bainier, L. (2026, octobre 21). **Comment changer l'école ?** https://doi.org/10.64628/AAK.pamaf76ce
Comment changer l'école ? Dans « Le Grand Entretien », une spécialiste des mathématiques et des questions éducatives partage son expertise : Laure Saint-Raymond, professeure au Collège de France et membre de l'Académie des sciences depuis 2013.

Dzidzornu, A. A. K., & Xu, X. (2026). **Generative AI in the Global South: a PLS-SEM analysis of student perceptions and intentions**. *Education and Information Technologies*, *31*(17), 9845-9894. https://doi.org/10.1007/s10639-026-14166-y
Generative Artificial Intelligence (GenAI) is transforming higher education, yet evidence from the Global South remains limited. This study examined GenAI awareness, use, and associations with behavioral intention (BI) among Ghanaian university students. Descriptive analyses used the full sample (N = 514), whereas Partial Least Squares Structural Equation Modeling (PLS-SEM) used 394 GenAI users. Open-ended responses were analyzed thematically. Awareness (81.7%) and use (76.7%) were high among this digitally connected sample. Measurement refinement showed overlap among Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Performance

Expectancy (PE), represented jointly as Integrated Technology Appraisal (ITA). The final five-construct model explained 52.1% of the variance in BI (SRMR = 0.056). Perceived Benefits (PB) had the largest direct association with BI (β = 0.437, p < .001), followed by ITA (β = 0.290, p < .001). Perceived Challenges (PC) was not significantly associated with BI (β = 0.017, p = .712). PB was indirectly associated with BI through ITA (β = 0.193, p = .001). Facilitating Conditions (FC) had both a direct association with BI (β = 0.169, p < .001) and a specific indirect association through PB (FC → PB → BI: β = 0.089, p = .003). The direct-effect estimate exceeded the specific indirect-effect estimate, a pattern consistent with complementary partial mediation. Because construct specification and selected relationships were refined using the same sample, these findings are exploratory and provide hypothesis-generating evidence for a Contextually Adapted Technology Acceptance Model (CATAM) requiring independent testing. Implications are identified for AI governance, curriculum design, and equitable digital policy aligned with Sustainable Development Goal 4.

Elacqua, G., Munevar, I., Prada, M. F., & Rodríguez, J. (2026). ***Not All Dollars Are Equal: The Composition of School Spending and Student Outcomes*** (Working paper N° 14772). https://doi.org/10.18235/0014545

This paper analyzes the association between the composition of school spending and various measures of school effectiveness. Using audited financial accounts for the universe of publicly funded urban schools in Chile between 2015 and 2022, disaggregated into six expenditure categories and 37 subcategories, we link spending patterns to school value-added measures of test scores, attendance, chronic absenteeism, and dropout. Aggregate spending per student is only weakly associated with school effectiveness. In contrast, spending composition matters substantially: we reject equal associations across expenditure categories for all outcomes, and no category is associated with all four dimensions of effectiveness. Personnel spending is associated with higher test-score value added but not attendance, whereas operations spending is associated with higher attendance and lower chronic absenteeism but not with test score gains. Infrastructure spending is associated with both learning and attendance outcomes. We also find considerable heterogeneity across school types and student populations. The categories prioritized by Chiles targeted equity subsidy, quality programs and student well-being, are associated with higher test-score value added primarily in the most disadvantaged schools, while operations and infrastructure expenditures exhibit opposite associations in public and private voucher schools. The estimated associations are modest in magnitude: a one-standard-deviation increase in the most predictive spending categories corresponds to 2 to 7 percent of the crossschool dispersion in value added. Nevertheless, the findings have important policy implications because education funding policies typically target specific expenditure categories rather than overall spending levels. Overall, the results suggest that the composition of spending is more informative than expenditure levels alone and that evaluating education finance policies using a single outcome or pooled estimates can understate the benefits of targeted investments.

Elshoud, S. (2026). **Repenser la santé à l'école, un défi urgent et collectif**. *Administration & Éducation*, *191*(3), 89-98. https://doi.org/10.3917/admed.191.0089

La santé scolaire a évolué historiquement d'un modèle centré sur le médical vers une approche globale du bien-être des élèves, intégrant les dimensions physique, psychique et sociale, ainsi que les conditions de vie et les environnements favorables à la santé. Cette transformation s'inscrit dans un contexte préoccupant, marqué par une dégradation de la santé des jeunes et un renforcement des inégalités sociales. Malgré l'élargissement de ses missions, le système

demeure peu lisible, fragmenté et insuffisamment coordonné entre les différents acteurs. Dès lors, une question se pose : comment l'école peut-elle répondre efficacement à des besoins de santé de plus en plus complexes dans un cadre aussi dispersé ?Par ailleurs, la santé scolaire est confrontée à des difficultés structurelles importantes, notamment le manque de personnels et l'affaiblissement des actions de prévention et de suivi. Les enseignants, en première ligne, y jouent un rôle déterminant, sans toujours disposer de la formation ni du soutien nécessaires. Il apparaît alors nécessaire de repenser l'organisation de la santé à l'école, en s'appuyant sur une gouvernance clarifiée, une organisation territoriale renforcée et une meilleure articulation entre les professionnels. L'enjeu est ainsi de construire une action plus cohérente, préventive et adaptée aux besoins des élèves.

European Commission. European education and culture executive agency. (2026). ***Digital education at school in Europe 2026: bridging gaps in access, teaching and learning***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/a2c87925-b3d1-11f1-81de-01aa75ed71a1/language-en
La plupart des États membres de l'Union européenne sont confrontés à des pénuries d'enseignants. Ce rapport en analyse l'ampleur, les causes et les réponses possibles. Il met en évidence des facteurs tels que le vieillissement des personnels, les départs du métier, les conditions de travail, les rémunérations, le stress et les perspectives de carrière. Les pénuries varient selon les pays, les territoires et les disciplines. Quatre études de cas (Estonie, Italie, Pays-Bas, Pologne) illustrent la diversité des situations nationales et des réponses politiques. Le rapport recommande notamment d'améliorer l'attractivité du métier, les conditions de travail, la formation et l'accompagnement des débutants, ainsi que la planification des effectifs et les données disponibles.

Evren, A. (2026). ***Protéger nos enfants : 25 mesures pour mettre fin aux défaillances systémiques du périscolaire*** (p. 196) [Rapport d'information]. Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r26-073/r26-0731.pdf

Favier, S., Thravalou, E., Ybema, G., Tétard, G., Marichalar, O., Hellwig, J., … et al. (2026). ***Analysis of trends in international student mobility: 2026 edition***. Consulté à l'adresse https://erasmus-networks.ec.europa.eu/system/files/2026-09/analysis%20of%20trends%20in%20international%20student%20mobility-EC0126104ENN.pdf
Ce rapport analyse les tendances de la mobilité internationale des étudiants sur dix ans, en mettant l'accent sur la région « Study in Europe », qui regroupe les 27 États membres de l'Union européenne et les six pays associés au programme Erasmus+ : l'Islande, le Liechtenstein, la Macédoine du Nord, la Norvège, la Serbie et la Turquie. L'étude s'appuie sur des données nationales et internationales, notamment celles issues de la collecte conjointe de l'UNESCO, de l'OCDE et d'Eurostat (UOE), ainsi que sur les données Erasmus+ de la Commission européenne. Elle examine l'évolution des flux d'étudiants vers l'Europe et depuis l'Europe, leurs pays d'origine, leurs destinations et les différences selon les pays et les domaines d'études. Elle apporte ainsi un éclairage sur la place évolutive de l'Europe dans le paysage mondial de l'enseignement supérieur. Infographie sur les principaux chiffres du rapport.

Genet, L. (2026). **Les pratiques d'animation en Cités éducatives**. *Agora débats/jeunesses*, *104*(3), 46-60. https://doi.org/10.3917/agora.104.0046

Cet article analyse les effets des Cités éducatives sur les pratiques professionnelles des animateurs et cadres de l'animation. Il montre, à partir d'une enquête ethnographique, que le label reconfigure les pratiques d'animation à deux niveaux. Du côté des cadres de l'animation, il accentue une bureaucratisation déjà à l'œuvre et, de celui des animateurs, il impose une « pédagogisation scolaire » des contenus en accentuant une « illusion participative ». En ce sens, les professionnels de l'animation développent des stratégies de bricolage permanent pour concilier les exigences institutionnelles du label avec leurs valeurs éducatives, au prix d'un sentiment croissant de perte de sens professionnel. Ces effets structurels placent le devenir de l'animation au sein des territoires prioritaires.

Gerwel Proches, C., Kanyangale, M., & James, A. (2025). ***Leadership Development Workshops for Curriculum Transformation*** (N° Report R31). Consulté à l'adresse University of KwaZulu-Natal - Afrique du Sud ; Institut Teknologi Del ; IMT Atlantique ; Reykjavik University ; Vilnius University ; Rheinisch-Westfälischen Technischen Hochschule Aachen website: https://imt-atlantique.hal.science/hal-05772045

The tools for curriculum transformation in higher education presented here, were developed within the Erasmus+ project called DECART: Designing higher Education, Curricula for Agility, Resilience & Transformation. DECART is a research and innovation project that involves an international cooperation partnership. Partner institutions are from France (IMT Atlantique), Germany (RWTH Aachen University), Iceland (Reykjavik University), Indonesia (Del Institute of Technology), Lithuania (Vilnius University) and South Africa (UKZN). The project aims to facilitate the sharing of innovative curricula and their volatile, uncertain, complex and ambiguous (VUCA) properties, develop curriculum cooperation modes that are resilient, strengthen leadership capabilities for driving curriculum transformation, and disseminate innovative curricula structures, curriculum design methods and leadership tools. As part of Workpackage 3 on Curriculum Transformation in the DECART project, various tools for use in leadership development in higher education to facilitate curriculum transformation were developed. These leadership development workshops can be conducted in person, online or in hybrid mode, with academics, programme leaders, executive leaders, as well as with diverse stakeholders, within and outside higher education. The tools presented include: ● Components of curriculum transformation ● Stakeholder analysis tools for curriculum transformation, including rich picture exercise, power analysis, and influence and interest matrix for curriculum transformation ● Curriculum transformation web ● Stakeholder engagement plan for curriculum transformation ● Leading curriculum transformation These tools have been found to be powerful in highlighting the importance of shifting from thinking about individual components to understanding systemic relationships and interdependencies in curriculum transformation. The activities also highlight the complexity of curriculum transformation, the need for creativity in addressing challenges, and the importance of involving multiple stakeholders in the process. The different stakeholder engagement tools are critical in identifying the diverse stakeholders and understanding how they impact curriculum transformation. It is also important to understand the influence and interest of the stakeholders and the power dynamics within the educational system. The activities can facilitate collaboration, communication, and strategic engagement with stakeholders to facilitate change. It is important to consider key leadership theories, needed for curriculum transformation, focusing on both leadership and followership. Ultimately curriculum transformation cannot be done by leaders alone. They need to create a conducive environment to enable, and not inhibit, curriculum transformation.

Gevher, M., Öncü, S. E., Koçdar, S., & Erdoğdu, E. (2026). **AI attitudes and organizational learning in distance education: interpreting an AI learning gap through structural equation modeling**. *Education and Information Technologies*, *31*(17), 10003-10035. https://doi.org/10.1007/s10639-026-14170-2

The rapid diffusion of Artificial Intelligence (AI) is reshaping practices in higher education, particularly in distance education institutions where technology-mediated systems dominate instructional and administrative operations. However, the extent to which staff attitudes toward AI translate into collective organizational learning remains unclear. This study investigates the relationship between employees' attitudes toward AI and organizational learning within a large-scale distance education institution in Türkiye. A total of 239 staff members, 88.3% of whom were administrative personnel, participated in a survey, and data were analyzed using Structural Equation Modeling (SEM). Validated scales measuring positive and negative AI attitudes and three levels of organizational learning (individual, group, and organizational) were implemented. The results reveal a significant positive effect of staff's positive AI attitudes on individual learning only, while no significant effects were observed at the group or organizational levels. Negative attitudes showed no significant relationship with any learning dimension. The organizational learning scale contains no AI-specific items; these findings are therefore interpreted as an AI learning gap, wherein AI appears to be adopted as an individual enhancement tool rather than a collectively shared organizational capability. The study highlights the need for institutionally supported strategies-beyond personal adoption-to embed AI into collaborative routines, professional development programs, and organizational knowledge systems. The implications suggest that bridging the gap between individual adoption and collective learning is essential for developing genuinely AI-enabled organizational practices in distance education settings.

Gößl, T., Makles, A., Schneider, K., & Zuchanek, K. J. (2026). ***The costs of losing admission lotteries: The transition from primary to secondary school in Bremen*** (Working paper N° 1225). https://doi.org/10.4419/96973410

We study the consequences of losing admission lotteries in a centralized secondary school choice system with early academic tracking. Using administrative student panel data from Bremen, Germany, we exploit random tie-breaking within priority groups under an immediate acceptance mechanism. Losing admission lotteriessubstantially changesstudents' educational environment: lottery losers travel farther to school, experience greater disruption of peer networks, and attend schools with less advantaged socioeconomic compositions and lower average academic performance. We also document selective negative effects on standardised test scores and school-leaving certificates. While students with a migration background are much more likely to experience a lottery loss because they enter competitive lottery pools more frequently, native German students tend to experience larger relative changes in their school environment and are more likely to mitigate these costs by opting out of the public system and enrolling in private schools.

Grasperge, A. (2026). **Le travail de l'animation à l'épreuve de la coéducation:Discours et positionnements à l'égard de l'école**. *Agora débats/jeunesses*, *104*(3), 61-75. https://doi.org/10.3917/agora.104.0061

Cet article présente les conclusions d'une enquête de quatre années réalisée dans une association d'éducation populaire parisienne, dont les activités se déroulent en dehors des murs de l'école. Dans le contexte des politiques éducatives incitant au partenariat, cette contribution interroge les modalités concrètes du lien entre association et école, en prenant le point de vue

d'une diversité d'acteurs de l'animation (professionnels, bénévoles et volontaires en service civique). Quels sont leurs discours à l'égard de l'institution scolaire et de ses acteurs ? Comment les relations se matérialisent-elles sur le terrain ? Si les rencontres sont occasionnelles et limitées, l'analyse des résultats montre que les positionnements de ces acteurs varient selon leur statut au sein de l'association et leur capital culturel.

Gutovic, V. (2026). **Transformación educativa y laboral a través de las microcredenciales en Iberoamérica**. *Revista Iberoamericana de Educación = Revista Ibero-americana de Educação*, *101*(1), 9-184. Consulté à l'adresse https://rieoei.org/RIE/issue/view/313
Ce numéro spécial analyse le potentiel des micro-certifications comme leviers de transformation de l'enseignement supérieur en Amérique latine, dans un contexte marqué par les mutations technologiques, les évolutions du marché du travail et le développement de l'apprentissage tout au long de la vie. Les contributions examinent leurs fondements conceptuels et les valeurs qui orientent leur développement, puis étudient les conditions normatives, technologiques et institutionnelles nécessaires à la structuration d'écosystèmes cohérents. Des exemples issus d'Espagne, du Chili, de Colombie et d'Argentine éclairent ces enjeux, tandis que des études menées au Mexique et en Équateur analysent les pratiques d'adoption et les perceptions.

Hansz, M., Rivas, M. E., Borja Plaza, L. A., Sánchez González, S., & Sabogal-Cardona, O. (2026). ***School Access in Rainy Conditions: The Role of Transport Infrastructure and Precipitation in School Absenteeism in Montevideo*** (Working paper N° 14783). https://doi.org/10.18235/0014506
School absenteeism remains a significant challenge across Latin America and the Caribbean, with serious implications for educational trajectories, particularly among vulnerable students. While absenteeism is determined by multiple factors, increasing attention has focused on how physical accessibility and travel conditions affect school attendance, particularly under adverse weather conditions. In Montevideo, where a substantial share of students walk to school, rainfall emerges as a particularly relevant disruptor. In this context, this study analyses the extent to which the quality of infrastructure providing access to schools mitigates the impact of rainfall on school attendance in Montevideo. To this end, a panel of data at student-day level is constructed, integrating georeferenced administrative data on students and schools, geospatial information on road and pedestrian infrastructure, and daily rainfall records. Based on this dataset, discrete choice models are estimated to assess the differential impact of rainfall on the probability of school absenteeism, considering the quality and availability of road and pedestrian infrastructure for school access. The results show that rainfall significantly increases the probability of school absenteeism in Montevideo, an effect that is mitigated under better transport infrastructure conditions, particularly where paved roads and pedestrian infrastructure are available. However, this tends not to be the context of the most vulnerable students, who are disproportionately exposed to poorer infrastructure conditions, compounding existing inequalities and increasing their exposure to rainfall disruptions, ultimately affecting effective access to education. Overall, the results indicate that better transport infrastructure can mitigate the effects of rainfall on school attendance, which provides relevant evidence for public policy design, highlighting the need to coordinate education, transport and climate resilience agendas.

Harake, M. F. (2026, octobre 24). **Après une guerre, quelle éducation pour construire la paix ?** https://doi.org/10.64628/AAK.u6h7rxmat
Après un conflit, reconstruire l'éducation ne consiste pas seulement à rouvrir les écoles. Les programmes, les manuels et leur gouvernance pèsent aussi sur la mémoire collective.

Hervelin, J., & Frouard, C. (2026). ***Should we finance apprenticeships at the university level? Descriptive evidence from France*** (Working paper N° 13/2026). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: https://EconPapers.repec.org/RePEc:zbw:zewpbs:344128
France's apprenticeship system, which combines firm-based training with academic instruction, has expanded rapidly in recent years, especially at the university level. Unlike most European countries, France allows apprenticeships all the way up to master's degrees, a trend significantly accelerated by the 2018 Loi pour la liberté de choisir son avenir professionnel. The reform liberalised programme creation, simplified funding, and introduced strong financial incentives, leading to a twelvefold rise in higher education apprenticeships between 2000 and 2025. Drawing on administrative data and Hervelin and Merran (2026), we show that apprentices have higher employment and wage outcomes than non-apprentice students. However, we also show that the expansion of the system has coincided with more contract terminations, poorer matching quality, and potentially sizable windfall effects, as firms rely on subsidised apprentices rather than hire new regular employees. Public expenditure has tripled since 2018, raising concerns regarding fiscal sustainability and programme efficiency. Future policy should prioritise high-school apprenticeships (where matches are stronger) while strengthening links to the university labour market to improve outcomes and ensure sustainable public spending.

Hickman, D. C., & Ramirez, S. R. (2026). **The effects of adopting a market-based compensation policy on faculty gender pay gaps**. *Education Economics*, *0*(0), 1-20. https://doi.org/10.1080/09645292.2026.2744197
We examine the issues of gender pay equity and salary compression at a public land-grant university in the northwestern US before and after implementing major changes to employee compensation. We find that the adoption of the new compensation strategy introduces a small, but statistically significant, gender pay gap, which is evident only at the rank of associate professor. Further, we find heterogeneous effects on salary compression by gender. The relative position of males at both the associate and professor ranks improve, while females at these ranks experienced no change in their earnings relative to their colleagues at the assistant level.

Huët, R. (2026, octobre 15). **Mouvement lycéen : au-delà des revendications matérielles et de Parcoursup, un appel à rompre avec le « monde d'hier »**. https://doi.org/10.64628/AAK.uwqwnuhkr
Au-delà d'un manque de moyens, les lycéens dénoncent la pression d'un système toujours plus compétitif. Ce désir de « renverser la table » révèle l'urgence de repenser le dialogue démocratique.

Koubeissy, R., Bissonnette, M., & Montesano, G. (2026). **L'éducation inclusive à l'échelle internationale : quels leviers pour une mise en œuvre contextualisée ?** *Formation et profession*, *34*(1), 1. https://doi.org/10.18162/fp.2026.a369

Kováts, G., & Keczer, G. (2026). **Trust and the Role of University Boards**. *Higher Education Quarterly*, *80*(4), e70181. https://doi.org/10.1111/hequ.70181
Trust crucially shapes cooperation among social actors across micro, meso and macro levels, yet its impact on higher education policy and management remains under-researched. This study positions trust at the forefront of higher education governance by examining its dynamics,

influencing factors and effects on board roles. Grounded in literature, we develop an analytical model to investigate the complex interplay between organisational factors, formal role design of boards, actors' trustworthiness and board roles. This model is applied to three Hungarian universities undergoing structural reform. In this 'model change' process, boards of newly established public interest asset management foundations replaced the state as owners, gaining substantial authority over institutions. This shift provides a unique opportunity to explore how trust between the board and the university affects board roles, offering insights into trust dynamics during systemic transitions.

Laouedj, A. ***Transparence, l'équité et l'information dans l'accès à l'enseignement supérieur***. , Pub. L. No. 109 (2026).
proposition de loi visant à renforcer la transparence, l'équité et l'information dans l'accès à l'enseignementsupérieur

Lehmans, A., & Capelle, C. (2026). **Discours, imaginaires et pratiques engagés sur le pilotage par les données dans le domaine de l'éducation : le cas de la France**. *Médiations et médiatisations*, (24), 203-219. https://doi.org/10.52358/mm.vi24.550
The French national education system produces and collects a large volume of administrative and academic digital data concerning pupils, families and teachers. A system for governing this data, which is organized and processed by various departments, stakeholders and platforms, is being put in place. An analysis of official discourse, supplemented by a survey of interviews on data-driven management, highlights the different stakeholders' perceptions of this data. These perceptions draw on reference systems that are not uniform. Yet, they are situated within a discursive framework that appears consistent in the central role played by the strategic use of data in harnessing digital technology for educational policies. The analysis reveals the tensions and contradictions in the implementation of data-driven management of the education system.

Leišytė, L., Dee, J. R., & Rose, A.-L. (2026). **Institutional Logics and the Strategies and Practices of Interdisciplinary Research Centres: Competition or Convergence?** *Higher Education Quarterly*, *80*(4), e70172. https://doi.org/10.1111/hequ.70172
Drawing on data from two interdisciplinary research centres in a German university, this study seeks to understand the extent to which different institutional logics influence the strategies and practices of interdisciplinary research centres, as well as how university actors accommodate the various logics in their work. Professional logics were predominant in shaping the work practices of academics, whereas market and industry logics played a larger role for middle management, especially in establishing the credibility of interdisciplinary research in terms of its capacity to generate external funding. Reflecting a managerial logic, interdisciplinarity was framed as a way to enhance the profile and international reputation of the university. The convergence of professional and market and industry logics was most salient during the process of seeking funding, as well as during centre meetings when directors and academics sought to establish how scientific interests were aligned with the priorities of external funders and industry partners.

Lenoir, M. (2026). **De la difficulté scolaire aux besoins éducatifs particuliers : la question des pratiques, des organisations et du pilotage éducatif**. *Administration & Éducation*, *191*(3), 111-121. https://doi.org/10.3917/admed.191.0111
Cet article retrace le passage d'une école centrée sur la difficulté scolaire à une école sommée de répondre aux besoins éducatifs particuliers, dans le sillage des grandes lois de 2005, 2013 et

2019. Il montre comment, faute de repenser en profondeur pratiques et organisations, le système a privilégié la compensation individuelle (AESH, dispositifs spécialisés) au détriment de l'accessibilité pédagogique utile à tous. Il interroge la forme scolaire, ses normes implicites et leurs effets sur les élèves et les familles les plus éloignés des codes de l'école, explore le rôle des collectifs professionnels et des coopérations intermétiers pour construire des réponses réellement inclusives. Enfin, il invite à un véritable changement de paradigme : passer d'initiatives juxtaposées à une approche systémique, pilotée, où école, secteur médico-social, collectivités, travaillent ensemble au service d'une école pour tous.

