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Veille de l'IREDU

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Sommaire :

Acquisition de compétences 2
Aspects économiques de l'éducation 10
Aspects psychologiques de l'éducation 33
Aspects sociaux de l'éducation 53
Climat de l'école 82
Formation continue 90
Marché du travail 99
Métiers de l'éducation 104
Numérique et éducation 117
Orientation scolaire et professionnelle 190
Politique de l'éducation et système éducatif 190
Pratiques enseignantes 245
Relation formation-emploi 271
Réussite scolaire 273

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

Acquisition de compétences

ADEME, Centre d'études et de recherches sur les qualifications, France Stratégie, & Commissariat général au développement durable. (2021). ***Identifier et accompagner les compétences de la transition écologique : Synthèse du cycle 2020 de webconférences***. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-07/synthese_du_cycle_2020_de_webconferences_-_identifier_et_accompagner_les_competences_de_la_transition_ecologique_0.pdf
Quels sont les enjeux de la transition écologique sur les emplois et les compétences ? Pour documenter et illustrer cette problématique − structurante, mais peu explorée − en allant au-delà d'une approche purement quantitative, quatre organismes, experts de l'observation et de l'analyse sur les champs de l'emploi et de l'environnement, ont organisé, à l'automne 2020, un cycle de 5 webconférences, suivi au total par près de 6 500 internautes, en direct ou en différé. L'Ademe, le Céreq, France Stratégie et le CGDD, tous membres de l'Onemev, ont ainsi mis à contribution des acteurs aux profils très divers pour éclairer ces enjeux : entreprises, organisations professionnelles, opérateurs de compétences (Opco), organismes de formation, opérateurs nationaux et territoriaux de l'emploi, fonction publique territoriale, ministères du Travail, de l'Agriculture et de l'Éducation nationale, chercheurs. Quatre enseignements principaux ont émergé de ces multiples contributions : - les enjeux emplois-compétences relatifs à la transition écologique sont communs à toute transformation profonde : observer, anticiper, sensibiliser, adapter l'offre de formation, faciliter les transitions et agir localement. Mais la transition écologique, peut-être plus encore que la transition numérique (pour partie technologique), revêt une dimension systémique, bousculant les modes de production, de consommation, de déplacement, d'organisation du travail, et subit, de surcroît, une forte influence de la réglementation ; - la prise en compte de ces mutations impose, dès lors, décloisonnement, transversalité et interdisciplinarité, pour bien mesurer, anticiper, former et accompagner. Cela implique de revisiter les façons de faire, mais aussi d'embarquer l'ensemble de l'écosystème autour des entreprises, à commencer par les entreprises elles-mêmes ; - le temps de la prise de conscience et de l'action est un temps long, qui passe par l'expérimentation, un processus continu d'essais/erreurs, une construction « chemin faisant » ; - les transformations des métiers et des compétences nécessitent d'être ancrées dans l'activité professionnelle. Elles doivent être appropriées par les acteurs locaux via des partenariats protéiformes, tout en étant articulées avec les échelons nationaux et régionaux pour favoriser un réel essaimage, sans tomber dans une duplication jugée peu stimulante et peu efficace. La synthèse de ces 5 webconférences, dense mais non exhaustive, appréhende 4 enjeux, à différents niveaux - l'entreprise, la branche, la filière, la sphère publique, l'université, le territoire - et à travers des constats, des illustrations, des réflexions prospectives voire des préconisations : - observer et anticiper les évolutions des métiers et compétences liées à la transition écologique ; - favoriser la prise en compte des enjeux emplois-compétences de la transition écologique ; - adapter l'offre de formation, initiale et continue, à la transition écologique ; - appréhender les mutations économiques et favoriser les transitions professionnelles. Cette synthèse s'appuie sur les témoignages, les expériences et les actions présentés lors de ces webconférences, repris ici à titre illustratif ; ils ne recouvrent évidemment pas toutes les initiatives existantes.

Amaral, C. D., & Frier, C. (2021). **Écrire au lycée professionnel : remédiation ou émancipation ?** *Revue française de pédagogie. Recherches en éducation*, (210), 69-88. https://doi.org/10.4000/rfp.10103
Cet article revient sur des analyses effectuées dans le cadre d'une thèse labellisée Institut Carnot de l'Éducation et soutenue en 2019. Cette thèse visait à faire un état des lieux de la compétence rédactionnelle d'élèves de lycée professionnel et à tester un dispositif didactique de remédiation-formation à l'écriture auprès de ces élèves. Nous proposons ici une analyse secondaire de données issues de cette recherche afin d'évaluer la dimension émancipatrice du dispositif à l'égard des différents acteurs impliqués dans le projet : élèves, enseignants, chercheurs.

André, V. (2021). **Des corpus d'interactions dans la formation linguistique des migrants**. *Savoirs*, *56*(2), 77-96. Consulté à l'adresse https://www.cairn.info/revue-savoirs-2021-2-page-77.htm
L'exploitation des corpus oraux et multimodaux d'interactions à des fins didactiques commence à apparaître et à faire ses preuves dans le champ de la didactique du français langue étrangère (FLE). Elle est encore inexistante dans le champ de la formation linguistique des adultes migrants alors que la participation à des interactions verbales représente une des premières voies de leur intégration. Dans cette étude, nous montrons comment intégrer des corpus d'interactions dans les formations au français langue d'intégration (FLI) en investissant des méthodologies issues de l'analyse de corpus. Nous verrons comment la didactique peut se doter d'outils utiles pour saisir et faire saisir aux apprenants le fonctionnement des interactions. Nous présentons deux processus d'acquisition de compétences interactionnelles – avec des corpus et sur corpus – avec un public migrant débutant en langue et peu scolarisé.

Bachy, S. (2021). **Portrait des compétences numériques d'étudiants belges et pistes d'accompagnement**. *Revue internationale des technologies en pédagogie universitaire*, *18*(3), 17-38. https://doi.org/10.18162/ritpu-2021-v18n3-02

Beaupère, N., Blanchard, M., Lemistre, P., & Ménard, B. (2021). **Compétences spécialisées vs transversales, un faux débat ?** *Céreq Bref*, (410). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-06/Bref410-web.pdf
Quels types de compétences les diplômés de bac+5 mobilisent-ils en début de vie active ? Dans leurs propos, ils mettent en avant les compétences transversales comme facteurs de différenciation à l'embauche. Au moment d'exercer leur emploi, ils soulignent que les compétences les plus spécifiques et professionnalisées ne sont pas applicables en tant que telles, mais leur fournissent les atouts pour s'adapter aux situations concrètes de travail. Des usages qui appellent à valoriser la complémentarité entre les types de compétences et relativisent l'accent mis sur la professionnalisation des formations.

Camponovo, S., & Moody, Z. (2021). **Le chemin de l'école : un tiers-lieu vecteur d'apprentissages pour les enfants ?** *Swiss Journal of Educational Research*, *43*(2), 311-324. https://doi.org/10.24452/sjer.43.2.10
Childhood Studies have shown that children do not only learn through formal or non-formal education, either at school or at home. They also learn in other settings and contexts through their own actions. Based on empirical data from an inter- and transdisciplinary research project on the way to and from school, this article highlights

and questions the informal learning that children do in this space. Firstly, it shows how the way to school allows for both preparation and distancing from the roles expected at school and at home. Secondly, an analysis of children's types of learning along the way to school, that are complementary to those carried out in the family and school spheres, is conducted.

Ciferri, A., & Soldi, A. (2021). **Interdisciplinary education and authentic development**. *International Review of Education*, *67*(4), 533-549. https://doi.org/10.1007/s11159-020-09879-2
Whereas economists do not traditionally address social harmony, and sociologists or political scientists do not usually tackle economic development, the interaction of social harmony and economic development has recently become an object of intense concern. In their aim to foster evolved rather than uprooted cultural values, the authors of this research note suggest an educational approach to promote the concept and the implementation of what they refer to as authentic development. They propose interdisciplinary courses that include notions of history, sociology and economy. Their methodology is based on two main resources: (1) a textbook providing a broad historical survey tracing the development of 28 nations in the Americas; and (2) analytical parameters related to the extent of social interaction and income generation. Students carry out digital and group research and elaborate the conditions that generate social harmony, economic well-being and a better balance between them. The authors have already piloted their educational approach in four secondary schools in Antigua, Guatemala with 50 students aged 17–19. Most of them are now enrolled at local universities, but the impact of this course on their performance will only emerge over time.

Couchepin, C. T. (2021). **Les régulations interactives et l'engagement des élèves : des soutiens à l'apprentissage**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14739
Confrontés à une production écrite, les élèves développent des capacités qu'il s'agit de mettre ici en lien avec les régulations interactives et les outils proposés par les enseignants. En partant des résultats des élèves pour remonter aux pratiques professionnelles, l'analyse multifocale des données révèle des progressions significatives de tous élèves. Elle met en évidence le langage et les significations partagées dans la classe pour soutenir les apprentissages.

Cuneen, N. (2021). ***Reconnaissance et éducation identitaire***. https://doi.org/10.3726/b18400
À partir d'une étude critique des théories contemporaines de la reconnaissance, cet ouvrage pose la question suivante : que peut faire l'école pour aider les élèves à devenir responsables du rapport qu'ils entretiennent avec eux-mêmes ? La réponse vient en deux temps. Si l'élaboration du concept de compétences identitaires offre un abord inédit de la dimension pédagogique liée au développement d'un rapport positif durable à soi, le registre des compétences ne permet pas de décrire adéquatement la composante attentionnelle du travail identitaire. Ainsi, dans un deuxième mouvement, l'enquête se redirige vers l'étude des conditions institutionnelles à même de soutenir une forme d'attention collective propice au développement continu de tous. La thèse défendue est qu'un « tournant identitaire » de l'éducation doit commencer par se soucier du bien-être des enseignants en réinvestissant dans leur statut professionnel,

rétablissant tant leur autonomie attentionnelle que leur autorité légitime, afin de protéger leur propre désir d'apprendre.

ELISSAGARAY, C., & LIBBRECHT, A. (2021). **Enseigner la créativité : dossier**. *Cahiers pédagogiques*, (569), 10-56, bibliogr. Consulté à l'adresse https://www.cahiers-pedagogiques.com/n-569-enseigner-la-creativite/

Furenes, M. I., Kucirkova, N., & Bus, A. G. (2021). **A Comparison of Children's Reading on Paper Versus Screen: A Meta-Analysis**. *Review of Educational Research*, *91*(4), 483-517. https://doi.org/10.3102/0034654321998074
This meta-analysis examines the inconsistent findings across experimental studies that compared children's learning outcomes with digital and paper books. We quantitatively reviewed 39 studies reported in 30 articles (n = 1,812 children) and compared children's story comprehension and vocabulary learning in relation to medium (reading on paper versus on-screen), design enhancements in digital books, the presence of a dictionary, and adult support for children aged between 1 and 8 years. The comparison of digital versus paper books that only differed by digitization showed lower comprehension scores for digital books. Adults' mediation during print books' reading was more effective than the enhancements in digital books read by children independently. However, with story-congruent enhancements, digital books outperformed paper books. An embedded dictionary had no or negative effect on children's story comprehension but positively affected children's vocabulary learning. Findings are discussed in relation to the cognitive load theory and practical design implications.

Galli, C., & Paddeu, J. (2021). **Quelle certification des compétences transversales en France ?** *Céreq Bref*, (411). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-07/Bref411-web.pdf
Depuis la loi du 23 avril 2005, les programmes de l'enseignement obligatoire sont définis à partir d'un « socle commun de connaissances et de compétences ». Renouvelé et enrichi par la loi de 2013, ce socle est la traduction française des recommandations européennes en matière de compétences transversales. À l'occasion du projet européen Track-Vet, une équipe du Céreq s'est penchée sur la façon dont ces compétences sont spécifiées et validées dans le cadre de l'enseignement et de la formation professionnelles français.

Gourdon, J. (2021, juillet 2). **Quand le diplôme ne suffit plus, l'importance des « soft skills »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/07/02/quand-le-diplome-ne-suffit-plus-l-importance-capitale-des-soft-skills_6086642_4401467.html
Autonomie, créativité, capacité à travailler en équipe… autant de compétences devenues capitales pour les recruteurs de jeunes diplômés de masters.

Guillou-Kerédan, H. (2021). ***Contextes d'apprentissage scolaire et postures : approches didactique et langagière : construction et évolution des postures d'élèves dans deux disciplines scolaires (français et sciences) entre la fin de l'école maternelle et le début de l'école élémentaire*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03205925
Cette recherche longitudinale s'intéresse à la construction des «postures» disciplinaires, en français et en sciences, par les élèves au début de la scolarité élémentaire. Elle se

positionne dans le cadre de la théorie historique et culturelle et des approches dialogique, énonciative et pragmatique du langage, nous amenant à considérer que, pour apprendre, les élèves doivent s'inscrire dans les contextes disciplinaires (finalités, valeurs, pratiques) et adopter les positions énonciatives pertinentes par rapport aux savoirs en jeu en situation d'enseignement. Ainsi, elle croise les concepts de «posture» (Bautier1995, Bucheton1998, Rebière2000 & 2001) et de « communauté discursive disciplinaire scolaire » (CDDS) (Bernié, Jaubert, & Rebière, 2003), et s'intéresse à la façon dont les jeunes élèves en apprenant à se projeter et à s'inscrire dans les CDDS différentes que constitue la classe en sciences et en français, peuvent potentiellement modifier leurs postures initiales en chaque discipline et les différencier entre chacune. En effet, entre le maître, les élèves, les objets culturels mis en jeu dans les situations d'apprentissage, les pratiques et valeurs convoquées, les usages du langage, le texte du savoir, etc. se construit un espace social et discursif d'intercompréhension spécifique à chacune des deux disciplines, susceptible de rétroagir sur les postures et de les autonomiser. Nous cherchons ainsi à identifier des changements de position énonciative chez les élèves, qui signaleraient la réorganisation de leur activité et de leurs modes d'agir-penser-parler au sein de chaque discipline et lorsqu'ils changent de contexte disciplinaire, indiquant un changement de posture, potentiellement différenciateur dans l'accès aux apprentissages. À cette fin, nous étudions sur 3 ans le processus de construction et d'évolution des postures de 11 élèves en français et en sciences entre la fin de l'école maternelle (5ans) et la deuxième année de l'école élémentaire (7ans). Nous nous appuyons sur des transcriptions d'entretiens (enseignants et élèves) et de séances de classe qui témoignent de l'activité langagière des élèves et de l'action conjointe maître-élève(s) dans le cadre de pratiques « ordinaires » d'enseignement dans les deux disciplines. L'analyse vise à mettre en évidence les relations possibles entre la construction de ces postures, leur rigidification ou leur évolution et la construction de difficultés scolaires. Elle cherche à caractériser la CDDS qui se construit dans chacune des deux disciplines dont nous postulons qu'elle joue un rôle important dans la construction des postures.

Gutiérrez-Carvajal, O. I., Perdomo, M., Agredo, J. L., & Rojas, G. D. (2021). **EduIMPACT: A scale for measuring the impact of literacy programmes for youth and adults**. *International Review of Education*, *67*(4), 507-532. https://doi.org/10.1007/s11159-021-09884-z
This article presents an instrument for measuring the effectiveness of literacy programmes for youth and adults. To assess the impact of participation on individual learners' lives and their environment, the authors developed a structure comprising five main dimensions: (1) "personal sphere" (six sub-dimensions); (2) "social skills" (six sub-dimensions); (3) "life project" (four sub-dimensions); (4) "knowledge" (five sub-dimensions); and (5) "economic situation" ´(five sub-dimensions). Phase 1 of developing this instrument included the definition of dimensional and sub-dimensional features; Phase 2 comprised drafting the design of the measurement scale. During Phase 1, the authors conducted focus group discussions and individual interviews with 15 students, 14 teachers, 10 graduates and 2 former managers of a Colombian second-chance adult education programme called Avancemos [Let's go forward]. The programme was launched in 1993 and has since been further developed by the University of Ibagué. During Phase 2, six specialists in education and psychology validated the survey items in an expert trial. In the third phase of development, the authors finalised a survey questionnaire to test their scale and distributed it among 132 Avancemos graduates, of whom 124 (63 women and 61 men) returned completed forms. In their analysis of the results, the authors found that

their instrument, which they named EduIMPACT, had proved useful for evaluating and acting upon the programme's perception among its target group.

Lederer, J., Breyer, C., & Gasteiger-Klicpera, B. (2021). **Concept of knowledge boxes – a tool for professional development for learning and support assistants**. *Improving Schools*, *24*(2), 137-151. https://doi.org/10.1177/1365480220950568
By supporting children with disabilities, learning and support assistants have become an essential component of inclusive education in regular schools. Assistants in European countries have various levels of vocational training, but they do not consider themselves to be adequately qualified for what are often highly demanding duties. In an attempt to raise standards, five web-based knowledge boxes have been developed within the Erasmus+ project, 'Improving Assistance in Inclusive Educational Settings II'. The knowledge boxes are available open access through a learning platform and focus on different aspects of inclusion and disabilities. Learning and support assistants, as well as children from five different European countries, participated in the creation of this tool for professional development. In addition, the knowledge boxes are to be evaluated by assistants, parents, teachers and students in order to assess the impact of the knowledge boxes on the competencies in inclusive education of assistants.

Metennani, F. E. (2020). ***Analyse des approches d'apprentissage des étudiants universitaires, dans le contexte des formations hybrides*** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03327732
Les conduites d'un apprenant peuvent être influencées par des facteurs liés à l'environnement ou à ses propres caractéristiques personnelles, Jézégou, (2014 : 273). Notre travail de recherche est parti de cette lignée de recherche. C'est dans ce sens que, nous nous proposons d'analyser pour comprendre, dans la perspective des effets, la relation entre le dispositif hybride, les approches d'apprentissage et les caractéristiques personnelles des étudiants (le genre et le sentiment d'efficacité personnelle). Notre recherche est expérimentale. Elle permet de déterminer la question de la causalité : si un étudiant procède par telle ou telle approche, cela s'explique par des facteurs liés au dispositif, ou alors par des facteurs liés à ses caractéristiques personnelles. Nous avons pu mener notre étude dans un contexte universitaire de deux pays différents, en Algérie et au Cameroun. Dans le contexte algérien, nous avons pu observer le déroulement d'un cours hybride, pris en charge par un enseignant auprès de 37 étudiants. Pour mieux vérifier la notion de l'effet d'un dispositif hybride, nous avons planifié d'expérimenter ce même cours hybride avec le même enseignant, mais de manière totalement à distance, avec un autre groupe d'étudiants (13 étudiants). Dans le contexte camerounais, nous avons pu observer le déroulement d'un cours hybride, dispensé par un enseignant, auprès de 58 étudiants de trois promotions. Nous avons collecté des données sur les variables, soit par des enregistrements vidéo, soit en récupérant des données à partir de la plateforme Moodle, ou alors par questionnaire et entretiens. La méthode d'analyse est une méthode à la fois quantitative et qualitative.Les résultats de notre recherche révèlent que les étudiants, ont procédé beaucoup plus par une approche en profondeur.Nous avons conclu que l'accompagnement de l'enseignant et l'environnement techno-pédagogique ont un effet sur les approches d'apprentissage des étudiants.Les résultats de notre recherche révèlent également que les étudiants qui ont un fort ou un faible sentiment d'efficacité personnelle ont tous procédé par des approches de traitement en profondeur. Alors, le sentiment d'efficacité personnelle n'a pas un effet sur le choix de telle ou telle approche

d'apprentissage. Les résultats indiquent aussi qu'il n'y a aucune relation entre les caractéristiques biologiques des étudiants (le genre) et leurs approches d'apprentissage.

Nemeth, L., & Lipowsky, F. (2021). **Subtraktionsstrategien verschachtelt oder geblockt lernen? Strategiewahl- und Fehlerprofile von Drittklässler*innen**. *Swiss Journal of Educational Research*, *43*(2), 233-249. https://doi.org/10.24452/sjer.43.2.4
Primary students should learn how to solve subtraction tasks flexibly with different strategies. The current study therefore investigates students' strategy proficiency by analyzing strategy use- and error profiles. A total of 236 third graders were taught using subtraction strategies in an interleaved or blocked fashion. A latent transition analysis revealed five strategy choice- and error profiles. Prior to the intervention, most students primarily used the stepwise strategy with only few errors. After the intervention, most of the students were flexible calculators with very few errors, followed by those primarily using the written algorithm with few errors. Students' prior knowledge and being taught interleaved subtraction had a positive influence on the transition to the profile of flexible strategy use.

OCDE : Organisation de coopération et de développement économiques. (2021). ***Caring, sharing, daring: social-emotional development at age five***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13637
De nouvelles données de l'étude internationale de l'OCDE sur l'apprentissage et le bien-être des enfants montrent que le développement socio-émotionnel précoce est important pour le bien-être des enfants et le développement des compétences en général. L'étude portant sur les enfants de cinq ans en Angleterre, en Estonie et aux États-Unis a révélé que les compétences socio-émotionnelles telles que la curiosité et l'empathie sont positivement associées au développement cognitif précoce des enfants, en particulier la littératie et la numératie émergentes. Des différences entre les sexes et les milieux socio-économiques soulignent l'importance de favoriser ces compétences dans les environnements éducatifs, communautaires et familiaux.

Poquet, O., & Laat, M. de. (2021). **Developing capabilities: Lifelong learning in the age of AI**. *British Journal of Educational Technology*, *52*(4), 1695-1708. https://doi.org/10.1111/bjet.13123
Due to the ongoing digitalisation of workplaces and educational settings, human activity underpinning learning and work is increasingly mediated by technology. The advancement of artificial intelligence (AI) and its integration into everyday technologies influences how people are exposed to information, interact, learn and make decisions. We argue that technology, data and evolving AI applications affect how humans enact and experience life and work, changing the context for learning. Hence, as this paper argues, the current notion of lifelong learning needs a revisit to embrace technology at its foundation. To bring freely chosen goals and ownership in one's learning to the fore, in the context of the coming AI age, we argue for the telos of learning to shift from human capital to human development, with the spotlight on capabilities. The paper draws on the capability approach to inform individuals and organisations of how they can support human development throughout lifelong learning. We then move to provide examples of how technologies underpinning workplace practices can be seen with the focus on capabilities as individuals learn to create value. Practitioner notes What is known about the topic? The primary notion of lifelong learning refers to adult learning processes. The

policy perspective that dominates organisation of lifelong learning opportunities focuses on human capital development. Technologies mediate learning and work. What this paper adds Technology is not explicitly addressed in meanings associated with lifelong learning. AI-based technologies dynamically interact with human cognitive and social practices. The paper argues for a stronger focus on human development instead of human capital in the telos of lifelong learning opportunities. Capability approach is a viable alternative to human capital perspective on LLL. Data used to support learning can focus on learner agency and systemic factors that enable and constrain lifelong learning. Implications for practice and/or policy LLL interventions should promote systemic support for learner agency and ownership. LLL interventions should focus on negotiated value creation. Workplaces should embrace human-machine integration but in ways that support capability and human development, not human capital.

Teane. (2021). **What We Assess Is What We Produce: Moving Towards the Development of Skills in South African FET Colleges**. *Community College Journal of Research and Practice*, *45*(9), 663-673. https://doi.org/10.1080/10668926.2020.1758241
The focus of this study was to investigate the coherence between the needs of industry and the curriculum offered at Technical and Vocational Education and Training (TVET) colleges. The context of this study was TVET colleges, which is a relatively recent sector in the Department of Higher Education and Training (DHET), in South Africa. There is an unacceptably high rate of unemployment in South Africa and in particular, there is a shortage of technical skills, which the TVET sector is expected to address. Concerns have been expressed about the effectiveness of these colleges in producing graduates with employability skills. This study investigated whether the assessment strategies employed in the Electrical Engineering curriculum are appropriate in preparing the students for practice. A qualitative research design was used where a sample consisting of seven Further Education and Training (FET) College graduates and three instructors (lecturers) were selected using a snowball sampling technique. Findings of this research are that the current assessment strategy used in FET colleges (written testing) does not lead to the development of employability skills in FET graduates. The proposed TVET programs are those that promote a dual assessment throughout the course that yields the technical knowledge and employability outcomes that will meet the needs of industries.

Wolniak, G. C., & Muskens, M. (2021). **Undermatching and Noncognitive Development during the First Year of College: A Longitudinal Study of College Students in the Netherlands**. *Research in Higher Education*, *62*(6), 855-884. https://doi.org/10.1007/s11162-020-09620-w
The study focuses on the phenomenon of "undermatching" in relation to the development of noncognitive attributes during the first year of college. Particular attention is paid to examining the role of first-generation college student status in moderating these relationships. The analyses utilize longitudinal data from the Netherlands (N = 14,540), to test whether undermatching is associated with noncognitive development, based on measures of academic motivation, college satisfaction, and academic self-efficacy. Results indicate among first-generation students, undermatching predicts positive development of satisfaction with college and academic self-efficacy, net of other social status, demographic, and educational measures. Alternatively, among continuing-generation students, undermatching does not affect noncognitive development. The results were found to be robust to model selection. The discussion and conclusion suggest that undermatching may, in fact,

promote positive development of noncognitive attributes for socially mobile students (i.e., students from families with less educational attainment).

Aspects économiques de l'éducation

Adamecz-Völgyi, A., Henderson, M., & Shure, N. (2020). **The Labor Market Returns to « First in Family » University Graduates**. In *IZA Discussion Papers* (N° 13911). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp13911.html
We exploit linked survey-administrative data from England to examine how first in family (FiF) graduates (those whose parents do not have university degrees) fare on the labor market. We find that among graduate women, FiF graduates earn 8.3% less on average than graduate women whose parents have a university degree. For men, we find no such difference. A decomposition of the difference between FiF and non-FiF graduate women reveals that prior academic attainment, whether they attended an « elite » institution, and whether they needed their degree for their job fully explains this gap. We also estimate returns to graduation for potential FiF and non-FiF young people. We find that although the wage returns to graduation are higher among FiF women compared to women who match their parents with a degree, the negative effects of coming from a lower educated family are so large that they counteract the high returns of graduation.

Adamecz-Völgyi, A., Henderson, M., & Shure, N. (2021). **Intergenerational Educational Mobility – The Role of Non-cognitive Skills**. In *IZA Discussion Papers* (N° 14580). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14580.html
While it has been shown that university attendance is strongly predicted by parental education, we know very little about why some potential « first in family » or first-generation students make it to university and others do not. This paper looks at the role of non-cognitive skills in the university participation of this disadvantaged group in England. We find that conditional on national, high-stakes exam scores and various measures of socioeconomic background, having higher levels of non-cognitive skills, specifically locus of control, academic self-concept, work ethic, and self-esteem, in adolescence is positively related to intergenerational educational mobility to university. Our results indicate that having higher non-cognitive skills helps potential first in family university students to compensate for their relative disadvantage, and they are especially crucial for boys. The most important channel of this relationship seems to be through educational attainment at the end of compulsory schooling.

Agasisti, T., Bratti, M., & Minaya, V. (2021). **When Need Meets Merit: The Effect of Increasing Merit Requirements in Need-Based Student Aid**. In *IZA Discussion Papers* (N° 14423). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14423.html
Merit requirements in need-based student aid may exacerbate inequality in higher education but at the same time improve efficiency of aid expenditure by increasing on-time graduation, for instance. Disentangling the effect of the two building blocks of student aid (« need » and « merit ») is therefore of key interest to policy makers. In this paper, we seek to estimate the causal effect of tightening the academic requirements embodied in need-based student aid on short-term and long-term student academic performance. This is done leveraging a reform in an Italian region that increased by 40%

(i.e. from 25 to 35 out of a maximum of 60) the number of credits to be earned in the first academic year to maintain aid eligibility. Using administrative data from an Italian public university mainly offering STEM degrees, this study reveals that tightening merit requirements had a statistically significant, positive effect on various dimensions of performance of the « average » aid recipient. However, an analysis of treatment heterogeneity unveils winners and losers from the policy: the positive effects are indeed concentrated among higher and medium-ability students, while lower-ability students receiving financial assistance are discouraged from continuing in their studies.

Amez, S., & Baert, S. (2021a). **Bye, bye, Hotel Mama, bye, bye good grades? Living in a student room and exam results in tertiary education**. In *Working Papers of Faculty of Economics and Business Administration, Ghent University, Belgium* (N° 21/1018). Consulté à l'adresse Ghent University, Faculty of Economics and Business Administration website: https://ideas.repec.org/p/rug/rugwps/21-1018.html
We study whether living in a student room as a tertiary education student (instead of commuting between one's parental residence and college or university) affects exam results. To the best of our knowledge, we are the first to study this relationship beyond cross-sectional analysis. That is, we exploit rich longitudinal data on 1,653 Belgian freshmen students' residential status and exam scores to control for observed heterogeneity as well as for individual fixed (or random) effects. We find that after correcting for unobserved heterogeneity, the association found in earlier contributions disappears. This finding of no significant impact of living in a student room on exam results is robust for other methods used for causal inference including instrumental variable techniques.

Amez, S., & Baert, S. (2021b). **Bye, Bye, Hotel Mama, Bye, Bye Good Grades? Living in a Student Room and Exam Results in Tertiary Education**. In *IZA Discussion Papers* (N° 14534). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14534.html
We study whether living in a student room as a tertiary education student (instead of commuting between one's parental residence and college or university) affects exam results. To the best of our knowledge, we are the first to study this relationship beyond cross-sectional analysis. That is, we exploit rich longitudinal data on 1,653 Belgian freshmen students' residential status and exam scores to control for observed heterogeneity as well as for individual fixed (or random) effects. We find that after correcting for unobserved heterogeneity, the association found in earlier contributions disappears. This finding of no significant impact of living in a student room on exam results is robust for other methods used for causal inference including instrumental variable techniques.

Amez, S., Vujic, S., Abrath, M., & Baert, S. (2021). **Deteriorated Sleep Quality Does Not Explain the Negative Impact of Smartphone Use on Academic Performance**. In *IZA Discussion Papers* (N° 14547). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14547.html
University students' smartphone use has recently been shown to negatively affect their academic performance. Surprisingly, research testing the empirical validity of potential mechanisms underlying this relationship is very limited. In particular, indirect effects of negative health consequences due to heavy smartphone use have never been investigated. To fill this gap, we investigate, for the first time, whether deteriorated sleep

quality drives the negative impact on academic performance. To this end, we examine longitudinal data on 1,635 students at two major Belgian universities. Based on a combination of a random effects approach and seemingly unrelated regression, we find no statistically significant mediating effect of sleep quality in the relationship between smartphone use and academic performance.

Andrews, B. D. (2021). **College Costs and Credit Cards: How Student Credit Card Use Influences College Degree Attainment**. *Research in Higher Education*, *62*(6), 885-913. https://doi.org/10.1007/s11162-020-09622-8
Since the turn of the twenty-first century, going to college has become increasingly financially difficult in the United States. Tuition prices continued to rise, state funding for higher education declined, and the mean family income declined or stagnated for all but the top 20 percent of families (Goldrick-Rab 2016). In a period where college has risen to be the preeminent way Americans can make a better life for themselves, it is becoming more difficult for Americans to pay for college. Financial aid does not cover as much of the price of college as it once did (Goldrick-Rab 2016), and college students are relying on financing methods like student loans more than ever before. Student loans, however, are not the only credit-based financial strategy college students use to pay for college (Manning 2000, 2005). With the explosion of consumer credit access from the 1980s to the 2000s, college students are using credit cards, many times to bridge gaps in their budgets as they try to pay for college. This paper utilizes data from the Education Longitudinal Study (2002–12) to examine the link between college student credit card use and bachelor's degree attainment and demonstrates that college students who carry a balance on their credit card from month to month have a lower likelihood of completing a bachelor's degree, net of other important factors. Research in the fields of financial counseling and planning, consumer studies, public policy, sociology, and health has explored college student credit card spending behaviors, associated health and educational outcomes, and the influence of family backgrounds on credit card use. This paper extends this existing body of research by considering how college student credit card use influences educational outcomes.

Aygün, O., & Bó, I. (2021). **College Admission with Multidimensional Privileges: The Brazilian Affirmative Action Case**. *American Economic Journal: Microeconomics*, *13*(3), 1-28. https://doi.org/10.1257/mic.20170364
In 2012, Brazilian public universities were mandated to use affirmative action policies for candidates from racial and income minorities. We show that the policy makes the students' affirmative action status a strategic choice and may reject high-achieving minority students while admitting low-achieving majority students. Empirical data shows evidence consistent with this type of unfairness in more than 49 percent of the programs. We propose a selection criterion and an incentive-compatible mechanism that, for a wider range of similar problems and the one in Brazil in particular, is fair and removes any gain from strategizing over the privileges claimed.

Barrow, L., Geraghty, T., Mokher, C., & Sartain, L. (2020). **The Signaling, Screening, and Human Capital Effects of National Board Certification: Evidence from Chicago and Kentucky High Schools**. In *Working Paper Series* (N° WP 2020-06). Consulté à l'adresse Federal Reserve Bank of Chicago website: https://ideas.repec.org/p/fip/fedhwp/87531.html

The National Board for Professional Teaching Standards recognizes teachers who meet performance standards for "accomplished" educators. States and districts provide support for teachers to obtain this certification, which is considered an honor in the field. Using high school data from Chicago and Kentucky, we examine whether participation in the time- and resource-intensive certification process improves teacher productivity and, ultimately, if recognized teachers are of higher quality than their non-certified peers. We find the certification process itself did not increase teacher productivity. Further, we find mixed evidence on whether certified teachers are more effective at raising test scores than non-certified teachers

Basteck, C., Klaus, B., & Kuebler, D. (2019). **How Lotteries in School Choice Help to Level the Playing Field**. In *Cahiers de Recherches Economiques du Département d'économie* (N° 19.09). Consulté à l'adresse Université de Lausanne, Faculté des HEC, Département d'économie website: https://ideas.repec.org/p/lau/crdeep/19.09.html
School authorities in the UK and the US advocate the use of lotteries to help desegregate schools. Inspired by the current school choice mechanism in Berlin, we study lottery quotas embedded in the deferred acceptance (DA) and immediate acceptance (IA) mechanisms. Some seats are allocated based on academic achievement (e.g.,grades) and some based on a lottery. We focus on the e ect of the lottery quota on truth-telling, stability, the utility of students, and the student composition at schools, using theory and experiments. We find that in theory a lottery quota strengthens truth-telling in DA by eliminating non-truth-telling equilibria. The equilibrium outcome of DA with a lottery is stable while this is not the case for IA with a lottery. Both predictions are borne out in the experiment. Moreover,the lottery quota leads to more diverse school populations in the experiment, as predicted. Comparing the two mechanisms, students with the lowest grades profit more from the introduction of the lottery under IA than under DA.

Bergman, P., Kopko, E., & Rodriguez, J. (2021). **Using Predictive Analytics to Track Students: Evidence from a Seven-College Experiment**. In *IZA Discussion Papers* (N° 14500). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14500.html
Tracking is widespread in U.S. education. In post-secondary education alone, at least 71% of colleges use a test to track students. However, there are concerns that the most frequently used college placement exams lack validity and reliability, and unnecessarily place students from under-represented groups into remedial courses. While recent research has shown that tracking can have positive effects on student learning, inaccurate placement has consequences: students face misaligned curricula and must pay tuition for remedial courses that do not bear credits toward graduation. We develop an alternative system to place students that uses predictive analytics to combine multiple measures into a placement instrument. Compared to colleges'; existing placement tests, the algorithm is more predictive of future performance. We then conduct an experiment across seven colleges to evaluate the algorithm's effects on students. Placement rates into college-level courses increased substantially without reducing pass rates. Adjusting for multiple testing, algorithmic placement generally, though not always, narrowed gaps in college placement rates and remedial course taking across demographic groups. A detailed cost analysis shows that the algorithmic placement system is socially efficient: it saves costs for students while increasing college credits earned, which more than offsets increased costs for colleges. Costs could be reduced with improved data digitization as opposed to entering data by hand.

Biasi, B. (2021). **The Labor Market for Teachers under Different Pay Schemes**. *American Economic Journal: Economic Policy*, *13*(3), 63-102. https://doi.org/10.1257/pol.20200295
Compensation of most US public school teachers is rigid and solely based on seniority. This paper studies the effects of a reform that gave school districts in Wisconsin full autonomy to redesign teacher pay schemes. Following the reform some districts switched to flexible compensation. Using the expiration of preexisting collective bargaining agreements as a source of exogenous variation in the timing of changes in pay, I show that the introduction of flexible pay raised salaries of high-quality teachers, increased teacher quality (due to the arrival of high-quality teachers from other districts and increased effort), and improved student achievement. (JEL J31, J45, J52, H75, I21)

Bijwaard, G. (2021). **Educational Differences in Mortality and Hospitalisation for Cardiovascular Diseases for Males**. In *IZA Discussion Papers* (N° 14507). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14507.html
High educated individuals are less frequently admitted to hospital for cardiovascular diseases and live longer than the lower educated. We address whether the educational gradient in the mortality rate can be explained by the educational difference in the timing of CVD hospitalisation. We account for possible selective hospitalisation, by using a correlated multistate hazard model (a 'Timing-of-events'- model) and, for selection into education, by using inverse propensity weighting based on the probability to attain higher education. We use Swedish Military Conscription Data (1951-1960), for males only, linked to administrative Swedish registers. Our empirical results indicate a clear educational gradient in mortality and in the impact of CVD hospitalisation on mortality. The implied educational gain in the number of months lost is, however, mainly due to other factors than CVD hospitalisation. Extending the analysis to cause specific mortality reveals that the largest educational differences exist in death due to external causes.

Blair, P. Q., Debroy, P., & Heck, J. (2021). **Skills, Degrees and Labor Market Inequality**. In *NBER Working Papers* (N° 28991). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/28991.html
Over the past four decades, income inequality grew significantly between workers with bachelor's degrees and those with high school diplomas (often called "unskilled"). Rather than being unskilled, we argue that these workers are STARs because they are skilled through alternative routes—namely their work experience. Using the skill requirements of a worker's current job as a proxy of their actual skill, we find that though both groups of workers make transitions to occupations requiring similar skills to their previous occupations, workers with bachelor's degrees have dramatically better access to higher-wage occupations where the skill requirements exceed the workers' observed skill. This measured opportunity gap offers a fresh explanation of income inequality by degree status and reestablishes the important role of on-the-job training in human capital formation.

Bonacini, L., Brunetti, I., & Gallo, G. (2021). **Choose the school, choose the performance. New evidence on the determinants of student performance in eight European countries**. In *GLO Discussion Paper Series* (N° 905). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/905.html

This study aims to identify the main determinants of student performance in reading and maths across eight European Union countries (Austria, Croatia, Germany, Hungary, Italy, Portugal, Slovakia, and Slovenia). Based on student-level data from the OECD's PISA 2018 survey and by means of the application of efficient algorithms, we highlight that the number of books at home and a variable combining the type and location of their school represent the most important predictors of student performance in all of the analysed countries, while other school characteristics are rarely relevant. Econometric results show that students attending vocational schools perform significantly worse than those in general schools, except in Portugal. Considering only general school students, the differences between big and small cities are not statistically significant, while among students in vocational schools, those in a small city tend to perform better than those in a big city. Through the Gelbach decomposition method, which allows measuring the relative importance of observable characteristics in explaining a gap, we show that the differences in test scores between big and small cities depend on school characteristics, while the differences between general and vocational schools are mainly explained by family social status.

Boring, A., & Brown, J. (2021). **Gender and Choices in Higher Education**. In *Sciences Po publications* (N° 122). Consulté à l'adresse Sciences Po website: https://ideas.repec.org/p/spo/wpmain/infohdl2441-1ta425q4ev9o6a76uep4hjlunc.html
Data on the labor market outcomes of university graduates show that gender pay gaps appear soon after graduation in nearly every field of study. We provide descriptive evidence of a plausible cause of the gender starting-salary gap: choices within an educational setting that differ between male and female students, even after accounting for academic specialization. We examine the choices of undergraduate students at a selective French university who are competing for seats at foreign universities to fulfill a mandatory exchange program requirement. Holding fixed students' field of study, we find that average and high-ability female students request exchange universities that are worse-ranked than their male peers. A survey eliciting students' preferences suggests that male students prioritize the academic characteristics of potential exchange universities more often, whereas similar female students consider both the academic and non-academic characteristics of exchange destinations. We explore the short-term consequences of these differing preferences using a simulation that assigns students to exchange seats solely on university ranking and students' academic performance. Female students' assignment improves almost uniformly, whereas top-performing male students face increased competition for seats and male students with average grades face less competition as high-achieving female students shift towards better-ranked assignments.

Borraz, F., Caro, A., Caño-Guiral, M., & Roa, M. J. (2021). **Financial education for youth: A randomized evaluation in Uruguay**. In *GLO Discussion Paper Series* (N° 881). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/881.html
Using data from a randomized control trial in Uruguay, we evaluate the impact of an economic and financial education program targeted to senior high-school students. The program is based on an innovative playful approach workshop about monetary policy and financial supervision. We find that the workshop has a positive and significant impact on student knowledge. Our results shed light on the importance of economic and financial education for the youth in developing countries.

Buser, T., Niederle, M., & Oosterbeek, H. (2020). **Can competitiveness predict education and labor market outcomes? Evidence from incentivized choice and survey measures**. In *Tinbergen Institute Discussion Papers* (N° 20-048/I). Consulté à l'adresse Tinbergen Institute website: https://ideas.repec.org/p/tin/wpaper/20200048.html
We assess the predictive power of two measures of competitiveness for education and labor market outcomes using a large, representative survey panel. The first is incentivized and is an online adaptation of the laboratory-based Niederle-Vesterlund measure. The second is an unincentivized survey question eliciting general competitiveness on an 11-point scale. Both measures are strong and consistent predictors of income, occupation, completed level of education and field of study. The predictive power of the new unincentivized measure for these outcomes is robust to controlling for other traits, including risk attitudes, confidence and the Big Five personality traits. For most outcomes, the predictive power of competitiveness exceeds that of the other traits. Gender differences in competitiveness can explain 5-10 percent of the observed gender differences in education and labor market outcomes.

Chen, J., & Pastore, F. (2021). **Does vocational education pay better, or worse, than academic education?** In *GLO Discussion Paper Series* (N° 858). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/858.html
In this paper, we use the Chinese General Social Survey data to analyse the returns to upper secondary vocational education in China. To address possible endogeneity of vocational training due to omitted heterogeneity, we construct a novel instrumental variable using the proportion of tertiary education graduates relative to the entire population by year. Our main finding is that, although returns to vocational upper secondary education appear higher than returns to academic upper secondary education according to the Mincerian equation, the results from the instrumental variable method tell the opposite story: vocational upper secondary graduates face a wage penalty compared to academic upper secondary graduates. The wage penalty is confirmed by an alternative and more recent IV method - the Lewbel method (Lewbel, 2012). Our findings highlight the importance of properly accounting for endogeneity when estimating the returns to vocational education.

Chung, B., & Zou, J. (2021). **Teacher Licensing, Teacher Supply, and Student Achievement: Nationwide Implementation of edTPA**. In *Working Papers* (N° 2021-039). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://ideas.repec.org/p/hka/wpaper/2021-039.html
The educative Teacher Performance Assessment (edTPA) - a performance-based examination for prospective PreK-12 teachers to guarantee teaching readiness - has gained popularity in recent years. This research offers the first causal evidence about the effects of this nationwide initiative on teacher supply and student outcomes of new teachers. We leverage the quasi-experimental setting of different adoption timing by states and analyze multiple data sources containing a national sample of prospective teachers and students of new teachers in the US. We find that the new license requirement reduced the number of graduates from teacher preparation programs by 14%. The negative effect is stronger for non-white prospective teachers at less-selective universities. Contrary to the policy intention, we find evidence that edTPA has adverse effects on student learning.

Correa, J. A., Parro, F., & Sánchez, R. (2021). **The Effect of School Voucher Spending on Initial Earnings**. In *IZA Discussion Papers* (N° 14552). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14552.html
We quantify the effect of school voucher spending on initial earnings. We use administrative data on the monetary resources received by schools from a targeted voucher program implemented in Chile. We merge this dataset with education and labor market administrative records for the universe of students enrolled in the Chilean education system. We find that an increase of US$100 in the yearly expenditure of voucher resources per student raises initial earnings by 2.3%. However, we find that the positive effect of voucher spending only holds for private voucher schools that operate in local education markets with low enrollment concentration.

Cygan-Rehm, K. (2021). **Are There No Wage Returns to Compulsory Schooling in Germany? A Reassessment**. In *CESifo Working Paper Series* (N° 9147). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_9147.html
This study replicates and challenges the finding of zero wage returns to compulsory schooling in Germany by Pischke and von Wachter (Review of Economics and Statistics, 90(3), 592-598), which is unusual in the literature yet widely cited and until now uncontradicted. I document that this finding is sensitive to minor changes in sample restrictions and model specification. Further results suggest that their estimates are potentially confounded by previously unconsidered institutional details. These findings render the conclusion that compulsory schooling in Germany yields no wage returns at a minimum controversial.

Del Bono, E., & Morando, G. (2021). **For Some, Luck Matters More: The Impact of the Great Recession on the Early Careers of Graduates from Different Socio-Economic Backgrounds**. In *IZA Discussion Papers* (N° 14540). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14540.html
This paper uses variation in unemployment caused by the 2008 recession to analyse socio- economic gaps in graduate outcomes. Our data comes from a survey which collects information on several cohorts of students from all English universities and reports their destinations at 6 months after graduation. The results show that when students from less advantaged family backgrounds graduate during a recession they are more likely to become unemployed, to work part-time, and to earn less than students from more advantaged families. There is evidence that professional networks established while at university are important in explaining some of these socio-economic gaps in outcomes.

Deole, S. S., & Zeydanli, T. (2021). ***Does Education Predict Gender Role Attitudes?: Evidence from European Datasets*** (SSRN Scholarly Paper N° ID 3791949). https://doi.org/10.2139/ssrn.3791949
This paper presents the first empirical evidence of the causal impact of individuals' education on their attitudes towards traditional gender roles in Europe. We employ two national panel datasets from the UK and Switzerland and a repeated cross-sectional dataset with information from 13 Western European countries for the analysis. To estimate the causal impact of education on gender role attitudes, we exploit the exogenous variation in individuals' education induced by the compulsory school reforms implemented in European countries after World War II. Our results suggest that an additional year of education instigates egalitarian gender role attitudes equivalent of

0.1-0.3 of a standard deviation. While education's moderating effect is particularly prominent among women, we find no evidence of effect heterogeneity concerning individuals' religiosity. Our findings are robust to numerous checks performed and are briefly discussed for their policy relevance.

Dodin, M., Findeisen, S., Henkel, L., Sachs, D., & Schüle, P. (2021). **Social Mobility in Germany**. In *Working Paper Series of the Department of Economics, University of Konstanz* (N° 2021-01). Consulté à l'adresse Department of Economics, University of Konstanz website: https://ideas.repec.org/p/knz/dpteco/2101.html
We characterize intergenerational social mobility in Germany using census data on the educational attainment of 526,000 children and their parents' earnings. Our measure of educational attainment is the A-Level degree, a requirement for access to university and the most important qualification in the German education sys-tem. On average, a 10 percentile increase in the parental income rank is associated with a 5.2 percentage point increase in the probability to obtain an A-Level. This parental income gradient has not changed for the birth cohorts from 1980 to 1996, despite a large-scale policy of expanding upper secondary education in Germany. At the regional level, there exists substantial variation in mobility estimates. Place effects, rather than sorting of households into different regions, seem to account for most of these geographical differences. Mobile regions are, among other as-pects, characterized by high school quality and enhanced possibilities to obtain an A-Level degree on vocational schools.

Duflo, E., Dupas, P., & Kremer, M. (2021). **The Impact of Free Secondary Education: Experimental Evidence from Ghana**. In *NBER Working Papers* (N° 28937). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/28937.html
Following the widespread adoption of free primary education, African policymakers are now considering making secondary school free, but little is known about the private and social benefits of free secondary education. We exploit randomized assignment to secondary school scholarships among 2,064 youths in Ghana, combined with 12 years of data, to establish that scholarships increase educational attainment, knowledge, skills, and preventative health behaviors, while reducing female fertility. Eleven years after receipt of the scholarship, only female winners show private labor market gains, but those come primarily in the form of better access to jobs with rents (in particular rationed jobs in the public sector). We develop a simple model to interpret the labor market results and help think through the welfare impact of free secondary education.

Faber & Slantcheva-Durst. (2021). **The Impact of Community College Attributes on the Earnings of Their Students**. *Community College Journal of Research and Practice*, *45*(9), 687-700. https://doi.org/10.1080/10668926.2020.1798302
As the cost of higher education has continued to rise, public interest in the proportional economic return on investment in higher education has also grown. While research associating the quality of education and institutional attributes with graduate earning potentials exists in the university sector, fewer studies have focused on earning potentials of community college graduates. This study investigates the relationship between community college attributes, including fixed, compositional, and financial characteristics, and the mean earnings of former community college students. Of 53 variables, 12 had a significant impact on mean earnings including the socio-economic conditions surrounding the institutions, student demographics, percentage of students

who complete within 2 years, net tuition, and share of students who receive either a Pell Grant or a federal loan. Changing demographics of community college students, the increased cost of a community college education, and the need for additional support for two-year degrees/certifications will continue to be a challenge to the overall mission of community colleges.

Farayibi, A., & Folarin, O. (2021). ***Does Government Education Expenditure Affect Educational Outcomes? New Evidence from Sub-Sahara African Countries*** (Working Paper N° 21/048). Consulté à l'adresse European Xtramile Centre of African Studies (EXCAS) website: https://econpapers.repec.org/paper/exswpaper/21_2f048.htm
The human capital crisis, reflected in the weak global competitiveness of African education, has questioned the effectiveness of public spending in increasing educational outcomes in the continent. Thus, this article examines the impact of government education expenditure on educational outcomes in 31 sub-Saharan African (SSA) countries from 2000-2019 based on a Generalized Method of Moments (GMM). The study sheds light on the priorities of government education spending in the continent. Findings showed that the effect of government education spending on educational outcomes in SSA was driven by the measure of educational outcome used. Government spending in Africa had focused mainly on primary and secondary education to the detriment of tertiary education because it is convenient and generates political gains. Due to institutional rigidities which emanate from the governance structure, the inequitable allocation of government funding had made higher education in Africa less responsive to the changes in global knowledge and labour market demands. Therefore, the following policy agenda becomes imperative in the SSA: (i) government education spending should equitably target all education levels to improve the aggregate human capital development indicators in the region. (ii) There is a need to enhance government institutions' capacity to increase their level of effectiveness and performance.

Farré, L., & Ortega, F. (2021). **Family Ties, Geographic Mobility and the Gender Gap in Academic Aspirations**. In *IZA Discussion Papers* (N° 14561). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14561.html
This paper provides new evidence supporting that gender differences in post-graduate educational choices contribute to the glass ceiling in the labor market. We study the decision to pursue an advanced degree form an internationally renowned institution, which greatly facilitates access to top jobs. Relying on a unique dataset on applications to a highly selective program that provides merit-based graduate fellowships to Spanish students, we show that women apply for the fellowships at lower rates than observationally equivalent male graduates. We also implemented a large-scale survey on current college students and show that female college graduates have stronger family ties than males, which restricts their geographical mobility and has a negative effect on their educational aspirations. Importantly, the previous pattern is reversed in STEM fields: female graduates in STEM participate in the fellowship program at equal or higher rates than comparable males. In fact, we show that female STEM students originate from more educated families, have higher academic ability, and higher educational and earnings aspirations than women in other fields.

Feld, J., & Zölitz, U. (2021). **The effect of higher-achieving peers on major choices and labor market outcomes**. In *ECON - Working Papers* (N° 388). Consulté à l'adresse

Department of Economics - University of Zurich website: https://ideas.repec.org/p/zur/econwp/388.html
This paper investigates how exposure to higher-achieving male and female peers in university affects students' major choices and labor market outcomes. For identification of causal effects, we exploit the random assignment of students to university sections in first-year compulsory courses. We present two main results. First, studying with higher-achieving peers has no statistically significant or economically meaningful effects on educational choices. Second, we find suggestive evidence that women who have been exposed to higher achieving male peers end up in jobs in which they are more satisfied.

Fiaschi, D., & Tealdi, C. (2021). **Young People between Education and the Labour Market during the COVID-19 Pandemic in Italy**. In *IZA Discussion Papers* (N° 14479). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14479.html
We analyse the distribution and the flows between different types of employment (self-employment, temporary, and permanent), unemployment, education, and other types of inactivity, with particular focus on the duration of the school-to-work transition (STWT). The aim is to assess the impact of the COVID-19 pandemic in Italy on the careers of individuals aged 15-34. We find that the pandemic worsened an already concerning situation of higher unemployment and inactivity rates and significantly longer STWT duration compared to other EU countries, particularly for females and residents in the South of Italy. In the midst of the pandemic, individuals aged 20-29 were less in (permanent and temporary) employment and more in the NLFET (Neither in the Labour Force nor in Education or Training) state, particularly females and non Italian citizens. We also provide evidence of an increased propensity to return to schooling, but most importantly of a substantial prolongation of the STWT duration towards permanent employment, mostly for males and non Italian citizens. Our contribution lies in providing a rigorous estimation and analysis of the impact of COVID-19 on the carriers of young individuals in Italy, which has not yet been explored in the literature.

Fourati-Jamoussi, F., Dubois, M. J. F., Chedru, M., & Belhenniche, G. (2021). **Education for Sustainable Development and Innovation in Engineering School: Students' Perception**. *Sustainability*, *13*(11), 1-13. Consulté à l'adresse https://ideas.repec.org/a/gam/jsusta/v13y2021i11p6002-d562740.html
This article is the continuation of the work that has already been completed in a first study on the perception of engineering students at UniLaSalle Beauvais about education for sustainable development (SD) and innovation. Its purpose is to show the evolution over time of the perception of engineering students regarding SD and innovation after integrating the international program called "Go-LaSalle". In this training process, students spend the first semester of their third academic year in partner universities of the worldwide Lasallian network. To identify and measure the change of students' perception, we have designed a survey that was sent to two engineers' training classes (specialties) Agronomy and Agro-Industries and Food and Health. The results show that although some differences and similarities appear between the two specialties, there are few significant changes on student's perception before and after the six-month international program (called "Go-LaSalle"). Finally, the study shows, on the one hand, that the students trust the institution, the companies and their teachers more than their own inclinations; on the other hand, it allows the institution to adapt their training to both collective needs and the demands of the environment.

Gabay-Egozi, L., & Yaish, M. (2021). **Short and long-term consequences of high-school tracks for earnings in Israel**. *Acta Sociologica*, *64*(3), 294-313. https://doi.org/10.1177/0001699320920919
Vocational and academic curricula are said to hold both short-term and long-term consequences for economic outcomes. The literature on this topic, however, fails to address the long-term consequences of educational tracking. Just as important, this literature did not examine returns to high-school tracking within levels of further education. This paper aims to fill these gaps in the literature. Utilizing longitudinal data of Israeli men and women who graduated high school in the late 1980s and entered the labor market in the early 1990s, we examine their earning trajectories throughout age 50 in 2013. The results indicate that for men without college degrees, vocational education provides pay premiums at labor-market entry. With time, however, these earnings' premiums decline and diminish. A similar pattern characterizes degree holders, though the decline in the pay premiums is less steep when compared to men without a college degree. For women we do not find similar vocational effects. Taken together, our results indicate that the more substantial differences in earnings trajectories in Israel, among men and women alike, are associated with level of education and not with high-school tracks. The theoretical and potential policy implications of these findings are discussed.

Gilraine, M., Petronijevic, U., & Singleton, J. D. (2021). **Horizontal Differentiation and the Policy Effect of Charter Schools**. *American Economic Journal: Economic Policy*, *13*(3), 239-276. https://doi.org/10.1257/pol.20200531
While school choice may enhance competition, incentives for public schools to raise productivity may be muted if public education is imperfectly substitutable with alternatives. This paper estimates the aggregate effect of charter school expansion on education quality while accounting for the horizontal differentiation of charter programs. Our research design leverages variation following the removal of North Carolina's statewide cap to compare test score changes for students who lived near entering charters to those farther away. We find learning gains that are driven by public schools responding to increased competition from non-horizontally differentiated charter schools, even before those charters actually open. (JEL H75, I21, I28)

Goulas, S., Griselda, S., & Megalokonomou, R. (2021). **Compulsory Class Attendance versus Autonomy**. In *IZA Discussion Papers* (No 14559). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14559.html
Understanding the impact of the COVID-19 pandemic on education requires a solid grasp of the impact of student autonomy on learning. In this paper, we estimate the effect of an increased autonomy policy for higher-performing students on short- and longer-term school outcomes. We exploit an institutional setting with high demand for autonomy in randomly formed classrooms. Identification comes from a natural experiment that allowed higher-achieving students to miss 30 percent more classes without penalty. Using a difference-in-difference-in-differences approach, we find that allowing higher-achieving students to skip class more often improves their performance in high-stakes subjects and increases their university admission outcomes. Higher-achieving students in more academically diverse classrooms exerted more autonomy when allowed to.

Henager, R., Anong, S. T., Serido, J., & Shim, S. (2021). **Does Financial Satisfaction Vary Depending on the Funding Strategy Used to Pay for College?** *Journal of Family and Economic Issues*, *42*(3), 429-448. https://doi.org/10.1007/s10834-021-09755-7
This study sought to determine whether the levels of financial satisfaction reported by college undergraduates and graduates differ in relation to whether they funded their college education by working or borrowing or a combination of the two. Data for this study came from a survey sample of full-time freshmen that formed the basis of a longitudinal study conducted at a large public university. Funding sources examined were grouped into those who worked only, those who borrowed only, those who worked and borrowed, and those who used grants, scholarships, or other sources of money to fund their college education. Compared to those who had student loans, those who had financed college with grants, scholarships, or other money (usually from family and/or friends) were more likely to report greater financial satisfaction than those who had used student loans to pay for college. There was evidence that this was only true during college rather than after college. The results obtained suggest that merely possessing a student loan may not necessarily decrease the level of financial satisfaction as many suspect, especially considering other funding alternatives such as working during college. While there was no significant impact of these funding strategies on financial satisfaction either during or after college, there was evidence for possible thresholds at which overall student loan balances may begin to erode financial satisfaction. The results obtained suggest that student loans may not decrease the level of financial satisfaction as much as many have suspected when compared with working to pay for college, as long as the amount of the student loan is not excessive, and is not accompanied by other types of debt (which also reduced financial satisfaction).

Heo, W., Lee, J. M., & Rabbani, A. G. (2021). **Mediation Effect of Financial Education between Financial Stress and Use of Financial Technology**. *Journal of Family and Economic Issues*, *42*(3), 413-428. https://doi.org/10.1007/s10834-020-09720-w
This study investigated the relationship between financial stress and financial technology and included the mediating role of financial knowledge based on the ABC-X model. This study used the 2018 National Financial Capability Study to construct financial stress and the use of financial technology and tested the proposed model with two subgroups: one group with financial education and the other group without financial education. We used confirmatory factor analysis and structural equation modeling to evaluate our model. Results show that respondents with a greater level of financial stress generally tended to more engage in financial technology. When the role of financial knowledge was considered in the model, the relationship between financial stress and the use of financial technology varied by the type of financial knowledge. Although this study did not identify the onset of the coping process directly, the direct effect of financial stress on the use of financial technology in each subgroup regardless of their financial education experience confirms efforts of looking for coping when facing and responding to financially stressful situations. Thus, this study sheds light on the new technology for financial services as a potential tool for better financial management and as a coping mechanism for those with financial stress. Results from this study provide insights for financial practitioners and educators who help US households manage their financial stress.

Hill, R. (2019). **Does IEB make the grade? Alternative testing methods and Educational outcomes: The case of the IEB in South Africa**. In *Working Papers* (No 201904). Consulté à

l'adresse University of Cape Town, Development Policy Research Unit website: https://ideas.repec.org/p/ctw/wpaper/201904.html
According to the Independent Examinations Board (IEB, 2015), students who write the IEB National Senior Certificate school-leaving exam are at a distinct advantage and seem to be better prepared for the pressures and challenges faced during their university years than are those students who wrote the Department of Basic Education (DBE) exams. Although the underlying curriculum is no different, the IEB exam is thought to be more challenging and to encourage more critical thinking and deeper engagement with the material than the DBE exam. Thus, this research paper aims to provide a rigorous investigation of whether those students who write the IEB exam at the end of their matric year achieve higher university grades in their first year of study, as well as a decomposition of this effect into a teaching effect and a testing effect. This is done by exploiting within-school variation of examination boards. Given that studies investigating independent school impacts on university performance have predominantly been conducted internationally (McNabb et al., 2002; Ogg et al., 2009; Smith & Naylor, 2001; Smith & Naylor, 2005), this paper will add to the literature in the South African context. By using the techniques of OLS, quantile regression, binary choice probit models and ordered probit models, this paper attempts to provide a holistic view of the effect that the IEB school-leaving examination has on a student's academic performance at a tertiary level. The data used in this study is also unique, in that it is made up of an amalgamation of student record data obtained from the University of Cape Town (UCT), as well as governmental survey data. This paper finds that the IEB examination has a strong positive effect of between 1.6 and 6.5 percentage points on first-year GPA at UCT, particularly in the Medicine and Engineering faculties. Furthermore, this effect is present, but decreasing across the entirety of the performance distribution. Students with an IEB matric are significantly more likely to achieve a 2nd class pass or higher at the end of their first year of study than are comparable students from Former African schools. When decomposing the IEB effect into a teaching effect and a testing effect, it was found that the majority of the impact of the IEB comes simply from the different exam, and that teaching effects are minimal. A further finding of interest is that the IEB effect seems to be independent of resource availability, and that simply the exposure to the alternative testing method is sufficient for students to see significant improvements in their university performance. These results are robust to changes in functional form, and provide a strong and clear picture that perhaps South Africa should be adopting more of the IEB policies towards teaching and learning on a national scale.

Jacobs, M., van der Velden, R., & van Vugt, L. (2021a). **Does lowering the bar help? Results from a natural experiment in high-stakes testing in Dutch primary education**. In *ROA Research Memorandum* (N° 004). Consulté à l'adresse Maastricht University, Research Centre for Education and the Labour Market (ROA) website: https://ideas.repec.org/p/unm/umaror/2021004.html
In many countries, high-stakes tests play an important role in the allocation of pupils to prestigious tracks or schools in secondary education or students to prestigious programs or colleges in tertiary education. It is not clear what would happen if the standards for these tests were systematically raised or lowered. Would that affect the subsequent educational career? This paper exploits a unique natural experiment in the Netherlands using the market entrance of two new suppliers of high-stakes tests in primary education. In the first year of introduction, these new tests were not yet properly calibrated: For one test the standards were too low, while for the other test they were too high, compared

to the standards of the traditional test that continued to be the main supplier. We use high-quality register data and a within-schools-across-cohorts design to model the short- and long-term outcomes (i.e., change in teacher advice and actual track three years later) for the students that were affected by the new tests. We find evidence for short-term effects, but no evidence for long-term effects. This implies that the Dutch educational system is sufficiently flexible to allocate pupils to the appropriate track, even if a high-stakes test advice does not recommend the right track. At the same time, it also implies that lowering the bar is not a simple way to increase the share of students going to prestigious tracks.

Jacobs, M., van der Velden, R., & van Vugt, L. (2021b). **Does lowering the bar help? Results from a natural experiment in high-stakes testing in Dutch primary education**. In *Research Memorandum* (N° 011). Consulté à l'adresse Maastricht University, Graduate School of Business and Economics (GSBE) website: https://ideas.repec.org/p/unm/umagsb/2021011.html
In many countries, high-stakes tests play an important role in the allocation of pupils to prestigious tracks or schools in secondary education or students to prestigious programs or colleges in tertiary education. It is not clear what would happen if the standards for these tests were systematically raised or lowered. Would that affect the subsequent educational career? This paper exploits a unique natural experiment in the Netherlands using the market entrance of two new suppliers of high-stakes tests in primary education. In the first year of introduction, these new tests were not yet properly calibrated: For one test the standards were too low, while for the other test they were too high, compared to the standards of the traditional test that continued to be the main supplier. We use high-quality register data and a within-schools-across-cohorts design to model the short- and long-term outcomes (i.e., change in teacher advice and actual track three years later) for the students that were affected by the new tests. We find evidence for short-term effects, but no evidence for long-term effects. This implies that the Dutch educational system is sufficiently flexible to allocate pupils to the appropriate track, even if a high-stakes test advice does not recommend the right track. At the same time, it also implies that lowering the bar is not a simple way to increase the share of students going to prestigious tracks.

Jacquemet, N., Luchini, S., Rosaz, J., & Shogren, J. (2021). **Can we commit future managers to honesty?** In *Université Paris1 Panthéon-Sorbonne (Post-Print and Working Papers)* (N° halshs-03277342). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/cesptp/halshs-03277342.html
In a competitive business environment, dishonesty can pay. Self-interested executives and managers can have incentive to shade the truth for personal gain. In response, the business community has considered how to commit these executives and managers to a higher ethical standard. The MBA Oath and the Dutch Bankers Oath are examples of such a commitment device. The question we test herein is whether the oath can be used as an effective form of ethics management for future executives/managers-who for our experiment we recruited from a leading French business school-by actually improving their honesty. Using a classic Sender-Receiver strategic game experiment, we reinforce professional identity by pre-selecting the group to which Receivers belong. This allows us to determine whether taking the oath deters lying among future managers. Our results suggest « yes and no. » We observe that these future executives/managers who took a solemn honesty oath as a Sender were (a) significantly more likely to tell the truth when

the lie was detrimental to the Receiver, but (b) were not more likely to tell the truth when the lie was mutually beneficial to both the Sender and Receiver. A joint product of our design is our ability to measure in-group bias in lying behavior in our population of subjects (comparing behavior of subjects in the same and different business schools). The experiment provides clear evidence of a lack of such bias.

Konte, M. (2021). **How do education resources respond to the quality of local governance in Africa?** *Review of Development Economics*, *25*(3), 1538-1557. https://doi.org/10.1111/rode.12770
We empirically investigate the extent to which weak local governance such as corruption, lack of effectiveness, and responsiveness in local government offices in Africa affects the likelihood that citizens experience educational resource challenges in their local public schools. We consider the challenges of lack of textbooks, poor school facilities, expensive school fees, teacher absenteeism, overcrowded classrooms, and poor teaching quality. Our perception-based indicators of local governance are measured at the regional/provincial level, the smallest geographical location in our pooled Afrobarometer data set across 33 African countries. We find that local government officials' corrupt behaviors and ineffectiveness increase the local inhabitants' probability of experiencing challenges in their local public schools, even after controlling for government expenditure on education. The cross-region analysis with instrumental variables reports that a one-point increase in the percentage of citizens who perceived their local government officials as corrupt yields an increase that ranges between 0.4 and 0.9 in the percentage of people who face poor human or physical school resources in their local public schools. These values range between 0.2 and 0.4 for a one-point percentage increase in the measure of local government ineffectiveness.

Kose, E., Kuka, E., & Shenhav, N. (2021). **Women's Suffrage and Children's Education**. *American Economic Journal: Economic Policy*, *13*(3), 374-405. https://doi.org/10.1257/pol.20180677
While a growing literature shows that women, relative to men, prefer greater investment in children, it is unclear whether empowering women produces better economic outcomes. Exploiting plausibly exogenous variation in US suffrage laws, we show that exposure to suffrage during childhood led to large increases in educational attainment for children from disadvantaged backgrounds, especially Blacks and Southern Whites. We also find that suffrage led to higher earnings alongside education gains, although not for Southern Blacks. Using newly digitized data, we show that education increases are primarily explained by suffrage-induced growth in education spending, although early-life health improvements may have also contributed. (JEL H75, I21, I22, J13, J15, J16, N32)

Kreisman, D., Smith, J., & Arifin, B. (2021). **Labor Market Signaling and the Value of College: Evidence from Resumes and the Truth**. In *IZA Discussion Papers* (N° 14483). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14483.html
How do college non-completers list schooling on their resumes? The negative signal of not completing might outweigh the positive signal of attending but not persisting. If so, job-seekers might hide non-completed schooling on their resumes. To test this we match resumes from an online jobs board to administrative educational records. We find that fully one in three job-seekers who attended college but did not earn a degree omit their only post-secondary schooling from their resumes. We further show that these are not

casual omissions but are strategic decisions systematically related to schooling characteristics, such as selectivity and years of enrollment. We also find evidence of lying, and show which degrees listed on resumes are most likely untrue. Lastly, we discuss implications. We show not only that this implies a commonly held assumption, that employers perfectly observe schooling, does not hold, but also that we can learn about which college experiences students believe are most valued by employers.

Kuan, P.-Y., & Peng, S.-C. (2021). **Time will tell: Revisiting the impact of college expansion on income and occupational prestige mobility of young adults in Taiwan**. *Higher Education Quarterly*, (75), 468-486. https://doi.org/10.1111/hequ.12285

Kundu, A., & Sen, K. (2021). **Multigenerational mobility in India**. In *WIDER Working Paper Series* (N° wp-2021-32). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: https://ideas.repec.org/p/unu/wpaper/wp-2021-32.html

Most studies of intergenerational mobility focus on adjacent generations, and there is limited knowledge about multigenerational mobility?that is, status transmission across three generations. We examine multigenerational educational and occupational mobility in India, using a nationally representative data set, the Indian Human Development Survey, which contains information about education and occupation for three generations. We find that mobility has increased over generations for education, but not for occupation.

Leighton, M. (2021). **Mother Tongue Reading Materials as a Bridge to Literacy**. In *Discussion Paper Series, School of Economics and Finance* (N° 202101). Consulté à l'adresse School of Economics and Finance, University of St Andrews website: https://ideas.repec.org/p/san/wpecon/2101.html

Children whose mother tongue is different from the language of instruction at school face significant challenges in developing literacy skills. One educational approach to address this favours immersion in the language of instruction, while another favours a transitional period of bilingual education. This paper evaluates the impact of an early primary school literacy intervention. In addition to multi-faceted literacy support, the programme included a component of transitional bilingual education for students whose mother tongue is not the usual language of instruction. Over two years, the intervention raised literacy scores in the language of instruction by +0.44 sd, and literacy in mother tongue for minority language speakers by +0.68 sd. Both native speakers and language learners saw equivalent gains in literacy in the language of instruction, despite language learners also seeing large gains in mother tongue literacy. Our findings suggests that a light-touch transitional bilingual component does not interfere with literacy acquisition in the language of instruction; however, neither is it likely to close gaps between native speakers and language learners.

Mansfield, J., & Slichter, D. (2021). **The Long-Run Effects of Consequential School Accountability**. In *IZA Discussion Papers* (N° 14503). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14503.html

The rise of high-stakes accountability programs was one of the most noticeable changes in the U.S. education system during the 1990s and early 2000s. We measure the impact of these programs on students' long-run outcomes. We find that exposure to accountability modestly but detectably increased educational attainment – roughly .02 years per year of exposure. Effects on income were positive, but again modest and

insignificant in most specifications. Lastly, if accountability had substantial effects on human capital, treated individuals would be expected to sort into occupations requiring greater use of tested (math and literacy) skills, potentially at the expense of non-tested skills. Instead, we find that accountability had virtually no effect on occupational requirements. Our results suggest that accountability was likely net beneficial for students' long-run outcomes, but not transformative.

Meneses, F. (2021). **Intergenerational Mobility After Expanding Educational Opportunities: A Quasi Experiment**. In *Working Papers* (N° 586). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: https://ideas.repec.org/p/inq/inqwps/ecineq2021-586.html
Intergenerational mobility has been linked to both the quality of neighborhoods and the quality of schools and schooling. Understanding the incremental value of investments in either domain is difficult because in many settings, including the U.S., school choices are coupled with neighborhood geography. I take advantage of student access to new subway lines built in Santiago, Chile, to measure the impact of education independent from neighborhood quality using a quasi-experimental design. In Santiago with an established open enrolments school system, the new subway lines substantially reduced transportation costs and increased access to educational opportunities among lower income students. With student level test score data linked with data on parentâ€™s education and demographics, I use a Difference-In-Difference (DID) approach to shows that treated students increased their intergenerational income mobility, with studentsâ€™ future income ranking increasing on average by 2 percental points above that of their parents, or a 5% of wage increase. Moreover, the paper finds that this is driven by changes in the field of higher education study, not improved test scores or graduation from higher education.

Moiteaux, E., Bosquet, C., & Maarek, P. (2021). **Routine-biased technological change and wages by education level: Occupational downgrading and displacement effects**. In *THEMA Working Papers* (N° 2021-05). Consulté à l'adresse THEMA (THéorie Economique, Modélisation et Applications), Université de Cergy-Pontoise website: https://ideas.repec.org/p/ema/worpap/2021-05.html
Taking advantage of geographic (and time) variation in the proportion of routine occupations in the US, we study the impact of this variation on the wage rate of workers by educational group. Using individual data and a Bartik-type IV strategy, we show that not only non-college-educated workers but also, in the same proportion, workers with fewer than four years of college are negatively impacted by this routine- biased technological change. The latter skill group currently represents 30% of the US population. We show that only 10% to 20% of the impact on both educational groups is related to occupational and industrial downgrading (the composition eect) and that most of the wage impact occurs within industries and occupations, including manual service occupations. This is consistent with the displacement effect described in the theoretical literature on task-biased technological change and automation.

Mok, K. H. (2021). **Education market with the Chinese characteristics: The rise of minban and transnational higher education in China**. *Higher Education Quarterly*, (75), 398-417. https://doi.org/10.1111/hequ.12323

Mok, K. H., & Montgomery, C. (2021). **Remaking higher education for the post-COVID-19 era: Critical reflections on marketization, internationalization and graduate employment**. *Higher Education Quarterly*, *75*(3), 373-380. https://doi.org/10.1111/hequ.12330
This Special Issue was conceived and developed following a series of international conferences held in Asia, with a particular focus on critically reflecting upon higher education development in the region from broader social and political economy perspectives. Some of the papers in this Special Issue were selected from presentations in the East Asia Social Policy (EASP) Research Network Conference successfully held in Taiwan in 2018, while others were chosen from international events held at Lingnan University in Hong Kong presenting critical reviews and reflections on internationalization, marketization and graduate employment of higher education in Asia. This introductory article puts the discussions of the selected papers in this issue in context, with critical reflections on the key issues being examined in these papers. The Special Issue is published when the world is still confronting the unprecedented global health crisis resulted from the outbreak of the COVID-19 pandemic. This article discusses the higher education development trends in Asia through the massification, diversification and internationalisation processes in transforming the higher education system and examines how these development trends are affected by the COVID-19 crisis.

Moore, G., Angel, L., Brown, R., van Godwin, J., Hallingberg, B., & Rice, F. (2021). **Socio-Economic Status, Mental Health Difficulties and Feelings about Transition to Secondary School among 10–11 Year Olds in Wales: Multi-Level Analysis of a Cross Sectional Survey**. *Child Indicators Research*, *14*(4), 1597-1615. https://doi.org/10.1007/s12187-021-09815-2
Transition between primary and secondary school represents an important milestone in young people's development. While most young people look forward to this transition, it is a source of anxiety for many. Drawing on a nationally representative survey of 2218 children in 73 schools in Wales, this study aimed to understand the extent to which 10–11 year old children worried about and/or looked forward to their imminent transition to secondary school, the things they worried about and/or looked forward to, and how feelings about transition differed by socioeconomic status, as well as by emotional and behavioural difficulties. About a third of children reported being quite or very worried about transition to secondary school, while approximately two-thirds reported looking forward to it quite a bit or very much. These items were only moderately correlated, with many children both looking forward to and worrying about transition, or neither. Major sources of worry about transition centred around bullying and impact on existing friendships, while forming new friendships or joining existing friends in their new school were key things children looked forward to. Children from poorer backgrounds, attending poorer schools and reporting more emotional difficulties were significantly more likely to report worries about transition. Children from poorer families, and children reporting more emotional difficulties and behavioural difficulties, were less likely to look forward to transition. Interventions to support children in transition to secondary school need to be sensitive to the needs of children from poorer backgrounds and children with mental health difficulties.

Mulligan, C. B. (2021). **The incidence and magnitude of the health costs of in-person schooling during the COVID-19 pandemic**. *Public Choice*, *188*(3), 303-332. https://doi.org/10.1007/s11127-021-00917-7
The health costs of in-person schooling during the pandemic, if any, fall primarily on the families of students, largely owing to the fact that students significantly outnumber

teachers. Data from North Carolina, Wisconsin, Australia, England, and Israel covering almost 80 million person-days in school during 2020 help assess the magnitude of the fatality risks of in-person schooling, accounting for mitigation protocols as well as the age and living arrangements of students and teachers. The risks of in-person schooling to unvaccinated teachers are, for those not yet elderly, small enough to challenge comprehension. Valued at a VSL of $10 million, the average daily fatality cost ranges from $0.01 for a young teacher living alone to as much as $29 for an elderly teacher living with an elderly spouse. For each 22 million unvaccinated students and teachers schooling in-person for a 5-day week during the pandemic, the expected number of fatalities among teachers and their spouses is one or less.

Neidhoefer, G., Lustig, N., & Tommasi, M. (2021). **Intergenerational transmission of lockdown consequences: Prognosis of the longer-run persistence of COVID-19 in Latin America**. In *Working Papers* (N° 571). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: https://ideas.repec.org/p/inq/inqwps/ecineq2021-571.html
The shock on human capital caused by COVID-19 is likely to have long lasting consequences, especially for children of low-educated families. Applying a counterfactual exercise we project the effects of school closures and other lockdown policies on the intergenerational persistence of education in 17 Latin American countries. First, we retrieve detailed information on school lockdowns and on the policies enacted to support education from home in each country. Then, we use this information to estimate the potential impact of the pandemic on schooling, high school completion, and intergenerational associations. In addition, we account for educational disruptions related to household income shocks. Our findings show that, despite that mitigation policies were able to partly reduce instructional losses in some countries, the educational attainment of the most vulnerable could be seriously affected. In particular, the likelihood of children from low educated families to attain a secondary schooling degree could fall substantially.

Ortagus, Yang, Voorhees, & Riggs. (2021). **Revenue Reconsidered: Exploring the Influence of Changes in Local and State Appropriations on Online Enrollment at Community Colleges**. *Community College Journal of Research and Practice*, *45*(9), 649-662. https://doi.org/10.1080/10668926.2020.1752851
Community colleges in the United States continue to face financial difficulties related to declining enrollment numbers and lower levels of public funding when compared to four-year institutions. Previous scholars have suggested that community colleges may respond to these financial challenges by increasing their commitment to online education. In this study, we examine whether changes in local and state appropriations are related to the total number and relative share of online students at community colleges. Our findings reveal no statistical relationship between changes in local and state appropriations and online enrollment at community colleges, suggesting that the cost structure of online education may complicate this relationship.

Rakotomalala, D. (2021). **The effects of age on educational performances at the end of primary school : cross-sectional and regression discontinuity approach applications from Reunion Island**. In *Working Papers* (N° hal-03243392). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/wpaper/hal-03243392.html

This paper focuses on the quantitative measure of the causal relationship between age and school results of pupils at the end of primary school in Reunion Island. The effect of age is composed of at least three distinct ones : (1) age at entry effect, (2) age at test effect and (3) relative age (compared to grade peers) effect. In order to extend the knowledge about determinants of educational sucess, especially about the impact of age on scholar results and then help policy makers in their decisions about optimal policies in the education field by providing informative results ; this paper, using cross-sectional data sets, exploits an exogenous variation of the age at test within a grade induced by the date of birth to measure the causal impact of age at test on the national achievement assessment scores in grade 5 in Reunion Island. I implement additionally a regresion discontinuity design for comparison purpose. The principal findings are that the age at test have a substantial positive effect on test scores in grade 5. Also, the effects in grade 5 are heterogeneous across sex subgroups but such a pattern is difficult to draw across social category subgroups. These results would suggest at best that, in order to improve the educational results of pupils in Reunion Island meaning the age variable, policy makers could first increase the minimum age of school entry. Second, they could regulate classroom compositions such that the age distribution within a classroom does not disperse too much. Third, they could normalize national achievement assessment scores by age or making pupils with different ages within a grade pass the national assessment at different times such that they have sufficiently close ages at test to not significantly impact their results. The latter enables at the same time to correct the inequality of having a different month of birth (unchose by the pupils) which is likely to lead all else equal towards different educational outcomes. Pupils would be indeed assessed « at equal luck ».

Sawadogo, A. F. W. (2020). ***L'entreprenariat au Burkina Faso : analyse économique des choix occupationnels sur le marché du travail et de l'intention d'entreprendre des étudiants*** (Phdthesis, Université Bourgogne Franche-Comté ; Université Ouaga 1 Professeur Joseph Ki-Zerbo (Ouagadougou, Burkina Faso)). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03301616

La perception dominante de l'entrepreneuriat, notamment dans les pays développés, est celle d'une activité risquée, dynamique et entreprise volontairement par une certaine catégorie d'individus – des « superstars » - afin de bénéficier d'opportunités de gains et une influence sociale plus importante. Cependant, ce point de vue dynamique de l'entrepreneuriat contraste avec celui généralement présenté dans les pays en développement où l'emploi indépendant est en grande partie exercé dans le secteur informel ; un segment considéré « précaire » du marché du travail et permettant uniquement à l'individu d'échapper au chômage. Néanmoins de plus en plus d'études, en Afrique et davantage en Amérique Latine, montrent que ce segment est désirable et susceptible de procurer à certains individus, notamment aux entrepreneurs, des revenus plus compétitifs que ceux travaillant dans la sphère formelle.De ce fait, la première partie de cette thèse s'intéresse à l'entrée des individus dans l'entrepreneuriat au Burkina Faso, notamment dans le secteur informel. Ce choix est-il rationnel et motivé par les opportunités de gains et/ou plutôt contrainte par l'absence d'opportunité d'emploi ? Cette partie questionne aussi les motivations d'entrée dans l'entrepreneuriat selon le genre. Pour répondre à ces interrogations, nous avons utilisé les données de l'Enquête Nationale sur le Secteur Informel collectées en 2015 auprès des ménages, au Burkina Faso. Nous avons analysé les écarts de gains entre les différents segments d'emplois et examiné les déterminants du choix de l'entrepreneuriat par le biais de modèles

structurels. Dans un premier temps, l'analyse sur l'ensemble de la population active occupée montre que les salariés disposent en moyenne de revenus plus élevés que les entrepreneurs. Elle montre également que le choix du statut d'entrepreneur est principalement fondé sur le différentiel de gains escompté, soutenant ainsi le principe de l'avantage comparatif décrit dans les modèles d'auto-sélection. Cependant, en tenant compte de l'hétérogénéité des statuts d'emplois (formel et informel) nous remarquons que les emplois informels sont en moyenne moins rémunérateurs que les emplois formels, et que l'écart de gains escompté a, cette fois-ci, un impact négatif et significatif sur la probabilité d'entreprendre de manière informelle. Par ailleurs, le risque d'être au chômage constitue un élément déterminant du choix de ce statut d'emploi. Ces résultats, observés chez les hommes comme chez les femmes, indiquent que le marché du travail dans les pays en développement est segmenté et que l'entrée dans l'entrepreneuriat informel est particulièrement contrainte.Les résultats de cette partie nous ont ensuite conduit à nous interroger, dans une deuxième partie de la thèse, sur le projet professionnel des individus qui n'étaient pas encore entrés sur le marché du travail. A partir de données collectées auprès des étudiants des Universités Ouaga 1 et Ouaga 2, nous avons cherché à comprendre quels pourraient être les facteurs susceptibles de favoriser ou d'inhiber leur projet de création. Nous avons ainsi analysé les déterminants de l'intention entrepreneuriale à travers différentes méthodes d'estimations. Les résultats de nos analyses montrent que l'aspiration entrepreneuriale des étudiants est fondée sur l'espérance de gains mais également sur des attentes non pécuniaires, en particulier le besoin d'indépendance/d'autonomie. Nous remarquons que ce sont les individus disposant d'un stock de capital humain plus étendu – les jack off all trades – qui sont plus susceptibles de proclamer leur projet de création, et non ceux qui étaient à un stade avancé dans leurs études. Nous constatons également que ce sont les individus qui ont une plus grande maitrise en compétences managériales et spécifiques, et qui ont bénéficié d'un enseignement spécifique à l'entrepreneuriat qui sont davantage susceptibles de vouloir créer une entreprise.

Seah, K. (2021). ***Do Ethnically-Congruent Teachers Really Matter Little for Hispanic Students? A Re-Examination of the Data*** (IZA Discussion Paper N° 14516). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp14516.htm

While there is now much evidence in the literature that assignment to ethnically-congruent teachers results in better student outcomes like achievement and teachers' evaluations of their behavior for Black and White students, findings appear to be noticeably mixed for Hispanic students. This paper shows that a potential reason for the mixed findings for Hispanic students lies in the fact that previous studies have not adequately accounted for the cultural background of students and teachers. Unlike existing studies, which define matches to occur when a student and teacher report having the same race, I define matches to occur only if the student and teacher report having both the same race and native language. The rationale is that race and native language together provide a more complete picture of ethnic identity compared to only race. Employing a student fixed effects strategy, and comparing two different teachers' evaluations of the same student, I find that Hispanic students receive more favorable evaluations from Hispanic teachers who share the same native language than Hispanic teachers who speak a different native language or non-Hispanic teachers. This suggests that more coherent findings may emerge if researchers additionally consider native language in defining ethnic matches.

Takeuchi, M. (2021). **Determinants of Earnings and Gender Earnings Gaps among Highly Educated Workers within Major Cities in Asian Countries***. *Asian Economic Journal*, *35*(2), 166-186. https://doi.org/10.1111/asej.12242
The present paper analyzes determinants of earnings and the gender earnings gap among highly educated younger workers from nine major cities in Asian countries. We identify skill premiums for both men and women in each city, such as holding a postgraduate degree or degrees in specific fields and experience working or studying abroad. These results show that competition for earnings among highly educated younger workers has been increasing in these cities. Furthermore, the results reveal that, despite being quite narrow, significant gender gaps do exist; the means of log female earnings in each city range between 95.6 and 97.9 percent of those of men. Individuals having natural science degrees or managerial positions possibly affects these small gender gaps in some cities.

Tani, M., Zhu, Y., & Xu, L. (2021). **The Impact of an Un(der)Funded Inclusive Education Policy: Evidence from the 2013 China Education Panel Survey**. In *IZA Discussion Papers* (N° 14512). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14512.html
Using the 2013 China Education Panel Survey (CEPS), we study the impact of a 2008 inclusive education policy, through which the central government mandated urban public schools to exempt migrant children from tuition and temporary schooling fees. Whereas the non-disclosure rule regarding geographical location of CEPS sampling units precludes the control of locational characteristics, we identify the causal effect of the policy through a novel identification strategy, which relies on the types of primary sampling units. Specifically, we only use non-migrant rural hukou children living in counties in the nationally representative sample as the control group (the never-takers), while, in the treatment group, we only include migrant children who are currently living in China's top 120 migrant-receiving counties or city districts, and Shanghai. We also distinguish migrant children who started urban schooling before and after 2008 as separate treatment groups of always-takers and compliers, respectively. Using the Inverse Probability Weighted Regression Adjustment (IPWRA) approach, we find that the average treatment effect of the policy on migrant children is around 0.18 SD, as measured by a standardised cognitive test score – a large effect. We also present complementary evidence that the average treatment effect tends to be larger for municipalities and provincial capitals, consistently with the notion that the (potential) value-added of attending urban schools is higher the larger the initial gap with rural schools.

Tumen, S., Vlassopoulos, M., & Wahba, J. (2021). **Training Teachers for Diversity Awareness: Impact on School Attendance of Refugee Children**. In *IZA Discussion Papers* (N° 14557). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14557.html
Despite efforts to integrate refugee children into host country education systems, their low school attachment remains a major policy challenge. Teachers play a key role in keeping students attached to school, yet classroom diversity poses difficulties for teachers who are not always adequately prepared to address the needs of minority students. Using administrative data and a regression discontinuity approach, we evaluate whether a teacher training program—designed to raise awareness of primary

and secondary school teachers in Turkey—is effective in reducing absenteeism of refugee students. We find that the program almost halves the absenteeism gap between native and refugee students and its effect persists into the next academic year, albeit fading out in size. We argue that the most likely channel through which the effects of the program operate is a school-wide mentorship role acquired by trained teachers, which has broad impact on raising diversity awareness within schools.

Aspects psychologiques de l'éducation

Allen, K.-A., Fortune, K. C., & Arslan, G. (2021). **Testing the social-ecological factors of school belonging in native-born, first-generation, and second-generation Australian students: A comparison study**. *Social Psychology of Education*, *24*(3), 835-856. https://doi.org/10.1007/s11218-021-09634-x
The Programme for International Student Assessment (PISA) has identified that one in three Australian students do not feel a sense of belonging to school, yet little research has investigated how the socio-ecological factors are differentially associated with school belonging for immigrant and native-born students. This study investigated the link between school belonging and Individual-Level (Gender, Economic, Social, and Cultural Status, Test Anxiety, Achieving Motivation, Collaboration and Teamwork Dispositions), Microsystem (Parents' Emotional Support and Teacher Fairness), and Mesosystem factors (Disciplinary Climate) among an Australian stratified sample of 14,530 fifteen-year-old native-born, second- and first-generation students guided by socio-ecological theory of human development. All socio-ecological factors examined were significantly associated with school belonging. Significant differences were found in the association between socio-ecological factors and school belonging across immigration status. It was concluded that test anxiety, teacher fairness and parents' emotional support were strongly associated with school belonging and there were significant differences across immigration status.

Arslan, G., & Allen, K.-A. (2021). **School Victimization, School Belongingness, Psychological Well-Being, and Emotional Problems in Adolescents**. *Child Indicators Research*, *14*(4), 1501-1517. https://doi.org/10.1007/s12187-021-09813-4
Although victimization is a serious problem in children and adolescents, research has commonly focused on risk factors and consequences of this experience and largely ignored factors that protect youth mental health and well-being from the effects of victimization. The purpose of the present study sought to investigate the longitudinal mediating effect of school belongingness on the association of school victimization with emotional problems and psychological well-being among Turkish adolescents. Using the short-term longitudinal approach, data was collected from 282 students in a public secondary school in an urban city of Turkey at two different time points. Students responded to questions concerning school belongingness, emotional problems, psychological well-being, and school victimization. Mediation analyses were conducted across the two waves of data. Findings revealed that both victimization and a low sense of belonging were independently shown to be significantly negatively correlated with emotional problems and positively correlated with psychological well-being. Results also demonstrated that victimized students who feel a sense of belonging to their school display fewer emotional problems and greater well-being than those who are victimized but do not feel a sense of belonging to their school.

Ballysingh, T. A. (2021). **Aspirational and High-Achieving Latino College Men Who Strive "Por Mi Madre": Toward a Proposed Model of Maternal Cultural Wealth**. *Journal of Hispanic Higher Education*, *20*(4), 347-364. https://doi.org/10.1177/1538192719870925
This article builds upon Yosso's Community Cultural Wealth framework to propose a Latinidad model of Maternal Cultural Wealth (MCW). Drawing from the experiences of Latinos whose persistence motivations are rooted in their desire to honor mothers for their love, resilience, protection, and sacrifice, MCW proposes filial piety and custodial, emotional, and provident forms of capital to illuminate our understanding of the ways mothers motivate Latino men to aspire to and persist within postsecondary education.

Beaudoin, M., Nadeau, M.-F., & Lessard, A. (2021). **Les caractéristiques comportementales jouent-elles un rôle modérateur sur les interactions en classe perçues par les élèves et leur sentiment d'efficacité personnelle ?** *Revue des sciences de l'éducation*, *47*(1), 53-79. https://doi.org/10.7202/1078162ar
Fondée sur la théorie sociale cognitive (Bandura, 1986), cette étude a examiné les liens entre les interactions en classe perçues par les élèves et leur sentiment d'efficacité personnelle à l'égard du travail scolaire en considérant le rôle modérateur de leurs caractéristiques comportementales. Les données ont été recueillies auprès de 574 élèves du primaire, en classe ordinaire, au Québec. Des analyses de comparaison de moyenne indiquent que le sentiment d'efficacité personnelle est plus faible chez les élèves manifestant des difficultés comportementales extériorisées comparativement aux élèves tout venant. Selon une régression linéaire multiple, l'organisation de la classe et le soutien à l'apprentissage expliquent une partie de la variance du sentiment d'efficacité personnelle des élèves. Les caractéristiques comportementales jouent un rôle modérateur sur les relations entre les domaines des interactions en classe (soutien émotionnel, organisation de la classe, soutien à l'apprentissage) et sur le sentiment d'efficacité personnelle des élèves. Les interactions en classe n'influencent donc pas le sentiment d'efficacité personnelle de la même manière pour tou·te·s les élèves.

Berger, J.-L. (2021). **Motivation à apprendre, autorégulation motivationnelle et procrastination à l'adolescence**. *Revue française de pédagogie. Recherches en éducation*, (210), 19-36. https://doi.org/10.4000/rfp.10033
La présente étude concernait une pluralité d'aspects de la motivation dans un échantillon d'adolescents en lycée : la motivation à apprendre, les stratégies d'autorégulation de la motivation, ainsi que la tendance à la procrastination. Les objectifs étaient d'une part d'observer d'éventuelles différences dans ces aspects motivationnels entre élèves en fonction des degrés scolaires. D'autre part, les relations entre les motivations à apprendre et les stratégies pour l'autorégulation de ces motivations ont été explorées afin de juger du degré de cohérence entre ces deux aspects. Les résultats révèlent des différences significatives des motivations, de la tendance à la procrastination et des stratégies d'autorégulation de la motivation au cours des quatre années scolaires considérées, ainsi qu'une faible cohérence entre types de motivations et types de stratégies d'autorégulation mobilisées.

Bohrnstedt, G. W., Cohen, E. D., Yee, D., & Broer, M. (2021). **Mathematics identity and discrepancies between self-and reflected appraisals: their relationships with grade 12 mathematics achievement using new evidence from a U.S. national study**. *Social Psychology of Education*, *24*(3), 763-788. https://doi.org/10.1007/s11218-021-09631-0

While substantial research has shown the relationship between earlier mathematics coursetaking and later mathematics achievement, recent research suggests that mathematics motivation is an important predictor of grade 12 mathematics achievement as well. The current study extends this research by examining the role of mathematics identity at grade 11 for grade 12 mathematics achievement, and whether differences in self- versus other- appraisals of whether a student is "a mathematics person" are related to mathematics achievement after taking mathematics motivation into account. We use a unique dataset from a sample of U.S. students who participated in both the High School Longitudinal Study of 2009 and grade 12 National Assessment of Educational Progress mathematics assessment. The analyses reveal that the stronger the students' mathematics identity the better their grade 12 mathematics achievement even after accounting for students' mathematics and science course-taking patterns, their STEM grade point average (STEM GPA), prior mathematics achievement (measured at grade 9) and background characteristics. While initial analyses suggested that higher mathematics achievement is also associated with perceived appraisals by others being more positive than self-appraisals with respect to being "a math person," that relationship was found to be non-significant when other variables in the model are included. The theoretical implications of the study's findings are discussed.

Boissicat, N., Pansu, P., & Bouffard, T. (2020). **Does classroom social comparison bias students' evaluation of their own competence?** *Social Psychology of Education*, *23*(5), 1303-1326. https://doi.org/10.1007/s11218-020-09582-y

Bonner, S. M., & Chen, P. P. (2021). **Development and Validation of the Survey of Unorthodox Grading Beliefs for Teachers and Teacher Candidates**. *Journal of Psychoeducational Assessment*, *39*(6), 746-760. https://doi.org/10.1177/07342829211015462
Summative course grades or marks are teacher-constructed and contain sources of variance other than achievement. Nonachievement grading dimensions may relate to beliefs about learning and instruction, which are formed early and have effects on practice. We report the development and validation of the Survey of Unorthodox Grading Beliefs for teacher candidates and teachers. Individuals seeking licensure in teaching participated in survey research. Using confirmatory factor analysis (n = 714), we found four latent factors related to management concerns, beliefs about effort, a success orientation, and general leniency. The internal structure was acceptable and further supported by external structural relationships. We found predicted relationships between dimensions of grading beliefs and other instructional and assessment perceptions such as attitudes about testing and constructivist teaching. The systematic nature of beliefs about grading has implications for research involving use of grades, as well as for teacher education and professional development.

Bouchard, C., Duval, S., Parent, A.-S., Robert-Mazaye, C., & Bigras, N. (2021). **Lien entre l'engagement des enfants âgés de 4-5 ans dans leurs apprentissages et des profils de la qualité des interactions en centre de la petite enfance**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *44*(2), 337-370. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4623
This article aims to identify profiles of the quality of interactions in childcare centres and to relate them to the engagement of children aged 4-5 years in their learning. The quality of the interactions was observed in 15 groups, using the Classroom Assessment Scoring

System (CLASS). Then, semi-structured interviews were carried out with the early childhood educators (N = 15). The observation of children's engagement in their learning was carried out with 108 children (n = 54 girls), using the Individualized Classroom Assessment Scoring System (inCLASS). The results reveal three profiles of the quality of interactions, one of which stands out in terms of instructional support. However, none of these profiles is associated with children's engagement in their learning.

Breton, N., Bouchard, C., & Henry, J. (2021). **Dynamiques interactionnelles : liens réciproques entre le soutien émotionnel et l'engagement de l'enfant à l'éducation préscolaire cinq ans**. *Revue des sciences de l'éducation*, *47*(1), 3-30. https://doi.org/10.7202/1078160ar
L'objectif de cet article est d'étudier les liens réciproques entre le soutien émotionnel et l'engagement (positif et négatif) de l'enfant envers son enseignant·e et celui envers ses pairs à l'éducation préscolaire cinq ans. Douze enseignantes et 113 enfants ont été observé·e·s en classe. Un niveau modéré de soutien émotionnel et des niveaux moyens-faibles d'engagement de l'enfant ont été relevés. Seul le soutien émotionnel offert a permis de prédire l'engagement positif de l'enfant envers ses pairs. Ces résultats soulignent l'importance de poursuivre l'étude des dynamiques interactionnelles en classe.

Cabot, I., & Facchin, S. (2021). **Élaboration et validation de l'Échelle de perception d'un centre d'aide en français du postsecondaire (ÉPCAFP)**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *44*(2), 466-495. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4761
Post-secondary teachers find that many students who could benefit from the support of their institution's academic skills centres to succeed in their courses do not show up. Ways to motivate students to use these services are in development and will need to be evaluated. This article presents the process for developing and validating the Échelle de perception d'un centre d'aide en français du postsecondaire (ÉPCAFP). The instrument is composed of three subscales (Interest, Utility and Controllability) and has been evaluated with 1,324 college students from four colleges in Quebec. Exploratory and confirmatory factor analyzes revealed a structure that clearly distinguishes the 10 items of the scale according to the three conceptual dimensions representing the subscales. Moreover, results are satisfactory with regard of internal consistency, discriminant validity as well as criterion-related validity of the instrument. The results of this study are discussed in light to the issue that justified its conduct. Keywords: perception, French help centre, motivation, measurement scale, validation

Cho, H., Yoo, S.-K., & Park, C. J. (2021). **The relationship between stress and life satisfaction of Korean University students: mediational effects of positive affect and self-compassion**. *Asia Pacific Education Review*, *22*(3), 385-400. https://doi.org/10.1007/s12564-021-09676-y
The present study aimed to examine the mediational effects of self-compassion and positive affect in the relationship between stress and life satisfaction of South Korean university students. Questionnaires regarding stress, self-compassion, positive affect, and life satisfaction were distributed to 1,087 university students. Structural equation modeling was conducted to confirm the direct and indirect paths between each variable as regards life satisfaction and gender differences. The main results of this study can be summarized as follows. First, the results showed that the partial mediational model best fit

the data, and that positive affect and self-compassion had significant partial mediational effects. Second, positive affect and self-compassion both mediated the relationship between university students' stress and life satisfaction. Third, the partial mediational model fit the data well for both male and female students, although gender differences were found in certain paths. The present study is significant in that it provides empirical evidence for the importance of self-compassion and positive affect in interventions for highly stressed university students. The implications and limitations of the present study were also discussed.

Clarence, M., Devassy, V. P., Jena, L. K., & George, T. S. (2021). **The effect of servant leadership on ad hoc schoolteachers' affective commitment and psychological well-being: The mediating role of psychological capital**. *International Review of Education*, *67*(3), 305-331. https://doi.org/10.1007/s11159-020-09856-9
Progress on the fourth United Nations Sustainable Development Goal (SDG 4), which strives to "ensure inclusive and equitable quality education", can only be made with teachers whose levels of job satisfaction and dedication to teaching are high. The authors of this article conducted a survey among ad hoc teachers (also referred to as para teachers) in rural India. The purpose of their study was to find out the extent to which being led by principals who practised a management style termed servant leadership positively impacted respondents' affective commitment and psychological well-being. A servant leader seeks to serve by developing the followers' selfhood in various relational, ethical, emotional and spiritual contexts. This has the effect of encouraging the followers to become the best version of themselves. Data collection involved the completion of a questionnaire by a sample of 1,120 (840 female, 280 male) para teachers from 17 non-formal community learning centres and 10 schools in the Indian state of Jharkhand. The results of the survey revealed that there is an indirect effect of servant leadership on affective commitment and psychological well-being through a set of three elements, hope, efficacy and resilience, which together amount to a para teacher's personal resource of psychological capital. Relying on the findings of their research, the authors suggest that it will be beneficial for Jharkhand's Department of Education to implement interventional teacher training programmes which nurture servant leadership among school principals and educational officers and thereby foster psychological capital among para teachers.

de la Herrán Gascón, A., Herrero, P. R., González, J. J. C., & Aboitiz, R. J. (2021). **Do adolescents want death to be included in their education?** *Social Psychology of Education*, *24*(3), 857-876. https://doi.org/10.1007/s11218-021-09635-w
This study sets out to ascertain adolescents' attitudes and opinions towards death education. To this end two instruments were designed and validated: the 'Death Education Attitudes Scale-Students' and the 'Death Education Questionnaire-Students'. The total sample comprised 1897 secondary school students aged 12–19. Participants showed moderately positive attitudes towards death education. Variables such as gender, age and religious beliefs influenced results. Death is not unfamiliar to adolescents; on the contrary, it affects them through the loss of loved ones, and they saw themselves as capable of reflecting on it. The study has implications for the training of teachers and families and for the inclusion of the awareness of death in curricula and in educational policies on national and international levels.

De Stercke, J., & Temperman, G. (2021). **Le sentiment d'auto-efficacité des pompiers en matière de formation**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.590

Dumas, D., Dong, Y., & Doherty, M. (2021). **The Influence of Creative Expertise on the Sensitivity and Selectivity of Analogical Reasoning**. *Mind, Brain, and Education*, *15*(3), 239-249. https://doi.org/10.1111/mbe.12287
This study compared the analogical reasoning of three groups that differed in their creative expertise: professional actors, undergraduate acting majors, and nonactors. Using an Analogy Finding Task, in which participants identified valid and nonvalid verbal analogies, three aspects of participants' analogical reasoning were measured: the number of analogies participants selected as valid (Quantity), the rate of true-positive analogical identification (Sensitivity), and the rate of true-negative identification of nonvalid analogies (Selectivity). The Analogy Finding Task was administered under both a baseline and a "think creatively" prompt. Results showed that actors (professional or student) were significantly more Sensitive to valid analogies than nonactors, and these creative experts were significantly more influenced by the "think creatively" prompt, which increased the Quantity, and decreased the Selectivity, of actors' analogical reasoning. To explain these results, we forward the general hypothesis that creative experts may be more flexible in response to creativity-relevant contextual cues than nonexperts.

Elkhayma, R. (2020). **Affective Factors in Foreign Language Education: The Role of Anxiety**. *International Journal of English Literature and Social Sciences*, *5*(4), 853-860. https://doi.org/10.22161/ijels.54.4
This study investigates the role of affective factors in language education. Specifically, it examines the influence of anxiety on EFL learning. It examines students' speaking and test anxieties, and whether it prevents them from engaging in classroom communication activities or not. The study was carried out in a Moroccan EFL classroom. Twenty students participated in the study. They answered a closed-ended Likert-scale questionnaire that gathered data about the target phenomenon. The results showed that students' level and feeling of anxiety differed from an educational and instructional situation to another. They also showed that most Moroccan EFL students have low anxiety levels and feelings towards English because their attitudes towards it are generally positive.

Fabiano, G. A., Schatz, N. K., Aloe, A. M., Pelham, W. E., Smyth, A. C., Zhao, X., … Coxe, S. (2021). **Comprehensive Meta-Analysis of Attention-Deficit/Hyperactivity Disorder Psychosocial Treatments Investigated Within Between Group Studies**. *Review of Educational Research*, *91*(5), 718-760. https://doi.org/10.3102/00346543211025092
Interventions for attention-deficit/hyperactivity disorder (ADHD) include positive behavior supports (e.g., parent training, school-based contingency management, behavioral peer interventions), training interventions (e.g., organizational skills training, social skills training, etc.), and other interventions (e.g., academic accommodations/modifications, self-monitoring). There is a need to conduct a comprehensive meta-analysis of psychosocial treatments for ADHD given discrepancies between meta-analyses. The present meta-analysis reports the results of between-group studies that compared a psychosocial treatment to a control condition from 1968 to 2016. In total, 226 studies were identified that met inclusion criteria. Results of the meta-analysis were organized by treatment type, rater, and domain of outcome assessed. Results indicated considerable

variability across these parameters, with the strongest effects for proximal outcomes of behavioral parent training (improvements in parenting behaviors yielded a standardized mean difference of 0.70) and improvements in child behavior following implementation of behavioral school intervention (standardized mean difference of 0.66 and 0.72 for teacher ratings of ADHD symptoms and impairment, respectively). Other interventions were not extensively studied as stand-alone approaches. Results are discussed in light of current support for the use of psychosocial interventions for individuals with ADHD.

Friberg, T. (2021). **The 'weak pupil' as a social representation: (re)production in dialogue between compulsory school teachers in Sweden**. *Social Psychology of Education*, *24*(3), 895-917. https://doi.org/10.1007/s11218-021-09637-8
Attributing negative categories such as 'weak' to pupils is a common practice in Sweden and a known phenomenon worldwide. While there has been a substantial amount of research on different expressions of 'deviance' in the educational arena, the research on how teachers communicate about pupils as 'weak' is scarce. In this study, teachers' communication about pupils as 'weak' is examined in dialogues produced in focus group discussions by 29 teachers in six different Swedish compulsory schools. Through the lens of social representations theory and a dialogical perspective, this study suggests that 'weak pupil' as a social representation can be characterized by a range of different and sometimes contradicting themes and mainly two themata: normal/deviant and nature/nurture. The results show that 'weak pupil' is used as a multifaceted communicative resource to describe pupils who do not perform according to schools' expectations. In contrast to several previous studies, the use of 'weak pupil' is partially challenged by participants who, to some extent, place perceived problems within the educational institution instead of the individual pupil. The study has implications for the understanding of how perceptions of normality might be perceived and collectively (re)produced in communication about pupils as well as for future research using social representations theory within the educational field.

Garwood, J. D., & Gage, N. A. (2021). **Evidence for the Technical Adequacy of the Risk Assessment and Distress Recovery: Examining Risks While Avoiding Profiling Youth With Mental Health Difficulties**. *Journal of Psychoeducational Assessment*, *39*(6), 694-711. https://doi.org/10.1177/07342829211009123
This study examined the psychometric properties of the Risk Assessment and Distress Recovery (RADR) Scale—a new self-report psychological screening tool for high school students that explores risk factors related to mental health characteristics of students who have engaged in school violence. The sample consisted of 1093 high school students from all four regions of the United States. A four-factor model consisting of coping skills, depression, suicidal ideation, and narcissism demonstrated good fit. Results of confirmatory factor analysis and measurement invariance, as well as internal consistency estimates, provide initial evidence for reliability and validity of the RADR. Exploratory analyses between the RADR and characteristics of past school shooters are also presented. Students with disabilities self-reported significantly greater risks for mental health concerns across all four constructs, with small (.15) to large (.80) effect sizes.

Goegan, L. D., Pelletier, G. N., & Daniels, L. M. (2021). **I Just Have to Try Harder: Examining the Mindsets of Students with LD**. *Canadian Journal of School Psychology*, *36*(3), 244-254. https://doi.org/10.1177/0829573521998954

Growth and fixed mindset messaging is gaining popularity. In our pilot study, we examine the mindsets of students with learning disabilities (LD) to determine how their self-beliefs relate to this messaging. Our results demonstrate that students with LD endorse growth mindsets more than fixed mindsets which is consistent with their peers without LD. Moreover, in their comments about being a student with LD, participants highlight important components of growth mindset messaging. However, some comments may reflect a false-growth mindset wherein students are only focused on effort and not the additional resources required for growth. We provide directions for future research.

Gökçe, S., Berberoğlu, G., Wells, C. S., & Sireci, S. G. (2021). **Linguistic Distance and Translation Differential Item Functioning on Trends in International Mathematics and Science Study Mathematics Assessment Items**. *Journal of Psychoeducational Assessment*, *39*(6), 728-745. https://doi.org/10.1177/07342829211010537
The 2015 Trends in International Mathematics and Science Study (TIMSS) involved 57 countries and 43 different languages to assess students' achievement in mathematics and science. The purpose of this study is to evaluate whether items and test scores are affected as the differences between language families and cultures increase. Using differential item functioning (DIF) procedures, we compared the consistency of students' performance across three combinations of languages and countries: (a) same language but different countries, (b) same countries but different languages, and (c) different languages and different countries. The analyses consisted of the detection of the number of DIF items for all paired comparisons within each condition, the direction of DIF, the magnitude of DIF, and the differences between test characteristic curves. As the countries were more distant with respect to cultures and language families, the presence of DIF increased. The magnitude of DIF was greatest when both language and country differed, and smallest when the languages were same, but the countries were different. Results suggest that when TIMSS results are compared across countries, the language- and country-specific differences which could reflect cultural, curriculum, or other differences should be considered.

Gray, M. E., & Holyoak, K. J. (2021). **Teaching by Analogy: From Theory to Practice**. *Mind, Brain, and Education*, *15*(3), 250-263. https://doi.org/10.1111/mbe.12288
Analogy is a powerful tool for fostering conceptual understanding and transfer in STEM and other fields. Well-constructed analogical comparisons focus attention on the causal-relational structure of STEM concepts, and provide a powerful capability to draw inferences based on a well-understood source domain that can be applied to a novel target domain. However, analogy must be applied with consideration to students' prior knowledge and cognitive resources. We briefly review theoretical and empirical support for incorporating analogy into education, and recommend five general principles to guide its application so as to maximize the potential benefits. For analogies to be effective, instructors should use well-understood source analogs and explain correspondences fully; use visuospatial and verbal supports to emphasize shared structure among analogs; discuss the alignment between semantic and formal representations; reduce extraneous cognitive load imposed by analogical comparison; and encourage generation of inferences when students have some proficiency with the material. These principles can be applied flexibly to topics in a wide variety of domains.

Guyet, D., & Rinaudo, J.-L. (2021). **Le patient : le tiers impensé dans l'apprentissage du raisonnement clinique**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14075
Dans le cadre de «la réingénierie» des études de kinésithérapie, il est cherché à comprendre la situation de transmission-apprentissage du raisonnement clinique d'un étudiant et de son tuteur en situation de stage, lors de la première rencontre du patient. Celle-ci est considérée comme une situation problématique dans les métiers du lien. En prenant appui sur le triangle pédagogique de Houssaye (2014) et le quadrilatère de Lescouarch (2018), une analyse des interactions de tutelle et d'étayage est réalisée. La démarche utilisée s'inscrit dans le champ de la didactique des savoirs professionnels. La méthodologie d'enquête mise en œuvre comporte des enregistrements de séances de soin. Les propos sont fondés sur l'analyse des données de cinq triades patient/tuteur/étudiant. L'analyse permet une modélisation en pyramide, plaçant le patient comme un tiers médiateur. Il endosse plusieurs rôles selon l'étayage et la posture pédagogique qu'il adopte. Sa place dans cet apprentissage semble être un impensé de la formation.

Harrison, A. G., Holmes, A., & Pollock, B. (2021). **Memory Aids as a Disability-Related Accommodation? Let's Remember to Recommend Them Appropriately**. *Canadian Journal of School Psychology*, *36*(3), 255-272. https://doi.org/10.1177/0829573520979581
Memory aids are now frequently provided to elementary and secondary school students to increase their success in achieving provincial curriculum standards. While such an accommodation may meet the immediate goal of improved academic performance it may not be warranted based on an actual long-term memory retrieval impairment and may therefore be inequitable, providing an unfair academic advantage relative to non-disabled students. Furthermore, providing memory aid accommodations inappropriately may rob students of the opportunity to learn effective study and retrieval strategies, leading instead to dependence on an accommodation that may not be continued once they enter post-secondary education. An appropriate accommodation at the post-secondary level of education removes a disability-related barrier (functional impairment) and assists only those facing such barriers; under human rights legislation, accommodations are not implemented to guarantee success, reduce anxiety, or provide unequal access to material. Memory aids improve the retrieval of information from long-term storage for everyone. As such, the current widespread provision of this accommodation prior to post-secondary studies must be evaluated critically, with such supports offered only when justified. A six-step process for determining when memory aids are an appropriate accommodation within the post-secondary setting is provided and discussed.

Haugan, J. A., Frostad, P., & Mjaavatn, P.-E. (2021). **Girls suffer: the prevalence and predicting factors of emotional problems among adolescents during upper secondary school in Norway**. *Social Psychology of Education*, *24*(3), 609-634. https://doi.org/10.1007/s11218-021-09626-x
This longitudinal, quantitative survey examined factors predicting 1077 Norwegian adolescents` emotional problems during Upper Secondary School (grades I–III, approximately 16–19 years old) considering the following research question: "To what extent do students in Upper Secondary School experience emotional problems, and how are these problems predicted by gender, academic/social self-concept, coping beliefs, appearance pressure and school stress?". The mentioned variables were scrutinized

through analysis of frequencies, zero order correlations and structural equation modeling. Results verified previous findings that there was an increase in emotional problems for adolescents, especially among girls. Furthermore, the study results indicate that coping beliefs is a crucial factor when it comes to the perception of pressure and stress, and the subsequent development of emotional health problems.

Jamain, L., de Place, A.-L., Bouffard, T., & Pansu, P. (2021). **Students' self-evaluation bias of school competence and its link to teacher judgment in elementary school**. *Social Psychology of Education*, *24*(3), 919-938. https://doi.org/10.1007/s11218-021-09638-7
Research on the self-evaluation bias of students' school competence has focused mainly on its correlates for students' school adaptation. This study focused on teachers' theories about students with a positive or negative bias in their self-evaluation of competence. French students enrolled in the third and fifth grades of elementary school (sample 1, N = 508; sample 2, N = 322) and their teachers (sample 1, N = 27; sample 2, N = 13) participated in this study. We examined the relationship between the more or less biased perceptions that students have of their competence in French and mathematics and their teacher's judgment. Models for each sample were tested while controlling for students' performance, their gender, repeating of a school year, and average class level. The results for both samples showed that the more positively biased a student's evaluation of their competence was, the better their teacher's judgment was.

Kang, M., Bedard, A.-C., & Martinussen, R. (2021). **Rumination as a Moderating Effect Between Math Computation and Executive Function Skills in Elementary Students**. *Canadian Journal of School Psychology*, *36*(3), 206-220. https://doi.org/10.1177/0829573520973087
Although students with stronger executive functions (EFs) tend to do better on math computation (MC) assessments than students with weaker EFs, stressful testing situations may lower or affect their mathematical ability. Rumination is one maladaptive coping strategy that can negatively affect EF processes, but little is known about how it impacts the relationship between EFs and MC. This study aimed to examine the relationship between students' performance on a standardized MC task and ratings of EF ability as a function of their level of rumination. In a sample of students from Grades 4 to 6 (n = 72, mean age = 10.74), there was an interaction between EF scores and rumination in predicting MC. Students with weaker EF scores demonstrated worse math performance than students with stronger EF scores. Interestingly, their level of rumination moderated this association. Specifically, EF difficulties were only associated with less proficient MC performance among high ruminators; this association was not observed among those students reporting low rumination levels. For school psychologists, these findings provide insight into the potential causes of poor MC performance among students with average or better EFs.

Kapoor, H., Reiter-Palmon, R., & Kaufman, J. C. (2021). **Norming the Muses: Establishing the Psychometric Properties of the Kaufman Domains of Creativity Scale**. *Journal of Psychoeducational Assessment*, *39*(6), 680-693. https://doi.org/10.1177/07342829211008334
The Kaufman Domains of Creativity Scale (K-DOCS; Kaufman, J. C. (2012). Counting the muses: Development of the Kaufman domains of creativity scale (K-DOCS). Psychology of Aesthetics, Creativity, and the Arts, 6(4), 298-308. doi:10.1037/a0029751) is a self-report assessment of five creative domains: Everyday, Scholarly, Performance, Scientific, and

Artistic. This investigation was designed to reassess the factor structure of the K-DOCS, examine its measurement invariance across men and women, and develop norms across the five domains. Data on 22,013 American participants who had completed the assessment as part of past or ongoing studies between 2012 and 2020 were collated across multiple samples. Confirmatory factor analyses indicated that both five- and nine-factor solutions had superior fit compared to a one-factor solution. The models were also gender invariant, indicating that creative domains were assessed similarly across male and female samples. Norms across gender and age-groups were provided to enable future comparisons in research settings; it is not recommended to use these norms in clinical or diagnostic contexts. The investigation concluded that the K-DOCS is a robust psychometric tool for the self-assessment of creativity across domains.

Kim, J., Park, H., & Lee, M. (2021). **Effects of ethnic minority adolescents' peer networks on academic achievement: the case of Damunhwa adolescents in South Korea**. *Social Psychology of Education*, *24*(3), 741-761. https://doi.org/10.1007/s11218-021-09630-1
Adolescents' peer networks are integral part of their lives in school. In South Korea, where the demographics of adolescent population is rapidly changing with a growing influx of immigrants, providing opportunities for quality education for adolescents from immigrant and/or interracial families (called damnuhwa families in South Korea) has been one of the major social challenges. We examine those adolescents' school lives with a focus on their peer networks. Using peer network data from 4575 adolescents from 11 public secondary schools, we found that adolescents' in-degree centrality in expressive and instrumental peer networks had a significant positive association with their academic achievement. Our multilevel modeling analysis further indicated that such association did not vary by student groups (i.e., damunhwa vs. non-damunhwa adolescents). This finding suggests that peer support is crucial for student learning regardless of student background. At the same time, however, we also found that damunhwa adolescents tended to have lower levels of in-degree centrality and reciprocity, suggesting that their access to social capital via peer networks is relatively limited, compared to non-damunhwa peers. Implications for research and practice are discussed.

King, R. B., & Trinidad, J. E. (2021). **Growth mindset predicts achievement only among rich students: examining the interplay between mindset and socioeconomic status**. *Social Psychology of Education*, *24*(3), 635-652. https://doi.org/10.1007/s11218-021-09616-z
There is a heated debate about the efficacy of growth mindsets in predicting achievement and other key learning-related outcomes with some studies supporting and others failing to find evidence of growth mindset's adaptive effects. Moreover, past studies on mindsets have mostly examined it as a psychological variable with little attention to how it interacts with socioeconomic status (SES). This study aims to examine (1) how growth mindsets are associated with key learning-related outcomes (i.e., motivation, engagement, and achievement) and (2) how growth mindsets interact with structural factors, specifically socioeconomic status at the individual and school level, in predicting key learning-related outcomes. The sample was drawn from the nationally representative Educational Longitudinal Study (ELS) dataset which contained responses from 15,362 tenth-grade students in the United States. Data were analyzed using hierarchical linear modeling to take into account the multi-level nature of the data. Though having a growth mindset was positively associated with better motivation and engagement for students across all socioeconomic strata, its effects on achievement were moderated by SES. A growth mindset positively predicted achievement only

among students from more advantaged families but not among those from less advantaged families. This study highlights the importance of examining the interplay between mindsets and socioeconomic factors in understanding students' motivation, engagement, and achievement.

Kong, S.-C., & Wang, Y.-Q. (2021). **The influence of parental support and perceived usefulness on students' learning motivation and flow experience in visual programming: Investigation from a parent perspective**. *British Journal of Educational Technology*, *52*(4), 1749-1770. https://doi.org/10.1111/bjet.13071
This study expands the scope of cognitive evaluation theory (CET) with flow theory by providing a potential explanation for the missing link between motivation and motivational outcomes of students in visual programming learning. It aims to investigate how parental roles impact young students' flow experience in learning from the parents' point of view. Parents were asked to complete an online observation survey for evaluating their children's (aged 6–12) learning during a 2-day coding fair. In total, 1,196 parents completed the survey. We conducted multigroup structural equation modelling (MGSEM) for hypothesis testing. Specifically, mediation analysis was conducted for the relationships between parents' perception and support and students' flow experience through the mediating role of students' learning motivation. We also explored if the hypothesised relationships were different among high versus low creative students. Results revealed that parents' perceived usefulness and parental support can effectively foster students' learning motivation, which leads to students' flow experience in visual programming learning. The impact of parents' perceived usefulness on students' learning motivation was particularly more salient in the low creative student group (vs. high creative student group). The findings suggested that schools should encourage stronger parent–children relationships, such that parents can be more actively involved in students' learning. Practitioner notes What is already known about this topic Parents' support and attitudes play a pivotal role in promoting students' learning motivation and performance. However, less research has investigated parental influences on students' flow experience in the visual programming learning context. Visual programming gains increased significance among the young generation, yet, not much research has investigated the parent–student relationship that facilitates visual programming learning in primary school education. What this paper adds This study expands the scope of cognitive evaluation theory with flow theory by providing a potential explanation for the missing link between motivation and motivational outcomes of students in visual programming learning. Parents' support and perceived usefulness promote students' intrinsic motivation in visual programming learning, which in turn fosters flow experience during the activities. The positive influence of parents' perceived usefulness on students' learning motivation is particularly more salient in the low creative student group (vs. high creative student group). Implications for practice and/or policy Schools should organise events that equip parents with the required programming knowledge, to provide adequate support to their children. Parents and schools should carefully communicate learning expectations and attitudes to their students by emphasising students' potential personal gains such that students' learning motivation can be sustained for more flow experience in visual programming learning. Schools should encourage stronger parent–children relationships, such that parents can take a more active role in students' learning.

Konold, T. R., Edwards, K. D., & Cornell, D. G. (2021). **Longitudinal Measurement Invariance of the Authoritative School Climate Survey**. *Journal of Psychoeducational Assessment*, *39*(6), 651-664. https://doi.org/10.1177/07342829211011332
This study evaluated the longitudinal psychometric properties of the Authoritative School Climate Survey (ASCS) using a statewide sample of middle and high schools across 8 years. Multilevel confirmatory factor analyses were conducted to test the longitudinal measurement invariance of three scales on the ASCS: disciplinary structure, teacher respect for students, and students' willingness to seek help. These scales demonstrated strong factorial invariance across all time points for both middle and high schools. Results support the use of these scales in evaluating longitudinal change in school climate.

Lecy, N. (2021). **The role of relationships and sense of belonging among first-generation, low-income youth on future college entrance**. *Social Psychology of Education*, *24*(3), 679-689. https://doi.org/10.1007/s11218-021-09625-y
This study uses a subsample from the National Longitudinal Study of Adolescent to Adult Health to examine protective factors for lower-income, first-generation students. A logistic regression model is used to explore the impacts of (1) gender, (2) race, (3) perceived sense of belonging during middle or high school, and 4) protective adult relationships on this population's probability of attending higher education. The analysis reveals that being female and endorsing a stronger sense of belonging during middle or high school are both associated with greater likelihood of attending college. Race and protective adult relationships were not significant factors in predicting the likelihood of college attendance. The author explores the implications for these findings for both policy and practice and advocates for future research investigating which environmental factors exert the most influence on propelling low-income, first-generation students into higher education.

Li, T., & Lajoie, S. (2021). **Predicting aviation training performance with multimodal affective inferences**. *International Journal of Training and Development*, *25*(3), 301-315. https://doi.org/10.1111/ijtd.12232
Affect influences learning and training through various cognitive, psychomotor and motivational processes. This research aims to examine the role of affect in aviation training. Participants' (N = 19) affect and performance were examined in simulated aviation training while they performed ten tasks. Affective states were inferred from electrodermal activity, facial expression and NASA Taskload Index. Performance accuracy was graded with the rubrics provided by pilot instructors in CAE Inc. We found that arousal (inferred from electrodermal activity) positively predicted performance in the level 2 (easy) task ($F(1, 17) = 7.408$, $p < 0.05$, std $\beta = 0.55$). Mental workload (as measured from self-report) negatively predicted performance in the level 3 (medium difficulty) ($F(1, 15) = 4.598$, $p < 0.05$, std $\beta = -0.54$) and level 4 (difficult) tasks ($F(1, 15) = 12.85$, $p < 0.01$, std $\beta = -0.73$), controlling for affect valence and arousal. This research is a preliminary step to a reconsideration of affect in theoretical frameworks in aviation. It demonstrates a comprehensive assessment of affect in aviation training, which could provide guidelines for instructional interventions to improve the overall training experience and pilot performance.

Llena, C., Isidore, P., Joing, I., Potdevin, F., Dieu, O., & Porrovecchio, A. (2021). **Système de valeurs des enseignants d'EPS et bien-être affectif des élèves**. *eJRIEPS. Ejournal de la*

recherche sur l'intervention en éducation physique et sport, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6494
Les objectifs de l'ONU pour 2030 montrent que pour obtenir une « éducation de qualité », l'enseignant doit notamment promouvoir le bien-être de ses élèves. In fine, il s'agit d'une des missions des enseignants d'EPS. Dès lors, est-ce que les valeurs de l'enseignant ont un effet sur cette finalité ? En se basant sur les cadres théoriques des valeurs de base (Schwartz, 2006) et du bien-être affectif (Diener, 1984), l'objectif de cette étude est d'identifier les systèmes de valeurs les plus propices chez les enseignants d'EPS pour valoriser le bien-être affectif perçu des élèves.1129 élèves (560 filles/569 garçons) de 45 classes différentes et 22 professeurs d'EPS (15 hommes/7 femmes) de l'académie de Lille ont répondu à une enquête par questionnaire. Les résultats montrent que les valeurs "du dépassement de soi" sont vertueuses pour le bien-être affectif perçu des élèves. À l'inverse, les valeurs de "la continuité" ainsi que "la discordance de valeurs" de l'enseignant d'EPS dans ses pratiques pédagogiques impactent négativement ce bien-être affectif des élèves en cours d'EPS. En conclusion, une réflexion pédagogique et didactique autour des valeurs et de leurs mises en œuvre dans son enseignement est une voie prometteuse pour viser une EPS de qualité.

Lowe, P. A. (2021). **Cross-National Comparisons between Canadian and US Higher Education Students on a New, Brief, Multidimensional Measure of Test Anxiety**. *Journal of Psychoeducational Assessment*, *39*(6), 665-679. https://doi.org/10.1177/07342829211016933
Cross-cultural equivalence, country and gender differences, and external relations with other measures were examined on a new, brief measure of test anxiety, the Test Anxiety Measure for College Students-Short Form (TAMC-SF), in a sample of Canadian and US higher education students. The sample of 1204 students completed the TAMC-SF and other measures online. The results of tests of invariance found support for partial scalar invariance across country and gender on the TAMC-SF. In addition, results of a multivariate analysis of variance (MANOVA) and analysis of variances (ANOVAs) found country and gender differences on the TAMC-SF scales. Furthermore, validity evidence for the TAMC-SF scores with the scores of external measures was found. Overall, the findings support the use of the same test score interpretation for Canadian and US higher education students on the TAMC-SF and the use of the TAMC-SF in Canadian higher education students.

Lu, C., Rodriguez, S. L., & Bukoski, B. (2021). **Exploring How Gay Latinx Men Cope in College Using Emotion Regulation**. *Journal of Hispanic Higher Education*, *20*(4), 438-452. https://doi.org/10.1177/1538192719888755
This narrative study used individual interviews with seven gay Latinx men to understand how they used emotion regulation to navigate academic and personal obstacles as well as heterosexism and interpreted them using Gross's emotion regulation framework. The study's participants used all four types of emotion regulation described by Gross, including finding gay-affirming communities, modifying gay-adverse spaces, changing the subject, and positive reframing.

Matthews, L. J., Lebowitz, M. S., Ottman, R., & Appelbaum, P. S. (2021). **Pygmalion in the genes? On the potentially negative impacts of polygenic scores for educational attainment**. *Social Psychology of Education*, *24*(3), 789-808. https://doi.org/10.1007/s11218-021-09632-z

Polygenic scores for educational attainment and related variables, such as IQ and "mathematical ability" are now readily available via direct-to-consumer genetic testing companies. Some researchers are even proposing the use of genetic tests in educational settings via "precision education," in which individualized student education plans would be tailored to polygenic scores. The potential psychosocial impacts of polygenic scores for traits and outcomes relevant to education, however, have not been assessed. In online experiments, we asked participants to imagine hypothetical situations in which they or their classmates had recently received polygenic scores for educational attainment. Participants prompted to answer multi-choice questions as though they had received their own low-percentile score, compared to a control condition, scored significantly lower on measures of self-esteem and of self-perceived competence, academic efficacy, and educational potential. Similarly, those asked to evaluate a hypothetical classmate as though the classmate had received a low-percentile score attributed significantly lower academic efficacy and educational potential, compared to a control condition. Through possible mechanisms of stigma and self-fulfilling prophecies, our results highlight the potential psychosocial harms of exposure to low-percentile polygenic scores for educational attainment.

Noble, R. N., Heath, N., Krause, A., & Rogers, M. (2021). **Teacher-Student Relationships and High School Drop-out: Applying a Working Alliance Framework**. *Canadian Journal of School Psychology*, *36*(3), 221-234. https://doi.org/10.1177/0829573520972558
Relationships with teachers are a central component of a student's school environment, and have been shown to be related to school engagement and persistence in secondary school. Working alliance is a conceptualization of professional relationships that emphasizes not only the emotional bond between a professional and their client, but also their collaboration on the goals and tasks of their work together. While this theory has garnered considerable support in the fields of counseling and healthcare, working alliance has only recently begun to be investigated in an education setting. The present study sought to investigate working alliance between students and teachers as a broader framework for relationships in a high school setting. Specifically, the primary objective was to examine the use of the working alliance framework in teacher-student relationships to predict risk of high school student drop-out. A series of multiple regressions was used to test this objective. Results demonstrated that student-rated school working alliance predicted risk of drop-out, and that the relationship was partially mediated by student engagement. These results provide evidence for the validity of the construct of working alliance as a useful conceptualization for teacher-student relationships, and enhance our understanding of working alliance in a secondary school setting. Implications for educators and practitioners are discussed.

Oesterlen, E., & Seitz-Stein, K. (2021). **Tapping versus Saying: Effects of Age, Recoding, and Visual Search on Phonological Span**. *Journal of Psychoeducational Assessment*, *39*(6), 712-727. https://doi.org/10.1177/07342829211009114
In contrast to traditional word spans with verbal recall, recently developed automated tasks employ a visuospatial response format (RF). This RF involves additional cognitive processes such as recoding and visual search, which develop across childhood. The aim of the present study was to extend previous findings on age-dependent RF effects, examining the role of recoding and visual search as underlying mechanisms. Groups of primary school children, secondary school children, and adults performed analogous word spans with visuospatial and verbal RF. Additionally, two tasks assessing recoding

and visual search skills were conducted. Results show that primary school children performed poorer under visuospatial than verbal RF, whereas secondary school children and adults showed no performance differences. The analyses further suggest that search skills contribute to age-differential RF effects. Recoding seems less decisive, but its role could not be conclusively clarified. Developmental mechanisms and the necessity to disentangle the role of recoding from search are discussed.

Peixoto, E. M., Pallini, A. C., Vallerand, R. J., Rahimi, S., & Silva, M. V. (2021). **The role of passion for studies on academic procrastination and mental health during the COVID-19 pandemic**. *Social Psychology of Education*, *24*(3), 877-893. https://doi.org/10.1007/s11218-021-09636-9
Procrastination is a maladaptive behaviour that students often experience in academic activities and can result in negative consequences to mental health. The challenges imposed by the COVID-19 pandemic can contribute to increase procrastination behaviors in academic activities that the student does not like and in those he/she is passionate. The main objective of this research was to test an integrative model of passion, procrastination, satisfaction with life and psychological distress in students during pandemic. The sample was comprised of 416 university students aged between 18 and 57 years (Mage = 24.81 ± 7.02, 78.1% women). Structural Equation Modeling results revealed that academic procrastination is negatively linked to harmonious passion, and positively linked to obsessive passion. Academic procrastination in turn is negatively linked to satisfaction with life and positively linked to psychological distress. Harmonious passion also was directly positively associated to satisfaction with life and negatively associated to psychological distress. These results suggest that students' harmonious passion for their studies plays a protective role against academic procrastination and mental health indicators, while obsessive passion represents a risk factor.

Rahm, J. (2020). ***Un projet collaboratif avec les jeunes inuits, leurs familles et communautés : la persévérance scolaire sous l'angle des pratiques éducatives informelles, de la recherche scientifique communautaire et des cheminements éducatifs***. Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/.../rahmj_prs_projet-collaboratif-avec-les-jeunes-inuits_rapport.pdf
Des études sur la persévérance scolaire dans l'Inuit Nunangat ont relevé des lacunes en matière d'opportunités éducatives qui persistent pour les jeunes et les jeunes adultes inuits. En même temps, il existe de nombreuses initiatives et projets sans précédent qui ont vu le jour ces dernières années sous l'impulsion des Inuits et de leurs communautés, répondant aux préoccupations de la communauté tout en réduisant ce déficit d'opportunités et en contribuant à l'autodétermination et à la relance de la culture. L'objectif de ce projet est double : 1) décrire les contributions éducatives de tels projets dans trois communautés à l'apprentissage tout au long de la vie et à la persévérance, sous l'angle de l'Inuit Qaujimajatuqangit (IQ) et l'épistémologie inuite ; et 2) proposer des histoires de parcours d'apprentissage tout au long de la vie pour illustrer la manière dont ces expériences se cumulent et contribuent à la création d'un être humain ou inunnguiniq. De cette manière, ce projet se démarque d'autres travaux qui ont examiné la persévérance sous l'angle du déficit et de la perspective occidentale, ce qui a entraîné une focalisation sur les problèmes liés au niveau d'instruction des jeunes Inuits dans les écoles, tout en ignorant les diverses méthodes d'éducation que les Inuits ont toujours connues et auxquelles ils ont participé. Grâce à la recherche-action, fondée sur

des méthodes et des protocoles de recherche indigènes, le projet a pris forme au fil du temps. Chaque programme a fait l'objet d'une visite et de cercles de dialogue avec des jeunes et des enseignants, des mentors et d'autres adultes clés associés aux programmes dans chaque communauté. Au total, 34 adultes, 2 personnes âgées et 16 jeunes ont participé au projet. Six études de cas ont également été élaborées sur les parcours d'apprentissage tout au long de la vie. Les visites des programmes, l'analyse des séquences vidéo des activités des programmes et les conversations informelles avec les membres des communautés pendant la durée du projet ont permis d'enrichir les histoires qui ont fait surface.

Rueger, S. Y., Cipra, A., Choe, H., Steggerda, J. C., Kirby, A. E., & Stone, L. B. (2021). **Abbreviated Assessment Tool of Learned Helplessness and Mastery Orientation: The Student Behavior Checklist—Brief**. *Journal of Psychoeducational Assessment*, *39*(6), 772-777. https://doi.org/10.1177/07342829211011802
Measurement limitations have hindered research on learned helplessness (LH) and mastery orientation (MO) in the classroom. We reduced the 24-item Student Behavior Checklist to a 6-item scale and tested the abbreviated measure for evidence of reliability and validity in a sample of 5th and 6th graders (N = 299). We then replicated findings in an independent sample of middle school students (N = 116). Results demonstrated strong support for construct validity of the Student Behavior Checklist-Brief (SBC-B), including a hierarchical two-factor structure indicating the distinctness of LH and MO and an overarching construct, which we refer to as learning approach. Results also demonstrated consistent evidence supporting criterion and convergent/discriminant validity, internal consistency reliability, and temporal stability. The SBC-B offers a psychometrically sound teacher-report measure of LH and MO.