Leturque, F. (2026). **Le ministère de l'Éducation nationale doit changer de nom !** *Administration & Éducation*, *191*(3), 55-60. https://doi.org/10.3917/admed.191.0055
« L'Éducation nationale doit changer de nom ! ». Cette affirmation forte porte en elle l'évidence d'un constat : l'organisation des écoles est largement entre les mains des municipalités et des territoires. Cantine, périscolaire, aménagement, fonctionnement : tous ces domaines sont de la responsabilité des communes, lesquelles participent ainsi grandement à la mise en place des politiques éducatives en liaison avec les DASEN pour l'Éducation nationale, et avec les préfets pour l'aménagement du territoire. L'ambition est de taille : il s'agit d'organiser au mieux la vie scolaire et la réussite des enfants tout en faisant vivre les territoires ; des outils se développent, comme les prévisions à trois ans, des réflexions communes s'organisent… Frédéric Leturque, s'appuyant sur ce travail en partenariat, met en évidence l'importance d'une organisation qui justifie le titre qu'il a choisi pour son article.

Louka, A. A. (2026). **L'école primaire, entre unité républicaine et différenciation des territoires**. *Administration & Éducation*, *191*(3), 73-80. https://doi.org/10.3917/admed.191.0073
Les mutations contemporaines questionnent la gouvernance de l'école primaire française, construite historiquement sur une articulation étroite entre l'État et les communes. Si cette double chaîne de pilotage constitue un atout pour concilier égalité républicaine et adaptation aux contextes locaux, elle révèle aussi les limites d'un système riche mais peu structuré et invite à interroger les conditions d'une meilleure cohérence territoriale. Il est proposé de dépasser une logique d'empilement en structurant l'action autour de mutualisations graduées et d'un cadre stratégique partagé à l'échelle des territoires. L'enjeu est de concilier unité républicaine et différenciation territoriale, dans une perspective à la fois opérationnelle et démocratique.

Maddi, A. (2026, octobre 28). **Comment le libre accès aux publications scientifiques nourrit l'innovation industrielle : ce que révèle l'analyse de 500 000 brevets**. https://doi.org/10.64628/AAK.wg4ckywpa
Une étude sur près de 500 000 brevets révèle la place des publications scientifiques en libre accès dans l'innovation et interroge les politiques de recherche et de diffusion des savoirs.

Manier, B. (2026, octobre 22). **Partout dans le monde, un alarmant recul de l'éducation**. Consulté 23 octobre 2026, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/partout-dans-le-monde-un-alarmant-recul-de-l-education_22-10-2026
Le recul de l'effort éducatif touche plus de la moitié des pays du monde, dont la France. L'aide publique au développement ayant aussi baissé dans ce domaine, …

Marquina, M. (2026). ***Mapping academic credit systems in Latin America and the Caribbean: improving regional harmonization to transform higher education***. Consulté à l'adresse

https://unesdoc.unesco.org/ark:/48223/pf0000397002_eng?posInSet=1&queryId=N-EXPLORE-49a1662f-d217-4f8c-8fd6-a27ea8730939

Mathieu, M.-H., & Charette, J. (2026). **Collaborations entre les milieux scolaire et universitaire : quelques facteurs clés pour des retombées durables et significatives**. *Formation et profession*, *34*(1), 4. https://doi.org/10.18162/fp.2026.a371

Mehmood, S., Mirza, R. A., & Zhuravskaya, E. (2026). ***Secularization Backlash: A Tale of Two Coups*** (Working paper N° 2026-16). Consulté à l'adresse Nottingham Interdisciplinary Centre for Economic and Political Research (NICEP) website: https://EconPapers.repec.org/RePEc:not:notnic:2026-16
This paper examines how past ideological state-building constrains future reform. In Pakistan, General Zia's regime (1977–1988) embedded religious identity into law, education, and political life. Two decades later, General Musharraf (1999–2008) sought to reverse course by pursuing a competing vision of national renewal. Leveraging a newly assembled district-level panel spanning half a century and an array of difference- in-differences strategies, we show that liberalizing reforms under Musharraf triggered a severe backlash in districts previously Islamized by Zia's policies, reflected in heightened political violence and rising electoral support for Islamist parties. Evidence supports a mechanism In which Zia's Islamization increased exposure to religious extremism among school-age cohorts. Relative to earlier cohorts, these cohorts were more likely to attend madrasas (religious seminaries) teaching more hard line religious doctrine. The districts that later display backlash also exhibit higher early marriage rates among girls, slower gains in female literacy, and greater Qur'an readership, consistent with a reorientation toward more conservative social and political preferences. These findings suggest that when states fuse Islamist ideology with governance, they create enduring constraints on future policy change. Past ideological investments can thus limit the effectiveness of later efforts at secularization or reform.

Meki-Kombe, C., & Tsephe, L. (2026). **Unveiling the Unspoken: Taboos in Doctoral Education – Perspectives From Zambia and South Africa**. *Higher Education Quarterly*, *80*(4), e70176. https://doi.org/10.1111/hequ.70176
This study explored the under-researched phenomenon of taboos in doctoral education within the unique contexts of Zambia and South Africa. Guided by three core objectives, the research aimed to: (1) systematically identify specific taboos related to research topics, methodological biases, and supervisory power dynamics; (2) analyse their effects on students' mental health, academic performance, and innovation; and (3) develop student-centred recommendations for reform. Employing an interpretive phenomenological design, the study collected data through semi-structured interviews and, for participants who were unavailable for a live interview, open-ended Google Form questionnaires structured around the same interview guide, with 35 doctoral students (30 from Zambia, 5 from South Africa) from diverse disciplines. Data were analysed using interpretive thematic analysis, drawing on Bourdieu's concept of symbolic violence and a postcolonial critique to frame the findings. Key findings revealed that taboos in doctoral education function as systemic control mechanisms, including the prohibition of challenging supervisors, institutional silencing of complaints, enforced concealment of struggle, and gendered stigmas. The impact of these taboos is severe, manifesting as epistemic constriction (suppression of critical inquiry), psychological distress (isolation, anxiety), and systemic academic delays. Participants advocated for structural transformations, including

mandatory training on power dynamics, safe channels for reporting misconduct, and a shift towards supervisory partnerships informed by principles like ubuntu. The study concludes that these taboos perpetuate colonial hierarchies and stifle intellectual decolonization, necessitating urgent institutional action to create supportive, equitable, and intellectually liberating doctoral environments. This study contributes to doctoral supervision literature by demonstrating how addressing these taboo-laden dynamics is essential for decolonizing supervisory practice and fostering a culture of openness and accountability. Future research should investigate policy effectiveness and the manifestation of taboos across other contexts and disciplines.

Mériade, L. (2026, octobre 17). **Face aux incertitudes budgétaires de 2027, les universités françaises poussées à changer de modèle ?** https://doi.org/10.64628/AAK.n7gw4gemt
Les universités françaises abordent 2027 dans une situation financière de plus en plus fragile. Les choix budgétaires à venir pourraient accélérer une transformation profonde de leur modèle de financement.

Molénat, X. (2026, octobre 21). **Dans les lycées de Seine-Saint-Denis, une offre scolaire rétrécie**. Consulté 22 octobre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/dans-les-lycees-de-seine-saint-denis-une-offre-scolaire-retrecie_21-10-2026
Moins de lycées et d'enseignants, une offre pédagogique bien en deçà de celle de Paris et des Hauts-de-Seine : en Seine-Saint-Denis plus qu'ailleurs, les inéga…

Moulin, H., & Van de Weghe, P. (2026). **Mission d'accompagnement sur les évolutions des modalités d'accès aux études de santé**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4270* (Report N° 24-25 268B; p. 104). Consulté à l'adresse Inspection générale des Affaires sociales (France) website: https://www.education.gouv.fr/sites/default/files/document/mission-d-accompagnement-sur-les-volutions-des-modalit-s-d-acc-s-aux-tudes-de-sant--521380.pdf
L'IGESR et l'IGAS ont mené une mission d'accompagnement conjointe portant sur les évolutions des modalités d'accès aux études de santé (MMOP). Objectifs : simplifier les parcours d'accès aux filières MMOP, revoir les modalités de validation pour entrer dans ces filières et favoriser la diversité des profils en garantissant une équité entre les parcours et les territoires.

Moussa, M. S. (2026). **Éducation inclusive et éducation en situation d'urgence au Niger : contexte, solutions expérimentées et perspectives**. *Formation et profession*, *34*(1), 2. https://doi.org/10.18162/fp.2026.a368

Muñoz-Villamizar, A., & Roncancio, R. (2026). **Governing Internal Innovation in Higher Education: Evidence From a 5-Year President-Led Challenge Program**. *Higher Education Quarterly*, *80*(4), e70162. https://doi.org/10.1111/hequ.70162
Universities are under increasing pressure to convert strategic priorities into participatory and sustained internal change. This study examines a 5-year president-led challenge program at a private Latin American university as a governance mechanism for internal innovation. Drawing on annual program documentation, a consolidated participant database covering 3772 applicant records and 2738 unique individuals, implementation-tracking records, and documented lessons learned, the analysis examines how challenge themes, participant profiles, winner profiles, and implementation trajectories evolved from 2021 to 2025. Findings show a shift

from pandemic continuity and student transition issues toward inclusion, sustainability, mobility, wellbeing and artificial intelligence governance. Applicant and winner profiles differed significantly in every year, suggesting recognition was associated with changing forms of expertise and institutional proximity rather than simple participation volume. The program was strongest at agenda setting, mobilization, ideation support, and recognition, whereas movement from recognized proposals to institutional deployment remained selective. The paper contributes to higher education governance by showing how president-led but multilevel challenge routines can organize participation, internal innovation, and organizational learning over time without assuming that every recognized idea becomes institutionalized.

Ndabananiye, J.-C., Deconinck, C., & D'Aiglepierre, R. (2026). ***L'efficacité des financements internationaux en éducation 2005–2025 : Vingt ans de pratiques, de résultats et de transformations des systèmes***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000399488/PDF/399488fre.pdf.multi

OECD. (2026). ***International Review of Micro-Credential Systems: From Fragmentation to Alignment***. https://doi.org/10.1787/bd913f1c-en

OECD : Organisation for Economic Co-operation and Development. (2026). ***Vocational education and training (VET) in transition: VET policy under energy constraints***. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/09/vocational-education-and-training-vet-in-transition_83994641/0d4bfc4e-en.pdf

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° 588). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: https://EconPapers.repec.org/RePEc:rco:dpaper:588
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.

Piqué, N. (2026). **Fragilisations démocratique et éducative : perspectives endogènes**. *Le Télémaque*, 69(1), 45-57. https://doi.org/10.3917/tele.069.0045
La thèse défendue dans cet article relève de deux hypothèses. La première consistera à privilégier une approche endogène selon laquelle la crise de l'éducation est le résultat d'une transformation interne des conditions de la subjectivité relative au statut de l'individu ; la seconde a trait au cadre interprétatif holiste qui sera le nôtre, insistant sur la nécessité d'une transmission

exogène. L'importance de l'institution sera soulignée pour répondre aux troubles éducatifs et démocratiques actuels. Nous proposerons pour terminer la présentation d'un paradigme institutionnel, seul à même de pouvoir préparer, dans une perspective démocratique, l'accès des élèves à la compréhension du monde dans lequel ils vivent. Les enjeux multiples (anthropologiques, épistémologiques et politiques) de ce modèle sont, de ce point de vue, décisifs.

Poisson, M., Odilla, F., & Korn, E. (2026). ***Digital tools for transparency and accountability in education: the role of civil society organizations***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000399490/PDF/399490eng.pdf.multi
Les organisations de la société civile (OSC) se tournent vers les technologies numériques, les portails de transparence, les plateformes de suivi et les systèmes d'alerte pour renforcer la transparence et la responsabilité dans le secteur de l'éducation. Cette étude évalue leurs efforts pour faire la lumière sur le financement et la gestion des systèmes éducatifs. Elle explore comment les OSC utilisent les technologies de l'information et de la communication pour prévenir, détecter et lutter contre la corruption en éducation. À partir de l'expérience des bénéficiaires du programme « Education Out Loud », elle examine leurs réussites et leurs difficultés, de l'utilisation d'outils innovants de participation citoyenne aux défis posés par la fracture numérique, les contraintes budgétaires et les résistances politiques.

Présumé, A., & Brunet, M.-H. (2026). **« Le naturel, on le chasse, mais il revient au galop » : l'épreuve unique d'histoire du Québec et du Canada en situation pandémique**. *Formation et profession*, *34*(1), 5. https://doi.org/10.18162/fp.2026.1026

Robert, B. (2026). **L'école de la République face au défi de l'inclusion : de la compensation individuelle à l'accessibilité universelle**. *Administration & Éducation*, *191*(3), 123-130. https://doi.org/10.3917/admed.191.0123
Face à l'essoufflement du modèle français basé sur l'accompagnement humain individuel (AESH), l'article préconise de passer d'une logique de compensation à une logique complémentaire d'accessibilité universelle des apprentissages. Cette approche repose sur trois niveaux d'intervention, allant de mesures pédagogiques collectives pour 80 % des élèves à des dispositifs spécialisés pour les besoins complexes, s'appuyant notamment sur le déploiement des pôles d'appui à la scolarisation (PAS).

Robert, J., Ounsi, H., & Ménard, A. (2026). **Parcours interordre SH-Bac en éducation : forces et défis d'une formation harmonisée collège-université**. *Formation et profession*, *34*(1), 3. https://doi.org/10.18162/fp.2026.1002

Senali, M. G. (2026). **Extending the theory of planned behaviour to explain contract cheating in the age of generative AI: evidence from Australian higher education**. *Education and Information Technologies*, *31*(17), 9387-9424. https://doi.org/10.1007/s10639-026-14145-3
Academic contract cheating (CC) poses a significant challenge for Higher Education (HE), a problem that has become more complex with the increasing use of Generative Artificial Intelligence (Gen AI) tools. While similarity detection software can flag AI-generated text, it remains ineffective in identifying CC, potentially displacing misconduct rather than reducing it. Drawing on and extending the Theory of Planned Behaviour (TPB), this study examines how traditional TPB constructs and technology-mediated perceptual factors jointly influence students'

intentions and behaviours related to CC within the Australian HE context. The findings reveal significant direct and indirect pathways linking perceived instructor involvement, detection awareness, AI-related risk perceptions, and perceived behavioural control to students' intentions and behaviours. These results extend the TPB framework to the context of AI-mediated academic misconduct and offer practical implications for universities in Australia and potentially other similar contexts. The study provides actionable insights for HE institutions to design integrity policies, assessment strategies, detection mechanisms, and digital literacy initiatives to strengthen academic integrity in alignment with the United Nations Sustainable Development Goal (SDG) on Quality Education (Goal 4).

Siddiqui, N., & Gorard, S. (2026). **Segregation Between English Schools: What Has Changed (Or Not) from 2007 to 2024?** *British Journal of Educational Studies*, *74*(5), 665-685. https://doi.org/10.1080/00071005.2026.2648993
The segregation of pupils between schools has long been a concern for the English school system. Various policies have been implemented to try and reduce segregation due to poverty and its associated challenges. This paper presents evidence on the extent of changes in segregation patterns 2007–2024, drawing attention to key education policies introduced during this period. Our analysis covers socio-economic and ethnic segregation across all state-funded schools, based on school-level pupil characteristics from the annual school census. Our focus is on indicators of Free School Meals eligibility (FSM) and pupils' ethnic group. Both indicators show similar patterns of declining segregation since 2007, with more marked changes after 2011. During this time, the prevalence of FSM eligible and from minority ethnic groups has increased. There is a strong negative correlation between prevalence of any characteristic and its segregation. For FSM prevalence the correlation with segregation is −0.7 and for ethnic minorities −0.6. Notably, the downward trend in segregation by poverty cannot be explained solely by changes in prevalence. One possible explanation is the universal implementation of Pupil Premium funding from 2011, which financially incentivised schools to enrol FSM pupils, making economically disadvantaged intakes more attractive, so reducing clustering by deprivation.

Sin, C., Zayim-Kurtay, M., Kéri, A., Kaya-Kasikci, S., Kondakci, Y., Bryla, P., … Perez-Encinas, A. (2026). **Systematic Review of the Global Patterns and Determinants of International Student Mobility**. *Higher Education Quarterly*, *80*(4), e70169. https://doi.org/10.1111/hequ.70169
This systematic literature review synthesizes and analyses a corpus of 140 studies on the size and flows of international student mobility (ISM), as well as its determinants. The review confirms a consistent global increase in international students, albeit experienced differently in terms of magnitude by certain regions and countries. However, it also shows how ISM is decentralizing and diversifying, diluting the traditional East–West flows against the acceleration of regional mobility and the emergence of hubs. While criticizing the incomplete theorisation of ISM research, the review combines the push-pull factor approach with an examination of individual factors to analyse determinants. Findings show that individual factors and push factors have been under-researched compared to pull factors. Individual factors foreground students' agency, as these are not simply reactive to external conditions when making decisions. Despite limitations, such as sampling methods or data availability and comparability, the review captures state-of-the-art knowledge on ISM and suggests future research avenues. Its findings have direct implications for institutional strategy and national policymaking.

Sutherland, M., Pattinson, S., Rodrigo, P., Shorley, J., Bradley-McCauley, L., & Cunningham, J. A. (2026). **A Micro-Level Study of Knowledge Exchange Tensions in Three UK Universities**. *Higher Education Quarterly*, *80*(4), e70180. https://doi.org/10.1111/hequ.70180
This paper explores how university academics navigate knowledge exchange micro-level tensions. At the micro-level, university-based knowledge exchange requires academics as key actors to navigate competing demands and conflicting priorities. There is a paucity of research at the micro-level exploring university-based knowledge exchange activities from an individual actor perspective. Using a qualitative approach based on 32 in-depth, semi-structured interviews with academics and professional staff members in three UK universities, we found how academics employ ambidexterity to traverse knowledge exchange tensions. We identified four types of knowledge exchange micro-level tensions—motivational, structural, geographical and resource tensions. Based on our analysis, we develop a micro-level framework that illuminates and mitigates micro-level tensions with university-based knowledge exchange activities.

Taschereau, J. (2026). **Les données en éducation : un outil de gouvernance scolaire à démocratiser**. *Formation et profession*, *34*(1), 6. https://doi.org/10.18162/fp.2026.a367
Tenne, Y., Haegen, F. M.-V. der, & Coignard, J.-M. (2026). **Le premier degré : les nouveaux rendez-vous pour repenser l'école**. *Administration & Éducation*, *191*(3), 5-13. https://doi.org/10.3917/admed.191.0005

Thao Khamsing, W. (2026). **L'apprentissage dans l'enseignement supérieur en 2025**. *Note Flash du SIES*, (2026-24), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-10/2026_10_NF_SIES-24-%20Apprentissage%202025_15%20octobre%202026.pdf
Fin 2025, les centres de formation d'apprentis accueillent 628 500 étudiants préparant un diplôme de l'enseignement supérieur, soit une baisse de 4 % par rapport à 2024. Cette diminution, liée notamment au recentrage des aides publiques, touche la majorité des filières de formation, particulièrement les BTS (-8%) et les licences professionnelles (-10%). La plupart des académies enregistrent également une baisse, notamment la Guadeloupe, Bordeaux, Paris et Rennes.

Thinh, P. V. (2026). **From Repositories to Ecosystems: The Strategic Evolution, Institutional Practices, and Policy Frameworks of Open Educational Resource Initiatives in Higher Education**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 395-407. https://doi.org/10.59324/ejceel.2026.4(5).17
Open Educational Resources (OER) in higher education are shifting from models centred on the creation and storage of learning materials towards structures characterised by greater connectivity and institutionalisation. This study analyses this development across four dimensions: the emergence of repositories; infrastructure connectivity and interoperability; the institutionalisation of OER in association with Open Educational Practices (OEP); and the formation of adaptive OER ecosystems. Drawing on a review and mapping of the literature, policy analysis, and a comparison of selected prominent OER initiatives, the study conceptualises the development of OER as a five-level progression: repository, organised production, institutionalisation, ecosystem, and adaptive/AI-enabled ecosystem. The findings indicate that repositories constitute a necessary infrastructural condition, but are insufficient in themselves to ensure the effective use, reuse, and sustainability of OER. Interoperability, stakeholder capacities, pedagogical practices, policies, and governance mechanisms become increasingly important as OER expands. Accordingly, the study argues that an OER ecosystem should be understood as

a structure comprising interconnected components that can adapt to technological change, particularly the development of generative AI.

Trestini, M. (2026). **Entre pratiques informelles et institution scolaire : l'acceptabilité des IAG chez les élèves du secondaire**. *Médiations et médiatisations*, (24), 66-92. https://doi.org/10.52358/mm.vi24.534
This article analyzes the representations, uses, and non-uses of generative artificial intelligence (GAI) among secondary school students in France. The study is based on data from a questionnaire administered at the end of 2024 to 1,159 middle and high school students in the Grand Est region, nearly two-thirds of whom reported using GAI. As part of a critical approach to digital technology in education, the study uses a social acceptability model inspired by the work of Venkatesh, enriched by variables related to the ethics and transparency of these tools. The results show that the reported uses mainly involve a pragmatic appropriation of AI tools, geared towards homework assistance, content reformulation, and information search, most often outside of formal educational settings. These practices respond to the logic of academic efficiency and time saving, while raising issues related to cognitive autonomy and understanding the limitations of technology. Non-uses appear to be varied, linked to ethical concerns, the value placed on personal effort, or institutional fears. The article highlights tensions between informal uses and uncertain educational frameworks and emphasizes the need for critical and reflective education on GAI.

UNESCO IIPE : Institut international de planification de l'éducation. (2026). ***IIPE en action 2025-2026***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000398326_fre/PDF/398326fre.pdf.multi
Ce rapport donne un aperçu des activités de l'IIPE et de son impact mondial en planification et gestion des systèmes éducatifs pour une éducation équitable et inclusive. Outre les plus de 20 programmes de formation aidant les pays à renforcer leurs capacités de mise en oeuvre, le programme pour les chercheurs et les communautés de pratique, l'IIPE a accompagné 57 pays, de l'analyse et la planification à la mise en oeuvre et au suivi des politiques éducatives et soutenu des projets (changement climatique, éducation et résilience ; niveau intermédiaire de l'éducation ; financement durable de l'éducation ; la société civile dans la planification ; planifier pour et avec l'IA ; systèmes éducatifs transformateurs de genre ; éducation inclusive en Afrique de l'Ouest ; transformation numérique en Amérique latine et dans les Caraïbes).

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2026). ***SDG 4 scorecard progress report on national benchmarks: completion rates***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000397943
En évaluant les progrès des pays par rapport à leurs engagements pour l'ODD 4, et non par rapport aux objectifs mondiaux, la communauté éducative dispose d'une base plus significative pour la responsabilisation, le dialogue politique et l'apprentissage entre pairs, tout en préservant un cadre commun de suivi mondial. En matière de taux d'achèvement, objet du rapport (Unesco), le bilan est mitigé. Le manque de données empêche les pays de définir une vision claire à long terme des progrès qu'ils souhaitent réaliser. 45 % ne disposent d'aucune donnée sur le niveau minimal de compétences en lecture en fin de primaire, et 17 % et 10 %, respectivement, des pays à revenu faible et intermédiaire inférieur ont des informations suffisantes pour mesurer les progrès.

UNICEF : United Nations Children's Fund. (2026). ***Learning interrupted: global snapshot on climate-related school disruptions in 2025***. Consulté à l'adresse https://www.unicef.org/media/184111/file/Learning-interrupted-global-snapshot-2025-climate-related-disruptions%20va.pdf.pdf

Yu, L. (2026). **Évaluation comme création**. *8e Colloque doctoral international de l'éducation et de la formation (CIDEF) : Repenser l'éducation et la formation dans un monde qui change*. Consulté à l'adresse https://hal.science/hal-05836702
Cette communication interroge les méthodes d'évaluation des effets de l'éducation artistique et culturelle et propose de concevoir l'évaluation comme une démarche de création. Elle repose sur une revue de littérature critique (Grant et Booth, 2009) portant d'abord sur les travaux francophones consacrés à l'évaluation de l'ÉAC (Bordeaux et al., 2016, 2025 ; Coulangeon et Pereira, 2022), puis sur les synthèses anglophones avec lesquelles ce débat s'est construit (McCarthy et al., 2004 ; Winner et al., 2013). Constatant que l'ÉAC relève d'une catégorie politique et institutionnelle plutôt que d'un concept issu de la recherche, et prenant acte de la critique d'une « rhétorique des effets » (Gaztambide-Fernández, 2013), nous mobilisons la notion d'éducation aux arts, par les arts et à la culture (EAPAC). À la suite de Goodman et de Bordeaux et Kerlan, nous déplaçons la question de ce qu'est l'art vers celle de ce que font les arts et la culture. L'analyse met en évidence trois limites des approches dominantes, notamment expérimentales et quasi expérimentales : la prédominance des méthodes quantitatives, souvent mobilisées pour justifier les financements ; la difficulté de définir l'art et, partant, de fixer des indicateurs préétablis ; enfin, le caractère différé, incarné et cumulatif des effets, qui échappe aux mesures d'impact moyen à court terme. Nous formulons l'hypothèse que les arts et la culture se spécialisent dans l'offre d'« expériences marquantes » non finalisées : des événements, saisis dans un présent rétrospectif épais, qui cristallisent et infléchissent le parcours de vie de l'individu. La démarche de l'évaluation comme création proposée articule un volet fermé, centré sur ce que font les arts et la culture, et un volet ouvert, qui laisse chaque personne désigner ce qui a compté pour elle.

Pratiques enseignantes

Akyüz, E., Erbaş, A., Ergöl, Ş., Erdem, Y., Lüy, M., Güngüneş, R., … Aydın, G. (2026). **Immersive virtual reality simulation as a teaching strategy to enhance learning outcomes in nursing students: randomized controlled trial**. *Education and Information Technologies*, *31*(17), 9243-9263. https://doi.org/10.1007/s10639-026-14130-w
This study sought to explore the effects of immersive virtual reality simulation compared to mannequin-based simulation on nursing students' knowledge, clinical skills, and clinical skill competence in postoperative nursing care training. The research was conducted using a randomized controlled trial design, with 62 s-year nursing students enrolled in a surgical nursing course. A multidisciplinary team carried out the study, which was completed over two years. The experimental group received training using a virtual reality simulation, while the control group received the same training with a mannequin-based simulation. Data were collected using forms developed by the researchers at baseline, one week, and two weeks after the intervention. The findings showed that both immersive virtual reality simulation and mannequin-based simulation improved students' knowledge, clinical skills, and clinical skill competence. Knowledge scores increased significantly over time in both groups; however, no significant difference between the

groups was observed. A significant difference in clinical skills was found between the groups ($p < 0.05$). Students described the virtual reality experience as fun, memorable, realistic, and effective. They encountered only difficulties handling objects in the virtual environment as first-time users. They recommended making the VR headset wireless (50%) and introducing a demo at the start to facilitate its use (16.7%). Immersive virtual reality may serve as a valuable educational tool for simulating real-life clinical procedures in undergraduate nursing education. Although knowledge gains were comparable to those achieved through mannequin-based simulation, VR demonstrated advantages in clinical skill performance and was positively perceived by students. Therefore, educators may consider incorporating VR as a complementary simulation approach alongside existing educational methods.

Alexandron, G., Aroch, I., Cukurova, M., & Blonder, R. (2026). **Preparing in-service science teachers for the AI era: insights from an 'AI competence development' academic course**. *International Journal of Science Education*, *48*(15), 2334-2355. https://doi.org/10.1080/09500693.2026.2629342

As artificial intelligence (AI), and particularly Generative AI (GenAI), is increasingly being integrated into education, preparing teachers for the AI era is essential. This study presents the design, implementation, and evaluation of a graduate-level course for in-service STEM teachers; it was designed according to six established principles of effective teacher professional development (PD) and structured around the United Nations Educational, Scientific, and Cultural Organization (UNESCO)'s AI competency framework for teachers (AI-CFT). The course lasted 14 weeks and covered all AI-CFT aspects: human-centered mindset, ethics of AI, AI foundations, AI pedagogy, and AI for PD. A mixed-methods study was used to examine the reflection of AI-CFT aspects in teachers' learning, and their trust and self-efficacy regarding AI use. The findings from two consecutive course offerings (N = 25 and N = 19) revealed significant gains in teachers' self-efficacy and their understanding of the key AI-CFT aspects. Notably, teachers' trust in AI-based educational technology did not increase, while their growing attention to the ethical challenges and limitations of GenAI was in line with the course's emphasis on critical engagement and pedagogical alignment. The research contributes to the emerging area of AI competence development by providing a PD framework that is based on UNESCO's AI-CFT.

Anchunda, H. Y., & Kaewurai, W. (2026). **AI-supported simulation-based learning and collaborative microteaching for developing student teachers' competence in digital pedagogy and differentiated instruction: a sociocultural training program**. *Education and Information Technologies*, *31*(17), 9425-9479. https://doi.org/10.1007/s10639-026-14144-4

Teacher preparation programs in many countries, including Thailand, are increasingly expected to prepare future teachers to teach in digitally mediated and diverse classrooms. However, student teachers often experience difficulties in integrating digital tools into instruction and adapting teaching to diverse learner needs. This study developed, validated, and evaluated a socioculturally grounded professional learning enhancement program integrating AI-supported simulation and collaborative microteaching to strengthen student teachers' competence in digital pedagogy and differentiated instruction. Data were collected from 58 third-year student teachers from two intact class sections (Sect. 1, $n = 30$; Sect. 2, $n = 28$) and 12 educational experts through surveys, focus groups, and performance assessments. The findings indicated that effective preparation for digitally mediated classrooms involves competencies in technology integration, pedagogical design and differentiation, flexible instructional delivery, digital assessment and feedback, ethical and inclusive digital practice, and learner-centered

knowledge construction. The study also identified six program components: theoretical and pedagogical foundations; program aims and competency outcomes; program architecture and content alignment; socioculturally mediated learning processes; AI-supported pedagogical tools and simulation environments; and formative and summative assessment with reflective analytics. Post-program results showed improvement in participants' competence across all measured components, along with high levels of participant satisfaction (M = 4.94) and positive perceptions of the program. Findings further indicated that competence development was supported by sociocultural collaboration, AI-supported simulations, reflective practice, and authentic learning experiences, while constraints related to workload, technological access, digital readiness, and initial anxiety toward AI tools decreased over time. The study provides a sociocultural framework for integrating AI-supported simulation into teacher education and offers implications for digital and inclusive pedagogy in pre-service teacher preparation. Limitations include the small sample size and single institutional context. Future research should examine implementation across different settings and investigate long-term effects on teaching practice.

Ariely, M., Salman, A., Yarden, A., & Alexandron, G. (2026). **Reflective prompt engineering: a new strategy for automated short answer scoring in biology**. *International Journal of Science Education*, *48*(15), 2422-2444. https://doi.org/10.1080/09500693.2025.2523571
The educational landscape is rapidly evolving, driven by Generative Artificial Intelligence (GenAI) advancements. As GenAI transforms educational practices, a key area of impact is developing automatic scoring systems to efficiently and accurately assess students' problem-solving and explanation skills. This study introduces a novel prompt engineering strategy, Reflective Prompt Engineering (RPE), which applies iterative human-AI collaboration through discussion and reflection with a powerful LLM to enhance scoring performance. In RPE, human experts guide the AI by integrating its inferred criteria and language into subsequent prompts, enabling reflective alignment and improvement. We applied RPE to score open-ended biology items using analytic grading rubrics, evaluating its performance against two benchmarks: a BERT-based scoring model and multiple examples prompts with no discussion. Performance (accuracy and Cohen's Kappa) was assessed in two scenarios: within-item and cross-items. RPE achieved excellent agreement with human experts (Cohen's Kappa > 0.8) using only 40–60 examples and consistently outperformed the multiple examples strategy, achieving significantly higher Kappa values. Our findings highlight the potential of RPE to optimise AI alignment with human-designed tasks and open pathways for broader applications across diverse domains, advancing automated evaluation practices with enhanced precision and adaptability.

Bouebdelli, A., & Deprêtre, É. (2026). **Évaluer un travail noté en rédaction à l'université : comparaison entre évaluation humaine et évaluation par un modèle d'intelligence artificielle générative générative**. *Médiations et médiatisations*, (24), 180-202. https://doi.org/10.52358/mm.vi24.546
Generative artificial intelligence (GAI) can support the evaluative judgment exercised by university faculty when assessing students' written productions. However, its use raises issues that go beyond score concordance alone. To better understand the conditions under which GAI can provide such support, this article presents an exploratory experiment carried out in a university course focused on the mastery of written French. The study compares human evaluation and GAI-supported evaluation of the same diagnostically oriented written task. The analysis is grounded in a three-axis framework of evaluative judgment, encompassing the functions of

assessment, its stages, and its ethical dimension, understood as inseparable from the evaluator's responsibility. The results show an overall convergence between the two modes of evaluation in terms of scores and number of identified errors, while revealing significant discrepancies in error identification, categorization, and the sequencing of diagnosis, scoring, and feedback as error complexity increases. The study shows that GAI cannot replace evaluative judgment. Nevertheless, it can support certain evaluative operations under clear methodological, institutional, and ethical guidelines, combined with faculty training and ongoing professional vigilance. It also opens avenues for further research, notably through comparison between different generative models.

Braun, N. (2026). **Une éthique du métier en chantier : récits d'une communauté de pratique enseignante**. *Phronesis*, *15*(5), 112-134. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-112
Face à une perte de sens ressentie par de nombreux professeurs, cette étude explore comment une communauté de pratique de cinq professeurs de mathématiques constitue un espace de reconstruction éthique du métier. Fondée sur une enquête qualitative longitudinale, elle analyse comment les interactions, la reconnaissance mutuelle et la co-construction d'artefacts pédagogiques, notamment autour des jeux mathématiques développant les raisonnements mathématiques, soutiennent une professionnalisation située. Les résultats montrent que la communauté agit comme un tiers-lieu professionnel, favorisant justice, réflexivité, solidarité et développement des raisonnements mathématiques. Elle permet aux professeurs de réarticuler valeurs, pratiques et finalités du métier.

Buber, A., & Altunsoy Okvuran, S. (2026). **Prospective science teachers' use of generative AI in chemistry lab reports: patterns in questioning and conceptual understanding**. *International Journal of Science Education*, *48*(15), 2493-2522. https://doi.org/10.1080/09500693.2026.2647304
This study examines the impact of artificial intelligence (AI) tools on the questioning skills and conceptual understanding of prospective science teachers (PSTs) in completing chemistry laboratory experiment reports. Before the intervention, a survey assessed PSTs' AI usage experiences. During the intervention, PSTs used AI tools while preparing experiment reports, incorporating AI-related questions at the end of each report. These questions were analyzed based on difficulty level, topic, and type. Conceptual understanding questions were also posed weekly. A chi-square analysis examined the relationship between PSTs' conceptual understanding and question difficulty. Results showed a significant relationship between questioning skills and conceptual understanding in the first two experiments. In the last three, PSTs with complete understanding posed moderately difficult questions, whereas those with alternative understanding contributed fewer questions, though no significant correlation was found between question difficulty and conceptual understanding. After the intervention, PSTs reflected on their AI experiences, noting faster access to information, cross-checking AI-derived data, and improved critical thinking and data interpretation. However, they struggled with diversifying their questions to AI. The findings suggest that AI-supported chemistry laboratory reporting provides opportunities for PSTs to refine their questioning and conceptual understanding.

Burdin, C. (2026). **Un entretien heureux entre des parents et des professionnels, c'est possible ? : Comment comprendre les relations École-parents lors d'entretiens individuels et quelles pistes**

pour la formation ? *Phronesis*, *15*(HS2), 23-45. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-23
Alors que les relations entre des parents et l'École restent complexes et asymétriques, leurs échanges peuvent-ils être qualifiés d'heureux ? Comment jauger cette relation ? Dans cette contribution, nous nous intéressons à la relation qui se noue entre des parents et des conseillers principaux d'éducation (CPE) ; elle peut être analysée à l'aide de 3 axes (horizontal, vertical, consensus/conflit). Lors de leurs entretiens avec les parents, lorsque l'élève a dérogé aux règles, des CPE mobilisent des schèmes pour agir, notamment pour informer, recadrer, suivre la situation mais aussi pour maintenir une relation satisfaisante avec le parent. Des pistes pour la formation des CPE découlent de cette étude.

Champlain, Y. D. (2026). **Faire face à l'intelligence artificielle dans le développement d'une pédagogie réflexive par le numérique**. *Médiations et médiatisations*, (24), 436-445. https://doi.org/10.52358/mm.vi24.482
Our digital world is once again being upended by the emergence and rapid development of artificial intelligence available to the general public. This is affecting software development, including software dedicated to education. But it is not yet clear what this implies in terms of training people or in terms of ethics. This paper examines the specific case of developing software dedicated to prior learning recognition. What do we already know about artificial intelligence? What can we deduce about its possible consequences? This reflection highlights many issues ranging from ecology to expertise loss o in general and focuses more specifically on the foundations of prior learning recognition and how these could be affected by artificial intelligence.

Chen, C.-H., & Huang, K. (2026). **Not all collaboration benefits from competition: Collaboration modes in a computational thinking game**. *British Journal of Educational Technology*, *57*(6), 1471-1497. https://doi.org/10.1111/bjet.70081
Digital game-based learning often leverages social dynamics to enhance engagement, yet the interplay between collaborative structures and competitive pressures remains complex. This study investigated different collaboration modes and how they interact with competition to influence computational thinking (CT) learning, group metacognition and in-game behaviours. Adopting a quasi-experimental approach with a 3???2 factorial design, 148 seventh-grade students were recruited via purposive sampling from intact classes. Participants played the game in pairs, with or without competition, in one of three collaboration modes: paired gaming on one computer, collaboration on respective computers with turn-taking or cooperation on respective computers with role assignment. Data were analysed using quantitative methods to assess learning outcomes and behavioural sequence analysis to identify interaction patterns. Results revealed significant main effects of collaboration mode and an interaction effect between collaboration and competition. The cooperative group with competition achieved the highest CT outcomes, and the paired gaming group with competition reported the highest level of group metacognition. In contrast, the collaborative group with competition had the lowest level of learning outcomes and group metacognition. Behavioural sequence analyses identified unique patterns that corroborate the quantitative findings. Notably, competition undermined the collaborative turn-taking mode while enhancing cooperative and paired gaming modes, highlighting the need to carefully match collaboration structures with competitive elements in designing game-based learning. Practitioner notes What is already known about this topic Collaboration and competition are widely used in digital game-based learning (DGBL) to

enhance engagement, motivation and problem-solving. Prior studies have often examined collaboration and competition separately, leaving the interactive effects between these social dynamics on computational thinking (CT) and group metacognition underexplored. What this paper adds Different collaboration modes significantly shaped CT learning and group metacognition. Competition alone showed no benefits for CT learning or group metacognition. Cooperative + competition fostered clear roles, strategic play and higher CT. Competition weakened collaboration learning's CT performance and led to fragmented behaviours. Implications for practice and policy Carefully match collaboration structures with competition features when designing game-based or group learning activities. Use competition selectively?beneficial in cooperative tasks with clear role assignments, but potentially detrimental in open collaboration requiring trust and mutual regulation. Integrate competitive and collaborative elements intentionally rather than additively.

Çolak Yazıcı, S. (2026). **Bridging the gap between technology use and pedagogical design: A structured web 2.0 intervention in chemistry education**. *Education and Information Technologies*, *31*(17), 9779-9817. https://doi.org/10.1007/s10639-026-14160-4
Designing effective instructional materials in chemistry education requires pedagogical competence and discipline-specific integration skills beyond technical knowledge of digital tools. This study examined changes in pre-service chemistry and science teachers' Technological Pedagogical Content Knowledge (TPCK) self-efficacy for material development and their metaphorical perceptions of the pedagogical role of Web 2.0 tools following a structured, chemistry-focused education program. A convergent mixed-methods approach and a single-group pre-test–post-test design without a control group were used. The quantitative strand included 32 pre-service teachers; the metaphor analysis included 29 participants from this group with paired responses. Quantitative findings showed significant increases in overall TPCK self-efficacy and all subdimensions. Cohen's dz was 1.42 for the total score and ranged from 0.59 to 1.93 across subdimensions, with the largest increase observed in Technological Content Knowledge (TCK). Qualitative findings showed that perceptions broadened from general instructional support toward pedagogical functions such as learner autonomy, conceptual and permanent learning, misconception elimination, concretization, and chemistry-specific applications. This pattern was illustrated by T1, whose pre-test description of Web 2.0 tools as "necessary" changed at post-test to an "eraser," representing misconception elimination. However, participant-level integration showed that changes in metaphorical themes and self-efficacy scores did not follow parallel patterns across all participants; participants whose themes changed did not show systematically greater score increases than those whose themes were retained. Taken together, the findings indicate that changes occurred in both TPCK self-efficacy and pedagogical perceptions following the program; however, these outcomes appear to reflect complementary but non-equivalent dimensions of technology-related pedagogical development.

Colin, P., Moscaritolo, A., & Isaac, G. (2026). **Integrating Powerful and Transformative Learning Environments for Sustainability in Educational Practice in Secondary VET**. In *European Conference on Educational Research (ECER) 2026 - Knowing and Acting: The changing conditions and potentials of education research*. https://doi.org/10.21240/vetcon/2026/ecer/92
Context: The Erasmus+ Centre of Vocational Excellence (CoVE) ProVEST brings together twenty-three partners from five countries (Belgium, Estonia, France, Germany, Spain) to professionalise VET teachers and mentors and strengthen school-enterprise collaboration in preparing students

for Europe's sustainable transition and a changing labour market. The project promotes interdisciplinary teams designing powerful and transformative learning environments for sustainability (PTLES). Central to the project is the multilingual Edusynergy platform, where partners describe "germ cells" (inspiring practices), receive peer feedback from other countries and produce improved versions of their cases, which will feed into a transnational masterclass. The paper's research question asks if integrating online peer feedback visibly changed how practitioners described their case studies and created opportunities for professional development. Approach: The research begins with a focus on thirteen French "germ cells". Comments from French and European peers were analysed to identify highlighted strengths and challenges. A second phase examined six improved versions. Finally, a cross-European comparison with eight case studies from Belgium, Estonia, Germany, and Spain was carried out to identify both distinctive features of the French context and common patterns across countries. Findings: Comments on the original French cases identified strengths in authentic-context learning, learning for sustainability, collaboration, inclusion, connection with the professional environment, and complex and challenging learning tasks, but revealed limitations in self-regulated learning, as well as in critical thinking and metacognition. Improved versions based on peer feedback showed clear improvements in consideration of sustainability, description of pedagogical stages, and interdisciplinary articulation. However, formalised self-regulation and student agency in the design of the activities remained underdeveloped. The comparison with other countries highlighted different patterns of strengths and challenges: in Estonia, self-regulation was outstanding, whilst sustainability remained quite peripheral; in Belgium agency was more developed than critical thinking; in Germany inclusion was central, whereas considerations on sustainability of practices after entering the labour market were less evident; despite an authentic and engaging format, the Spanish case showed limited pedagogical training among artist-teachers. Conclusions: Within the five-country consortium, the French cases were distinctive for combining professional authenticity, local embeddedness, and civic engagement, making the local area a central educational resource. They are also the only cases to deliberately use "disorienting tasks" as a pedagogical lever and the only ones to address sustainability across environmental, social, and economic dimensions rather than in technical or declarative terms. The Edusynergy platform supported teachers' and mentors' critical reflection on their practices by providing shared templates and a common timeline. The process drove visible professional development, as participants merged previously separate projects, started acknowledging their learning environments as embedded in a shared learning community, and—through peer feedback—identified the challenges they need to tackle and the strengths they wish to develop further.

Delorme, C., Millon-Fauré, K., & Pelletier, L. (2026). ***Articuler la recherche l'action et la formation pour des pratiques d'enseignement et de collaboration plus inclusives***. Consulté à l'adresse https://www.cepadues.com/livres/sciences/information-communication/1867-articuler-la-recherche-9782383952671.html?srsltid=AU7gw4VDnfxjF0k5vRUFCU08yz25PMxeFmgRikAyVvV2Abq2gJw4QJIo

Cet ouvrage succède aux travaux conduits dans le cadre de symposia du réseau international francophone de recherche en éducation et formation (RÉF) par un collectif de chercheurs de France, du Québec, de Belgique et de Suisse, qui interroge l'École inclusive, ses injonctions et leurs enjeux, leurs acteurs et leurs pratiques depuis plus d'une décennie, et s'intéresse à la manière dont la recherche, la formation et l'action peuvent, lorsqu'elles sont articulées,

contribuer à des pratiques d'enseignement et de collaboration plus inclusives. Cet ouvrage s'inscrit résolument sous le signe de la pluralité : pluralité des approches, des regards théoriques, méthodologiques et praxéologiques mobilisés, pluralité des contextes à partir desquels les acteurs et les publics concernés, ou encore les conceptions, les pratiques d'enseignement, de formation, de collaboration sont étudiées. Cette richesse des points de vue permet de mieux appréhender les multiples réalités dissimulées derrière l'expression fortement polysémique d'« École inclusive » et de saisir le potentiel de certains dispositifs articulant Recherche, Action et Formation pour contribuer à une perspective dite « inclusive ». Chacune des trois parties qui compose ce livre, invite le lecteur à approfondir ces thèmes et à questionner le rôle que peuvent jouer de tels dispositifs, qu'il s'agisse de collaborations entre acteurs ou institutions de l'école (axe 1), de pratiques d'enseignement et de formation destinées aux actrices et acteurs de l'école (axe 2) ou de l'analyse de la conception même de ces dispositifs (axe 3).L'écriture de cet ouvrage et les nombreux échanges qui l'ont précédée nous ont amenés à dépasser les résultats de nos propres recherches, à comparer les multiples approches, à considérer les convergences et divergences qui émanent des différents contextes d'observation, mais aussi à envisager de nouvelles pistes de réflexion qui nous permettent de poursuivre la conceptualisation d'une école plus inclusive. Nous espérons qu'il en sera de même pour le lecteur.

Doyle, L., Cimpian, A., Goupil, L., & Goudeau, S. (2025). **Preschool teachers provide fewer participation opportunities to working-class students than those from more privileged backgrounds**. *Proceedings of the National Academy of Sciences of the United States of America*, *122*(36), e2515833122. https://doi.org/10.1073/pnas.2515833122
Social class disparities exist from the earliest stages of education. Research has suggested that class-based differences in factors such as socialization practices and access to resources partly explain this phenomenon, but less work has explored whether teachers' practices also exacerbate these inequalities. Using whole-class observations of 63 preschool classroom discussions (N = students, 10 teachers), we coded 7, student participation attempts and subsequent responses from teachers. Mixed-effects Bayesian logistic regressions showed that whether students played by the rules by raising their hands or broke the rules by calling out, they were less likely to have their participation attempts accepted if they came from a working-class background, even when their perceived language skills were matched to their middle- and upper-class peers. These results suggest that early schooling experiences may serve to exacerbate inequalities rather than level the playing field.