Sabbagh, C., & Ben-Menachem, A. (2021). **Ethno/racial affiliation, trust, and identification in higher education: the mediating role of perceived injustice in the classroom**. *Social Psychology of Education*, *24*(3), 717-739. https://doi.org/10.1007/s11218-021-09629-8
The present study contributes to a vast body of empirical research on the importance of the sense of justice in education. It examines the mediating role of perceived injustice (grades and lecturer-student relations) in ethnic/racial differences concerning trust and identification. The focus is on an ethnically and racially mixed higher-education institution in Israel which provides a venue for the encounter of three distinct and otherwise insular groups of students: Ethiopian-Jews, non-Ethiopian Jews; and Arabs holding Israeli citizenship. The study argues that higher-education institutions' educational features may be conducive to fostering a sense of justice in the classroom, which ameliorates ethnic/racial rifts by promoting trust and identification. A sample of 700 Israeli university students was examined using Structural Equation Modeling. Findings partially support the study's main argument.

Saunders, J. F., Nutter, S., Brun, I., Exner-Cortens, D., & Russell-Mayhew, S. (2021). **The Efficacy of Comprehensive School Health Course in Changing Pre-Service Teachers' Attitudes and Reactions Toward Weight-Related Teasing**. *Canadian Journal of School Psychology*, *36*(3), 235-243. https://doi.org/10.1177/0829573520974916
Teachers view overt expressions of weight stigma, such as weight-related teasing, as troublesome but are often ill-prepared to address instances of weight-related teasing when they arise in the classroom. Comprehensive school health is an emerging framework that aims to better prepare teachers to address issues of health and wellness

in the classroom, including weight-related teasing. We examined the efficacy of a university course in comprehensive school health in changing pre-service teachers' attitudes and perceptions of weight-related teasing. Pre-service teachers read a vignette and responded to 10 items about the vignette at both the beginning and end of the semester-long course. Items relating to pre-service teachers' perception of, responsibility and obligation to address the weight-related teasing event showed significant, positive change from the beginning to end of the semester. These results suggest that exposure to developmentally sound methods of delivering health-related content can support adaptive educator reactions to weight-related teasing.

Schuchart, C., Glock, S., & Dunkake, I. (2021). **The influence of in-group and out-group favouritism on the disciplinary practice of ethnic majority and minority preservice teachers**. *Social Psychology of Education*, *24*(3), 691-715. https://doi.org/10.1007/s11218-021-09627-w
Teacher judgments and the disciplinary sanctioning of pupils can be understood as a function of the ethnic match, which means whether or not teachers and pupils have the same ethnic background. According to social identity theory, teachers should be motivated to protect positive self-esteem and therefore favour pupils of their ethnic in-group over pupils of their ethnic out-group. Following system justification theory however, it must be assumed that teachers also base their judgments and their disciplinary behaviour on the acceptance of social hierarchies. According to this theory, ethnic minority teachers should therefore favour ethnic majority pupils over ethnic minority pupils. We test these hypotheses by conducting an experimental study among 196 preservice teachers. The results suggest that ethnic majority participants do not discriminate against ethnic minority pupils. However, although ethnic minority participants seem to explicitly favour their in-group, they also implicitly tend to have more negative stereotypes about them. Moreover, the more negative explicit and implicit stereotypes ethnic minority participants have against pupils of their in-group, the more severely they punish pupils of their out-group. This could suggest that ethnic minority participants felt the desire to compensate for a negative view of their in-group by treating their out-group more harshly.

Schuster, C., Narciss, S., & Bilz, J. (2021). **Well done (for someone of your gender)! Experimental evidence of teachers' stereotype-based shifting standards for test grading and elaborated feedback**. *Social Psychology of Education*, *24*(3), 809-834. https://doi.org/10.1007/s11218-021-09633-y
In three experiments (Ns = 327/137/210), we investigated whether test grades and elaborated feedback in a stereotypically male (Math) and a stereotypically female subject (German) are biased by the student's gender. For this purpose, pre-service teachers graded and provided written feedback on tests which were allegedly from boys or girls. In addition, participants' belief in stereotypes was measured in Study 1 and 2 and manipulated in Study 3 to test its moderating role. A meta-analysis across the three studies confirmed the following pattern: a small to moderate stereotype-contrasting grading bias, if the evaluators endorsed stereotypes, but no bias if they did not. Tests from the gender that, according to the stereotype, is weaker in the domain, were graded better. Study 1 and 3 further showed that the supposedly weaker gender received more elaborated feedback. The results are discussed in terms of shifting standards and previous findings in gender bias in school.

Sullivan, K. A., Hughes, B., & Gilmore, L. (2021). **Measuring Educational Neuromyths: Lessons for Future Research**. *Mind, Brain, and Education*, *15*(3), 232-238. https://doi.org/10.1111/mbe.12294
Educational neuromyths are incorrect ideas about the brain and learning. These ideas pose a risk if they impact learner outcomes. The concern about neuromyths has spurred global research, including teacher surveys about their identification. If such research leads to corrective strategies, the potential beneficiaries are teachers, students, and the field of educational neuroscience itself. This research relies on accurate neuromyth measures, and yet the topic of measurement has been largely ignored. In this review, we focus on key measurement issues surrounding the assessment of neuromyths, and we consider measurement improvements. We show that the framing of items, both the fact and neuromyth, must be improved in future research. These changes are vital to realize the potential benefit of educational neuromyth research.

Sun, L., Semovski, V., & Stewart, S. L. (2021). **A Study of Risk Factors Predicting School Disruption in Children and Youth Living in Ontario**. *Canadian Journal of School Psychology*, *36*(3), 191-205. https://doi.org/10.1177/0829573521991421
School disruption (SD) places students at risk of early school departure and other negative psychological outcomes. Based on the data derived from a sample of Ontario children and youth, this study aims to identify risk factors associated with SD among 1,241 school-aged students. A logistic regression model revealed that substance use, family functioning, Attention Deficit/Hyperactivity Disorder and experiencing bullying, significantly predicted SD. Substance use and family functioning resulted in the largest contributions to SD when holding other variables constant. This study provides supporting evidence of risk factors predicting SD and suggests that mental health and school personnel should consider family functioning and substance use in particular, when creating interventions to decrease premature school termination.

Świątkowski, W., & Dompnier, B. (2021). **When pursuing bad goals for good reasons makes it even worse: a social value approach to performance-avoidance goal pursuit**. *Social Psychology of Education*, *24*(3), 653-677. https://doi.org/10.1007/s11218-021-09623-0
Consistently in achievement goal research, pursuing performance-avoidance goals has been associated with a decrease in achievement. Less is known to what extent this effect depends on the reasons underlying these goals' endorsement. The present research uses a social value approach to assess how do performance-avoidance goals' effects on achievement depend on the reasons anchored in social utility (goal endorsed in order to succeed) and in social desirability (goal endorsed in order to please one's teachers). Based on five correlational samples meta-analyzed in Study 1, results showed that perceiving performance-avoidance goals as socially useful increased the negative effect of these goals on achievement. This moderating effect was replicated experimentally in Study 2. These findings support the relevance of studying achievement goal complexes and illustrate that performance-avoidance goals may lead to deleterious consequences even when endorsed for seemingly good reasons.

Tunjungsari, H., & Takwin, B. (2021). **Understanding Critical Thinking Practice in Everyday Life Through Stages of Critical Thinking Skills and Disposition**. *Mind, Brain, and Education*, *15*(3), 225-231. https://doi.org/10.1111/mbe.12279
Previous publications used the term critical thinking (CT) skills and critical thinking practice interchangeably. This article describes the difference between them, defining skills as

prerequisite abilities, while practices as real activities. People may have skills, but they do not always use them in everyday life. The question is what triggers people to practice CT given they already have skills and dispositions. To answer this, we will need to understand the roles of CT skills and dispositions in each stage of CT process. This article explains the position of the skill dimension as described by Halpern and twelve dispositions (derived from Dwyer's research) in the three stages of CT process (Pennycook, Fugelsang, and Koehler). Realizing the implication of practicing CT when people were in the detecting conflict stage is important to determine whether a person is going to think critically or not.

Wang, F., Leung, S. O., & Jiang, C. (2021). **Psychometric Properties of Cognitive and Metacognitive Learning Strategies Scale Among Chinese Senior Secondary School Students**. *Journal of Psychoeducational Assessment*, *39*(6), 761-771. https://doi.org/10.1177/07342829211011806
This study aimed to investigate the validity of the Cognitive and Metacognitive Learning Strategies Scale (CMLSC) for mathematics learning in Chinese context. Exploratory and confirmatory factor analysis, reliability analysis, measurement invariance across gender groups, and criterion-related validity were conducted on 698 Chinese senior secondary school students. Results supported that the adapted CMLSC was reliable and valid. A bifactor model with one general and four specific factors (i.e., rehearsal, elaboration and organization, critical thinking, and metacognitive self-regulation) was found. Residual invariance across gender groups was also achieved. This adapted CMLSC is expected better to understand students' mathematics learning strategies in Chinese culture.

Warren, A. (2021). **Love in early childhood teaching: reading data diffractively with Deleuzo-Guattarian concepts**. *International Journal of Qualitative Studies in Education*, *34*(7), 565-580. https://doi.org/10.1080/09518398.2020.1771462
Love is a significant, complex, and problematic aspect of early childhood teaching that is simultaneously valued, undervalued, feared, and overlooked. This article investigates complexities and tensions within perceptions and experiences of love in early childhood teaching from a posthumanist perspective. Data from a research study exploring emotions in early childhood teaching are analysed using concepts of affect and assemblage; and sense, nonsense, and paradox. Diffractive data analysis teases out flows of affect and forces that enable and constrain ways that love is continuously becoming in early childhood teaching and delves into the process of sensing in between bodies and language. This theoretical framework and methodology provides opportunities for productive ways of perceiving children, teachers, researchers and other-than-human components of early childhood assemblages as continuously produced within complex, unpredictable, and significant loving relationalities.

White, L. O., Bornemann, B., Crowley, M. J., Sticca, F., Vrtička, P., Stadelmann, S., … Klitzing, K. von. (2021). **Exclusion Expected ? Cardiac Slowing Upon Peer Exclusion Links Preschool Parent Representations to School-Age Peer Relationships**. *Child Development*, 92(4), 1274-1290. https://doi.org/10.1111/cdev.13494
Attachment theory proposes that children's representations of interactions with caregivers guide information-processing about others, bridging interpersonal domains. In a longitudinal study (N = 165), preschoolers (Mage = 5.19 years) completed the MacArthur Story Stem Battery to assess parent representations. At school-age (Mage = 8.42 years), children played a virtual ballgame with peers who eventually excluded them to track event-related cardiac slowing, a physiological correlate of rejection, especially

when unexpected. At both ages, parents and teachers reported on peer and emotional problems. During exclusion versus inclusion-related events, cardiac slowing was associated with greater positive parent representations and fewer emerging peer problems. Cardiac slowing served as a mediator between positive parent representations and peer problems, supporting a potential psychophysiological mechanism underlying the generalization of attachment-related representations to peer relationships.

Youngerman, E., Dahl, L. S., & Mayhew, M. J. (2021). **Examining the Psychometric Properties of a New Integrative Learning Scale**. *Research in Higher Education*, *62*(6), 829-854. https://doi.org/10.1007/s11162-021-09623-1
Integrative learning is the ability to connect, apply, and/or synthesize. A highly valued skill for the knowledge economy and combating false narratives, integrative learning represents the cognitive heart of the liberal arts, demonstrating students' ability to make interdisciplinary connections and apply their learning to their lives and the outside world. But integrative learning has not been successfully measured. This study piloted the 7-item Integrative Learning Scale. Data from 1,919 college students at three institutions were analyzed using Rasch modeling. The results of this study suggest that integrative learning can be measured and the Integrative Learning Scale has strong psychometric properties for doing so.

Aspects sociaux de l'éducation

AFD : Agence française de développement. (2021). ***La fabrique en commun des évaluations : rapport 2019-2020 : le genre***. Consulté à l'adresse https://www.afd.fr/fr/actualites/rapportevaluations/genre
Ce volet du rapport des évaluations 2019-2020 de l'AFD sur le genre propose : 1) l'interview de la Présidente du Groupe de référence de l'évaluation genre ; 2) des articles sur l'intégration du genre dans les évaluations (focus sur le Vietnam, le Liban et le Maroc) et sur les défis et les progrès de cette intégration dans les projets de l'AFD ; 3) une vidéo sur la manière dont l'évaluation peut réduire les inégalités femmes-hommes et sur l'approche genre

Agasisti, T., Avvisati, F., Borgonovi, F., & Longobardi, S. (2021). **What School Factors are Associated with the Success of Socio-Economically Disadvantaged Students? An Empirical Investigation Using PISA Data**. *Social Indicators Research*, *157*(2), 749-781. https://doi.org/10.1007/s11205-021-02668-w
Many school-level policies, such as school funding formulae and teacher allocation mechanisms, aim at reducing the influence of students' low socio-economic condition on academic achievement. Benchmarks and indicators based on large-scale international assessments can be used to measure academic success and identify if and when disadvantaged students are successful. We build on such work and develop a new method for identifying a cross-country comparable metric of the academic success of socio-economically disadvantaged students using data from the Programme for International Student Assessment (PISA). We estimate the prevalence of successful disadvantaged students in 56 countries, as well as changes over time between 2006 and 2015. In addition, we focus on the PISA 2015 edition and explore school factors associated with the probability that disadvantaged students will be successful academically in a subsample of 18 countries. Findings reveal that successful

disadvantaged students attend schools with a better disciplinary climate and that provide additional time for instruction in key subjects.

Anikin, V. A. (2021). **Training poverty in India: Reassessing the effect of social ascription**. *International Journal of Training and Development*, *25*(3), 277-300. https://doi.org/10.1111/ijtd.12231
This paper set out to reassess the effects of economic and social determinants of the probability of formal vocational training in India. Applying the four-level cross-classified logistic model to the 2011–2012 National Sample Survey data, the paper identified the association between formal training and 'good jobs' in large urban electrified firms that offer permanent employment and regular monthly salary to their skilled occupation workers. Nevertheless, India remains a country of severe training poverty. This study confirms that the traditional mindset of the society does contribute to the training poverty; however, this impact is much limited to the household level and religious groups, such as Christians, which are systematically excluded from formal training as compared to Hindus, Sikhs and Buddhists. In contrast, the lower castes and deprived social backgrounds do not affect, as predicted by previous studies. Moreover, it is shown that unskilled males from the rural area of India were less likely to receive formal training as compared to educated single women.

Ardissone, A. N., Galindo, S., Wysocki, A. F., Triplett, E. W., & Drew, J. C. (2021). **The Need for Equitable Scholarship Criteria for Part-Time Students**. *Innovative Higher Education*, *46*(4), 461-479. https://doi.org/10.1007/s10755-021-09549-7
Current policies and interventions to enhance student success and retention are often tied to full-time enrollment, which are substantiated by studies associating part-time enrollment with lower retention and poorer academic outcomes. However, these findings are limited to studies of first-time college students and do not represent today's nontraditional undergraduate who may be transfer, online, and working adult students. To enhance retention of on-campus and hybrid online 2 + 2 transfer students in a STEM undergraduate program, need-based scholarships are awarded to students enrolled full-time as stipulated by the federal granting agency. Although the scholarship has helped >80 students to date, over 40% of eligible transfer students are excluded only because they are enrolled part-time, disproportionately affecting students in the hybrid online track who are more likely to be women and underrepresented minorities. Using quantitative and qualitative methods, this study explores enrollment behavior of transfer students (online and on-campus), its relationship with student characteristics and academic outcomes, and implications for scholarship eligibility. Full-time enrollment is a significant challenge for transfer students. While scholarship requirements are a key factor influencing full-time enrollment, online transfer students additionally cite work and family obligations as drivers of enrollment behavior. Thus, online 2 + 2 transfer students face different challenges than on-campus peers and are more likely to enroll part-time out of necessity, yet still have comparable GPA and graduation rates. These findings support a growing awareness of barriers nontraditional students face questioning the relevance of policies driven by "traditional" student outcomes, which perpetuate inequity in higher education.

Armstrong-Carter, E., Miller, J. G., Hill, L. J. B., & Domingue, B. W. (2021). **Young Children's Prosocial Behavior Protects Against Academic Risk in Neighborhoods With Low**

Socioeconomic Status. *Child Development*, 92(4), 1509-1522. https://doi.org/10.1111/cdev.13549
Children raised in neighborhoods with low socioeconomic status (SES) are at risk for low academic achievement. Identifying factors that help children from disadvantaged neighborhoods thrive is critical for reducing inequalities. We investigated whether children's prosocial behavior buffers concurrent and subsequent academic risk in disadvantaged neighborhoods in Bradford, UK. Diverse children (N = 1,175) were followed until age seven, with measurements taken at four times. We used governmental indices of neighborhood-level SES, teacher observations of prosocial behaviors, and direct assessments of academic achievement. Neighborhood SES was positively associated with academic achievement among children with low levels of prosocial behavior, but not among children with high levels of prosocial behavior. Prosocial behavior may mitigate academic risk across early childhood.

Arránz Becker, O., & Loter, K. (2021). **Socio-Economic Family Background and Adult Children's Health in Germany: The Role of Intergenerational Transmission of Education**. *European Sociological Review*, *37*(4), 588-606. https://doi.org/10.1093/esr/jcaa063
This study examines consequences of parental education for adult children's physical and mental health using panel data from the German Socio-Economic Panel study. Based on random-effects growth curve models (N = 15,144 West German respondents born between 1925 and 1998 aged 18–80), we estimate gender-, age-, and cohort-specific trajectories of physical and mental health components of the SF-12 questionnaire for low and high parental education measured biennially from 2002 to 2018. Findings suggest more persistent effects of parental education on physical than mental health. In particular, both daughters and sons of the lower educated group of parents (with neither parent qualified for university) exhibit markedly poorer physical health over the whole life course and worse mental health in mid-life and later life than those of higher educated parents. Thus, children's health gradients conditional on parental education tend to widen with increasing age. Once children's educational attainment is held constant, effects of parental education on children's health mostly vanish. This suggests that in the strongly stratified West German context with its rather low social mobility, intergenerational transmission of education, which, according to our analyses, has been declining among younger cohorts, contributes to cementing long-term health inequalities across the life course.

Bacci, S., & Bertaccini, B. (2021). **Assessment of the University Reputation Through the Analysis of the Student Mobility**. *Social Indicators Research*, *156*(2), 363-388. https://doi.org/10.1007/s11205-020-02322-x
In higher education, the mobility of students across a country to take a degree is receiving increasing attention in recent years, mainly because of the effects on the economic development and competitiveness of the territorial areas where universities are located. In Italy, an important source of information is represented by the National Student Registry. Among others, the Registry allows us to analyze the student mobility across the country both at the moment of the first enrollment in a bachelor or 5-years degree program and, then, at the enrollment in a master degree program. In the former case, students may attend university in the area of residence or move somewhere else (first-level mobility); in the latter case bachelor graduates may prosecute the academic career with a master degree in the same university or move in another higher academic institution (second-level mobility). In this contribution we propose a set of instruments to

analyze student mobility. These instruments will be applied to the information gathered by the National Student Registry. We first define two indicators of the capability of retention and attraction of students computed at the first- and the second-level mobility; we also illustrate how these indices may be synthesize through a composite indicator and how they can be used to produce a graphical display of the ego-centric network generated by the flow of incoming and outgoing movements. Then, we formulate a gravity model to detect how the mobility is affected by university characteristics, such as quality of structures and quality of life of the territorial area of influence of the university.

Barbier, P., Chatot, M., Fusulier, B., & Collectif d'analyse des familles confinées. (2021). ***Familles confinées: le cours anormal des choses***. Consulté à l'adresse https://editions-croquant.org/actualite-politique-et-sociale/743-familles-confinees-le-cours-anormal-des-choses.html

Barclay, K. J., Lyngstad, T. H., & Conley, D. C. (2021). **The Production of Inequalities within Families and across Generations: The Intergenerational Effects of Birth Order on Educational Attainment**. *European Sociological Review*, *37*(4), 607-625. https://doi.org/10.1093/esr/jcab005

There has long been interest in the extent to which effects of social stratification extend and persist across generations. We take a novel approach to this question by asking whether birth order in the parental generation influences the educational attainment of their children. To address this question, we use Swedish population data on cohorts born 1960–1982. To study the effects of parental birth order, we use cousin fixed effects comparisons. In analyses where we compare cousins who share the same biological grandparents to adjust for unobserved factors in the extended family, we find that having a later-born parent reduces educational attainment to a small extent. For example, a second- or fifth-born mother reduces educational attainment by 0.09 and 0.18 years, respectively, while having a second- or fifth-born father reduces educational attainment by 0.04 and 0.11 years, respectively. After adjusting for attained parental education and social class, the parental birth order effect is practically attenuated to zero. Overall our results suggest that parental birth order influences offspring educational and socioeconomic outcomes through the parents own educational and socioeconomic attainment. We cautiously suggest that parental birth order may have potential as an instrument for parental socioeconomic status in social stratification research more generally.

Beals, R. A. (2021). **Transformative Education in Science, Technology, Engineering, and Mathematics: Empowering the Next Generation of Scientists**. *Journal of Hispanic Higher Education*, *20*(4), 385-401. https://doi.org/10.1177/1538192719877414

I argue that traditional models of student success should emphasize socialization that empowers students of color in science, technology, engineering, and mathematics (STEM) while developing their self-concept, science identity, and self-efficacy. In-depth interviews with 58 STEM students and faculty across four universities in the Southwest who participate in a federally funded STEM education program reveal alternative cultural spaces that can be described as emancipatory and transformative that attract and engage students of color and help them thrive in STEM education.

Bergamaschi, A., Blaya, C., Stef, J., & Arcidiacono, F. (2021). **La prévention des préjugés flagrants et voilés perçue par les élèves : lorsque les enseignant·e·s ont leur mot à dire**. *Swiss Journal of Educational Research*, *43*(2), 297-310. https://doi.org/10.24452/sjer.43.2.9

This article focuses on "blatant" and "subtle" prejudices expressed by 1858 lower and upper secondary school students in France, in a self-reported survey. A first descriptive analysis allows to identify the social and school factors that may influence students' perception of teachers' involvement regarding issues raised by migration. Multivariate analyses show that when students state that their teachers address issues related to racism, discrimination and cultural diversity, intolerant attitudes decrease. Mediation and moderation models highlight the existence of external factors facilitating the appropriation of teachers' interventions by students.

Birkelund, J. F., Capsada-Munsech, Q., Boliver, V., & Karlson, K. B. (2021). **Lives on track? Long-term earnings returns to selective school placement in England and Denmark**. *The British Journal of Sociology*, *72*(3), 672-692. https://doi.org/10.1111/1468-4446.12856
We explore the influence of between-school ability placement at lower secondary education on earnings across the life course in England and Denmark. We go beyond the mid-career snapshot provided by previous studies by exploiting the availability of four decades worth of earnings data for individuals born in the mid-1950s. Members of this cohort who were judged to be among the most academically able attended grammar schools in England (19%) and advanced secondary schools (Realskole) in Denmark (51%) prior to the start of comprehensivization. This key difference makes England and Denmark interesting cases for comparison, not least since pro-selection policies have re-emerged in England based on the claim that grammar schools lead to better educational and labor market outcomes. Our analysis of the influence of selective school placement on earnings finds little support for this contention. We find that those from socioeconomically disadvantaged backgrounds were strikingly under-represented in schools ear-marked for higher ability pupils in both countries, even after taking into account social class differences in measured ability. Our analysis for England finds only modest earnings returns to attending a grammar school, totalling just £39,000 across the life course, while in Denmark the lifetime earnings returns to attending Realskole are somewhat larger (£194,000). Because those from advantaged backgrounds were substantially over-represented at grammar schools and Realskoles, these returns accrue disproportionately to pupils from more advantaged backgrounds. Lower secondary school placement in Denmark accounts for 40% of the intergenerational reproduction of socioeconomic advantage and disadvantage, more than half of which is due to selection into school types based on socioeconomic background rather than measured ability. Our findings question the wisdom of expanding grammar schools when they appear to do little to improve individuals' earnings or increase social mobility.

Bottia, M. C., Mickelson, R. A., Jamil, C., Moniz, K., & Barry, L. (2021). **Factors Associated With College STEM Participation of Racially Minoritized Students: A Synthesis of Research**. *Review of Educational Research*, *91*(4), 614-648. https://doi.org/10.3102/00346543211012751
Racially minoritized students in the United States constitute 30% of the U.S. population, but students from these populations represent a smaller proportion of those who earn science, technology, engineering, and mathematics (STEM) undergraduate degrees. This disproportionality contributes to race/ethnic income, status, and power inequalities linked to STEM careers. Using a combination of vote counting and narrative approaches, the authors synthesize 50 recent articles about the factors related to college students' STEM participation. Consistent with cumulative disadvantage and critical race theories, findings reveal that the disproportionality of racially minoritized students in STEM is related

to their inferior secondary school preparation; the presence of racialized lower quality educational contexts; reduced levels of psychosocial factors associated with STEM success; less exposure to inclusive and appealing curricula and instruction; lower levels of family social, cultural, and financial capital that foster academic outcomes; and fewer prospects for supplemental STEM learning opportunities. Policy implications of findings are discussed.

Boveda, M., & McCray, E. D. (2021). **Writing (for) our lives: Black feminisms, interconnected guidance, and qualitative research in special education**. *International Journal of Qualitative Studies in Education*, *34*(6), 496-514. https://doi.org/10.1080/09518398.2020.1771465
In this collaborative sense-making of mentorship and interconnected guidance for education research, two Black women academics in special education offer lessons learned from their sustained dialogues with each other, other Black women, and with Black and endarkened feminists' texts. The authors reflect on how traditional approaches to academic mentorship were, at times, incompatible with their onto-epistemic and methodological needs as researchers. They revisit their initial entry into the field and examine the ways U.S. schooling is implicated in the racism, ableism, and other systemic oppression experienced by multiply-marginalized students, families, and educators. The authors consider the distinctive contributions Black women offer(ed) special education research and revisit the improvisational moves they enact to make space for qualitative inquiry informed by Black and endarkened feminisms.

Boylorn, R. M. (2021). **All things are possible: an epilogue**. *International Journal of Qualitative Studies in Education*, *34*(6), 562-564. https://doi.org/10.1080/09518398.2021.1910748
The author reflects on the ingenuity and improvisation of black women as research methodology. She summarizes the contributions of the special issue to discuss the role and importance of creativity and lived experience in the work of black women researchers.

Briggs, A. Q. (2021). **Getting a foot in the door: A critical anti-race analysis of underemployed second generation Caribbean Black Male Youth**. *Education, Citizenship and Social Justice*, *16*(2), 165-179. https://doi.org/10.1177/1746197920909051
This study utilizes a Critical Anti-Race Qualitative Phenomenological Methodology to challenge the dominant deficit perspective which reinforces the notion that the cultural deprivation of Blacks causes their marginalization. From this viewpoint, Blacks should take individual responsibility for changing their life conditions. However, this article offers narratives of Black men that reveal how structural factors grounded in the notion of racial battle fatigue limit their autonomy, education, and access to employment opportunities. The study focuses on underemployed, second-generation Caribbean Black Male Youth between 18 years and 30 years of age who have made the post-high school transition into the labor market but remain underemployed. This study seeks to understand the central theme emerging in the counternarratives: Caribbean Black Male Youth perceive and experience a lack of employment opportunities. This article's aim is to show how Caribbean Black Male Youth struggle to address their limited employment opportunities by exploring the impact of the intersecting politics of race, gender, and class on the City of Toronto labor force.

Bukodi, E., Goldthorpe, J. H., & Zhao, Y. (2021). **Primary and secondary effects of social origins on educational attainment: New findings for England**. *The British Journal of Sociology*, *72*(3), 627-650. https://doi.org/10.1111/1468-4446.12845
We aim to bring together two current strands of research into inequalities in individuals' educational attainment that are associated with their social origins: that concerned with the "primary" and "secondary" effects of social origins in creating inequalities, and that concerned with the relation between these inequalities and different components of social origins, taken to represent different forms of parental resources. Our main findings are the following. The secondary effects of social origins—their effects via the educational choices that young people make given their prior academic performance—are clearly operative across five key educational transitions within the English educational system. More specifically, we estimate that 35% of the total effect of social origins is secondary in the earliest transition that we consider, and from 15% to 20% in the subsequent four. Furthermore, mediation analyses reveal that secondary effects are most strongly associated with parental education and then, to a lesser degree with parental status, while little association exists with parental class and none at all with parental income. Primary effects are also at all transitions most strongly associated with parental education and status but in this case both parental class and parental income do retain some importance. We suggest an explanation for our empirical findings as resulting largely from the concern of highly educated, professional parents, and their children to avoid the occurrence of downward intergenerational mobility, especially in terms of education and status.

Canisius Kamanzi, P., Uzenat, M., & St-Onge, M. (2021). **Dynamiques sociospatiales du quartier et parcours scolaires**. *Revue française de pédagogie. Recherches en éducation*, (210), 113-137. https://doi.org/10.4000/rfp.10148
Cette note de synthèse s'intéresse aux résultats de recherches théoriques et empiriques analysant l'influence des dynamiques sociospatiales des territoires et, plus particulièrement, aux effets de quartier sur les parcours scolaires des élèves. Si certains chercheurs se sont penchés sur l'influence des interactions sociales entre résidents et des caractéristiques socio-économiques observables des quartiers, d'autres se sont centrés sur les effets de la répartition de l'offre de formation sur un territoire donné, ainsi que sur les stratégies des familles pour accéder à des établissements de qualité. Bien que les auteurs adoptent des perspectives analytiques variées en fonction des contextes sociétaux et de leurs appartenances disciplinaires, les recherches présentent une relative convergence au sujet de l'existence d'un lien entre les parcours scolaires des élèves et certaines caractéristiques sociospatiales du lieu de résidence de leurs parents. La production et la reproduction sociales des inégalités scolaires ne sont pas seulement l'effet des disparités de ressources familiales (capital culturel, social et économique), mais également des caractéristiques du quartier de résidence ou de voisinage et de la répartition territoriale de l'offre de formation.

Cassidy, M., Burgin, X. D., & Wasonga, T. A. (2021). **Gender differences in perceived barriers of aspiring superintendents**. *Management in Education*, *35*(3), 127-135. https://doi.org/10.1177/0892020620988010
Discrepancies in the number of females occupying superintendent positions in the United States continue to exist; therefore, this study utilized a survey design to examine the perceived barriers to achieving the top positions in education as well as differences by gender among aspiring superintendents in K-12 in Illinois. Statistical analyses (Mann-

Whitney U test and factor analysis) were performed on the results from the Aspiring Superintendents Perceived Barriers Questionnaire developed by Dulac, and its underlying constructs were used to investigate the extent to which aspiring female and male administrators perceived barriers to the superintendency position. Eighty-four participants completed the survey either online or on paper. The study found significant differences between male and female aspiring superintendents in 10 of the 21 perceived barriers. Factor analysis yielded two factors (societal issues and workplace expectations) as barriers identified by females, and three concepts (societal issues, workplace expectations, and masculinity in leadership) as barriers identified by males.

Chevalier, T., & Loncle, P. (2021). ***Une jeunesse sacrifiée?*** Consulté à l'adresse https://www.puf.com/content/Une_jeunesse_sacrifi%C3%A9e
Alors que les débats récents sur la réforme des retraites et la crise sanitaire ont attiré les regards sur les enjeux de la fin de vie, ce sont principalement les jeunes d'aujourd'hui qui supporteront les effets de cette réforme et la crise économique post-COVID19. Cet ouvrage traite de la situation des jeunes au travers de quatre prismes : le fait générationnel, les inégalités intra-générationnelles qui traversent la jeunesse, l'action publique à leur égard, et les conséquences politiques de cette situation. Après une présentation générale de la situation des jeunes en perspective comparée, spécifiant la particularité du modèle français de transition à l'âge adulte, le premier chapitre présente une cartographie des inégalités à la fois inter et intra-générationnelles, nuançant la thèse d'une « génération sacrifiée ». Les deuxième et troisième chapitres traitent de l'action publique en direction des jeunes (éducation puis politique sociale) et de la façon dont elle compense ou au contraire reproduit les inégalités sociales. Le quatrième chapitre analyse quant à lui les conséquences politiques de ces inégalités pour les jeunes générations. Le cinquième chapitre s'intéresse aux réponses que les jeunes peuvent apporter dans la lutte contre les inégalités.

Collin, S. (2020). ***Effets de l'utilisation des médias numériques à la maison par les élèves de l'éducation préscolaire sur leurs premiers apprentissages en lecture selon la médiation parentale, le milieu socioéconomique, la langue parlée à la maison et le sexe***. Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/effets-de-lutilisation-des-medias-numeriques-a-la-maison-par-les-eleves-de-leducation-prescolaire-sur-leurs-premiers-apprentissages-en-lecture-selon-la-mediation-parentale-le-milieu-socioeconomiq/
L'éducation préscolaire constitue une étape-clé pour la compétence à lire. Il s'agit d'une période où se développent plusieurs habiletés langagières et cognitives, regroupées sous le vocable des « premiers apprentissages en lecture ». Les premiers apprentissages en lecture sont fortement prédictifs de la réussite en lecture ultérieure des élèves et sont influencés par des facteurs tels que la médiation parentale en lecture, le niveau socioéconomique, la ou les langue(s) parlée(s) à la maison et le sexe. Étant donné l'augmentation constante des médias numériques dans la vie quotidienne des élèves du préscolaire et l'exposition riche à l'écrit qu'ils offrent, il est possible de penser qu'ils pourraient constituer un facteur supplémentaire contribuant à prédire les premiers apprentissages en lecture. Aussi, ce projet a pour objectif général de mesurer les effets de l'utilisation des médias numériques à la maison sur les premiers apprentissages en lecture des élèves au préscolaire. Il est décliné en quatre questions de recherche (QR), qui ont pour but de préciser la relation entre l'utilisation des médias numériques et d'autres variables influentes des premiers apprentissages en lecture: quels sont les effets

de l'utilisation des médias numériques à la maison sur le développement des premiers apprentissages en lecture selon la médiation parentale en lecture (QR1); le niveau socioéconomique (QR2); la ou les langue(s) parlée(s) à la maison (QR3); et le sexe (QR4)?

Collischon, M., & Eberl, A. (2021). **Social capital as a partial explanation for gender wage gaps**. *The British Journal of Sociology*, *72*(3), 757-773. https://doi.org/10.1111/1468-4446.12833
Despite a long record of research on the sources of the gender wage gap, a large fraction of gender wage differences remains unexplained. In this paper, we propose gender differences in social capital as a novel explanation for the gender wage gap. We use British data from the Understanding Society (UKHLS) survey and wage decompositions to estimate the contribution of social capital derived from network homophily, that is, the similarity to one's peer group, to the gender wage differential. Our results show that differences in network structure explain as much as 15% of the overall gender wage gap. This finding is largely driven by gender differences in the number of males among closest friends, while other social capital measures used in this study hardly matter. We further show that differences in returns to social capital are not statistically significant.

Corbit, J., Lamirato, K., & McAuliffe, K. (2021). **Children in the United States and Peru Pay to Correct Gender-Based Inequality**. *Child Development*, 92(4), 1291-1308. https://doi.org/10.1111/cdev.13505
We explore the developmental origins of intervention against gender-based pay inequality in 4- to 9-year-old children in the United States (N = 123; Study 1) and Peru (N = 115; Study 2), two countries characterized by different norms surrounding gender pay equity. We presented children with scenarios that featured gender-based pay inequality, and they could intervene at a cost to redistribute the earnings. We examined whether children favor equality or show gender bias in intervention depending on the direction of gender pay inequality. Across both societies, both girls and boys intervened against gender inequality regardless of its direction, a tendency that grew stronger with age. These findings suggest that despite developing in societies with existing gender pay inequalities, children strongly privilege equality.

Cranston, J., Labman, S., & Crook, S. (2021). **Reframing Parental Involvement as Social Engagement: A Study of Recently Arrived Arabic-Speaking Refugee Parents' Understandings of Involvement in Their Children's Education**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *44*(2), 371-404. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4439
The involvement of refugee parents in their children's education is crucial for academic success and social integration. However, school personnel often seem to struggle to find approaches that will increase recently arrived refugee parents' involvement with the school. While refugee parents are not a homogenous group, many face uniquely similar and intersecting challenges. Using a qualitative research approach, specifically semi-structured interviews, this study examines the perceptions of one group of Arabic-speaking, recently arrived refugee parents' perceptions of being and becoming involved in their children's education after their arrival in Canada. The findings suggest the following factors act as barriers to their involvement: (1) limited language proficiency, (2) competing basic needs, (3) lack of homework, (4) teachers' limited cross-cultural and interreligious understanding, and (5) sexual health education being a contested shared

space. While the findings illuminate what some recently arrived refugee parents regard as barriers, the discussion challenges educational leaders and policy makers to critically question the dominant, normative model of parental involvement that is employed and recommends they reframe their conceptions of parental involvement as social engagement with a school community. Such a reframing may better support recently arrived refugee parents' integration into their new home country. Keywords: parental involvement, recently arrived refugees, integration

Danic, I., Hardouin, M., Keerle, R., Plantard, P., & David, O. (Éd.). (2021). ***Adolescentes, adolescents des villes et des champs : la dimension spatiale des inégalités éducatives***. Rennes: Presses universitaires de Rennes. http://www.pur-editions.fr/detail.php?idOuv=5163

David-Erb, M. (2021). **Language of instruction: Concerning its choice and social prestige in Burkina Faso**. *International Review of Education*, *67*(4), 435-449. https://doi.org/10.1007/s11159-021-09885-y
This article explores and discusses one of the main findings of the author's recent dissertation, namely that parents' and pupils' choice of language of instruction in formal schooling depends on its social prestige. The author first reviews the latest research on language in education in sub-Saharan Africa, and asks why indigenous languages are so rarely used in formal schooling in this region, despite political demands for their greater use and ample scientific research showing their positive effects. Burkina Faso exemplifies this seemingly contradictory situation. Indigenous languages and French are complementary in formal and non-formal schooling as well as in areas of informal education; however, a closer look at the areas of application of each language reveals that indigenous languages have lower prestige than French, as well as lower expected and required outcomes. This is one possible explanation for the low usage rates of indigenous languages in formal schooling and reveals the extent to which the choice of language of instruction depends on its social prestige.

DeJoseph, M. L., Sifre, R. D., Raver, C. C., Blair, C. B., & Berry, D. (2021). **Capturing Environmental Dimensions of Adversity and Resources in the Context of Poverty Across Infancy Through Early Adolescence: A Moderated Nonlinear Factor Model**. *Child Development*, *92*(4), e457-e475. https://doi.org/10.1111/cdev.13504
Income, education, and cumulative-risk indices likely obscure meaningful heterogeneity in the mechanisms through which poverty impacts child outcomes. This study draws from contemporary theory to specify multiple dimensions of poverty-related adversity and resources, with the aim of better capturing these nuances. Using data from the Family Life Project (N = 1,292), we leveraged moderated nonlinear factor analysis (Bauer, 2017) to establish group- and longitudinally invariant environmental measures from infancy to early adolescence. Results indicated three latent factors—material deprivation, psychosocial threat, and sociocognitive resources—were distinct from each other and from family income. Each was largely invariant across site, racial group, and development and showed convergent and discriminant relations with age-twelve criterion measures. Implications for ensuring socioculturally valid measurements of poverty are discussed.

D'Uggento, A. M., d'Ovidio, F. D., Toma, E., & Ceglie, R. (2021). **A Framework for Detecting Factors Influencing Students' Academic Performance: A Longitudinal Analysis**. *Social Indicators Research*, *156*(2), 389-407. https://doi.org/10.1007/s11205-020-02334-7
Following the introduction of performance management in Italian universities, Business intelligence has become a strategical means to use administrative data in support of governance and decision-making processes. The aim of this paper is to show the important role played by a decision support system inside an organization by evaluating the outcomes of the fair tuition fee policy of the University of Bari, in favour of low-income students, stated as a priority in its mission. A longitudinal analysis is carried out on the cohort of first-year students enrolled in the academic year 2015–2016, searching for a predictive model of their performance given some explicative variables. The usefulness of adopting a periodic monitoring system, investigating data by means of suitable statistical techniques (logistic regression, survival analysis, Cox regression model), allows to early detect those factors to be modified in order to achieve optimal results with respect to student expectations and quality of higher education.

Elfert, M. (2021). **Lifelong learning, global social justice, and sustainability**. *International Review of Education*, *67*(4), 555-558. https://doi.org/10.1007/s11159-021-09909-7

European Commission. (2021). ***Study on gender behaviour and its impact on education outcomes (with a special focus on the performance of boys and young men in education). Final report*** (p. 378). Consulté à l'adresse European Commission website: https://op.europa.eu/en/publication-detail/-/publication/414f506c-df95-11eb-895a-01aa75ed71a1

Evans-Winters, V. E. (2021). **Black women improvisations: shifting methodological (mis)understandings within and across boundaries**. *International Journal of Qualitative Studies in Education*, *34*(6), 481-485. https://doi.org/10.1080/09518398.2021.1910747
In this special issue, entitled "Black women Improvisations: Shifting Methodological (Mis)understandings within and Across Boundaries," we feature five articles that demonstrate how Black women as researchers, theorists, and/or research participants (re)locate themselves as outsiders-within qualitative research traditions. Authors ponder Black women's interconnectivity as a methodological framing to illuminate how dominant qualitative research at times has been incommensurable, insufficient, and hostile to Black women and women of color. Often performing improvisations, free-styles, and cyphers, Black women's interconnectivity opens ways of knowing and understanding the (im)possibilities of qualitative methodologies that have remained underexplored or dismissed as non-scholarly.

Felix, E. R. (2021). **Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision**. *Educational Evaluation and Policy Analysis*, *43*(3), 419-444. https://doi.org/10.3102/0162373721996729
California policymakers passed the Student Equity Policy, requiring all community colleges to develop a "student equity plan" that identified outcome disparities for select student groups, including racial/ethnic students. Through an instrumental case study, I examined Huerta College because their equity plan stood out for its focus on addressing Latinx transfer inequity. I spent two years interviewing implementers, observing equity meetings, and collecting documents that served as artifacts of implementation. Key to equity planning was a critical mass of Latinx practitioners able to see the policy as an

opportunity to tackle one of the greatest inequities on their campus, Latinx transfer. They used the implementation process to propose new projects that would support Latinx students in their journey to transfer from Huerta.

Fewell, C. J., Hess, M. E., Lowery, C., Gervason, M., Ahrendt, S., & Giglio, M. (2021). **Experiences of Stereotyping and Tracking in Appalachia: A Case in Consolidation and Social Class**. *Journal of Cases in Educational Leadership*, *24*(3), 15-26. https://doi.org/10.1177/1555458920982331
This case explores the complexities of how consolidation perpetuates stereotypes among different social classes in a rural Appalachian school setting. Examined are the experiences at the intersection of social class in rural U.S. school districts when two communities—one affluent and one underresourced—are consolidated. We present a nuanced critical incident that focuses on how school leaders perceive and address students' experiences with tracking and stereotyping—particularly at a middle school level where elementary schools from diverse backgrounds attend school together for the first time.

Fikrat-Wevers, S., van Steensel, R., & Arends, L. (2021). **Effects of Family Literacy Programs on the Emergent Literacy Skills of Children From Low-SES Families: A Meta-Analysis**. *Review of Educational Research*, *91*(4), 577-613. https://doi.org/10.3102/0034654321998075
The aim of this meta-analysis was to investigate effects of family literacy programs on the emergent literacy skills of children from low socioeconomic status families (0–6) and to establish which program, sample, study, and measurement characteristics moderate program effects. Outcomes of 48 (quasi-)experimental studies covering 42 different programs revealed a medium average effect of Cohen's d = 0.50 on immediate posttests and a marginal average effect of Cohen's d = 0.16 on follow-up measures. Together, effects of different moderator variables indicate that children benefit from targeted programs that focus on a limited set of activities and skills and that are restricted to one (training) context. Additionally, we found larger effects in experimental studies and when researcher-developed tests were used. Our outcomes not only provide guidelines for program developers but also call for more longitudinal research that examines how positive short-term changes as a consequence of program participation can be sustained over time.

Fu, R., Waasdorp, T. E., Randolph, J. A., & Bradshaw, C. P. (2021). **Peer Victimization and Mental Health Problems: Racial-Ethnic Differences in the Buffering Role of Academic Performance**. *Journal of Youth and Adolescence*, *50*(9), 1839-1855. https://doi.org/10.1007/s10964-021-01483-3
Despite research highlighting the importance of academic performance in reducing youth's bullying involvement, little attention has focused on its role in moderating the association between peer victimization and youth maladjustment, further, there have been even fewer studies examining potential racial-ethnic differences in the association. This cross-sectional study examined the function of academic performance, as a moderator, in the associations between peer victimization and youth mental health problems (i.e., internalizing, externalizing, and substance use problems) and whether and how this function varied by the youth's racial-ethnic background. Self-report data were collected from 69,244 middle and high school youth (45.96% were middle schoolers; 49.7% were females; 25.72% were Black and African American youth, 9.64% Latinx

American youth, 5.95% Asian American youth, and 10.47% Bi- and Multi-racial youth, and 48.22% White American youth). Multi-level models indicated that academic performance was negatively related to internalizing problems and substance use more strongly in victimized youth than in non-victimized youth, suggesting itself as a buffering factor. Moreover, this buffering function of academic performance in victimized youth was more pronounced in some ethnic groups (i.e., Asian American) than in others (i.e., Black and Latinx American), yet, notably, it was a buffer across all ethnic groups. These findings underscore the importance of academic strength in protecting victimized youth of all ethnicities against mental health difficulties, while recognizing that additional foci on improving academic performance and addressing academic-related norms are needed for racial-ethnic minority subgroups.

Garner, P. R. (2021). **The sounded-word aesthetics: Black girl covenant and the fire commandments**. *International Journal of Qualitative Studies in Education*, *34*(6), 549-561. https://doi.org/10.1080/09518398.2020.1852487
My article 'The Sounded-Word Aesthetics' explores the ways that Black girls make spirit felt as found in the music created in Saving Our Lives Hear Our Truths (SOLHOT). SOLHOT is a collective space of organizing with Black girls to celebrate Black girlhood. Using personal narrative alongside black feminist, womanist, and black girlhood scholarship, I argue that spirit is made felt through the aesthetics of Black girl covenant and the fire commandments. I conclude that sounded-word aesthetics allows Black girls to be heard differently while resisting dominant narratives of black girls and pushes us into a desirable future.

Garnier, P. (2021). **Quand des sociologues mettent les enfants à l'épreuve**. *Sociétés et jeunesses en difficulté*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03325306
Sociétés et jeunesses en difficulté Revue pluridisciplinaire de recherche 25 | Printemps 2021 Varia Quand les sociologues mettent les enfants à l'épreuve When sociologists put children to the test Cuando los sociólogos ponen a prueba a los niños

Gourdon, J. (2021, juillet 5). **Concours d'entrée dans les grandes écoles : la stratégie du « coup de pouce » aux boursiers**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/07/05/concours-d-entree-dans-les-grandes-ecoles-la-strategie-du-coup-de-pouce-aux-boursiers_6087018_4401467.html
Face à une pression politique grandissante pour accroître l'ouverture sociale, HEC, l'Essec et les ENS vont mettre en place, dès 2022, des systèmes de bonus pour les boursiers aux écrits de leurs concours.

Graham, A., Truscott, J., O'Byrne, C., Considine, G., Hampshire, A., Creagh, S., & Western, M. (2021). **Disadvantaged families' experiences of home-school partnerships: navigating agency, expectations and stigma**. *International Journal of Inclusive Education*, *25*(11), 1236-1251. https://doi.org/10.1080/13603116.2019.1607913
There is now international consensus that building positive partnerships between home and school is critically important for children's learning. However, the notion of family-school 'partnership' remains a vexed issue in education in Australia, with a persistent gap between the rhetoric/rationale for partnership and the lived experience of relationships that are the linchpin of effective and respectful practice. This gap may be amplified for some students and their families, particularly those who are marginalised, excluded or 'at risk' in some way, including those who are socio-economically disadvantaged. This paper

draws upon data from the qualitative phase of a study focused on improving educational outcomes for students from socio-economically disadvantaged backgrounds. This phase included interviews with the parents/carers of 32 students and generated insights into the nuanced nature of family-school partnership for many of these families. The findings highlight the need for schools to recognise partnership efforts initiated by parents/carers, the value of consistent, informed practice, and the importance of working productively with the tensions that can exist around different perceptions and experiences that might otherwise reinforce disadvantage.

Grenet, J., & Souidi, Y. (2021). **Les secteurs multi-collèges, un outil efficace pour renforcer la mixité scolaire**. *INJEP Analyses & Synthèses*, (49). Consulté à l'adresse https://injep.fr/wp-content/uploads/2021/06/IAS49_secteur_multi.pdf
Pour réduire la ségrégation sociale entre les collèges de la capitale, la Ville et l'Académie de Paris expérimentent depuis la rentrée 2017 une méthode nouvelle pour affecter les élèves aux collèges publics : les secteurs multi-collèges. Ce dispositif consiste à définir des secteurs communs à plusieurs collèges pour rééquilibrer leur recrutement social. Deux des trois secteurs bi-collèges de la capitale ont atteint leur objectif de mixité sociale. Dans le troisième secteur, les progrès ont été plus lents à se concrétiser et restent modestes. Au-delà du cas parisien, les secteurs multi-collèges constituent une piste prometteuse pour favoriser la mixité scolaire lorsque le tissu urbain est suffisamment diversifié pour permettre un brassage social des élèves.

Grimault, V. (2021, août 30). **Les paradoxes des inégalités scolaires territoriales**. Consulté 2 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/paradoxes-inegalites-scolaires-territoriales/00100221
Ce que l'on sait de la géographie des performances scolaires bat en brèche les idées reçues sur les liens entre éducation, territoires et milieu social.

Guimaraes, J., & Da Silva Cabral, C. (2021). **Entre norme et subversion : (re)constructions du genre à l'école**. *Revue GEF*, (5). Consulté à l'adresse http://revuegef.org/uploads/7.Guimaraes%20et%20Cabral.pdf
Cet article présente une analyse de la manière dont les adolescentes, âgées de 11 à 15 ans, négocient des performances et des identités de genre sur une toile de fond faite de régulation morale exercée au quotidien par leurs pairs et par les agents institutionnel·les. L'enquête ethnographique a été réalisée dans deux écoles publiques brésiliennes, dans les métropoles de São Paulo et de Salvador. Nous avons observé l'influence des spécificités contextuelles et des approches disciplinaires sur les relations et les interactions entre collégien·nes, renforçant ou assouplissant les normes traditionnelles liées aux comportements féminins. La construction de la catégorie d'adolescente repose sur des jeux de différences et d'oppositions qui conduisent à l'assimilation de normes et d'attentes culturelles de genre, mais également à la remise en cause et à l'attribution de sens nouveaux aux valeurs et attributs socialement associé·es au féminin et au masculin.

Halfon, E., & Romi, S. (2021). **High-school student councils: A typological approach**. *Education, Citizenship and Social Justice*, *16*(2), 114-134. https://doi.org/10.1177/1746197919886880

The objective of this study was to identify the various types of student councils based on their areas of interest. The study population included 100 school principals or deputy principals, in junior high schools or high schools, who filled in questionnaires to map student councils. The analysis yielded 89 student-council profiles, with two variables—community volunteering and student rights—forming the basis for the other variables, and thus for the four types derived: integrative, voluntary, rights, and dim. The 'Discussion' section describes an attempt to understand the uniqueness of these two variables and their interrelations.

Hansen, M. N., & Strømme, T. B. (2021). **Historical change in an elite profession—Class origins and grades among law graduates over 200 years**. *The British Journal of Sociology*, *72*(3), 651-671. https://doi.org/10.1111/1468-4446.12852
This article explores the relationship between social class and educational achievement measured by grades among Norwegian law graduates over a span of 200 years. We argue that class inequalities may arise due to mechanisms favouring 'insiders', meaning students whose families have legal backgrounds. Alternatively, a broader category of students with origins in educated or elite families could also enjoy special advantages. Our results indicate that there were insignificant class inequalities in grades before the beginning of the 20th century, when they first appeared, and that class inequalities increased to some extent subsequently. Graduates with origins from families with legal backgrounds or origins in the cultural upper class tend to be awarded the highest grades and those with farming or working-class origins tend to be awarded the lowest grades. Inequalities according to class origin can be explained only to a limited extent by performance at secondary school. Unlike class origin, however, the impact of grades at secondary school appears to be highly stable over time. We ask whether mechanisms favouring legal 'insiders' may have become less important over time, whereas the impact of cultural capital may have increased.

Hébert, T., Vigne, M., & Maréchaux, B. (2021). **Étude comparative d'un type de conduites à risque selon le genre. Le cas des jeux dits dangereux chez les adolescents et les adolescentes**. *Revue GEF*, (5). Consulté à l'adresse http://revuegef.org/uploads/8.Hebert%20et%20al.pdf
L'objet de cet article est d'étudier les jeux dangereux selon le genre dans une quête de compréhension et de prévention de ce type de conduite à risque. Sur les 8 010 collégien.ne.s interrogé.e.s (4076 garçons et 3934 filles), nous avons analysé les 2711 élèves ayant déclaré avoir pratiqué au moins une fois un jeu dangereux. Les résultats révèlent en premier lieu que les filles pratiquent autant que les garçons les jeux dangereux, quel que soit le type de jeu. En second lieu, l'entrée dans la pratique et la durabilité de l'engagement constituent des marqueurs distinctifs entre les garçons et les filles. Enfin, des lieux de pratique différents entre les garçons et les filles ont été identifiés, les filles, à l'inverse des garçons, préférant les espaces de socialisation aux espaces interstitiels. Par conséquent, cette recherche vient confirmer que les modalités concrètes de réalisation de ces jeux distinguent filles et garçons et ressortent du genre.

Hill, A. J., & Jones, D. B. (2021). **Paying for Whose Performance? Teacher Incentive Pay and the Black–White Test Score Gap**. *Educational Evaluation and Policy Analysis*, *43*(3), 445-471. https://doi.org/10.3102/01623737211001421
Teacher performance pay is often introduced with the goal of reducing gaps in test scores across groups, yet little is known about how well they achieve this aim. We ask,

"Do test score-based teacher incentives impact the Black–White test score gap?" Using student–teacher matched data and a difference-in-differences approach in which the performance of a teacher's students before and after the policy is compared, we find that performance pay increases the conditional Black–White gap. The effect is particularly evident when bonuses are large, consistent with a causal response to performance pay.

Hillier, C. (2021). **A Seasonal Comparison of the Effectiveness of Parent Engagement on Student Literacy Achievement**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *44*(2), 496-529. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4551
Parent engagement is often promoted as a remedy for reducing achievement gaps between students from high socio-economic and low socio-economic backgrounds. However, researchers have found mixed results when examining parent engagement and student outcomes. Drawing on a study investigating the effectiveness of summer literacy camps offered by schools in Ontario, I compare the influence of parent engagement on two outcomes: (1) spring snapshot of cumulative learning, and (2) summer literacy growth/loss. In considering summer learning in regression analysis, I aim to investigate the effect of parent engagement without the influence of schools during the academic year. Out of 14 parent engagement measures, I find only three (parents' aspirations, home resources, discussions of school with children) are positive predictors of spring literacy outcomes and that none predict summer literacy growth/loss. Family socio-economic status remains a powerful predictor of achievement for both outcomes. I interpret my findings within three proposed mechanisms of parent engagement: cultivation ethic, realist reaction, and expressive logic. Keywords: parent engagement, literacy achievement, socio-economic status, inequality, summer learning, summer literacy camp(s)

Högberg, B., Petersen, S., Strandh, M., & Johansson, K. (2021). **Determinants of Declining School Belonging 2000–2018: The Case of Sweden**. *Social Indicators Research*, *157*(2), 783-802. https://doi.org/10.1007/s11205-021-02662-2
Students' sense of belonging at school has declined across the world in recent decades, and more so in Sweden than in almost any other high-income country. However, we do not know the characteristics or causes of these worldwide trends. Using data on Swedish students aged 15–16 years from the Programme for International Student Assessment (PISA) between 2000 and 2018, we show that the decline in school belonging in Sweden was driven by a disproportionately large decline at the bottom part of the distribution, and was greatest for foreign-born students, students from disadvantaged social backgrounds, and for low-achieving students. The decline cannot be accounted for by changes in student demographics or observable characteristics related to the school environment. The decline did, however, coincide with a major education reform, characterized by an increased use of summative evaluation, and an overall stronger performance-orientation.

HUBBLE, S., BOLTON, P., & LEWIS, J. (2021). ***Equality of access and outcomes in higher education in England***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13600
INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2021). ***Mind the gap: the state of girls' education in crisis and conflict***. Consulté à l'adresse

https://inee.org/system/files/resources/INEE%20Mind%20the%20Gap%20Report%20v1.0%20LowRes.pdf
Quels sont les progrès accomplis en matière d'éducation des filles depuis la signature de la Déclaration de Charlevoix ? Le rapport porte sur les progrès, les lacunes, les défis et les opportunités en matière d'éducation et de formation des filles et des femmes touchées par les conflits et les crises, visant afin de soutenir l'engagement de la Déclaration de Charlevoix, d'améliorer la collecte de données probantes et de suivre les progrès vers une éducation équitable entre sexes en temps de crise. Il s'appuie pour ce faire sur les données de 44 pays, des recherches récentes et des études de cas d'interventions en divers contextes

Jacobs, M. (2020). **L'organisation ethnique de la sociabilité juvénile à l'école. Une enquête ethnographique dans quatre contextes scolaires à Bruxelles et à Johannesburg**. *Pensee plurielle*, *52*(2), 181-198. Consulté à l'adresse https://www.cairn.info/revue-pensee-plurielle-2020-2-page-181.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=PP_052
La visibilisation de la diversité ethnoculturelle s'exprime-t-elle de manière similaire dans des contextes scolaires de continents différents ? Les quatre monographies présentées dans cette contribution mettent en lumière des axes d'interprétation transversaux pour comprendre les dynamiques identitaires à l'œuvre dans des écoles situées à Bruxelles et à Johannesburg. L'hypothèse avancée dans cette enquête suggère que différents facteurs structurels et institutionnels (la ségrégation scolaire, la politique locale de l'établissement et son projet de socialisation) peuvent attiser ces revendications identitaires dont l'incidence est observable au niveau de l'organisation ethnique de la sociabilité juvénile dans ces écoles.

Jarraud, F. (2021, août 25). **Enseignements optionnels : L'Inspection interroge la réforme du lycée**. Consulté 30 août 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/08/25082021Article637654742191017860.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511362
Quelle place doivent avoir les enseignements optionnels au lycée ? Le rapport des inspecteurs généraux Alain Brunn et Anne Gasnier va au fond des choses. Alors que la réforme du lycée a écrasé les enseignements optionnels pour récupérer des moyens, le rapport invite à un redéploiement à hauteur de 3 heures par division quitte à utiliser l'enseignement à distance. Il demande aussi un retour à la place ancienne des options en terminale alors que la réforme leur a donné un statut quasi obligatoire pour les seules maths. Il demande l'intégration des maths complémentaires dans l'enseignement scientifique c'est-à-dire dans le tronc commun. Le rapport a été partiellement entendu par le ministre qui a redonné de la valeur au bac aux enseignements optionnels. Mais leur redéploiement ne sera possible qu'aux dépens des moyens attribués aux spécialités. Ce qui continue à faire des options un élément du tri social.

Kim, J., Tong, Y., & Sun, S. B. (2021). **The Effects of Peer Parental Education on Student Achievement in Urban China: The Disparities Between Migrants and Locals**. *American Educational Research Journal*, *58*(4), 675-709. https://doi.org/10.3102/0002831221989650
Despite scholarly consensus on the positive influence of peers' parental education on students' academic achievement, less is known about whether marginalized students reap similar benefits as their nonmarginalized counterparts. Using data from the China Educational Panel Survey and a quasi-experimental design, we show that the impact of

classmates' parental education on test scores is significantly stronger for local students than for migrant students in urban schools. These differential effects are largely driven by rural-to-urban migrants and not by urban-to-urban migrants. Additionally, we find that rural migrant students benefit less from the positive effects of peer parental education than their local counterparts, especially when their local peers hold higher levels of discriminative attitudes toward rural migrant students in their classes.

Kose, E., Kuka, E., & Shenhav, N. (2021). **Women's Suffrage and Children's Education**. *American Economic Journal: Economic Policy*, *13*(3), 374-405. https://doi.org/10.1257/pol.20180677
While a growing literature shows that women, relative to men, prefer greater investment in children, it is unclear whether empowering women produces better economic outcomes. Exploiting plausibly exogenous variation in US suffrage laws, we show that exposure to suffrage during childhood led to large increases in educational attainment for children from disadvantaged backgrounds, especially Blacks and Southern Whites. We also find that suffrage led to higher earnings alongside education gains, although not for Southern Blacks. Using newly digitized data, we show that education increases are primarily explained by suffrage-induced growth in education spending, although early-life health improvements may have also contributed. (JEL H75, I21, I22, J13, J15, J16, N32)

Kuehn, T. (2021). **Le rôle de l'EPS et de l'Association Sportive dans la mobilisation et l'engagement des adolescentes. Recherche action sur leur adhésion aux pratiques sportives d'opposition individuelle et collective**. *Revue GEF*, (5), 39-50. Consulté à l'adresse http://revuegef.org/uploads/4.Kuehn.pdf
Pourquoi une adolescente se destinerait-elle plutôt au volley-ball qu'à la danse ? Nous cherchons à dénouer ici les mécanismes qui opèrent dans le choix de l'engagement pour la pratique sportive, en particulier pour les sports collectifs et les sports de filets, en questionnant les mobiles des élèves. A travers une analyse de leurs pratiques physiques volontaires et/ou obligatoires en Éducation Physique et Sportive, nous avons cherché à savoir si l'utilisation d'une pédagogie de la mobilisation faisait évoluer le dogme selon lequel les filles se désintéressaient davantage des sports dits d'opposition. Cette recherche action tente de montrer qu'il est possible d'infléchir cette tendance. A travers trois analyseurs que sont l'attrait pour l'activité sportive telle qu'elle est proposée, la motivation d'affiliation avec les camarades et la relation pédagogique avec le professeur, nous verrons comment rendre les adolescentes plus libres et autonomes dans leur choix de pratique physique.

Lakhdhar, I. B. (2021). ***L'expérience scolaire des descendants d'immigrés Nord-Africains : Une entrée par l'étude des processus de décrochage scolaire, d'ethno-racisation et de discrimination raciale au cycle 3*** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03259485
Les études sur les enfants d'immigrés d'Afrique du Nord révèlent que leur expérience scolaire est souvent marquée par de l'échec, de l'ethno-racisation et de la discrimination ethno-raciale. En dépit de la présence de facteurs de risque dans leur contexte de vie, certains descendants d'immigrés maghrébins connaissent des trajectoires scolaires ordinaires voire meilleures que celles des élèves sans ascendance migratoire directe. Nous avons donc fait le choix d'une approche écosystémique pour tenter de comprendre cette diversité d'expériences qu'ils vivent à l'école. Nous nous sommes appuyées sur une démarche compréhensive de type qualitative pour conduire

notre recherche auprès de quatorze collégiens descendants d'immigrés nord-africains en phase exploratoire, vingt-sept écoliers de cycle 3 ayant au moins l'un des deux parents nés en Afrique du Nord et vingt-sept écoliers de cycle 3 sans ascendance migratoire directe en phase confirmatoire. Grâce à l'analyse des témoignages recueillis, nous avons pu mettre en évidence les facteurs concourants à la construction d'une expérience scolaire positive dont les effets protecteurs contre un décrochage scolaire ultérieur sont pour certains déjà visibles.

Leggett, G., & Harrington, I. (2021). **The impact of Project Based Learning (PBL) on students from low socio economic statuses: a review**. *International Journal of Inclusive Education*, *25*(11), 1270-1286. https://doi.org/10.1080/13603116.2019.1609101
The following review examines the potential of Project Based Learning (PBL) as an instructional practice to uplift the engagement, motivation and academic achievement of low SES students in mainstream schools. To understand the impact of PBL on low SES students, the literature reflects that whilst some positives of PBL as an effective instructional practice for low SES students exist, the research into the perceived benefits is not conclusive. Conflicting findings, varied methodologies and the inconsistent employment of instruments to measure effectiveness, impact upon the ability to draw generalisable conclusions. Further research that explores the effectiveness of PBL as an instructional practice for low SES students is recommended.

Lin, L. C., Pomerantz, E. M., Zheng, L. R., & Robins, R. W. (2021). **Mothers' Perceptions of the Climate of Their Children's Schools: Covariations With Children's Academic Adjustment in Families of Mexican Origin**. *Child Development*, *92*(4), 1223-1237. https://doi.org/10.1111/cdev.13472
Although Latinx parents' perceptions of the climate of their children's schools may play a role in their children's academic adjustment, research examining this idea is sparse. Every 2 years beginning when children were in fifth grade (Mage = 10.86 years) until they were in 11th grade, Mexican-origin mothers (N = 674) reported on their perceptions of the climate of their children's schools; information on children's academic adjustment was collected from children and mothers. Multilevel modeling indicated that when mothers had more positive school climate perceptions, their children valued school more and performed better in school, but did not necessarily hold higher educational expectations. The findings suggest the importance of schools in creating welcoming environments for Mexican-origin parents.

Loveday, V. (2021). **'Under attack': Responsibility, crisis and survival anxiety amongst manager-academics in UK universities**. *The Sociological Review*, *69*(5), 903-919. https://doi.org/10.1177/0038026121999209
Based on a small-scale qualitative study, the article explores the perceptions of manager-academics on the state of the UK's higher education sector. Universities have been undergoing a process of marketisation for some time now, but recent changes to the regulation and audit of their activities – as well as uncertainty engendered by broader events – arguably make this a turbulent period for the sector. Despite a growing body of critical work on academic labour in the 'neoliberalising' university, the management of these institutions remains an under-researched subject. The article considers perceptions of crisis and responsibility amongst a group of manager-academics who conceive the sector as being 'under attack', before exploring the relationship of 'survival anxiety' to audit, metrics and rankings. The article concludes by

considering why the perceptions of senior academic managers matter for the future of universities.

Mahmud, R. (2021). **Family Socioeconomic Determinants and Students' Demand for Private Supplementary Tutoring in English in Urban and Rural Bangladesh**. *Education and Urban Society*, *53*(7), 831-851. https://doi.org/10.1177/0013124520974332
The article examines family socioeconomic determinants that stimulate students' demand for private supplementary tutoring in English in urban and rural areas. It identifies the scale disparities of tutoring demand factors between urban and rural settings. Usually private supplementary tutoring is called shadow education that parallels mainstream school education before or after school hours on extra fee basis. This study found in a 2014–2015 survey that 84.7% urban and 60.7% rural secondary students received private supplementary tutoring in English. The research employed an explanatory sequential mixed method design including quantitative and qualitative data collected from a survey and individual interview. In spite of emergence of tutoring demand, a few students could not be capable to receive private English tutoring. Family socioeconomic standpoints shake forms of students' claims for learning through tutoring. The study draws on Bourdieu's theory of capital, which is then linked with family ability for children's tutoring.

McClish-Boyd, K., & Bhattacharya, K. (2021). **Endarkened narrative inquiry: a methodological framework constructed through improvisations**. *International Journal of Qualitative Studies in Education*, *34*(6), 534-548. https://doi.org/10.1080/09518398.2021.1871981
This paper traces the improvisational moves the authors had to make, as a Black woman graduate student and an Indian woman dissertation supervisor in a predominantly white space in academia, to cultivate a framework informed by Black feminist thought, womanism, endarkened feminist epistemology, and narrative inquiry in qualitative research. Conducting culturally situated inquiry in hostile spaces characterized by disproportionate power relations and multiple interconnected oppressive structures makes us vulnerable in the bodies in which we do this work. In this paper, we discuss the creation of an endarkened approach to narrative inquiry through methodological improvisation.