Dridi, M. A., & Amamou, S. (2026). **Traduction et adaptation québécoise de l'échelle « Teacher Efficacy for Inclusive Practices » (TEIP)**. *Formation et profession*, *34*(1), 5. https://doi.org/10.18162/fp.2026.a366

Du, W., Wu, Z., & Li, F. (2026). **Digital literacy profiles and associated factors among in-service teachers in China: A latent profile analysis**. *Education and Information Technologies*, *31*(17), 9177-9217. https://doi.org/10.1007/s10639-026-14128-4
Teachers' digital literacy has become increasingly important amid the digital transformation of education. Grounded in Social Cognitive Theory (SCT), this study adopted a person-centered approach to examine digital literacy heterogeneity among 1,491 in-service teachers in China. Teachers' digital literacy was assessed using a situational judgment test, while self-attitude, learning engagement, organizational culture, and professional development training were measured using adapted and psychometrically evaluated scales. Latent profile analysis

identified the profiles; the Bolck–Croon–Hagenaars (BCH) auxiliary-variable procedure compared the four SCT-related variables across profiles; and the R3STEP multinomial logistic regression procedure examined associations between demographic and professional characteristics and profile membership. Four profiles emerged: Beginner (lagging across all dimensions), Theoretical (knowledge-focused), Practical (application-oriented), and Proficient (leading across all dimensions). Significant differences were found across profiles in self-attitude, learning engagement, organizational culture, and professional development training. Gender, age, teaching experience, school level taught, educational attainment, disciplinary background, school location, teacher education background, and professional title were differentially associated with profile membership, whereas administrative position and school type were not significantly associated with profile membership. By revealing the internal heterogeneity of teachers' digital literacy, this study extends variable-centered research and provides empirical evidence that may inform differentiated training, organizational support, and related policy development.

Dubois, P. (2026). **Intégrer les médias sociaux dans l'enseignement universitaire : un point de vue professoral**. *Formation et profession*, *34*(1), 3. https://doi.org/10.18162/fp.2026.a370

Durpaire, F., Mabilon-Bonfils, B., & Dhif, N. (2026). **Le savoir-relation comme vecteur de coéducation : effets sur la professionnalité enseignante et sur la relation École/Famille**. *Phronesis*, *15*(HS2), 69-87. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-69
Longtemps façonnée par l'effacement des cultures populaires, la profession enseignante porte encore, dans ses gestes, la trace d'une défiance ancienne. Pourtant, l'expérience de coéducation vivante observée dans les «écoles du bonheur» - écoles d'application du laboratoire BONHEURS de CY Cergy Paris Université - révèle une autre voie. Là, dans l'épaisseur du lien savoir-parent, se tisse une professionnalité nouvelle : relationnelle, hybride, hospitalière. L'enseignant y devient artisan d'un savoir partagé, et non simple relais de normes. En rapprochant les familles, c'est l'école elle-même qui s'ouvre, et avec elle, la promesse d'une émancipation réellement commune. La méthodologie employée s'appuie en particulier sur des entretiens semi-directifs menés auprès des enseignants membres des écoles du bonheur.

Duy, T. T. B., Thanh, N. B. H., & Giam, N. M. (2026). **Design Process and Unit Structure of PISA-Based Exercises in Grade 4 Science Teaching to Foster Primary Students' Application Capacity**. *European Journal of Science and Modern Technologies*, *2*(5), 91-100. https://doi.org/10.59324/ejsmt.2026.2(5).09
The objective of this study is to develop a design process and a structural model for PISA-approach exercise units in Grade 4 Science education to develop primary students' capacity to apply scientific knowledge in accordance with the 2018 General Education Program. The research is based on the theoretical research methods, such as content analysis and pedagogical modeling, following the OECD PISA 2025 Science Assessment Framework and the required learning outcomes of the topic "Human and Health". The main findings are two major contributions: (1) Introducing a 5-step procedure for developing PISA-type exercises: Identifying desired learning outcomes; Development of contextual cues; (1) Developing tiered questions sets; Developing coding manuals; and Reviewing and finalizing pedagogical aspects; (2) Proposing a standardized 3-component unit structure for PISA-approach exercises, such as: Contextual text under 150 words integrated with visual elements; A 3-level set of questions; A coding manual and scoring codes (Code 2, Code 1, Code 0, and Code 9). The results are

demonstrated by a set of exercises on the topic « The role of nutrients in the human body ». This process and model are a practical instructional framework that enables primary school teachers to proactively design competency-based assessment exercises, while reducing reading comprehension difficulties and encouraging students to apply scientific knowledge to everyday life.

Fauré, L., Sognos, S., & Gardiès, C. (2026). **Tensions identitaires et étayage des pratiques : le rôle médiateur des collectifs et de la formation dans l'enseignement agricole en France**. *Phronesis*, *15*(5), 153-168. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-153
Cet article analyse les dynamiques identitaires et le rôle de la formation face aux mutations du travail dans l'enseignement agricole en France. S'appuyant sur une enquête nationale auprès de 1918 enseignants, l'étude révèle une disjonction critique entre travail prescrit et vécu marqué par une surcharge administrative et une souffrance éthique liées à l'activité empêchée. Alors que l'étayage institutionnel s'avère défaillant, les acteurs déploient des stratégies de résistance et investisse les collectifs horizontaux de pairs. Ce tissu relationnel de proximité agit comme une instance de médiation essentielle, restaurant le sentiment d'efficacité personnelle et le pouvoir d'agir tout en redéfinissant leur professionnalisation.

Fei, X. (2026). **Hybrid intelligence feedback systems in design thinking development: Stage-specific insights on pedagogical effects and characteristics of generative AI and instructors**. *British Journal of Educational Technology*, *57*(6), 1440-1470. https://doi.org/10.1111/bjet.70080
Fostering design thinking relies on instructional feedback, yet traditional instructor-led methods face practical limitations. Although generative AI (GenAI) may offer promising solutions based on its advantages, existing studies predominantly characterise it as a performance-enhancing task assistant rather than as a feedback-providing pedagogical agent for the intrinsic growth of design thinking. The study compares the pedagogical effects on students' design thinking and students' perceptions of feedback systems by GenAI and human instructors. A within-class randomised experimental design was conducted with 80 undergraduates. Results indicate no significant overall difference in learning gains, but reveal respective stage-specific strengths: GenAI proved more effective during the ?empathise? stage, associated with superior timeliness and privacy, while human instructors excelled in the ?prototype? stage, valued for their contextual anchoring. Comparable effects yet complementary functions were observed in other stages, reinforcing GenAI's augmentative role instead of substitution. Findings collectively demonstrate that the effectiveness and strengths of feedback systems are not static and uniform but dynamically aligned with the learning demands across educational settings. Practical insights for designing hybrid intelligence feedback systems and theoretical implications were finally discussed. Practitioner notes What is already known about this topic Instructional feedback is crucial for fostering design thinking; however, traditional instructor-led feedback is often constrained by issues of scalability, timeliness and consistency. Generative AI (GenAI) shows promise to serve as an additional feedback agent, but its role has been explored more as a performance-enhancing task assistant rather than a feedback-providing pedagogical agent for the intrinsic growth of design thinking. What this paper adds The study demonstrates that GenAI leads to greater learning gains in the ?empathise? stage, while human instructors are more effective in the ?prototype? stage. The study underscores their comparable effect while serving distinct and complementary roles at ?define?, ?ideate? and ?reflect? stages. The study highlights their respective stage-specific strengths and associates them with learning gains across the design thinking process. The study provides practical insights for designing hybrid feedback

systems that strategically orchestrate GenAI and human instructors to maximise pedagogical impact. Implications for practice and/or policy Educational policy should promote the design of hybrid feedback systems that strategically align the inherent characteristics of different feedback agents with the stage-specific learning demands across various educational contexts. Curriculum development should emphasise building students' relevant competencies (e.g., feedback literacy, AI competency, etc.), equipping them to seek, evaluate and synthesise input from multiple agents effectively.

Gandon, É. (2026). **Prendre en compte le parcours et la vulnérabilité des personnes en situation d'alphabétisation : le care comme éthique et pratique de formation**. *LESLLA Symposium Proceedings*, *21*(1). https://doi.org/10.5281/zenodo.22302709
Ce travail explore le rôle de l'éthique du care dans la formation d'alphabétisation pour adultes migrants, un public souvent confronté à des parcours migratoires difficiles et à des obstacles multiples à l'apprentissage. À partir de l'observation de séances filmées dans une association lyonnaise, l'étude montre que les gestes et paroles bienveillants des formatrices – encouragements, réassurance, attention aux besoins individuels – contribuent à créer un climat d'hospitalité et de confiance. Ces pratiques semblent favoriser l'engagement des apprenants, notamment à travers l'entraide, la persévérance et la manifestation d'émotions positives. L'analyse met en lumière la manière dont le care peut soutenir l'entrée et la persévérance dans l'apprentissage, en particulier pour des personnes vulnérables et peu scolarisées.

Grégoire Borst : les mécanismes cognitifs de l'apprentissage. (2026, octobre 19). Consulté 23 octobre 2026, à l'adresse Sciences Humaines website: https://www.scienceshumaines.com/gregoire-borst-un-bon-prof-est-dabord-un-bon-pedagogue
Les sciences cognitives nous éclairent sur les mécanismes de l'apprentissage, et invitent à repenser des pratiques pédagogiques qui peinent à réduire les inégalités sociales entre les élèves.

Großmann, L., Koberstein-Schwarz, M., Krüger, D., & Krell, M. (2026). **Lesson planning with ChatGPT for inquiry-based biology instruction – A(I) roll of the dice?** *International Journal of Science Education*, *48*(15), 2356-2375. https://doi.org/10.1080/09500693.2025.2567509
This study investigates the capability of ChatGPT-4o to generate high-quality inquiry-based science lesson plans, that is, aligning all elements of a written lesson plan to students' learning about procedural and epistemic aspects of science instead of gaining subject matter knowledge. Using an exploratory sequential mixed methods design, we analysed N = 60 biology lesson plans generated by the research team across four key topics (cell biology, genetics/evolution, human biology, ecology) and five scientific inquiry practices (microscopy, observing, experimenting, modelling, reflecting the nature of science) from the German curriculum . First, lesson plans were quantitatively evaluated using a modified version of Großmann and Krügers' [(2024). Assessing the quality of science teachers' lesson plans: Evaluation and application of a novel instrument. Science Education, 108(1), 153–189. https://doi.org/10.1002/sce.v108.1] scoring rubric, which assessed ten quality criteria with substantial interrater agreement (Cohen's κ = .67). Second, based on the score distribution, we conducted qualitative analyses to identify strengths and weaknesses in ChatGPT-generated inquiry-based lesson plans. Results revealed considerable variation in lesson plan quality, with n = 22 lesson plans achieving less than 50% of the maximum possible score and only n = 5 lesson plans

reaching 75% or higher. While the lesson plans demonstrated particular strengths in content accuracy and learning outcome alignment, they exhibited significant weaknesses in addressing students' inquiry-related conceptions and maintaining consistent focus on scientific inquiry. While ChatGPT-4o successfully generated some high-quality lessons plans for inquiry-based instruction, many lesson plans shifted inappropriately towards subject matter knowledge acquisition rather than scientific inquiry processes. This discrepancy between our initial prompts and the resulting lesson plans indicates that while large language models like ChatGPT-4o demonstrate potential as preliminary planning tools, they necessitate thorough evaluation and substantive modification by teachers possessing robust pedagogical content knowledge. The findings emphasise that the advent of generative artificial intelligence does not diminish the importance of professional knowledge in teacher education but rather transforms how this knowledge is applied in lesson planning processes.

Hauk, D., Menter, F., & Schorling, J.-M. (2026). **Authentic and functional dialogue with AI-based student avatars: Evidence from a practice-based teacher education program**. *British Journal of Educational Technology*, *57*(6), 1564-1584. https://doi.org/10.1111/bjet.70087
Interactions with AI-based student avatars offer scalable opportunities to practice educational dialogue in practice-based teacher education (PBTE), yet little is known about the interaction quality of such simulations. This exploratory case study examined whether avatar-mediated exchanges provide authentic and functional learning opportunities for teacher education. N?=?21 preservice teachers completed a 10-minute, one-to-one conversation with an AI student avatar embedded in a PBTE module on leading educational dialogue. The study combined post-session questionnaires, system metadata, transcript coding and interviews. Participants perceived the exchanges as clearly functional and moderately authentic. Metadata indicated balanced participation, with slightly longer teacher turns. Transcript analyses likewise pointed to high functional dialogue alongside moderate authentic dialogue. Further speaker-differentiated analyses showed the avatar acting as a responsive counter-voice, while preservice teachers applied dialogic talk moves. Interview data supported these findings, with participants describing the avatar's language and stance as plausible and highlighting the avatar's contingent uptake of prior turns, while also noting limits to full classroom realism. Taken together, the findings suggest that avatar-mediated dialogues can provide a meaningful learning opportunity for novices in PBTE. Implications for the design and educational use of AI-based avatars in teacher education are discussed. Practitioner notes What is already known about this topic Practice-based teacher education (PBTE) uses approximations of practice to help preservice teachers rehearse core teaching practices. Dialogic pedagogy (eg, pressing for reasons, building on ideas and taking up students' contributions) supports deeper understanding and participation. AI-driven avatars are emerging as low-cost, scalable tools for simulated practice, but evidence on the quality of avatar?teacher interaction is still limited. What this paper adds Implementation-based evidence that short, one-to-one conversations with an AI student avatar are experienced as clearly functional and moderately authentic by preservice teachers. Mixed data (self-reports, system metadata, transcript coding, interview excerpts) show balanced turn-taking and reveal the avatar's role as a responsive ?counter-voice?, while preservice teachers applied dialogic talk moves to develop ideas, elicit reasoning, and challenge claims. A transparent description of the scenario design and prompts that educators can replicate or adapt. Implications for practice and/or policy AI avatars can provide a manageable and accessible opportunity to practice educational dialogue before moving to more complex classroom interactions. Scenario design matters: controversy-ready prompts and contingent uptake may support explanation,

justification and dialogic engagement in avatar-mediated rehearsals. PBTE programs should combine avatar-based rehearsal with guided debriefing and opportunities for repeated cycles of rehearsal and reflection.

He, T., Wu, X., Li, M., Xia, T., & Cao, X. (2026). **Unveiling patterns of socially shared regulation in relation to self-regulated learning: The roles of individual profiles and group dynamics in online collaborative learning**. *British Journal of Educational Technology*, *57*(6), 1498-1520. https://doi.org/10.1111/bjet.70082

Abstract The rapid growth of massive online learning has intensified interest in self-regulated learning (SRL) and socially shared regulation of learning (SSRL), yet empirical insights into their interplay in online collaborative learning (OCL) remain limited. This study employed a three-layer analytical method combining cluster analysis, content analysis and complex network analysis to investigate how SSRL patterns evolve in relation to individual SRL profiles. Data from 60 undergraduates in a 16-week course included over 16,000 trace entries (e.g. posts, replies, peer feedback) were collected and analysed. Results revealed that (1) three profiles of SRL were identified, based on learners' time investment, study regularity and help-seeking behaviours; (2) groups with higher SSRL behavioural interaction displayed a more diverse and balanced role composition; and (3) distinct SSRL patterns emerged across SRL profiles over time. Individuals with high SRL profiles more frequently connected idea sharing with strategy using and process monitoring, while those with low SRL profiles relied on limited strategies focused mainly on idea sharing. These findings deepen the understanding of how individual regulation shapes group dynamics in online collaboration and suggest that instructional design should consider learners' SRL profiles when scaffolding their collaborative regulation processes. Practitioner Notes What is already known about this topic Self-regulated learning (SRL) and socially shared regulation of learning (SSRL) are both essential for effective online collaborative learning (OCL), with prior research recognising their theoretical interplay. Trace data (e.g. login frequency, timestamp and posts) offer valuable opportunities to uncover how learners engage in and coordinate regulatory behaviours throughout online collaboration. What this paper adds Integrating SRL profiling with mixed network analysis, this study shows how individual SRL profiles drive divergent SSRL development, highlighting shared coordination patterns and evolving interactive roles across phases. Groups with higher SSRL interaction exhibited more diverse and balanced role composition, with central roles (e.g. leaders, animators) facilitating stronger collaborative regulation processes. Time-series epistemic network analysis (ENA) provides a novel analytical lens to track the evolution of SSRL patterns across collaborative phases, linking SRL profiles with group-level regulatory dynamics. Implications for practice and/or policy Tailoring support to SRL profiles allows educators to offer targeted scaffolds, using prompts and planning tools for low SRL learners, while encouraging high SRL learners to lead coordination and monitoring in SSRL. Role-driven group design promotes collaboration structured by learners' SRL profiles.

Jeannin, L., Mabilon-Bonfils, B., & Jaillet, A. (2026). **La relation École/Famille peut-elle être heureuse ?:Une dimension d'une professionnalisation renouvelée de la formation à l'enseignement**. *Phronesis*, *15*(HS2), 17-22. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-17

Ce numéro spécial examine les conditions dans lesquelles les relations école-famille peuvent favoriser la réussite des élèves, le développement professionnel des enseignants et la confiance mutuelle entre les acteurs éducatifs. S'appuyant sur des études menées dans des contextes variés, il soutient que ces relations ne sauraient se réduire à des pratiques de communication ou

à des attentes normatives de coopération. Les contributions explorent les asymétries institutionnelles, les processus de reconnaissance et les dispositifs éducatifs propices à une coéducation durable. Elles mettent en lumière le « savoir-relation » comme une compétence professionnelle fondamentale, nécessitant une formation spécifique, une médiation et un soutien institutionnel. Dans l'ensemble, ce numéro positionne les relations école-famille comme une dimension clé de la professionnalisation enseignante ainsi que d'environnements éducatifs plus équitables et durables.

Jouzeau-Kraeutler, C. (2026). **« Faire de la coéducation ? » : Redonner du sens au métier d'enseignant.e en coopérant avec les familles en classe**. *Phronesis*, *15*(HS2), 134-154. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-134
La recherche vise à apporter une réponse positive à l'expression de la souffrance au travail d'enseignantes. Elle présente la transformation d'un accompagnement entre pairs, qui se mue en un dispositif de formation. La rédaction s'appuie sur le narratif des enseignantes, le journal de bord de l'enseignante·hercheuse, sur des questionnaires et des entretiens menés a posteriori. Les premiers résultats de cette enquête exploratoire mettent en évidence le sentiment d'une absence de reconnaissance des enseignantes, que la mise en place des ateliers menés par les familles vient compenser. « Faire de la coéducation » leur permet d'acquérir une meilleure connaissance des familles, de leur porter un autre regard, de changer de posture et de retrouver du plaisir.

Julialba, A., de la Pena, M., Molina, T., Montes, J. F., Munevar, P. A., & Francesc, P. (2026). ***Institutionalizing university pedagogy in Latin America: structural tensions, levels of articulation, and challenges to academic sovereignty***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000399603_eng?posInSet=1&queryId=60bd1090-7052-434a-851c-72923fa16e4d

Kaichouh, S., & Ganbour, R. E. (2026). **L'intelligence artificielle comme médium pédagogique : transformations et enjeux de la médiation du savoir**. *Médiations et médiatisations*, (24), 162-179. https://doi.org/10.52358/mm.vi24.545
The rise of generative artificial intelligence systems is profoundly transforming pedagogical practices in higher education, where these tools increasingly act as mediators of knowledge. This article examines how AI use in university contexts reconfigures pedagogical mediation and the teacher–learner relationship by assuming functions traditionally associated with teaching, such as rephrasing, clarification, and learning guidance. Adopting a mediological and critical perspective on digital education, the study analyzes the effects of algorithmic mediation on role distribution, knowledge legitimacy, and student autonomy. It is based on a qualitative interpretive methodology conducted at Mohammed Premier University, combining semi-structured interviews with higher education instructors and a questionnaire administered to students from various academic levels and disciplines. The findings reveal AI-assisted student autonomy correlates with instrumental dependence, alongside a redefinition of the teacher's role as an epistemological and critical mediator, reshaping the traditional pedagogical process. The study concludes that AI does not replace pedagogical mediation but reconfigures it by introducing a technical third party requiring clearly defined pedagogical, ethical, and institutional frameworks.

Kamga, R., Mercier, C., Many, H. F., & Stockless, A. (2026a). **Critical Analysis of Future Teachers' Anticipatory Perspectives on Teaching Activity Automation**. *Médiations et médiatisations*, (24), 279-297. https://doi.org/10.52358/mm.vi24.560
Recent studies show that the introduction of AI into teaching can generate psychological tensions or professional concerns, particularly when it is perceived as a threat to teachers' role or expertise, rather than a complementary resource. Drawing on activity theory and affect theory, this exploratory study aimed to understand the reconfiguration of teaching activities from the perspective of future teachers. A questionnaire was administered to 86 pre-service teachers, covering ten typical activities. The results reveal four activity configurations, independent of the participants' comfort with or attachment to these activities, but more related to the place of the activity in the profession.

Kamga, R., Mercier, C., Many, H., & Stockless, A. (2026b). **Critical Analysis of Future Teachers' Anticipatory Perspectives on Teaching Activity Automation**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (24), 279-297. https://doi.org/10.52358/mm.vi24.560
Recent studies show that the introduction of AI into teaching can generate psychological tensions or professional concerns, particularly when it is perceived as a threat to teachers' role or expertise, rather than a complementary resource. Drawing on activity theory and affect theory, this exploratory study aimed to understand the reconfiguration of teaching activities from the perspective of future teachers. A questionnaire was administered to 86 pre-service teachers, covering ten typical activities. The results reveal four activity configurations, independent of the participants' comfort with or attachment to these activities, but more related to the place of the activity in the profession.

Kenzhaev, D., Chabrova, T., Kodirova, F., Akhmedova, S., Gorenkova, L., & Yadgarova, A. (2026). ***Successful inclusive education practices in primary schools of Uzbekistan***. Consulté à l'adresse https://www.gpekix.org/sites/default/files/2026-05/Successful%20Inclusive%20Education%20Practices%20In%20Primary%20Schools%20Of%20Uzbekistan.pdf

Larmignat, É., & Hoffner, C. (2026). **Coéduquer pour l'éducation à la vie affective, relationnelle et sexuelle**. *Administration & Éducation*, *190*(2), 83-91. https://doi.org/10.3917/admed.190.0083
Cet article propose un retour réflexif sur la mise en œuvre de l'éducation à la vie affective, relationnelle et sexuelle (EVARS) au collège. Une recherche-action portée par notre binôme direction-service social, a utilisé une démarche de coéducation pour mener une série d'enquêtes auprès des élèves, des familles et des professionnels. Les points forts de la démarche mettent en évidence l'importance de la coconstruction des pratiques, de l'explicitation des enjeux de genre, et de l'accompagnement des équipes éducatives. Des résultats positifs ont été observés sur le climat scolaire, la libération de la parole des adolescents, filles et garçons, et l'évolution des représentations des stéréotypes de genre. Des limites persistent, mais l'EVARS apparaît comme une démarche éducative durable, intégrée au projet d'établissement et centrée sur l'émancipation et le bien-être des adolescents.

Leboutte, A., Duroisin, N., Beauset, R., Bertieaux, D., & Wauthia, E. (2026). **Perceptions et attitudes des futurs enseignants envers la conception universelle de l'apprentissage (CUA) en Fédération**

Wallonie-Bruxelles : une étude exploratoire. *Formation et profession*, *34*(1), 6. https://doi.org/10.18162/fp.2026.1006

Legette, K. B., & King, E. (2026). **Preschool teachers' emotions relate to racialized perceptions of Black and White children's behaviors**. *Social Psychology of Education*, *29*(1), 130. https://doi.org/10.1007/s11218-026-10301-2

Through a mixed-methods approach, the current study examined preschool teachers' feelings about and perceptions of children's non-compliant behaviors, their assessments of children's behaviors by child race, and their acknowledgement of racial inequity in classrooms. Teachers reported emotional responses to child behavior (via vignettes and interviews) and reported their perceptions of the behavior as severe, representative of a behavioral pattern, and inappropriate. Results indicate that teachers described being frustrated, angry, and overwhelmed in response to children's non-compliance. Additionally, findings indicate that racialized perceptions related to teachers' emotions; when teachers reported feeling frustrated or concerned, the association between frustration, concern and perceived severity of the behavior was stronger for Black compared to White children. We found a discrepancy between teachers' emotional responses to children's behaviors (quantitative data) and what they described in interviews, such that teachers were unlikely to acknowledge racial inequity or describe differential perceptions of children's behavior by child race. Results indicate a need for greater attention to teachers' racial biases in behavior management.

Lenoir, M. (2026). **De la difficulté scolaire aux besoins éducatifs particuliers : la question des pratiques, des organisations et du pilotage éducatif**. *Administration & Éducation*, *191*(3), 111-121. https://doi.org/10.3917/admed.191.0111

Cet article retrace le passage d'une école centrée sur la difficulté scolaire à une école sommée de répondre aux besoins éducatifs particuliers, dans le sillage des grandes lois de 2005, 2013 et 2019. Il montre comment, faute de repenser en profondeur pratiques et organisations, le système a privilégié la compensation individuelle (AESH, dispositifs spécialisés) au détriment de l'accessibilité pédagogique utile à tous. Il interroge la forme scolaire, ses normes implicites et leurs effets sur les élèves et les familles les plus éloignés des codes de l'école, explore le rôle des collectifs professionnels et des coopérations intermétiers pour construire des réponses réellement inclusives. Enfin, il invite à un véritable changement de paradigme : passer d'initiatives juxtaposées à une approche systémique, pilotée, où école, secteur médico-social, collectivités, travaillent ensemble au service d'une école pour tous.

Li, X., Zeng, Y., Bai, H., Kan, Y., Zhu, J., & Hu, W. (2026). **The effects of embedded questions on learning performance and creative thinking in multimedia learning**. *Education and Information Technologies*, *31*(17), 9749-9778. https://doi.org/10.1007/s10639-026-14162-2

With the rapid advancement of digital technology, multimedia learning has become increasingly prevalent. While it offers learners flexible and diverse learning experiences, it also presents challenges such as increased distractibility. Problem-based learning, which guides learning through the embedding of authentic problems, serves as an instructional strategy to address these challenges. Therefore, to optimize the multimedia learning process, the present study conducted two studies to investigate the effects of embedded questions on learning performance and creative thinking, as well as the underlying cognitive and neural mechanisms of creative idea generation. Study 1 explored whether embedded questions influence learners' learning performance and creative thinking during multimedia learning. Study 2 further implemented progressive questions and employed functional near-infrared spectroscopy (fNIRS),

which offers high ecological validity, to explore the neural mechanisms underlying creative thinking. Results indicated that combining embedded questions with graphics and text materials effectively enhanced knowledge retention, transfer, and creative thinking. Progressive questions were particularly effective in promoting knowledge transfer and originality of ideas. Furthermore, fNIRS data revealed that embedded questions (particularly progressive questions) significantly activated the bilateral dorsolateral prefrontal cortex (DLPFC) and right temporal regions (superior and middle temporal gyri), with progressive questions eliciting greater activation in the left DLPFC. These findings offer important implications for improving learners' performance and fostering creative thinking in multimedia learning environments.

Lin, X., Cui, H., & Li, Y. (2026). **Mathematics Vocabulary Interventions and Mathematics Learning: A Meta-Analysis of Effects, Added Value, and Exploratory Mediation Pathways**. *Educational Psychology Review*, *38*(1), 136. https://doi.org/10.1007/s10648-026-10234-4
Mathematics vocabulary (MV) is an important component of mathematics learning, and interventions targeting MV show promising effects. However, because MV instruction is often embedded within broader mathematics interventions, existing evidence does not establish what MV instruction adds beyond mathematics instruction alone or how MV relates to broader mathematics performance (MP). This meta-analysis of 21 studies revealed that MV-related interventions produced positive average effects on both MV (g = 0.79) and MP (g = 0.72). Exploratory moderator analyses indicated larger MV effects in studies involving students with mathematics difficulties and older students, and larger MP effects in studies involving students with mathematics difficulties and higher-order mathematics content. More specifically, in embedded MV interventions, adding systematic MV instruction yielded a positive, statistically significant but sensitivity-dependent effect on MV (g = 0.46, p = .046). Effects on MP were consistently positive (g = 0.32) but statistically nonsignificant. Exploratory mediation analyses suggested a positive indirect intervention–MP association through MV, although statistical support was limited in the full evidence base and context-restricted findings remained exploratory. Together, these findings support MV as a modifiable instructional target, while evidence for broader mathematics gains from adding systematic MV instruction remains limited.

Luo, Z., Lin, D., & Liu, T. (2026). **Zero-shot prompting with GenAI for EFL cloze text generation: a mixed-methods evaluation for language assessment in China**. *Education and Information Technologies*, *31*(17), 9725-9747. https://doi.org/10.1007/s10639-026-14163-1
For many English teachers in non-English-speaking countries, locating appropriate texts for developing language tests is a key challenge. Generative artificial intelligence (GenAI) may help address this practical bottleneck, yet little attention has been paid to how AI-generated texts compare with human-written texts when evaluated against teacher-informed and context-specific quality criteria. This study, therefore, examines the use of GPT-4o with zero-shot prompting to generate cloze source texts for China's Zhongkao, a high-stakes junior high school achievement test. An exploratory sequential mixed-methods design, involving 117 junior high English teachers, was employed across four phases: prompt design, text generation, framework development and human-AI text comparison. Qualitative and quantitative data were collected through questionnaires, text analysis, and stimulated recall interviews, and analyzed using inductive thematic coding, descriptive statistics, linear mixed-effects modelling, two one-sided tests (TOST), and McNemar-Bowker test. Results showed equivalence with human-written texts in narrativity and structure, while the evidence for educational value and relevance remained inconclusive. GenAI-generated texts received slightly lower ratings for difficulty appropriateness,

which emerged as the main area of concern. Teachers were generally willing to use the GenAI-generated texts, although their qualitative responses reflected cautious optimism and a continued need for professional review. The study provides preliminary support for standards-aligned zero-shot GenAI for assessment-oriented text generation in this context, but GenAI should be used within a human-in-the-loop process rather than as an autonomous test development tool. Future research should incorporate student-level evidence and larger text samples to further validate GenAI-generated assessment materials.

Macedonia, M., Hu, L., & Mathias, B. (2026). **Why Some Gestures Work Better than Others: Toward a Model of Gesture-Supported Vocabulary Learning**. *Educational Psychology Review*, *38*(1), 129. https://doi.org/10.1007/s10648-026-10222-8

Gesture has emerged as a powerful multimodal tool in vocabulary acquisition, with converging behavioral and neuroscientific evidence for its facilitative role in second language (L2) vocabulary learning. Yet in both instructional practice and experimental research, gestures are often treated as relatively homogeneous, despite systematic variation in their characteristics and implementation that may contribute to heterogeneous learning outcomes. In this article, we examine theoretically relevant sources of this variation and argue that gesture characteristics should be considered explicitly in L2 vocabulary instruction and research. Drawing on theoretical and empirical research on gesture-supported vocabulary learning, we identify seven dimensions hypothesized to be relevant to the mnemonic contribution of instructional gestures: iconicity, sensorimotor imagery potential, motional salience, emotional salience fit, gesture complexity fit, cultural familiarity, and enactment potential. These dimensions capture properties of instructional gestures and their relationships with the target lexical item and learning context. They are not assumed to be statistically independent or to contribute equally or additively to learning. We integrate these dimensions in the Gesture Memory Support Model (GMSM), a preliminary theoretical and operational framework for systematically characterizing instructional gestures. Rather than combining dimension ratings into an overall measure of gesture effectiveness, the GMSM retains them as a multidimensional profile. Grounded primarily in L2 research, the framework supports stimulus characterization, experimental design, and hypothesis generation without assuming that its potential applicability is restricted to L2 vocabulary learning. The framework distinguishes gesture characteristics from learner-level cognitive mechanisms and implementation conditions, such as gesture–speech temporal alignment and whether gestures are observed or actively produced. At its present stage of development, the GMSM should be regarded as a framework for characterization and hypothesis generation rather than as an empirically validated diagnostic or predictive instrument. Future research will be required to establish the reliability and empirical distinctiveness of its dimensions and determine their individual and interactive relationships with vocabulary-learning outcomes.

Marjerison, R. K., Jeun, H. K., Schwirzke, K., & Kim, J. M. (2026). **A socio-technical systems perspective on teachers' AI adoption: the moderating roles of familiarity and cultural orientation**. *Education and Information Technologies*, *31*(17), 9607-9637. https://doi.org/10.1007/s10639-026-14159-x

The rapid integration of artificial intelligence (AI) into education has made teachers' adoption of AI increasingly important. Although technology acceptance research is extensive, less is known about how socio-technical factors shape teachers' willingness to adopt AI and whether these relationships vary across national contexts. Drawing on Socio-Technical Systems (STS) theory, this study conceptualizes AI adoption intention as a function of two subsystems—social

(communication climate, collaboration, and leadership support) and technical (infrastructure adequacy and task–technology fit)—and examines how these relationships differ between two national samples and across levels of AI familiarity. Survey data from teachers in the United States (n = 290) and China (n = 235) were analyzed using multi-group confirmatory factor analysis and country-specific moderation regressions. In the U.S. sample, the technical subsystem was positively associated with AI adoption intention, whereas the social subsystem showed a significant negative association. In the Chinese sample, neither subsystem showed a significant direct association. Familiarity with AI moderated these relationships differently across samples: in the U.S., higher familiarity attenuated the negative association between the social subsystem and AI adoption intention and weakened the positive association between the technical subsystem and AI adoption intention; in China, the social subsystem became positively associated with adoption intention at higher levels of familiarity, whereas the technical-subsystem interaction was not statistically significant. Because individualism–collectivism was inferred from country membership rather than measured at the individual level, these patterns are interpreted as preliminary, context-sensitive cross-sample patterns rather than confirmed cultural mechanisms. The findings offer exploratory evidence that socio-technical relationships in teachers' AI adoption may vary across national samples and levels of AI familiarity. Practical implications highlight the need for context-sensitive socio-technical strategies to support AI integration in education within settings similar to the U.S. and Chinese samples studied here.

Mathieu, M.-H., & Charette, J. (2026). **Collaborations entre les milieux scolaire et universitaire : quelques facteurs clés pour des retombées durables et significatives**. *Formation et profession*, *34*(1), 4. https://doi.org/10.18162/fp.2026.a371

McClellan, A., Burdick, L., & Dornfeld Tissenbaum, C. L. (2026). **"Relationships Are the Key": How First-Year Teachers Apply the Trauma-Informed Lessons of Their Teacher Training**. *Journal of Teacher Education*, *77*(5), 400-414. https://doi.org/10.1177/00224871261468321
Equity-centered, trauma-informed education (ECTIE) provides educators with a framework for supporting all students, especially those impacted by trauma. This study examines how first-year teachers implement ECTIE practices after being introduced to ECTIE during preservice teacher training. Employing interpretive description through the lens of sociocultural theory, researchers interviewed eight first-year teachers and conducted three classroom observations. Through thematic analysis, we found participants engaged in multiple ECTIE practices, including connecting with students and building safety. Participants engaged in praxis by integrating ECTIE theory in everyday teaching practices that interconnected and supported one another, which we used to develop an ECTIE teaching model to visualize these connections. However, philosophical mismatches created barriers to implementing ECTIE. The ECTIE teaching model, along with stories from first-year teachers, demonstrates the complexity in building ECTIE praxis and provides a conceptual tool for embedding ECTIE in teacher education.

Mercier, C. (2026). **Former les enseignants spécialisés au numérique : effets à court terme d'une activité d'appropriation instrumentale**. *Médiations et médiatisations*, (24), 93-111. https://doi.org/10.52358/mm.vi24.537
This article examines the short-term effects of a six-hour continuing professional development programme for special education teachers on their perceptions of digital technologies. The programme, organized into two three-hour sessions, combines non-digital and digital learning activities. Participants first explored unfamiliar physical tools and formulated hypotheses about

their possible uses based on their properties. They then discovered an unfamiliar video-editing application through a trial-and-error activity involving the creation of a « diverted advertisement », requiring them to use the digital tool beyond its intended purpose. The study is based on a pre-test/post-test design using a self-report questionnaire with a five-point Likert scale, completed by 25 participants and analyzed using paired t-tests. The results reveal significant changes in participants' perceptions regarding understanding and use of digital technologies, confidence, learning from errors, perceived ease of use, perceived safety and benefits, and digital pedagogical expertise. No significant effects were found for ease of use in front of students and colleagues, stress management, enjoyment and openness to innovation, or perceived time savings. The discussion draws on instrumental genesis to interpret the observed changes as being compatible with a process of instrumental appropriation, while highlighting the limitations of a short-term evaluation.

Meyer, A., Bleckmann, T., & Friege, G. (2026). **Automatic feedback on physics tasks using open-source generative artificial intelligence**. *International Journal of Science Education*, *48*(15), 2396-2421. https://doi.org/10.1080/09500693.2025.2499220
This study explores the feasibility of using open-source large language models (LLMs) to generate automatic feedback on physics problem-solving tasks in educational settings. A quantised version of the open-source LLM OpenChat 3.6 was employed to generate German-language feedback for high school students on standard school hardware. The study procedure involved five stages: data preparation, model selection, prompt design, response evaluation, and quality analysis of feedback. OpenChat 3.6 achieved an accuracy of 0.84 in classifying student answers. In comparison, GPT4-o achieved an accuracy of 0.85. The open-source LLM provided accurate and suitable feedback in 69% of cases, with substantial interrater agreement ($\kappa = 0.89$) on feedback quality. However, performance varied across task types, highlighting areas for improvement in prompt specificity, especially in handling physics terminology. These findings suggest that, with optimisation, open-source LLMs can offer a locally controlled and effective solution for formative assessment in physics education, enabling real-time, targeted feedback to support student learning.

Muñoz-Villamizar, A., & Roncancio, R. (2026). **Governing Internal Innovation in Higher Education: Evidence From a 5-Year President-Led Challenge Program**. *Higher Education Quarterly*, *80*(4), e70162. https://doi.org/10.1111/hequ.70162
Universities are under increasing pressure to convert strategic priorities into participatory and sustained internal change. This study examines a 5-year president-led challenge program at a private Latin American university as a governance mechanism for internal innovation. Drawing on annual program documentation, a consolidated participant database covering 3772 applicant records and 2738 unique individuals, implementation-tracking records, and documented lessons learned, the analysis examines how challenge themes, participant profiles, winner profiles, and implementation trajectories evolved from 2021 to 2025. Findings show a shift from pandemic continuity and student transition issues toward inclusion, sustainability, mobility, wellbeing and artificial intelligence governance. Applicant and winner profiles differed significantly in every year, suggesting recognition was associated with changing forms of expertise and institutional proximity rather than simple participation volume. The program was strongest at agenda setting, mobilization, ideation support, and recognition, whereas movement from recognized proposals to institutional deployment remained selective. The paper contributes to higher education governance by showing how president-led but multilevel challenge routines

can organize participation, internal innovation, and organizational learning over time without assuming that every recognized idea becomes institutionalized.

Naccache, H., & Talkhan, E. (2026). **Design and validation of an integrated digital storytelling–problem-based learning system in primary mathematics: effects on conceptual understanding of decimal fractions**. *Education and Information Technologies*, *31*(17), 9219-9242. https://doi.org/10.1007/s10639-026-14150-6

This study investigates the design and empirical validation of an integrated digital storytelling–problem-based learning (PBL) environment for supporting primary students' conceptual understanding of decimal fractions. Decimal learning remains conceptually demanding due to students' reliance on whole-number reasoning and difficulty coordinating symbolic and magnitude-based representations. Grounded in multimedia learning theory and inquiry-based pedagogy, the intervention operationalized digital storytelling as a structured multimodal construction process embedded within collaborative problem solving, positioning technology as a representational and cognitive regulation system rather than a presentation medium. A two-phase quasi-experimental nonequivalent control group design was implemented to evaluate both effectiveness and stability of the instructional model. Phase 1 included 66 Grade 5 students in one school, followed by a replication phase with 121 students across two additional schools to examine cross-context robustness. In both phases, posttest outcomes were analyzed using ANCOVA controlling for pretest performance. Assumptions of homogeneity of variances and regression slopes were satisfied. Results revealed a statistically significant effect of instructional condition in Phase 1, $F(1, 62) = 5.38$, $p = .024$, partial $\eta^2 = .080$, replicated in Phase 2, $F(1, 117) = 6.19$, $p = .014$, partial $\eta^2 = .050$. Students exposed to the integrated digital storytelling–PBL system demonstrated higher adjusted posttest scores than peers receiving traditional instruction. Pretest achievement remained a strong predictor of outcomes across phases. Findings indicate that when digital storytelling is systematically embedded within structured inquiry and aligned with multimedia learning principles, technology can operate as a coordinated instructional system supporting multimodal representational integration. Replication across independent samples strengthens confidence in the short-term stability of the model within authentic classroom environments. However, the quasi-experimental design, the use of intact classrooms, and the context-specific sample require cautious interpretation of causal claims and limit broad generalization.

Narain, L. (2026). **The Relationship Between Differentiated Instruction and Students' Achievement Scores in Mathematics at the Grade 10 Level in Region 5, Guyana**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 476-492. https://doi.org/10.59324/ejceel.2026.4(5).21

The relationship between differentiated instruction and students' mathematics performance at the Grade 10 level at two mainstream schools in Region 5 Mahaica-Berbice was examined. This study was embarked upon as a result of the poor performance of students in Guyana in mathematics at the Caribbean Secondary Education Certificate (CSEC) standardized examination. The research approach was quantitative in nature, with a Quasi-experimental pretest-post-test control group design. Three hypotheses were addressed with emphasis on whether there is a statistically significant difference between mean students' performance in Mathematics before and after when taught using differentiated instruction, if there is a statistically significant difference between mean students' mathematics performance when taught using differentiated instruction versus traditional lecture method and ultimately if there is a statistically

significant relationship between differentiated instruction and the post-treatment mathematics achievement scores when controlling for pre-treatment achievement scores in mathematics. The target population was Grade 10 students in Region 5 Mahaica-Berbice, with a sample of Grade 10 students from two mainstream schools. A control and an experimental group at each school were randomly selected. Pretests were administered to all groups at both schools. The experiment lasted for five weeks with the control groups being taught using the traditional lecture methodology and the experimental groups were taught using the differentiated instructional methodology. After five weeks of instruction the groups were post-tested. A summary of the findings showed a significant correlation between differentiated instruction and students' mathematics performance. The finding will serve to inform mathematics teachers pedagogical practices and guide policy amendments.

Ndiaye, A. (2026). **Relation École-Famille : Le coenseignement parent-enseignant comme levier d'innovation pour le bien-être et l'agir professionnel**. *Phronesis*, *15*(HS2), 192-208. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-192
Dans un contexte de fragilité persistante des relations École-Famille, cette étude de cas exploratoire examine le coenseignement parent-enseignant comme dispositif de collaboration éducative. Conduite dans une école franco-ontarienne, elle mobilise la méthodologie CRITICA comme cadre d'analyse réflexive d'un projet pilote réunissant huit parents, une enseignante et quatre-vingts élèves. Les résultats mettent en évidence des mécanismes de mise en dialogue des savoirs, de redéfinition des rôles éducatifs et d'ajustement des pratiques en situation. Ces résultats, interprétés comme preuve de concept, invitent à tester les conditions de transférabilité et les effets du dispositif dans d'autres contextes éducatifs.

OCDE. (2026a). **Résultats de l'Enquête sur les connaissances pédagogiques des enseignants**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4271* (p. 152) [Report]. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/fr/publications/reports/2026/04/results-from-the-teacher-knowledge-survey_eebdcc11/337e0cf7-fr.pdf
L'Enquête de l'OCDE sur les connaissances des enseignants constitue la première étude de grande ampleur sur les connaissances pédagogiques générales des enseignants, fondée sur des données comparables à l'échelle internationale issues d'échantillons représentatifs. En 2024, plus de 20 000 enseignants du premier cycle du secondaire, répartis dans huit pays, ont participé à ce nouveau module facultatif de l'Enquête internationale sur l'enseignement et l'apprentissage (TALIS). À travers cette enquête, les enseignants ont évalué leurs connaissances pédagogiques générales et partagé leur expérience de la classe, leurs pratiques ainsi que leur perception du métier. Les résultats offrent aux responsables publics et aux chercheurs des éclairages précieux sur l'importance des connaissances pédagogiques, leur degré de maîtrise et les moyens de les renforcer.

OCDE. (2026b). ***Résultats de l'Enquête sur les connaissances pédagogiques des enseignants: L'importance de la pédagogie générale***. https://doi.org/10.1787/337e0cf7-fr

Pariser, S., Tricot, A., & Viriot-Goeldel, C. (2026). **Expérimenter en contexte scolaire ordinaire : proposition d'une démarche associant ingénierie coopérative et deux groupes contrôle**. *Éducation et didactique*, *20*(2), 71-86. https://doi.org/10.4000/16wxd

La recherche en éducation s'est fortement tournée vers la production de données « probantes » depuis le début du xxie siècle, notamment avec l'expansion de l'usage des essais randomisés contrôlés. Cependant, leur mise en œuvre est très coûteuse, leurs résultats difficilement généralisables et, souvent, ils ne résistent pas au passage à grande échelle. Pour dépasser ces limites, des chercheurs ont développé des expérimentations en contexte scolaire ordinaire, dans lesquelles ce sont les enseignants habituels qui co-conçoivent et mettent en œuvre le protocole testé. Cette manière de procéder a fait apparaître de nouvelles problématiques méthodologiques spécifiques, telles que la manière de constituer le groupe contrôle : doit-il être composé d'enseignants volontaires ou non ? Pour pallier ces difficultés, nous proposons une solution méthodologique à deux groupes contrôle et présentons un exemple de mise en œuvre de cette méthode.

Pelletier, M.-A. (2026). **À la maternelle, construire une relation positive avec les familles : quelles compétences socio-émotionnelles mobiliser ?** *Phronesis*, *15*(HS2), 180-191. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-180
À la maternelle, les personnes enseignantes jouent un rôle essentiel auprès des enfants et entretiennent une collaboration étroite avec les familles. Toutefois, cette relation comporte des défis, notamment sur le plan émotionnel. Or, les occasions de formation sur les compétences socio-émotionnelles (CSÉ) demeurent limitées. Cet article s'intéresse aux CSÉ mobilisées pour entretenir une relation positive avec les familles. Des entrevues de groupe menées dans le cadre d'une recherche collaborative ont révélé l'importance de considérer les valeurs de chacun, d'intervenir progressivement et d'adopter une posture d'ouverture et d'écoute.