McDermott, E. R., Jahromi, L. B., Umaña-Taylor, A. J., Martinez-Fuentes, S., Jones, S. M., & Updegraff, K. A. (2021). **Mexican-Origin Adolescent Mothers' Economic Contexts, Educational Re-Engagement, and Their Children's School Readiness**. *Child Development*, 92(4), e513-e530. https://doi.org/10.1111/cdev.13514
Drawing on data from a longitudinal study of 204 Mexican-origin adolescent mothers, their mother figures, and their children, the current investigation examined (a) adolescent mothers' educational re-engagement and attainment beginning during their pregnancy and ending when their child was 5 years old; and (b) the influence of the family economic context on adolescent mothers' educational re-engagement and attainment and their children's academic and social-emotional outcomes. Findings detailed adolescent mothers' re-engagement in school after the birth of their child and revealed that family income during adolescents' pregnancies was directly associated with re-engagement and attainment, and also initiated cascade effects that shaped adolescents' economic contexts, their subsequent re-engagement and attainment, and ultimately their children's academic and social-emotional outcomes at age 5.

Moore, G., Angel, L., Brown, R., van Godwin, J., Hallingberg, B., & Rice, F. (2021). **Socio-Economic Status, Mental Health Difficulties and Feelings about Transition to Secondary School among 10–11 Year Olds in Wales: Multi-Level Analysis of a Cross Sectional Survey**. *Child Indicators Research*, *14*(4), 1597-1615. https://doi.org/10.1007/s12187-021-09815-2
Transition between primary and secondary school represents an important milestone in young people's development. While most young people look forward to this transition, it is a source of anxiety for many. Drawing on a nationally representative survey of 2218 children in 73 schools in Wales, this study aimed to understand the extent to which 10–11 year old children worried about and/or looked forward to their imminent transition to secondary school, the things they worried about and/or looked forward to, and how feelings about transition differed by socioeconomic status, as well as by emotional and behavioural difficulties. About a third of children reported being quite or very worried about transition to secondary school, while approximately two-thirds reported looking forward to it quite a bit or very much. These items were only moderately correlated, with many children both looking forward to and worrying about transition, or neither. Major sources of worry about transition centred around bullying and impact on existing friendships, while forming new friendships or joining existing friends in their new school were key things children looked forward to. Children from poorer backgrounds, attending poorer schools and reporting more emotional difficulties were significantly more likely to report worries about transition. Children from poorer families, and children reporting more emotional difficulties and behavioural difficulties, were less likely to look forward to transition. Interventions to support children in transition to secondary school need to be sensitive to the needs of children from poorer backgrounds and children with mental health difficulties.

Nahapétian, N. (2021, juillet 20). **Lettres pour les filles, sciences pour les garçons**. Consulté 21 juillet 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/lettres-filles-sciences-garcons/00099614
Liberté, égalité, sororité (4/35). Les filles et les garçons ont toujours une orientation scolaire très différente. La faute aux stéréotypes

Naidoo, J., Muthukrishna, N., & Nkabinde, R. (2021). **The journey into motherhood and schooling: narratives of teenage mothers in the South African context**. *International Journal of Inclusive Education*, *25*(10), 1125-1139. https://doi.org/10.1080/13603116.2019.1600053
In recent years there has been growing awareness about teenage motherhood, a phenomenon constructed as an economic and social concern in South Africa. This article presents a narrative inquiry undertaken with seven teenage mothers on their experiences of schooling and motherhood at a rural secondary school in KwaZulu-Natal, South Africa. The study illuminates how the young mothers are positioned by dominant social narratives, how they position themselves through their own stories, and how they navigate existing narratives. The findings show that dominant pathologising narratives of deviance, shame and stigma shape the social realities of the young mothers. The young mothers receive limited support from the school to assist them in navigating barriers to curriculum access and quality education. Although extended families and community members provide networks of support, these are fragile in a context of poverty and disadvantage. Nevertheless, the findings show that although teenage motherhood and parenting remain stigmatised in the particular schooling context, the young mothers

display resiliency and agency in the ways in which they navigate difficulties and commit to completing secondary education. The paper argues for interventions to support young mothers who have returned to school that are framed by a social justice education agenda.

Navarro-Cruz, G. E., Dávila, B. A., & Kouyoumdjian, C. (2021). **From Teen Parent to Student Parent: Latina Mothers' Persistence in Higher Education**. *Journal of Hispanic Higher Education*, *20*(4), 466-480. https://doi.org/10.1177/1538192720980308
Less than half of adolescent mothers graduate from high school and fewer obtain a post-secondary degree. The purpose of this study is to understand how Latina mothers who experienced childbirth during adolescence transition to parenthood and higher education. We conducted 13 in-depth interviews with Latina mothers enrolled in higher education. We found that Latina mothers' persistence in higher education is influenced by psychosocial factors, initial commitments, academic and social experiences in college, and final commitments.

Observatoire des inégalités. (2021, août 19). **Revenus : les jeunes à la traine**. Consulté 31 août 2021, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Revenus-selon-l-age
Depuis 2002, les inégalités de niveau de vie se creusent entre les plus jeunes, dont les revenus stagnent, et les plus âgés, pour qui ils ont augmenté. Une fracture s'est creusée, aggravée par les difficultés d'accès au logement dont les prix ont explosé. Extrait du Centre d'observation de la société.

Observatoire des inégalités. (s. d.). **Inégalités entre jeunes et vieux : une question d'âge ou de génération ?** Consulté 31 août 2021, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Inegalites-entre-jeunes-et-vieux-une-question-d-age-ou-de-generation
On peut mesurer les inégalités entre jeunes et personnes âgées. Pour bien comprendre les écarts, il faut prendre garde à ne pas confondre l'effet de l'âge et celui de la génération. Il faut aussi s'interroger sur les inégalités qui existent à l'intérieur de chaque tranche d'âge.

Ohito, E. O. (2021). **Some of us die: a Black feminist researcher's survival method for creatively refusing death and decay in the neoliberal academy**. *International Journal of Qualitative Studies in Education*, *34*(6), 515-533. https://doi.org/10.1080/09518398.2020.1771463
I engage Black feminist thought in this genre-blending text to further theorize Black feminist memory work, a visual research tool for embodied reflexivity. Using my lived experience surviving bereavement, I demonstrate how Black feminist thought—as anchored to the concepts of creation, improvisation, and memory—shaped the aforementioned self-invented method for humanely undertaking the task of heeding the embodied intensities of grief-borne sorrow and suffering. Sorrow and suffering can be exacerbated by systemic marginalization in dehumanizing settings such as the output-obsessed neoliberal academy. Black feminist memory work extends a long lineage of Black women subversively creating alternatives that defy the body-numbing demands of the death and decay-inducing knowledge production normalized in academia. Alternatives to those repressive and oppressive demands offer qualitative researchers apparatus with which to creatively re-member—that is, to return to the body—in order to

increase the heart's capaciousness and capacity for compassion. As qualitative researchers, embodied (re)connection to the essentially compassionate core of our human/e selves is imperative for resisting, recovering from, and surviving the deadening trap/pings of neoliberal academia.

Ouhaddi, A. (2021). ***La discrimination au prisme de l'insertion des jeunes***. Editions L'Harmattan.

Pan, C.-C., Sivo, S. A., & Graham, J. A. (2021). **Demographics, Learner Characteristics, and Use of Wearable Devices**. *Journal of Hispanic Higher Education*, *20*(4), 422-437. https://doi.org/10.1177/1538192719877622

This case study was intended to explore whether wearable device use is associated with their demographic factors (e.g., device ownership and gender), using undergraduate students in a Hispanic Serving Institution. Preliminary findings of this two-way contingency table analysis suggested that students who own the device(s) are more likely to use it for school. Males are more likely to use the wearables for learning in spite of a marginal effect size. Implications and recommendations are discussed.

Park, H., Sasser, J., & Doane, L. D. (2021). **Latino Adolescents' Academic Trajectories over the Transition to Higher Education: Variation by School and Neighborhood Contexts and Familism**. *Journal of Youth and Adolescence*, *50*(9), 1824-1838. https://doi.org/10.1007/s10964-021-01475-3

Latino college graduation rates continue to fall behind rates of other racial/ethnic groups, highlighting the importance of understanding risk and protective processes across the transition into higher education. The current study examined changes in socio-cultural contexts (i.e., campus and neighborhood co-ethnic composition) and academic achievement across the college transition for Latino adolescents and investigated whether familism values moderated associations. Participants were 188 Latino late-adolescents (Mage = 18.12; SD = 0.40; 62.9% female). Greater campus incongruency (i.e., decrease in co-ethnic composition) was associated with lower achievement for adolescents with low familism values, but not those with average or high levels. Change in neighborhood co-ethnic composition was not associated with achievement. Moving to incongruent campus contexts may be risky for Latino youth who report low levels of familism values, underscoring the importance of sociocultural protective processes in person-context transitions.

PASQUALI, P. (2021). ***Héritocratie: Les élites, les grandes écoles et les mésaventures du mérite (1870-2020)***. Consulté à l'adresse https://www.editionsladecouverte.fr/heritocratie-9782348042683

Pour relancer un " ascenseur social " interminablement en panne, les grandes écoles affichent depuis quelques années leur ouverture à la " diversité " et leur volonté de renouer avec la méritocratie qu'elles auraient incarnée par le passé. Certains les accusent au contraire d'instaurer des critères étrangers au mérite, quand d'autres dénoncent une volonté de sceller le sort des universités, reléguées à la gestion des flux étudiants. Mais, de la IIIe République à nos jours, les grandes écoles ont-elles jamais récompensé le mérite ? En retraçant les controverses oubliées et les choix politiques qui ont garanti les prérogatives de ces établissements et ainsi légitimé un haut niveau de reproduction sociale, cette enquête sociohistorique montre que rien n'est moins sûr. Si l'évocation rituelle de figures emblématiques de boursiers entretient le mythe d'un âge d'or méritocratique, l'histoire de ces filières d'excellence révèle la pérennité d'un

système héritocratique, grâce auquel des élites résolues à défendre leurs frontières et leurs intérêts parviennent à consacrer leur héritage comme un privilège mérité. Replacée dans des rapports de force qu'occulte la croyance en l'égalité des chances, l'introuvable démocratisation des grandes écoles ne s'explique pas par un complot de caste, mais par une succession de luttes dont les élites en place sont régulièrement sorties victorieuses. Face aux perspectives de changement et aux projets de réforme, elles ont su se mobiliser pour restaurer l'ordre qui était sur le point de s'ébranler. Des lendemains de la Commune au Front populaire et à la Résistance, de la Libération à Mai 68 et aux années Mitterrand jusqu'à Parcoursup et la refonte de l'ENA, la continuité qui s'observe derrière les secousses éphémères et les évolutions structurelles ne relève donc pas d'une mécanique implacable – ni d'une fatalité politique.

Pasquier, G. (2020). **Des politiques publiques en faveur de l'égalité des sexes et des sexualités à l'école primaire : pour quelle égalité ?** *Journée d'étude du Mage du 9 octobre 2020 " Quel genre de politiques dans l'éducation ? Egalité des sexes, stéréotypes et mixité des formations*. Présenté à Paris, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03297088
Communication lors de la Journée d'étude du Mage du 9 octobre 2020 « Quel genre de politiques dans l'éducation ? Egalité des sexes, stéréotypes et mixité des formations », coordonnée par Nathalie Lapeyre et Nicole Mosconi, au Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation (MESRI). Je souhaite dans cette communication m'intéresser aux politiques éducatives en faveur de l'égalité des sexes et des sexualités, c'est-à-dire ce que l'Education nationale nomme aujourd'hui la lutte contre les LGBT-phobies. si les objectifs poursuivis par ces politiques semblent au premier abord constants, ils s'inscrivent en fait bien souvent dans des lignes politiques et pédagogiques changeantes (Pasquier 2017 et 2019). Les textes officiels de l'Education nationale en faveur de l'égalité des sexes et des sexualités, doivent en effet être lus, notamment pour l'école primaire sur laquelle je m'attarderai davantage, au miroir des débats démocratiques contemporains et de la manière dont l'institution s'en est saisie, non sans ambiguïtés, ni sans réussir à dépasser certains écueils. Citons parmi ces débats le vote de la loi sur la parité, le PACS, le « Mariage pour tous », l'ouverture de l'adoption et de la procréation médicalement assistée pour les couples de même sexe ; et plus récemment les mouvement #Balance ton porc et #Me to, les polémiques sur le langage inclusif, ou encore les politiques migratoires, les régulières réaffirmations des valeurs de la République et d'une certaine conception de la laïcité, notamment à travers les polémiques sur le voile à l'école, ou à la suite des attentats de 2015… Sous l'apparente continuité des discours, l'Education nationale ne s'est ainsi pas dotée d'un cadre cohérent pour penser et agir en faveur de l'égalité des sexes (Magar-Braeuner 2016, Le Saux Penault 2017, Pasquier 2013, 2017 et 2019, Salle 2016) et des sexualités (Pasquier 2013). Les textes officiels font se succéder ou cohabiter, y compris au sein d'un même document, des conceptions variables, parfois divergentes et contradictoires de ce qu'il faut entendre par égalité des sexes, ce qui n'est pas sans incidences pour penser l'ensemble de ces questions .

Pavie, A. (2021). **La surreprésentation des filles au sein des dispositifs de promotion de l'égalité des chances : Critères de sélection, représentations enseignantes et investissement différencié**. *Revue GEF*, (5). Consulté à l'adresse http://revuegef.org/uploads/2.Pavie.pdf

Cet article part du constat peu interrogé par la littérature de la nette surreprésentation des filles au sein des dispositifs dits de promotion de l'égalité des chances. Ces dispositifs se sont développés à partir du début des années 2000, ils ciblent en général des élèves de l'éducation prioritaireen vertu de leur «mérite» ou de leur «potentiel» et visent à lever les obstacles supposés à leur réussite. A partir d'une approche centrée sur une académie, mêlant analyse quantitative et qualitative, trois facteurs de cette surreprésentation sont discutés: Premièrement, le poids des critères scolaires et comportementaux dans le processus de sélection qui favorisentindirectementles filles; deuxièmement, les représentations enseignantesrelatifs aux élèveset à leur émancipation ; troisièmement, la façon dont les filles et garçons s'investissentou non dans ces dispositifs.

Peeters, M., Laninga-Wijnen, L., & Veenstra, R. (2021). **Differences in Adolescents' Alcohol Use and Smoking Behavior between Educational Tracks: Do Popularity Norms Matter?** *Journal of Youth and Adolescence*, *50*(9), 1884-1895. https://doi.org/10.1007/s10964-021-01467-3
Explanations about differences in drinking and smoking rates between educational tracks have so far mainly focused on factors outside the classroom. The extent to which these behaviors are rewarded with popularity within a classroom—so called popularity norms—and their interaction with individual characteristics could explain the observed differences in risk behavior. 1860 adolescents (Mage = 13.04; 50% girls) from 81 different classrooms reported three times during one academic year about their own and their classmates behavior. Overall, in vocational tracks popularity norms for alcohol and smoking were more positive and predicted classroom differences in alcohol and smoking. Knowledge about classroom processes can advance the field in unraveling the functional aspects of risk behavior in adolescence. Preregistration: The hypotheses and the analytical plan of this study were preregistered under number #39136 (https://aspredicted.org/blind.php?x=gx77p6).

Ponjuán, L., & Hernández, S. (2021). **Different Yet Similar: The Educational Experiences of Latinx Male Students at Texas PWI, HSI, and HBCU Institutions**. *Journal of Hispanic Higher Education*, *20*(4), 453-465. https://doi.org/10.1177/1538192719896330
This article explored Latino male students' educational experiences at a Predominantly White Institution (PWI), Hispanic Serving Institution (HSI), and Historically Black College and University (HBCU) in Texas. Yosso's concept of Community Cultural Wealth was used. The study revealed that Latino male students, regardless of the higher education institution, shared similar challenges. This study helps institutions understand their challenges and improve their educational experiences.

Pratesi, M., Quattrociocchi, L., Bertarelli, G., Gemignani, A., & Giusti, C. (2021). **Spatial Distribution of Multidimensional Educational Poverty in Italy using Small Area Estimation**. *Social Indicators Research*, *156*(2), 563-586. https://doi.org/10.1007/s11205-020-02328-5
Inclusive and equitable education and the promotion of lifelong learning opportunities for all are important targets in the 2030 Agenda for Sustainable Development. Deprivation in education, read also as deprivation of opportunities and rights i.e. health, culture, participation, social relations, referred to as educational poverty (EP), has attracted interest of researchers, which highlighted its complexities and consequences, such as being excluded from acquiring the skills needed to live in a world characterized

by knowledge-based economy, rapidity and innovation. In the last few years, the Italian National Statistical Institute started to measure it by a multidimensional index, the composite educational poverty index (EPI). The index is based on survey direct estimates, which are reliable only at regional (NUTS 2) level, while to monitor and contrast the phenomenon it is important to obtain information at a finer geographical level. In this paper small area estimation models are applied to the unidimensional indicators which compose the multidimensional EPI. The aim is to enhance the knowledge of the spatial distribution of EP at local level in Italy, separating urban and non urban areas and focusing on peripheries in Italian Regions, using DEGURBA classification in order to help the policy maker to address resources towards the areas where the phenomenon is strongly present.

Ramdani, H. (2021). ***Filles et fils d'immigrés à l'université : le cas lyonnais (1950-1990)***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343217284?utm_source=phplist&utm_campaign=message_32187&utm_medium=email&utm_content=lienTitre
La massification de l'enseignement, secondaire depuis les années 1960 et supérieur beaucoup plus récemment, ne doit pas masquer que les inégalités devant l'enseignement sont encore très fortes. Cette étude a pour objet le suivi rétrospectif d'une cohorte de 1903 enfants d'immigrés ayant accédé à l'université Lyon 2 au cours des années 1950 à 1990. Elle cerne le profil de ces enfants d'immigrés puis « reconstitue » leur parcours scolaire et universitaire afin de mettre en lumière l'influence de la démocratisation scolaire, des origines nationale et sociale, du genre, du passé scolaire des enfants d'immigrés sur leur devenir. L'étude analyse très finement le rôle de l'environnement familial et extra familial, ainsi que l'implication de ces filles et fils d'immigrés dans leur scolarité.

Redding, C., & Grissom, J. A. (2021). **Do Students in Gifted Programs Perform Better? Linking Gifted Program Participation to Achievement and Nonachievement Outcomes**. *Educational Evaluation and Policy Analysis*, *43*(3), 520-544. https://doi.org/10.3102/01623737211008919
Growing concerns about inequitable access have made public investment in gifted programs controversial in many school districts, yet advocates maintain that gifted services provide necessary enrichment for exceptional students to succeed at school. We provide evidence on whether the typical gifted program indeed benefits elementary students' achievement and nonachievement outcomes, using nationally representative data from the Early Childhood Longitudinal Study, 2010–2011 kindergarten cohort. Leveraging within-school and within-student comparisons, we find that participating in a school's gifted program is associated with reading and mathematics achievement for the average student, although associations are small. We find no evidence of a relationship between gifted participation and student absences, reported engagement with school, or student mobility. Black and low-income students do not see the academic gains that their peers experience when receiving gifted services.

Rogers, A. (2021). **Indigenous women and adult learning**. *International Review of Education*, *67*(3), 423-425. https://doi.org/10.1007/s11159-021-09897-8

Seale, O., Fish, P., & Schreiber, B. (2021). **Enabling and empowering women in leadership in South African universities – Assessing needs and designing a response**. *Management in Education*, *35*(3), 136-145. https://doi.org/10.1177/0892020620981951
Gender equity and women's access to senior leadership and management positions in universities are a major challenge not only in South Africa but on the African continent, too. For women to take up senior leadership roles more potently, it is essential that they not only cope with and compete in patriarchal systems but more so, are equipped to change patriarchal hegemony and shift the management discourse and culture to a pluralistic leadership culture where transformational leadership becomes the norm and praxis. This paper examines a needs analysis for leadership and professional development competencies of women in senior leadership positions in South African higher education and presents the discussion on these findings, based on the data collected from 74 participants. The conclusion reveals the participants' enthusiasm for personal leadership development as well as their readiness for impacting their leadership contexts. These findings, in turn, shape the content development of the Women in Leadership programme, designed by Higher Education Leadership and Management under the auspices of Universities South Africa.

Stone, K., & Farrar, J. (2021). **Advancing an LGBTI-inclusive curriculum in Scotland through critical literacy**. *Improving Schools*, *24*(2), 99-111. https://doi.org/10.1177/1365480220943322
Following the announcement, in November 2018, that Scotland would be the first educational system to introduce an LGBTI-inclusive curriculum in all of its state schools, this position paper advocates critical literacy as a theoretically congruent framework within which LGBTI issues can be explored. We suggest educators could do this by problematising social structures and language practices including our own professional actions beyond what we teach, and by using children's literature to actively teach LGBTI issues and to open up spaces for discussion of these issues across curricular areas. What we propose is challenging in a Scottish educational context since Curriculum for Excellence (CfE) presents critical literacy as 'finding and using information', and it is not grounded in any wider theoretical basis, effectively removing the active, challenging and transformative aspects of critical literacy pedagogies. As Vasquez et al. argue, one of the key ways for teachers to engage with critical literacy is through the literature on its implementation in different contexts; in this position paper we hope to provide both a theoretical framework and practice accounts of LGBTI education from the wider literature to inform the development of an LGBTI-inclusive curriculum in Scotland and elsewhere.

Štrajn, D. (2021). **If schools didn't exist: A study in the sociology of schools**. *International Review of Education*, *67*(3), 415-417. https://doi.org/10.1007/s11159-021-09898-7
Suebang, A. R., & Maingari, D. (2021). **Facteurs socioéconomiques et décrochage des études au premier cycle universitaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14590
La question du décrochage scolaire au Cameroun n'a jusqu'ici porté que sur les enseignements primaire et secondaire (Ngoufo Yemedi, 2004 ; Noumba, 2008 ; Ntouda Betsogo, 2011). La présente étude s'interroge sur les facteurs pouvant être en relation avec le décrochage des études universitaires dans le pays. Son objectif est donc d'examiner le lien existant entre les facteurs socioéconomiques et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I. L'étude est basée sur

un projet de recherche quantitatif faisant appel au questionnaire comme instrument de collecte des données. Les résultats obtenus ont été interprétés à partir de la théorie sociale de Baudelot et Establet (1971) et Mballa Owono (1986) et la théorie économique du capital humain de Becker (1964). Ces résultats montrent l'existence d'une relation entre trois facteurs (niveau d'instruction du père, niveau socioprofessionnel du père, temps passé par l'étudiant dans un emploi rémunéré durant les études par semaine) et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I.

Taylor, Z. W., & Burnett, C. A. (2021). **Hispanic-Serving Institutions and Web Accessibility: Digital Equity for Hispanic Students With Disabilities in the 21st Century**. *Journal of Hispanic Higher Education*, *20*(4), 402-421. https://doi.org/10.1177/1538192719883966
The Americans with Disabilities Act (ADA) mandates that all Title IV-participating institutions of higher education publish web accessible websites for students with disabilities. This study sought to evaluate the web accessibility of Hispanic-Serving Institutional (HSI) websites (n = 217). Results suggest that the average HSI website landing page included 447 errors, violating ADA. Most errors were related to font size, color contrast, and hyperlinks and pictures. Implications for research, practice, and support for Hispanic students with disabilities are addressed.

Toro, J. D., & Wang, M.-T. (2021). **School Cultural Socialization and Academic Performance: Examining Ethnic-Racial Identity Development as a Mediator Among African American Adolescents**. *Child Development*, *92*(4), 1458-1475. https://doi.org/10.1111/cdev.13467
Historic racial disparities in the United States have created an urgent need for evidence-based strategies promoting African American students' academic performance via school-based ethnic-racial socialization and identity development. However, the temporal order among socialization, identity, and academic performance remains unclear in extant literature. This longitudinal study examined whether school cultural socialization predicted 961 African American adolescents' grade point averages through their ethnic-racial identities (49.6% males; Mage = 13.60; 91.9% qualified for free lunch). Results revealed that youth who perceived more school cultural socialization had better grades 1 and 2 years later. In addition, identity commitment (but not exploration) fully mediated these relations. Implications for how educators can help adolescents of color succeed in schools are discussed.

Valat, E. (2021). **Les inégalités d'éducation entre les natifs des Drom et de métropole : le rôle déterminant du capital humain transmis par les parents**. *Population*, *76*(1), 115-153. Consulté à l'adresse https://www.cairn.info/revue-population-2021-1-page-115.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=POPU_2101
Les natifs des départements et régions d'outre- (Drom) sont moins diplômés que les métropolitains. Améliorer le niveau d'études des jeunes ultramarins est un enjeu important pour les Drom, la question de l'éducation étant intimement liée à celle du développement économique de ces territoires. Pour définir des politiques publiques efficaces, il est toutefois nécessaire de connaître précisément les raisons du moindre niveau d'études des ultramarins. Ce travail s'appuie sur les données des enquêtes Migration-famille-vieillissement (MFV) et Trajectoires et origines (TeO), menées respectivement dans les Drom et en métropole, et comportant un grand nombre de questions similaires. Les résultats indiquent que la quasi-totalité des inégalités d'éducation entre les ultramarins et les métropolitains s'explique par des différences liées

à la situation matérielle et financière des familles, à l'origine sociale et culturelle des parents et au cadre de vie en famille pendant l'enfance. Tous ces éléments influencent le capital humain potentiellement transmis par les parents. Lorsque les caractéristiques précédentes sont similaires, les ultramarins (hors natifs de Guyane) et métropolitains atteignent des niveaux d'études comparables. Ces résultats offrent des pistes de réflexion pour améliorer le ciblage des politiques publiques afin de réduire les inégalités d'éducation entre ultramarins et métropolitains.

Vandeyar, S. (2021). **Contested spaces – shared places: A South African perspective**. *Education, Citizenship and Social Justice*, *16*(2), 135-149. https://doi.org/10.1177/1746197920902427
This article presents an account of how contested spaces: shared places have played out in the South African education context by tracing how the historical, political, social and educational contexts of South Africa created and determined shared places. The article draws on findings from a range of research projects that I conducted over the past 15 years and that utilised the meta-theoretical framework of social constructivism and the methodological framework of qualitative case studies, narrative inquiry and portraiture. Findings from this collection of research studies reveal that the creation and evolution of shared spaces though activated by political, social and educational policy intent that was good and at times exceptional, 'knowledge in the blood' coupled with a passion for power witnessed policy in action transform these shared spaces into largely contested spaces. Intriguingly, within these spaces sparks of 'goodness' emerged that hold promise for a brighter future.

Ved, A. S., & M.P.M, P. K. (2021). **The Factors Impacting Parental Choice in Picking Non-public Schools for Their Children**. *Education and Urban Society*, *53*(7), 761-777. https://doi.org/10.1177/0013124520966053
The purpose of the study was to investigate the school related factors influencing parental choice of private schools in the city of Bangalore. The study intended to analyze factors affecting parents' choice of private schools in Bangalore, to discuss the extent to which various factors influence parents' choice of private schools. The study used descriptive survey design. The target population of this study consisted of all parents of students studying in private primary schools in the city of Bangalore. A total sample of 180 parents was drawn purposively from Bangalore. The tool used for collecting the data was a self-constructed questionnaire which included 32 statements were prepared on the basis of a 5-point Likert scale. The study identified seven distinct factors affecting the parents' decision of choosing a private school. Among these the factor that was seen to have most significant influence on parent's decision to choose a private was school environment. The second most important factor that parent's considered was the School quality. Third, parents considered curricular activities offered by school. Next, parents considered Quality of instruction while choosing a school. However, student welfare, parental involvement and proximity to the area of residence were considered less important by parents when choosing a school.

Weems, M. E. (2021). **Loss and found**. *International Journal of Qualitative Studies in Education*, *34*(6), 486-495. https://doi.org/10.1080/09518398.2020.1755472
Loss and Found is an autoethnographic, performative text which contextualizes Black mother/daughter relationships from a collective, cultural perspective informed by race, gender and class in the midst of life altering grief. The work is written in two reflexive voices

that reflect the experiences of a bi-polar daughter and worried mother on a journey through what it means to deal with mental illness, homelessness and suicide surrounded by the silence of familial and societal apathy. Created as a performance-based workshop, Loss and Found encourages audience members to share their own stories of loss as a way to emphasize our human interconnectivity and the importance of working together toward healing.

Witenstein, M. A., & Iyengar, R. (2021). **A bottom-up approach to improve women's access to technical and vocational education and training in India: Examining a non-formal education upskilling programme**. *International Review of Education*, *67*(4), 475-484. https://doi.org/10.1007/s11159-021-09890-1
The Indian Government's 12th Five Year Plan features ambitious goals regarding the upskilling of women in India. While the Plan acknowledges Indian women's continued inequality, technical and vocational education and training (TVET) programmes (a main avenue for upskilling) pose considerable challenges. There is significant work to be done if India aspires to meet the 12th Plan's goals. Moreover, to achieve them in a socially just manner, greater efforts are required to include and amplify women's voices throughout the process. In pursuit of this aim, the authors of this research note share insights from the first stages of their study of an upskilling programme in the non-formal education sector. They argue for a bottom-up approach to understand how women wish to participate in this programme and in government-recognised TVET more broadly. To understand the women's perspectives, the authors use the notions of third-space frameworks and "scapes". These concepts go beyond simply acknowledging the need for labour upskilling and offer opportunities to critique gender biases, stereotypes and patriarchal practices, while formulating new ideas about how to engage as active participants in Indian society. Based on these insights, the authors offer a path forward by directly engaging with women on the ground level, using a bottom-up approach.

Climat de l'école

APHRC : Centre africain de recherche sur la population et la santé, ADEA : Association pour le développement de l'éducation en Afrique, & UA-CIEFFA. (2021). ***Le bien-être des écoliers en Afrique pendant la pandémie de COVID-19***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13765
Destiné aux décideurs politiques, le rapporte synthétise les données probantes disponibles sur les politiques et les pratiques de 40 pays africains partenaires du Partenariat mondial pour l'éducation (GPE) relatives à l'impact de la COVID-19 sur le bien-être des écoliers en Afrique subsaharienne. Il présente les réponses politiques et pratiques à la problématique (santé et nutrition, protection des filles et des femmes contre la violence sexuelle et les grossesses précoces) ainsi que les défis rencontrés dans la promotion du bien-être et la recherche émergente sur l'impact de la Covid et formule des recommandations

Arslan, G., & Allen, K.-A. (2021). **School Victimization, School Belongingness, Psychological Well-Being, and Emotional Problems in Adolescents**. *Child Indicators Research*, *14*(4), 1501-1517. https://doi.org/10.1007/s12187-021-09813-4
Although victimization is a serious problem in children and adolescents, research has commonly focused on risk factors and consequences of this experience and largely ignored factors that protect youth mental health and well-being from the effects of

victimization. The purpose of the present study sought to investigate the longitudinal mediating effect of school belongingness on the association of school victimization with emotional problems and psychological well-being among Turkish adolescents. Using the short-term longitudinal approach, data was collected from 282 students in a public secondary school in an urban city of Turkey at two different time points. Students responded to questions concerning school belongingness, emotional problems, psychological well-being, and school victimization. Mediation analyses were conducted across the two waves of data. Findings revealed that both victimization and a low sense of belonging were independently shown to be significantly negatively correlated with emotional problems and positively correlated with psychological well-being. Results also demonstrated that victimized students who feel a sense of belonging to their school display fewer emotional problems and greater well-being than those who are victimized but do not feel a sense of belonging to their school.

Encina, Y., & Berger, C. (2021). **Civic Behavior and Sense of Belonging at School: The Moderating Role of School Climate**. *Child Indicators Research*, *14*(4), 1453-1477. https://doi.org/10.1007/s12187-021-09809-0
The present study focuses on the moderating role of school climate to promote students' civic behaviors in their school. Following the Authoritative School Climate Theory, it is proposed that two key dimension of school social climate (student support and disciplinary structure) are relevant to explain students' civic engagement within their schools. Using survey data from a representative sample of the Chilean student population (N = 38,286 7th to 12th graders, 51.2% females, and 12.188 adults, 75% teachers and 25% school staff members from 754 schools) the present study tested the relative contribution of student support and disciplinary structure on students civic behaviors, directly and interacting with their sense of belonging. A series of two-level hierarchical linear modeling analyses revealed that, after controlling for sex, school phase, school size, and school administrative dependency, student sense of belonging was positively related to civic engagement within their schools. In addition, both student support and disciplinary structure (as reported by adults) showed a positive and direct effect on student civic engagement. However, a closer analysis of moderating effects revealed that only student support had an impact on the relationship between sense of belonging and civic behaviors of students within schools. These findings extend prior research on the association between sense of belonging and civic engagement by including the role of school climate, and in turn, inform the potential use of school-based efforts aimed at promoting adolescents' civic engagement in middle and high school.

Gerlinger, J., Viano, S., Gardella, J. H., Fisher, B. W., Chris Curran, F., & Higgins, E. M. (2021). **Exclusionary School Discipline and Delinquent Outcomes: A Meta-Analysis**. *Journal of Youth and Adolescence*, *50*(8), 1493-1509. https://doi.org/10.1007/s10964-021-01459-3
Excluding students from school remains a common form of punishment despite growing critique of the practice. A disparate research base has impeded the ability to make broader assessments on the association between exclusionary discipline (i.e., suspensions and expulsions) and subsequent behavior. This article synthesizes existing empirical evidence (274 effect sizes from 40 primary studies) examining the relationship between exclusionary discipline and delinquent outcomes, including school misconduct/infractions, antisocial behavior, involvement with the justice system, and risky behaviors. This meta-analysis identifies exclusionary discipline as an important and meaningful predictor of increased delinquency. Additional examinations of potential

moderators, including race/ethnicity and type of exclusion, revealed no significant differences, suggesting the harm associated with exclusions is consistent across subgroups. These findings indicate exclusionary discipline may inadvertently exacerbate rather than mollify delinquent behaviors.

Gorman, E., Harmon, C., Mendolia, S., Staneva, A., & Walker, I. (2021). **Adolescent School Bullying Victimization and Later Life Outcomes**. *Oxford Bulletin of Economics and Statistics*, *83*(4), 1048-1076. https://doi.org/10.1111/obes.12432
We analyse the consequences of experiencing bullying victimization in junior high school, using data on a cohort of English adolescents. The data contain self-reports of five types of bullying and their frequency, for three waves, when the pupils were aged 13–16 years. We assess the effects of bullying victimization on short- and long-term outcomes, including educational achievements, income and mental ill-health at age 25 years using a variety of estimation strategies – least squares, matching and inverse probability weighting. The detailed longitudinal data, linked to administrative records, allows us to control for many of the determinants of child outcomes that have been explored in previous literature, and we employ comprehensive sensitivity analyses to assess the potential role of unobserved variables. The pattern of results suggests that there are quantitatively important detrimental effects on victims. We find that both type of bullying and its intensity matter for high-stakes outcomes at 16 years, and for long-term outcomes at 25 such as mental health and income.

Kent, J. K., & Chris Curran, F. (2021). **Pulling the Trigger: The Decision of Arming School Staff in a Large, Diverse School District**. *Journal of Cases in Educational Leadership*, *24*(3), 87-104. https://doi.org/10.1177/1555458921993193
Based on events in Florida, this case explores issues that accompany the choice to arm school personnel as a means to address school violence and shootings. Readers consider the issue from the perspective of the school board of a large, diverse district and are presented with dilemmas while they consider the effectiveness, the political feasibility, the legality, the cost, and the potential unintended consequences of arming school personnel. The school board grapples with the complexity of making school safety decisions within the constraints of state policy while simultaneously being responsive to local budget constraints and a diverse set of stakeholders.

Laninga-Wijnen, L., van den Berg, Y. H. M., Mainhard, T., & Cillessen, A. H. N. (2021). **The Role of Aggressive Peer Norms in Elementary School Children's Perceptions of Classroom Peer Climate and School Adjustment**. *Journal of Youth and Adolescence*, *50*(8), 1582-1600. https://doi.org/10.1007/s10964-021-01432-0
Although prior research has indicated that peer norms for aggression enhance the spread of aggression in classrooms, it is unclear to date how these norms relate to students' classroom climate perceptions and school adjustment. Aggressive descriptive norms reflect the average aggression of all students in classrooms, whereas aggressive popularity norms represent the extent to which aggressive behavior relates to popularity among peers. This study examined the role of aggressive descriptive and popularity norms in the classroom climate perceptions (cooperation, conflict, cohesion, isolation) and school adjustment (feelings of belonging; social, academic, and general self-esteem) of popular, well-liked, and victimized children. Self-reported and peer-nominated data were obtained from 1511 children (Mage = 10.60 years, SD = 0.50; 47.2% girls) from 58 fifth-grade classrooms. The results indicated that aggressive descriptive and

popularity norms both matter in elementary school, but in diverging ways. Specifically, aggressive descriptive norms—rather than popularity norms—contributed to negative classroom climate perceptions irrespective of students' social position. In addition, whereas descriptive norms contributed to between-classroom variations in some aspects of school adjustment, aggressive popularity norms related to increased school maladjustment for popular and victimized children specifically. Thus, aggressive descriptive norms and popularity norms matter in complementary ways for children's classroom climate perceptions and adjustment in elementary education.

Lin, L. C., Pomerantz, E. M., Zheng, L. R., & Robins, R. W. (2021). **Mothers' Perceptions of the Climate of Their Children's Schools: Covariations With Children's Academic Adjustment in Families of Mexican Origin**. *Child Development*, *92*(4), 1223-1237. https://doi.org/10.1111/cdev.13472
Although Latinx parents' perceptions of the climate of their children's schools may play a role in their children's academic adjustment, research examining this idea is sparse. Every 2 years beginning when children were in fifth grade (Mage = 10.86 years) until they were in 11th grade, Mexican-origin mothers (N = 674) reported on their perceptions of the climate of their children's schools; information on children's academic adjustment was collected from children and mothers. Multilevel modeling indicated that when mothers had more positive school climate perceptions, their children valued school more and performed better in school, but did not necessarily hold higher educational expectations. The findings suggest the importance of schools in creating welcoming environments for Mexican-origin parents.

Liu, J. (2021). **Exploring Teacher Attrition in Urban China through Interplay of Wages and Well-being**. *Education and Urban Society*, *53*(7), 807-830. https://doi.org/10.1177/0013124520958410
Teacher attrition is a chronic challenge facing many education systems, and has been shown to negatively impact education quality and equity. Common explanations rooted in occupational choice theory identify pecuniary and non-pecuniary rewards as critical factors in motivating and retaining teachers. Using China Household Income Project (CHIP) urban dataset, which contains detailed information on teacher career decisions, this study examines these theoretical stipulations by simultaneously modeling teacher career decisions, wage compensation, and on-the-job well-being. Probit panel regression results demonstrate that a 10% increase in teacher wage and well-being gaps, relative to comparable professionals, predicts a 7.9% and 32% lower probability of retention respectively, with effects mostly operating through teacher well-being.

Verseveld, M. D. A. van, Fekkes, M., Fukkink, R. G., & Oostdam, R. J. (2021). **Effects of Implementing Multiple Components in a School-Wide Antibullying Program: A Randomized Controlled Trial in Elementary Schools**. *Child Development*, *92*(4), 1605-1623. https://doi.org/10.1111/cdev.13529
This study investigates the effectiveness of the PRIMA antibullying program for elementary education using a cluster-randomized trial with two experimental conditions (with and without student lessons) and a control group. Students of 31 schools participated in the study (N = 3,135; Mage = 10 years). Multilevel regression analyses demonstrated positive effects of the program on peer-reported victimization and reinforcing behavior. Implementing multiple program components was related to stronger program effects. The results provide partial experimental evidence for the beneficial effects of combining

student lessons and teacher training in antibullying programs. Future experimental research is needed to investigate other approaches that reduce not only peer-reported victimization, but also self-perceived bullying and victimization.

Évaluation des dispositifs d'éducation-formation

Assude, T., Millon-Faure, K., Winder, C. G.-B., & Gobert, J. (2021). **Effets déclarés par les acteurs à propos du dispositif « devoirs faits » dans un collège**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14039
Le dispositif « devoirs faits » a été mis en place dans les collèges depuis l'année 2017. Dans le cadre d'un projet de recherche sur le suivi et l'accompagnement de cette mise en place dans un collège REP + à Marseille, nous nous intéressons à ce que les acteurs (élèves et intervenants) déclarent des effets perçus de ce type de dispositif, des difficultés et obstacles rencontrés.

Benoît, V., Amélie, B., & Dylan, D. (2021). **La cour de récréation active : quels effets sur les élèves ?** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6324
Cet article présente une étude ayant pour objectif de valider la mise en place d'un dispositif de cour de récréation active, avec différentes zones de mouvements et d'en mesurer les effets sur les élèves. La réalisation d'une cour de récréation active s'est construite par le développement d'une recherche collaborative, menée par les interactions entre les chercheurs, les élèves et l'équipe enseignante. Six établissements scolaires de Belgique, situés en Province de Luxembourg ont participé à l'étude. Les déplacements sur la cour de 125 élèves âgés de 10 à 13 ans, ont été mesurés via un podomètre. La création d'un indice de fidélité d'implémentation du dispositif de cour active a permis de quantifier l'importance des variables indispensables à la bonne mise en œuvre du dispositif. Les résultats ont montré que les variables expliquant le plus la variance du nombre de pas par minute pendant les récréations sont le genre, le profil actif des élèves, la superficie, l'instauration d'interventions sur la cour et les conditions atmosphériques. La question de la pérennisation des effets du dispositif sera discutée ainsi que l'analyse selon une perspective écologique.

Biémar, S., Corfdir, A., & Libert, A. (2021). **La présence d'un enseignant supplémentaire comme opportunité pour développer la différenciation et le travail collaboratif : le cas d'un projet pilote au sein du cycle 5-8 ans**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14715
La Fédération Wallonie Bruxelles de Belgique est engagée dans une réforme visant notamment à développer la différenciation en mettant en place un accompagnement personnalisé. Pour ce faire, un enseignant supplémentaire est détaché pour quelques heures dans chaque classe. Le présent article relate l'expérience pilote menée avec 10 écoles dans les classes d'âge de 5 à 8 ans. Son objectif est de documenter l'évolution des représentations véhiculées par les enseignants à propos de la différenciation et de la collaboration en regard des pratiques rapportées. Deux questionnaires ont été soumis aux enseignants à une année d'intervalle. L'analyse des données a mis en évidence un élargissement des conceptions véhiculées à propos des élèves. La présence d'une personne supplémentaire semble soutenir le développement d'une dynamique collaborative et des pratiques de différenciation. Au terme de nos investigations, nous

relevons que la représentation du temps de travail enseignant n'intègre pas le travail collectif, perçu comme un surplus de travail.

Blizard, Z. D. (2021). **Has the Allocation of Certain Teachers Impacted Student Achievement and Upward Economic Mobility? The Case of Forsyth County, NC Elementary Schools**. *Education and Urban Society*, *53*(7), 778-806. https://doi.org/10.1177/0013124520972678
Forsyth County, North Carolina has one of the lowest rates of upward economic mobility in the entire United States. Researchers find that one of strongest correlates of upward mobility is the quality of schools in the local system. Using 2018 and 2017 NC Public School Report Card (SRC) data for Forsyth County elementary schools, I find that the percentage of experienced teachers at a school is a significant predictor of school performance. At high-performing schools, a much larger share of their faculties consist of highly experienced and educated teachers, compared to low-performing schools that predominately serve economically disadvantaged children. Experienced and high-quality teachers can have significant long-term impacts on elementary school children, especially those who come from underprivileged families. Yet in Forsyth County, schools with greater shares of economically disadvantaged children have lower percentages of teachers with these characteristics. I argue that the Forsyth County school system can assist in reversing low mobility rates by allocating more experienced teachers toward low-performing elementary schools that serve mostly disadvantaged children. This will insure that these schools have higher experienced-to-inexperienced teacher ratios, while also helping to reduce teacher turnover.

Buard, K., Puustinen, M., & Courtinat-Camps, A. (2021). **L'accompagnement individuel des collégiens à HPI évalué par les élèves : qualité de la relation adulte/élève et apports psychosociaux perçus**. *Revue française de pédagogie. Recherches en éducation*, (210), 37-49. https://doi.org/10.4000/rfp.10043
Plusieurs collèges publics français proposent un accompagnement individuel aux élèves à haut potentiel intellectuel (HPI). L'étude de la perception de cet accompagnement (apports sur le plan psychosocial, qualité de la relation avec l'adulte) via des questionnaires proposés à ces collégiens (n = 66) a permis de distinguer quatre profils d'élèves : pour l'un d'entre eux, les apports perçus de cet accompagnement étaient positifs avec une relation de très bonne qualité avec l'adulte accompagnant ; pour les trois autres, les apports perçus étaient très faibles, voire nuls, et ce malgré une (très) bonne qualité de la relation dans deux profils. Une relation de qualité entre l'adulte et l'élève, déterminante pour la réussite de cet accompagnement, ne semble ainsi pas suffisante pour garantir des apports perçus positivement.

Cruz, C., Rajpal, G., Lecocke, M., Martines, I., & Lurie, A. (2021). **Peer Coaching Program Development: A Framework of First-Year Latina/o Student Persistence Pursuing STEM Pathways at a Hispanic Serving Institution**. *Journal of Hispanic Higher Education*, *20*(4), 365-384. https://doi.org/10.1177/1538192719867096
This study developed and examined the implementation of an intrusive peer-to-peer coaching program model at a private 4-year master's degree granting Hispanic Serving Institution (HSI) located in South Texas. The coaching program provided support and promoted increased persistence among Latina/o students entering first-year science, technology, engineering, and mathematics (STEM). Findings positively indicated that first-

year Latina/o STEM students can achieve academic success in college when they are matched and supported by culturally similar upperclassmen peer coaches.

Heimans, S., Singh, P., & Barnes, A. (2021). **Researching educational disadvantage: Concepts emerging from working in/with an Australian school**. *Improving Schools*, *24*(2), 182-192. https://doi.org/10.1177/1365480220938892
This is a conceptual article arising from, and grounded in, research with a government-funded primary school serving high-poverty communities in Queensland, Australia. It is one response to the last 10 years of participatory research work led by the three authors of this article (the school principal and two academics). In this article, we write about three concepts that have emerged out of our joint work: (1) communities-in-formation, (2) emerging equalities, (3) material participation. We discuss how and why we have undertaken this kind of partnership and conceptual research and offer some suggestions for others who are interested in undertaking similar work.

Lloyd, T., & Schachner, J. N. (2021). **School Effects Revisited: The Size, Stability, and Persistence of Middle Schools' Effects on Academic Outcomes**. *American Educational Research Journal*, *58*(4), 748-784. https://doi.org/10.3102/0002831220948460
Since the early 2000s, educational evaluation research has primarily centered on teachers', rather than schools', contributions to students' academic outcomes due to concerns that estimates of the latter were smaller, less stable, and more prone to measurement error. We argue that this disparity should be reduced. Using administrative data from three cohorts of Massachusetts public school students (N = 123,261) and two-level models, we estimate middle schools' value-added effects on eighth-grade and 10th-grade math scores and, importantly, a non–test score outcome: 4-year college enrollment. Comparing our results to teacher-centered studies, we find that school effects (encompassing both teaching- and nonteaching-related factors) are initially smaller but nearly as stable and perhaps more persistent than are individual teacher effects. Our study motivates future research estimating the long-term effects of both teachers and schools on a wide range of outcomes.

Morissette, M.-P., & Bernard, M. C. (2021). **Enseignement à distance en temps de pandémie : regard d'une enseignante de français au collégial**. *Revue hybride de l'éducation*, *4*(6), 36-45. Consulté à l'adresse https://www.erudit.org/fr/revues/rhe/2021-v4-n6-rhe06068/1077616ar/
Cet article a été écrit en collaboration avec une enseignante de français du collège d'Alma. Il témoigne d'une initiative pédagogique d'enseignement à distance en contexte de pandémie. Pour mieux accompagner les étudiants et favoriser leur motivation durant l'enseignement en ligne, madame Marie Christine Bernard s'est interrogée quant à la manière d'ajuster son enseignement et les projets prévus pour la session. Un changement de pratique s'est avéré nécessaire pour répondre aux besoins de motivation et d'intérêt des étudiants. Les défis rencontrés, les contributions sur sa pratique et les bénéfices pour ses étudiants seront également décrits dans cet article.

PETRY GENAY, I., & Blaya, C. (2020). **Effets contextuels et organisationnels du dispositif ULIS sur le parcours de formation des jeunes en situation de handicap cognitif**. *Les Cahiers d'Education & Devenir*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03299922

Redding, C., & Grissom, J. A. (2021). **Do Students in Gifted Programs Perform Better? Linking Gifted Program Participation to Achievement and Nonachievement Outcomes**. *Educational Evaluation and Policy Analysis*, *43*(3), 520-544. https://doi.org/10.3102/01623737211008919
Growing concerns about inequitable access have made public investment in gifted programs controversial in many school districts, yet advocates maintain that gifted services provide necessary enrichment for exceptional students to succeed at school. We provide evidence on whether the typical gifted program indeed benefits elementary students' achievement and nonachievement outcomes, using nationally representative data from the Early Childhood Longitudinal Study, 2010–2011 kindergarten cohort. Leveraging within-school and within-student comparisons, we find that participating in a school's gifted program is associated with reading and mathematics achievement for the average student, although associations are small. We find no evidence of a relationship between gifted participation and student absences, reported engagement with school, or student mobility. Black and low-income students do not see the academic gains that their peers experience when receiving gifted services.

Sanchez-Mazas, M., & Mottet, G. (2021). **L'école face aux nouvelles mobilités: Un dispositif pour promouvoir la reconnaissance des enfants et des familles de requérant·e·s d'asile en Suisse romande**. *Swiss Journal of Educational Research*, *43*(2), 273-284. https://doi.org/10.24452/sjer.43.2.7
Schools today welcome pupils from new, more mobile and unstable migratory backgrounds who question the model of school integration. The lack of knowledge of the trajectories of these children, with chaotic or absent schooling, and the incessant displacements, do not allow teachers to inscribe their practice in continuity. This article presents a study involving native language assessments of the skills and needs of asylum seekers' children and documents different aspects of their experience. The issue of teachers' training and of opening up schools to migrant pupils from "new mobilities" background will be discussed in the light of the recognition approach.

Schaub, S., Eberli, R., Ramseier, E., Neuhauser, A., & Lanfranchi, A. (2021). **Förderung ab Geburt mit dem Programm «PAT – Mit Eltern Lernen»: Effekte im ersten Kindergartenjahr**. *Swiss Journal of Educational Research*, *43*(2), 285-296. https://doi.org/10.24452/sjer.43.2.8
The RCT Study ZEPPELIN examines the effectiveness of the «PAT – Mit Eltern Lernen» program surrounding in the Zurich area. A total of 132 families with psychosocial burdens (e.g. poverty and migration) were supported at home during the first three years after the birth of their children. The 116 families in the control group did not receive any intervention apart from general services provided by Municipalities. This contribution shows that early support continues to have an impact two years after the end of the program. In the first year of kindergarten, children with PAT showed better German skills, higher self-regulation and fewer behavioral problems. In contrast, no effects were found with regard to intelligence and mathematical skills. These findings are relevant against the background of the long-term goal of increasing educational opportunities through early education measures.

Watts, T. W., Nguyen, T., Carr, R. C., Vernon-Feagans, L., & Blair, C. (2021). **Examining the Effects of Changes in Classroom Quality on Within-Child Changes in Achievement and Behavioral Outcomes**. *Child Development*, *92*(4), e439-e456. https://doi.org/10.1111/cdev.13552

This study examines whether changes in classroom quality predict within-child changes in achievement and behavioral problems in elementary school (ages spanning approximately 6–11 years old). Drawing on data from a longitudinal study of children in predominantly low-income, nonurban communities (n = 1,078), we relied on child fixed effects modeling, which controlled for stable factors that could bias the effects of classroom quality. In general, we found that changes in classroom quality had small and statistically nonsignificant effects on achievement and behavior. However, we found that moving into a high-quality classroom, particularly those rated as high in Classroom Organization, had positive effects on achievement and behavior for children with significant exposure to poverty in early life.

Formation continue

Abedini, A., Abedin, B., & Zowghi, D. (2021). **Adult learning in online communities of practice: A systematic review**. *British Journal of Educational Technology*, *52*(4), 1663-1694. https://doi.org/10.1111/bjet.13120

Adult learning is a lifelong process whereby knowledge is formed through the transformation of adults' experience. Research on online adult learning has been on the rise in recent years, thanks to the innovative opportunities provided to adults by digital technologies. Online communities of practice (OCOPs) a one of such opportunities, which offer the potential to bring geographically dispersed adult learners together through a common interest. Despite an increased growth in the use of OCOPs by adults in various professional sectors, there is still a lack of understanding of the characteristics of online adult learning in OCOPs, and the facilitators and hinderers influencing engagement in these communities. This paper presents a comprehensive synthesis of research literature on online adult learning in OCOPs to understand its characteristics and what may facilitate or hinder adults' engagement in these communities. A review has been conducted using a systematic, rigorous and standard procedure, aiming to summarise and synthesise existing research on the topic and to provide analytical criticism. In total, thirty-seven studies were included in this review. Findings revealed that members of OCOPs are independent, experience-centred, problem-centred, self-motivated, goal-oriented, and lifelong learners with the purpose to achieve professional outcomes. Moreover, the results revealed how the engagement of adults in OCOPs could lead to improving learning processes. Findings also showed that the level of engagement is influenced by aging, fatigue caused by a busy life, resistance process due to learning new technologies, lack of personal evolution, interactive learning settings, motivation, self-regulation and competition factors. This study revealed facilitators and hinderers of engagement in OCOPs. The study extended andragogy to digital environments and contributes to the theory by making sense of characteristic of adult learning in OCOPs. Practitioner notes What is already known about this topic The importance of lifelong learning for adults in the digital era has been stressed by past studies. Digital technologies have offered new opportunities for professional adults to continuously develop their skills and knowledge. Online communities of practice can facilitate self-directed and individual-centred learning. What this paper adds Enhances our understanding of online adult learners as lifelong learners taking advantage of OCOPs for professional and personal development. Provides a systematic literature review (SLR) of recent studies on online adult learners' characteristics. Presents facilitators and hinderers of adults' engagement in OCOPs. Makes recommendations on future research and practice into lifelong learning in the digital era. Implications for practice

and/or policy There is a need to reframe the way lifelong learning via OCOPs is defined, to account for adults' needs more effectively, where individuals are better engaged to share their experiences that are valuable to them and connects them with their peers to build sustainable online communities.

Albarello, L. (2020). **Intelligibilité et transformation du monde : ce que fait l'analyse du travail au travail**. *Travail et Apprentissages*, *21*(2), 28-44. Consulté à l'adresse https://www.cairn.info/revue-travail-et-apprentissages-2020-2-page-28.htm
Cet article explore la question de savoir si les adultes en reprise d'étude pensent que le mémoire qu'ils vont devoir réaliser au terme de leur cursus représente un simple exercice de nature académique ou s'ils espèrent que les résultats de leur mémoire pourront influencer leur terrain et être utile à celui-ci.

Appriou-Ledesma, L. (2021). **Apprentissages mutuels et transformations identitaires des professionnels en cercle d'étude**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(22), 31-45. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/374
Le champ de l'éducation et de la formation des adultes connait actuellement des mutations visibles notamment dans les transformations des pratiques éducatives et de formation. Les enjeux actuels de professionnalisation et d'adaptation à l'emploi sont largement portés par les discours sociaux et politiques. Cet article interroge la question de la transformation sous l'angle identitaire, chez des professionnels de la formation en santé engagés dans une recherche formation-action. Il vise à explorer l'articulation entre les apprentissages professionnels mutuels produits en cercle d'étude et les transformations identitaires des sujets. Les données qualitatives, recueillies par une posture d'explicitation dans une épistémologie psychophénoménologique, révèlent la part cachée de l'activité, le vécu subjectif au cœur de l'activité, ainsi que le travail du sujet en formation continue sur le lieu de travail. Les résultats montrent les effets transformatifs et réciproques de l'activité et du professionnel en cercle d'étude. Ils mettent en relief l'offre identitaire portée par cette configuration de formation dont les sujets peuvent se saisir pour faire face aux changements nécessaires des formations en santé.

Balas, S. (2021). **De la formation des individus à la certification des compétences**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(22), 18-30. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/336

BEGON, E., & DUCLOS, L. (2021). **L'AFEST : cadrages et débordements : dossier**. *Education permanente*, (227), 5-226. Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1772
Depuis longtemps, la question des apprentissages en situation de travail constituait un enjeu, principalement pour la recherche, et les dispositifs conçus pour soutenir ces apprentissages avaient souvent conservé un caractère expérimental. Depuis la loi du 5 septembre 2018, l'« action de formation », peut être réalisée en situation de travail, et les intermédiaires du marché de la formation ont pour mission de promouvoir les actions de formation en situation de travail (AFEST). Ce dossier entend témoigner de la façon dont ces formations sont ainsi sorties du « laboratoire », mais aussi rendre compte de la manière dont elles transforment le visage et les usages fortement routinisés de la formation.

Blaschke, L. M. (2021). **The dynamic mix of heutagogy and technology: Preparing learners for lifelong learning**. *British Journal of Educational Technology*, *52*(4), 1629-1645. https://doi.org/10.1111/bjet.13105
With the swift pivot to online learning, teachers and students have been forced to adopt a new way of teaching and learning, which has required students to become more self-directed in their learning. In addition, teachers are faced with the challenge of preparing students for the workforce and lifelong learning. One emerging approach for addressing both these challenges is that of heutagogy, or self-determined learning. This paper discusses the rising demand for lifelong learning skills and the role that heutagogy can play in supporting students in developing self-directed and lifelong learning skills. Specifically, the paper presents a case study of a higher education institution that has introduced heutagogy, using interviews with programme leaders/instructors to investigate how a college in Israel incorporated heutagogy into their master's education programmes. Case study results reveal that there are challenges in incorporating heutagogy (eg, difficulty for students in adopting the approach), but once adopted, students preferred learning in a self-determined way. Practitioner notes What is already known about this topic? Lifelong learning skills are critical to student employability, and there is a need for exploring new theories and approaches for developing these skills. The current pandemic has forced traditional learning into the online space, requiring more self-directed learning skills in learners. Heutagogy has been identified as a net-centric teaching and learning theory for online learning. What this paper adds Positions heutagogy for use in traditional and online classroom settings in order to develop learners' self-directed and lifelong learning skills. Explores the pedagogy-andragogy-heutagogy continuum and its use as an instructional strategy. Presents a case study of a higher education institution that has implemented self-determined learning. Implications for practice and/or policy This study encourages further research into use of heutagogy for developing self-directed and lifelong learning skills. This study provides guidance for those who want to introduce self-determined learning into classroom settings.

Blondeau, M., & Nieuwenhoven, C. V. (2021). **Analyse de l'évolution de l'expérience professionnelle sur des empans temporels longs mesurés en années**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(21), 31-45. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/304

Breton, H. (2021). ***Conférence "Quelle mobilisation des récits de vie en formation des adultes ?"***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03311762
Description : 24 et 25 juin 2021 ITS Pierre Bourdieu à Pau La « place » de la personne dans les accompagnements institués, Se former et accompagner par les histoires de vie

Chaliès, S., & Bertone, S. (2021). **Faire de la recherche fondamentale de terrain ou la nécessité d'instituer une relation de consubstantialité entre visées scientifiques et technologiques**. *Revue française de pédagogie. Recherches en éducation*, (210), 51-68. https://doi.org/10.4000/rfp.10088
Cet article propose une construction originale pour parvenir à substituer une relation de consubstantialité à la relation de codétermination jusqu'ici privilégiée entre les visées scientifiques et technologiques des travaux menés sur la formation des adultes. Il explicite dans un premier temps en quoi d'un point de vue épistémologique chercheurs et professionnels partagent une enquête spéculative faisant substance partagée pour eux sans pour autant recouvrir leurs attributs singuliers. Sur cette base, il détaille et justifie les

conditions méthodologiques de « négociation », de « signification » et de « transformation » nécessaires à la réalisation de cette enquête. Enfin, il propose une concrétisation de ces conditions par la déclinaison de choix de méthode opérants.

Elfert, M. (2021). **Lifelong learning, global social justice, and sustainability**. *International Review of Education*, *67*(4), 555-558. https://doi.org/10.1007/s11159-021-09909-7

European Centre for the Development of Vocational Training (CEDEFOP). (2021). ***Spotlight on VET, 2020 compilation. Vocational education and training systems in Europe***. Consulté à l'adresse European Centre for the Development of Vocational Training website: https://op.europa.eu/en/publication-detail/-/publication/e08525d2-f4cc-11eb-aeb9-01aa75ed71a1
Concise, clear and comprehensive snapshots of vocational education and training systems in EU, Iceland and Norway: this is what the Cedefop Spotlight on VET series offers. Building on individual country Spotlights, this publication provides an overview of VET systems with their distinctive qualities, such as main accession and progression routes for learners; types and levels of qualifications they lead to; types of programmes, delivery modes, work-based learning ratio and duration. In addition to the system charts, it also briefly reflects on current challenges and recent VET policy initiatives. Shaped by socioeconomic contexts and traditions, VET systems across Europe are diverse while often sharing the same goals and facing similar challenges. The Covid-19 pandemic forced all countries to adjust their education and training processes to a new reality caused by an unprecedented disruption. While continuing with their VET policy agenda and addressing long-lasting challenges (e.g. early leaving from education and training or modernising qualifications), countries have worked to make education and training truly digital, ensuring access to computers and the internet to all students, providing training to teachers and trainers, developing flexible approaches to assessment. The concepts of quality, inclusiveness and flexibility are enjoying a renewed focus. With its different reporting formats, studies, interactive databases and toolkits for specific VET features and VET-related policies in Member States, Cedefop caters to varied information needs, purposes and stakeholders. Information on VET's main features, its role and status is a prerequisite to understanding developments and learning from another country. We believe that this publication is a useful starting point for policymakers, social partners, experts and researchers. It will provide orientation to a range of other actors involved in VET-related activities: VET providers, teachers and trainers; guidance, qualifications and validation staff; and other readers who want to familiarise themselves with VET systems across Europe.

Filliettaz, L., Bimonte, A., Koleï, G., Nguyen, A., Roux-Mermoud, A., Royer, S., … Zogmal, M. (2021). **Interactions verbales et formation des adultes**. *Savoirs*, *N° 56*(2), 11-51. Consulté à l'adresse https://www.cairn.info/revue-savoirs-2021-2-page-11.htm
L'objectif de cette note de synthèse est de proposer, dans le champ francophone et au-delà, un état des lieux des travaux qui, de manière directe ou indirecte, explicite ou implicite, se réclament du concept d'« interaction verbale » et qui en font usage dans des démarches de recherche et d'intervention en formation des adultes. La première partie de la note vise à préciser les contours et les contenus du concept d'« interaction verbale », dans ses différentes acceptions. La deuxième partie thématise la pluralité des régimes de signification des interactions verbales et développe les multiples effets que les processus interactionnels sont susceptibles de produire. La troisième partie de la note

rend compte de travaux ayant thématisé la part interactionnelle des pratiques de formation d'adultes, qu'il s'agisse de situations formelles d'enseignement professionnel, de conseil, de tutorat ou plus largement d'apprentissage en situation de travail. Enfin, la quatrième et dernière partie montre comment il est possible d'agir sur les situations de travail ou de formation au moyen de démarches d'analyse des interactions.

Goodyear, P. (2021). **Navigating difficult waters in a digital era: Technology, uncertainty and the objects of informal lifelong learning**. *British Journal of Educational Technology*, *52*(4), 1594-1611. https://doi.org/10.1111/bjet.13107
This paper uses two complementary examples from an autoethnographic study of learning and sailing to explore some connections between informal lifelong learning activities, their objects (purposes) and the hybrid (digital and material) technologies on which they depend. The examples focus on an aspect of the craft of sailing and on understanding the relations between sailing, place and local history. The paper argues that close attention to activities in which people engage can help discover some less visible purposes of learning and can broaden our understandings of situated skills. The paper also argues that being able to find and configure environments suitable for learning are important capabilities for successful lifelong learners. The paper has two additional implications for thinking about research and development in educational technology. First, a technology becomes educational by virtue of its relation to emerging activity, rather than because of any intrinsic physical properties. Second, educational technologies are often assembled in complex meshworks. Understanding how they function involves analysing dynamic relations and interdependencies: listing the affordances of individual components is not enough. Practitioner notes What is already known about this topic Across the life course, a good deal of valuable learning is informal, incidental or both. Informal lifelong learning depends upon an ability to monitor and manage one's own learning activity. Informal lifelong learning also depends upon an ability to find useful (digital and other) learning resources. What this paper adds The purposes (objects) of lifelong learning activities are not always evident. They can be 'discovered' through inquiry and reflection. Finding useful learning resources is sometimes complex. In some cases, it amounts to constructing and/or reconfiguring a productive learning/epistemic environment. Creating a productive learning or epistemic (knowledge-making) environment entails assembling and holding together a meshwork of digital, material and hybrid artefacts. Learning 'in the wild' can also entail finding the right place for learning: the right spot in a 'skillscape'. A technology becomes educational by virtue of its relation to activity, rather than through a priori classification or because of its intrinsic features. Implications for practice and/or policy Those who encourage and/or support informal lifelong learning may want to consider the significance of implicit purposes for, and outcomes of, learning activities and may find it helpful to have a richer conception of how learning environments are found and assembled.

Guérin, J. (2020). **Incidences de l'analyse du travail sur les transformations des sujets et de leur activité : étude de cas en formation des adultes**. *Travail et Apprentissages*, *21*(2), 77-92. Consulté à l'adresse https://www.cairn.info/revue-travail-et-apprentissages-2020-2-page-77.htm
Cette contribution s'inscrit dans une approche centrée sur l'analyse de l'activité et a pour but de montrer en quoi et de quelle manière l'enquête scientifique et ses instruments peuvent, potentiellement, contribuer à transformer les sujets, leurs activités et

leurs environnements. Elle examine, à nouveaux frais des enquêtes scientifiques sur différents terrains en formation des adultes, les incidences des méthodes de documentation et d'analyse d'activités individuelles et collectives sur l'activité des informateurs et de leur environnement.

Guillon, S. (2021). **Transformer son expérience en diplôme par la démarche VAE**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(22), 60-74. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/329
La démarche VAE a, depuis 2002, préfiguré l'évolution des textes législatifs qui régissent aujourd'hui la formation continue en France, dans la mesure où elle a anticipé ce qui est dorénavant placé au cœur des priorités en matière de développement économique et de lutte contre la précarité économique et le risque chômage, à savoir la démarche compétences. Dans son esprit, la VAE défend intrinsèquement l'idée selon laquelle les contextes d'activité rendent possible, pendant la carrière professionnelle, la construction de savoirs d'action au même titre que la formation initiale et les systèmes de formation scolaire. Nous montrons dans notre proposition comment la recherche en sciences sociales et en économie a questionné les modalités d'accès et de réussite des candidats VAE à l'Université et comment leur expérience peut être étudiée comme vecteur de transformation ultérieure des parcours professionnels. Nous illustrons notre propos par les résultats d'une recherche portant sur les effets de cette procédure chez des candidats ayant pu s'inscrire dans un tel projet, sur la manière dont cette expérience a été en mesure de produire une plus-value dans leur trajectoire en matière de hausse de la qualification des postes occupés et des revenus. Nous baserons notre argumentaire sur une analyse statistique des données tirées d'une enquête longitudinale rétrospective auprès de 278 candidats VAE de l'Université de Strasbourg ayant bénéficié du dispositif entre 2003 et 2015.