Penn, M., & Ramnarain, U. (2026). **Creating adaptive learning pathways for inquiry-based learning in school science using generative AI large language models**. *International Journal of Science Education*, *48*(15), 2468-2492. https://doi.org/10.1080/09500693.2025.2574519
This article explores the potential of generative artificial intelligence (GAI) tools to create adaptive learning pathways for inquiry-based learning (IBL) science instruction. The research compares tailored pathways from ChatGPT 4.0 and Llama 3.1 for differentiated inquiry instruction in science subjects. A qualitative approach was employed using a case study design to provide thick descriptions of Pathways from ChatGPT 4.0 and Llama3.1in supporting teachers to cater to personalised IBL instruction. Five science teachers were purposefully selected to generate and implement adaptive learning pathways for IBL instruction. Content analysis of GAI-generated pathways and teacher semi-structured interviews revealed insights into the performance of the GAI models and the usefulness of the pathways in teaching inquiry lessons. The findings revealed that LLM-based GAI engines could be used to address the individual learning needs of students in IBL science classrooms. Adaptive learning pathways showed great potential in differentiating instruction. ChatGPT 4.0 was seen to be more robust when compared with Llama 3.1. Challenges observed included difficulty keeping track of differentiated assessments, time management, ethical concerns and AI biases. These findings have implications for exploiting GAI tools when crafting IBL instruction. Some recommendations for teacher practice and research in developing adaptive learning pathways are also discussed.

Perifanou, M., & Economides, A. A. (2026). **Collaborating in the age of GenAI: a mixed-methods study of model preferences**. *Education and Information Technologies*, *31*(17), 9929-9970. https://doi.org/10.1007/s10639-026-14167-x

As generative AI (GenAI) tools flood university classrooms, educators lack evidence about how collaboration should be organized when teams co-create while using multiple AI systems. There is limited research comparatively examining alternative orchestration configurations through which university teams use multiple GenAI tools during extended project work. This exploratory mixed-methods study investigated 97 students' preferences and experiences with five collaboration models in AI-supported collaborative project-based learning (CPjBL). Data from closed- and open-ended questionnaire responses and in-class mini-focus-group discussions were analyzed using nonparametric tests and inductive content analysis. A Friedman test showed differences across models with small shared consensus, indicating substantial heterogeneity in what "works" for students. Adjusted pairwise comparisons showed that Model 1 (teammates working together throughout the entire project work) received higher perceived-quality ratings than Models 2 and 3, although the very small omnibus effect indicated substantial heterogeneity and no universally preferred model. Descriptive statistics showed a complementary profile: students preferred Model 1 on perceived productivity, comfort, dedication, quality, flexibility, close collaboration, and personal fit; Model 5 on speed, equal contribution, and role clarity. Qualitative analyses identified integration and coherence as the central problem when merging AI-supported, individually produced works. Coping strategies included final joint review and integration as well as setting early standards and guidelines. Findings move the field beyond "one best model", offering actionable design principles for AI-supported CPjBL.

Ramillon, C. (2026). **Dépasser la logique transmissive de la vidéo pédagogique : analyse critique de l'évolution des capacités TPaCK des formateurs d'enseignants**. *Médiations et médiatisations*, (24), 112-127. https://doi.org/10.52358/mm.vi24.540
In the context of accelerated digital transformation of higher education (Peraya et Peltier, 2020), educational videos have become the norm, often reproducing transmissive practices that keep learners in a passive role (Fyfield et al., 2022). This contribution examines the conditions that enable teacher trainers to move beyond this technology-centred approach towards a thoughtful integration of technology and pedagogy within specific disciplines. Based on doctoral research (Ramillon, 2024) carried out in French-speaking Switzerland with seven trainers (HEP Valais, HEP Fribourg, University of Geneva), the study articulates the TPaCK model (Koehler et Mishra, 2008) and the principles of multimedia learning (Mayer et Fiorella, 2022). The methodology triangulates pre/post questionnaires, analysis of multimedia video design evolution, and semi-structured interviews. The results reveal significant progress in the TPK and TPCK dimensions, accompanied by a notable improvement in multimedia design. Beyond these developments, the study highlights critical and ethical issues: the gap between institutional requirements and the actual design conditions, as well as the need for time to develop effective educational scenarios. The article discusses how training in educational design can restore trainer agency in the face of techno-enthusiastic discourse and favour reasoned rather than hasty integration.

Ruitenburg, S. K., Goos, M., Lambert, G., Kirschner, P. A., Jarodzka, H., & Camp, G. (2026). **A Meta-Analysis of the Effectiveness and Boundary Conditions of Retrieval Practice, Distributed Practice, and Interleaved Practice in Authentic School Classrooms**. *Educational Psychology Review*, *38*(1), 137. https://doi.org/10.1007/s10648-026-10225-5
While retrieval practice, distributed practice, and interleaved practice are considered three promising strategies for how, when, and in what sequence to practice after initial instruction or self-study, little is known about the average effects of these strategies in authentic classrooms in primary and secondary education and their moderators. Therefore, in the present study, we

investigated the effectiveness and boundary conditions of retrieval, distributed, and interleaved practice in such classrooms. We did this using a three-level meta-analysis comprising 233 effect sizes from 53 studies (published 2006–2024) including 7,303 participants. We found (a) an average testing effect of g = 0.37, moderated by type of knowledge, posttest format, format matching between practice and test phase, and type of learning outcome, (b) an average spacing effect of g = 0.20, moderated by type of comparison condition, retention interval, the ISI/RI ratio (i.e., the interstudy interval expressed as proportion of the retention interval), and posttest format, and (c) an average interleaving effect of g = 0.40, moderated by provision and timing of feedback. Average effects suggest that the effectiveness of the three strategies extends to authentic school classrooms. Observed moderator patterns suggest that the testing, spacing, and interleaving effects only occur reliably if their underlying cognitive processes are elicited during practice. This, in turn, implies that we need to shift from a one-size-fits-all instructional approach to a context-dependent instructional approach.

Santi, R., & Chaliès, S. (2026). **Construire une éthique pratique en formation d'entraîneurs de jeunes : propositions conceptuelles et illustration à partir d'une étude de cas menée en école de rugby**. *Phronesis*, *15*(5), 73-91. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-73

À partir d'une extension conceptuelle du programme de recherche en anthropologie culturaliste, nourrie par Stanley Cavell et John Dewey, cet article interroge les conditions de construction d'une éthique professionnelle chez les entraîneurs de jeunes. L'étude s'appuie sur les données recueillies dans le cadre d'un dispositif transformatif de formation, mené auprès de deux entraîneurs intervenant bénévolement en école de rugby. L'analyse des données issues des entretiens d'autoconfrontation et leur traitement sous la forme de raisonnements pratiques montrent que l'enseignement de règles de métier peut soutenir l'instauration d'une éthique de l'entraînement, aussi bien qu'une subjectivation éthique des entraîneurs.

Sarralié, C. (2026). **Cheminements et rencontres. Un parcours de recherche à la croisée des approches**. *Cliopsy*, *36*(2), 67-79. https://doi.org/10.3917/cliop.036.0067

Christian Sarralié reprend ici le cheminement qui l'a conduit de son constat de l'étrangeté des errements cognitifs des adolescents traumatisés crâniens auxquels il enseignait les mathématiques vers une démarche de chercheur visant à comprendre et à remédier aux erreurs des élèves. Il invente ainsi ce qu'il nomme la « Zone Proximale de Refonctionnement », espace de médiation qui prend en compte le traumatisme crânien comme un véritable événement psychique affectant l'identité du sujet. Il souligne en même temps que ce dispositif place l'enseignant dans une position exigeante, à la fois pédagogique et affective, exposée au risque d'une attente « omnipotente » de guérison.

Soncourt-Le Ny, H., & Magneron, N. (2026). **Caractérisation des logiques d'action dans un partenariat chercheur/formateur : Le cas d'une formation professionnalisante pour des enseignants du premier degré en France**. *Formation et profession*, *34*(1), 7. https://doi.org/10.18162/fp.2026.1041

St-Onge, S., Falardeau, E., Lord, M.-A., Giannetti, J., & Serra, X. (2026). **Étude du développement des capacités d'autorégulation après un enseignement explicite de stratégies d'écriture en 5e année primaire**. *Formation et profession*, *34*(1), 4. https://doi.org/10.18162/fp.2026.1013

Tran-Duong, Q. H. (2026). **Leveraging AI-supported self-regulated learning prompts to foster primary school students' causal explanations in science**. *Education and Information Technologies*, *31*(17), 9147-9175. https://doi.org/10.1007/s10639-026-14120-y
Generative artificial intelligence is increasingly present in schools, yet classroom evidence remains limited on how it can be constrained to support learning processes rather than provide answers, especially in primary science. This study examined whether an AI-supported self-regulated learning assistant configured as a metacognitive coach could enhance primary school students' causal explanations and metacognitive self-regulation. A pre-test post-test quasi-experimental design was employed with four Grade 4 classes at a primary school. Students in the intervention group (AI-SRL group) engaged with self-regulated learning prompts delivered through a custom-configured AI chatbot during the explanation phase of four lessons in a science unit, while the control group completed the same tasks without access to the AI chatbot. Results indicated higher post-test causal explanation scores for the AI-SRL group than for the control group. The AI-SRL group also demonstrated higher post-test metacognitive self-regulation and a greater likelihood of producing at least one high-level explanation. Gains in metacognitive self-regulation were positively associated with gains in explanation quality but did not uniquely predict these gains after controlling for prior performance and condition. The findings suggest that carefully constrained AI-delivered self-regulated learning prompts can strengthen primary students' explanatory reasoning and metacognitive self-regulation in authentic classroom science lessons.

UzkuL, S., Çetinkaya, E., & Şallı İdare, F. (2026). **Small stories, big impacts on children; a quasi-experimental mixed methods study on gender roles**. *Social Psychology of Education*, *29*(1), 117. https://doi.org/10.1007/s11218-026-10290-2
Early childhood is a critical period for the formation of gender perceptions, making children's exposure to symbolic and narrative content highly influential. In this context an interactive reading activity titled "Gender-Inclusive Reading Circle" consisting of 25 children's picturebooks presenting gender-inclusive content was developed and implemented over five-week period. The aim of this study is to examine the effect of this reading activity on five-year-old children's perceptions of gender stereotypes. Conducted as a counter-stereotypic intervention, this study employed a complementary mixed-methods approach and followed a partially mixed concurrent equal status design using a single-group pretest–posttest experimental model. The participants were 15 (five-year-old children). Data collection was inspired by the Mosaic approach and included quantitative and qualitative methods. Quantitative data were gathered through the Social Gender Stereotypes Assessment Instrument while qualitative data were obtained through semi-structured interviews and a storybook drawing activity. Findings indicated that after the intervention children developed more flexible and inclusive gender perceptions across domains including toys, occupations, household roles, colors and emotions. Visual thematic analysis also showed greater diversity in character choices, story themes and emotional expressions. However, traditional gender stereotypes persisted partially and changes varied among participants, suggesting that counter-stereotypic picturebooks can be an effective pedagogical tool for reducing gender stereotypes.

Verkindt, M., Dabestani, M.-N., & Granado, C. (2026). **Et si on écoutait tous les parents ? Une nécessité pour changer nos postures professionnelles**. *Phronesis*, *15*(HS2), 244-258. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-hs2-page-244

L'article porte sur les notions de reconnaissance et de pouvoir d'agir dans le cadre des relations entre école et familles. Ces notions sont travaillées au prisme d'une expérimentation de démarche de croisements des savoirs et des pratiques menées entre parents vivant en situation de grande pauvreté et professionnels de l'éducation nationale sur le territoire lillois. Entrecroisant empirie et cadre théorique, nous tentons de montrer comment la participation des parents concernés apporte un enrichissement à la formation des professionnels et de même aux parents vivant la précarité qui gagne alors en connaissance de fonctionnement du système scolaire et en considération d'eux-mêmes.

Wang, X., Cheng, M., Zeng, Y., Li, X., & Huang, H. (2026). **Fostering pair programming learning through grouping strategies: integrating ability levels and peer relationships**. *Education and Information Technologies*, *31*(17), 9639-9670. https://doi.org/10.1007/s10639-026-14156-0
Pair programming is one of the important strategies for conducting programming education, which is believed to enhance students' coding quality, achievements, and computational thinking. However, the specific implementation of pair programming learning encounters several issues, such as untimely role exchanges among paired students and passive participation in communication. This study proposes and examines pair programming activities that combine ability levels with peer relationships and a time-based role exchange method. The impact of pair programming activities on students' computational thinking and learning experience is examined. Finally, lag sequential analysis is used to analyze the student pair programming behaviors (and behavior patterns) exhibited in programming projects at different performance levels. The proposed pair programming activities show a significant positive impact on students' computational thinking, especially in the four dimensions of algorithmic thinking, problem solving, creativity, and critical thinking. Moreover, the proposed pair programming activities also exhibit a significant positive impact on students' learning experience, especially with regard to their motivation to learn. In the proposed pair programming activities, high-level programming projects are characterized by the initiation of peer requests or feedback, response of various forms of help, and positive communication within the group. Conversely, medium-level programming projects are characterized by peer requests as the initiation to solving specific problems, with one leading person in the group. By contrast, low-level programming projects are characterized by peer help seeking as the initiation, in a question-and-answer format.

Wang, Y., Wang, M., Guo, Z., Liang, Y., & Han, J. (2026). **Designing a CTML-based animated learning video for botany: a comparison with text-based materials in learning outcomes and learning experience**. *Education and Information Technologies*, *31*(17), 9319-9352. https://doi.org/10.1007/s10639-026-14143-5
Botany learning is often marked by low interest and difficulty sustaining attention, and material presentation may affect learners' cognitive processing and learning experience. Grounded in the Cognitive Theory of Multimedia Learning (CTML), this study designed an animated learning video for botany and adopted a quasi-experimental mixed-methods approach to compare it with text-based materials with static images. Eighty first-year undergraduate forestry majors were assigned to an experimental group and a control group; the former used the CTML-based animated learning video and the latter used text-based materials with static images. After the experiment, 20 students from each group were invited to participate in semi-structured interviews. Data were collected through pre- and post-tests, a cognitive load questionnaire, a learning interest scale, the Silent In-Class Behaviors subscale, and post-experiment interviews. The results showed that the experimental group obtained significantly higher post-test scores than the

control group, mainly in knowledge retention and comprehension. The experimental group also reported lower extraneous cognitive load and higher germane cognitive load, learning interest, sustained attention, and behavioral involvement. Qualitative findings suggested that students in the experimental group perceived clearer support for learning sequence and visual cueing, whereas those in the control group more often reported having to integrate textual and visual information independently. These findings indicate that CTML-based animated learning videos may support information organization and text–image integration in short-term botany learning and inform the design of multimedia materials for complex scientific content.

Wenzel, B., Decristan, J., & Tetzlaff, L. (2026). **Adaptive constructive support in teacher-student interactions: differences in support duration depending on individual student characteristics**. *Social Psychology of Education*, *29*(1), 109. https://doi.org/10.1007/s11218-026-10278-y
This paper examines teachers' constructive support in dyadic teacher-student interactions and explores interindividual differences in teacher support depending on student characteristics. We developed an observational tool that assesses the duration and valence of teachers' constructive support according to two facets: socioemotional and instructional support. Observational and survey data from 192 third- and fourth-grade students from 14 classes in 5 award-winning elementary schools in Germany were analyzed. The results show that 74% of the students were involved in teacher-student interactions during the observed 30-minute period of teacher-assisted learning time, with interactions lasting 30 s on average. Moreover, Bayesian multilevel analyses revealed that students with special educational needs received less constructive teacher support than their peers. Bayesian mediation analyses indicated that this association was partly explained by students with special educational needs requesting support less often. The findings on interindividual differences in dyadic teacher-student interactions provide insights into how teachers' constructive support is differentially distributed across students in dyadic interactions.

Yusupova, E. M., Ogundele, K. S., & Durodola, F. A. (2026). **Teacher expectations and mathematics growth in primary school: a multilevel moderation analysis**. *Social Psychology of Education*, *29*(1), 127. https://doi.org/10.1007/s11218-026-10302-1
This study examines the association between teacher expectations and mathematics growth among first-grade students in Russia. The sample included 1,155 students and 48 teachers from public schools in two Siberian regions. Students' mathematics performance was assessed using START, with vertical test alignment used to measure individual growth. Multilevel regression models estimated on 20 multiply imputed datasets were used to examine whether initial mathematics performance moderates the association between teacher expectations and growth. The results indicate that teacher expectations are significantly and positively associated with students' mathematics growth after controlling for initial mathematics and reading performance, parental perceptions, gender, cultural capital, maternal education, teacher experience, and class size. However, the association did not vary significantly as a function of students' initial performance level, providing no support for the susceptibility hypothesis and instead being more consistent with a universal effect. A simulation-based power analysis confirmed the design had adequate power to detect a moderate interaction had one existed. Given the correlational design, these finding are discussed as associations rather than causal effects, with implications for future innervation research on fostering teacher expectations in early primary education.

Zhai, X., Bewersdorff, A., Lee, G., Feldman-Maggor, Y., Latif, E., & Tai, R. (2026). **Human-in-the-loop: leveraging generative artificial intelligence to transform disciplinary learning in science**. *International Journal of Science Education*, *48*(15), 2317-2333. https://doi.org/10.1080/09500693.2026.2727692

Generative artificial intelligence (GenAI) has entered science classrooms, teacher preparation, and research, carrying promise and risk. This editorial introduces a special issue of nine studies, spanning biology, chemistry, physics, and science teacher education across four continents, that trace the arc along which GenAI reaches learners. Where data and models are built, the studies show that synthetic student texts, automated scoring, and formative feedback become trustworthy only when experts encode disciplinary theory into prompts and correct the model's reasoning. Where GenAI meets classrooms, they show that when it drafts lesson plans, differentiates instruction for under-resourced schools, and answers students' questions, quality varies so widely that human mediation is essential. Beyond the classroom, they document how teacher education courses and eight national systems build educators' capacity for responsible use. Synthesising this evidence, we read the collection through a Human-in-the-Loop framework: GenAI not as an autonomous instructional authority, but as a socially embedded, fallible partner requiring sustained human judgment. Cross-cutting analysis reveals four tensions: affective uptake outpacing cognitive gain; generic AI literacy versus discipline-specific pedagogy; trade-offs among accuracy, equity, and data sovereignty; and teacher agency that scales up, not away, as models improve. Together, their open questions set the agenda for future research.

Relation formation-emploi

Aoun, C., & Bourdin, S. (2026, octobre 21). **Pourquoi des entreprises peinent-elles à recruter alors que des personnes cherchent un emploi ? Quelles réponses apporter ?** https://doi.org/10.64628/AAK.dgh73evxu

Si les politiques nationales peuvent créer des conditions favorables à l'emploi, le rapprochement entre l'offre et la demande se fait localement. Pour y réussir, un travail de coordination des initiatives est indispensable.

Baş, K., & Duran, V. (2026). **Attitudes toward artificial intelligence as a distal predictor of psychological distress: statistical mediation through perceived future employability and psychological resilience among university students**. *Social Psychology of Education*, *29*(1), 128. https://doi.org/10.1007/s11218-026-10295-x

This study examines whether attitudes toward artificial intelligence (AI) are associated with university students' psychological distress and whether this relationship operates through perceived future employability and psychological resilience.

Castro Barrientos, C. (2026). ***What Aggregation Hides: Disaggregated Wage Returns to Tertiary Education in New Zealand, 2016-2024*** (Working paper N° 2026-04). Consulté à l'adresse Auckland University of Technology, Department of Economics website: https://EconPapers.repec.org/RePEc:aut:wpaper:2026-04

By Cristóbal Castro Barrientos; What Aggregation Hides: Disaggregated Wage Returns to Tertiary Education in New Zealand, 2016-2024

Gutovic, V. (2026). **Transformación educativa y laboral a través de las microcredenciales en Iberoamérica**. *Revista Iberoamericana de Educación = Revista Ibero-americana de Educação*, *101*(1), 9-184. Consulté à l'adresse https://rieoei.org/RIE/issue/view/313
Ce numéro spécial analyse le potentiel des micro-certifications comme leviers de transformation de l'enseignement supérieur en Amérique latine, dans un contexte marqué par les mutations technologiques, les évolutions du marché du travail et le développement de l'apprentissage tout au long de la vie. Les contributions examinent leurs fondements conceptuels et les valeurs qui orientent leur développement, puis étudient les conditions normatives, technologiques et institutionnelles nécessaires à la structuration d'écosystèmes cohérents. Des exemples issus d'Espagne, du Chili, de Colombie et d'Argentine éclairent ces enjeux, tandis que des études menées au Mexique et en Équateur analysent les pratiques d'adoption et les perceptions.

Réussite scolaire

Allen, P. J., Barr, P., Magee, K. G., van Jaarsveldt, I., & Wakefield, A. (2026). **Correcting automatically generated closed captions for online learning materials does not improve student learning outcomes (although students believe it does)**. *British Journal of Educational Technology*, *57*(6), 1423-1439. https://doi.org/10.1111/bjet.70074
Lecture capture is ubiquitous in higher education. Lecture capture recordings are typically accompanied by automatically generated closed captions that are sometimes corrected by humans. Students self-report that they benefit from captions, and particularly human-corrected captions. However, multimedia learning research suggests that simultaneous spoken and written information impairs learning. Experimental tests of the pedagogic benefits of captions in authentic higher education learning contexts are sparse. Consequently, we block randomised 144 undergraduate psychology students to 12 sets of lecture capture recordings with uncorrected, corrected or no captions then assessed their understanding of these materials with 12 quizzes. Our pre-registered analyses indicated that the differences between conditions were trivial (M ?2?=?0.01; |M| δ?=?0.12) and that the captioning conditions to which students were randomised did not influence their quiz performance. Follow-up surveys re-confirmed that students believe captions are beneficial for multiple reasons (eg, improved comprehension and focus; study efficiency; accessibility), and prefer corrected over uncorrected captions, even though they do not always notice the difference. As they do not impair learning, do meet accessibility requirements and are valued by students, automatically generated captions should be used routinely. However, correcting them may not reflect an optimal use of resources. Practitioner notes What is already known about this topic Closed captions are widely used by young people, who self-report that they benefit from captions on lecture capture recordings. Multimedia learning research indicates that simultaneous spoken and written information can impair learning. Little is known about the pedagogic benefits of captions in authentic higher education learning contexts. Even less is known about the consequences of small but regular errors in automatically generated captions, despite the widespread use of such captions in higher education. What this paper adds We randomised students to 12 sets of lecture capture recordings with uncorrected, corrected or no captions, then assessed their learning with 12 quizzes. The captioning manipulation did not influence quiz performance. Students self-reported that captions are beneficial and preferred corrected over uncorrected captions, even though they did not always notice the difference. Implications for practice and/or policy Captions help universities meet accessibility guidelines and are valued by students. Automatically generated

captions should be used routinely. Manually correcting them may not reflect a good use of resources.

Aptyka, H., Großschedl, J., & Hartelt, T. (2026). **Bugbear or surefire success? Secondary school students' conceptual learning about evolution with ChatGPT**. *International Journal of Science Education*, *48*(15), 2376-2395. https://doi.org/10.1080/09500693.2025.2524083
Evolution is challenging to understand for students. When engaging with challenging topics, students increasingly use the support of AI tools such as ChatGPT. Nevertheless, it is largely unclear how interacting with ChatGPT affects students' learning success. Thus, we conducted an experimental intervention study (N = 241 upper secondary school students) with two intervention groups (i.e. control and experimental group) and a pre- post-follow-up-test design to investigate the effects of using ChatGPT on conceptual knowledge about evolution, digital competence regarding AI-supported learning, and attitude toward AI-supported learning. The control group attempted to expand their evolutionary knowledge through traditional internet searches, while the experimental group used ChatGPT for learning. Results show correlations between general, evolution-related, and AI-related variables. Furthermore, findings indicate that ChatGPT provides a limited enhancement regarding students' conceptual knowledge. Although AI-supported learning had no significant effects on digital competence, students in the experimental group developed a more positive attitude toward AI-supported learning. An increased positive attitude despite a very limited enhancement of learning may pose risks, as students may use ChatGPT frequently for future learning despite its limited effectiveness. Researchers and educators need to find ways to enable students to engage with AI in a reflective way.