Jaldemark, J., Lindqvist, M. H., Mozelius, P., & Ryberg, T. (2021). **Editorial introduction: Lifelong learning in the digital era**. *British Journal of Educational Technology*, *52*(4), 1576-1579. https://doi.org/10.1111/bjet.13128

Kern, D. (2021). **La formation des adultes dans la deuxième partie de la vie:** *TransFormations - Recherche en Education et Formation des Adultes*, *1*(22), 75-86. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/370
L'évolution démographique fait apparaître deux phénomènes : l'augmentation de l'espérance de vie et l'accroissement du nombre des adultes plus âgés. Pour l'éducation et la formation des adultes, les questions de la définition du nouveau public et de sa catégorisation se posent. L'hypothèse des adultes dans la deuxième partie de la vie propose une définition permettant un positionnement individualisé des apprenants concernés. La pertinence d'un intérêt spécifique pour ces personnes se justifie non seulement par leur capacité à apprendre mais également par la nécessité de la maintenir. Ce nouveau public donne l'opportunité à la recherche en éducation et en formation d'élargir la compréhension des apprenants adultes. Les adultes plus âgés n'étant pas concernés – pour le moment – par des réglementations et pressions normatives, c'est l'occasion d'observer des personnes apprenantes faiblement influencées par des facteurs extérieurs (dispositifs incitatifs par des financements, pression sociale, etc.).

Lock, J., Lakhal, S., Cleveland-Innes, M., Arancibia, P., Dell, D., & Silva, N. D. (2021). **Creating technology-enabled lifelong learning: A heutagogical approach**. *British Journal of Educational Technology*, *52*(4), 1646-1662. https://doi.org/10.1111/bjet.13122
Can a new instructional approach influence lifelong learning and the development of competent lifelong learners? Blended and online learning provides a platform for learning that introduces technological affordance to enable learning. We seek to find an intersection between blended and online learning and lifelong learning through an instructional approach that encourages learners towards management of their own learning. This opens the door to becoming an autonomous, capable, self-directed lifelong learner. In this context, heutagogy offers an instructional approach that may connect blended and online learning settings with the development of lifelong learning competence. After conducting a systematic literature review using the terms heutagogy, blended and online learning, and lifelong learning, literature that considers how to inspire and build human agency capabilities over the lifespan was chosen for Delphi method expert review. Using this methodology, we explore the possibility that online and blended higher education will contribute, where heutagogical experiences exist, to technology-enabled lifelong learning. Results corroborate the idea that heutagogy and lifelong learning are intertwined by some common principles and that these are applicable to both blended and online learning settings and lifelong learning. Practitioner notes What is already known about this topic Recent, and what is often continuous, change is impacting all we do, including the design and delivery of education. This change requires new instructional models that improve immediate learning outcomes and prepares learners for learning across the lifespan. The use of instructional processes labeled heutagogy include the opportunity for, and application of, activities of learning self-direction, -determination, and -regulation, which can be helpful, even essential, for lifelong learning. What this paper adds This paper identifies an informed perspective, from data, that heutagogical design must be consciously implemented and supported for online and blended learning by instructional designers, instructors, and institutional leadership and infrastructure. It is reasonable to suggest that online and blended learning could contribute, where heutagogical learning opportunities exist, to technology-enabled lifelong learning. Instructional practices that include choice, flexible or negotiated assessment, facilitation of reflection, learner confidence development, and involvement of the learner in designing their learning can be considered heutagogical. Implications for practice and/or policy Develop policy in support of a change in instructional practice that embraces a heutagogical approach in the design of courses to foster greater self-directed and lifelong learning. Educational development to support instructors to understand heutagogy and how it can be applied in the design and delivery of blended and online learning to foster technology enabled lifelong learning. With the implementation of a heutagogical approach, student orientation along with purposeful scaffolding needs to be implemented to support students as they become more autonomous learners in technology-enabled settings.

Mohib, N., & Fernangu, S. (2021). **(Se) TransFormer par le travail**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(22), 1-5. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/442
La transformation est inhérente à toute forme de vie et même de survie. Les exemples ne manquent pas dans les différents milieux vivants (végétal, animal, humain…) pour illustrer ce que le Petit Robert définit à la fois en tant que processus (action de [se] transformer) et résultat (changement, modification qui en résulte). Comme toutes les activités

humaines, l'éducation, entendue comme un champ de pratiques sociales visant « l'acquisition des différents savoirs, l'accompagnement du développement des individus et des collectifs » (Champy-Remoussenard, 2015), n'échappe pas à ce mouvement. Cependant, il apparaît, depuis plusieurs décennies, que les actions de transformation des représentations et des pratiques s'intensifient sous l'impulsion des politiques volontaristes (Rege Colet & Romainville, 2006 ; Mons, 2007 ; Martinot & Ferracci, 2014 ; Rey, 2016) et des mutations sociales (Mestel-Cresta et al., 2014 ; Merhan et al., 2015 ; Voirol-Rubido et Hanhart, 2015) qui affecteraient tous les niveaux de l'éducation (macro, méso et micro). L'ensemble des systèmes éducatifs (formation des adultes, enseignement supérieur, école, insertion, travail social, etc.) est aujourd'hui traversé par des discours politico-institutionnels qui appellent à des changements « adaptatifs » pour répondre aux évolutions de l'environnement socio-économique et notamment du marché de l'emploi. La multitude de termes (ex. « modernisation », « refondation », « rénovation », « réajustement », etc.) utilisés pour légitimer ces appels témoigne de la difficulté du champ de l'éducation à se transformer pour faire face aux nouveaux défis qui s'imposent à lui. Au-delà des difficultés inhérentes à tout changement souhaité ou souhaitable, il ressort que les transformations initiées par les autorités politiques et éducatives peuvent se lire selon quatre niveaux : opérationnel, structurel, contextuel, symbolique.

Nørgård, R. T. (2021). **Theorising hybrid lifelong learning**. *British Journal of Educational Technology*, *52*(4), 1709-1723. https://doi.org/10.1111/bjet.13121
In the pre-pandemic world learning was most often onsite, in-person and co-located. This was turned upside down during the pandemic where online suddenly became the 'new normal'. To continue learning in a pandemic world, learning providers and institutions were required to rethink and reconfigure learning to more online and 'pandemic-friendly' formats. In the aftermath of emergency teaching and learning, providers, developers and teachers are now looking ahead to contemplate its impact on the educational landscape. Here, the large-scale, wide-spread development and delivery of online, blended and hybrid learning formats might demarcate a turning point for education. However, hybridity, hybrid learning environments and hybrid learning carry with them particular conceptualisations, characteristics and frameworks we need to bear in mind when thinking about lifelong learning in a post-pandemic world. This article is an effort to provide an operationalisation of theories for hybrid lifelong learning through asking: How can we understand the concepts of hybrids, hybridization and hybridity in order to take advantage of the potentials and opportunities these concepts hold when it comes to lifelong learning? And how can we apply this understanding to describe hybrid lifelong learning in ways that sets it apart from emergency teaching and learning as well as other similar formats such as online learning or parallel teaching? Practitioner notes What is already known about this topic Hybrid learning environments is a central topic in the field, but it is not clear how we should think about this term. Hybrid learning has grown substantially in importance. Yet the field is still under-theorised. Hybrid learning environments are challenging and under-researched. The dissolution of dichotomies central in hybrid learning makes it more complex and less predictable. What this paper adds Theoretical groundwork is provided to circumvent the "common sense" understanding of hybridity in hybrid learning. Synthesises insights from a body of recent research on hybrid education and hybrid learning, reflecting the complexity added by the notion of hybridity to learning, learning environments and lifelong learning. A novel conception of hybridity that foregrounds the complexity, entanglement and dissolution

of dichotomies as well as a more integrated and holistic theorisation of the assumptions and premises that underpin hybrid learning, based on existing theories and research. Implications for practice and/or policy More theoretically grounded accounts of hybridity, hybrid learning and hybrid learning environments provide richer explanations of these terms, and would benefit the field. The paper's theoretical perspective prompts some rethinking of how design for hybrid learning occurs, what it consists of and how it may be improved. Teachers who want to foster hybrid learning environments and hybrid lifelong learning should be aware of using an integrated theoretical approach when analysing or designing for situations where learning is hybridised. Researchers need to be more explicit about the theories that underpin their studies of hybrid education, hybrid learning and hybrid learning environments.

Pérocheau, A. (2021). ***La formation des chercheurs d'emploi : fonctionnement et perspectives d'évolution : Un regard inspiré des théories d'organisation***. Editions L'Harmattan.

Rogers, A. (2021a). **Adult and lifelong education: Global, national and local perspectives**. *International Review of Education*, *67*(4), 551-553. https://doi.org/10.1007/s11159-021-09905-x

Rogers, A. (2021b). **Indigenous women and adult learning**. *International Review of Education*, *67*(3), 423-425. https://doi.org/10.1007/s11159-021-09897-8

Romani, C. (2021a). **En 2020, la crise sanitaire met à l'arrêt la formation en entreprise**. *Céreq Bref*, (412). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-08/Bref412-web.pdf
La récession liée à la pandémie de Covid-19 a atteint tous les pans de l'économie, certains secteurs plus que d'autres. Si maintenir l'activité et l'emploi a été la priorité, la formation continue organisée par les employeurs est passée au second plan. Pour les entreprises les plus touchées, cela s'est traduit par un gel des plans annuels de formation et un non-recours aux dispositifs. Pour celles en bonne santé, la formation continue a perduré grâce à la FEST, aux apprentissages en ligne et au développement des formations hybrides. Disposant de leur propre organisme de formation, ces entreprises peuvent aussi compter sur sa réactivité pour former leurs salariés ou les nouvelles recrues à l'heure de la reprise économique.

Romani, C. (2021b). **L'impact de la crise sanitaire sur les entreprises et leurs organismes de formation**. *CÉREQ Études*, (36). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-07/CET-36.pdf
La crise sanitaire a eu un retentissement de grande ampleur dans tous les domaines de l'économie dès le début de 2020. La mise à l'arrêt de pans entiers de l'activité suivie d'épisodes de reprise a affecté les marchés, l'emploi et le monde du travail. La formation professionnelle a été un secteur également touché par les mesures de restrictions sanitaires, les offreurs en ayant pâti dès le départ en tant que lieux accueillant des publics. Face à cette conjoncture inédite, de quelle façon les agents économiques et de la formation y ont-ils fait face, notamment en recourant aux dispositifs publics de soutien et en faisant évoluer leurs pratiques professionnelles ?

Marché du travail

Amar, É. (2021). **En 2019, le revenu d'activité moyen des non-salariés baisse après plusieurs années de hausse**. *Insee Première*, (1870). Consulté à l'adresse https://www.insee.fr/fr/statistiques/5412794?pk_campaign=avis-parution
Fin 2019, 3,5 millions de personnes exercent une activité non salariée, dont 0,4 million dans le secteur agricole. Hors secteur agricole, le nombre de non-salariés augmente de 6,4 % entre 2018 et 2019. Les effectifs de micro-entrepreneurs progressent de nouveau fortement en raison de dispositions législatives favorables à ce statut. En revanche, le nombre de non-salariés classiques diminue pour la sixième année consécutive. En 2019, les non-salariés classiques des secteurs non agricoles perçoivent en moyenne 3 830 euros par mois : de 1 370 euros dans le commerce de détail hors magasin à 9 180 euros pour les médecins et dentistes. À secteur égal, les femmes gagnent 32 % de moins que les hommes. Les micro-entrepreneurs retirent en moyenne 590 euros mensuels de leur activité ; 29 % cumulent cependant cette activité avec un emploi salarié. Entre 2018 et 2019, le revenu d'activité moyen hors secteur agricole baisse de 4,9 % (+ 8,1 % pour les micro-entrepreneurs et – 1,1 % pour les non-salariés classiques par contrecoup d'une forte hausse en 2018).

BEADLE, S., & McGrath, C. (2021). ***Study on youth work in the EU. Final report***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/5a8beedc-f0e1-11eb-a71c-01aa75ed71a1
This study constitutes the second European-wide comparison on youth work published by the European Commission. The first European Commission study on youth work, published in 2014, was an exploratory investigation of youth work at European level, seeking to identify commonalities and to map the state of youth work policies across the EU. This second report goes further and focuses on the needs of youth workers at the grassroots level to critically analyse whether existing public policies fulfil these needs. This is a timely report: the COVID-19 pandemic has had a significant impact on the youth work sector. It has forced youth workers to rethink how they provide their services, and placed many in a precarious position, particularly at the local level and for youth workers who support the most vulnerable young people.

Bour, R. (2021). **Les salaires dans la fonction publique territoriale**. *INSEE Première*, (1869). Consulté à l'adresse https://www.insee.fr/fr/statistiques/fichier/version-html/5410602/IP1869.pdf
En 2019, un salarié de la fonction publique territoriale (FPT) perçoit en moyenne 1 993 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous les agents des collectivités locales, tous emplois et catégories confondus, qu'ils soient fonctionnaires ou non. Ce salaire net moyen augmente de 1,5 % sur un an en euros courants. Corrigé de l'inflation, il augmente de 0,4 %, après une baisse de 0,9 % en 2018. Les fonctionnaires représentent 79 % des effectifs en équivalent temps plein de la FPT. Leur salaire net moyen augmente de 0,3 % en euros constants. Pour les non-fonctionnaires, il augmente plus franchement (+ 0,9 %), principalement du fait du fort recul du nombre de contrats aidés, en moyenne moins rémunérés. Le salaire net moyen en équivalent temps plein s'élève à 1 887 euros par mois dans les communes, à 2 072 euros dans les établissements publics de coopération intercommunale (EPCI) à fiscalité propre, à 2 154 euros dans les régions et à 2 206 euros dans les départements. Les femmes

gagnent en moyenne 8,9 % de moins que les hommes, après 9,2 % en 2018. À caractéristiques identiques, l'écart est de 5,0 %, comme en 2018. Pour les salariés présents toute l'année en 2018 et en 2019 chez le même employeur et avec la même quotité de travail, soit près de deux salariés sur trois dans la FPT, le salaire net moyen augmente de 1,2 % en euros constants.

Bouvart, C., Flamand, J., & Dherbécourt, C. (2021). ***Premier trimestre 2021: quelles dynamiques territoriales en matière d'emploi et de chômage ?*** (p. 18). Consulté à l'adresse France stratégie website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs_-_2021_-_point_de_vue_-_geographie_de_la_crise_bat_0.pdf
2020 a été marquée par une crise économique dont le choc sur l'activité a été sans précédent. En avril 2021, France Stratégie a dressé un premier bilan de l'impact de cette crise sur l'emploi dans les territoires [*]. Le début de l'année 2021 a vu se prolonger les mesures sanitaires adoptées lors du deuxième confinement à l'automne : couvre-feu, fermeture des lieux accueillant du public (bars, restaurants, lieux culturels et de loisirs, etc.), mais certains commerces ont néanmoins pu rouvrir dès décembre 2020. Comment ce desserrement des restrictions sanitaires – qui a contribué au léger regain d'activité au premier trimestre 2021– s'est-il manifesté dans les territoires ?

Champy-Remoussenard, P. (2020). **Les ateliers d'écriture et d'échange sur l'activité comme moyen d'analyse du travail et d'accès aux dimensions cachées du travail**. *Travail et Apprentissages*, *N° 21*(2), 111-129. Consulté à l'adresse https://www.cairn.info/revue-travail-et-apprentissages-2020-2-page-111.htm
Cet article est consacré à la méthode des ateliers d'écriture et d'échange sur l'activité créée par l'auteur. Depuis de nombreuses années, cette démarche fondée sur la sollicitation d'un récit écrit de l'activité professionnelle, lu et commenté au sein de groupes d'échanges. La méthode a été utilisée à la fois à des fins de formation et de recherche. L'analyse porte sur la mise en mots de l'activité professionnelle comme mode d'accès à la connaissance du du travail « réel » et comme modalité d'accès aux dimensions les plus opaques ou dissimulées du travail appelée ici « dimensions cachées ». Après avoir décrit la démarche et ses origines et l'avoir située du points de vue de ses enjeux sociaux et épistémologiques, l'article montre quels ses apports actuels à la recherche en analyse de l'activité et en sciences de l'éducation et à quelles conditions elle rend possible une mise en mots de l'activité.

Chavagneux, C. (2021, août 27). **Le poids croissant et inégalitaire du salaire variable**. Consulté 30 août 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/poids-croissant-inegalitaire-salaire-variable/00099913
Le virage vers le numérique, la mondialisation ainsi que la baisse des accords collectifs expliquent la part croissante des parts variables des salaires au cours des années 2000.

Dikhtyar, Cummins, McGrew, & Bahr. (2021). **Strategies Employed by Ohio Community Colleges to Improve Labor Market Outcomes for Older Students**. *Community College Journal of Research and Practice*, *45*(9), 619-630. https://doi.org/10.1080/10668926.2020.1738289
To remain competitive in the labor market, many middle-aged and older adults need to upgrade existing or learn new skills through occupational training and education.

Furthermore, as compared with the past, employers now are more willing to hire older workers after completing a credential due to a low unemployment rate. Moreover, employers often collaborate with community colleges to provide workforce training for their employees. Community colleges are the preferred choice for older students due to affordability, open-access admission, a greater number of credential options including short-term credentials, and convenient locations. However, little is known about challenges and opportunities for improving labor market outcomes at community colleges for adults ages 40 and older. Based on thematic analysis of student and faculty focus groups and individual interviews with staff and administrators at 23 Ohio community colleges, this paper identifies strategies community colleges employ to improve labor market outcomes for middle-aged and older adults (age 40 and older) and to meet the needs of employers. Additionally, challenges faced by older community college students during training, retraining, and finding employment are discussed.

Elété, A. (2021). ***La problématique de l'entrepreneuriat en Côte d'Ivoire: La dernière guerre contre la pauvreté et le chômage***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343238623?utm_source=phplist&utm_campaign=message_32160&utm_medium=email&utm_content=lienTitre

Husson, M. (2021, juillet 12). **Ce que montrent (ou pas) les études empiriques**. Consulté 21 juillet 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/michel-husson/montrent-etudes-empiriques/00099457
La littérature économique s'appuie de plus en plus sur des études économétriques qui testent empiriquement les hypothèses théoriques, par exemple qu'une augmentation du salaire minimum réduit l'emploi. Face à la multiplication de ces études, aux résultats souvent contradictoires, une nouvelle approche s'est développée, celle des méta-analyses qui passent en revue les études disponibles pour en extraire les résultats les plus solides. Elles ont mis en lumière le risque de biais de publication et ont développé des techniques pour le corriger ...

INSEE. (2021). **Séries longues sur les salaires dans le secteur privé**. *Insee Résultats*. Consulté à l'adresse https://www.insee.fr/fr/statistiques/5400854?pk_campaign=avis-parution

Kuan, P.-Y., & Peng, S.-C. (2021). **Time will tell: Revisiting the impact of college expansion on income and occupational prestige mobility of young adults in Taiwan**. *Higher Education Quarterly*, (75), 468-486. https://doi.org/10.1111/hequ.12285

Michiels, S., & Reys, A. (2021). **Inégalités régionales, diversité des marchés de l'emploi et circulation du travail en Inde. Une analyse spatiale des mouvements migratoires interrégionaux**. *Géographie, économie, societé*, *23*(2), 185-213. Consulté à l'adresse https://www.cairn.info/revue-geographie-economie-societe-2021-2-page-185.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=GES_232
Le processus de libéralisation initié en Inde à partir des années 1990 s'est accompagné d'une multitude de changements socio-économiques et politiques. Si ces évolutions se sont traduites par une augmentation du taux de croissance, les retombées économiques ne se sont pas produites de la même manière sur l'ensemble du territoire et ont nourri le creusement des inégalités au niveau régional. Cet article se propose d'étudier de quelle manière, en termes d'organisation du travail, ces inégalités spatiales ont contribué à

redessiner les migrations interrégionales. Après avoir identifié une typologie des marchés du travail et avoir spatialisé les principaux flux de migrations de travail dans le pays, nous montrons que les inégalités spatiales et le type de marché de l'emploi dans les lieux d'origine et de destination jouent un rôle important dans la circulation du travail en Inde.

Observatoire des inégalités. (s. d.-a). **3,3 millions de salariés précaires en France**. Consulté 31 août 2021, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/etat-precarite-emploi
La France compte 27 millions d'emplois, occupés par 24 millions de salariés et 3 millions d'indépendants. 12,4 % des emplois, soit 3,3 millions de personnes, ont un statut précaire.

Observatoire des inégalités. (s. d.-b). **Mal-emploi : près de huit millions de personnes fragilisées**. Consulté 31 août 2021, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Mal-emploi
Chômeurs, travailleurs précaires et découragés du travail : en France, près de huit millions de personnes, soit un quart du total des actifs, sont fragilisées face à l'emploi.

OCDE. (2021). ***OECD Employment Outlook 2021***. https://doi.org/10.1787/5a700c4b-en
The 2021 edition of the OECD Employment Outlook focusses on the labour market implications of the COVID-19 crisis. Chapters 1-3 concentrate on the main labour market and social challenges brought about by the crisis and the policies to address them. Chapters 4-5 cover long-standing structural issues but also discuss their relevance and implications for the COVID-19 crisis. More specifically, Chapter 1 monitors the impact of the crisis on the labour market, with a particular focus on vulnerable groups in the medium and long term. Chapter 2 provides a preliminary assessment of the role of job retention schemes in preserving jobs during the COVID-19 crisis. Chapter 3 analyses how active labour market policies and public employment services have responded to the challenges posed by the crisis. Chapter 4 assesses the extent and consequences of domestic outsourcing for the labour market in general, and for low-wage occupations in particular. Chapter 5 provides a detailed review of statutory and negotiated regulations governing working time – including teleworking – as well as an overview of trends in working time patterns and time use across OECD countries and socio-demographic groups.

Paggetti, M. (2020). **Mettre au jour une dimension peu renseignée du travail des psychomotriciens : un enjeu pour la recherche et une occasion de développement professionnel**. *Travail et Apprentissages*, *21*(2), 62-76. Consulté à l'adresse https://www.cairn.info/revue-travail-et-apprentissages-2020-2-page-62.htm
Cette contribution renseigne les effets d'une démarche d'analyse du travail auprès de professionnels du soin grâce aux matériaux d'une recherche doctorale se donnant pour objet l'intelligibilité d'une forme d'activité peu renseignée et qui « résiste » à la mise en mots : les interactions corporelles de soin entre psychomotriciens et patients-enfants. En appui sur le cadre conceptuel de J. Dewey, la contribution montre comment l'explicitation d'une dimension peu formalisée de leur travail est l'occasion pour les professionnelles participant à la recherche de mener une enquête sur l'enquête et apprendre de leur propre activité d'ajustement corporel.

Sannino, A., Engeström, Y., & Jokinen, E. (2021). **Digital peer learning for transformative professional agency: The case of homelessness practitioners in Finland**. *British Journal of Educational Technology*, *52*(4), 1612-1628. https://doi.org/10.1111/bjet.13117
Digital lifelong learning and more specifically digital peer learning (DPL) can play a major role to foster transformative agency in professions and occupations which are critically positioned for responding to acute societal needs. Yet so far, no published studies seem to have focused on this. This article aims at filling this gap with the help of a study in which online workshops and web forums were created for supporting homelessness practitioners in Finland to share and discuss scattered practical innovations and to generate advanced solutions to problems in their work. By these means, the study also generated data to see if transformative agency takes place among these professionals by means of DPL, how this happens, and with what results for the critical field of homelessness work. This study opens up a new agenda for research and development in lifelong learning in a digital era. Practitioner notes What is already known about this topic As digital peer learning (DPL) can be largely organized by the learners themselves, it carries significant advantages for lifelong learning and work development: a close link to the field of practice and to clients' and stakeholders' needs, potentially a wide reach of practitioners, little institutional investment, and cost-effectiveness. The application of DPL raises a number of challenges we summarize here as the spectator challenge, the challenge of drowning in details, and the discontinuity challenge. What this paper adds DPL literature lacks specific contributions on how it can support practitioners to identify and implement concrete solutions to pressing needs in society. This article shows that DPL may facilitate professional transformative agency in such a way that the two processes can intersect with one another and generate concrete and effective lifelong learning solutions for much needed developments in critical fields such as homelessness work. Implications for practice and/or policy Cultivating personally and professionally meaningful conflicts of motives evokes emotional involvement and potentially also learners' curiosity and cognitive engagement, opening an avenue to transcend the spectator stance. Experience and discursive elaboration of a conflict of motives directs learners to focus on the essential, thus providing an effective means for overcoming the risk of drowning in details. This can be facilitated by offering artifacts, metaphors, or models which may be taken up by practitioners in DPL as support or "second stimuli" to engage in transformative initiatives. To transcend the discontinuity challenge salient in many DPL processes, it is of particular importance to find ways to embed DPL and engage the learners in long-term change efforts. Even relatively short online workshops and web forum discussions can gain momentum when efforts are made to establish links between past experiences and the future prospects.

Schwartz, Y., & Duc, M. (2020). **Pluralisme des savoirs et reconfigurations de l'agir au travail**. *Travail et Apprentissages*, *21*(2), 130-147. Consulté à l'adresse https://www.cairn.info/revue-travail-et-apprentissages-2020-2-page-130.htm
A la question qu'est-ce que l'analyse du travail fait au travail, ce texte s'attache dans une première partie à définir ce que l'on entend par travail en développant un point de vue ergologique. Premièrement, le travail renvoie à une tentative permanente de négociation avec les normes. Deuxièmement, toute forme d'intervention sur le travail caractérise deux formes de savoirs (conceptuels et de la renormativité) auxquels se confrontent à la fois enquêteurs et sujets enquêtés. Troisièmement, les transformations dans la façon de faire son travail, provoquées par l'intervention, sont liées à la posture de « Dispositif dynamique à trois pôles ». La seconde partie vise alors à se demander en

quoi cette posture transforme le faire éducatif scolaire et notamment le métier de formateur-enseignant-chercheur.

Sicsic, M., & Vermersch, G. (2021). **Les incitations monétaires au travail sont plus élevées en 2019 qu'en 2014**. *Insee Analyses*, (66), 4. Consulté à l'adresse https://www.insee.fr/fr/statistiques/fichier/version-html/5411761/IA66.pdf
En 2019, en France métropolitaine, quand ses revenus du travail augmentent marginalement (au sens du coût du travail), une personne en emploi bénéficie en moyenne de 43,5 % de cette hausse et 56,5 % sont captés par le système socio-fiscal, du fait de la hausse des prélèvements et de la baisse des prestations. La moitié des personnes en emploi font face à un taux marginal effectif de prélèvements (TMEP) supérieur à 56 %, soit une légère baisse par rapport au taux médian de 2014 (57 %). La proportion de personnes avec des taux marginaux modérés (inférieurs à 40 %) a augmenté et les valeurs extrêmes sont un peu plus rares : 1,1 % des personnes en emploi ont, en 2019, un TMEP supérieur à 100 %. Pour les personnes inactives qui (re)prennent un emploi, le taux effectif médian de prélèvement de retour à l'emploi (TEPE) a fortement baissé : 44 % en 2019, contre 50 % en 2014. Ainsi, les incitations monétaires au travail, mesurées par les TMEP et TEPE, ont augmenté par rapport à 2014. Les taux marginaux effectifs médians varient assez peu le long de l'échelle des revenus, avec une forme en tilde moins marquée qu'en 2014. Cette modification en bas de la distribution est notamment liée à la mise en place de la prime d'activité et sa revalorisation en 2019.

Thievenaz, J. (2020). **Ces petits riens qui font l'expérience**. *Travail et Apprentissages*, *21*(2), 45-61. Consulté à l'adresse https://www.cairn.info/revue-travail-et-apprentissages-2020-2-page-45.htm
Cette contribution s'inscrit dans une approche micrologique de l'expérience en partant du postulat que les processus qui concourent à la construction du sujet se réalisent en partie lors d'activités considérées banales et peu dignes d'intérêt. Une attention particulière est alors portée aux maturations discrètes, aux micro-découvertes situées ou aux infimes sensations qui ne relèvent pas du registre du spectaculaire, du majeur ou du fondamental, mais qui pourtant concourent silencieusement à la formation du sujet. L'analyse de données issues d'une étude conduite en milieu hospitalier est ici l'occasion de montrer ce en quoi l'intelligibilité de ce type de phénomènes suppose de conduire une démarche de recherche au plus près du quotidien des acteurs, en se préoccupant du détail, de l'anecdotique et du trois-fois-rien.

Métiers de l'éducation

Albero, B., & Simonian, S. (2020). **L'enquête comme vecteur d'affordance et le terrain comme écosystème**. *Travail et Apprentissages*, *21*(2), 10-27. Consulté à l'adresse https://www.cairn.info/revue-travail-et-apprentissages-2020-2-page-10.htm
La relation entre chercheur et informateur implique de questionner, mais aussi de situer les fondements et déroulements de l'enquête scientifique car s'ils ont des incidences sur les résultats, ils en ont aussi sur les conséquences de ces résultats. Pour dépasser nombre de disjonctions contre-productives, l'analyse proposée dans cet article situe l'enquête scientifique dans une approche écologique où les constituants de l'enquête (concepts, acteurs, instruments) et la nature de leurs interrelations permettent de rendre compte des conceptions sous-jacentes mais aussi du type de résultats produits. Les conditions de

réalisation d'une enquête scientifique en Sciences de l'Education et de la Formation deviennent ainsi objet d'étude par l'analyse des affordances qu'elles produisent dans l'environnement où sont mises en œuvre. Il est ainsi montré qu'en matière d'enquête à propos de l'activité humaine, la démarche d'enquête peut avoir autant d'importance que les résultats obtenus, sinon plus…

Balde, I. (2021). **Une évaluation de la formation des inspecteurs de l'enseignement au Sénégal**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.598

Bataille, P., & Sautier, M. (2020). **Partir un jour, sans retour ?** In *The Future of Work* (p. 247-276). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03270682
« Faire un postdoc », « partir à l'étranger », « publier », comptent au nombre des multiples injonctions auxquelles les jeunes docteur·e·s en quête d'un poste académique stable sont encouragé·e·s à se conformer. Porté par de nombreuses institutions académiques européennes, ce discours intervient dans un contexte marqué par la forte augmentation du nombre de postdoctorant·e·s depuis le début des années 1990 (Theodosiou et al. 2012), et une internationalisation croissante du champ scientifique et des carrières des personnels académiques (Goastellec 2017). Les données analysées dans cette enquête rassemblent des questionnaires et entretiens réalisés auprès de postdoctorant·e·s ayant travaillé dans une même université suisse au cours des années 2010. Nous montrons que si l'expérience postdoctorale à l'étranger tend à s'imposer comme une des conditions sine qua non pour accéder à un poste académique stable dans le contexte vétique, ce modèle de carrière s'hybride avec des formes plus anciennes de structuration des carrières académiques, en lien avec l'histoire particulière du système universitaire suisse. Notre contribution est organisée comme suit : nous contextualisons questions de recherche dans un premier temps en rappelant les mutations récentes de l'emploi académique et la manière dont elles ont été interprétées dans la littérature contemporaine. Nous présentons ensuite les particularités de l'emploi académique suisse et détaillons le modèle analytique mobilisé pour rendre compte des logiques guidant les parcours et expériences des postdocs que nous avons rencontré·e·s. Nous proposons enfin une analyse de l'espace des carrières caractérisant nos enquêté·e·s. Nous observerons qu'au-delà des marqueurs d'excellence mis en avant par les instances évaluatrices – parmi lesquelles le nombre de publications dans des revues à comité de lecture ou encore la mobilité internationale – certains éléments de parcours comme la socialisation conjugale participent fortement à orienter les carrières.

Batier, C. (2021). **Comment changer de métier tous les 6 mois en faisant la même chose ? Le paradoxe de l'accompagnement pédagogique**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (34). https://doi.org/10.4000/dms.6290
Quand Daniel Peraya m'a proposé de participer à ces échanges autour de l'ingénierie pédagogique en y apportant ma vision à travers mes retours d'expériences, j'ai trouvé là matière à réflexion. Souvent en présentant mon travail, je dis que je change de métier tous les 6 mois. Nous sommes dans un monde de mutation à cause de l'abondance des outils numériques, mais aussi de l'accélération des moyens de communication, de l'abondance de l'information, de la multiplicité des moyens de...

Biasi, B. (2021). **The Labor Market for Teachers under Different Pay Schemes**. *American Economic Journal: Economic Policy*, *13*(3), 63-102. https://doi.org/10.1257/pol.20200295

Compensation of most US public school teachers is rigid and solely based on seniority. This paper studies the effects of a reform that gave school districts in Wisconsin full autonomy to redesign teacher pay schemes. Following the reform some districts switched to flexible compensation. Using the expiration of preexisting collective bargaining agreements as a source of exogenous variation in the timing of changes in pay, I show that the introduction of flexible pay raised salaries of high-quality teachers, increased teacher quality (due to the arrival of high-quality teachers from other districts and increased effort), and improved student achievement. (JEL J31, J45, J52, H75, I21)

Blizard, Z. D. (2021). **Has the Allocation of Certain Teachers Impacted Student Achievement and Upward Economic Mobility? The Case of Forsyth County, NC Elementary Schools**. *Education and Urban Society*, *53*(7), 778-806. https://doi.org/10.1177/0013124520972678
Forsyth County, North Carolina has one of the lowest rates of upward economic mobility in the entire United States. Researchers find that one of strongest correlates of upward mobility is the quality of schools in the local system. Using 2018 and 2017 NC Public School Report Card (SRC) data for Forsyth County elementary schools, I find that the percentage of experienced teachers at a school is a significant predictor of school performance. At high-performing schools, a much larger share of their faculties consist of highly experienced and educated teachers, compared to low-performing schools that predominately serve economically disadvantaged children. Experienced and high-quality teachers can have significant long-term impacts on elementary school children, especially those who come from underprivileged families. Yet in Forsyth County, schools with greater shares of economically disadvantaged children have lower percentages of teachers with these characteristics. I argue that the Forsyth County school system can assist in reversing low mobility rates by allocating more experienced teachers toward low-performing elementary schools that serve mostly disadvantaged children. This will insure that these schools have higher experienced-to-inexperienced teacher ratios, while also helping to reduce teacher turnover.

Brémond, C. (2021). ***La pédagogie sensible: Réflexion écosystémique sur l'accompagnement en formation***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-la_pedagogie_sensible_reflexion_ecosystemique_sur_l_accompagnement_en_formation_capucine_bremond-9782343226958-70465.html
« Former ou accompagner les transformations ? Répondre à des normes tout en se centrant sur l'accompagné, ne pas vouloir changer autrui de manière intrusive, individualiser les parcours du plus grand nombre... Qu'attend-on des formateurs et accompagnateurs aujourd'hui ? La réponse à cette question semble menacer leur existence. En se la posant, émerge pourtant un professionnel qui se donne jusque dans la remise en cause permanente de son lien aux autres et au collectif.Nous faut-il réfréner nos émotions pour en contenir les débordements ? Nous avons aujourd'hui besoin d'aborder autrement ce fonctionnement sensible. Les praticiens-chercheurs, ces formateurs qui se questionnent, devraient se retrouver dans ce livre. »--

BURDIN, C. (2020). **Rôles et places des Conseillers Principaux d'Éducation (CPE) dans leurs entretiens avec les parents de collégiens. Une approche en didactique professionnelle.** (Thesis). Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2420

Cadet, I. (2021). **La logique managériale de la responsabilité sociétale de l'enseignant-chercheur en école de management**. *Management & Sciences Sociales*, *30*(30), 22-37. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03277502

Chaliès, S., & Bertone, S. (2021). **Faire de la recherche fondamentale de terrain ou la nécessité d'instituer une relation de consubstantialité entre visées scientifiques et technologiques**. *Revue française de pédagogie. Recherches en éducation*, (210), 51-68. https://doi.org/10.4000/rfp.10088
Cet article propose une construction originale pour parvenir à substituer une relation de consubstantialité à la relation de codétermination jusqu'ici privilégiée entre les visées scientifiques et technologiques des travaux menés sur la formation des adultes. Il explicite dans un premier temps en quoi d'un point de vue épistémologique chercheurs et professionnels partagent une enquête spéculative faisant substance partagée pour eux sans pour autant recouvrir leurs attributs singuliers. Sur cette base, il détaille et justifie les conditions méthodologiques de « négociation », de « signification » et de « transformation » nécessaires à la réalisation de cette enquête. Enfin, il propose une concrétisation de ces conditions par la déclinaison de choix de méthode opérants.

Clarence, M., Devassy, V. P., Jena, L. K., & George, T. S. (2021). **The effect of servant leadership on ad hoc schoolteachers' affective commitment and psychological well-being: The mediating role of psychological capital**. *International Review of Education*, *67*(3), 305-331. https://doi.org/10.1007/s11159-020-09856-9
Progress on the fourth United Nations Sustainable Development Goal (SDG 4), which strives to "ensure inclusive and equitable quality education", can only be made with teachers whose levels of job satisfaction and dedication to teaching are high. The authors of this article conducted a survey among ad hoc teachers (also referred to as para teachers) in rural India. The purpose of their study was to find out the extent to which being led by principals who practised a management style termed servant leadership positively impacted respondents' affective commitment and psychological well-being. A servant leader seeks to serve by developing the followers' selfhood in various relational, ethical, emotional and spiritual contexts. This has the effect of encouraging the followers to become the best version of themselves. Data collection involved the completion of a questionnaire by a sample of 1,120 (840 female, 280 male) para teachers from 17 non-formal community learning centres and 10 schools in the Indian state of Jharkhand. The results of the survey revealed that there is an indirect effect of servant leadership on affective commitment and psychological well-being through a set of three elements, hope, efficacy and resilience, which together amount to a para teacher's personal resource of psychological capital. Relying on the findings of their research, the authors suggest that it will be beneficial for Jharkhand's Department of Education to implement interventional teacher training programmes which nurture servant leadership among school principals and educational officers and thereby foster psychological capital among para teachers.

Conseil supérieur de l'éducation. (2021). ***Mémoire sur la liberté académique en enseignement supérieur*** (p. 54). Consulté à l'adresse Conseil supérieur de l'éducation website: https://www.cse.gouv.qc.ca/wp-content/uploads/2021/06/50-0545-ME-liberte-academique.pdf

Defresne, M. (2021). **L'évolution du salaire des enseignants entre 2018 et 2019**. *Note d'information*, (21.31). Consulté à l'adresse https://www.education.gouv.fr/l-evolution-du-salaire-des-enseignants-entre-2018-et-2019-324086
En 2019, un enseignant de l'Éducation nationale, qu'il soit à temps complet, à temps partiel ou incomplet, perçoit en moyenne 2 490 euros nets par mois. Le rythme de travail est le premier facteur de différences de salaire : un enseignant à temps complet gagne en moyenne 2 600 euros nets par mois contre 1 750 euros pour un enseignant à temps partiel ou incomplet. Le statut, le corps et les fonctions exercées par l'enseignant expliquent aussi les écarts de salaire, allant du simple au double. Ainsi, les professeurs agrégés et de chaire supérieure gagnent 1,6 fois plus que les professeurs des écoles et 2,1 fois plus que les professeurs contractuels. Si, en 2018, le salaire moyen des enseignants rémunérés en 2017 et 2018 par le ministère en charge de l'Éducation nationale a stagné en euros constants, en 2019, sous l'effet des mesures prévues dans le cadre du protocole PPCR ainsi que de la réglementation en vigueur concernant les heures supplémentaires, le salaire moyen des enseignants rémunérés en 2018 et 2019 par le ministère en charge de l'Éducation nationale a augmenté de 1,2 % en euros constants. Parmi les enseignants présents en 2018 et 2019, 48 % observent une hausse de leur salaire net.

Denouël, J. (2021). **La reconnaissance professionnelle de l'ingénierie et du conseil pédagogique dans les universités françaises. Un processus en cours, mais en tension**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (34). https://doi.org/10.4000/dms.6309
Dans le prolongement de la thématique de l'ingénierie pédagogique travaillée l'an passé au sein de la rubrique Débat-discussion, Daniel Peraya propose cette année de porter l'attention sur les acteurs de l'ingénierie, du conseil et de l'accompagnement pédagogique, ces personnels dont « le rôle est de concevoir, de mettre en œuvre [d]es formations avec les enseignants et de les accompagner dans cette tâche ainsi que dans l'acquisition de nouvelles compétences et dans leur développement profess...

Elo, J., & Nygren-Landgärds, C. (2021). **Teachers' perceptions of autonomy in the tensions between a subject focus and a cross-curricular school profile: A case study of a Finnish upper secondary school**. *Journal of Educational Change*, *22*(3), 423-445. https://doi.org/10.1007/s10833-020-09412-0
Recent research has indicated global trends of decreasing teacher autonomy and increasing teacher accountability. Standardised national tests have been identified as one of many factors constraining teacher autonomy. Another trend influencing teachers' scope of action is the profiling and branding of schools that compete for students. This qualitative case study concerns the general upper secondary level in Finland, the only level of education in the country with a high-stakes final examination—the matriculation exam. The upper secondary level is generally regarded as Finland's most subject-focused level of education. In contrast to this subject-focused tradition, the case school for this research has developed a cross-curricular profile emphasising creativity, boundary crossing and an outward orientated approach. The study explores the teachers' perceptions of how their autonomy is constrained in this context characterised by tensions between the cross-curricular school profile on one hand, and the subject-focused tradition and student evaluations on the other. Although one might expect these tensions to constrain teacher autonomy, the results show that the teachers, in fact, experience the cross-curricular school profile as increasing their individual autonomy. The study demonstrates that upper secondary teachers can experience

extensive autonomy despite global trends of increasing teacher accountability and diminishing teacher autonomy.

Fluckiger, C. (2021, juin 29). ***Retour sur les relations entre chercheurs et praticiens et les injonctions à la recherche « translationnelle »***. Présenté à TACD 2021, 2e Congrès International de la Théorie de l'Action Conjointe en Didactique : Pour une reconstruction de la forme scolaire d'éducation. Consulté à l'adresse https://hal.univ-lille.fr/hal-03274984
L'appel à communication rappelle l'ambition d'une « meilleure compréhension des situations d'enseignement ainsi que l'amélioration de la pratique de classe » et de relations plus coopératives entre praticiens et chercheurs. Cette préoccupation fait écho aux débats actuels, portés dans le champ scientifique notamment par la revue Education & Didactique sur le statut de la preuve en éducation ou, dans le champ institutionnel, par les « recommandations » du CSEN pour « accompagner le confinement » ou pour une « recherche translationnelle ». Cette communication propose de situer ce débat et ces injonctions dans la tension fondatrice pour la didactique, entre expertise et recherche.

Fontes, A., & Russo, S. D. (2021). **What changes with coaching? Investigating within-person changes in reflection, the predicting role of implicit person theory and the effects on perceived utility of coaching**. *International Journal of Training and Development*, *25*(3), 316-340. https://doi.org/10.1111/ijtd.12235
Coaching literature assumes that people undergo personal change through coaching. We contend that different types of change may occur with coaching and investigate whether this is the case in reflection (a key competence in coaching). Results from our sample of 61 coachees indicate that three types of change (alpha, beta, gamma) are observed across participants. Alpha change refers to a substantive change in reflection (i.e. an increase or decrease), beta to a recalibration of one's assessment of reflection and gamma to a re-conceptualization of reflection. We further examine implicit person theory (IPT) as a predictor and perceived coaching utility as a correlate of the three types of change. We observe a higher probability that incremental IPT will associate with alpha change versus other types of change, and that beta and gamma changes correlate positively and negatively, respectively, with perceived utility for work. No significant correlations are observed between types of change and perceived utility for personal development. Our study represents an exploratory contribution to a better understanding of the within-person changes in reflection following coaching intervention, and has implications for both theory and practice, which we discuss along with indications for future directions.

Frisch, M. (2021). ***Infirmières et infirmiers de l'éducation nationale : une nouvelle spécialité. Émergences et premiers résultats de recherche***. Consulté à l'adresse https://www.decitre.fr/livres/infirmieres-et-infirmiers-de-l-education-nationale-une-nouvelle-specialite-9782343226620.html
Parmi les métiers dits impossibles, celui d'infirmier mérite d'être valorisé et questionné : par exemple celle d'infirmier de l'éducation nationale et de l'enseignement supérieur (INFENES). Cet ouvrage constitue un travail en après-coup, une reprise du colloque tenu dans le Grand-Est, en lien av...

Gaborieau, I. (2021). **Comprendre le travail d'enseignants pour accompagner ses transformations dans l'enseignement agricole français**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(22), 46-59. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/393
Depuis 2014, le mot d'ordre, dans l'enseignement agricole, est « Enseigner à produire autrement » (EPA). Ce projet vise à tenir ensemble les finalités – produire autrement – et les contenus et moyens d'y arriver – enseigner autrement pour produire autrement. Confrontés à cette double transformation, des pratiques agricoles et des pratiques d'enseignement-apprentissage, les enseignants se sentent démunis. L'article s'appuie sur une recherche doctorale. Il se propose de mettre en évidence une schématisation des enjeux – épistémiques, pédagogiques, psycho-relationnels – et des objets de ces transformations puis de mettre en discussion des pistes pour faire de cette analyse du travail un outil d'accompagnement des enseignants, dans un contexte de transformations des pratiques et des références.

Gagné, A., & St-Jean, C. (2021). **Je suis professionnelle : suis-je enseignante ?** *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.a232

Germain, F., Menye, N., & Isaie, Y. (2021). ***Ingénierie de formation et compétences professionnelles des enseignants au Cameroun - Éducation de Base, région de l'Adamaoua***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343232195&utm_source=phplist&utm_campaign=message_32005&utm_medium=email&utm_content=lienPlus
En mai 1995, une série de mesures a été prise pour la réduction des échecs scolaires dans l'Enseignement primaire au Cameroun. Malgré des innovations récentes, les résultats très peu intéressants obtenus aux évaluations par les élèves suscitent ainsi la question relative aux compétences professionnelles des enseignants. Cet ouvrage examine l'impact de la qualité de l'ingénierie de formation des enseignants sur leur degré de compétences professionnelles dans l'éducation de base et soutient l'hypothèse selon laquelle la qualité de l'ingénierie de formation détermine le degré de compétences professionnelles des enseignants de l'Éducation de Base de la Région de l'Adamaoua.

Gore, J., & Rickards, B. (2021). **Rejuvenating experienced teachers through Quality Teaching Rounds professional development**. *Journal of Educational Change*, *22*(3), 335-354. https://doi.org/10.1007/s10833-020-09386-z
The key premise of professional development (PD) is that learning to teach continues throughout teachers' careers. And yet, experienced teachers are often portrayed in media and public policy as resistant to such learning and afraid of change. This paper seeks a more nuanced understanding of why experienced teachers might resist the prospect of PD by investigating their responses to an innovative research-based collaborative approach known as Quality Teaching Rounds (QTR). We chronicle a story of change, from initial reservations to deep engagement and professional renewal. Analysis of before-and-after interviews with 25 mid-to-late career teachers from 20 primary and secondary schools in New South Wales, Australia, revealed that three features of QTR were critical to teacher turnaround: the time afforded teachers to refocus on quality teaching; time to observe teaching and learning and be observed; and processes founded on trust in and respect for teachers. In essence, QTR inspired teachers to embrace the opportunity to enhance their individual and collective

practice, and they were rejuvenated in the process. Accordingly, we argue that the problem of professional development uptake among experienced teachers may lie less in ageist assumptions about their resistance to change than in the nature of the PD on offer. When PD is meaningful, intellectually engaging, safe, and collegial, experienced teachers are eager to participate.

GOUJON-BELGHIT, A., & Husser, J. (2021). **Quels critères d'évaluation de la responsabilité sociétale des enseignants-chercheurs en management ?** *Management & Sciences Sociales*, *30*(30), 38-50. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03277500

Grave, B. (2021). **Métaphores, temporalités et éthos professionnel. Le cas de chefs d'établissements scolaires en formation**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14119
On ne perçoit souvent les métaphores que comme de simples figures rhétoriques. Certains professionnels en usent pourtant pour évoquer le rapport qu'ils entretiennent avec leur temps professionnel. Les temporalités, ainsi métaphorisées, sont constitutives de leur éthos professionnel. Notre étude montre en quoi les métaphores utilisées dans le discours de chefs d'établissement scolaires rendent compte à la fois, de l'appropriation d'une culture, de valeurs professionnelles et d'une perception/quête identitaire dans leur environnement de travail.

Gravelle, F., Ménard, L., Hoffmann, C., Lameul, G., Bédard, D., Leduc, D., & Bégin, C. (2020). **Impact de la formation et de l'accompagnement pédagogique destinés aux nouveaux professeurs d'université sur leur tâche réelle : comparaison internationale (Canada–France)**. *Mcgill Journal of Education*, *55*(1), 78-100. https://doi.org/10.7202/1075720ar

Hill, A. J., & Jones, D. B. (2021). **Paying for Whose Performance? Teacher Incentive Pay and the Black–White Test Score Gap**. *Educational Evaluation and Policy Analysis*, *43*(3), 445-471. https://doi.org/10.3102/01623737211001421
Teacher performance pay is often introduced with the goal of reducing gaps in test scores across groups, yet little is known about how well they achieve this aim. We ask, "Do test score-based teacher incentives impact the Black–White test score gap?" Using student–teacher matched data and a difference-in-differences approach in which the performance of a teacher's students before and after the policy is compared, we find that performance pay increases the conditional Black–White gap. The effect is particularly evident when bonuses are large, consistent with a causal response to performance pay.

Huang, F. (2021). **Challenges to the Asian academic profession: Major findings from the international surveys**. *Higher Education Quarterly*, (75), 438-452. https://doi.org/10.1111/hequ.12296

Jarnouen, R., & Mauclair, I. (2021). **Ingénierie pédagogique au CNED et transition professionnelle**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (34). https://doi.org/10.4000/dms.6298
Le texte proposé dans le numéro 33 de la revue Distance et médiations des savoirs par Daniel Peraya questionne sur les acteurs de l'ingénierie pédagogique et en particulier sur la figure professionnelle des ingénieurs pédagogiques qu'il qualifie de « figure

brouillée ». À la suite de Beirne et Ramanovski (2018), il souligne, en effet, que le métier d'ingénieur pédagogique renvoie à des figures et des postures diverses : « la figure professionnelle des ingénieurs pédagogiques demeure aujourd'h...

Jarraud, F. (2021a, juillet 5). **Quand les enseignants claquent la porte...** Consulté 30 août 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/07/05072021Article637610616324056249.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=510352
« Ce serait une erreur de considérer que les enseignants qui démissionnent sont plus insatisfaits que d'autres : ils ont simplement plus d'opportunités pour partir (une diversité de ressources les caractérise) et parfois, un événement déclencheur : une situation d'humiliation avec un inspecteur, la mort d'un proche qui les conduit à réinterroger le sens de ce qu'une partie d'entre eux décrivent comme une descente aux enfers ou une expérience de harcèlement moral avec un membre de l'encadrement ». Sandrine Garcia (IREDU), dans Le vie des idées, fait le point sur les démissions d'enseignants en s'appuyant sur une approche ethnographique. Elle établit le lien entre la Nouvelle Gestion Publique et ces départs. « La force idéologique de la NGP est de transformer en objectifs des valeurs propres au service public et auxquelles sont socialisés ses agents, comme, dans l'Éducation Nationale, la réduction des inégalités, transformées en indicateurs qui doivent se concilier avec la réduction des dépenses publiques », écrit-elle. Elle en donne des exemples avec l'augmentation généralisée de la taille des classes qui se traduit dans le 1er degré par des classes multi niveaux, par l'exigence d'une pédagogie différenciée dans ces conditions ou l'inclusion du handicap sans moyens supplémentaires. Conclusion : « Le contexte de chômage, de précarisation de l'emploi, etc., n'autorise pas à penser comme l'expression d'un bien-être au travail le faible nombre de démissions. Ce bien-être est réel pour une partie d'entre eux, mais beaucoup d'autres luttent avant tout pour « tenir » face à la dégradation des conditions de travail. »

Jarraud, F. (2021b, juillet 9). **Les enseignants ont une géographie**. Consulté 30 août 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/07/09072021Article637614077596552100.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=510444
Nous ne dirons rien de vos destinations de vacances ! Mais la Géographie de l'école nous dit beaucoup de choses sur les territoires des enseignants. Si l'éducation est nationale, tous les territoires de la République ne sont pas appréciés des enseignants de la même façon. Dans un métier où la seule vraie récompense avec l'ancienneté est la possibilité de choisir son établissement, la Géographie de l'école dessine les territoires des jeunes et des vieux professeurs.

Joseph Jeyaraj, J., Wald, N., & Harland, T. (2021). **Higher education teachers' experiences of becoming research active: striving for university status in the Global South**. *Asia Pacific Education Review*, *22*(3), 417-425. https://doi.org/10.1007/s12564-021-09688-8
Higher education institutions are seen as pivotal for fostering national economic growth in a globalised knowledge economy. Conducting research is an important aspect of that role, and there is pressure on institutions to increase their knowledge production, as well as to offer advanced research degrees. This requires academics with doctoral level qualification who research in their field. Research productivity is important for institutions

because it contributes to prestige and better rankings in league tables, which result in more or better resources. This qualitative study examines the notion of 'turning teachers into academics' through the experiences of lecturers in a teaching-focused institution in Malaysia seeking university status. Becoming research active requires resources and a supportive environment that were largely unavailable, and so participants experienced an unhealthy intensification of their academic work and struggled to do research or complete their PhD qualifications. The study showed that a successful transition required teachers to be genuinely motivated to do research and the institutions to provide adequate support. Under current circumstances of fierce competition between institutions and the inability to compromise teaching allocations, it is not clear how, or if, such a transition can happen without adversely affecting staff wellbeing.

Kidd, I. J., Chubb, J., & Forstenzer, J. (2021). **Epistemic corruption and the research impact agenda**. *Theory and Research in Education*, *19*(2), 148-167. https://doi.org/10.1177/14778785211029516
Contemporary epistemologists of education have raised concerns about the distorting effects of some of the processes and structures of contemporary academia on the epistemic practice and character of academic researchers. Such concerns have been articulated using the concept of epistemic corruption. In this article, we lend credibility to these theoretically motivated concerns using the example of the research impact agenda during the period 2012–2014. Interview data from UK and Australian academics confirm that the impact agenda system, at its inception, facilitated the development and exercise of epistemic vices. As well as vindicating theoretically motivated claims about epistemic corruption, inclusion of empirical methods and material can help us put the concept to work in ongoing critical scrutiny of evolving forms of the research impact agenda.

Lemoine-Bresson, V. (2021). ***Croyances et savoirs d'enseignants allemands et français: (Re)penser l'interculturel à l'école***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-croyances_et_savoirs_d_enseignants_allemands_et_francais_re_penser_l_interculturel_a_l_ecole_veronique_lemoine_bresson-9782343232423-70680.html

Liu, J. (2021). **Exploring Teacher Attrition in Urban China through Interplay of Wages and Well-being**. *Education and Urban Society*, *53*(7), 807-830. https://doi.org/10.1177/0013124520958410
Teacher attrition is a chronic challenge facing many education systems, and has been shown to negatively impact education quality and equity. Common explanations rooted in occupational choice theory identify pecuniary and non-pecuniary rewards as critical factors in motivating and retaining teachers. Using China Household Income Project (CHIP) urban dataset, which contains detailed information on teacher career decisions, this study examines these theoretical stipulations by simultaneously modeling teacher career decisions, wage compensation, and on-the-job well-being. Probit panel regression results demonstrate that a 10% increase in teacher wage and well-being gaps, relative to comparable professionals, predicts a 7.9% and 32% lower probability of retention respectively, with effects mostly operating through teacher well-being.

Morrissette, J., & Demazière, D. (2021). **Les déplacements identitaires d'enseignantes formées à l'étranger s'intégrant dans l'école montréalaise**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14138
En raison de la pénurie actuelle de main d'œuvre au Québec, de nombreux enseignants formés à l'étranger y poursuivre leur carrière. Pour ceux et celles qui viennent de pays très différents, les premières expériences constituent un choc si important qu'elles initient une transformation identitaire. Un dispositif de recherche impliquant des entretiens individuels et de groupe avec 4 d'entre eux, analysés selon une perspective interactionniste, a conduit à identifier trois changements de leur « rapport à soi » : du maître dépositaire du savoir vers le spécialiste de la relation pédagogique, du technicien contrôlé vers un professionnel plus autonome, du concurrent qui sort du lot vers un pair coopératif qui se conforme. Ces déplacements identitaires mettent en relief les manières par lesquelles les interactions au travail ont socialisé les participants à une vision cohérente de l'enseignement dans l'école québécoise par la reproduction des conventions de métier.

Moummi, A. (2021, mars 17). ***Les chemins de traverse de la thèse. Sources médiatiques et archives du moment présent, repenser sa recherche face à l'éloignement du terrain***. Présenté à Pallier. L'intelligence pratique face à la pandémie. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03173781
Cette communication se donne pour objectif de questionner la fabrique concrète de la recherche en temps de pandémie, au prisme de mes propres hésitations pratiques et méthodologiques lors du premier confinement, connu conjointement par la France et le Liban. Pour ce faire, ce sont les « chemins de traverse » de ma propre thèse, mes voies de sortie face à un projet empêché qui seront ici envisagées et décortiquées. Face à l'impossibilité de mener une ethnographie scolaire au Liban et en réponse à l'importance des évènements qui traversent la société libanaise depuis octobre 2019, j'ai fait le choix de construire une base de données médiatiques comme première voie de saisissement du terrain malgré l'éloignement. C'est, par la suite, la perspective d'une hybridation disciplinaire et la possibilité de me tourner vers l'histoire, via des archives orales, qui a représenté un second « chemin de traverse » et qui m'a permis de dépasser l'inquiétude de ne pas pouvoir mener à bien mon projet de recherche. Une version remaniée de ma communication est disponible sur mon carnet Hypothèses au lien suivant : https://laicites.hypotheses.org/1208.

Musselin, C. (2021). **Sociologue de l'Université : Quand des opportunités font trajectoire**. *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique*, *151*(1), 8-37. https://doi.org/10.1177/0759106320939895
Cet article retrace le cheminement intellectuel qui a conduit, moins spontanément qu'on ne pourrait le croire, Christine Musselin à faire sa thèse puis à devenir chercheuse au Centre de Sociologie des Organisations, et à consacrer ses recherches à l'étude comparative des systèmes d'enseignement supérieur à travers la gouvernance des universités, les politiques universitaires et les marchés du travail universitaires, mêlant ainsi sociologie des organisations, analyse des politiques publiques et sociologie économique. Il montre comment l'étude de la coopération a été le fil rouge de ses travaux, et l'analyse sociologique des organisations, basée sur les entretiens organisationnels, une méthode heuristique pour la plupart des enquêtes qu'elle a menées.

Nasho Ah-Pine, E. (2021). **“ Engaged scholarship ” et responsabilité sociétale des enseignants-chercheurs en école de management**. *Management & Sciences Sociales*, *30*(30), 66-80. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03277495

Nielsen, S. R., & Taggart, A. (2021). **Which Principal is the Right Principal? Student Achievement, School Finances, and Community Stakeholders**. *Journal of Cases in Educational Leadership*, *24*(3), 63-74. https://doi.org/10.1177/1555458921993177
When a struggling high school may be placed on turnaround status during a bid for a school bond, the district considers replacing a beloved principal with a record of low test scores with an unpopular principal whose record shows increased student achievement. The school board must decide whether to prioritize finances, community support, student achievement, or state-level demands. This case presents many difficult decisions schools and districts are required to make. Key factors discussed in the case include principal turnover, student academic achievement, teacher retention, school culture, and power.

Peraya, D. (2021). **Les métiers d'ingénieur et de conseiller pédagogiques à la loupe**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (34). https://doi.org/10.4000/dms.6278
Quatre interventions ouvrent cette rubrique, qui toutes interrogent les conditions d'exercice du métier d'ingénieur et/ou de conseiller pédagogiques ainsi que l'évolution du domaine. Ces questions essentielles (Peraya, 2021) sont traitées par chacun des contributeurs, selon son point de vue et sa posture propre. Ces quatre textes se complètent donc à merveille. Le lecteur tissera encore, j'en suis sûr, d'autres liens intertextuels. Enfin, je voudrais signaler la participation à cette rubrique...

Reckhow, S., Tompkins-Stange, M., & Galey-Horn, S. (2021). **How the Political Economy of Knowledge Production Shapes Education Policy: The Case of Teacher Evaluation in Federal Policy Discourse**. *Educational Evaluation and Policy Analysis*, *43*(3), 472-494. https://doi.org/10.3102/01623737211003906
Using congressional testimony on teacher quality from 2003 to 2015 and analysis of 60 elite interviews, we show how the political economy of knowledge production influences idea uptake in education policy discourse. We develop and assess a conceptual framework showing the organizational and financial infrastructure that links research, ideas, and advocacy in politics. We find that congressional hearing witnesses representing groups that received philanthropic grants are more likely to support teacher evaluation policies, but specific mentions of research in testimony are not a factor. Overall, our study shows that funders and advocacy groups emphasized rapid uptake of ideas to reform teacher evaluation, which effectively influenced policymakers but limited the use of research in teacher evaluation policy discourse.

Robbes, B. (2017). ***De l'autorité éducative à la recherche de pédagogie. Itinéraire d'un chercheur pédagogue*** (Thesis, Université de Lorraine (Nancy)). Consulté à l'adresse https://hal-cyu.archives-ouvertes.fr//tel-03265039
Cette note de synthèse en vue de l'habilitation à diriger des recherches comprend deux parties. Dans la première partie – De la discipline scolaire à l'autorité éducative – j'expose comment je suis passé d'un questionnement pédagogique sur la discipline scolaire à une problématisation de la question de l'autorité enseignante. Je dis en quoi il me semble qu'au niveau sociétal, la relation d'autorité est en mutation (Chapitre 1). Puis, je traite de questions épistémologiques en sciences humaines et sociales, ainsi qu'en sciences

de l'éducation, afin de situer mon choix de la multiréférentialité pour produire des connaissances plurielles sur les situations éducatives (Chapitre 2). J'expose ensuite la double entrée épistémologique que j'ai utilisée dans mes travaux, ses origines scientifiques, ses principes et sa cohérence, ce qui me permet de préciser mon positionnement clinique. J'énonce aussi les résultats significatifs que j'ai mis au jour (Chapitres 3 et 4). Je précise en quoi je considère que l'autorité éducative est un concept en voie de stabilisation (Chapitre 5). J'aborde ses prolongements sur d'autres terrains (Chapitre 6), puis je présente les objets de recherche connexes que j'ai étudiés (Chapitre 7). Enfin, je porte un regard sur les dimensions que l'ensemble de ces travaux ouvre, en termes de formation (Chapitre 8). La deuxième partie – D'une préoccupation pour la pédagogie à la pédagogie comme objet de recherches – débute par la présentation de quelques productions que j'ai consacrées aux pédagogies coopérative et institutionnelle, à la pédagogie différenciée, avant puis après ma thèse, montrant ainsi que j'effectue un retour en pédagogie qui n'en est pas vraiment un (Chapitre 9). Je consacre alors une place importante à la pédagogie en tant qu'objet de recherches, prioritairement à travers celles en sciences de l'éducation et celles de pédagogues, selon deux entrées : les recherches « sur » les pédagogies et les pédagogues ; les recherches « par » les pédagogues. Je m'interroge également sur la posture du chercheur pédagogue et sur ce qu'est la pédagogie (Chapitre 10). Une autre part conséquente de ce travail aborde les recherches « avec » les pédagogues. J'indique quelques repères à propos de la recherche-action puis, après avoir présenté des modèles de recherche en collaboration dans l'éducation, j'établis un panorama de la recherche-action dans le champ pédagogique. J'explique alors comment j'envisage la recherche-action de pédagogie, à partir d'un cadre méthodologique éprouvé dans une recherche en collaboration, en cours dans une école élémentaire. Enfin, je me demande comment évaluer des pédagogies « différentes » (Chapitre 11). J'étudie alors les relations entre pédagogie et savoir, en faisant d'abord état des critiques adressées à la pédagogie, en montrant ensuite comment les pédagogies « différentes » prennent en compte les savoirs et la culture, par substitution du paradigme de l'apprentissage à celui de la transmission (Chapitre 12).

Runtz-Christan, E. (2021). ***Collection de concepts-clés de la formation des enseignantes et enseignants en Suisse romande et au Tessin***. Consulté à l'adresse https://www.editionslep.ch/collection-de-concepts-cles-de-la-formation-des-enseignantes

Tardieu, C. (2020). ***Quality Teacher Educators = Quality Teachers? Quality Standards for TESOL Teacher Educators*** (p. 232). Consulté à l'adresse https://hal-univ-paris3.archives-ouvertes.fr/hal-02519809
Identifying and discussing the quality requirements and specific professional competences for teacher educators as well as their professional concerns and challenges constitute the core issue of this chapter. Are teacher educators well prepared to teach prospective ESOL teachers (ETs) in today's challenging and ever-changing education? However policymakers and stakeholders may be aware of the importance of such an issue, there seems to be a need for greater recognition of teacher educators all around Europe (European Commission, 2013). This chapter first places emphasis on the professional profile required by TESOL teacher educators (TTEs) according to present European guidelines, particularly on their new professional roles, responsibilities, and challenges. The question arises as to whether defining better academic requirements in

terms of knowledge, skills, and attitudes would necessarily lead to a form of standardization of teacher educators' training or status. Three examples of master's degree programs guaranteeing the acquisition of high-level skills including research methodology will illustrate that there is no need to standardize training. Still, a rich educational framework may not be sufficient. Finally, we will reflect on the importance of attitudes and human values, with a special emphasis on the power of encouragement, if we are to really improve language education in the 21st century.

Trudel, S., & Martineau, S. (2021). **Axel Honneth et l'éducation : entre émancipation, ethicité démocratique et compétence civique**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.644

Wilson, S. M., & Anagnostopoulos, D. (2021). **Methodological Guidance Paper: The Craft of Conducting a Qualitative Review**. *Review of Educational Research*, *91*(5), 651-670. https://doi.org/10.3102/00346543211012755
This methodological guidance paper discusses the craft of reviewing qualitative research for a systematic review. Qualitative research is an expansive and wide-ranging domain that includes research from different disciplines, for different purposes, following different methodological traditions, and employing a variety of data collection and analysis methods. While many aspects of reviewing qualitative research are similar to reviewing quantitative research, the essay focuses on five central tasks: (1) clarifying purpose(s), (2) defining research quality, (3) situating the research in relevant contexts, (4) adding it up, and (5) practicing reflexivity—that every reviewer of qualitative research engages in.

Wragg, É. T., Vincent, C., Lison, C., Gilbert, W., Valois, P., & Mathieu-Chartier, S. (2021). **Les retraites de rédaction structurées auprès des doctorant[e]s : Quelles conditions favorisent une expérience de rédaction légitime, productive et plaisante?** *Canadian Journal of Education/Revue canadienne de l'éducation*, *44*(2), 530-558. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4775
Thesis writing is challenging for many PhD candidates. To support them, structured writing retreats represent a strategy for consideration, although little has been documented on the topic. This article presents results from a mixed-method study (N = 210) combining questionnaires and interviews, aiming to understand the effects of Thesez-vous writing retreats to 1) document benefits of writing retreats, namely encouraging writing, legitimizing writing and ensuring a fulfilling experience, and to 2) identify conditions maximizing these benefits. More broadly, this article conveys the possibility to rethink and reframe thesis writing to create a productive, collective and pleasant experience. Keywords: thesis editing, writing retreats, benefits, flow, scientific productivity

Numérique et éducation

Abbas, A., Fatima, A., Arrona-Palacios, A., Haruna, H., & Hosseini, S. (2021). **Research ethics dilemma in higher education: Impact of internet access, ethical controls, and teaching factors on student plagiarism**. *Education and Information Technologies*, *26*(5), 6109-6121. https://doi.org/10.1007/s10639-021-10595-z
This quantitative research study explores the external factors of plagiarism among university students in Pakistan. Data were collected from Islamabad city-based university students using an on-line survey that contains questions related to students' plagiarism, from the internet access, ethical control, and teaching factors. For this research, we used

a snowball sampling technique for data collection. We received 170 useable responses out of 180 distributed. A hierarchical regression analyses technique was performed for testing the relative contributions of gender, program level, field of study, enrollment status, mode of delivery, internet access, ethical controls, and teaching factors on the prediction of plagiarism. Though statistically analyzed results of this study suggest that internet access has a negative association with students' plagiarism, ethics control and teaching factors have a positive association. These findings imply that culture and personal factors have an essential role in strict implementation of rules and creating awareness on the importance of preventing student's involvement in plagiarism.