Bowden, A. B., Rodriguez, V., & Weingarten, Z. (2026). **The Unintended Consequences of Academic Leniency**. *American Economic Journal: Economic Policy*, *18*(4), 130-159. https://doi.org/10.1257/pol.20240582
Education is widely recognized as the primary driver of human capital accumulation. However, policies designed to promote educational attainment often overlook students' endogenous responses. This paper provides empirical evidence of the causal impact of relaxed academic standards on student effort and achievement. We find that academic leniency results in mechanical GPA increases, but significant reductions in effort among lower ability students based on lower attendance and lower numerical grades. These heterogeneous effects compound and exacerbate gaps in engagement and achievement throughout high school, ultimately worsening deficits in human capital accumulation as measured by ACT scores. (JEL H75, I21, I24, I28, J15)

Cai, Y., Wang, C., & King, R. B. (2026). **Is test anxiety bad for everyone's academic performance? A multi-layered moderation analysis**. *Social Psychology of Education*, *29*(1), 124. https://doi.org/10.1007/s11218-026-10284-0
Test anxiety affects many students across the globe and undermines students' academic achievement. However, the negative impact of anxiety might not be uniform, with some individuals suffering more from its deleterious consequences. This study examined whether the effect of students' test anxiety on achievement is moderated by socioeconomic status (SES). The study used the Program for International Student Assessment (PISA) data from 387,107 adolescents (50% girls, Mean age = 15.80, SD = 0.29) nested within 51 countries. Multi-layered moderation analysis (MLMA) was conducted. The results showed that the effect of test anxiety on achievement was negative for most students. More interestingly, the effect fluctuated in an

S-shaped pattern with an increase in SES. For low SES students (1.40% to 2.40% of the total sample), the effect of test anxiety was generally negative, but this negative effect gradually became weaker with an increase in SES. For medium SES students (76.90% to 81.60%), the negative effect of test anxiety became more severe with an accompanying increase in SES. For high SES students (17.00% to 20.70%), the negative effect gradually disappeared. For very-high SES students (0.03%), the test anxiety effect became positive and gradually increased with an increase in SES. Overall, it seems that test anxiety was more detrimental to the performance of students with lower SES but was not that harmful or even beneficial for higher-SES students. This study contributes to the test anxiety literature by documenting the role of SES and suggests the need for interventions targeting test anxiety among disadvantaged students.

Card, D., & Giuliano, L. (2026). ***Targeted Acceleration in Middle School Math: Impacts on College Entry, Degree Completion, and STEM*** (Working paper N° 35847). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35847

We study an accelerated 3-year math curriculum offered in the middle schools of a large urban district that enables students to finish Algebra I and Geometry before high school. Entry to the program is based on 5th-grade math test scores, with a cutoff at the 80th percentile. Continuing eligibility requires at least a B grade in the previous year; successful completion of all three years is highly correlated with an index of non-cognitive skills. Following students for 6 years after high school graduation, we find that the impacts of admission vary widely by non-cognitive skill and gender. Marginally eligible boys with high non-cognitive skills have a 33 percentage point (ppt.) increase in the probability of completing calculus by 11th grade and a 12 ppt. increase in the probability of completing a major in STEM or business within 6 years; boys with lower noncognitive skills take more advanced math classes in high school but have no significant effects on their college outcomes. Like their male peers, marginally eligible girls with high non-cognitive skills are more likely to complete calculus by 11th grade (+17 ppt.). Their rate of graduating with a STEM or business major is unaffected, but they switch from social sciences to the core STEM majors (science, engineering and math). Girls in the two lower terciles of non-cognitive skill are also strongly affected by entry to the program, with higher participation in advanced math classes in high school, higher rates of entry to selective 4-year colleges, and higher rates of completing a STEM or business major (+12 ppt).

Dang, C. T., & Nguyen, A. (2026). ***Verified, not generated: expert-verified AI study materials and the distribution of learning gains in a university course*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2610.07097

Experimental studies of generative AI in education mostly report average effects, yet field evidence shows that AI can narrow attainment gaps or widen them. We argue that the direction depends on the judgement burden, the expertise a learner must supply to screen AI output before learning from it, and that expert verification before release moves this burden from students to an accountable tutor. We test the argument in a two-cohort difference-in-differences design in which one half of a compulsory firstyear university economics course received AI-generated podcasts, FAQs and quiz-based study guides, produced with a source-grounded model and checked by a named graduate teaching assistant (170 students; 340 examination marks). Access was associated with a 2.34-mark advantage on a 50-mark component. The share of marks below the upper-second classification boundary fell by 24.7 percentage points relative to the counterfactual, effects were significant at every threshold from 23 to 31 marks and at none

above, and roughly three-quarters of the average originated in the bottom quintile. The threshold estimate is robust to removing the lowest-scoring students from the pre-intervention cohort; the average effect is not. Interviews and feedback from 36 students indicate that the verification label gave students a reason to engage with AI-generated material without ending their scrutiny of it. Evaluations of AI learning resources that report only mean effects cannot detect whether the students the resources are meant to help are the ones who gain.

Hansz, M., Rivas, M. E., Borja Plaza, L. A., Sánchez González, S., & Sabogal-Cardona, O. (2026). ***School Access in Rainy Conditions: The Role of Transport Infrastructure and Precipitation in School Absenteeism in Montevideo*** (Working paper N° 14783). https://doi.org/10.18235/0014506
School absenteeism remains a significant challenge across Latin America and the Caribbean, with serious implications for educational trajectories, particularly among vulnerable students. While absenteeism is determined by multiple factors, increasing attention has focused on how physical accessibility and travel conditions affect school attendance, particularly under adverse weather conditions. In Montevideo, where a substantial share of students walk to school, rainfall emerges as a particularly relevant disruptor. In this context, this study analyses the extent to which the quality of infrastructure providing access to schools mitigates the impact of rainfall on school attendance in Montevideo. To this end, a panel of data at student-day level is constructed, integrating georeferenced administrative data on students and schools, geospatial information on road and pedestrian infrastructure, and daily rainfall records. Based on this dataset, discrete choice models are estimated to assess the differential impact of rainfall on the probability of school absenteeism, considering the quality and availability of road and pedestrian infrastructure for school access. The results show that rainfall significantly increases the probability of school absenteeism in Montevideo, an effect that is mitigated under better transport infrastructure conditions, particularly where paved roads and pedestrian infrastructure are available. However, this tends not to be the context of the most vulnerable students, who are disproportionately exposed to poorer infrastructure conditions, compounding existing inequalities and increasing their exposure to rainfall disruptions, ultimately affecting effective access to education. Overall, the results indicate that better transport infrastructure can mitigate the effects of rainfall on school attendance, which provides relevant evidence for public policy design, highlighting the need to coordinate education, transport and climate resilience agendas.

Jha, S., List, J. A., Royer, R. C., & Samek, A. (2026a). **Latent Human Capital: How Early Investments in Parents Buffer Against Future Schooling Shocks**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35851.html
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.

Jha, S., List, J., Royer, R. C., & Samek, A. (2026b). ***Latent Human Capital: How Early Investments in Parents Buffer Against Future Schooling Shocks*** (Working paper N° 35851). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35851
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.

Kim, W., & Silva, F. da. (2026). **Changing Course: Robots and Human Capital Investment in High School**. *CESifo Working Paper Series*. Consulté à l'adresse https://ideas.repec.org//p/ces/ceswps/_13057.html
We study how industrial robots affect human capital investment during high school. Using Texas administrative records and an instrument based on European robot adoption, we find that exposure reduces dropout, raises observed completion, and shifts coursework toward college preparation and away from vocational subjects. Advanced coursework increases across grades, while dropout reductions and gains in quantitative coursework are concentrated in upper grades. Boys reduce vocational coursework more, narrowing gender differences in course taking, whereas girls increase advanced coursework more, widening their advantage in college preparation. Adjustment to automation is already underway in high school, through continued schooling and curricular choices.

Lee, S. (2026). **Revisiting the Immigrant Paradox in Early Academic Achievement: A Comparison of Kindergarten Cohorts from 1998 to 2010**. *Population Research and Policy Review*, *45*(5), 53. https://doi.org/10.1007/s11113-026-10035-1
The immigrant paradox in education refers to the empirical finding that immigrant children often outperform similar native-born students academically. Scholars have attributed this paradoxical phenomenon to a combination of observable and unobservable factors, such as strong family and community support, high parental expectations, and a strong emphasis on educational values. Some researchers have argued that these characteristics reflect positive migration selection, that immigrants self-select into migration and tend to possess traits that differ from their native-born population, which in turn contribute to their children's academic success. Previous research has documented the existence of immigrant paradox in reading achievement using data from a kindergarten cohort in 1998. However, considering the changes in socio-political landscape since then, the migration selectivity of immigrants in the United States may have

shifted. This study used data from the Early Childhood Longitudinal Study to examine whether the immigrant paradox in early reading and math achievement, measured as mean level differences at each time point and achievement growth across grades, persisted across two kindergarten cohorts in 1998–1999 and 2010–2011. The findings confirmed the presence of the immigrant paradox for the 1998 cohort, but results were mixed for the 2010 cohort. This suggests that the immigrant paradox in early academic achievement is not a consistent phenomenon over time but rather varies depending on how children's achievement is interpreted. These findings suggest a need for continued research into the mechanisms shaping immigrant children's academic outcomes and how evolving socioeconomic conditions and immigrant population composition affect the persistence of the immigrant paradox.

Narain, L. (2026). **The Relationship Between Differentiated Instruction and Students' Achievement Scores in Mathematics at the Grade 10 Level in Region 5, Guyana**. *European Journal of Contemporary Education and E-Learning*, *4*(5), 476-492. https://doi.org/10.59324/ejceel.2026.4(5).21
The relationship between differentiated instruction and students' mathematics performance at the Grade 10 level at two mainstream schools in Region 5 Mahaica-Berbice was examined. This study was embarked upon as a result of the poor performance of students in Guyana in mathematics at the Caribbean Secondary Education Certificate (CSEC) standardized examination. The research approach was quantitative in nature, with a Quasi-experimental pretest-post-test control group design. Three hypotheses were addressed with emphasis on whether there is a statistically significant difference between mean students' performance in Mathematics before and after when taught using differentiated instruction, if there is a statistically significant difference between mean students' mathematics performance when taught using differentiated instruction versus traditional lecture method and ultimately if there is a statistically significant relationship between differentiated instruction and the post-treatment mathematics achievement scores when controlling for pre-treatment achievement scores in mathematics. The target population was Grade 10 students in Region 5 Mahaica-Berbice, with a sample of Grade 10 students from two mainstream schools. A control and an experimental group at each school were randomly selected. Pretests were administered to all groups at both schools. The experiment lasted for five weeks with the control groups being taught using the traditional lecture methodology and the experimental groups were taught using the differentiated instructional methodology. After five weeks of instruction the groups were post-tested. A summary of the findings showed a significant correlation between differentiated instruction and students' mathematics performance. The finding will serve to inform mathematics teachers pedagogical practices and guide policy amendments.

Pavese, C., Meulen, S. ter, & Woessmann, L. (2026). ***Integrated vs. Separated Schooling for Refugee Children: Long-Term Effects on Education and Assimilation*** [Working paper]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: https://EconPapers.repec.org/RePEc:cge:wacage:826
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.

Pougnet, D. (2026). **Tackling Inequality and Failure in Higher Education**. *18th IARTEM Conference on Textbooks and Educational Media Diversity in Educational Materials: Reimagining Learning for a Global Society*. Consulté à l'adresse https://hal.science/hal-05802462
The transition from secondary to higher education confronts students in every discipline with a common challenge: mastering academic know-how that institutions presuppose without teaching it explicitly. We examine whether a methodology handbook can act as a mediating third party (tiers médiateur) that makes implicit academic codes visible, reduces social inequalities in achievement and supports the development of transversal skills. Conducted in a French nursing training institute, a particularly revealing setting, the study raises questions for all disciplines where students from diverse backgrounds must quickly master unfamiliar academic practices. Comparing two first-year cohorts (without the handbook, n = 191; with it, n = 182), a mixed-methods design combined academic records, repeated questionnaires and group interviews. The handbook cohort had a higher methodology-unit pass rate (61% vs. 12%), a lower dropout rate (7% vs. 18%) and an apparently narrower achievement gap by prior pathway, with improvements in other course units suggesting a transfer of skills. The handbook thus appears to act as an equity instrument: by making explicit what cultural capital ordinarily transmits implicitly, it widens access to success whatever students' prior academic socialization. Single-site, non-randomized and conducted by the handbook's designer, the study is exploratory and calls for replication.

Sayac, N. (2026). **L'égalité en mathématiques : une question de genre ?** *Administration & Éducation*, *190*(2), 75-81. https://doi.org/10.3917/admed.190.0075
La question de l'égalité en mathématiques et celle des différences de performances entre les filles et les garçons sont immanquablement liées aux stéréotypes de genre qui circulent dans notre société et dans la sphère scolaire. Pour tenter de comprendre ce qui est en jeu dans ces questions et lutter contre les inégalités qu'elles soulèvent, il faut s'interroger sur la place qu'occupent les mathématiques dans notre société, sur l'enseignement de cette discipline dans notre système scolaire et sur le rapport aux mathématiques des filles et des garçons.

Small, P. A., Eshetu, M., Kangriwala, D., Kwafo, H., Lui, J., & Kamelian, A. (2026). **The Illusion of Equality: How Meritocracy Endorsement Reinforces Socioeconomic Disparities in Education**. *Social Psychology of Education*, *29*(1), 131. https://doi.org/10.1007/s11218-026-10296-w
Meritocratic ideology is firmly woven into the fabric of American society. Evaluating student achievement under the guise of meritocratic principles reinforces the belief that all students have equal opportunities to succeed regardless of their background. For many, the educational system is not meritocratic. For example, lower socioeconomic status (SES) has been linked to lower academic achievement and delayed academic progress. In the first three studies, we examined how various SES indicators influence attributions for, predictions about, and recommendations regarding student performance. Study 1 found that strong meritocracy endorsers blamed a student's poor performance on internal characteristics such as work ethic

and talent regardless of whether the school they attended had ample or deficient resources. In Study 2, participants acknowledged non-meritocratic factors when judging high-performing students, with attributions varying as a function of school resources. Study 3 demonstrated that despite recognizing resource barriers, meritocracy endorsers favored high-SES students in admissions decisions. In Study 4, a brief educational intervention reduced the tendency to rely on meritocratic-based attributions when making judgments about a student's poor performance. These findings suggest that highlighting structural inequities can modify perceptions of student success, potentially mitigating meritocratic biases that disadvantage low-SES students.

Yusupova, E. M., Ogundele, K. S., & Durodola, F. A. (2026). **Teacher expectations and mathematics growth in primary school: a multilevel moderation analysis**. *Social Psychology of Education*, *29*(1), 127. https://doi.org/10.1007/s11218-026-10302-1
This study examines the association between teacher expectations and mathematics growth among first-grade students in Russia. The sample included 1,155 students and 48 teachers from public schools in two Siberian regions. Students' mathematics performance was assessed using START, with vertical test alignment used to measure individual growth. Multilevel regression models estimated on 20 multiply imputed datasets were used to examine whether initial mathematics performance moderates the association between teacher expectations and growth. The results indicate that teacher expectations are significantly and positively associated with students' mathematics growth after controlling for initial mathematics and reading performance, parental perceptions, gender, cultural capital, maternal education, teacher experience, and class size. However, the association did not vary significantly as a function of students' initial performance level, providing no support for the susceptibility hypothesis and instead being more consistent with a universal effect. A simulation-based power analysis confirmed the design had adequate power to detect a moderate interaction had one existed. Given the correlational design, these finding are discussed as associations rather than causal effects, with implications for future innervation research on fostering teacher expectations in early primary education.

Zhang, T., Zhou, H., Qin, K., & Wang, Y. (2026). **ICT use and academic performance in top-performing Asian educational systems: A multilevel latent profile analysis of students and schools**. *Education and Information Technologies*, *31*(17), 9895-9928. https://doi.org/10.1007/s10639-026-14168-w
This study investigated the relationship between information and communication technology (ICT) use and academic performance across Hong Kong, Macao, Chinese Taipei, Japan, South Korea, and Singapore. Utilizing PISA 2022 data (N = 33,867), a multilevel latent profile analysis was conducted to identify ICT use profiles and their correlations with academic performance. At the student level, distinct use profiles were identified: "very low" (found only in Japan), "low," "normal," and "high." In five systems, students with normal ICT use achieved the highest performance. In South Korea alone, students with high ICT use did not differ significantly from those with normal ICT use. At the school level, while four systems (Hong Kong, Macao, Taipei, and Singapore) displayed a binary structure (schools with normal ICT use and low ICT use), their relationship with academic performance varied significantly. In Hong Kong and Taipei, schools with normal ICT use outperformed those with low ICT use. In Macao, different schools exhibited different advantaged subjects. In Singapore, there were no significant differences between schools with different ICT use. Schools in South Korea exhibited different profiles (rich, normal and poor ICT use), highlighting significant disparities in digital equity where schools with rich ICT use

outperformed others. Conversely, Japan presented a polarized context in which schools with poor ICT use paradoxically outperformed normal schools in mathematics. The study suggests that policymakers must address specific system needs.

Zheng, X.-L., Lyu, Z.-Y., Wang, S.-Y., Wang, F., Kong, X., Hwang, G.-J., & Tu, Y.-F. (2026). **From emotion regulation to academic success: A self-determination theory-based emotional agent-mediated approach**. *British Journal of Educational Technology*, *57*(6), 1521-1563. https://doi.org/10.1111/bjet.70083
Emotion regulation has been recognized as a key factor affecting students' academic success. However, in conventional school settings, it is challenging to foster students' emotion regulation owing to the involvement of complex factors that might influence students' conscious and unconscious behaviours. To address this issue, a self-determination theory (SDT)-based emotional agent framework was proposed, and an emotional agent (EmoAgent), capable of proactively detecting students' emotional states and providing emotional regulation strategies to individual students in addition to the provision of conventional learning supports, was implemented. To assess the effectiveness of the proposed approach, an 8-week quasi-experiment was designed with 173 sixth graders from four classes taking the Information Technology course in a primary school. Two classes (87 students) comprised the experimental group (EG) which used the SDT-based emotional agent-mediated (SDT-EA) approach, while the other two classes (86 students) comprised the control group (CG) which learned with the SDT-based conventional agent (STD-CA), which is capable of providing learning supports but without considering emotional factors. The experimental results showed that (1) the SDT-EA approach significantly outperformed the SDT-CA approach in academic achievement; (2) the SDT-EA approach engaged students in positive emotional experiences, whereas the SDT-CA approach exposed students to more negative emotional experiences; (3) negative emotion was significantly negatively associated with academic achievement, moderated by the SDT-EA approach. Practitioner notes What is already known about this topic? Within self-determination theory, if the three psychological needs of autonomy, competence and relatedness are met, students? intrinsic motivation is activated and in turn their academic emotion is regulated, which shapes their well-being, engagement and academic success. GenAI?human collaboration can facilitate students? self-determined and personalized learning. Most pedagogical agents tend to assist with personalized cognitive support rather than with emotion regulation or emotional support. What does this paper add? Merging affective computing technology with GenAI, this study constructed an emotional agent with emotion sensing, recognition, feedback and regulation, providing emotional and cognitive supports. Using process mining techniques, this study found that the emotional agent facilitated students? emotion regulation from negative to positive. The emotional agent moderated the effect of negative emotions on academic success. The emotional agent can significantly promote academic achievement. Implications for practice and/or policy The study findings imply that the SDT-based emotional agent-mediated approach shows promise for strengthening students? self-regulated learning. The study offers a viable model for integrating socio-emotional learning with subject-matter instruction. The SDT-based emotional agent can be embedded in regular instruction to instantiate a self-determined learning paradigm.

Valeurs

Alvarez, L. (2026). **Ce qui fait la critique du numérique en éducation : les valeurs au centre des préoccupations**. *Médiations et médiatisations*, (24), 420-435. https://doi.org/10.52358/mm.vi24.538
Critical approaches to digital technology in education and training seem to be gaining popularity. Perhaps international geopolitics and the state of the world are making it easier to move beyond technocentric approaches focused on added value and instead embrace approaches that are sensitive to living things. But what constitutes a critique of digital technology in education? How can work in this field be characterized? Drawing on sociology and recent work in education and training, this article aims to propose a naive framework—one that therefore deserves to be critiqued and tested—to ensure that the critique is well formulated. Indeed, the disciplinary field of digital technology in education is broad, and it is neither possible nor desirable to reduce it to the level of methodology or objects of study. So, what brings together critical approaches to digital technology? Values as the entry point is consistent and seems to allow most of the work encountered to be situated.

Amilhat, C. (2026). **Aux antipodes des hussards noirs de la République : des futurs enseignants désengagés et mal informés ?** *Le Télémaque*, 69(1), 89-108. https://doi.org/10.3917/tele.069.0089
Si l'on sait que les premiers instituteurs en formation de l'école publique étaient des modèles de civisme et de transmission de l'idéal républicain au point d'être surnommés les hussards noirs de la République, que sait-on du rapport à la politique et à la démocratie des étudiants actuels en Institut national supérieur du professorat et de l'éducation (INSPÉ) ? Questionner ces rapports, c'est chercher à comprendre ce qui conditionne la capacité de ces futurs enseignants à se lancer dans une transmission civique auprès de leurs élèves, et ce, dans un contexte de fragilisation de la démocratie. À partir des résultats d'une enquête par questionnaire, cet article se propose d'analyser dans quelle mesure ces futurs professionnels de l'éducation en formation sont intéressés par la politique, compétents pour en parler et engagés dans la vie démocratique, à la lumière de leurs trajectoires sociales. Marqué ni par la désinformation ni par le désengagement, mais différent de celui des instituteurs en formation de la Troisième République, le rapport à la politique des étudiants en INSPÉ emprunte à certaines caractéristiques de la politisation des enseignants d'une part et de la politisation des jeunes d'autre part.

Barthes, A., Leterme, F., Bonnet, S., Lefrançois, E., Chalando, V., & Caparros-Mencacci, N. (2026). **Évaluer autrement avec les dispositions, les valeurs et les rapports aux savoirs ? Le cas des éducations environnementales.** *Éducation relative à l'environnement : Regards - Recherches - Réflexions*, *Volume 21.1*. https://doi.org/10.4000/16uee
The evaluation of 'education for…' programs, including environmental education, remains a blind spot in research at present. However, given their characteristics -including the heterogeneity of both scientific and political frameworks - evaluation models need to be rethought. They re-examine the functions of assessment far beyond conventional boundaries and explore the paradigm shifts necessitated by contexts that go beyond merely measuring the acquisition of traditional knowledge or skills. Three doctoral research projects help to demonstrate possibilities for changing assessment paradigms and moving away from standardised, hierarchical assessment towards one that takes into account complexity and the

intended objectives (in this case, environmental ones). The first demonstrates the potential of 'dispositions', in the sociological sense used by Lahire (2025), in climate change education within a university context; the second draws on the values-based approach of Schwartz (2006) within the framework of a 'One Health' project on health education for humans, animals and ecosystems in a regional and professional context; whilst the third proposes assessment methods based on the relationship to knowledge as outlined by Charlot (1997) and its implications for a potential curriculum tailored to practices and local contexts. Taken together, these three studies highlight the formative and practical functions of assessment on the one hand, and its political dimensions on the other. Assessment conceived in this way forms part of the current trend towards the ecologisation of education (Barthes, Lange and Wagnon, 2025).

Béréza, T., & Amathieu, J. (2026). **Une revue de littérature sur la construction de l'éthique professionnelle pour répondre aux dilemmes : quels impacts sur le travail décent et la professionnalisation des enseignants ?** *Phronesis*, *15*(5), 22-38. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-22
Le travail décent, défini par l'OIT en 1999, permet aux salariés de développer, au-delà d'un environnement de travail serein, un travail qui a du sens. L'évolution des métiers de l'éducation et toutes ses complexités affectent le travail décent des enseignants et mettent à l'épreuve leur éthique professionnelle et leur professionnalisation. Cette revue de littérature systématique montre en quoi la formation à l'éthique permet de répondre aux dilemmes rencontrés par les enseignants et leur permet, in fine, de développer le travail décent. La formation à la sensibilité éthique pourrait être un réel levier.

Billerey, L. (2026). **L'e-EAS : vers une approche infocommunicationnelle des médiations numériques en éducation à la sexualité**. *Médiations et médiatisations*, (24), 260-278. https://doi.org/10.52358/mm.vi24.558
This article offers an information and communication analysis of sexuality education in the digital age (e-SexEd) based on a survey of adolescents, parents, and professionals involved in such programmes. It examines the conditions for the legitimization, implementation and appropriation of sexuality education in media environments that have been profoundly reconfigured by digital technology. The analysis highlights three structural tensions: institutional legitimacy weakened by often alarmist or legal discourses; school programme fragmentation marked by ad hoc interventions that are not well integrated into the educational timetable; and the central role of digital technology in adolescents' practices for accessing information on sexuality. Far from reflecting a rejection of sexuality education, the digital practices observed testify to a strong demand for resources, narratives and discussion spaces that enable the appropriation of sexual knowledge in a specific context. Based on these results, the article proposes an infocommunicational definition of e-SexEd, conceived as a system that structures the production, circulation and reception of educational discourse within hybrid media environments, shaped by multiple regimes of legitimacy and differentiated appropriation logics among adolescents.

Braun, N. (2026). **Une éthique du métier en chantier : récits d'une communauté de pratique enseignante**. *Phronesis*, *15*(5), 112-134. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-112
Face à une perte de sens ressentie par de nombreux professeurs, cette étude explore comment une communauté de pratique de cinq professeurs de mathématiques constitue un espace de reconstruction éthique du métier. Fondée sur une enquête qualitative longitudinale, elle analyse

comment les interactions, la reconnaissance mutuelle et la co-construction d'artefacts pédagogiques, notamment autour des jeux mathématiques développant les raisonnements mathématiques, soutiennent une professionnalisation située. Les résultats montrent que la communauté agit comme un tiers-lieu professionnel, favorisant justice, réflexivité, solidarité et développement des raisonnements mathématiques. Elle permet aux professeurs de réarticuler valeurs, pratiques et finalités du métier.

Brochier, D., & Foli, O. (2026). ***L'adaptation des emplois et des compétences aux enjeux de la transition écologique*** (p. 86). Consulté à l'adresse CEREQ website: https://www.cereq.fr/publications/working-paper/ladaptation-des-emplois-et-des-competences-aux-enjeux-de-la-transition

Charles, M., Sharifah, N., John, K., Jessica, K., Muhamadi, K., Judith, N., … Mugagga, A. M. (2026). **Global Citizenship Education and Intercultural Understanding: A Kernel for Promoting Transnational Education Among Higher Education Institutions in Uganda**. *Higher Education Quarterly*, *80*(4), e70170. https://doi.org/10.1111/hequ.70170
This narrative qualitative case study examines the integration of Global Citizenship Education (GCE), Intercultural Understanding (IU), and Transnational Education (TNE) with a case of Kabale University in Uganda specifically to analyse how these education models are applied within Higher Education Institutions, their implications on students, and the difficulties faced in integrating them into the curriculum. Data was collected through interviews, documents examination, and observation of extracurricular and academic life. Results show that while GCE, IU, and TNE are being brought in across certain faculties, implementation is still patchy and biased. Despite all this, students do indicate the need for formal provision of access to the study of global problems and to the contact with multiple cultures. The study concludes that universities should enhance their global Citizenship education program but do require more organized approaches towards introducing the curriculum and developing capacity among the staff. It recommends that the universities, together with the government and external partners, re-commits itself to global education by embedding GCE, IU, and TNE more consistently in the curriculum; thus emphasizing the importance of cultivating global citizenship to empower students with the ability to manage the complexities of a more evolving globalized world.

Chauvigné, C. (2026). **Crise de la démocratie et formation au politique : le cas des conseillers principaux d'éducation**. *Le Télémaque*, *69*(1), 125-136. https://doi.org/10.3917/tele.069.0125
Face aux crises politiques, sociales et climatiques, l'information multiple et parfois biaisée exacerbe les divisions entre les individus, entre les institutions et les citoyens, etc. Comment alors reconstruire un socle commun dans un monde où progrès et démocratie sont incertains ? L'éducation joue un rôle clé, et notre réflexion se concentre sur la responsabilité des acteurs scolaires, spécifiquement les conseillers principaux d'éducation, dans la formation citoyenne. Nous analyserons les tensions entre neutralité et engagement politique à l'école. Notre objectif est d'explorer comment une éducation au politique, inspirée du pragmatisme et de la démocratie sociale, prépare les jeunes à comprendre un monde en crise.

Desmons, O. (2026). **L'éducation des citoyens, une éducation patriotique ?** *Le Télémaque*, *69*(1), 109-123. https://doi.org/10.3917/tele.069.0109
Beaucoup, parmi les décideurs politiques ou les rédacteurs des programmes scolaires, tiennent pour acquis que l'éducation formelle des citoyens d'une démocratie libérale doit posséder une

dimension patriotique. L'article se propose d'examiner cette position en s'appuyant sur les importants débats dont elle a fait l'objet en philosophie politique normative ces dernières décennies. J'examinerai d'abord un argument libéral en faveur de l'éducation patriotique. Je m'intéresserai ensuite à deux pédagogies patriotiques distinctes fondées sur l'enseignement de l'histoire : la première affirme que l'histoire doit transmettre un panthéon de héros, la deuxième soutient une histoire multiculturelle et critique associée à un patriotisme transformatif. Je me pencherai enfin sur une importante critique de l'éducation patriotique, qui souligne qu'une éducation de ce type néglige le développement des compétences et des attitudes critiques pourtant essentielles à la réalisation de la justice, et j'esquisserai une position susceptible de réconcilier ces compétences critiques et les apports des pédagogies patriotiques.

Fijalkow, Y. (2026). **L'éducation face à l'antisémitisme:Effets modérés et réceptions différentielles des visites scolaires à Auschwitz**. *L'Année sociologique*, *76*(2), 89-115. https://doi.org/10.3917/anso.262.0089
Depuis les années 1990, les visites scolaires du site d'Auschwitz-Birkenau se sont progressivement imposées au sein du système éducatif français comme un dispositif pédagogique, censé renforcer la conscience civique et morale des élèves et prévenir l'antisémitisme. Cette légitimation s'appuie sur un ensemble de justifications politiques, éducatives et morales. À partir d'une enquête menée auprès de plus de 900 élèves, interrogés avant et après leur visite, les analyses montrent que la fréquentation du site n'entraîne, sauf exceptions, aucune modification significative des opinions à l'égard des Juifs ni du sentiment de responsabilité dans la lutte contre l'antisémitisme. Les caractéristiques individuelles et sociales susceptibles d'être liées aux variations d'opinion observées à la suite de la visite n'ont été identifiées que de manière marginale.

Fontanié, M. (2026). **Éthique et sobriété situées des pratiques numériques dans l'enseignement supérieur en France**. *Médiations et médiatisations*, (24), 128-144. https://doi.org/10.52358/mm.vi24.542
This article examines digital sobriety (DS) practices as responses to the environmental challenges posed by digital technology (Flipo et al., 2013) in higher education and research (HER) in France. Indeed, HER is experiencing tension: while « calls for digitisation » (Boboc and Metzger, 2023) issued by public policies promote digital technology as a driver of educational innovation, its negative environmental impacts are well known (Marquet et al., 2019). While DS appears to be a response to these impacts, its integration into practices remains unclear and its ethical dimension is rarely questioned based on the stated practices of those involved. The data presented and analysed are from 42 semi-structured interviews conducted with educational engineers (IP) and teacher-researchers (EC) between October 2024 and March 2025, as part of ongoing doctoral work in information and communication sciences. From a situated ethics perspective, we analyse the ethical dimension of DS for ECs and IPs in a professional context, as well as the potential reconfigurations of digital practices that it induces. The analysis shows that there is no single ethical framework for digital sobriety, but rather a plurality of situated digital sobrieties linked to the specific challenges faced by each individual in their professional context.

Gandon, É. (2026). **Prendre en compte le parcours et la vulnérabilité des personnes en situation d'alphabétisation : le care comme éthique et pratique de formation**. *LESLLA Symposium Proceedings*, *21*(1). https://doi.org/10.5281/zenodo.22302709

Ce travail explore le rôle de l'éthique du care dans la formation d'alphabétisation pour adultes migrants, un public souvent confronté à des parcours migratoires difficiles et à des obstacles multiples à l'apprentissage. À partir de l'observation de séances filmées dans une association lyonnaise, l'étude montre que les gestes et paroles bienveillants des formatrices – encouragements, réassurance, attention aux besoins individuels – contribuent à créer un climat d'hospitalité et de confiance. Ces pratiques semblent favoriser l'engagement des apprenants, notamment à travers l'entraide, la persévérance et la manifestation d'émotions positives. L'analyse met en lumière la manière dont le care peut soutenir l'entrée et la persévérance dans l'apprentissage, en particulier pour des personnes vulnérables et peu scolarisées.

Harake, M. F. (2026, octobre 24). **Après une guerre, quelle éducation pour construire la paix ?** https://doi.org/10.64628/AAK.u6h7rxmat
Après un conflit, reconstruire l'éducation ne consiste pas seulement à rouvrir les écoles. Les programmes, les manuels et leur gouvernance pèsent aussi sur la mémoire collective.

Heijboer, C., & Rurka, A. (2026). **Justice épistémique et travail décent : la co-formation comme levier éthique et politique en travail social**. *Phronesis*, *15*(5), 58-72. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-58
Face à la crise de sens du travail social, cet article articule travail décent (Duffy et al., 2017) et justice épistémique (Fricker, 2007) pour interroger les effets de la co-formation sur les postures professionnelles. À partir du programme de recherche participative FACE (2020-2024) et d'un corpus mixte (six modules observés, vingt-sept entretiens individuels, deux focus groups) collecté auprès d'ATD Quart-Monde et du Collectif SOIF de Connaissances, l'analyse identifie trois leviers de transformation : réparation épistémique, épreuve émotionnelle, réflexivité critique. La justice épistémique apparaît non comme un sixième critère du travail décent, mais comme la condition de possibilité de sa cohérence axiologique.

Hubert, A., & Hoskyns, B. (2026). **Genre, éducation civique et participation politique : résultats d'un projet de recherche européen**. *Administration & Éducation*, *190*(2), 113-120. https://doi.org/10.3917/admed.190.0113
L'empouvoirement est un néologisme qui sonne mal en français. C'est pourtant bien de cela dont il s'agit. Au cours des trois dernières années, un consortium européen financé par Horizon Europe a testé dans 45 écoles un programme de cinq séances de 45 minutes visant à encourager la participation politique des jeunes, avec une attention particulière aux filles issues de milieux défavorisés.

Kester, K. (2026). **Global Citizenship Education for Peace in Politically Sensitive Contexts: Research Integrity, Knowledge Diplomacy and Censorship**. *Higher Education Quarterly*, *80*(4), e70167. https://doi.org/10.1111/hequ.70167
This paper responds to two politically charged reactions to my scholarship on peace and global citizenship education (GCE): the censorship of a UNESCO Beijing conference presentation in Seoul (August 2025) and a confrontational exchange with a Chinese postgraduate student in New Zealand. Drawing on literature on research integrity, politicisation and the conceptual framework of knowledge diplomacy, I examine how scholarship on conflict-affected societies is reframed through nationalist narratives that equate "neutrality" with silence and erasure. The censored study presents a qualitative comparative analysis of 40 faculty in China/Taiwan, Cyprus, Korea and Somalia/Somaliland, informed by the "local turn" in peacebuilding and postcritical

theory. It finds that understandings of peace and GCE are contextually grounded: educators in recognised states foreground sameness, while those in contested contexts foster dialogue across difference. In this paper, I examine the study's contested reception and defend dialogic academic freedom as essential to research integrity and knowledge diplomacy.

Labbé, S., Kheroufi-Andriot, O., & Amathieu, J. (2026). **Panser et repenser un travail dans un dialogue avec la formation**. *Phronesis*, *15*(5), 17-21. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-17

Larmignat, É., & Hoffner, C. (2026). **Coéduquer pour l'éducation à la vie affective, relationnelle et sexuelle**. *Administration & Éducation*, *190*(2), 83-91. https://doi.org/10.3917/admed.190.0083
Cet article propose un retour réflexif sur la mise en œuvre de l'éducation à la vie affective, relationnelle et sexuelle (EVARS) au collège. Une recherche-action portée par notre binôme direction-service social, a utilisé une démarche de coéducation pour mener une série d'enquêtes auprès des élèves, des familles et des professionnels. Les points forts de la démarche mettent en évidence l'importance de la coconstruction des pratiques, de l'explicitation des enjeux de genre, et de l'accompagnement des équipes éducatives. Des résultats positifs ont été observés sur le climat scolaire, la libération de la parole des adolescents, filles et garçons, et l'évolution des représentations des stéréotypes de genre. Des limites persistent, mais l'EVARS apparaît comme une démarche éducative durable, intégrée au projet d'établissement et centrée sur l'émancipation et le bien-être des adolescents.

Mehmood, S., Mirza, R. A., & Zhuravskaya, E. (2026). ***Secularization Backlash: A Tale of Two Coups*** (Working paper N° 2026-16). Consulté à l'adresse Nottingham Interdisciplinary Centre for Economic and Political Research (NICEP) website: https://EconPapers.repec.org/RePEc:not:notnic:2026-16
This paper examines how past ideological state-building constrains future reform. In Pakistan, General Zia's regime (1977–1988) embedded religious identity into law, education, and political life. Two decades later, General Musharraf (1999–2008) sought to reverse course by pursuing a competing vision of national renewal. Leveraging a newly assembled district-level panel spanning half a century and an array of difference- in-differences strategies, we show that liberalizing reforms under Musharraf triggered a severe backlash in districts previously Islamized by Zia's policies, reflected in heightened political violence and rising electoral support for Islamist parties. Evidence supports a mechanism In which Zia's Islamization increased exposure to religious extremism among school-age cohorts. Relative to earlier cohorts, these cohorts were more likely to attend madrasas (religious seminaries) teaching more hard line religious doctrine. The districts that later display backlash also exhibit higher early marriage rates among girls, slower gains in female literacy, and greater Qur'an readership, consistent with a reorientation toward more conservative social and political preferences. These findings suggest that when states fuse Islamist ideology with governance, they create enduring constraints on future policy change. Past ideological investments can thus limit the effectiveness of later efforts at secularization or reform.

Nal, E. (2026). **Conflits de loyauté et professionnalisation éthique : penser le travail décent à partir de l'épreuve des tensions axiologiques**. *Phronesis*, *15*(5), 39-57. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-39

Cet article analyse les conflits de loyauté comme des leviers de professionnalisation fondés sur la réflexivité éthique. Ces dilemmes, oscillant entre inhibition et pouvoir d'agir, peuvent susciter l'innovation via la délibération collective. L'étude s'appuie sur l'expérience d'un tiers-lieu où de jeunes praticiens du sanitaire et du social mutualisent des situations critiques pour co-construire des issues éthiquement soutenables. Cette perspective invite à repenser le travail décent en valorisant les épreuves morales ordinaires comme sources de sens. Elle soutient que la formation par la simulation permet d'explorer les capabilités des professionnels face aux tensions entre efficacité gestionnaire et engagement humain.

Pierrisnard, C., Vannier, M.-P., & Hubert, B. (2026). **Comment accompagner des professionnels dans une réflexion éthique sur leurs activités pour panser et repenser le travail à partir d'un espace biographique partagé ?** *Phronesis*, *15*(5), 135-152. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-135
L'article analyse comment un espace biographique partagé, mis en œuvre dans un dispositif de recherches collaboratives, permet d'accompagner des professionnels dans une réflexion éthique sur leur activité. En s'appuyant sur l'écriture de récits, des analyses plurielles et des entretiens de co-explicitation, chercheurs et professionnels co-construisent un espace de confiance fondé sur la double-asymétrie relationnelle et l'éthique de la délicatesse. L'étude de cas d'une conseillère pédagogique montre comment cette démarche rend dicible la souffrance éthique, reconfigure les temporalités du travail, met en mouvement les savoirs d'expérience et ouvre des possibles de transformation individuelle et collective, malgré les contraintes institutionnelles.

Piqué, N. (2026). **Fragilisations démocratique et éducative : perspectives endogènes**. *Le Télémaque*, *69*(1), 45-57. https://doi.org/10.3917/tele.069.0045
La thèse défendue dans cet article relève de deux hypothèses. La première consistera à privilégier une approche endogène selon laquelle la crise de l'éducation est le résultat d'une transformation interne des conditions de la subjectivité relative au statut de l'individu ; la seconde a trait au cadre interprétatif holiste qui sera le nôtre, insistant sur la nécessité d'une transmission exogène. L'importance de l'institution sera soulignée pour répondre aux troubles éducatifs et démocratiques actuels. Nous proposerons pour terminer la présentation d'un paradigme institutionnel, seul à même de pouvoir préparer, dans une perspective démocratique, l'accès des élèves à la compréhension du monde dans lequel ils vivent. Les enjeux multiples (anthropologiques, épistémologiques et politiques) de ce modèle sont, de ce point de vue, décisifs.

Point, C. (2026). **Responsabilité enseignante et crise démocratique : que faire à l'université ?** *Le Télémaque*, *69*(1), 73-88. https://doi.org/10.3917/tele.069.0073
Cet article cherche à penser la part de responsabilité des universitaires en charge de la formation des personnes enseignantes à l'heure où les sociétés occidentales vivent un sentiment de crise et de déclin démocratique. Pour poser les termes de ce problème, nous nous tournons ici vers les écrits de John Dewey concernant son projet politico-éducatif de démocratie. Outillé par la philosophie politique de l'éducation de cet auteur, notre objectif est de clarifier les conditions (publiques, scientifiques et politiques) et les obstacles à anticiper au sein de la formation des personnes enseignantes pour développer une perspective démocratique à l'université. Dans le dernier temps de ce travail, nous illustrerons notre propos par le cas des enseignants-chercheurs de philosophie officiant dans les INSPÉ (Instituts nationaux supérieurs du

professorat et de l'éducation), c'est-à-dire là où l'on forme les futurs enseignants du primaire et du secondaire.

Santi, R., & Chaliès, S. (2026). **Construire une éthique pratique en formation d'entraîneurs de jeunes : propositions conceptuelles et illustration à partir d'une étude de cas menée en école de rugby**. *Phronesis*, *15*(5), 73-91. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2026-5-page-73
À partir d'une extension conceptuelle du programme de recherche en anthropologie culturaliste, nourrie par Stanley Cavell et John Dewey, cet article interroge les conditions de construction d'une éthique professionnelle chez les entraîneurs de jeunes. L'étude s'appuie sur les données recueillies dans le cadre d'un dispositif transformatif de formation, mené auprès de deux entraîneurs intervenant bénévolement en école de rugby. L'analyse des données issues des entretiens d'autoconfrontation et leur traitement sous la forme de raisonnements pratiques montrent que l'enseignement de règles de métier peut soutenir l'instauration d'une éthique de l'entraînement, aussi bien qu'une subjectivation éthique des entraîneurs.

UNICEF : United Nations Children's Fund. (2026). ***Learning interrupted: global snapshot on climate-related school disruptions in 2025***. Consulté à l'adresse https://www.unicef.org/media/184111/file/Learning-interrupted-global-snapshot-2025-climate-related-disruptions%20va.pdf.pdf

Yibokou, K. S. (2027). **Perceptions d'étudiants sur les aspects d'empowerment et d'éthique relatifs à l'usage des outils d'intelligence artificielle**. *Mélanges CRAPEL*, (Hors-Série), 77-101. Consulté à l'adresse https://hal.science/hal-05790765
This research questions how generative artificial intelligence (GenAI) tools can contribute to the sociolinguistic development of additional languages learners, by exploiting the responses of English students on their perception of these tools in terms of ethics and training. Drawing on the interdisciplinary notion of empowerment, the research reports on respondents' mixed views on the contributions of AI tools for their learning and points out the need for a tripartite dialogue between the institution, teachers and learners. The results of a questionnaire filled out by these students show that they seem to be aware of the potential and challenges of using GenAI tools for academic purposes, especially as far as cognitive, ethical and learning aspects are concerned.

Zeyringer, M. (2026a). **Au-delà de l'adoption : les non-usages des IA génératives par les lycéens en France au prisme de l'éthique**. *Médiations et médiatisations*, (24), 47-65. https://doi.org/10.52358/mm.vi24.529
French high school students make extensive use of generative artificial intelligence (GAI) in their schoolwork. All of them? No. This study focuses on non-users and the reasons for their non-use. It is based on the responses of 153 non-user high school students, collected during a survey conducted in France in December 2024. Using a mixed-method approach, we show, on the one hand, that variables related to ethics significantly influence the intention to use GAI and, on the other hand, that the profiles of non-users are characterized by different attitudes toward ethical issues. Finally, the qualitative analysis of the reasons for non-use draws on the concepts of necessities and facts from the problematization theoretical framework. This research contributes to work on non-use in information and communication sciences and provides original insights

based on the voices of actors who have received little attention in the literature: French high school students who are non-users of AI.

Zeyringer, M. (2026b). **Éthique des usages de l'IA à l'école : proposition d'un modèle d'analyse de la problématisation des usages dans un cadre de référence sociotechnique**. *Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation*, *33*(3). https://doi.org/10.23709/sticef.33.3.2
Les discours institutionnels, tant nationaux qu'internationaux, promeuvent une IA « éthique, inclusive et centrée sur l'humain ». Dans notre étude, nous nous intéressons aux réflexions des professeurs des écoles, et à la manière dont ces réflexions peuvent avoir une incidence sur les usages et non-usages. Nous adoptons une démarche exploratoire et posons les bases d'un modèle théorique en construction pour l'analyse de la problématisation des usages et non-usages des IA, dans la perspective d'une éthique située (Zacklad et Rouvroy, 2022). En mobilisant conjointement la problématisation (Fabre et Orange, 1997) et le cadre sociotechnique (Flichy, 2008), nous mettons en évidence que les enseignants élaborent une posture réflexive située. L'éthique, dans cette perspective, est située au cœur des arbitrages professionnels. Nos résultats soulignent également la valeur heuristique du non-usage. Nos travaux invitent à approfondir l'analyse des processus d'appropriation pédagogique et à renforcer la formation des enseignants en articulant les dimensions techniques, pédagogiques et éthiques. Abstract. National and international policy discourses promote Artificial Intelligence (AI) as "ethical, inclusive, and human-centered." This study examines how primary school teachers' ethical reflections shape their uses and non-uses of AI. Adopting an exploratory approach, we outline a developing theoretical model to analyze the problematization of AI adoption through the lens of situated ethics (Zacklad et Rouvroy, 2022). Combining the frameworks of problematization (Fabre et Orange, 1997) and sociotechnical analysis (Flichy, 2008), our results show that teachers construct a situated reflective stance. In this perspective, ethics is a core element of professional decision-making. We also stress the heuristic value of non-use. Inviting research to move beyond measuring intention to use and to investigate processes of pedagogical appropriation. Our work calls for a deeper analysis of the processes of pedagogical appropriation and for the strengthening of teacher training by integrating technical, pedagogical, and ethical dimensions tools.