Abedini, A., Abedin, B., & Zowghi, D. (2021). **Adult learning in online communities of practice: A systematic review**. *British Journal of Educational Technology*, *52*(4), 1663-1694. https://doi.org/10.1111/bjet.13120

Adult learning is a lifelong process whereby knowledge is formed through the transformation of adults' experience. Research on online adult learning has been on the rise in recent years, thanks to the innovative opportunities provided to adults by digital technologies. Online communities of practice (OCOPs) a one of such opportunities, which offer the potential to bring geographically dispersed adult learners together through a common interest. Despite an increased growth in the use of OCOPs by adults in various professional sectors, there is still a lack of understanding of the characteristics of online adult learning in OCOPs, and the facilitators and hinderers influencing engagement in these communities. This paper presents a comprehensive synthesis of research literature on online adult learning in OCOPs to understand its characteristics and what may facilitate or hinder adults' engagement in these communities. A review has been conducted using a systematic, rigorous and standard procedure, aiming to summarise and synthesise existing research on the topic and to provide analytical criticism. In total, thirty-seven studies were included in this review. Findings revealed that members of OCOPs are independent, experience-centred, problem-centred, self-motivated, goal-oriented, and lifelong learners with the purpose to achieve professional outcomes. Moreover, the results revealed how the engagement of adults in OCOPs could lead to improving learning processes. Findings also showed that the level of engagement is influenced by aging, fatigue caused by a busy life, resistance process due to learning new technologies, lack of personal evolution, interactive learning settings, motivation, self-regulation and competition factors. This study revealed facilitators and hinderers of engagement in OCOPs. The study extended andragogy to digital environments and contributes to the theory by making sense of characteristic of adult learning in OCOPs. Practitioner notes What is already known about this topic The importance of lifelong learning for adults in the digital era has been stressed by past studies. Digital technologies have offered new opportunities for professional adults to continuously develop their skills and knowledge. Online communities of practice can facilitate self-directed and individual-centred learning. What this paper adds Enhances our understanding of online adult learners as lifelong learners taking advantage of OCOPs for professional and personal development. Provides a systematic literature review (SLR) of recent studies on online adult learners' characteristics. Presents facilitators and hinderers of adults' engagement in OCOPs. Makes recommendations on future research and practice into lifelong learning in the digital era. Implications for practice and/or policy There is a need to reframe the way lifelong learning via OCOPs is defined, to account for adults' needs more effectively, where individuals are better engaged to

share their experiences that are valuable to them and connects them with their peers to build sustainable online communities.

Açıkgül, K., & Şad, S. N. (2021). **High school students' acceptance and use of mobile technology in learning mathematics**. *Education and Information Technologies*, *26*(4), 4181-4201. https://doi.org/10.1007/s10639-021-10466-7
The purpose of this research is to investigate factors affecting the acceptance and use of mobile technology in learning mathematics based on the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model. The study group comprised of 1640 students attending different types of high schools and grade levels. The results of the study revealed both direct and indirect effects of exogenous variables on Behavioral Intention and Use Behavior in mobile technology acceptance of high school students in learning mathematics. It was also found that the theoretical model was confirmed adequately based on the regression coefficients, the significance of the regression coefficients, and the goodness of fit indices obtained from the SEM analysis. The strongest predictors of Behavioral Intention were Hedonic Motivation and Habit, respectively. Exogenous variables of the study together explained 76% of the variance in Behavioral Intention and 13% of the variance in Use Behavior.

Adjanohoun, J. A. D., & Agbanglanon, S. L. (2020). **Réseaux sociaux pour apprendre : un modèle structurel basé sur la théorie unifiée d'acceptation et d'utilisation des technologies**. In B. Coulibaly (Éd.), *PUN 2020 Pédagogie universitaire numérique : Quelles perspectives à l'ère des usages multiformes des réseaux sociaux pour apprendre ?* (p. 202-212). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03289797

Afacan Adanır, G., & Muhametjanova, G. (2021). **University students' acceptance of mobile learning: A comparative study in Turkey and Kyrgyzstan**. *Education and Information Technologies*, *26*(5), 6163-6181. https://doi.org/10.1007/s10639-021-10620-1
A key factor in the success of a technology is its use by target users. Therefore, the effectiveness of mobile learning depends on student acceptance. In this regard, the purpose of this study is to analyze the factors that influence university students' acceptance of mobile learning. This study is based on Technology Acceptance Model (TAM) and Theory of Planned Behavior (TPB). Thus, the study covered attitude, subjective norm, and perceived behavioral control as the major antecedents of students' behavioral intention to use mobile learning. The study was conducted during the 2020–2021 fall term at two different universities, which are a state university in Turkey, and a state university in Kyrgyzstan. There were a total of 400 participants, including 200 students from each country. Structural equation modeling (SEM) analysis was employed to investigate the effects of factors on participant students' behavioral intention to use mobile learning. Turkish and Kyrgyz students showed both similarities and differences in the effects of factors on mobile learning use. The results demonstrated that subjective norm and perceived behavioral control have a significant impact on the use of mobile learning by both Turkish and Kyrgyz students. While attitude has a significant effect on Kyrgyz students' acceptance of mobile learning, it has no significant effect on Turkish students' acceptance.

Agbo, F. J., Oyelere, S. S., Suhonen, J., & Laine, T. H. (2021). **Co-design of mini games for learning computational thinking in an online environment**. *Education and Information Technologies*, *26*(5), 5815-5849. https://doi.org/10.1007/s10639-021-10515-1

Understanding the principles of computational thinking (CT), e.g., problem abstraction, decomposition, and recursion, is vital for computer science (CS) students. Unfortunately, these concepts can be difficult for novice students to understand. One way students can develop CT skills is to involve them in the design of an application to teach CT. This study focuses on co-designing mini games to support teaching and learning CT principles and concepts in an online environment. Online co-design (OCD) of mini games enhances students' understanding of problem-solving through a rigorous process of designing contextual educational games to aid their own learning. Given the current COVID-19 pandemic, where face-to-face co-designing between researchers and stakeholders could be difficult, OCD is a suitable option. CS students in a Nigerian higher education institution were recruited to co-design mini games with researchers. Mixed research methods comprising qualitative and quantitative strategies were employed in this study. Findings show that the participants gained relevant knowledge, for example, how to (i) create game scenarios and game elements related to CT, (ii) connect contextual storyline to mini games, (iii) collaborate in a group to create contextual low-fidelity mini game prototypes, and (iv) peer review each other's mini game concepts. In addition, students were motivated toward designing educational mini games in their future studies. This study also demonstrates how to conduct OCD with students, presents lesson learned, and provides recommendations based on the authors' experience.

Ahmed, H. O. K. (2021). **Towards application of drone- based GeoSTEM education: Teacher educators readiness (attitudes, competencies, and obstacles)**. *Education and Information Technologies*, *26*(4), 4379-4400. https://doi.org/10.1007/s10639-021-10475-6
Drone technology has great potentials for enhancing and improving teaching and learning experiences in GeoSTEM Education which involves the integration between Geosciences and STEM domains. Building and flying drones can enhance interdisciplinary approach to GeoSTEM Education as they help students to use concepts and principles of Robotics, Math, Radio Communication Systems, Computer Programming, Electronics, Chemistry, Physics, Photography, Flight Dynamics, Media, project monitoring and hands–on experiences. Furthermore, students can practice analytical thinking skills needed to know how various disciplines can function together in an integrative way. However, before applying a new technology- based approach to teaching and learning, the state of the teachers' educator's readiness (attitudes, competencies, and obstacles) for the application of drone- based GeoSTEM Education should be assessed. Therefore, the purpose of this study is to explore and analyze teacher educators' readiness (attitudes, competencies, and obstacles) towards application of drone- based GeoSTEM Education. The sample used for this study consisted of 43 teacher educators who were selected intentionally from five Egyptian Faculties of Education at five public universities (Ain Shams- Mansoura - Assuit - Zagazig - Minia) who participated in The USAID Funded Project Teachers Education and Schools Strengthening Activity (STESSA) in Egypt. Descriptive statistics (mean scores and standard deviations) was used to describe the nature of the data and the basic characteristics of the sample. Moreover, inferential statistics (one-way ANOVA) was used to compare a significant mean difference exist between and within groups of the most likely value of the variables.

Ahmed, S. T., & Roche, T. (2021). **Making the connection: Examining the relationship between undergraduate students' digital literacy and academic success in an English medium instruction (EMI) university**. *Education and Information Technologies*, *26*(4), 4601-4620. https://doi.org/10.1007/s10639-021-10443-0

The transition through the first year of university study is challenging for the majority of students. For students from Culturally and Linguistically Diverse (CALD) backgrounds, commencing studies in an English-Medium Instruction (EMI) university program presents a number of specific challenges. These students are faced with meeting both language demands as well as learning expectations of the institution, which often differ markedly from their previous formal learning experiences. Developing CALD students' digital literacy practices has been shown to lead to improved academic performance, success and retention in some higher education settings. This paper focuses on the digital literacy practices of undergraduates at a national public university in a Gulf State. Results from a survey and focus groups are analysed to identify the students' access to and use of digital technologies, in order to better understand how their academic success can be enhanced through digital literacy development. The study identifies a disconnect between students' perceptions of their digital capabilities and the institutional requirements for study. The research recommends that providing integrated, institution-wide digital literacy development focused on accessing, assessing and incorporating online resources in their work, will help improve transitioning CALD students' preparedness for undergraduate study in this and other EMI universities.

Alawadhi, A., & Abu-Ayyash, E. A. S. (2021). **Students' perceptions of Kahoot!: An exploratory mixed-method study in EFL undergraduate classrooms in the UAE**. *Education and Information Technologies*, *26*(4), 3629-3658. https://doi.org/10.1007/s10639-020-10425-8
In recent years, game-based student response systems (GSRS) such as Socrative, Quizlet, and Kahoot! has become a popular tool to increase motivation, enhance classroom engagement, and facilitate collaborative learning. Despite the popularity of GSRS, little research has attempted to understand student perceptions using these platforms for language learning across higher education in the Middle East. The purpose of this exploratory mixed methods research was to examine undergraduate student perceptions of Kahoot!, a game-based interactive platform in an English language course at a federal higher education institution in the UAE. The qualitative phase of data collection involved using semi-structured interviews (N=10) to understand Emirati students' general perception of Kahoot!. In addition, quantitative evidence was collected through an online survey (N=112) to find out which variables identified in the interviews were experienced by the majority of undergraduate students using Kahoot!. Results were found to be consistent with the current literature as there was a positive general response towards Kahoot!, with the highest influence reported on increased motivation, improved classroom engagement, and enhanced learning experience. However, the effect on academic performance was not significant as perceived by Emirati students. The outcome of this study suggests that gamified digital platforms could be incorporated as part of the teaching pedagogy to retain students' attention, increase participation, and provide students with an enhanced enjoyable learning experience.

Alhubaishy, A., & Aljuhani, A. (2021). **The challenges of instructors' and students' attitudes in digital transformation: A case study of Saudi Universities**. *Education and Information Technologies*, *26*(4), 4647-4662. https://doi.org/10.1007/s10639-021-10491-6
Digital Transformation (DT) has become the core motivator for almost all organizations worldwide. In order to cope up with the new demands, Higher Education Institutions (HEIs) are also giving due consideration to digitizing their services, including pedagogical services. Many challenges are being faced during the successful adoption of DT

strategies and plans. One of the main obstacles is the set of challenges related to the stakeholders in HEIs; more precisely, instructors and students. This paper extracts, synthesizes, categorizes, and prioritizes the challenges hindering the success of DT in Saudi universities. Firstly, the paper extracts the main challenges faced by instructors and students, and then constructs a model of the challenges based on the tripartite classification of attitude. The paper adopts a Multi-Criteria Decision Making (MCDM) Method, called the Analytic Network Process (ANP), for the purpose of gathering instructors' and students' evaluations and prioritizing their challenges accordingly. A total of 25 instructors and students were recruited from various HEIs in Saudi Arabia to evaluate the model. The results show that learning performance, lack of access to resources, and fear of change are the most significant factors hindering students towards successful adoption of DT. On the other hand, fear of change followed by lack of experience and privacy concerns are the most significant factors hindering instructors towards successful adoption of DT. The research is intended to enlighten decision-makers in Saudi HEIs to consider non-technical challenges while planning for digitizing HEIs services.

Ali, A. Z. M., & Ramlie, M. K. (2021). **Examining the user experience of learning with a hologram tutor in the form of a 3D cartoon character**. *Education and Information Technologies*, *26*(5), 6123-6141. https://doi.org/10.1007/s10639-021-10609-w
A hologram tutor is an instructional medium that has promising potential to serve as a substitute for actual teachers in classroom learning. Commonly, actual humans are used as the characters for the hologram tutor. Doubtlessly, this choice has its own advantages. However, in terms of development, it involves difficult and complicated steps. Utilizing 3D cartoon characters can be an alternative for developing a hologram tutor. However, a question arises about learners' acceptance and experience of a hologram tutor in 3D cartoon-like human form. Thus, the purpose of this research is to design and develop a 3D cartoon-like hologram tutor and examine aspects of the user experience (UX). The User Experience Questionnaire (UEQ) was used to acquire responses from students once they had completed the learning session with the hologram tutor. Particularly, the experiment was carried out on 30 university students (N = 30). From the results, it can be concluded that the UX level with a 3D cartoon-like hologram tutor was promising and positive. Therefore, this form kind of hologram tutor is a potential alternative for actual human characters in designing the hologram tutor medium.

Al-Jumaili, A. A., Ahmed, K. K., Al-Jalehawi, A. K., Al-Fatlawi, B. G., Al-Rekabi, M. D., Al-Sawad, O. S., … Sorofman, B. (2021). **Evaluating the use of informational technologies by students of healthcare colleges for academic purposes over a five-year period**. *Education and Information Technologies*, *26*(5), 5269-5289. https://doi.org/10.1007/s10639-021-10533-z
This study aimed to assess the extent to which healthcare students use five informational technologies for daily academic purposes and to examine the changes in student perceptions toward these technologies over five years. This was a cross-sectional descriptive study in 10 different colleges in seven governorates. We conducted a survey using the instruments developed from the Technology Acceptance Model (TAM). The surveys were administered to convenience samples of students at the colleges of pharmacy, medicine, and dentistry in the participating universities. The survey was conducted three times over three different years: 2015, 2018, 2020. Five Information and Communication Technology components were included in the study: electronic course management (ECM), internet, computer, audio recording/commentary, and

PowerPoint slides. The surveys were electronic and administered using Qualtrics Survey Software. For most respondents, the survey links were administered electronically via Facebook groups to convenience samples of students of the Bachelor programs. Kruskal–Wallis test was used to measure the difference among the three (years) surveys results. The multiple linear regression analysis was used to measure the associations between the five predictors of the TAM and the outcome variable (actual use of technology). There was a total of 3,113 valid surveys collected in 2015, 2018, and 2020. Nearly two thirds of participants were females. Most students did not have enough experience in using ECM before classes closure in March 2020. Lack of facilitating conditions and infrastructures like an expert technical support team and stable internet connections are negatively impacting students' acceptance of technology use in education. Moving from mainly face-to-face learning with partial electronic use in 2015 and 2018 to totally virtual learning in 2020 had a negative impact on the perceptions of healthcare college students of the five technologies across the five TAM domains (perceived usefulness, facilitating condition, ease of use, attitude toward use, intention to use) and the actual use of these technologies. The TAM successfully explained the factors influencing the actual use of technologies by healthcare college students. Continuing technical support and training can reduce students' electronic challenges. Technical status assessment needs to be done at the beginning, mid and end of the semester to evaluate the technical challenges facing students in online learning. The study tools are internationally adoptable to evaluate the student perceptions of the ICT implementation for research and academic annual assessment purposes.

Almerich, G., Suárez-Rodríguez, J., Díaz-García, I., & Orellana, N. (2021). **The influence of using ICT in high-skills competences and ICT competences. A structural model**. *Education and Information Technologies*, *26*(4), 3845-3869. https://doi.org/10.1007/s10639-021-10437-y

University students have to master new competences to be able to completely form part of Knowledge Society, which are known as 21st-century competences. These include high-skill competences (higher-order thinking capacities and teamwork competences) and information and communication technologies (ICT) competences (technological, pedagogical and ethical). Moreover, using technological resources is vital for student learning. This study aims to determine the influence of ICT use (personal use, academic use at home and academic use in the classroom) on the relational asymmetric structure of ICT competences on high-skill competences. For this purpose, an explanatory, cross-sectional and correlational design has been made that collected information through a questionnaire from a sample that comprised 983 students from the University of Valencia (Spain), selected by incidental non-probability sampling. The data analysis was a structural equation model that asymmetrically related three sets: ICT use, ICT competences and high-skill competences. The results indicated that ICT competences, mostly the pedagogical competences, impacted on high-skill competences: higher-order thinking capacities and teamwork competences. Academic use at home directly influenced the three ICT competences subsets and teamwork competences. This work stresses the negative relation of academic ICT use in the classroom with ICT competences, higher-order thinking capacities and teamwork competences. This research makes it possible to delimit the complex influence of ICT use on twenty-first-century competences, being necessary to promote the academic ICT use at home and rethink the academic ICT use in the classroom. This implies that university institutions should consider training plans that include the ICT integration into classrooms.

Almusharraf, A., & Almusharraf, N. (2021). **Socio-interactive practices and personality within an EFL online learning environments**. *Education and Information Technologies*, 26(4), 3947-3966. https://doi.org/10.1007/s10639-021-10449-8
A primary effort within the literature addresses the needs in acclimatizing dynamic, student-driven instruction to conceive a significantly enhanced online learning environment. This study serves to examine the relationship, if any, between student characteristics (introversion and extraversion) and contribution in the online writing environment (social presence) and their sense of class community in online writing courses. The research was undertaken in a public university in the Kingdom of Saudi Arabia (KSA), examining a sample (N = 171, 36 males and 135 females) of EFL male and female students. The results confirmed the ICT positive relationships between extraverted and introverted students with their social presence and sense of class community. These results reinforce the instructor's significant role in implementing and engaging students in learning experiences that can address the need for different types of students (e.g., extraverts, introverts) and enhance their interaction through online platforms. The study further calls for developing pedagogically sound approaches to shift away from instructor-fed to student-centered online learning that incorporates instructors' facilitation, constructive and continuous feedback, and clear guidance. It further urges the utilization of sociopsychological methods to address individual differences, especially in online learning.

Al-Nuaimi, M. N., & Al-Emran, M. (2021). **Learning management systems and technology acceptance models: A systematic review**. *Education and Information Technologies*, 26(5), 5499-5533. https://doi.org/10.1007/s10639-021-10513-3
Technology acceptance has become one of the dominant research trends in the domain of learning management systems (LMSs). While a plethora of several research studies conducted in this area, there is still a scarcity of knowledge concerning a holistic review and taxonomy of studies in this field. Thus, the main objective of this systematic review is steered toward understanding the most prevalent theoretical models and the most prominent external factors affecting the LMS adoption in higher educational institutions. Out of 732 collected studies between 2005 and 2020, a total of 68 studies were critically reviewed and analyzed. The main results indicated that the TAM, DeLone and McLean IS success model, UTAUT, TRA, DOI, and UTAUT2 have been dominating the theoretical landscape in LMS research. The results also elucidated that external factors linked to LMS acceptance models fall primarily into three macro-categories, including individual variables, contextual variables, and psychological/behavioral constructs driven from other theories. It is believed that the results of this review can serve as a departure point for synthesizing more advanced hybrid adoption theoretical models on the one hand, and a standardized inventory of factors affecting the LMS adoption on the other hand. Several theoretical contributions, practical implications, and future research paths were discussed.

Arif, F. (2021). **Application of virtual reality for infrastructure management education in civil engineering**. *Education and Information Technologies*, 26(4), 3607-3627. https://doi.org/10.1007/s10639-021-10429-y
The cultivation of understanding regarding civil engineering in students requires them to conceive things in a manner that allows for a comprehensive grasp of practical aspects in alignment with theoretical principles. This requirement is more robust when students are

being taught the aspects of infrastructure management. Visualizing the core principles and elements of infrastructure management within a full-scale context is required for students to fully understand the various concepts that compose it. Technology intervention for generating an "enhanced visualization environment" can facilitate improvement in both the teaching and learning process. Virtual Reality (VR) is technology intervention that provides real-world like sensations to its users within a simulated setting, enabling them to safely entertain, learn, experiment, and feel. This paper presents a study on the application and assessment of using virtual reality for infrastructure management education in civil engineering. A bridge inspection module was designed for a Cave Automatic Virtual Environment (CAVE) based system called "Projection VR", installed at the NED University Virtual Reality Center (NED VRC). Test sessions were designed to experiment with and measure the effectiveness of VR through feedback. This involved a group of 69 senior-year undergraduate students as subjects enrolled in a course on structural design and drawing. Feedback was taken through structured rubrics-based assessments. The results showed that subjects demonstrated a higher capacity for concentration in VR environments and found the VR experience to be easy to use, proximate, comfortable, and extremely captivating. More exposure and practice with VR can positively enhance students' experience. A limitation to the study presented in the paper is that for real-world situations, where damaged components of structures are often hidden, there will be need for a different modeling mechanism in order to capture such damages. Models generated through Light Detection and Ranging (LIDAR) scanning can serve to compensate for the limitation.

Arkorful, V., Barfi, K. A., & Aboagye, I. K. (2021). **Integration of information and communication technology in teaching: Initial perspectives of senior high school teachers in Ghana**. *Education and Information Technologies*, *26*(4), 3771-3787. https://doi.org/10.1007/s10639-020-10426-7
The study examined the Integration of Information and Communication Technology in teaching in Senior High Schools. The study focused on the Kumasi Girls Senior High School in Ghana. The study had two objectives. The first objective examined the extent to which the attitude of teachers influences the integration of ICT in teaching. The second objective examined the gender differences in the integration of ICT in Senior High Schools. A descriptive survey design and quantitative approach were adopted for the study, descriptive statistics using means and inferential statistics using standard regression were used for analysing the data. Hypotheses were developed using the diffusion of innovation theory. Data was collected through self-administered questionnaires which were distributed to the study population. The testing of hypothesis was made possible through the use of structured equation modelling. Findings revealed that teachers' attitude had a significant positive relationship with ICT integration. The study further concluded that there was no significant difference in gender acceptance of ICT integration in teaching.

Aronshtam, L., Shrot, T., & Shmallo, R. (2021). **Can we do better? a classification of algorithm run-time-complexity improvement using the SOLO taxonomy**. *Education and Information Technologies*, *26*(5), 5851-5872. https://doi.org/10.1007/s10639-021-10532-0
Improving code while preserving its functionality is a common task in the hi-tech industry. Yet students have difficulties improving an algorithm's run-time complexity by an order of magnitude. The paper focuses on assessing students' abilities in this area. We designed a Structure of the Observed Learning Outcome (SOLO) taxonomy, using software quality

factors, to assess students' cognitive ability while improving complexity. The research was conducted with college students studying for their bachelor's degree in engineering. We established a classification based on their solutions for a given task. Later, we used the same task to validate our classification with another group of engineering students. We then compared the previous average grades of the second group of students with their SOLO levels. The results show that the higher the students' previous average grades, the greater the probability that their solutions would be classified at higher taxonomic levels. These results indicate that our SOLO classification is indeed accurate. The paper presents our novel SOLO taxonomic levels for tasks improving run-time complexity and offers several suggestions to assist students and enhance the teaching process.

ATN : Académie de transformation numérique. (2021). ***Portrait des usages du numérique dans les écoles québécoises***. Consulté à l'adresse https://transformation-numerique.ulaval.ca/wp-content/uploads/2021/06/portrait-des-usages-du-numerique-dans-les-ecoles-quebecoises-edition-2020-2021.pdf
Cette étude met en lumière le point de vue des directeurs d'école sur la situation du numérique dans l'ensemble des écoles primaires et secondaires du Québec. Elle présente les progrès parcourus depuis la même mesure faite en 2014. Elle aborde un ensemble varié de thèmes liés entre autres à l'organisation scolaire, aux infrastructures, aux équipements, aux conditions de déploiement du numérique dans les écoles, à la compétence numérique et aux initiatives d'expérimentation en cours au moyen du numérique dans les écoles. Un tiers des directeurs d'école considèrent le numérique comme étant un enjeu très prioritaire pour enseigner et faire réussir le programme de formation de l'école québécoise (PFÉQ).

Bachy, S. (2021). **Portrait des compétences numériques d'étudiants belges et pistes d'accompagnement**. *Revue internationale des technologies en pédagogie universitaire*, *18*(3), 17-38. https://doi.org/10.18162/ritpu-2021-v18n3-02

Balcı, Ö., & Kartal, G. (2021). **A new vocabulary revision technique using WhatsApp: Peer-chain**. *Education and Information Technologies*, *26*(5), 5873-5893. https://doi.org/10.1007/s10639-021-10571-7
The purpose of this mixed-method study was to examine the effect of a new vocabulary revision technique "peer-chain" developed by the researchers on vocabulary learning and retention among English as a foreign language (EFL) university students. A total of 46 participants (21 in the control group and 25 in the experimental group) completed the study, and the effectiveness of the treatment was checked via conducting a pre-test post-test/retention test control group design for the quantitative part. The study was eight weeks in duration, and the students were assessed with a 42-question, multiple-choice vocabulary achievement test (VAT). An analysis of ANOVA for the quantitative data showed a significant difference in students' vocabulary achievement between the students who used peer-chain and the students who used traditional word cards. Also, the study explored learner perceptions through interviews with the experimental group students. The qualitative content analysis of the interview data showed that most learners had positive perceptions of the technique. Both quantitative and qualitative outcomes suggest that integrating WhatsApp with the peer-chain technique in teaching vocabulary is a promising technique and can be more successful than the traditional paper-based word cards for vocabulary learning and retention.

Balouchi, S., & Samad, A. A. (2021). **The effect of perceived competence on second language communication frequency: the mediating roles of motivation, willingness to communicate, and international posture**. *Education and Information Technologies*, *26*(5), 5917-5937. https://doi.org/10.1007/s10639-021-10579-z
The primary purpose of this study was to investigate the mediating effects of second language (L2) motivation, willingness to communicate (WTC), and international posture on the relationship between L2 Self-perceived communication competence (SPCC) and L2 frequency of communication (L2 FC) in online informal English learning contexts among tertiary students in Malaysia. The predictor variables were drawn from Gardner's (1985) socio-educational model of language learning and MacIntyre and Charos' (1996) WTC model and adapted to examine the frequency of communication in online contexts. A total of 296 valid responses were collected from university students in Malaysia. The data were collected using online survey and were analysed through partial least squares structural equation modelling (PLS-SEM) technique. The findings suggested that higher level of L2 SPCC would lead to more frequent L2 use in online contexts. Furthermore, the mediating roles of L2 WTC and international posture were found to be statistically significant. However, the mediating effect of L2 motivation on the relationship between L2 SPCC and communication frequency was not supported in this study. Implications of the research findings for understanding the relationship among the study's variables are also discussed.

Beardsley, M., Albó, L., Aragón, P., & Hernández-Leo, D. (2021). **Emergency education effects on teacher abilities and motivation to use digital technologies**. *British Journal of Educational Technology*, *52*(4), 1455-1477. https://doi.org/10.1111/bjet.13101
To identify factors that can contribute toward supporting educator adoption of digital technologies beyond the emergency remote teaching response to COVID-19, we investigated how teachers' motivation and abilities related to the use of digital technologies for teaching changed since the onset of the pandemic. Two surveys and interviews were conducted with school teachers in Spain. The first survey was completed at the onset of the COVID-19 lockdown, the second survey and interviews in the weeks leading up to the school year that followed. Survey questions were from SELFIE and the Work Tasks Motivation Scale for Teachers. Moreover we analysed the type of advice teachers sought on Twitter during the lockdown and post-lockdown periods. Results indicate that teachers believe their proficiency in using digital technologies for teaching has improved. Teacher confidence in using technology for preparing lessons, class teaching, assessing and providing feedback, and for communicating with students and families has increased along with teacher motivation to improve their digital skills and use digital technologies for teaching. Teacher advice seeking on Twitter seemed to shift from serving immediate instructional needs to focussing on professional development and the creation of their own digital content. Practitioner notes What is already known about this topic There is a need to enhance educator digital skills and competences for a digital transformation of education. The emergency remote teaching response to COVID-19 made educators increase their usage of technology. What this paper adds Teachers' motivation and abilities related to the use of digital technologies for teaching have changed since the onset of the pandemic. Teachers believe their proficiency in using digital technologies for teaching has improved. Teacher confidence in using technology for preparing lessons, class teaching, assessing and providing feedback, and communication has increased. Teacher motivation to use digital technologies in their teaching practice increased during the pandemic. Teacher advice seeking on Twitter

shifted from serving immediate instructional needs to focusing on professional development and the creation of their own digital content. Implications for practice and/or policy COVID-19 has rapidly advanced teacher digital skills and has altered their relationships with digital technologies for teaching and learning. Teachers have acquired a range of new experiences related to using digital technologies for teaching from which future initiatives can build upon.

Benmesbah, O., Lamia, M., & Hafidi, M. (2021). **An enhanced genetic algorithm for solving learning path adaptation problem**. *Education and Information Technologies*, *26*(5), 5237-5268. https://doi.org/10.1007/s10639-021-10509-z
Recently, the field of adaptive learning has significantly attracted researchers' interest. Learning path adaptation problem (LPA) is one of the most challenging problems within this field. It is also a well-known combinatorial optimization problem, its main target is the knowledge resources sequencing offered to a specific learner with a specific context. The learning path candidate solutions can be only approximated as the LPA problem belongs to NP-hard problems and heuristics and meta-heuristics are usually used to solve it. In this direction, this paper summarizes existing works and presents an innovative approach modeled as an objective optimization problem, and an improved Genetic algorithm (GA) is proposed to deal with it. Our contribution does not only reduce the search space size and increase search efficiency, but it is also more explicit in finding the best composition of learning objects for a given learner. Besides the proposed GA, introduces an archive-based bag-of-operators mechanism to tackle two well-known standards GA drawbacks. The simulation results show that the proposed method makes a significant improvement compared to a well-known evolutionary approach, which is the PSO algorithm, and a random search approach. In addition, an empirical experiment is conducted and the results are very encouraging.

Billett, S. (2021). **Mediating worklife learning and the digitalisation of work**. *British Journal of Educational Technology*, *52*(4), 1580-1593. https://doi.org/10.1111/bjet.13115
Competence in contemporary working life requirements is increasingly aligned with electronically mediated tasks and work roles: ie, the digitalisation of work. This alignment necessitates workers learning and utilising the conceptual knowledge and ways of working needed for this work. This knowledge is often distinct from and displaces workers' existing ways of knowing, which threatens their competence and sense of self. Yet, it can be difficult to access, learn and practice, requiring it to be mediated through interventions making it knowable. For working age adults, this often needs to occur through work activities for efficacy and practical reasons. These worklife learning issues are discussed here from a cultural psychological perspective, drawing on studies of contemporary work and human cognition, considerations for how these forms of knowledge can be made accessible and their processes of knowledge construction be supported. Four key propositions are advanced: (a) this knowledge needs to be made accessible to be engaged with and learnt; (b) that can often best occur in work settings; (c) workers' occupational subjectivities need accommodating; and (d) electronically mediated forms and artefacts offer means to make that knowledge accessible and support its learning. Hence, learning, work and digitalisation are reciprocally aligned in promoting both the initial and ongoing development of workers' capacities. Practitioner notes What is already known about this topic? The knowledge required for work constantly changes. Digitalised work has changed the requirements of much work and many occupations. Conceptual and symbolic knowledge are required for competence

in digital kinds of work. Many studies have illustrated the impact of digital technologies across a range of occupations and industry sectors. What this paper adds? An elaboration of how the knowledge to be learnt and ways of knowing have changed in digital work. Considerations of the implications of the changes for worklife learning (lifelong learning). The importance of digitalised artefacts mediating access to this knowledge through symbolic representations. Implications for practice and/or policy Working age adults need to be able to access the kinds of knowledge required for digitalised work. Worksites and work practice are potentially the optimum circumstances for accessing and learning this knowledge across working life. The ability of this knowledge to be represented symbolically is a key basis for workers ongoing learning of digitalised work requirements. Digital technology offers means for the conceptual representations to be made accessible.

Blanchouin, A., GRAPIN, N., Mounier, E., Angelis, M., Bourouah, C., Prigent, E., & Prigent, L. (2021). **Collaboration entre enseignants et chercheurs au cycle 2 autour des apprentissages numériques : effets sur la professionnalité de chacun des acteurs**. *2ème congrès international de la Théorie de l'Action Conjointe en Didactique. Pour une construction de la forme scolaire*. Présenté à A distance, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03318157

Blaschke, L. M. (2021). **The dynamic mix of heutagogy and technology: Preparing learners for lifelong learning**. *British Journal of Educational Technology*, *52*(4), 1629-1645. https://doi.org/10.1111/bjet.13105
With the swift pivot to online learning, teachers and students have been forced to adopt a new way of teaching and learning, which has required students to become more self-directed in their learning. In addition, teachers are faced with the challenge of preparing students for the workforce and lifelong learning. One emerging approach for addressing both these challenges is that of heutagogy, or self-determined learning. This paper discusses the rising demand for lifelong learning skills and the role that heutagogy can play in supporting students in developing self-directed and lifelong learning skills. Specifically, the paper presents a case study of a higher education institution that has introduced heutagogy, using interviews with programme leaders/instructors to investigate how a college in Israel incorporated heutagogy into their master's education programmes. Case study results reveal that there are challenges in incorporating heutagogy (eg, difficulty for students in adopting the approach), but once adopted, students preferred learning in a self-determined way. Practitioner notes What is already known about this topic? Lifelong learning skills are critical to student employability, and there is a need for exploring new theories and approaches for developing these skills. The current pandemic has forced traditional learning into the online space, requiring more self-directed learning skills in learners. Heutagogy has been identified as a net-centric teaching and learning theory for online learning. What this paper adds Positions heutagogy for use in traditional and online classroom settings in order to develop learners' self-directed and lifelong learning skills. Explores the pedagogy-andragogy-heutagogy continuum and its use as an instructional strategy. Presents a case study of a higher education institution that has implemented self-determined learning. Implications for practice and/or policy This study encourages further research into use of heutagogy for developing self-directed and lifelong learning skills. This study provides guidance for those who want to introduce self-determined learning into classroom settings.

Boltz, L. O., Yadav, A., Dillman, B., & Robertson, C. (2021). **Transitioning to remote learning: Lessons from supporting K-12 teachers through a MOOC**. *British Journal of Educational Technology*, *52*(4), 1377-1393. https://doi.org/10.1111/bjet.13075
The recent face-to-face school closures due to COVID-19 pushed teachers to quickly move their instruction online and support their students remotely. Whilst there has been a considerable push for technology integration in schools in recent years, there has been little focus on how to prepare teachers to teach online given that traditional schooling is based on a face-to-face delivery. As a result, many educators do not have adequate resources and preparation to support high quality and thoughtful remote learning. One way to quickly build teacher capacity is through the use of Massive Open Online Courses (MOOCs) which can provide access to professional learning at scale. In this paper, we describe a mixed methods study from a MOOC designed to provide educators with knowledge on how to support their students and create a community of learners in remote learning contexts. Specifically, we share findings on teachers' biggest challenges of teaching remotely, perceptions of the impact of MOOC on their ability to teach remotely, and MOOC participation data. We discuss implications of these findings on the design and delivery of MOOCs for teacher professional learning, in general, but also how to develop teacher competencies for effective remote instruction. Practitioner notes What is already known about this topic Online teaching and learning is challenging for teachers without sustained support There is not a one-to-one mapping of face-to-face pedagogical practices that translates to online teaching practices so learning to teach remotely and online is difficult What this paper adds Evidence that MOOCs that align with teacher needs can significantly impact educators' perceptions of ability in teaching remotely Evidence that MOOCs that include just-in-time professional learning can significantly increase the participation rates Implications for practice and/or policy Use of MOOCs to support teacher learning

Boulden, D. C., Rachmatullah, A., Oliver, K. M., & Wiebe, E. (2021). **Measuring in-service teacher self-efficacy for teaching computational thinking: development and validation of the T-STEM CT**. *Education and Information Technologies*, *26*(4), 4663-4689. https://doi.org/10.1007/s10639-021-10487-2
Despite a growing recognition that K-12 teachers should be prepared to teach students computational thinking (CT) skills across disciplines, there is a lack of valid instrumentation that measures teachers' efficacy beliefs to do so. This study addresses this problem by developing and validating an instrument that measures in-service teachers' self-efficacy beliefs for teaching CT. In parallel, we conducted a regression analysis to predict teachers' self-efficacy and outcome expectancy beliefs for teaching CT based on demographic traits of the respondents. We surveyed a total of 330 K-12 in-service teachers. A combination of classical test theory and item response theory Rasch was used to validate the instrument. Our results yielded a valid and reliable tool measuring teaching efficacy beliefs for CT. Based on the differential item functioning analysis, the instrument did not reflect bias with gender, race, or teaching experience. Additionally, a regression analysis did not reveal significant predictors using teachers' demographic characteristics. This suggests a need for looking at other factors that may significantly predict K-12 teachers' teaching efficacy beliefs for CT to inform theory and practice around successful CT teaching and learning. Furthermore, we provide implications for the instrument we have developed.

Cabero-Almenara, J., Guillén-Gámez, F. D., Ruiz-Palmero, J., & Palacios-Rodríguez, A. (2021). **Digital competence of higher education professor according to DigCompEdu. Statistical research methods with ANOVA between fields of knowledge in different age ranges**. *Education and Information Technologies*, *26*(4), 4691-4708. https://doi.org/10.1007/s10639-021-10476-5
The tasks of the university educators must be linked to the digital demands posed by the more sophisticated professions of the twenty-first century. Faced with this panorama, the objective of this study is to examine and compare the degree of digital competence of Higher Education educators from different fields of knowledge and different age ranges according to the DigCompEdu framework. A non-probabilistic ex post facto sampling was utilized with 2180 university professors from Andalusia (Spain). The main results of the study provide evidence of an intermediate level of digital competence, for men and women. More specifically, the male professors in Architecture and Judicial & Social Sciences, younger and older than 40, possessed a higher level, as compared to the other fields. For the female professors, the highest level was found once again in Judicial and Social Sciences, in this case for both age ranges, without a clear trend found for the rest of the fields. For each dimension of the DigCompEdu instrument, the level of competence follows the same trend with respect to the overall level. More research is recommended to validate these preliminary results, as well as the development of training lines of action that are specific and adapted to each field of knowledge.

Çakıroğlu, Ü., Aydın, M., Özkan, A., Turan, Ş., & Cihan, A. (2021). **Perceived learning in virtual reality and animation-based learning environments: A case of the understanding our body topic**. *Education and Information Technologies*, *26*(5), 5109-5126. https://doi.org/10.1007/s10639-021-10522-2
This paper reports on a study aiming at examining the effects of virtual reality and animations on students' perceived learning. The study was conducted as an exploratory case study in virtual reality-based and animation-based environments. Participants were 12, 4th grade elementary school students enrolled at a public Science and Art Center. The data in the study were obtained by interview and observation method. The findings of the study presented according to the readiness, learning performances, affective gains and interaction in terms of perceived learning. While immersion is found as a positive feature that is robust in virtual reality-based environment, limited interactivity somewhat negatively influenced perceived learning in animation-based learning environment. While virtual reality-based learning environment provided high student-content interaction, surprisingly this caused some un-realistic perceptions of students about their own learning. The study also informed designers on the relations between perceived learning, learning performances and design features of virtual reality and animation-based learning environments.

Çam, Ş. S., & Erdamar Koç, G. (2021). **A needs analysis study on technological pedagogical content knowledge of faculty members**. *Education and Information Technologies*, *26*(5), 5337-5363. https://doi.org/10.1007/s10639-021-10540-0
The primary aim of this study is to determine the current state in education faculties and faculty members' needs for a professional training program that would be prepared for their TPACK development. Case study design, a qualitative research method, was employed, and semi-structured and in-depth interviews were conducted with 20 faculty members. The data were analysed through the content analysis method. The faculty members' views were grouped into four themes that are prior knowledge and

perceptions of TPACK, instructional practices, professional characteristics, and needs of self-development. According to the results, the faculty members perceived themselves incompetent in terms of TPACK because they thought they had limited knowledge of technology. Although they emphasised that they had sufficient pedagogical knowledge, they were found to use mainly teacher-centred instructional methods by means of PowerPoint presentations. In conclusion, students are positioned as passive recipients of knowledge, there is no interaction outside the classroom and assessment is carried out through traditional methods, and thus faculty members need a professional training program towards TPACK.

Challob, A. I. (2021). **The effect of flipped learning on EFL students' writing performance, autonomy, and motivation**. *Education and Information Technologies*, *26*(4), 3743-3769. https://doi.org/10.1007/s10639-021-10434-1
Though flipped learning has positively impacted teaching English writing, its usefulness in developing students' English writing performance, autonomy, and motivation is still unclear. This study aimed at investigating the effects of using flipped learning on students' English writing performance, autonomy, and motivation in learning English writing. It also addressed the factors available in the flipped learning English writing environment that contribute to this effect. Fifteen male and female third-year students in the English department, University of Anbar-Iraq were purposively selected to participate in writing three writing tasks. A qualitative case study research design was used where triangulation of pre-and post-study writing tasks, post-study interview, diaries, and observation was implemented. Data were analyzed qualitatively using content and thematic analysis. Findings indicated that this learning environment has an impact on promoting students' English writing performance, autonomy, and motivation. Besides, findings revealed that the interactive nature of the learning environment, time and place flexibility, teacher and peers' feedback, and many learning sources were the main factors that help students improve their English writing performance, autonomy, and motivation. The study concluded that flipping the English writing classes created a user-friendly collaborative learning environment due to the much language and writing knowledge gained. As a result, students' English writing performance, autonomy, and motivation were enhanced as learners became able to practice writing comfortably.

Charania, A., Bakshani, U., Paltiwale, S., Kaur, I., & Nasrin, N. (2021). **Constructivist teaching and learning with technologies in the COVID-19 lockdown in Eastern India**. *British Journal of Educational Technology*, *52*(4), 1478-1493. https://doi.org/10.1111/bjet.13111
This paper reports a study on teaching and learning strategies during the COVID-19 lockdown period (CLP) that were used by the secondary government school teachers and students in Eastern India. These teaching and learning strategies were analysed in relation to their engagement with an initiative called Integrated approach to Technology in Education (ITE). ITE engagement in the pre-CLP involved using project-based learning (PBL) with technology and continuous, practise-based professional development for teachers focusing on integrating constructivist use of technology in their curriculum and pedagogy. A survey and interviews of teachers revealed that teachers with higher ITE engagement in the pre-CLP were more likely to use PBL with technology during the CLP. Students' interviews indicated that this PBL involved deep research and technical skills that were also practised during the CLP using distance technologies. Thus, the study demonstrated adaptation of ITE innovation into a distance mode; the introduction of WebQuests during the CLP improved the likelihood of teachers engaging

in project-based teaching and PBL during the CLP. Policymakers, practitioners and researchers are recommended to adopt and continue to study the sustainability of ITE approach in new contexts such as the CLP. Practitioner notes What is already known about this topic Project-based learning (PBL) with technology is related to constructivist use of technology which leads to higher order thinking skills and the learner's ability to adapt learning and knowledge in new contexts. Effective teacher professional development (TPD) is continuous, uses community of practise (CoP) groups and offers opportunities to practise new knowledge and skills in the classroom context. TPD for technology integration allows the demonstration and practise of constructivist pedagogies. Access to devices, connectivity and digital resources in the local language are major issues faced by students to connect with teaching and learning in the COVID-lockdown period (CLP), especially students in underprivileged settings. What this paper adds Prior exposure to PBL with technology and effective TPD when combined with demonstrations of this learning in a new context (COVID-19 lockdown period, CLP required distance mode) will increase the likelihood of implementing PBL with technology in this new context. Besides increased use of technology, the CLP created a scope for adoption of teaching and learning pedagogies in the post-CLP, such as the use of Instant Messaging Application (IMA) for a flipped classroom experience across home/social and school settings. Implications for practice and/or policy Standardised digital resources may not be the only solution for teaching and learning when schools have to be closed. Constructivist use of technology by students with project-based learning (PBL), artefact creation on authentic tasks and inquiry-based learning has the potential to transform students from passive consumers into active adapters in newer contexts like COVID-19 lockdown period (CLP). Investment in practise-based continuous professional development of teachers can develop a sense of agency and competence so that teachers can adapt technologies for constructive teaching pedagogies and mitigate access related challenges for students in different contexts. Integrate new teaching and learning strategies that emerged during the CLP in the curriculum and pedagogy of both in-service and pre-service teacher professional development.

Chen, M., Chai, C.-S., Jong, M. S.-Y., & Chao, G. C.-N. (2021). **Modeling learners' self-concept in Chinese descriptive writing based on the affordances of a virtual reality-supported environment**. *Education and Information Technologies*, *26*(5), 6013-6032. https://doi.org/10.1007/s10639-021-10582-4

Advancement in virtual reality (VR) technology has enabled language learners to be engaged in immersive and interactive learning environments. Recent studies have revealed that the educational use of VR technology can improve students' writing achievement, behavioral engagement, and cognitive engagement in learning. However, the factors contributing to these improvements are not fully understood. Writing programs that foster a positive writing self-concept is helpful for students' development. In this study, adopting the self-determination theory as the theoretical lens, the affordances of VR contributing to students' self-concept in descriptive writing (DW) were explored through a newly adapted survey. Secondary school students (n = 300) who attended a VR-supported writing course completed the survey that measured their responses to five related factors: (i) autonomous observation, (ii) relatedness, (iii) self-efficacy, (iv) satisfaction, and (v) writing self-concept. Exploratory and confirmatory factor analyses were conducted to validate the five-factor survey measurements. The results indicated that the construct validity and reliability of the survey were acceptable. A structural equation model was constructed to investigate the hypothesized

relationships of the factors contributing to the students' writing self-concept. The results indicated self-efficacy and satisfaction directly predict students' writing self-concept, and relatedness indirectly predicts writing self-concept. These findings reveal the underlying mechanism which could inform educators who are keen on promoting or harnessing VR-supported learning and teaching in writing education.

Cisel, M., & Barbier, C. (2021). **Instrumentation numérique de la rédaction incrémentale : leçons tirées de la mise à l'épreuve du carnet numérique de l'élève chercheur**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *44*(2), 277-307. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4445
We studied how the introduction of the CNEC, a learning environment whose function is to foster iterative writing, affected the interactions between pupils and teachers in a sample of elementary and middle schools. Based on class observations and focus groups and through the lens of activity theory, we study the difficulties associated with the implementation of iterative writing, before and after the introduction of the CNEC. Our results corroborate the hypothesis that digital artifacts can improve the regulation of class activity in the context of inquiry-learning, compared to their paper equivalents. Parallelly, our results suggested that the perception students had of their own mistakes seems to change in a context of iterative writing, since the remarks of the teacher on such mistakes are less considered as a punishment. Observations also suggested that new contradictions could arise of the will of teachers to use both paper-based and digital artifacts to perform iterative writing, and due to the increased time the formulation of feedbacks requires. Keywords: iterative writing, evaluation, virtual learning environment

Collin, S. (2020). ***Effets de l'utilisation des médias numériques à la maison par les élèves de l'éducation préscolaire sur leurs premiers apprentissages en lecture selon la médiation parentale, le milieu socioéconomique, la langue parlée à la maison et le sexe***. Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/effets-de-lutilisation-des-medias-numeriques-a-la-maison-par-les-eleves-de-leducation-prescolaire-sur-leurs-premiers-apprentissages-en-lecture-selon-la-mediation-parentale-le-milieu-socioeconomiq/
L'éducation préscolaire constitue une étape-clé pour la compétence à lire. Il s'agit d'une période où se développent plusieurs habiletés langagières et cognitives, regroupées sous le vocable des « premiers apprentissages en lecture ». Les premiers apprentissages en lecture sont fortement prédictifs de la réussite en lecture ultérieure des élèves et sont influencés par des facteurs tels que la médiation parentale en lecture, le niveau socioéconomique, la ou les langue(s) parlée(s) à la maison et le sexe. Étant donné l'augmentation constante des médias numériques dans la vie quotidienne des élèves du préscolaire et l'exposition riche à l'écrit qu'ils offrent, il est possible de penser qu'ils pourraient constituer un facteur supplémentaire contribuant à prédire les premiers apprentissages en lecture. Aussi, ce projet a pour objectif général de mesurer les effets de l'utilisation des médias numériques à la maison sur les premiers apprentissages en lecture des élèves au préscolaire. Il est décliné en quatre questions de recherche (QR), qui ont pour but de préciser la relation entre l'utilisation des médias numériques et d'autres variables influentes des premiers apprentissages en lecture: quels sont les effets de l'utilisation des médias numériques à la maison sur le développement des premiers apprentissages en lecture selon la médiation parentale en lecture (QR1); le niveau socioéconomique (QR2); la ou les langue(s) parlée(s) à la maison (QR3); et le sexe (QR4)?

Collin, Simon, & Marceau, E. (2021). **L'intelligence artificielle en éducation : enjeux de justice**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.a230

Crompton, H., Burke, D., Jordan, K., & Wilson, S. W. G. (2021). **Learning with technology during emergencies: A systematic review of K-12 education**. *British Journal of Educational Technology*, *52*(4), 1554-1575. https://doi.org/10.1111/bjet.13114

Emergency situations that cause damage to educational buildings or require the closure of schools due to unsafe health, environmental, or political conditions can be an unwelcomed interruption to education. Indeed, the recent COVID-19 pandemic created the largest disruption of education in history, affecting 94% of the world's student population. In emergencies, technology is often utilised as part of a crisis response protocol by continuing education using emergency remote education (ERE). The purpose of this study is to determine how technology has been used to continue K-12 learning remotely during an emergency. This systematic review included an aggregated and configurative synthesis to examine extant empirical work over eleven years, from January 2010 to December 2020. Following a rigorous, PRISMA selection process, 60 articles were included in the final analysis from 48 countries. Grounded coding of the strategies used for learning revealed the following categories: communication, delivery systems, student ERE readiness, partnerships, promoting student learning and engagement, and resources. Grounded coding of the technologies revealed that types of technologies used were divided into two major categories: Internet-based and non-Internet based, with the majority using Internet-based technologies. Practitioner notes What is already known about this topic The COVID-19 pandemic has caused school closures across the globe and prevented in-person school teaching. The rapid shift to distance education in schools can be conceptualised as 'emergency remote education' (ERE). Prior ERE research focused on bounded geographic locations where localised emergencies occurred. What this paper adds This provides the scholarly community with a unique systematic review of existing academic research on K-12 ERE implementation in emergencies. This provides aggregated data and analysis on the past 11 years of the types of emergencies, participants, subject domain, technologies used, and location information. This provides findings of the types of remote teaching strategies involving technology used to continue K-12 learning in emergency situations. This provides a set of recommendations on ERE for teachers, school leaders, policy makers, and funders. This provides researchers with a review of the field with identification of gaps and future research opportunities. Implications for practice and/or policy Recommendations regarding ERE are provided in this paper that will be of benefit to K-12 teachers, school leaders policymakers, and funders in the continuing COVID-19 pandemic and future emergencies. The research gaps highlighted in this paper, such as the lack of studies conducted in low and low middle-income countries, are presented with suggestions for much needed future research. This can lead to changes in practice and policy.

Czahajda, R., & Černko, M. (2021). **Perceived Session Quality Scale: What contributes to the quality of synchronous online education?** *International Journal of Training and Development*, *25*(3), 217-243. https://doi.org/10.1111/ijtd.12216

The purpose of this research was to construct an instrument to measure participants' satisfaction with synchronous online education, explore its psychometric properties and explore differences among sessions based on their format and content. The quantitative analyses employed factor analysis in conjunction with item response theory for validation purposes and a (multivariate) analysis of variance with multilevel modelling for

comparison purposes (N = 433). The qualitative analysis relied on classical content analysis of 303 open-question feedback responses classified as Promoters or Detractors. Eight out of 10 questions from the initial item pool were retained for the final scale. In contrast with current knowledge about synchronous online education, interactivity was related to overall perceived session quality the least compared with other aspects included. Qualitative research provided pragmatic insights about the participants' perspective on session quality and a comprehensive map of potentially relevant factors that could be a meaningful focus of future iterations of research. A relatively small and conceptually homogeneous pool of items prevented the extraction of additional factors due to discriminant validity issues. In future research, a larger and more comprehensive pool of items should be used as a starting point for constructing a scale, and if possible, longitudinal measures of learning transfer included as well. Educators can immediately make use of the practical suggestions in their instructional design, use the Perceived Session Quality Scale as a brief screening instrument to evaluate their sessions, and benchmark their quality in light of percentile scores provided for various types of sessions. The major contributions of this paper are the construction of a short, generalizable, and psychometrically valid tool for (synchronous online) education screening assessment—the Perceived Session Quality Scale—and an empirical mapping of potentially relevant aspects that contribute to perceived session quality.

DEMİRKIRAN, M. C., & TANSU HOCANIN, F. (2021). **An investigation on primary school students' dispositions towards programming with game-based learning**. *Education and Information Technologies*, *26*(4), 3871-3892. https://doi.org/10.1007/s10639-021-10430-5
In the modern education system, new technological teaching aids are used to support learning, to increase motivation and adaptation of students. Game-based Learning (GBL) is one of such aids that it can be successfully integrated to improve teaching and learning in diverse courses. In computer science courses, the concept of programming is found confusing and difficult to understand by students. This study is conducted to investigate and analyze the disposition of 5th grade primary school students on programming through a digital game-play. Sixty-three 5th grade primary school students, with little or no programming knowledge, performed various activities through a digital game framework. The study is based on a descriptive survey model and was carried out by using convergent mixed method design for data collection process. The data were collected through quantitative and qualitative approaches consecutively after the students were experimenting on the given digital game-based activity. The findings indicated that digital game-play helped the students to understand the concept of programming and it is observed that students have developed positive disposition towards programming through game-based activities even if they can have preconceptions.

El Aouifi, H., El Hajji, M., Es-Saady, Y., & Douzi, H. (2021). **Predicting learner's performance through video sequences viewing behavior analysis using educational data-mining**. *Education and Information Technologies*, *26*(5), 5799-5814. https://doi.org/10.1007/s10639-021-10512-4
This paper analyzes how learners interact with the pedagogical sequences of educational videos, and its effect on their performance. In this study, the suggested video courses are segmented on several pedagogical sequences. In fact, we're not focusing on the type of clicks made by learners, but we're concentrating on the pedagogical sequences in which those clicks were made. We focalize on the

interpretation of the path followed by a learner watching an educational video, and the way they navigate the pedagogical sequences of that video, in order to predict whether a learner can pass or fail the video course. Learner's video clicks are collected and classified. We applied educational data mining technique using K-nearest Neighbours and Multilayer Perceptron algorithms to predict learner's performance. The classification results are acceptable, the kNN classifier achieves the best results with an average accuracy of 65.07%. The experimental result indicates that learners' performance could be predicted, we notice a correlation between video sequence viewing behavior and learning performances. This method may help instructors understand the way learners watch educational videos. It can be used for early detection of learners' video viewing behavior deviation and allow the instructor to provide well-timed, effective guidance.

EL MRABET, H., & AIT MOUSSA, A. (2021). **IoT-school guidance: A holistic approach to vocational self-awareness & career path**. *Education and Information Technologies*, *26*(5), 5439-5456. https://doi.org/10.1007/s10639-021-10548-6
Schools are responsible for helping students in their vocational career development in the sense that they should sustain students in developing skills required by the job market. Pre-tertiary school guidance is an indispensable aspect, since poor scholar guidance is always associated with failure at school. In the context of career paths, we propose an innovative approach, a solution to guide pre-tertiary students to choose the optimum vocational path. The purpose of the current study is to develop a school guidance system called "IoT-School Guidance". The latter is supposed to create a smart and conducive environment for the successful adoption of school guidance using the Internet of things (IoT), given the fact that the IoT is the next revolutionary technology in the world where anything can transmit and receive information in real time. It is a new approach that includes implementing an adaptive orientation process using smart technologies to guide pre-tertiary students choose and follow the best professional career generated automatically by the IoT-school guidance system.

El-Hamamsy, L., Bruno, B., Chessel-Lazzarotto, F., Chevalier, M., Roy, D., Zufferey, J. D., & Mondada, F. (2021). **The symbiotic relationship between educational robotics and computer science in formal education**. *Education and Information Technologies*, *26*(5), 5077-5107. https://doi.org/10.1007/s10639-021-10494-3
Educational Robotics (ER) has the potential to provide significant benefits to education, provided an increase in outreach by transitioning from the extra-curricular initiatives in which ER has thrived to formal education. As Computer Science (CS) Education is undergoing curricular reforms worldwide, the present study addresses the case of a Digital Education reform that included ER as a means to teach core CS concepts. Approximately 350 teachers from the first four grades of primary school participated in a mandatory two-year continuing professional development (CPD) program. The first year of the program was dedicated to CS and introduced teachers to CS Unplugged (CSU) and Robotics Unplugged (RU) activities. As such, we analyse the interplay between these activities and focus on teachers' voluntary adoption of the proposed content in classrooms. This is complemented by an analysis of their perception and recommendation of ER. The findings highlight three main points. Firstly, ER benefits from the integration in the CS CPD, as this provides the necessary traction to introduce ER into teacher practices (the teachers freely devoted 2275 h to ER activities in their classrooms, over two years). Secondly, the presence of ER activities in the CS-CPD allows a higher proportion of teachers to adopt the CS content, as there are teachers that favour one

type of activity over the other. Finally, the globally positive perception of ER registered in this study is relevant for two reasons: teachers were not voluntarily participating in the CPD, and results did not differ between pioneers and novices.

Fahd, K., Miah, S. J., Ahmed, K., Venkatraman, S., & Miao, Y. (2021). **Integrating design science research and design based research frameworks for developing education support systems**. *Education and Information Technologies*, *26*(4), 4027-4048. https://doi.org/10.1007/s10639-021-10442-1
This paper proposes an integrated research framework that takes advantage of the similarities of design science research (DSR) and Design-based research (DBR) for developing a new decision support system (DSS) artefact. Firstly, the paper discusses the progression of DSR in the Information Systems and evolution of DBR in educational technology notifying the similarities and limitations. Next, we apply our proposed framework combining DSR and DBR to develop and effectively evaluate the artefact of the Educational DSS that can be used to identify students at risk and improve student retention and completion rate. Further, our paper creates a basis of methodological guide to construct and evaluate a machine learning (ML) based DSS artefact by conformity to the features and tenets of commonalities between DSR and DBR and correlating them to Peffer's design science research approach. In line with the characteristic of DSR and DBR, the development framework that we proposed will be used as a new source of knowledge to design any IT artefact in the education domain.

Fırat, E. A., Köksal, M. S., & Bahşi, A. (2021). **Effects of technology-enhanced constructivist learning on science achievement of students with different cognitive styles**. *Education and Information Technologies*, *26*(4), 3659-3676. https://doi.org/10.1007/s10639-021-10427-0
The purpose of this study is to examine the effect of technology-enhanced constructivist learning on science achievement of seventh-grade students with different cognitive styles. Cognitive styles of the students are examined within the frame of Witkin et al. (1977) in terms of field dependent and field independent cognitive styles. The quantitative study was conducted using an experimental method with a factorial design that is a modification of the pretest-posttest control group design. The sample of the study consists of 39 seventh-grade students (19 students in the experimental group and 20 students in the control group). Strength and Energy Achievement Test and The Embedded Figures Test (EFT) were used to collect the data. The results of this study show that there is no statistically significant difference between the mean score ranks of experimental and control groups for the pretest and posttest scores of students. Furthermore, there is no significant difference between the pretest and posttest scores of the field independent students in both experimental and control groups but there are significant differences between pretest and posttest scores of the field dependent students. Suggestions were presented by the results obtained from the research.

FLEURY, P. (2021). ***L'enseignement des mathématiques en France à l'heure de l'IA : diagnostics, enjeux, préconisations***. Consulté à l'adresse http://www.iapourlecole.fr/wp-content/uploads/2021/06/Livre_Blanc_2021.pdf
La France connaît depuis quelques décennies une forte baisse de la qualité de son enseignement des mathématiques. Les élèves français, dans leur ensemble, réalisent de faibles performances en mathématiques. À l'ère du tout numérique, la qualité de l'enseignement mathématique représente un enjeu de taille. Ce livre blanc porte tout

d'abord sur la santé mathématique à l'école. Il met en lumière la complémentarité entre la culture mathématique, la pensée informatique et l'intelligence artificielle et expose différentes initiatives et méthodes mises en place par l'éducation nationale ou à l'étranger. Un ensemble de 8 recommandations couplées de propositions de plans d'action pour promouvoir une culture mathématique à la hauteur des enjeux présentés par l'intelligence artificielle est proposé.

Foo, S. Y. (2021). **Analysing peer feedback in asynchronous online discussions: A case study**. *Education and Information Technologies*, *26*(4), 4553-4572. https://doi.org/10.1007/s10639-021-10477-4
Peer feedback is referred to as comments provided by one student to another with the intention to aid their peers' progress in learning. The responses or feedback provided by peers has been recognised as an integral part of the learning process in online learning environments. However, the research on using peer feedback to stimulate students' higher level of thinking, especially at the secondary school level, in asynchronous online discussions is rather limited. Hence, this is a gap that the researcher attempts to address in this study. A case study was conducted among Economics students from an all-girls high school located at the northern part of Malaysia. The findings show that the most common type of feedback provided by students in the four AODs was categorised at cognitive dimension, with the affective and the metacognitive dimensions following behind. Even though most of the students had positive perceptions toward peer feedback of their learning in AODs, the findings show that there was a lack of constructive feedback found in AOD forums. Therefore, based on the findings of this study, some recommendations for future research have been proposed.

Garanina, O., Al Said, N., Stepenko, V., & Troyanskaya, M. (2021). **Information society and its impact on personality development**. *Education and Information Technologies*, *26*(5), 5457-5475. https://doi.org/10.1007/s10639-021-10549-5
The purpose of the study is to develop and test the original model which illustrates the development of personality in the information society. The study involved two Russian universities, higher educational institutions of the Arab Emirates and Kazakhstan. A total of 400 students participated in the research. The experiment consisted of three stages: introductory, experimental, and final. At the introductory stage of the study, the influences of the information society on the development of human personal qualities were analyzed. At the experimental stage, the original model which illustrates the development of personality in the information society was developed and implemented. At the final stage, the students were surveyed in accordance with the original methodology for the use of the capabilities and resources of the information society for personality development. After the implementation of the model, the number of students using the capabilities of the information society for personal development, the development of professional skills, and maintaining and strengthening health increased by 18.5%, 18.7%, and 10%, respectively. The practical value of the scientific research results relates to the possibility of using the questionnaires and models of personality development in the context of the information society in the higher education system of Russia, the Arab Emirates, Kazakhstan, and other countries. The model described in the study is relevant in the context of the transfer of the educational process in higher education to a distance format and the growing social isolation of an individual caused by the coronavirus pandemic.

Gerbaudo, R., Gaspar, R., & Gonçalves Lins, R. (2021). **Novel online video model for learning information technology based on micro learning and multimedia micro content**. *Education and Information Technologies*, *26*(5), 5637-5665. https://doi.org/10.1007/s10639-021-10537-9
The ubiquity of mobile devices with internet access and social networks has transformed the way people consume information. Individuals stay connected to platforms for instant communication and sharing of concise messages and videos, which have increased the expectation for objectivity on any offered content. However, this objectivity has been poorly explored in the production of educational content. Aiming to supply this demand, this work proposes a novel online video model to be used in the continuing education of IT professionals. A five-stage process, composed of empathy, definition, ideation, prototype, and tests, has been adopted according to the Design Thinking methodology. All stages were focused on knowing the users' needs in order to create the video format that satisfies their expectations. The video prototype was sent to a group of 150 people together with an online self-assessment survey whose results were used to confirm the methodology effectiveness by applying a Wilcoxon non-parametric test. The proposed model was able to create satisfactory learning outcomes in 80.30% of the participants and, according to the results of the statistical analysis performed, the video model proved itself efficient in the development of practice and application-level skills.

Goodyear, P. (2021). **Navigating difficult waters in a digital era: Technology, uncertainty and the objects of informal lifelong learning**. *British Journal of Educational Technology*, *52*(4), 1594-1611. https://doi.org/10.1111/bjet.13107
This paper uses two complementary examples from an autoethnographic study of learning and sailing to explore some connections between informal lifelong learning activities, their objects (purposes) and the hybrid (digital and material) technologies on which they depend. The examples focus on an aspect of the craft of sailing and on understanding the relations between sailing, place and local history. The paper argues that close attention to activities in which people engage can help discover some less visible purposes of learning and can broaden our understandings of situated skills. The paper also argues that being able to find and configure environments suitable for learning are important capabilities for successful lifelong learners. The paper has two additional implications for thinking about research and development in educational technology. First, a technology becomes educational by virtue of its relation to emerging activity, rather than because of any intrinsic physical properties. Second, educational technologies are often assembled in complex meshworks. Understanding how they function involves analysing dynamic relations and interdependencies: listing the affordances of individual components is not enough. Practitioner notes What is already known about this topic Across the life course, a good deal of valuable learning is informal, incidental or both. Informal lifelong learning depends upon an ability to monitor and manage one's own learning activity. Informal lifelong learning also depends upon an ability to find useful (digital and other) learning resources. What this paper adds The purposes (objects) of lifelong learning activities are not always evident. They can be 'discovered' through inquiry and reflection. Finding useful learning resources is sometimes complex. In some cases, it amounts to constructing and/or reconfiguring a productive learning/epistemic environment. Creating a productive learning or epistemic (knowledge-making) environment entails assembling and holding together a meshwork of digital, material and hybrid artefacts. Learning 'in the wild' can also entail finding the right place for learning: the right spot in a 'skillscape'. A technology becomes

educational by virtue of its relation to activity, rather than through a priori classification or because of its intrinsic features. Implications for practice and/or policy Those who encourage and/or support informal lifelong learning may want to consider the significance of implicit purposes for, and outcomes of, learning activities and may find it helpful to have a richer conception of how learning environments are found and assembled.

Greenhow, C., & Lewin, C. (2021). **Online and blended learning: Contexts and conditions for education in an emergency**. *British Journal of Educational Technology*, *52*(4), 1301-1305. https://doi.org/10.1111/bjet.13130

Greenhow, C., Willet, K. B. S., & Galvin, S. (2021). **Inquiring tweets want to know: #Edchat supports for #RemoteTeaching during COVID-19**. *British Journal of Educational Technology*, *52*(4), 1434-1454. https://doi.org/10.1111/bjet.13097
Social media use has spiked around the world during the COVID-19 global pandemic as people reach out for news, information, social connections, and support in their daily lives. Past work on professional learning networks (PLNs) has shown that teachers also use social media to find supports for their teaching and ongoing professional development. This paper offers quantitative analysis of over a half million Twitter #Edchat tweets as well as qualitative content analysis of teachers' question tweets (n = 1054) and teacher interviews (n = 4). These data and analyses provide evidence of the kinds of supports that teachers in the United States and Canada sought on social media during the rapid transition to emergency remote teaching in Spring 2020 and how these supports informed teaching practices. These results provide insights into PLN theory and teachers' social media use during times of disruption and crisis. Practitioner notes What is already known about this topic Prior to the spring 2020 pandemic, teachers turned to social media to find supports for teaching and just-in-time professional development (PD). #Edchat, one of the oldest and most used educational hashtags on Twitter, supports education-related conversations, frequently self-promotional rather than collaborative. The COVID-19 pandemic disrupted educational systems globally and created new demands on teacher PD during transitions to emergency remote teaching and learning. What this paper adds Teachers' professional learning networks (PLN) on social media can be flexible around contextual circumstances and users' needs. #Edchat discourse can move beyond self-promotion to inquiry with benefits for professional learning. Education-related response networks on social media are useful to teachers in emergency situations (and beyond them) where just-in-time professional learning needs and questions surpass local PD capacity. Implications for practice and/or policy Teachers should increase capacities inquiring discourses on Twitter. Education stakeholders should increase support for teachers' agency and advocate for broader conceptions and approaches to PD that incorporate PLNs spanning social media.

Gresse von Wangenheim, C., Hauck, J. C. R., Pacheco, F. S., & Bertonceli Bueno, M. F. (2021). **Visual tools for teaching machine learning in K-12: A ten-year systematic mapping**. *Education and Information Technologies*, *26*(5), 5733-5778. https://doi.org/10.1007/s10639-021-10570-8
Teaching Machine Learning in school helps students to be better prepared for a society rapidly changing due to the impact of Artificial Intelligence. This requires age-appropriate tools that allow students to develop a comprehensive understanding of Machine Learning in order to become creators of smart solutions. Following the trend of

visual languages for introducing algorithms and programming in K-12, we present a ten-year systematic mapping of emerging visual tools that support the teaching of Machine Learning at this educational stage and analyze the tools concerning their educational characteristics, support for the development of ML models as well as their deployment and how the tools have been developed and evaluated. As a result, we encountered 16 tools targeting students mostly as part of short duration extracurricular activities. Tools mainly support the interactive development of ML models for image recognition tasks using supervised learning covering basic steps of the ML process. Being integrated into popular block-based programming languages (primarily Scratch and App Inventor), they also support the deployment of the created ML models as part of games or mobile applications. Findings indicate that the tools can effectively leverage students' understanding of Machine Learning, however, further studies regarding the design of the tools concerning educational aspects are required to better guide their effective adoption in schools and their enhancement to support the learning process more comprehensively.

Gueudet, G., & Joffredo-Le Brun, S. (2021). **Teacher education, students' autonomy and digital technologies: A case study about programming with Scratch**. *Review of Science, Mathematics and ICT Education*, *15*(1), 5-24. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03274726
How can future mathematics teachers be trained to combine the use of digital technologies with student autonomy? Referring to the documentational approach to didactics, we have designed and implemented an initial training course based on collective documentation work. Here we analyze the work of a team of trainees who designed a session on programming with Scratch, in terms of the potential of the lesson designed for the use of Scratch and student autonomy, and the professional knowledge mobilised. The analysis of this case highlights possibilities and limitations of such a training.

Gurer, M. D. (2021). **Examining technology acceptance of pre-service mathematics teachers in Turkey: A structural equation modeling approach**. *Education and Information Technologies*, *26*(4), 4709-4729. https://doi.org/10.1007/s10639-021-10493-4
Among teacher beliefs, technology acceptance has a crucial role in effective technology integration into teaching. There is a need to examine the factors affecting future teachers' acceptance of technology in Turkey, where great investments have been made on the dissemination of technology in schools, and great emphasis has been put on the effective use of technology. The purpose of this study was to investigate Turkey's pre-service mathematics teachers' intentions to use technology in their future teaching. Technology Acceptance Model (TAM) was used as a framework and was expanded with different variables, including facilitating conditions, subjective norms, and technology self-efficacy. In this study, the relationships between these variables were examined. Data were collected from 530 pre-service mathematics teachers using a self-reported questionnaire, which explained their intentions to use technology. To test the model, a structural equation modeling approach was used. The results indicated that facilitating conditions, subjective norms, and attitudes toward technology were significant predictors of intention to use technology. Technology self-efficacy significantly determined the perceived ease of use. Perceived ease of use and perceived usefulness of technology significantly influenced pre-service teachers' attitudes toward technology. Not only technical infrastructure but also technical and design support would be provided in schools to increase pre-service teachers' intention to use

technology. In addition, teacher educators would provide learning environments where pre-service teachers experience more with current technology.

Hakimi, L., Eynon, R., & Murphy, V. A. (2021). **The Ethics of Using Digital Trace Data in Education: A Thematic Review of the Research Landscape**. *Review of Educational Research*, *91*(5), 671-717. https://doi.org/10.3102/00346543211020116
This article presents the findings of a systematic qualitative analysis of research in the ethics of digital trace data use in learning and education. From the resulting analysis of 77 peer-reviewed studies, we (1) map the characteristics of research by study type, academic community, institutional setting, and national context; (2) identify the primary ethical concerns and related responses; and (3) highlight the research gaps. Four areas of focus are identified in this emerging area: (1) privacy, informed consent, and data ownership; (2) validity and integrity; (3) ethical decision making; and (4) governance and accountability. We highlight the lack of evidence particularly for preschool and school-aged children and the disparate communities working in this domain, and we suggest a more cohesive approach, where the wider learning and educational ecosystem is recognized, explicit engagement with ethical theory is central, and mid- to long-term ethical issues are considered alongside immediate concerns.

Heinrich, C. J., & Darling-Aduana, J. (2021). **Does Online Course-Taking Increase High School Completion and Open Pathways to Postsecondary Education Opportunities?** *Educational Evaluation and Policy Analysis*, *43*(3), 367-390. https://doi.org/10.3102/0162373721993485
Recent increases in high school graduation rates have been linked anecdotally to online course-taking for credit recovery. Online course-taking that supports high school completion could open opportunities for postsecondary education pursuits. Alternatively, poorer quality online instruction could diminish student learning and discourage persistence toward graduation and further education. Using quasi-experimental methods in an 8-year longitudinal study of high school online course-taking, we find positive associations between online course-taking, credits earned and high school graduation, and for those with limited online course-taking, small increases in college enrollment. However, we find significantly lower 4-year college enrollments and lower quality college enrollments for all online course-takers, leaving open the question of whether online course-taking will lead to long-term postsecondary education and labor market success.

Hoareau, L. (2021). ***Co-conception et acceptance des enseignants de maternelle d'une application éducative sur tablette*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-03268287
Ce travail de thèse s'inscrit dans le cadre du projet LINUMEN (LIttératie et NUMératie Emergentes par le Numérique), lauréat de l'appel à projets e-FRAN (PIA2). Ce projet avait pour objectif de développer et tester une application éducative sur tablette numérique à l'usage d'enfants dans le contexte de la maternelle. Pour ce faire, le travail s'est divisé en deux phases : une première phase de co-conception et une seconde phase d'expérimentation. Durant les premières années du projet (mars 2017 - octobre 2018) une équipe pluri-catégorielle constituée de chercheurs, d'acteurs éducatifs et d'ingénieurs en informatique ont participé à la co-conception de l'application éducative AppLINOU (Apprendre avec Linou en maternelle). La phase d'expérimentation de ce projet (octobre 2018 - juin 2020) consistait à tester AppLINOU

selon une méthodologie quasi-expérimentale et longitudinale. Les enseignants du groupe expérimental utilisaient l'application AppLINOU avec leurs élèves alors que, dans le groupe contrôle, les enseignants suivaient les programmes de l'école maternelle sans modification dans leur pratique. L'étude a porté sur 725 élèves de maternelle, scolarisés en moyenne section (356 filles et 369 garçons). Des mesures des compétences en littératie et en numératie émergentes ont été réalisées en début et en fin d'année.Les objectifs de la thèse sont liés à ces deux phases. Concernant la phase de co-conception, les objectifs du travail de thèse étaient de définir dans un premier temps le cadre théorique de co-conception. Dans un second temps, il s'agissait de participer, de décrire et d'analyser les différentes étapes de la co-conception. Concernant la phase d'expérimentation, les objectifs étaient d'étudier l'acceptance de l'application éducative AppLinou par les enseignants du groupe expérimental. Ces enseignants du groupe expérimental ont été recrutées sur la base du volontariat et ont suivi des formations afin de pouvoir utiliser l'application. Nos résultats montent que l'application AppLinou est bien acceptée par les enseignants. Cependant, des variables modèrent cette acceptance, comme le lieu d'exercice. En effet, les enseignants exerçant en réseau d'éducation prioritaire (REP) présentent des scores d'acceptance significativement plus bas que les enseignants exerçant en dehors des REP. Par ailleurs, des analyses de régression multiniveaux ont permis de montrer que l'acceptance de l'application par les enseignants avait un impact positif sur les performances des élèves.

Hoi, V. N., & Hang, H. L. (2021). **Understanding students' behavioural intention to use facebook as a supplementary learning platform: A mixed methods approach**. *Education and Information Technologies*, *26*(5), 5991-6011. https://doi.org/10.1007/s10639-021-10565-5
Research and practice in the use of social networks for educational purposes have indicated the potential of Facebook as an online supplementary learning platform. Yet, empirical evidence regarding students' perception and acceptance of Facebook remains limited. This study adopts an exploratory sequential mixed methods design to understand factors that affect students' intention to use Facebook as a course-based online supplementary learning platform and the mechanisms through which these effects are exerted. Interview data with 11 students and questionnaire responses from 407 students suggested that perceived enjoyment plays a salient role in influencing students' behavioural intention by mediating the effect of pedagogical and social affordances of Facebook as well as perceived usefulness and perceived ease of use. On the other hand, perceived usefulness had no significant effect on students' behavioural intention. The mixed methods design and the findings reported in the study offer useful implications for researchers, teachers, and students in promoting the use of Facebook as a supplementary learning platform.

Holenko Dlab, M., & Hoic-Bozic, N. (2021). **Effectiveness of game development-based learning for acquiring programming skills in lower secondary education in Croatia**. *Education and Information Technologies*, *26*(4), 4433-4456. https://doi.org/10.1007/s10639-021-10471-w
A European initiative CODING4GIRLS (C4G) promotes the acquisition of programming skills through a game development process with the aim of preparing young learners, especially girls, to enter computer science careers and raising awareness of the relationship between ICT and the real world. Using the C4G game development-based learning methodology, students develop serious games for which they need to learn

specific programming concepts. This paper presents the results of a study with a mixed-gender group of both boys and girls (N = 773) carried out with the aim of examining the effectiveness of the C4G development-based learning approach in lower secondary education in Croatia. In-service and pre-service teachers organized learning activities for students based on the C4G learning scenarios, which include the development of games in the programming language Snap! with topics that are interesting for both boys and girls and which involve solving real-world problems. The results showed that students accepted the C4G methodology and were motivated to learn how to program by developing games for solving real-world problems. Teachers and experts consider this approach as a relevant and effective method for achieving learning objectives related to programming, applicable and suitable for lower secondary students (11–15 year olds).

Hopcan, S., & Tokel, S. T. (2021). **Exploring the effectiveness of a mobile writing application for supporting handwriting acquisition of students with dysgraphia**. *Education and Information Technologies*, *26*(4), 3967-4002. https://doi.org/10.1007/s10639-021-10440-3
Handwriting is one of the most important essential skills for both literacy and beyond. However, some students have difficulty in writing. Dysgraphia, a disorder of written expression, is a condition where a student's writing skills are below the level expected of their intelligence, age, and education. The main purpose of this study was to examine the effectiveness of a mobile writing application for students with dysgraphia and to determine whether students' writing skills improve after using this application. A mixed method design was employed. This study reveals: 1) the mobile writing application contributed to the acquisition of writing skills (letter formation, spelling, and words) for students with dysgraphia, 2) the percentage of students' on-task duration were in a range of 80% and 100%. When students' writing speed was examined session by session, there was an increase in them all. Students' correct attempts increased session by session and the number of incorrect attempts decreased. Students' line violation tended to decrease session by session.

Hsia, L.-H., Lin, Y.-N., & Hwang, G.-J. (2021). **A creative problem solving-based flipped learning strategy for promoting students' performing creativity, skills and tendencies of creative thinking and collaboration**. *British Journal of Educational Technology*, *52*(4), 1771-1787. https://doi.org/10.1111/bjet.13073
In most performing classes, such as dance or performing arts, students passively follow the scripts or demonstration provided by the teacher, and focus on imitating the acts and practicing repeatedly. Although researchers have begun trying out flipped learning to provide students with opportunities for self-learning and to increase the time for in-class collaborative learning and interactions, students' performing creativity is generally ignored. As a result, the present study proposes a creative problem solving-based flipped learning (CPS-based flipped learning) approach to guide students to comprehend the pre-class materials and to develop their creativity through creative thinking. Moreover an experiment was conducted in a choreography activity of a dance course. A total of 125 university students were recruited and divided into the CPS-based flipped learning (CPS-FL) group, the conventional flipped learning (FL) group, and the conventional technology-based learning (TBL) group for an 18-week teaching experiment. The results showed that the CPS-based flipped learning approach could significantly increase students' choreography creativity, dance skills and creative thinking tendency. In addition, the FL group also outperformed the TBL group on choreography creativity and dance skills. No significant differences between the three groups' collaboration

tendency could be found. Lastly, from the students' feedback, it was learned that the CPS-based flipped learning approach was conducive to stimulating students' inspiration for creation, enhancing their ability to appreciate dance programs and improving their implementation and practice abilities. Practitioner notes What is already known about this topic In traditional performing classes, students generally passively follow the examples of demonstration provided by the teacher and focus on repetitive practice. Flipped learning enables students to have more opportunities to practice and interact with peers and the teacher in the class. In flipped learning, proper learning design could be beneficial to increasing students' creativity. What this paper adds A creative problem solving-based flipped learning approach is proposed. An experiment was conducted in a university dance course to evaluate the impacts of the proposed approach. In addition to performing skills, the proposed approach enhanced the students' creativity performances and learning perceptions. Implications for practice and/or policy Creative problem solving-based flipped learning has great potential in promoting students' Creative thinking. Such a learning approach could bring novel ideas into the fields related to creative thinking in addition to arts or performing art courses.

Hu, X., Chiu, M. M., Leung, W. M. V., & Yelland, N. (2021). **Technology integration for young children during COVID-19: Towards future online teaching**. *British Journal of Educational Technology*, *52*(4), 1513-1537. https://doi.org/10.1111/bjet.13106
To support young children's learning during the coronavirus 2019 (COVID-19) pandemic, preschool educators in Hong Kong were required to teach with digital technologies. In this study, 1035 educators from 169 preschools reported their views and practices in an online survey, which we examined via multilevel mixed-response analysis and thematic analysis. More than half of the respondents (53%) expected future online teaching to continue, and only 11% of educators believed that parents would reject this form of delivery. Administrators and teaching assistants were more likely than teachers to expect online preschool teaching to continue in the future. In addition, respondents with existing online platform experience, who taught the upper levels of preschool, or incorporated specific teaching practices (eg, after the online lesson, they assessed children and assigned homework tasks), were more likely than others to expect online teaching in the future. Many of these respondents also reported (a) difficulty with engaging their children when online and (b) inadequate support from parents for learning activities, which reduced the respondents' perceived likelihood of future online teaching. Administrators and teaching assistants were more likely than teachers to believe that parents would accept online teaching in the future. Respondents who felt they had inadequate training to teach online, children in families with inadequate technical skills and parents who believed that online lessons harmed children's well-being, were less likely than others to believe that parents would accept online teaching in the future. These educators believed that online learning communities could connect parents and schools and foster interaction that could help align with educator's support for children's learning needs. Practitioner notes What is already known about technology integration for young children during COVID-19 COVID-19 led to the closure of many schools, requiring teachers to teach online. Barriers to integrating technologies in preschool settings existed before the pandemic. Online teaching can support students' learning, but few studies have examined technology integration for preschoolers at home during a pandemic. What this paper adds This paper adds new data on schooling during a pandemic. During the closures, preschool teachers applied two major online teaching approaches: (a) digital content interaction and (b) online human interaction. Technology integration was

added to provide evidence of how teachers applied online learning resources for young children during COVID-19. During closures, teachers often delivered learning resources via digital-mediated learning platforms, but they were less likely than other educators to expect online teaching in the future. Educators who perceived greater engagement of children or support from parents were more likely to expect online teaching in the future. Implications for practice and/or policy This study showed that some preschool teachers integrated technology into their teaching during a pandemic, and future studies can explore how to facilitate or extend this integration after the pandemic. This study showed the need for more interactive online teaching preparation to address young children's learning needs. Some teachers were responsive to feedback from children and monitored their learning during the online teaching process.

Huang, X. (2021). **Aims for cultivating students' key competencies based on artificial intelligence education in China**. *Education and Information Technologies*, *26*(5), 5127-5147. https://doi.org/10.1007/s10639-021-10530-2
Cultivating students' key competencies contributes to students' adaptation to the fast developing intelligent era. Artificial intelligence education is an important way to cultivate students' key competencies. It is increasingly important to set up appropriate artificial intelligence courses at the fundamental education stage and cultivate students' key competencies via such courses. This paper describes quantitatively how AI courses cultivate students' key competencies. First, we analyze the necessity of artificial intelligence education at the fundamental education stage and the status quo of artificial intelligence education in China. Next, we elaborate the students' key competencies which is composed of knowledge competence, team competence and learning competence, and design the curriculum of artificial intelligence at the fundamental education stage. Finally, through collecting students' questionnaires, we analyze the relationship between the curriculum of artificial intelligence and the cultivation of students' key competencies. Experimental evaluations demonstrate that the 7 categories of artificial intelligence courses are beneficial to the cultivation of the six key sub-competencies of students. In addition, the problems in the current artificial intelligence curriculum are identified and suggestions for improvement are put forward.

Jaldemark, J., Lindqvist, M. H., Mozelius, P., & Ryberg, T. (2021). **Editorial introduction: Lifelong learning in the digital era**. *British Journal of Educational Technology*, *52*(4), 1576-1579. https://doi.org/10.1111/bjet.13128

Jeffrey, D., & St-Amant Gauron, L.-P. (2021). **TikTok : angoisse, solitude et exploration adolescente en temps de pandémie**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.a228

JISC : Joint information systems committee & Emerge Education. (2021). ***Technology-enabled teaching and learning at scale: a roadmap to 2030***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13651
Selon ce rapport, l'apprentissage hybride est l'avenir de l'enseignement supérieur est mixte et les startups edTech constituent la clé de l'innovation et de l'agilité dont il a besoin. Cette feuille de route examine le nouveau paysage d'enseignement et d'apprentissage numériques de l'enseignement supérieur au Royaume-Uni, en analysant les lacunes, les opportunités et les innovateurs émergents. Comment la technologie transforme-t-elle les ressources ? Comment l'utiliser le plus efficacement

possible avec un enseignement et une évaluation hybrides ? Comment assurer un parcours d'apprentissage personnalisé pour les étudiants ? Les universités britanniques pourront offrir aux étudiants une expérience d'apprentissage vraiment personnalisée d'ici 2030.

Kabore, D. S. P. (2021). ***L'intégration pédagogique des TIC dans l'enseignement supérieur au Burkina Faso : accessibilité, usages et appropriation par les étudiants*** (Phdthesis, Université de Strasbourg ; Université de Koudougou). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03283832
L'objectif de notre recherche est l'étude des déterminants de l'adoption et des usages des technologies de l'information et de la communication (TIC) par les étudiants de l'Université Thomas SANKARA (UTS). Cela nous a conduits à étudier respectivement l'accessibilité, les compétences technologiques et informationnelles des étudiants utilisant les TIC dans leurs apprentissages, les facteurs limitant l'adoption du numérique par les étudiants dans leurs apprentissages, les pratiques et les usages du numérique par les étudiants. L'étude a été construite autour des concepts théoriques de l'adoption, des usages, de l'appropriation des TIC et des compétences numériques et informationnelles. Ces différents concepts s'inscrivent dans le cadre théorique des modèles d'adoption et des usages des TIC et plus spécifiquement dans le modèle de la théorie unifiée de l'acceptation et de l'usage des technologies (UTAUT). Pour une meilleure compréhension des questions de recherche et de consolidation de la pertinence et de la validité de l'étude, nous avons adopté une méthodologie quantitative. Nous avons bâti notre stratégie d'analyse des données à partir d'approches statistiques descriptives et multivariées. A l'issue d'une enquête conduite auprès de 373 étudiants de l'UTS, nos résultats montrent que les déterminants essentiels affectant positivement les usages des TIC par les étudiants dans leurs activités d'apprentissages sont respectivement « l'utilité perçue », « la facilité d'utilisation », « les influences sociales : influence des pairs, influence des professeurs, la valorisation académique » et« les conditions facilitatrices : l'implication de l'administration ». Aussi, l'étude a permis de montrer que les variables modératrices sociodémographiques (sexe, filière et niveau d'étude) n'ont aucun effet modérateur sur les différentes relations entre l'utilité perçue, la facilité d'utilisation perçue et l'intention d'usage des TIC. En revanche, la variable modératrice sociodémographique « niveau d'étude » a une influence positive sur la relation des conditions de facilitations et de l'intention d'usage des TIC.

Kong, S.-C., & Wang, Y.-Q. (2021). **The influence of parental support and perceived usefulness on students' learning motivation and flow experience in visual programming: Investigation from a parent perspective**. *British Journal of Educational Technology*, *52*(4), 1749-1770. https://doi.org/10.1111/bjet.13071
This study expands the scope of cognitive evaluation theory (CET) with flow theory by providing a potential explanation for the missing link between motivation and motivational outcomes of students in visual programming learning. It aims to investigate how parental roles impact young students' flow experience in learning from the parents' point of view. Parents were asked to complete an online observation survey for evaluating their children's (aged 6–12) learning during a 2-day coding fair. In total, 1,196 parents completed the survey. We conducted multigroup structural equation modelling (MGSEM) for hypothesis testing. Specifically, mediation analysis was conducted for the relationships between parents' perception and support and students' flow experience through the mediating role of students' learning motivation. We also explored if the

hypothesised relationships were different among high versus low creative students. Results revealed that parents' perceived usefulness and parental support can effectively foster students' learning motivation, which leads to students' flow experience in visual programming learning. The impact of parents' perceived usefulness on students' learning motivation was particularly more salient in the low creative student group (vs. high creative student group). The findings suggested that schools should encourage stronger parent–children relationships, such that parents can be more actively involved in students' learning. Practitioner notes What is already known about this topic Parents' support and attitudes play a pivotal role in promoting students' learning motivation and performance. However, less research has investigated parental influences on students' flow experience in the visual programming learning context. Visual programming gains increased significance among the young generation, yet, not much research has investigated the parent–student relationship that facilitates visual programming learning in primary school education. What this paper adds This study expands the scope of cognitive evaluation theory with flow theory by providing a potential explanation for the missing link between motivation and motivational outcomes of students in visual programming learning. Parents' support and perceived usefulness promote students' intrinsic motivation in visual programming learning, which in turn fosters flow experience during the activities. The positive influence of parents' perceived usefulness on students' learning motivation is particularly more salient in the low creative student group (vs. high creative student group). Implications for practice and/or policy Schools should organise events that equip parents with the required programming knowledge, to provide adequate support to their children. Parents and schools should carefully communicate learning expectations and attitudes to their students by emphasising students' potential personal gains such that students' learning motivation can be sustained for more flow experience in visual programming learning. Schools should encourage stronger parent–children relationships, such that parents can take a more active role in students' learning.

Köse, M., Koçyiğit, M., Erdem, C., & Jega, I. M. (2021). **An evaluation of accessibility to preschool education institutions using geographic information systems**. *Education and Information Technologies*, *26*(4), 4307-4328. https://doi.org/10.1007/s10639-021-10482-7
This study aims to evaluate current locations of preschool education institutions and suggest alternative spatial arrangements in the Afyonkarahisar province in Turkey, using heuristic location-allocation modelling approaches to improve overall spatial accessibility. The population totals were generated by supplying a unique code for each spatial unit. The census information was joined with a vector layer to transfer the population values to source units. In order to better predict the school age population distribution structure within the source zones, an intelligent areal interpolation approach was performed. The digital boundaries of the central district and villages of the Afyonkarahisar province were used as the source zones. The population surfaces of the source units were modelled by using the Corine Land use/cover (2018 dated) dataset and dasymetric mapping method. The gridded population surface model with population estimates and 1199 grid points across the province were used to model the preschool aged population in need of preschool educational services. With the current distribution of preschools in Afyonkarahisar, the preschool aged population would have to travel an average distance of 4629.49 m to access the closest preschool to them. The results of this study show that the provision of alternative preschool locations decreased the average travel distance from each residential home to each preschool by 626.82 m, thereby improving overall accessibility to preschools.

Kroustalli, C., & Xinogalos, S. (2021). **Studying the effects of teaching programming to lower secondary school students with a serious game: a case study with Python and CodeCombat**. *Education and Information Technologies*, *26*(5), 6069-6095. https://doi.org/10.1007/s10639-021-10596-y
Serious games, or else educational games,for programming are considered to have a positive impact on learning programming.Specifically, serious games are considered to motivate students and engage themin playing and learning programming. However, more research is required inorder to study their effects in learning programming, as well as their addedvalue in comparison with typical teaching approaches. In this study the effectsof teaching programming to lowersecondary school students with the serious gameCodeCombat and the typical teaching approach are compared. Specifically,fifty-nine students formed an experimental group that was taught programmingwith CodeCombat and a control group that was taught programming throughlecturing and problem solving in Python with a typical programming environment.The study aimed to investigate whether a game like CodeCombat that is based ona text-based real programming language: improvesstudents' performance in basic programming concepts; brings better learning outcomes in comparison with typical teaching methods; engages students'interest. Data was collected through a pre and post test, as well as a surveyprior the intervention and another one based on the Technology Acceptance Modelat the end. It was concluded that the experimental group performed better thanthe control group, but this difference was not found to be statisticallysignificant. CodeCombat was evaluated positively in terms of its perceived easeof use and usefulness, as well as the attitude towards its use. The resultswere neutral in terms of students' behavioral intention to use CodeCombat, butwere positive in using serious games for programming in general.

Kumar, K. S., & Mahendraprabu, M. (2021). **Open educational practices of SWAYAM programme among research scholars**. *Education and Information Technologies*, *26*(4), 4621-4645. https://doi.org/10.1007/s10639-021-10495-2
Open Educational Resource creates an opportunity for researchers to learn the openly available online educational resources. OER are publicly and freely licensed electronic resources that offer a remarkable chance for researchers everywhere to share, utilize, and reuse resources. It is a must for researchers to practices these resources to enhance research outcomes. The present study aims at practicing the open educational resources of the state universities of Tamilnadu research scholars on their SWAYAM programme. This study also attempts to determine the research scholars' level of open educational practices on their SWAYAM through appropriate methodological and statistical procedures. From the 300 state universities of Tamilnadu, research scholars are select as the study sample by adopting a simple random sampling method. Hence, the findings and suggestions of the study have much significance to the many research scholars.

Kushairi, N., & Ahmi, A. (2021). **Flipped classroom in the second decade of the Millenia: a Bibliometrics analysis with Lotka's law**. *Education and Information Technologies*, *26*(4), 4401-4431. https://doi.org/10.1007/s10639-021-10457-8
This paper aims to examine the current dynamics of the flipped classroom studies and to propose a direction for future research for the field. Using a bibliometric approach, we observe a sample of 1557 documents from the Scopus database to identify research activity on the flipped classroom. The keywords "flipped classroom" and "flipped

learning" have been executed in the search query. We presented the earlier stage of research in the flipped classroom, the subsequent trends, publications status based on source title, country and institution and examined citations pattern of the publication. We also discuss the themes based on the occurrences and terms of the keywords, title and abstract of the documents. This paper also predicts the future study in the flipped classroom using Lotka's law. We found that the pattern distribution of the author's contribution fits with the law. We conclude by suggesting a few potential research directions on the flipped classroom. Research on flipped classroom focuses on approaches, strategies and effectiveness perceived by practitioners and learners with relatively less attention on author's contribution and the prediction on their future and sustainable contribution and networking in guaranteeing the survival and expansion of flipped classroom approach for the coming decades.

Kwon, K., Cheon, J., & Moon, H. (2021). **Levels of problem-solving competency identified through Bebras Computing Challenge**. *Education and Information Technologies*, *26*(5), 5477-5498. https://doi.org/10.1007/s10639-021-10553-9
As computational thinking (CT) gains more attention in K-16 education, problem-solving has been more emphasized as a core competency that can be found across various domains. To develop an evaluation framework that reveals students' problem-solving competency, this study examined solutions for the Bebras Computing Challenge which requires students to utilize problem-solving skills in a CT domain. A total of 246 solutions of three Bebras tasks were analyzed based on a qualitative content analysis method and four levels of solutions were identified. The solution levels revealed how students (1) failed to understand a problem (No solution), (2) solved the problem but failed to identify the pattern (Premature level), (3) identified principles embedded in the problem but failed to apply them to devise an automized solution (Intermediate level), and (4) identified principles and solved the problem by applying them (Advanced level). This study presented solution levels across Bebras tasks and discussed how task difficulty affected student solutions differently. Implications for teaching problem-solving skills were discussed.

Laxton, D., Cooper, L., & Younie, S. (2021). **Translational research in action: The use of technology to disseminate information to parents during the COVID-19 pandemic**. *British Journal of Educational Technology*, *52*(4), 1538-1553. https://doi.org/10.1111/bjet.13100
This paper addresses the research problem of how to reach, engage and support parents in home-educating young children during the first national COVID-19 lockdown in England (March–June 2020), which was addressed through using technology. An internet-mediated research (IMR) approach is used to investigate the effectiveness of using technology and translational research as strategies for disseminating a rapidly produced digital guide, for promoting play-based learning at home, to parents. Lockdown with the closure of early years provision led to parents finding themselves isolated at home with young children. Early years educators were managing a unique set of circumstances where communication with families, including those 'harder-to-reach' was contextually problematic. Qualitative data using IMR captured online interactions by unobtrusive and obtrusive methods; unsolicited emails and social media comments and questionnaire responses. Conventional content analysis identified emerging themes of access, availability, reliability and readability. Analysis showed a combination of factors impacted on the speed and scale of sharing and downloading the digital guide. First, being digitally ready as platforms were already used by early years

educators and Local Authorities. Second, the professional drive of Local Authorities and early years educators to support families during the crisis and third, the availability of an easily accessible online resource seen as valuable in improving play-based learning at home. Practitioner notes What is already known about this topic? There are high levels of digital readiness in the United Kingdom. Technology is one method used by early years settings to communicate with parents. Parental engagement is challenging. What this paper adds? A translational research strategy (to share research-informed-knowledge with stakeholders) and internet-mediated research (to gather data from stakeholders) combine effectively for use within the early years sector to disseminate research knowledge to parents and support home learning environments. The high levels of technology readiness of early years educators and parents in England provides opportunities for disseminating information and improving home learning environments. Accessing and sharing documents online may involve parents but is insufficient to engage. Implications for practice and/or policy Early years settings need to be more proactive in engaging with parents online. Technology provides opportunities to develop interaction and the sharing of information with parents. Digital media should be used as additional communication strategies and should not replace the fundamental importance of face-to-face-interaction.

Lee, J., Sanders, T., Antczak, D., Parker, R., Noetel, M., Parker, P., & Lonsdale, C. (2021). **Influences on User Engagement in Online Professional Learning: A Narrative Synthesis and Meta-Analysis**. *Review of Educational Research*, *91*(4), 518-576. https://doi.org/10.3102/0034654321997918
The internet has become the chosen medium for professional learning. Completing professional learning can improve work performance; however, many individuals who begin online courses do not complete them. It is not well understood which influences keep individuals engaged in online professional learning. We address these issues with a systematic review. Our review of 51 studies and 9,583 participants includes a narrative synthesis and a meta-analysis that examined influences on user engagement in online professional learning. We found that course design and employers' provision of time to complete learning are key for engaging learners. Other important influences were learners' reasons for learning (e.g., intrinsic value and perceived usefulness), access to learning support, and opportunities for interaction during the learning experience.

Leonard, S., Stroud, M. J., & Shaw, R. J. (2021). **Highlighting and taking notes are equally ineffective when Reading paper or eText**. *Education and Information Technologies*, *26*(4), 3811-3823. https://doi.org/10.1007/s10639-021-10448-9
The present study examined whether there is a difference in comprehension when reading from computer-based text versus reading from paper-based text and whether there is any benefit from the ability to take notes and highlight text while reading. In two experiments, students' reading times and comprehension scores were compared between electronic text and paper text excerpted from a popular psychology textbook. In the first experiment, students were only allowed to read, while the second experiment allowed the use of highlighting and note-taking. The results revealed no significant difference in reading times and comprehension scores across conditions. More important, there was no significant difference in highlighting and note-taking across text formats. Overall, comprehension was poor and this may reflect highlighting and note-taking as ineffective or rather the type of behavior when engaging in these types of

reading aids should be reconsidered. Alternatively, poor comprehension may have been a result of low motivation from participants.

Li, C., He, L., & Wong, I. A. (2021). **Determinants predicting undergraduates' intention to adopt e-learning for studying english in chinese higher education context: A structural equation modelling approach**. *Education and Information Technologies*, *26*(4), 4221-4239. https://doi.org/10.1007/s10639-021-10462-x
This study explores the determinants that predict undergraduates' intention to adopt e-learning for studying English on the basis of the extended technology acceptance model. The survey is conducted on 199 undergraduates. Structural equation modelling is performed to evaluate the proposed hypotheses and the validity of the broadened model. The results show that in addition to perceived usefulness and perceived ease of use, the intrinsic motivation factor of perceived enjoyment and extrinsic motivation factor of social influence can also determine students' intention to apply e-learning for studying English. Furthermore, perceived enjoyment exerts a significant direct influence on perceived usefulness and perceived ease of use. Percieved ease of use significantly and directly affects perceived usefulness, and however, perceived usefulness is not positively related to intention. The extended model is found to have good predictive validity. This study contributes to better comprehending Chinese undergraduates' intention to implement e-learning for English studies, and it extends technology acceptance model by incorporating motivation variables of perceived enjoyment and social influence, which can be applied as a theoretical framework in future research in education context. Furthermore, this study provides universities and teachers with several recommendations on encouraging students to take up e-learning to study English for achieving more positive outcomes.

Lim, J., & Newby, T. J. (2021). **Preservice teachers' attitudes toward Web 2.0 personal learning environments (PLEs): Considering the impact of self-regulation and digital literacy**. *Education and Information Technologies*, *26*(4), 3699-3720. https://doi.org/10.1007/s10639-021-10432-3
Web 2.0 Personal Learning Environments (PLEs) have been proposed as a new method to promote the use of Web 2.0 tools for learner-centered personal learning. However, few studies have examined students' attitudes toward Web 2.0 PLEs or, more specifically, the factors influencing students' positive attitudes or willingness toward Web 2.0 PLEs. This study investigates the effects of self-regulating capabilities (e.g., metacognition and time management), tool literacy, and information literacy on preservice teachers' attitudes toward using Web 2.0 for constructing their PLEs. Participants included 137 undergraduate students in education at a large Midwestern university in the United States, who completed a survey focused on: (1) attitudes toward building a Web 2.0 PLE; (2) metacognitive self-regulation; (3) time and study environment; (4) tool literacy; and (5) information literacy. Results indicated that tool literacy and metacognitive self-regulating capabilities had predictive effects on preservice teachers' attitudes regarding building PLEs with Web 2.0 tools. The findings of this research offer meaningful implications for researchers and educators about which essential competencies need to be fostered before students are asked to build their own Web 2.0 PLE.

Lin, Y.-J., & Wang, H. (2021). **Using virtual reality to facilitate learners' creative self-efficacy and intrinsic motivation in an EFL classroom**. *Education and Information Technologies*, *26*(4), 4487-4505. https://doi.org/10.1007/s10639-021-10472-9

Following a mixed-methods approach, this study investigated the effect of a virtual reality (VR) creative project on EFL learners' creative self-efficacy as well as their intrinsic motivation toward using VR technology. A class of 39 university students in Taiwan participated in the VR-supported creative project with the instructor's guidance step by step. A creative self-efficacy student scale, an intrinsic motivation inventory and an open-ended survey were given to the students to explore how the project might have influenced their efficacy for creativity and learning of English. Results indicate that the VR-supported project facilitated the students' efficacy for creative thinking in particular; yet, their efficacy for creative production as well as for their own competence while facing negative feedback did not change significantly. Moreover, those who had high creative self-efficacy also felt less pressure and tension toward this VR-supported project than their counterparts with low creative self-efficacy. Furthermore, working on the VR-supported project was perceived by the students to be a refreshing and relaxing learning experience that also benefited their learning of English. Based on the research findings, pedagogical implications are discussed with regard to how VR technology can be effectively integrated into an English classroom to facilitate students' creative self-efficacy and intrinsic motivation.

Linden, K., & Gonzalez, P. (2021). **Zoom invigilated exams: A protocol for rapid adoption to remote examinations**. *British Journal of Educational Technology*, *52*(4), 1323-1337. https://doi.org/10.1111/bjet.13109
The rapid pivot to the online environment, necessitated by COVID-19, has resulted in some universities adopting online meeting platforms, such as Zoom, for exam invigilation. This study aims to evaluate the effectiveness and reflect on the student experience of exams invigilated with an online meeting platform. In 2020, twenty-four subjects with 1728 students with high stakes, final exams trialled online invigilation. In practise scenarios, online meeting settings were optimised for invigilation to ensure supportive yet rigorous exam conditions. The average exam mark for students who sat a paper-based invigilated examination in 2019 across the twenty-four subjects was 72% compared to 70% for the exams invigilated with online meetings in 2020. There was no significant difference in the distribution of exam marks and subject grades and there were no significant technical issues that impacted the exams. A student-centred approach ensured that exam supervisors could answer student concerns before and during the examinations. This study demonstrates that the use of online meeting platforms, not specifically designed for exam proctoring, can be a cost-effective and valid tool. With the higher education sector again weighing up alternatives to traditional invigilated exams into the future there is an opportunity to rethink technology-mediated assessment of student learning. Practitioner notes What is already known about this topic? Traditional examinations are a ubiquitous form of assessment, however, cheating in exams is less commonly detected than assignment outsourcing. Online examinations offer a flexible option for authentic assessment and are viewed favourably by students. Validating students' identity, while maintaining a student-centred environment has proven to be difficult. What this paper adds Online meeting tools offer a rigorous option for validating student identity and encouraging academic integrity in online exams. The methodology required to optimise online meeting settings. A whole institution approach to student support is required. Implications for practice and/or policy University leaders will be able to use the online exam settings and student support structure. When implementing invigilated online exams, educational practitioners should consider online meeting tools.

Lock, J., Lakhal, S., Cleveland-Innes, M., Arancibia, P., Dell, D., & Silva, N. D. (2021). **Creating technology-enabled lifelong learning: A heutagogical approach**. *British Journal of Educational Technology*, *52*(4), 1646-1662. https://doi.org/10.1111/bjet.13122
Can a new instructional approach influence lifelong learning and the development of competent lifelong learners? Blended and online learning provides a platform for learning that introduces technological affordance to enable learning. We seek to find an intersection between blended and online learning and lifelong learning through an instructional approach that encourages learners towards management of their own learning. This opens the door to becoming an autonomous, capable, self-directed lifelong learner. In this context, heutagogy offers an instructional approach that may connect blended and online learning settings with the development of lifelong learning competence. After conducting a systematic literature review using the terms heutagogy, blended and online learning, and lifelong learning, literature that considers how to inspire and build human agency capabilities over the lifespan was chosen for Delphi method expert review. Using this methodology, we explore the possibility that online and blended higher education will contribute, where heutagogical experiences exist, to technology-enabled lifelong learning. Results corroborate the idea that heutagogy and lifelong learning are intertwined by some common principles and that these are applicable to both blended and online learning settings and lifelong learning. Practitioner notes What is already known about this topic Recent, and what is often continuous, change is impacting all we do, including the design and delivery of education. This change requires new instructional models that improve immediate learning outcomes and prepares learners for learning across the lifespan. The use of instructional processes labeled heutagogy include the opportunity for, and application of, activities of learning self-direction, -determination, and -regulation, which can be helpful, even essential, for lifelong learning. What this paper adds This paper identifies an informed perspective, from data, that heutagogical design must be consciously implemented and supported for online and blended learning by instructional designers, instructors, and institutional leadership and infrastructure. It is reasonable to suggest that online and blended learning could contribute, where heutagogical learning opportunities exist, to technology-enabled lifelong learning. Instructional practices that include choice, flexible or negotiated assessment, facilitation of reflection, learner confidence development, and involvement of the learner in designing their learning can be considered heutagogical. Implications for practice and/or policy Develop policy in support of a change in instructional practice that embraces a heutagogical approach in the design of courses to foster greater self-directed and lifelong learning. Educational development to support instructors to understand heutagogy and how it can be applied in the design and delivery of blended and online learning to foster technology enabled lifelong learning. With the implementation of a heutagogical approach, student orientation along with purposeful scaffolding needs to be implemented to support students as they become more autonomous learners in technology-enabled settings.

Lorenzo, G., Lledó, A., Pérez-Vázquez, E., & Lorenzo-Lledó, A. (2021). **Action protocol for the use of robotics in students with Autism Spectrum Disoders: A systematic-review**. *Education and Information Technologies*, *26*(4), 4111-4126. https://doi.org/10.1007/s10639-021-10464-9
During the last two decades, the use of Information and Communication Technologies (ICT) has opened new paths in the intervention of people with Autism Spectrum Disorder (ASD). These may include intervention based on « social robots ». This research aims to

review the state of scientific production on social robotics in the intervention of students with ASD during 2000–2019 to establish an action protocol in the use of this tool through a list of bibliometric indicators. To achieve this objective, we worked through the main collection of the Web of Science (WoS), obtaining a sample of 69 articles.The results indicate that the authors with the highest scientific production are American, even though they do not own the most cited articles in the field. In this sense, the great number of publications are indexed in the JCR Q1. Likewise, two journals are the work core of the field of study. Moreover, the vast majority of the studies are focused in different areas such as: communication and social interaction, repeated and stereotyped patterns of behaviour, interest, or activity. As a conclusion, robotics is a tool increasingly used by students with ASD. Moreover, robotics can be applied through a protocol based on the indicators analyzed. Therefore, future researchers in the field would use the indicators to determine, for example, which area to work in, which year they could obtain information or which journals publish the highest quality research. With the information provided by these indicators, a robotic intervention could be implemented.

Loukil, F., Abed, M., & Boukadi, K. (2021). **Blockchain adoption in education: a systematic literature review**. *Education and Information Technologies*, *26*(5), 5779-5797. https://doi.org/10.1007/s10639-021-10481-8
The rapid development of blockchain technology has influenced several fields, including financial, healthcare, and supply chain systems. Recently, this technology has also been applied in education thanks to its unique features, including decentralization, trustworthiness, and security. Despite the bright side of blockchain, several concerns continue to undermine its adoption in education, such as legal, immutability, and scalability issues. Thus, a comprehensive survey about blockchain adoption in education deems necessary. This paper is a systematic literature review of blockchain applications in the education field. To do so, and after retrieving scientific publications on the topic, we classify the outcomes according to several categories. In this paper, we focus on two major themes: educational applications and benefits of blockchain integration. We combine the themes, then express and analyze the results as bubble charts. We analyze the proposed solutions in terms of the blockchain-based applications that have been developed for educational purposes and the benefits that the blockchain technology could bring to the education field. Finally, we describe some research gaps that need to be addressed and educational areas that could be explored for future research of blockchain adoption in education.

Luo, Z. (2021). **Using eye-tracking technology to identify learning styles: Behaviour patterns and identification accuracy**. *Education and Information Technologies*, *26*(4), 4457-4485. https://doi.org/10.1007/s10639-021-10468-5
Learning style theories have been widely used in adaptive learning systems to enhance learning outcomes. However, the previous studies on adaptive learning systems set a high entry barrier for researchers who lack programming skills, and few of the studies involved authentic everyday learning materials. This author proposes to test the feasibility of eye-tracking technology in identifying learning styles with everyday materials, as well as the identification accuracy. This author selected the Felder-Silverman's learning style model (FSLSM) as the framework, enlisted the behaviour patterns that can be used to identify the eight learning styles in the FSLSM model, and conducted a quasi-experiment to test whether these behaviour patterns apply to eye movement differences. Then, this author compared the results of eye-tracking identification with participants' self-report based

on Index of Learning Style (ILS) questionnaire for identification accuracy. This quasi-experiment recruited 30 university students, including 19 female and 11 male. Findings showed that eye-tracking technology has the potential to quickly identify learners of different types categorised by the FSLSM theory, with accuracy ranging from 63.50% to 84.67%; however, there are disturbing factors contributing to different levels of identification accuracy, which should be investigated in future research.

Macak, M., Kruzelova, D., Chren, S., & Buhnova, B. (2021). **Using process mining for Git log analysis of projects in a software development course**. *Education and Information Technologies*, *26*(5), 5939-5969. https://doi.org/10.1007/s10639-021-10564-6
Understanding the processes in education, such as the student learning behavior within a specific course, is a key to continuous course improvement. In online learning systems, students' learning can be tracked and examined based on data collected by the systems themselves. However, it is non-trivial to decide how to extract the desired students' behavior from the limited data in traditional classroom courses. Software development courses are a domain where student behavior analysis would be especially useful, as continuous teaching improvement in this fast progressing domain is necessary. In this paper, we propose to use process mining for improvement-motivated process analysis of a software development course (web development in particular). To this end, we analyze Git logs of students' projects to understand their development processes. Process mining has been chosen as it can help us to find a descriptive model of this process. The main contribution of this paper is the detailed methodology of process mining usage for students' project development analysis, considering various commit characteristics, which are crucial in understanding student coding-behavior patterns. The process mining analysis proved to be very useful, indicating multiple directions for the course improvement, which we also include in this work as a secondary contribution. The third contribution of this work is the summary and discussion of the process mining advantages and current gaps in process mining research for this task. The data we used are made publicly available to other researchers.

Manca, S., & Delfino, M. (2021). **Adapting educational practices in emergency remote education: Continuity and change from a student perspective**. *British Journal of Educational Technology*, *52*(4), 1394-1413. https://doi.org/10.1111/bjet.13098
In this study, we adopt an ecological perspective to reflect on how a specific Italian school cluster adapted to the challenges of the COVID-19 pandemic by focusing on how students experienced the interplay between continuity and change in school teaching and learning practices caused by the pandemic. Specifically, the study investigates how the school's physical/virtual learning system was (re)configured to provide new opportunities for learning to a thousand-plus population of primary and secondary students, and how they reacted to the transition to distance learning in terms of participation, autonomy, motivation and engagement. The research adopts a mixed method approach, based on school management system data and a survey tool, and analyses the students' response to the emergency from the perspectives of the students themselves, their teachers and their parents. While these converged in positive evaluation of the experience, a number of lessons were learnt, such as the importance of building on favourable pre-existing conditions and leveraging a solid shared school culture to promote a prompt reaction to the emergency. Significantly, students with an immigrant background displayed varying degrees of participation in online activities. Overall, for each of the three stakeholder groups surveyed, solid pre-existing digital

competence levels and close collaboration within the school community were the most important factors for non-traumatic transition to distance learning. Practitioner notes What is already known about this topic? Research on the relationship between the COVID-19 pandemic and the effects on teaching and learning processes is constantly increasing. Most recently published studies focus on higher education, while very few investigate the impact of the COVID-19 pandemic on K-12 education. Very few papers have studied the interplay between change and continuity within an educational ecosystem in times of crisis. What this paper adds? This is one of the first studies to analyse the process of systematic transition from onsite learning to online learning within the Italian school system in response to the pandemic. This study employs a multiple perspective research approach to analyse Emergency Remote Education in a sizeable school cluster, with a specific focus on student response. Teachers, students and their families all saw solid pre-existing digital competence and close school community collaboration as key factors facilitating rapid adjustment to the emergency. Implications for practice and policy Having a solid common school culture to rely on facilitates prompt emergency reaction. Encouraging the creation of professional communities of practice that comprise both expert and novice teachers can help prepare educators to deal with an educational emergency through adoption and appropriate use of technological solutions. Collaboration between school and families proves to be a key factor for dealing with emergencies.

Maqableh, M., Jaradat, M., & Azzam, A. (2021). **Exploring the determinants of students' academic performance at university level: The mediating role of internet usage continuance intention**. *Education and Information Technologies*, *26*(4), 4003-4025. https://doi.org/10.1007/s10639-021-10453-y
This study investigates the impact of integrating essential factors on academic performance in university students' context. The proposed model examines the influence of continuance intention, satisfaction, information value, and Internet addiction on academic performance. Additionally, it investigates the mediating role of continuance intention on the relationship of satisfaction and information value on academic performance among university students. A survey questionnaire method was adopted to collect data from university students in Jordan. Data was collected from 476 voluntary participants, and the analysis was conducted using SPSS and AMOS. The analysis results show that continuance intention, satisfaction, information value have a significant positive influence on academic performance. Besides, the results show that satisfaction and information value positively and significantly influence continuance intention. While continuance intention full mediation the relationship between satisfaction and academic performance, it partial mediation the relationship between information value and academic performance. This study is the first to examine the integrating of continuance intention, satisfaction, information value, and Internet addiction on students' academic performance. Furthermore, this study is also distinguished from other studies by investigating the mediating role of continuance intention gap.

Marty, O. (2021). **Une expérience de « Mooc professionnel » : des formations numériques à l'Éducation**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14798
Nous présentons empiriquement une expérimentation de « Mooc professionnel » sur France université numérique, signe de la numérisation et de professionnalisation des enseignements supérieurs. Nous analysons alors cet outil de formation selon plusieurs

axes : le statut des savoirs professionnels, les imperfections de la socialisation éducative par le dispositif et, enfin, la remise en question de l'expérimentation au travers du concept d'expérience.

Marty, O., & Amirault, R. (2021). **The transition of a French distance learning institution to a fee-based model : an ethnographic study**. *Quarterly Review of Distance Education*, *22*(1). Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03318908
The results of a 3-year fieldwork study within France's National Centre for Distance Education are presented, specifically detailing the impacts on higher education middle management overseeing curricula design for a series of French 3-year degree programs undergoing revision in how students are financially charged for the programs. Following the ethnographic research process model, an amalgam of the researcher's prior knowledge of middle management and the sharing of that knowledge with educational workers are reported. Findings were as follows: (1) an ethnographic researcher's preconceptions and knowledge should be carefully employed when conducting ethnographic studies; (2) possessing a strong base of prior knowledge of the field under study is an important aspect of the ethnographic research process; (3) emerging observed controversies and debates should not be extinguished with the researcher's knowledge base so that these may be docu- mented and examined (knowledge, even when academically stabilized, undergoes constant adaptation. It is of utmost importance for the education ethnographer to be precise when previous knowledge is relevant to the setting, including the fundamental limits they present.).

McCoy, A., & McNaughton, D. (2021). **Effects of Online Training on Educators' Knowledge and Use of System of Least Prompts to Support Augmentative and Alternative Communication**. *Journal of Behavioral Education*, *30*(3), 319-349. https://doi.org/10.1007/s10864-020-09374-6
The present study evaluated the effects of online training on educators' knowledge and use of system of least prompts (SLP) to support the communication of individuals with autism who use augmentative and alternative communication (AAC). A pre/posttest group design with switching replications was utilized. Three dependent variables: (a) knowledge of SLP, (b) planning for SLP, and (c) performance of SLP implementation during teleconference role-plays were analyzed using a two-way mixed analysis of variance. Results indicate that training was effective in increasing educators' knowledge as well as the ability to plan for SLP. Implementation of SLP also increased over time; however, data analysis did not support the conclusion that this result was directly related to the online training. Additional results suggest that the participants viewed online instruction, with teleconference role-play assessments and case study vignettes, as a socially valid activity. Participants reported learning a valuable skill and as a result of the training were more confident working with individuals who use AAC. Implications, limitations, and directions for future research are also discussed.

McKenzie, S., Coldwell-Neilson, J., & Palmer, S. (2021). **Integrating career development into an undergraduate IT curriculum at an Australian University**. *Education and Information Technologies*, *26*(5), 5971-5990. https://doi.org/10.1007/s10639-021-10567-3
Career development is a multifaceted, life-stage-dependant and discipline-specific process that is difference for every decision maker. During their time at university, students are building upon their career choice through discipline-specific activities yet many still find the transition into the workforce problematic, particularly for those in the discipline

of IT. With the varied nature of the labour market in Australia, it is more important than ever before for universities to assist students in their career development through various opportunities for career education. With this in mind, this research asked: What career development model, and curriculum recommendations, can support IT students to be better prepared for life after university to achieve their graduate outcomes? To answer this, this research will present how career education has been implemented in undergraduate IT education at Deakin University in Australia. In addition, this paper demonstrates how a career development model together with appropriate curriculum resources can assist in addressing students' career needs, specifically for the IT context. The model will help educators' better support students to build their career interest and navigate the changing labour market.

Mikheev, A., Serkina, Y., & Vasyaev, A. (2021). **Current trends in the digital transformation of higher education institutions in Russia**. *Education and Information Technologies*, 26(4), 4537-4551. https://doi.org/10.1007/s10639-021-10467-6
This research aimed to analyze the current trends in the digital transformation of educational institutions. The investigation lasted from November 2019 to May 2020 and was based on three higher educational institutions (HEIs) in the Russian Federation: Belgorod State University, Moscow State Institute of International Relations, and Kutafin Moscow State Law University. The number of respondents enrolled was 420 people. In an attempt to bring together views and experiences of different actors of the educational sector, three individual online surveys were conducted among administrative staff, teachers, and students of mentioned educational institutions. All respondents were provided with questionnaires aimed at identifying current trends in educational paradigm transformation and studying the extent to which digital strategies are applied in the process of HEIs' development. The detailed analysis of survey outcomes allowed indicating positive and negative trends in digitalization of educational processes from the perspective of university administrative staff, teachers, and students. Positive trends were: ensuring the availability of higher education through the implementation of full-fledged distance learning courses; enhancing the students' experience through the introduction of innovative teaching methods; providing open access to educational resources and research results; opportunity to participate in global "open science" initiatives; and reduction of higher education cost to ensure its accessibility and mass scale. The barriers to the digital transformation of the educational sphere were: lack of funds for the implementation of a comprehensive digital transformation strategy; resistance to changes on the part of the staff; and a low level of confidence in technological solutions used in teaching practice. As a result, the conducted investigation uncovered the essence of digital transformation in the institutional structures of the higher education sector. However, given that digitalization is a complex process affecting most spheres of socio-economic interaction, consideration of only positive and negative digital transformation trends is insufficient to thoroughly analyze global digital shifts and the formation of national vectors for digital society development.

Ministère de l'Éducation nationale. (2021). ***Renforcer l'éducation aux médias et à l'information et la citoyenneté numérique***. Consulté à l'adresse Ministère de l'Éducation nationale website: https://www.education.gouv.fr/media/90745/download
Ce groupe d'experts, constitué à la demande de Jean-Michel Blanquer après l'assassinat de Samuel Paty, et composé d'acteurs de l'enseignement supérieur et de la recherche, de l'enseignement scolaire, du numérique et des médias, a émis des

propositions opérationnelles dans les champs de la formation, des ressources, des pédagogies et des dispositifs permettant de renforcer l'éducation aux médias et à l'information dans les établissements. Les propositions de ce rapport s'inscrivent dans le cadre de la recommandation visant à développer et à promouvoir l'éducation à la citoyenneté numérique et à en faire une priorité pour les gouvernements, adoptée le 21 novembre 2019 par les ministres de 47 États membres du Conseil de l'Europe. Elles font suite aux annonces de Jean-Michel Blanquer, le 5 novembre 2020, en conclusion des États généraux du numérique pour l'éducation, visant à renforcer l'éducation aux médias et à l'information et la citoyenneté numérique en s'appuyant sur le CLEMI. Au cours de la remise de ce rapport, Jean-Michel Blanquer a rappelé la priorité du renforcement de l'éducation aux médias et à l'information pour la formation civique des élèves et la défense de la liberté d'expression à l'ère numérique. Il a indiqué qu'il retenait plusieurs propositions de ce rapport pour renforcer ces enjeux au sein du système éducatif, dans le 1er et dans le 2nd degré, à partir de la rentrée 2021-2022. Ces premières propositions portent sur la formation des personnels d'éducation et des personnels de direction en éducation aux médias et à l'information, sur la production d'une plateforme de ressources portée par le CLEMI, sur l'édition et la diffusion d'un guide de référence en direction des professeurs des écoles et des enseignants de toutes les disciplines, ainsi que des dispositifs visant à mieux intégrer l'intervention des professionnels des médias et de l'information en milieu scolaire. Jean-Michel Blanquer a indiqué que ces mesures s'accompagneraient de décisions à l'issue de la remise du rapport de l'Inspection générale de l'Éducation, des Sports et de la Recherche sur le renforcement de l'esprit critique à l'École. Celles-ci permettront de mieux structurer le pilotage de l'éducation aux médias et à l'information au niveau national et dans les académies, et de renforcer ses moyens.

Mohammadi, M. K., Mohibbi, A. A., & Hedayati, M. H. (2021). **Investigating the challenges and factors influencing the use of the learning management system during the Covid-19 pandemic in Afghanistan**. *Education and Information Technologies*, *26*(5), 5165-5198. https://doi.org/10.1007/s10639-021-10517-z

Successful implementation and use of learning management systems (LMSs) have become a critical challenge for many higher education institutes during the Covid-19 pandemic. Although LMSs with lots of features were developed for universities, the success of those systems is highly related to a detailed understanding of challenges and factors influencing the use of the systems among their users. HELMS (Higher Education Learning Management System) is a countrywide LMS used for teaching and learning during the quarantine period caused by covid-19 in Afghanistan universities. As it was the first experience of Afghan universities in using the learning management systems during the pandemic, challenges were expected to appear. No previous research has been conducted on either studying the challenges of using the HELMS or investigating the factors influencing the use of HELMS during the Covid-19 pandemic in Afghanistan. Hence, there was no unified view of the potential challenges of using HELMS and factors influencing the use of the HELMS among the researchers. This research aims to investigate the challenges that face the use of HELMS and explore the factors influencing the use of HELMS among both lecturers and students. This study employed a qualitative research method by conducting semi-structured interviews with 100 participants including university management, lecturers, and students. Thematic analysis was used as a method for the analysis of qualitative data. The findings of this research will help policymakers,

researchers, and practitioners in public and private universities to grasp knowledge on the successful implementation and use of LMSs during covid-19 and afterward.

Mokmin, N. A. M., & Ibrahim, N. A. (2021). **The evaluation of chatbot as a tool for health literacy education among undergraduate students**. *Education and Information Technologies*, *26*(5), 6033-6049. https://doi.org/10.1007/s10639-021-10542-y
This study discussed and evaluated the usefulness, performance, and technology acceptance of a chatbot developed to educate users and provide health literacy. A semi-structured interview and analytic sessions were provided on Google Analytics dashboard, and the users' acceptance toward the technology was measured using the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2). A total of 75 undergraduate students were involved over a total period of two months. Each respondent explored the health chatbot actively to get advice from it with a phrase that matched the chatbot's intents via mobile devices. The evaluation results showed that 73.3% of the respondents found that the chatbot can help understand several health issues and provide a good conversation. The performance evaluation also showed that the chatbot contributed a low percentage of exit, where less than 37% of users exited the application. The overall assessment showed that the developed chatbot has a significant potential to be used as a conversational agent to increase health literacy, especially among students and young adults. However, more research should be done before the technology can replace humans in a real setting.

Moya, S., & Camacho, M. (2021). **Identifying the key success factors for the adoption of mobile learning**. *Education and Information Technologies*, *26*(4), 3917-3945. https://doi.org/10.1007/s10639-021-10447-w
There is evidence that sustainability and efficiency are challenges for mobile learning adoption methods. The objective of this study is to identify, categorize and evaluate the critical factors that shape the adoption and sustainable use of mobile learning.. The study will investigate the factors that affect mobile learning adoption, how they can be categorized and what is the prioritization of these categories in the context of Catalonia. The research in this study was designed according to a mixed methods paradigm applying a mixed research approach weighted toward quantitative data, including a literature review, a systematic review, and an expert judgement. A total of 361 factors were identified by reviewing 74 studies; twenty-six studies were included in the systematic review; and seven Catalan experts participated in the expert trial, including three school leaders, two university experts and two education inspectors. This study provides a taxonomy to categorize and orchestrate the factors affecting the adoption of mobile learning providing a holistic and coherent vision.. This categorization contributes to improving sustainability in the adoption of mobile learning. Overall, participants prioritize the five categories from the most challenging to the lowest impact as follows: leadership; personal character, attitudes, and ethics; digital literacy; pedagogical; and technological resources. The major limitation of this study is the lack of contextualization of the proposed categorization. Future research should offer different perspectives in order to generalize the results. Findings may vary with technological advances. The findings are expected to be useful both in academia and for school stakeholders as insights for further research and efficient and sustainable mobile learning adoptions.

Nahar, K., Shova, B. I., Ria, T., Rashid, H. B., & Islam, A. H. M. S. (2021). **Mining educational data to predict students performance**. *Education and Information Technologies*, *26*(5), 6051-6067. https://doi.org/10.1007/s10639-021-10575-3
Information is everywhere in a hidden and scattered way. It becomes useful when we apply Data mining to extracts the hidden, meaningful, and potentially useful patterns from these vast data resources. Educational data mining ensures a quality education by analyzing educational data based on various aspects. In this paper, we have analyzed the academic results and behavior of some engineering students. For this study, we collect data from 80 students from the CSE department. We gather data from mark sheets and other relevant factors that accelerate the results, collected through a survey. Our main goal is to predict the students' performance. According to this prediction, the counseling department will guide them in advance so that those who are likely to have bad results can do better. The classification can be based on various aspects, as many factors improve the educational system. We have created two datasets focusing on two different angles. Our first dataset classifies and predicts the category of a student (good, bad, medium) on a specific course based on their prerequisite course performance. We have implemented this in the artificial intelligence course. Our second dataset also classifies and predicts the final grade (A, B, C) of any random subject, here we organize our data such a way where it will only focus on how their performance was till the midterm exam. We analyze and compare six classification algorithms. We have focused on all aspects of an algorithm, not only the accuracy level but also the complexity and cost. We have built two final models for two of our datasets based on a decision tree and the naive Bayes algorithms accordingly.

Nguyen, V. A., Nguyen, H.-H., Nguyen, D.-L., & Le, M.-D. (2021). **A course recommendation model for students based on learning outcome**. *Education and Information Technologies*, *26*(5), 5389-5415. https://doi.org/10.1007/s10639-021-10524-0
How to choose the most appropriate courses to study throughout the learning process remains a question interested in by many students. Students often choose suitable courses according to their interests, needs, and advice from supporting staff, etc. This paper presents the results in developing a course recommendation system that will select appropriate courses for each student studying a major in the following semesters based on his/her current academic performance. We have applied several techniques based on data mining and learning analytics to predict students' learning outcomes in the next semester and developed a model to select the appropriate courses based on such a recommendation system. Besides, our study has focused on comparing the effectiveness of predictive learning methods based on collaborative filtering. Experiments analyzed the learning results of 510 students who enrolled in the courses from 2015 to 2019 and showed that the Matrix Factorization method is the most effective. Also, the paper has proposed procedures and constraints applicable to different training curricula.

Nikou, S., & Aavakare, M. (2021). **An assessment of the interplay between literacy and digital Technology in Higher Education**. *Education and Information Technologies*, *26*(4), 3893-3915. https://doi.org/10.1007/s10639-021-10451-0
Digital technologies fundamentally transform teaching and learning in higher education environments, with the pace of technological change exacerbating the challenge. Due to the current pandemic situation, higher education environments are all now forced to move away from traditional teaching and learning structures that are simply no longer adaptable to the challenges of rapidly changing educational environments. This

research develops a conceptual model and employs Structural Equation Modelling (SEM) using Partial least Squares (PLS) to examine the impact of information and digital literacy on 249 Finnish university staff and students' intention to use digital technologies. The findings show the complex interrelationship between literacy skills and digital technologies among university staff and students. The results illustrate that information literacy has a direct and significant impact on intention to use; while, unlike our expectation, digital literacy does not have a direct impact on the intention to use. However, its effect is mediated through performance expectancy and effort expectancy. The authors suggest that to understand the changes that are taking place in higher education environment, more attention needs to be paid to redefining policies and strategies in order to enhance individuals' willingness to use digital technologies within higher education environments.

Nitchot, A., Gilbert, L., & Wettayaprasit, W. (2021). **Competence representation and the use of educational technology support for Thai learners**. *Education and Information Technologies*, *26*(5), 5697-5716. https://doi.org/10.1007/s10639-021-10547-7
Information and Communication Technology (ICT) has been adopted in Thailand for learning and teaching within higher education, where ClassStart, Moodle, and Learn Square have been commonly used. In this research, a conceptual model of competence is proposed as a learner's capability with respect to subject matter, and based on this model a tool is implemented called "Mytelemap" which supports linking web resources to subject matter, interactive visualization and creation of subject matter and competence maps, and identification of learning paths on the maps. Students used ClassStart and Mytelemap in alternation while completing a course on Web Programming, where their learning gain (difference in pre-test and post-test scores) in each of four topics was compared. The results showed that the use of Mytelemap was associated with significantly higher learning gain than the use of ClassStart, and that students were significantly more satisfied with the use of ICT than traditional (paper and pencil) tools in their learning. There was no significant difference in learning gain when the learning tasks comprised subject matter mapping versus competence mapping. These results support the continued use of ICT in Thai higher education, support the use of ICT tools for more active learning, suggest more extended research into the affordances of the Mytelemap tool, and show the difficulty that remains in attempting to move teaching and learning from its traditional focus on subject matter acquisition to a focus on competence development.

Nørgård, R. T. (2021). **Theorising hybrid lifelong learning**. *British Journal of Educational Technology*, *52*(4), 1709-1723. https://doi.org/10.1111/bjet.13121
In the pre-pandemic world learning was most often onsite, in-person and co-located. This was turned upside down during the pandemic where online suddenly became the 'new normal'. To continue learning in a pandemic world, learning providers and institutions were required to rethink and reconfigure learning to more online and 'pandemic-friendly' formats. In the aftermath of emergency teaching and learning, providers, developers and teachers are now looking ahead to contemplate its impact on the educational landscape. Here, the large-scale, wide-spread development and delivery of online, blended and hybrid learning formats might demarcate a turning point for education. However, hybridity, hybrid learning environments and hybrid learning carry with them particular conceptualisations, characteristics and frameworks we need to bear in mind when thinking about lifelong learning in a post-pandemic world. This article

is an effort to provide an operationalisation of theories for hybrid lifelong learning through asking: How can we understand the concepts of hybrids, hybridization and hybridity in order to take advantage of the potentials and opportunities these concepts hold when it comes to lifelong learning? And how can we apply this understanding to describe hybrid lifelong learning in ways that sets it apart from emergency teaching and learning as well as other similar formats such as online learning or parallel teaching? Practitioner notes What is already known about this topic Hybrid learning environments is a central topic in the field, but it is not clear how we should think about this term. Hybrid learning has grown substantially in importance. Yet the field is still under-theorised. Hybrid learning environments are challenging and under-researched. The dissolution of dichotomies central in hybrid learning makes it more complex and less predictable. What this paper adds Theoretical groundwork is provided to circumvent the "common sense" understanding of hybridity in hybrid learning. Synthesises insights from a body of recent research on hybrid education and hybrid learning, reflecting the complexity added by the notion of hybridity to learning, learning environments and lifelong learning. A novel conception of hybridity that foregrounds the complexity, entanglement and dissolution of dichotomies as well as a more integrated and holistic theorisation of the assumptions and premises that underpin hybrid learning, based on existing theories and research. Implications for practice and/or policy More theoretically grounded accounts of hybridity, hybrid learning and hybrid learning environments provide richer explanations of these terms, and would benefit the field. The paper's theoretical perspective prompts some rethinking of how design for hybrid learning occurs, what it consists of and how it may be improved. Teachers who want to foster hybrid learning environments and hybrid lifelong learning should be aware of using an integrated theoretical approach when analysing or designing for situations where learning is hybridised. Researchers need to be more explicit about the theories that underpin their studies of hybrid education, hybrid learning and hybrid learning environments.

OCDE. (2021). ***OECD Digital Education Outlook 2021***. https://doi.org/10.1787/589b283f-en
OGGENFUSS, C., & WOLTER, S. C. (2021). ***Monitorage de la numérisation dans l'éducation du point de vue des élèves***. Consulté à l'adresse http://www.skbf-csre.ch/fileadmin/files/pdf/staffpaper/staffpaper_22_numerisation.pdf
Ce document résume les principaux résultats de la première série d'enquêtes sur l'état de la numérisation des écoles en Suisse. Les résultats montrent qu'à la suite de la fermeture des écoles, près d'un tiers des ménages privés ont acquis de nouveaux équipements numériques. Des lacunes restent à combler pour ce qui est de l'accès rapide et efficace à internet par réseau sans fil, et ce tant dans les écoles qu'au sein des familles. Par ailleurs, l'utilisation des outils numériques à l'école n'est pas très intense et limitée à l'enseignement de certaines matières, avant tout des langues. Il existe des différences d'attitude entre les sexes envers l'apprentissage avec des outils numériques. On note un écart important entre les régions linguistiques.

Oliveira, G., Teixeira, J. G., Torres, A., & Morais, C. (2021). **An exploratory study on the emergency remote education experience of higher education students and teachers during the COVID-19 pandemic**. *British Journal of Educational Technology*, *52*(4), 1357-1376. https://doi.org/10.1111/bjet.13112
The COVID-19 pandemic situation has pushed many higher education institutions into a fast-paced, and mostly unstructured, emergency remote education process. In such an unprecedented context, it is important to understand how technology is mediating the

educational process and how teachers and students are experiencing the change brought by the pandemic. This research aims to understand how the learning was mediated by technology during the early stages of the pandemic and how students and teachers experienced this sudden change. Data were collected following a qualitative research design. Thirty in-depth and semi-structured interviews (20 students and 10 teachers) were obtained and analysed following a thematic analysis approach. Results provide evidence on the adoption of remote education technologies due to the pandemic with impacts on the education process, ICT platforms usage and personal adaptation. The emergency remote education context led to mixed outcomes regarding the education process. Simultaneously, ICT platforms usage was mostly a positive experience and personal adaptation was mostly a negative experience. These results bring new insights for higher education organizations on actions they could take, such as curating the learning experience with standard, institutional-wide platforms, appropriate training for students and teachers, and suitable remote evaluation practices. Practitioner notes What is already known about this topic The COVID-19 pandemic has pushed the world's education environment into an unstructured, emergency remote education process. There is a lack of understanding of how ICT tools mediated learning during pandemic's early stages and how actors experienced this sudden change. In technology-mediated learning contexts, participant beliefs, knowledge, practices and the environment mutually influence one another and affect the lived experience. What this paper adds The paper identifies and characterizes the educational process, the technological tools used in this new educational setting and personal adaptation of higher education students and teachers during these unprecedented times. The results show the following: an increase in teacher–student interaction (outside classes), new opportunities and content development; difficulties in control evaluation fraud, constraints in attaining the desired learning outcomes and lack of training; resilience to adapt and adopt the new technologies, despite the negative personal experience lived in terms of productivity, motivation, workload and mental health. Implications for practice and/or policy The paper makes evidence-based recommendations on how higher education institutions can leverage this experience to prepare for future disruptions and increase the use of ICT tools in their regular learning environment.

Oluwajana, D., & Adeshola, I. (2021). **Does the student's perspective on multimodal literacy influence their behavioural intention to use collaborative computer-based learning?** *Education and Information Technologies*, *26*(5), 5613-5635. https://doi.org/10.1007/s10639-021-10526-y

The support for the use of Computer-Supported Collaborative Learning is a sign of contributions and support for in-class and out-of-class learning. This study investigates the perspective of student's digital multi-modal literacy on student's behavioral intention to use a CSCL. We proposed a theoretical model that examines student perspectives on the integration of digital multi-modal literacy in the Unified Theory of Acceptance and Use of Technology (UTAUT) model. The study empirically examined and validated the proposed theoretical model based on a digital multi-modal computer-supported collaborative learning adoption. The data were analyzed with a partial least square, structural equation modeling (PLS-SEM) statistical approach. Results suggest that student's perspective on multi-modal literacy has a positive and significant impact on the behavioral intention to use. Furthermore, all the UTAUT factors have a strong and significant impact on the behavioral intention to support the use of digital multi-modal

computer-supported collaborative learning. Therefore, student's perspective on multi-modal literacy contributes towards their behavioural intention to use collaborative computer-based learning. To further improve collaboration and communication based on the use of CSCL to support students learning environment.

Önal, N. T., & Önal, N. (2021). **The effect of augmented reality on the astronomy achievement and interest level of gifted students**. *Education and Information Technologies*, *26*(4), 4573-4599. https://doi.org/10.1007/s10639-021-10474-7
The purpose of the current study was to determine the effect of teaching astronomy through augmented reality (AR) on the achievement and interest level of gifted students and their opinions about AR applications. The current study was conducted in line with the explanatory sequential mixed-methods design. The study group of the current research was comprised of 51 gifted students (26 in the control group and 25 in the experimental group) attending a Science and Arts Centre (BİLSEM). In the application process, the astronomy teaching activities supported with AR were used in the experimental group while the astronomy teaching activities suggested in the official science curriculum of the middle school 7th grade were used. The data of the study were collected by using an Astronomy Achievement Test and the Scale of Interest in Astronomy as a pretest and posttest and an AR Interview form administered only to the experimental group students at the end of the application. The statistical analyses of the quantitative data revealed that before the experimental application, the experimental and control groups were equal in terms of astronomy achievement and interest in astronomy. After the completion of the application, however, significant differences were found for both the experimental and control groups in favor of the posttest. Moreover, significant differences were also found in the posttest in favor of the experimental group in terms of both astronomy achievement and interest in astronomy. In other words, AR-supported astronomy teaching activities positively affected the experimental group students' astronomy achievement and interest in astronomy. Furthermore, the experimental group students expressed many positive opinions about the AR applications within the categories of technical features and cognitive and affective features. The experimental group students wanted the use of AR applications in the teaching of other science subjects and other courses.

Oyelere, S. S., Olaleye, S. A., Balogun, O. S., & Tomczyk, Ł. (2021). **Do teamwork experience and self-regulated learning determine the performance of students in an online educational technology course?** *Education and Information Technologies*, *26*(5), 5311-5335. https://doi.org/10.1007/s10639-021-10535-x
This study uses the quantitative research approach to examine the connection between students' teamwork experience, self-regulated learning, technology self-efficacy, and performance in an online educational technology course. Sixty-three (63) students participated in this study. The study data were collected through an online questionnaire that included background information, course satisfaction, motivation strategies for learning, and online technology self-efficacy, to study the variables' interactions using quantitative research. To realize this study's aims, multivariate regression and correlation approaches were employed to analyze the online students' data. The multivariate regression analysis results show a relationship between self-regulated learning, the online course level, and the number of online courses that the students have completed. Right self-regulated learning strategies in online courses motivate students to strive for a good teamwork experience, leading to increased interest in online learning. In addition, the

results also show that there is a relationship between satisfaction and the level of the online course. Achieving good grades makes the student more satisfied and improves the level of technology use. Finally, this study established a relationship between the students' motivation and the online course level. Therefore, teachers and course designers should implement learning objects that promote students' engagement and motivation in online learning environments.

Pakinee, A., & Puritat, K. (2021). **Designing a gamified e-learning environment for teaching undergraduate ERP course based on big five personality traits**. *Education and Information Technologies*, *26*(4), 4049-4067. https://doi.org/10.1007/s10639-021-10456-9
The COVID-19 pandemic forced universities to push the use of distance learning, impacting an unprecedented number of students. New norms of social distancing and lockdown had been brought in as university measures, immediately modifying student and lecturer habits, changing from the traditional classroom to e-learning platforms. However, the lack of engagement of students throughout an e-learning system is a regular concern among lecturers when creating content on a system. This study presents an applied gamification concept to e-learning focusing on improving engagement of the various types of personalities of undergraduate students in ERP courses. The gamification design was developed by implementing the pros and cons of each game element to compromise the overall performance of students. Three evaluations were conducted:1) to test whether the student has competently gained ERP knowledge; 2) web monitor to record the activity of students; 3) to evaluate the qualitative information of the game experience by interviews. According to the study, the selection of a game element based on personality traits does not necessarily improve knowledge but proves to allow better engagement in the course. In addition, our finding also provides the suggestions for designing game elements based on personality traits.

Pelletier, M.-A., Nadeau-Tremblay, S., Bissonnette, S., Beaudoin, J., & Richard, M. (2021). **La formation J'enseigne à distance : un levier pour le développement de la compétence numérique (niveaux préscolaire/primaire)**. *Revue hybride de l'éducation*, *4*(6), 88-103. https://doi.org/10.1522/rhe.v4i6.1222
Dans le contexte de la pandémie de la COVID-19, le système d'éducation québécois est mis à l'épreuve. Les enseignantes à l'éducation préscolaire et au primaire doivent adapter leurs pratiques pour soutenir les apprentissages de leurs élèves à distance alors que beaucoup sont peu outillées pour le faire. Le développement de la formation J'enseigne à distance par l'Université TÉLUQ a permis à des acteurs des milieux de pratique et universitaire de réunir leurs expertises et de réfléchir ensemble aux pratiques favorables à l'enseignement virtuel en contexte de pandémie. Des retombées quant à la compétence numérique ont émergé de ce partenariat.

Pépin, A., Deschênes-Tremblay, C., Lavoie, F., & Pellerin, L. (2021). **Des capsules vidéo pour maximiser l'accompagnement en mode synchrone d'étudiantes et d'étudiants de niveau collégial nouvellement inscrits suivant un cours de calcul différentiel**. *Revue hybride de l'éducation*, *4*(6), 1-14. Consulté à l'adresse https://www.erudit.org/fr/revues/rhe/2021-v4-n6-rhe06068/1077613ar/
Cet article présente une pratique pédagogique innovante pensée et élaborée par une équipe d'enseignantes et d'enseignants en mathématiques du cégep de Chicoutimi en réponse à la contrainte de l'enseignement en prestation virtuelle lié au contexte sociosanitaire de la COVID-19. Ils ont élaboré des capsules vidéo pour amener les

étudiants de 1ère année inscrits en Sciences de la nature à s'approprier les notions théoriques en dehors des heures de cours, leur permettant ainsi d'avoir plus de temps pour les accompagner en mode synchrone.

Pérez-Sanagustin, M., Sapunar - Opazo, D., Pérez-Álvarez, R., Hilliger, I., Bey, A., Maldonado - Mahauad, J., & Baier, J. (2021). **A MOOC-based flipped experience: Scaffolding SRL strategies improves learners' time management and engagement**. *Computer Applications in Engineering Education*, *29*(4), 750-768. https://doi.org/10.1002/cae.22337
Higher education institutions are increasingly considering the use of a form of blended learning, commonly named as flipped classroom (FC), in which students watch video lectures drawn from a massive online open course (MOOC) before a face-to-face lecture. This methodology is attractive, as it allows institutions to reuse high-quality material developed for MOOCs, while increasing learning flexibility and the students' autonomy. However, the adoption of this methodology is low in general, especially in Engineering courses, as its implementation faces a number of challenges for students. The most salient challenge is the lack of student self-regulatory skills, which may result in frustration and low performance. In this paper, we study how a self-regulatory learning technological scaffold, which provides students with feedback about their activity in the MOOC, affects the engagement and performance of students in an Engineering course following a MOOC-based FC approach. To this end, we design an observational study with the participation of 242 students: 133 students in the experimental group (EG) who used a technological scaffold and 109 in the control group (CG) who did not. We did not find a statistically significant difference between the academic achievements of both groups. However, the EG exhibited a statistically significant greater engagement with the course and a more accurate strategic planning than the CG. The main implications for scaffolding self-regulated learning in FC derived from these results are discussed.

Pignier-Hondareyte, P. (2021). ***Pratiques de gestion des ressources humaines et intégration des innovations pédagogiques numériques dans l'enseignement supérieur français.*** (Phdthesis, Université de Pau et des Pays de l'Adour). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03300609
Le phénomène de « la transformation digitale » bouleverse l'enseignement supérieur français depuis environ 15 ans d'introduction des TICE (Technologies de l'Information et de la Communication pour l'Enseignement). Cette thèse de doctorat étudie les comportements des enseignants-chercheurs face à l'intégration de la pédagogie par le numérique dans l'exercice de leur métier en contexte stable d'une part, et en contexte de crise sanitaire de la Covid-19 d'autre part, pendant la période de confinement. Le sujet de recherche est traité du point de vue de la gestion des ressources humaines, considérant la personne au travail dans le contexte organisationnel.Les résultats mettent en évidence que les pratiques de mobilisation des ressources humaines sont susceptibles d'avoir un effet de levier sur le projet de déploiement des innovations pédagogiques. Cette étude se focalise ensuite sur le comportement agile en situation de crise. L'expérience en situation de Covid-19 constitue une rupture avec la logique antérieure. La période de confinement a favorisé l'expérimentation de l'enseignement à distance. Les résultats apportent un éclairage sur la perception renouvelée de la technologie à des fins pédagogiques dans l'exercice du métier.

Pillai, K. R., Upadhyaya, P., Prakash, A. V., Ramaprasad, B. S., Mukesh, H. V., & Pai, Y. (2021). **End-user satisfaction of technology-enabled assessment in higher education: A coping theory perspective**. *Education and Information Technologies*, *26*(4), 3677-3698. https://doi.org/10.1007/s10639-020-10401-2
The current study examines students' coping process of a forced technological intervention in academic outcome assessment in a higher education setting. A mixed-method approach was used to study 246 post-graduate students' post-usage behaviour of electronic tablet-PC exams and examined their end-user satisfaction. This is an empirical study grounded in the Coping Model of User Adaptation (CMUA). Respondents of the study comprise of post-graduate students, who were exposed to an innovative digital device for writing descriptive exams as a substitute to the conventional paper-mode exam. Data were analyzed using SPSS and Nvivo. Findings indicate that problem-focused coping has a significant influence on end-user satisfaction, and on the contrary emotion-focused coping is insignificant among the students. The study offers insights into those institutions, which are aspiring to advance with similar interventions in academic outcome assessment. The study contributes to the literature on technostress, coping strategy, and end-user satisfaction of ICT.

Pino, M. C., Vagnetti, R., Valenti, M., & Mazza, M. (2021). **Comparing virtual vs real faces expressing emotions in children with autism: An eye-tracking study**. *Education and Information Technologies*, *26*(5), 5717-5732. https://doi.org/10.1007/s10639-021-10552-w
Difficulties in processing emotional facial expressions is considered a central characteristic of children with autism spectrum condition (ASC). In addition, there is a growing interest in the use of virtual avatars capable of expressing emotions as an intervention aimed at improving the social skills of these individuals. One potential use of avatars is that they could enhance facial recognition and guide attention. However, this aspect needs further investigation. The aim of our study is to assess differences in eye gaze processes in children with ASC when they see avatar faces expressing emotions compared to real faces. Eye-tracking methodology was used to compare the performance of children with ASC between avatar and real faces. A repeated-measures general linear model was adopted to understand which characteristics of the stimuli could influence the stimuli's fixation times. Survival analysis was performed to understand differences in exploration behaviour between avatar and real faces. Differences between emotion recognition accuracy and the number of fixations were evaluated through a paired t-test. Our results confirm that children with autism have higher capacities to process and recognize emotions when these are presented by avatar faces. Children with autism are more attracted to the mouth or the eyes depending on the stimulus type (avatar or real) and the emotion expressed by the stimulus. Also, they are more attracted to avatar faces expressing negative emotions (anger and sadness), and to real faces expressing surprise. Differences were not found regarding happiness. Finally, they show a higher degree of exploration of avatar faces. All these elements, such as interest in the avatar and reduced attention to the eyes, can offer important elements in planning an efficient intervention.

Pongsakdi, N., Kortelainen, A., & Veermans, M. (2021). **The impact of digital pedagogy training on in-service teachers' attitudes towards digital technologies**. *Education and Information Technologies*, *26*(5), 5041-5054. https://doi.org/10.1007/s10639-021-10439-w
To prepare schools for the demands of the twenty-first century, teachers have been challenged to expand their use of digital technologies in their teaching. This study is a

part of OpenDigi, which aimed to create teachers' communities for enhancing digital pedagogy skills and the use of digital assessment tools. The aim of this study is to investigate the impact of digital pedagogy training on in-service teachers' attitudes towards digital technologies. Self-report questionnaires were collected from 98 elementary and lower secondary school in-service teachers in southern Finland. A total of 22 in-service teachers completed both pre- and post-test. The results showed that the impact of the digital pedagogy training depended on teachers' ICT confidence level. Teachers who had low confidence in ICT use showed an increased ICT confidence level after the programme, while teachers who already had high confidence in ICT use showed no significant changes in their confidence level. Moreover, the results indicated that the need for ICT support was lower after the training for the teachers in high confidence group, while there were no significant changes in the need for ICT support for the teachers in the low confidence group. These results suggested that the training could fulfil teachers' needs for ICT support, particularly for the teachers in the high confidence group. The challenges teachers face in expanding the use of digital technologies in practice and their commitment to the digital culture are discussed.

Poquet, O., & Laat, M. de. (2021). **Developing capabilities: Lifelong learning in the age of AI**. *British Journal of Educational Technology*, *52*(4), 1695-1708. https://doi.org/10.1111/bjet.13123
Due to the ongoing digitalisation of workplaces and educational settings, human activity underpinning learning and work is increasingly mediated by technology. The advancement of artificial intelligence (AI) and its integration into everyday technologies influences how people are exposed to information, interact, learn and make decisions. We argue that technology, data and evolving AI applications affect how humans enact and experience life and work, changing the context for learning. Hence, as this paper argues, the current notion of lifelong learning needs a revisit to embrace technology at its foundation. To bring freely chosen goals and ownership in one's learning to the fore, in the context of the coming AI age, we argue for the telos of learning to shift from human capital to human development, with the spotlight on capabilities. The paper draws on the capability approach to inform individuals and organisations of how they can support human development throughout lifelong learning. We then move to provide examples of how technologies underpinning workplace practices can be seen with the focus on capabilities as individuals learn to create value. Practitioner notes What is known about the topic? The primary notion of lifelong learning refers to adult learning processes. The policy perspective that dominates organisation of lifelong learning opportunities focuses on human capital development. Technologies mediate learning and work. What this paper adds Technology is not explicitly addressed in meanings associated with lifelong learning. AI-based technologies dynamically interact with human cognitive and social practices. The paper argues for a stronger focus on human development instead of human capital in the telos of lifelong learning opportunities. Capability approach is a viable alternative to human capital perspective on LLL. Data used to support learning can focus on learner agency and systemic factors that enable and constrain lifelong learning. Implications for practice and/or policy LLL interventions should promote systemic support for learner agency and ownership. LLL interventions should focus on negotiated value creation. Workplaces should embrace human-machine integration but in ways that support capability and human development, not human capital.

Prokofieva, M. (2021). **Using dashboards and data visualizations in teaching accounting**. *Education and Information Technologies*, *26*(5), 5667-5683. https://doi.org/10.1007/s10639-021-10525-z
The paper investigates the use of dashboards and data visualizations as a teaching tools in accounting units. Accounting has a growing demand for data analytics and visualization and current graduates usually lack understanding and skills in this area. The paper addresses this gap by introducing dashboards and data visualizations in teaching accounting units. Approaching visualization as a cognitive tool, the study develops a model aligning conceptual blocks in the accounting domain with the dashboard visualization environment. The proposed model is instantiated in the undergraduate and postgraduate accounting courses. The model is evaluated using a survey and a focus group with accounting academics, graduates and industry representatives. The paper extends the information technology literature on visualization and demonstrates the use of dashboards and data visualizations in the domain of accounting education. The paper also contributes to the education literature by extending the project-based approach to analyse visualization environment as a cognitive tool in accounting education. The paper suggests directions on implementation of visualization in accounting reporting and accounting education and provides recommendations for researchers in those areas.

Qaddumi, H. A. (2021). **A study on the impact of using Edmodo on students' achievement in English language skills and retention**. *Education and Information Technologies*, *26*(5), 5591-5611. https://doi.org/10.1007/s10639-021-10510-6
This quasi-experimental study explores the impact of Edmodo application on students' achievement in language skills and retention in EFL context. Fifty three eleventh grade students participated in this study. A quasi-experimental design was used to measure the effect of Edmodo application. The study dealt with hypotheses to compare between the experimental and control groups, independent t-test was used to determine if there are significant differences in students' achievement in post-test and retention between experimental and control groups. Tests data were analyzed using several statistics. Results suggested significant differences in students' language skills acquisition and retention in favor of experimental group. There were no differences in students' speaking, listening, and structures for the control group, whereas there are significant differences in vocabulary, reading, writing and total score. Independent t-test results revealed that there are significant differences in students' achievement in post-test and retention between experimental and control groups in favor of the experimental.

Reddy, P., Chaudhary, K., Sharma, B., & Chand, D. (2021). **Contextualized game-based intervention for digital literacy for the Pacific Islands**. *Education and Information Technologies*, *26*(5), 5535-5562. https://doi.org/10.1007/s10639-021-10534-y
In the digital age, advocating and improving digital literacy is a global challenge. There have been scales developed to measure individuals' digital literacy competencies; however, intervention programs have been only a few. This research paper articulates design details, validity, reliability and effectiveness of a new online modulated digital literacy intervention program (DLIP). For the development of DLIP, digital literacy is stipulated in this research as a universal framework that consists of six different literacies; media, information, technology, computer, visual, and communication literacy. An online module has been designed for each of these six literacies, and the concept of game-based learning has been used to engage the users and secure high user

satisfaction. To test the reliability of the intervention, the Kuder- Richardson- 20 (KR-20) test was performed. The developed intervention was deemed to be reliable with the KR-20 value of 0.86. The construct validity was measured using the spearman's correlation test and since the values for all the constructs were above 0.3, the DLIP was valid. The effectiveness of the DLIP was evaluated by calculating the effect size. The Cohen's d test was used and the results show that the intervention was moderately effective. Although DLIP has been developed for the Pacific Islands it has global applicability.

Rehm, M., Moukarzel, S., Daly, A. J., & Fresno, M. del. (2021). **Exploring online social networks of school leaders in times of COVID-19**. *British Journal of Educational Technology*, *52*(4), 1414-1433. https://doi.org/10.1111/bjet.13099
The COVID-19 pandemic has raised a wide range of challenges for school leaders that they now (rapidly) have to address. Consequently, they also turn to informal learning networks, in order to share and collect information and reach out to their communities. In this context, the current study investigates the underlying networks structures among school leaders, what type of information is being shared, and what differences can be identified when comparing a nation-wide and a localized sample. We collected data from a US nation-wide sample of 15 relevant Twitter conversations, as well as Tweets from an US urban mid-sized public school district. Using a mixed-methods approach, we discovered several key structural dimensions and a host of highly influential actors. Moreover, we found semantic evidence for users sharing information on topics such as status reports. Finally, we discovered that the urban sample did not overly use the nation-wide, very specific approach of including COVID-19 related hashtags. Instead, they used more localized terminologies. These findings are valuable for policy makers, as they map the underlying communication patterns and provide valuable insights into who is moving what types of resources as part of the emerging governance approach on social media. Practitioner notes What is already known about this topic Informal networks can be instrumental in providing support during challenging circumstances. School leaders hold a critical position in these networks by accessing and sharing just-in-time information and knowledge. Social media provide a wide range of affordances that can support the development of informal networks. What this paper adds Insights into the intersection between leadership and social networks. Information on how school leaders turn to informal networks on social media to access and share information that can help them to face the challenges caused by the global COVID-19 pandemic. Results on underlying informal learning network structures and topical discussions of a US nation-wide data sample. Implications for practice and/or policy Insights are provided on how informal online networks develop, which can be instrumental when considering other networks that are of interest to practitioners and policy makers. Types of information and resources that are being shared are unraveled, which can act as an indicator of what type of information and resources school leaders are looking for, particularly in the face of a crisis like the global COVID-19 pandemic. Differences are shown in how informal learning networks are used comparing a nation-wide exchange with a localized, urban discussion, which can help to better target the applicable audiences.

RICHARDSON, J., & MILOVIDOV, E. (2020). ***Manuel d'éducation à la citoyenneté numérique : être en ligne, bien-être en ligne, droits en ligne: information, outils et bonnes pratiques***. Consulté à l'adresse https://book.coe.int/fr/droits-de-l-homme-citoyennete-democratique-et-interculturalisme/8159-manuel-d-education-a-la-citoyennete-numerique.html

Le manuel d'éducation à la citoyenneté numérique s'adresse à la fois aux enseignants, aux parents, aux responsables des politiques éducatives et aux acteurs de l'internet. Au sein de la notion de citoyenneté numérique, il distingue dix grands domaines qu'il analyse en détail. Chacun fait l'objet d'une fiche, proposant des idées, des bonnes pratiques et des lectures complémentaires qui aideront les éducateurs à renforcer leurs compétences et à préparer les enfants aux défis du monde numérique de demain. Ilfait suite au « Cadre de référence des compétences pour une culture de la démocratie », élaboré par le Conseil de l'Europe, et peut être utilisé parallèlement au « Manuel de maîtrise de l'internet ».

Rinaudo, J.-L. (2021). **Pistes de recherche vers les e-learning studies**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (34). https://doi.org/10.4000/dms.6245
Jacques Wallet était un véritable chercheur. À partir de ses observations des dispositifs de formation à distance, de l'analyse d'archives, d'entretiens avec des auteurs, de lectures, il formulait des hypothèses qu'il offrait à la discussion de la communauté scientifique. Dans plusieurs de ces textes, il précisait comme ici « La terminologie proposée dans ce texte est provisoire et offerte au débat » (Wallet, 2002). Dans le texte « Passage en Forse », il esquisse des pistes pour la recherche ...

Rivers, D. J. (2021). **The role of personality traits and online academic self-efficacy in acceptance, actual use and achievement in Moodle**. *Education and Information Technologies*, *26*(4), 4353-4378. https://doi.org/10.1007/s10639-021-10478-3
Informed by the educational conditions shaped by the novel coronavirus pandemic and an increased reliance upon online learning solutions and technologies, this article examines the role of personality traits and online academic self-efficacy in acceptance, actual use and achievement in Moodle on a socially distanced asynchronous university course in Japan. With a sample of 149 students the study adopts SEM path-analysis model testing procedures and shows that agreeableness and conscientious have positive direct effects on online academic self-efficacy in addition to positive indirect effects on the acceptance of Moodle. Moreover agreeableness and conscientious had an indirect effect on course achievement while none of the five-factor model personality traits had an influence on actual Moodle use. An improved respecified model further affirmed the importance of agreeableness and conscientious and their role in online academic self-efficacy, the acceptance and actual use of Moodle and course achievement outcomes. Fourteen percent of the observed variance in course achievement was explainable through the respecified model. The discussion highlights the implications to be drawn from the data in relation to the current educational landscape from the perspective of the educator.

Rodríguez-Illera, J. L., Barberà Gregori, E., & Molas-Castells, N. (2021). **Reasons and mediators in the development and communication of personal digital stories**. *Education and Information Technologies*, *26*(4), 4093-4109. https://doi.org/10.1007/s10639-021-10460-z
The expansion of access to devices, as well as the production and publication options in social networks requires a broader definition of the traditional notion of personal digital storytelling. To get a deeper understanding of these practices in the group of adolescents, the objective of this article is to analyze what are the reasons that direct the publications of personal stories and what kind of filters, agents and consequences are

articulated in these stories. To do this, the most qualitative part of an investigation on teenagers' internet publication guidelines is synthesized. Specifically, the results of a semi-structured interview with 12 adolescents between 12 and 20 years are shown. The answers show that the interviewees' perspective on what a digital story is goes beyond the format and varies depending on the network where it is published and the type of content. Thus, the emphasis and motivation of the publication has shifted from the digital - which has been incorporated with something normal and not differential - towards the personal, focusing the publications on the daily life of young people. An extension and refinement of the public-private dichotomy has been identified, maintaining general privacy guidelines above the dissemination of publications. As for filters, publications are preceded by the widespread use of image modification tools. Finally, the answers show the influence of personal agents, mostly friends and brothers, and technology agents, which determine the relationship between the type of story and the network where it is published.

ROMERO, M., ALOUI, H., HEISER, L., GALINDO, L., & LEPAGE, A. (2021). ***Un bref parcours sur les ressources, pratiques et acteurs en IA et éducation***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03190014/document
L'objectif de ce document est de réaliser un parcours synthétique sur les ressources et les pratiques en intelligence artificielle (IA) dans le domaine de l'éducation. Ce rapport est développé à partir des différentes informations et ressources partagées au sein du GTnum Scol_ia "IA et éducation". Les auteurs présentent d'abord la formation à l'IA et les différents rapports et livres blancs sur la thématique. Ils présentent ensuite les chercheurs qui travaillent sur le domaine de l'IA et l'éducation et les institutions et organismes en lien à l'IA en éducation.

ROY, V. V., ROSSETTI, F., PERSET, K., GALINDO-ROMERO, L., & VAN ROY, V. (2021). ***AI watch: national strategies on artificial intelligence: a European perspective***. Consulté à l'adresse https://liseo.france-education-international.fr/index.php?lvl=notice_display&id=47691
Initié par la Commission européenne, ce rapport fait suite à la publication du plan coordonné 2021 sur l'intelligence artificielle (IA) et présente un examen actualisé des stratégies nationales d'IA des États membres de l'UE, de la Norvège et de la Suisse. Il fournit un aperçu des politiques nationales selon les domaines politiques suivants : capital humain, du laboratoire au marché, mise en réseau, réglementation, infrastructure, impact sur l'environnement. Concernant le capital humain, le rapport présente les politiques éducatives favorisant l'utilisation et le développement de l'IA et fournit des informations sur les futures compétences et les besoins du marché du travail. Les stratégies nationales visent à renforcer l'offre de compétences en IA à tous les niveaux d'éducation avec des politiques de soutien pour les réformes de l'éducation.

Rsaissi, Y., & Couchot-Schiex, S. (2021). **L'identité numérique adolescente face au cyber-sexisme,outil du maintien d'un ordre sexué co-construit**. *Revue GEF*, (5), 63-76. Consulté à l'adresse https://revuegef.org/article/70/lidentite-numerique-adolescente-face-au-cyber-sexisme-outil-du-maintien-dun-ordre-sexue-co-construit
Avec la possession banalisée des smartphones à l'entrée au collège, l'usage du numérique et des réseaux sociaux est ancré dans le quotidien des adolescent·e·s. Garçons et filles élaborent une identité numérique témoignant de leur appartenance à la culture juvénile. Cette identité prend la forme de l'image digitale que chacun·e se fabrique et diffuse sur l'internet. Ce faisant, celle-ci a une influence sur l'e-réputation

soumise à l'évaluation et à la validation des pairs. Face à une surveillance permanente des usages numériques dans l'entre-soi adolescent, toute transgression est sévèrement punie par les autres adolescent·e·s, en publiant le contenu, le partageant, le commentant ou juste le liker. Cette cyberviolencea des conséquences sur l'individu qui peuvent même mener à des cas de suicide.Dans cet article, nous mettons en évidence le processus de co-construction du cyber-sexisme, comme instrument du maintien de l'ordre sexué, entre adolescent·e·s. Notre analyse utilisera les outils des études féministes pour mieux appréhender comment cette construction sociale du genre et de l'ordre sexué deviennent prédominantes au regard de l'apparente neutralité du cyberespace.

Salam, P. L. (2021). **De la multimodalité vers la flexibilisation en FLE : Quelle évolution des pratiques pédagogiques via le numérique pour quels apprentissages.** *Colloque ADCUEFE Entre recyclage et innovation : quelle didactique pour demain?* Présenté à Caen, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03293311

Salas-Rueda, R.-A. (2021). **Use of flipped classroom in the marketing career during the educational process on financial mathematics**. *Education and Information Technologies*, *26*(4), 4261-4284. https://doi.org/10.1007/s10639-021-10470-x
The aim of this mixed research is to analyze the use of flipped classroom in the educational process on financial mathematics considering data science, machine learning (linear regression) and neural network. The sample is composed of 29 people who studied the career of Marketing and took the Financial Mathematics course during the 2018 school year. The results of machine learning indicate that the consultation of the English and Spanish videos before the class, the realization of the exercises collaboratively through the spreadsheet and dissemination of the answers about the exercises through Google Drive during the class and the realization of the online exams and laboratory practices after the class positively influence the development of mathematical skills about simple interest. Data science identifies 6 predictive models about the use of flipped classroom. On the other hand, the neural network identifies the aspects of flipped classroom that most influence the development of mathematical skills during the educational process on financial mathematics. Also, the students of Marketing consider that flipped classroom allows the construction of new educational spaces through the use of technology. Finally, flipped classroom is a pedagogical model that transforms the teaching-learning conditions and updates the organization of the activities before, during and after the class.

Sannino, A., Engeström, Y., & Jokinen, E. (2021). **Digital peer learning for transformative professional agency: The case of homelessness practitioners in Finland**. *British Journal of Educational Technology*, *52*(4), 1612-1628. https://doi.org/10.1111/bjet.13117
Digital lifelong learning and more specifically digital peer learning (DPL) can play a major role to foster transformative agency in professions and occupations which are critically positioned for responding to acute societal needs. Yet so far, no published studies seem to have focused on this. This article aims at filling this gap with the help of a study in which online workshops and web forums were created for supporting homelessness practitioners in Finland to share and discuss scattered practical innovations and to generate advanced solutions to problems in their work. By these means, the study also generated data to see if transformative agency takes place among these professionals by means of DPL, how this happens, and with what results for the critical field of

homelessness work. This study opens up a new agenda for research and development in lifelong learning in a digital era. Practitioner notes What is already known about this topic As digital peer learning (DPL) can be largely organized by the learners themselves, it carries significant advantages for lifelong learning and work development: a close link to the field of practice and to clients' and stakeholders' needs, potentially a wide reach of practitioners, little institutional investment, and cost-effectiveness. The application of DPL raises a number of challenges we summarize here as the spectator challenge, the challenge of drowning in details, and the discontinuity challenge. What this paper adds DPL literature lacks specific contributions on how it can support practitioners to identify and implement concrete solutions to pressing needs in society. This article shows that DPL may facilitate professional transformative agency in such a way that the two processes can intersect with one another and generate concrete and effective lifelong learning solutions for much needed developments in critical fields such as homelessness work. Implications for practice and/or policy Cultivating personally and professionally meaningful conflicts of motives evokes emotional involvement and potentially also learners' curiosity and cognitive engagement, opening an avenue to transcend the spectator stance. Experience and discursive elaboration of a conflict of motives directs learners to focus on the essential, thus providing an effective means for overcoming the risk of drowning in details. This can be facilitated by offering artifacts, metaphors, or models which may be taken up by practitioners in DPL as support or "second stimuli" to engage in transformative initiatives. To transcend the discontinuity challenge salient in many DPL processes, it is of particular importance to find ways to embed DPL and engage the learners in long-term change efforts. Even relatively short online workshops and web forum discussions can gain momentum when efforts are made to establish links between past experiences and the future prospects.

Shek, M. M.-P., Leung, K.-C., & To, P. Y.-L. (2021). **Using a video annotation tool to enhance student-teachers' reflective practices and communication competence in consultation practices through a collaborative learning community**. *Education and Information Technologies*, *26*(4), 4329-4352. https://doi.org/10.1007/s10639-021-10480-9
This study investigated how peer comments made using a video annotation tool (VAT) through an online learning community improved student-teachers' level of reflective thinking and communication competence throughout the simulated (i.e., role-play) context of consultation practice. Eighty student-teachers from two classes of the course "Comprehensive School Guidance" participated in this study, and all recorded two videos for their tripartite practice on parent consultation for self-evaluation and peer comment. Forty student-teachers were in the comparison class and provided general comments to their peers on the learning platform, while those in the experimental class used the VAT on the learning platform to provide specific comments to their peers. Two post-practice online questionnaires and reflective journal entries, which aimed to measure communication competence and reflective thinking ability, were administered to the student-teachers after the first and second consultation practice. The reflective journal entries were segmented into units of analysis that were scored using a 4-level model of reflective thinking (from 1 to 4), with a higher score indicating demonstration of a higher level of reflective thinking for that particular segment. Both the number of reflective notes made and the average level of reflective thinking in student-teachers' journal entries were indicators of reflective thinking ability. Two mixed ANOVAs were conducted to examine whether student-teachers in the experimental (VAT) class improved their reflective thinking ability and communication competence more

significantly than those in the comparison (non-VAT) class. The results showed that student-teachers in both the VAT and non-VAT classes had statistically higher scores for communication competence and reflective thinking in the second role-play practice. Student-teachers with the support of VAT, in comparison to those without, significantly improved their average reflective thinking ability. Focus group interviews were also conducted to investigate how VAT could support student-teachers' learning process and to learn their perceptions of the strengths and limitations of the VAT. The results indicated that the VAT could enhance student-teachers' learning by reducing communication barriers created by the tendency to avoid direct observations of peers' weaknesses, enhancing reflection-in-action during practice, and contextualizing written comments by referring to specific video segments. However, student-teachers felt that the VAT should also allow users to draw on the video screens.

Shi, F. (2021). **Using technology-based tools in ensuring quality of publishable journal articles: the case of Chinese undergraduate research writing experience**. *Education and Information Technologies*, *26*(4), 4203-4219. https://doi.org/10.1007/s10639-021-10444-z
Undergraduate student engagement in research publication facilitates their intellectual development and professional social interaction and leads to increased sense of self-efficacy and trust in science and recognition as a researcher. Scientific publication is a pillar which gauges intellectual human capital of countries in the global innovation index. This paper presents the effectiveness of using technology-based tools in ensuring the quality of articles for journal publication. It fundamentally employed pre- and post-test research design to determine the effectiveness of online technology-based tools before and after the intervention. It employed descriptive presentation of the different on-line technology tools used in the 21 specimens of student researches written in publishable article format. It examined the quality of references, level of readability, writing quality, originality, and grammar of the papers before and after the review process and interventions. The study highlighted that using online tools improved the quality of the papers with respect to grammar and lexical quality, similarity index, readability index, number of references, number of correct bibliographic entries for submission in high impact journals. A higher level of a cleansing process using the online technology tools ensures the quality of publishable articles. Implications of this study will facilitate journal article writing skill of academic community to effectively disseminate results of research studies with higher chances of being accepted in respected global databases as contribution to knowledge generation and development of the country.

Silamut, A., & Sovajassatakul, T. (2021). **Self-directed learning with knowledge management model on academic achievement and digital literacy abilities for employees of a Thai energy organization**. *Education and Information Technologies*, *26*(5), 5149-5163. https://doi.org/10.1007/s10639-021-10484-5
Previously, we described a self-directed learning with knowledge management (SDL-KM) model (Silamut and Petsangsri 2020), to motivate learners in an organization to learn from internal-and-external knowledge management resources to enhance their Academic Achievement and Digital Literacy Abilities. In this paper, we aimed to demonstrate the value of this model by comparing these abilities in a controlled experiment with employees of an energy regulatory organization in Bangkok, Thailand. 40 employees were randomly selected, using stratified sampling, and divided into an experimental group (20) and control group (20), who participated in learning activities on two energy topics. The research instruments were data collection at the end of the lessons, which

included information on Academic Achievement and Digital Literacy Ability assessment. Means, standard deviations and one-way MANOVA statistics were computed. As the results, the experimental group had higher Digital Literacy Abilities than the control group ($p < 0.05$), but there was no significant difference between the groups for Academic Achievement. SDL-KM model encourages learners to learn by themselves, knowing how to use Digital Literacy Abilities to support KM. This will lead to success in their work.

Singh, R., Timbadia, D., Kapoor, V., Reddy, R., Churi, P., & Pimple, O. (2021). **Question paper generation through progressive model and difficulty calculation on the Promexa Mobile Application**. *Education and Information Technologies*, *26*(4), 4151-4179. https://doi.org/10.1007/s10639-021-10461-y
Mobile learning has been increased in past years and has attracted the interests of academicians and educators in the past many years especially in higher education. The mobile-based online test is the buzzing in the current pandemic time. Institutions need to use online learning as a powerful tool for conducting exams and assess the students effectively. Integrating technology in education can be advantageous for universities and help engage better results for students. Therefore, it is important to understand each student their capacities and create a different test based on the required difficulty. Students should be graded based on their capabilities. The purpose of the research study is to develop the progressive model with the calibration of difficulty level according to the student capacity. To achieve the goal, a test of 20 python questions was conducted on 120 students with each question having difficulty given by 8 field experts. To verify the model, 5 categories were formed with different difficulty levels which in turn gave satisfactory results. To find a relation between the initial difficulty and the calculative difficulty based on the student response, a correlation test was conducted. After careful analysis of the question difficulty and student responses, it was observed that both are highly dependent on each other wherein the difficulty level of any question can be calculated using incorrect answers. The correlation coefficient obtained between them was 0.9833. Upon collecting the difficulty of the questions and student responses, respective grading could be done using the stated formula. Later on, the progressive model was simulated with five different cases (Best case, above-average case, below average case, the average case, worst case). The model outperformed in all the cases with appropriate difficulty levels. Online Tests have ushered a revolution in the assessment of students but yet they tend to be unpopular in India as the evaluation based on pen-paper approach is preferred. The main reasons for this are difficult to grade everyone at the same level, susceptible to cheating, and transition to open books. Using our study, universities can identify obstacles, and prepare an appropriate result-driven plan of action for implementing the mobile-based online test and make easy migration from paper-based test to online test.

Sridharan, S., Saravanan, D., Srinivasan, A. K., & Murugan, B. (2021). **Adaptive learning management expert system with evolving knowledge base and enhanced learnability**. *Education and Information Technologies*, *26*(5), 5895-5916. https://doi.org/10.1007/s10639-021-10560-w
There exist numerous resources online to gain the desired level of knowledge on any topic. However, this complicates the process of selecting the most appropriate resources. Every learner differs in terms of their learning speed, proficiency, and preferred mode of learning. This paper develops an adaptive learning management system to tackle this challenge. It creates a customized course for every student based on their

level of knowledge, preferred mode of learning and continuously updates the course based on their learning speed. The material is filtered from a knowledge base that is dynamically updated using web scraping and ranked using feedback from students on the relevance and quality of each material. The model is tested in two phases: the content generation algorithm and the learnability of the system as a whole. The evaluation is done both quantitatively and qualitatively and validated with statistical analysis. Real-time testing of the system shows state-of-the-art performance.

St-Pierre, É., Deschenes, V., & Duranleau, J. (2021). **La technologie au service de la formation pratique : la captation vidéo de manipulations et d'interventions chirurgicales dans le cadre d'une technique en santé animale**. *Revue hybride de l'éducation*, *4*(6), 68-78. https://doi.org/10.1522/rhe.v4i6.1254
La pandémie de la COVID-19 a forcé la fermeture de nombreux établissements scolaires (OCDE, 2020). Alors que l'enseignement à distance a permis la continuité des apprentissages académiques, il en a été autrement pour la continuité des enseignements pratiques (OCDE, 2020). Cet article présente le point de vue d'une conseillère pédagogique et d'une enseignante en technique en santé animale du cégep de Saint-Félicien relativement à l'utilisation d'un système de captation vidéo pour le maintien des apprentissages pratiques à distance. L'article situe d'abord le contexte ayant mené à l'installation dudit système avant d'aborder l'utilité de celui-ci dans le cadre de l'enseignement pratique.

Tardif, S., & Rivard, M. (2021). **La classe inversée en mode virtuel : portrait d'une formule gagnante**. *Revue hybride de l'éducation*, *4*(6), 15-24. https://doi.org/10.1522/rhe.v4i6.1220
Cet article présente une initiative pédagogique mise en place lors de la pandémie de COVID-19 par une enseignante en mathématiques du cégep de Saint-Félicien (Saguenay–Lac-Saint-Jean). Adepte de la classe inversée, elle a décidé d'exploiter ce dispositif pédagogique en mode entièrement virtuel. Elle considère avoir réussi à maintenir la motivation de ses étudiants en créant, entre autres, des capsules vidéo interactives et des activités d'apprentissage à réaliser à la suite de leur visionnement. Dans cet article, la mise en œuvre et les retombées perçues par l'enseignante de cette expérience seront notamment décrites.

Tomás, G., Mira da Silva, M., & Bidarra, J. (2021). **Supervision of master theses based on Scrum: A case study**. *Education and Information Technologies*, *26*(4), 3721-3741. https://doi.org/10.1007/s10639-021-10433-2
The success rate of a master program on Information Systems and Computer Engineering (MEIC) in a Portuguese university is very unsatisfactory, showing that less than half of the students complete the assigned work in their first term. However, the success rate of a group of students that were supervised based on the Scrum framework was much higher. So, in this study we assess the current situation and identify the benefits of using Scrum to manage master's theses. Evidence suggests that this approach increases the number of students successfully completing their projects. So, this paper discusses the issues at stake and reports on a qualitative study with focus on the actual practices and benefits reported by students in the master program. We found that some methods in the Scrum framework can address existing problems in the development of theses with very positive results.

Tran-Duong, Q. H. (2021). **Expectations of primary school teachers on e-courseware support teaching: An evidence from Vietnam**. *Education and Information Technologies*, *26*(5), 5417-5437. https://doi.org/10.1007/s10639-021-10543-x
In recent years, even though there was strong growth in the number of e-courseware for primary schools, teachers did not pay attention and use them as expected. Given the important role that teachers can play in choosing and using an e-courseware, there is a critical need to investigate what teachers expect from an e-courseware before developing it in order that this e-courseware will not be neglected by teachers. The aim of this study is to identify and distinguish different needs of primary school teachers with regard to e-courseware that are used to support the teaching process. To identify these needs, the study used Q-methodology, a qualitative method that applies quantitative techniques. This study found four distinct factors that deputized the teachers' needs: Meet daily needs, Simple and convenient to use, Abundance and flexibility of data, High interoperability. The existence of four factors has implications for the development of different types of e-courseware for primary schools in Vietnam, as well as in countries with the same situation of developing and using e-courseware as Vietnam.

Troussas, C., Krouska, A., & Sgouropoulou, C. (2021). **Impact of social networking for advancing learners' knowledge in E-learning environments**. *Education and Information Technologies*, *26*(4), 4285-4305. https://doi.org/10.1007/s10639-021-10483-6
Social networking has modernized digital education through the provision of novel functionalities, such as reacting, commenting, motivation or group formation. In the light of the new developments, this paper presents SNAKE (Social Networking for Advancing Knowledge in E-learning environment), which is an e-learning software incorporating social characteristics for the tutoring of computer programming. However, investigating the impact of e-learning software holding social characteristics is yet a quite under-researched area. To this end, an extensive exploration of SNAKE has been conducted which examined different factors affecting social networking-based learning. The population of this study included 200 undergraduate students of computer science. To analyze the disposable data, the structural equation modeling was utilized. Upon analysis and structural model validities, the experimentation led to an extended Technology Acceptance Model (TAM) utilized for estimating the impact of the various variables. In more detail, the research model consisted of the TAM core constructs and three external variables. Concluding, the study confirmed that the model adequately explained causal relationships between variables and presented direct and indirect significant impacts of them on SNAKE which can promote learners' better academic performance and knowledge acquisition.

Turgut, Y. E., & Aslan, A. (2021). **Factors affecting ICT integration in TURKISH education: a systematic review**. *Education and Information Technologies*, *26*(4), 4069-4092. https://doi.org/10.1007/s10639-021-10441-2
This research aims to reveal factors affecting Information and Communication Technologies (ICT) integration in learning environments in Turkey. The meta-synthesis method is used to make in-depth analysis and to interpret qualitative research findings on this issue. Through inclusion and exclusion criteria, 60 studies among 907 candidate studies accessed from databases named Web of Science, Education Resource Information Center (ERIC) and the Turkish Academic Network and Information Center (ULAKBIM) are included in this research. As a result of analyses, it is revealed that ICT integration into learning environments in Turkey is affected by five factors; students,

educational material, infrastructure, management, and teachers. Considering these factors, it has been found that certain factors become prominent namely: the ICT and pedagogy competence of teachers; students' ICT competence; a lack of technical equipment and technical support; a lack of educational materials; the attitudes of school administrators; and the quality and lack of in-service training for ICT. It is concluded that the factors affecting the ICT integration in education are directly or indirectly related to each other, and that ICT integration should be addressed with all its stakeholders and phases as a whole.

Turnbull, D., Chugh, R., & Luck, J. (2021). **Issues in learning management systems implementation: A comparison of research perspectives between Australia and China**. *Education and Information Technologies*, *26*(4), 3789-3810. https://doi.org/10.1007/s10639-021-10431-4
Australian post-secondary institutions have embraced the incorporation of Learning Management Systems (LMSs) into traditional classroom-based instruction and distance learning models. Given that an increasing number of Chinese students are studying in Australia and that their experience of using LMSs in China may be very different from that in Australia, it is important to explore the issues in LMS implementation in the two countries. This literature review compares the use of LMSs in China and Australia with the aim of identifying some of the issues impacting their integration into the course offerings of post-secondary institutions in both countries. The review identifies seven main themes that influence the implementation of LMSs: LMS selection and non-financial factors; diversity of LMS deployment in Australia; the rise of MOOCs in China; the impact of culture on LMS usage; online learning and socialisation; learner and faculty expectations of online learning; and roadblocks to online learning. This review helps to identify and synthesise the issues that impact upon the ability of higher education institutions in Australia and China to integrate LMS technologies into their course offerings.

Tyrer, C. (2021). **The voice, text, and the visual as semiotic companions: an analysis of the materiality and meaning potential of multimodal screen feedback**. *Education and Information Technologies*, *26*(4), 4241-4260. https://doi.org/10.1007/s10639-021-10455-w
The gap between how learners interpret and act upon feedback has been widely documented in the research literature. What is less certain is the extent to which the modality and materiality of the feedback influence students' and teachers' perceptions. This article explores the semiotic potential of multimodal screen feedback to enhance written feedback. Guided by an "Inquiry Graphics" approach, situated within a semiotic theory of learning edusemiotic conceptual framework, constructions of meaning in relation to screencasting feedback were analysed to determine how and whether it could be incorporated into existing feedback practices. Semi-structured video elicitation interviews with student teachers were used to incorporate both micro and macro levels of analysis. The findings suggested that the relationship between the auditory, visual and textual elements in multimodal screen feedback enriched the feedback process, highlighting the importance of form in addition to content to aid understanding of written feedback. The constitutive role of design and material artefacts in feedback practices in initial teacher training pertinent to these findings is also discussed.

Tzafilkou, K., Perifanou, M. A., & Economides, A. A. (2021). **Teachers' trainers' intention and motivation to transfer ICT training: The role of ICT individual factors, gender, and ICT self-**

efficacy. *Education and Information Technologies*, 26(5), 5563-5589. https://doi.org/10.1007/s10639-021-10541-z
Important variables related to transfer information & communication technologies (ICT) training include the individual's perceived motivation to learn, motivation to transfer, and intention to transfer the ICT training. Most previous studies investigate the transfer of ICT training and its application in the daily teaching practice by ordinary teachers, usually neglecting the important population of the teachers' trainers. These teachers' trainers receive advanced ICT training before start training their colleagues. Therefore, the main purpose of this study is to investigate the teachers' trainers' transfer of ICT training analyzing the structural relationships of their afore-mentioned variables with their gender, ICT self-efficacy, and a set of ICT individual factors. The study employed structural equation modeling using data collected from 117 teachers' trainers in primary and secondary education who participated in a national ICT Transfer Training Programme for teachers' trainers in Greece. The results reveal strong associations between ICT-related self-efficacy and transfer training measures. Both gender and ICT factors cause significant differences in the levels of their ICT self-efficacy measures. ICT expertise and gender highlight significant relationship paths in the model, while gender seems to play a moderating role as well.

Unal, A., & Topu, F. B. (2021). **Effects of teaching a computer programming language via hybrid interface on anxiety, cognitive load level and achievement of high school students**. *Education and Information Technologies*, 26(5), 5291-5309. https://doi.org/10.1007/s10639-021-10536-w
In this study, based on quasi-experimental research, was investigated the effects of teaching Python programming language via Blockly tool, which had hybrid interface, on students' computer programming anxiety, cognitive load level, and achievement. Participants were 90 high school students, 44 of them in experimental group (hybrid interface) and 46 of them in control group (non-hybrid interface). According to results, there was a meaningful difference between programming achievement scores of students in favor of experimental group while there was no difference in terms of computer programming anxiety between groups. Moreover, after 10-week implementation process, students' anxiety increased in each group. It was found out cognitive load levels of both groups in the first week were higher than final week. Although both weekly and 10-week intrinsic, extraneous, germane, and total cognitive load levels of experimental group were lower than control group, there was no significantly difference between groups. Consequently, it can be said that programming via hybrid interface, using Blockly, has not an effect on students' computer programming anxiety positively whereas it helps to keep cognitive load at low level and to increase students' programming success more. It is recommended that considering these results to make computer programming education is more efficient in high schools and administrators encourage the teachers to use programming tool had hybrid interface such as Blockly.

Unal, E., & Cakir, H. (2021). **The effect of technology-supported collaborative problem solving method on students' achievement and engagement**. *Education and Information Technologies*, 26(4), 4127-4150. https://doi.org/10.1007/s10639-021-10463-w
This study aimed to determine the effect of web 2.0 technologies supported collaborative problem solving method on students' achievement and engagement. A pretest–posttest quasi-experimental design was implemented. A total of 94 students who

registered to the Object-Oriented Programming I-II courses participated in the study. Three groups were randomly assigned to the conditions. The collaborative problem solving method was used in the experimental groups and one of them was supported with web 2.0 technologies whereas the other group was supported with desktop software and face to face communication. The comparison group was taught with traditional methods. The results indicated that there was a significant difference between the experimental groups and the comparison group in terms of achievement. The academic engagement was examined in two subfactors as active learning and collaborative learning. In terms of active learning engagement, the results indicated that a significant difference exists between the experimental groups while the students' levels of collaborative learning engagement in the experimental groups were significantly higher than the students' in the comparison group. Based on the results, a set of implications were presented.

Usher, M., Hershkovitz, A., & Forkosh-Baruch, A. (2021). **From data to actions: Instructors' decision making based on learners' data in online emergency remote teaching**. *British Journal of Educational Technology*, *52*(4), 1338-1356. https://doi.org/10.1111/bjet.13108
The outbreak of the COVID-19 pandemic has changed education dramatically, with the sudden shift from face-to-face to emergency remote teaching. Online learning environments may facilitate data-driven instructional process; yet, our understanding regarding data-driven decisions is still limited. This quantitative study examined types of learners' data that higher education instructors have access to, are interested in, and decisions they would consider making upon exposure to, while comparing emergency remote teaching with traditional teaching. Data were collected via an online questionnaire distributed among higher education instructors during the first COVID-19 outbreak (N = 195, affiliated with 108 different academic institutions in 35 countries). Instructors were requested to refer to a face-to-face course that was shifted under these emergency circumstances to online teaching. Findings indicated a broader access to learners' data while teaching the course face-to-face and a slightly greater interest in learners' data while teaching the course in an emergency remote teaching mode. These complimentary findings depict a situation in which instructors lack face-to-face cues about their students without accessing alternative sources of data. Moreover, when teaching online versus face-to-face, instructors showed more interest and higher intention to make decisions based on data about learners' collaborative learning and social and emotional support, which highlights instructors' interest in aspects of learning that are less visible during online teaching. Practitioner notes What is already known about this topic Evidence regarding the vital role of the instructor in online courses. Online learning environments collect digital traces of learners. Learners' data may assist in the improvement of teaching by implementing data-driven decision making. Evidence that the COVID-19 pandemic revealed a major liability in preparation and training for online teaching. The understanding of instructors' perspectives regarding the process of data-driven decisions, especially in times of ERT, is still limited. What this paper adds We highlight instructors' perceived access to, interest in, and willingness to make decisions based on learners' data. We take a within-subject approach for determining instructors' perceptions of learners' data during ERT compared with face-to-face teaching. We bring evidence to instructors' lesser access to (despite learners' digital traces), and greater interest in, learners' data during ERT. We bring evidence to instructors' higher inclination towards making data-driven decisions during ERT, due to lack of F2F evidence. We bring evidence to a strong correlation between instructors' interest in learners' data and

willingness to make data-driven decisions. Implications for practice and/or policy Instructors should be trained for socio-emotional support for students in times of ERT. Higher education institutions should collect data on learners' socio-emotional status in times of ERT. Policies of data collection in educational institutions should be formed jointly with instructors. Hectic times of ERT force higher education policymakers to rethink their academic paradigm regarding online as well as F2F pedagogical practices.

Valle, N., Antonenko, P., Dawson, K., & Huggins-Manley, A. C. (2021). **Staying on target: A systematic literature review on learner-facing learning analytics dashboards**. *British Journal of Educational Technology*, *52*(4), 1724-1748. https://doi.org/10.1111/bjet.13089
The advances in technology to capture and process unprecedented amounts of educational data has boosted the interest in Learning Analytics Dashboard (LAD) applications as a way to provide meaningful visual information to administrators, parents, teachers and learners. Despite the frequent argument that LADs are useful to support target users and their goals to monitor and act upon the information provided, little is known about LADs' theoretical underpinnings and the alignment (or lack thereof) between LADs intended outcomes and the measures used to evaluate their implementation. However, this knowledge is necessary to illuminate more efficient approaches in the development and implementation of LAD tools. Guided by the self-regulated learning perspective and using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, this systematic literature review addressed this gap by examining whether and how learner-facing LAD's target outcomes align with the domain measures used to evaluate their implementations. Out of the 1297 papers retrieved from 15 databases, 28 were included in the final quantitative and qualitative analysis. Results suggested an intriguing lack of alignment between LADs' intended outcomes (mostly cognitive domain) and their evaluation (mostly affective measures). Based on these results and on the premise that LADs are designed to support learners, a critical recommendation from this study is that LADs' target outcomes should guide the selection of measures used to evaluate the efficacy of these tools. This alignment is critical to enable the construction of more robust guidelines to inform future endeavours in the field. Practitioner notes What is already known about this topic There has been an increased interest and investment in learning analytics dashboards to support learners as end-users. Learner-facing learning analytics dashboards are designed with different purposes, functionalities and types of data in an attempt to influence learners' behaviour, achievement and skills. What this paper adds This paper reports trends and opportunities regarding the design of learner-facing learning analytics dashboards, contexts of implementation, as well as types and features of learner-facing learning analytics dashboard studies. The paper discusses how affect and motivation have been largely overlooked as target outcomes in learner-facing learning analytics dashboards. Implications for practice and/or policy Based on the evidence gathered through the review, this paper makes recommendations for theory (eg, inclusion of motivation as an important target outcome). The paper makes recommendations related to the design, implementation and evaluation of learning analytics dashboards. The paper also highlights the need for further integration between learner-facing learning analytics dashboards and open learner models.

Vanitha, P. S., & Alathur, S. (2021). **Factors influencing E-learning adoption in India: Learners' perspective**. *Education and Information Technologies*, *26*(5), 5199-5236. https://doi.org/10.1007/s10639-021-10504-4

In the era of electronic-learning 3.0, existing dimensions related to technologies and learner are not adequately explored while discussing e-learning adoption. In the current study, technology and learner dimensions are converged to overcome this insufficiency in analysing e-learning adoption. Earlier studies have reported less about e-learning adoption in higher education through the users' lens. System parameters and learner attributes were derived from theories of information systems and literature on learning theories. To validate the research model, 704 responses were collected through a questionnaire survey from India, where e-learning is gearing up. The present article utilised Partial Least Square Structural Equation Modeling (PLS-SEM), which describes the relationship between constructs in the research model. The study identifies technology and learner dimension factors that influence e-learning adoption in developing countries like India. The study also put forward implications and policy recommendations from the findings.

VanLeeuwen, C. A., Veletsianos, G., Johnson, N., & Belikov, O. (2021). **Never-ending repetitiveness, sadness, loss, and "juggling with a blindfold on:" Lived experiences of Canadian college and university faculty members during the COVID-19 pandemic**. *British Journal of Educational Technology*, *52*(4), e13065. https://doi.org/10.1111/bjet.13065
We report on the lived experiences of faculty members during the early months of the COVID-19 pandemic, exploring the broader experiences of faculty members as individuals living multifaceted lives whose homes became their offices, their students scattered geographically and their home lives upended. Using a phenomenological approach for data collection and analysis, we conducted 20 in-depth interviews with faculty holding varied academic appointments at universities across Canada. Experiences during the early months of the pandemic were described as being overwhelming and exhausting, and participants described as being stuck in a cycle of never-ending repetitiveness, sadness and loss, or managing life, teaching and other professional responsibilities with little sense of direction. In keeping with phenomenological methods, this research paints a visceral picture of faculty experiences, seeking to contextualize teaching and learning during this time. Its unique contribution lies in portraying emergency remote teaching as an overlapping and tumultuous world of personal, professional and day-to-day responsibilities. Practitioner notes What is already known about this topic Surveys and first-person accounts of remote teaching paint an initial picture of experiences. During the COVID-19 pandemic many faculty were facing various anxieties and tensions. The transition to remote teaching was uneven. What this paper adds A systematic analysis of faculty experiences during the early months of the pandemic. Evocative and vivid descriptions of academics' experiences. An explanation of what it feels like to live through this time. Implications for practice and/or policy Faculty require more support. Trauma-aware and trauma-informed practices can support faculty and their work. Rich descriptions can inform future policymaking and practice.

Wang, J., Yang, Y., Li, H., & Aalst, J. van. (2021). **Continuing to teach in a time of crisis: The Chinese rural educational system's response and student satisfaction and social and cognitive presence**. *British Journal of Educational Technology*, *52*(4), 1494-1512. https://doi.org/10.1111/bjet.13129
This research consisted of two studies to investigate how the Chinese rural educational system supported students' online learning and to determine the factors that influenced students' online learning quality (satisfaction and cognitive and social presence) during

the COVID-19 pandemic. Study 1, based on interviews with three curriculum officers, seven principals and 30 course teachers, found that great efforts were made to realize digital equity and education for all students. The necessity of providing resources and support to teachers and students (facilitating conditions) was recognized, along with the importance of teachers' online course design and organization and the facilitation of discourse (teaching presence and social presence). Based on the findings of Study 1 and the literature review, a conceptual model of facilitating conditions and teaching presence reported to influence students' online learning quality was generated. In Study 2, 1,409 students from three rural primary schools were surveyed to test the conceptual model. The results indicated that facilitating conditions influenced students' online learning quality through enhanced technology self-efficacy and perceived usefulness. Teaching presence directly and positively predicted students' online learning quality. This research highlights the importance of creating a learning community and providing technology access and support to ensure online learning opportunities and quality for rural students. Practitioner notes What is already known about this topic Chinese students from rural or migrant schools have fewer opportunities to access computers and the Internet, lower frequencies of online activity and technology self-efficacy and less training and parental and teacher support. Providing support and resources to encourage and facilitate technology use among teachers and students in rural and underdeveloped schools is of great importance. Identifying the factors that contribute to online learning quality among rural school students to tackle the transition to online learning is necessary. What this paper adds The rural government and schools have made great efforts to ensure digital equity and education for all students, despite family conditions. Facilitating purposeful interactions and providing timely feedback is critical for effective learning in online teaching. Facilitating conditions represented by available support and resources and teaching presence influence students' online learning quality in rural areas. Implications for practice and/or policy Providing digital equipment and resources to all students is the first step towards distance learning. Providing opportunities to improve teachers' digital competency is critical for providing quality online instruction. Providing students timely assistance and useful and learner-friendly technologies to enhance their satisfaction and social and cognitive presence is necessary. Online instructors should create a friendly online learning environment, facilitate active discussion and purposeful reflection and create opportunities to promote students' open communication, group cohesion and meaning construction.

Wang, X., Chen, T., Zhang, Y., & Yang, H. H. (2021). **Implications of the Delphi method in the evaluation of sustainability open education resource repositories**. *Education and Information Technologies*, *26*(4), 3825-3844. https://doi.org/10.1007/s10639-021-10452-z
To better understand the sustainable development of open educational resources (OER), this paper aimed to break through the original 'fixed', highly structured evaluation system and develop an open and flexible "1 + X" evaluation framework of OER by using the modified Delphi method. "1" refers to the mandatory basic criteria that the repository must reflect essential attributes and core functions, which are consist of four components: information content, learning process, system technology, and user experience. "X" refers to optional distinctive criteria that the repository shall focus on one or more developmental orientations, which may include: resource evolution, international collaboration, inclusiveness and equality, open educational practices, and value-added services. Optional "X" criteria, in line with the criteria's diversity aims, can lead to the sustainable development of OER and globalized lifelong learning. The framework of this

study provides a basis for the evaluation and optimization of existing OER repositories, and also serves as functional scaffolding for the construction of new repositories.

Williams, K. M., & Corwith, A. (2021). **Beyond Bricks and Mortar: The efficacy of online learning and community-building at College Park Academy during the COVID-19 pandemic**. *Education and Information Technologies*, *26*(5), 5055-5076. https://doi.org/10.1007/s10639-021-10516-0
In March 2020, COVID-19 appeared in the State of Maryland, resulting in strict stay-at-home orders and the shutting down of physical business operations. These restrictions directly impacted College Park Academy (CPA), a public charter middle and high school in Prince George's County, MD that typically follows a hybrid approach to in-person and online instruction. The purpose of this qualitative study was to review CPA's transition to full online distance learning during emergency remote teaching. The research worked to establish a snapshot of the school's underlying structure and disaster preparedness strategies before evaluating the perceived viability of the online model and its effects on students, teachers, parents, and educational administrators. The researchers conducted interviews, as well as document analysis and online classroom observations. The findings reveal that despite strong infrastructure and communications during the transition, there remained issues with school readiness, including the maintenance of academic rigor and social emotional wellbeing. Overall, recommendations are made as to how the school would benefit from a shift in its approach to technology-enhanced learning, including the need for digital tools that better facilitate wellness checks, provide human touchpoints, and target collaborative, student-centered pedagogy. These lessons learned are relevant for other school administrators to consider as society continues to adapt to a new era of virtual learning during times of crisis.

Yildiz Durak, H. (2021). **Preparing pre-service teachers to integrate teaching technologies into their classrooms: Examining the effects of teaching environments based on open-ended, hands-on and authentic tasks**. *Education and Information Technologies*, *26*(5), 5365-5387. https://doi.org/10.1007/s10639-021-10511-5
Pre-service training is the most important stage when teachers learn about integrating technology into their teaching. Pre-service teachers' perceptions of the effectiveness of technologies can be used to predict their intention of including technology in their classrooms in the future. Having the necessary technical equipment available is considered important by these teachers to deal with current educational problems, and find solutions. Therefore, pre-service teachers' educational activities were studied in this study and the use of new technologies in education was discussed. The contribution of different methods regarding the use of digital technologies for instructional purposes by pre-service teachers in different departments was investigated. The purpose of this study was to determine whether the different methods have an effect on the teachers' technology integration self-efficacy (TISE), motivation, satisfaction and attitude towards the use of technology. The opinions of the pre-service teachers about the technologies used in the lessons were also analyzed. This study employed a mixed-method methodology. The sample in this study comprised 96 pre-service teachers at a university in Turkey who were divided into groups. The study involved a personal information form, semi-structured interview form, and four different scales. An ANCOVA analysis and descriptive statistics were used with the quantitative data, and content analysis was used in the analysis of the qualitative data. The results of this research show that a significant

difference exists between the technology integration exercises performed using different methods, the students' level of contribution to TISE and their motivation and technology use attitudes (TUA). The motivation and satisfaction levels were higher in the groups where authentic task-based instruction was used. It has been observed that closed-ended practical tasks support students' self-efficacy to integrate technology. On the other hand, open-ended task-based activities were found to support an increase in attitudes towards technology use more than in the other groups. The group where closed-ended applications for technology integration self-efficacy, motivation, satisfaction and use of technology were performed differed in terms of gender, department and grade.

Zhang, Q., & Yu, Z. (2021). **A literature review on the influence of Kahoot! On learning outcomes, interaction, and collaboration**. *Education and Information Technologies*, 26(4), 4507-4535. https://doi.org/10.1007/s10639-021-10459-6
Initially developed in 2012, Kahoot! is a game-based student response system aiming to transform the class into a game show. However, some people have doubts about effectiveness of Kahoot! as an educational game. Therefore, based on past studies, this study explored the influence of Kahoot! on learning outcomes and collaboration including curricular interaction and extracurricular collaboration. The results of this study showed that Kahoot, if appropriately used, could improve learning outcomes. At the same time, Boller's summaries about educational games could not fully define what were needed in the games designed for learning to some extent. It was also concluded that Kahoot! could enhance curricular interaction between students and teachers as well as extracurricular collaboration between or among students. Kahoot! has a bright prospect in both regular and flipped classes, while there are still challenges of Kahoot! use. Lastly, suggestions for future research limitations of this study were discussed as well.

Zhu, M., Berri, S., & Zhang, K. (2021). **Effective instructional strategies and technology use in blended learning: A case study**. *Education and Information Technologies*, 26(5), 6143-6161. https://doi.org/10.1007/s10639-021-10544-w
This case study explored effective instructional strategies and technology use in blended learning (BL) in a graduate course in the USA. Varied forms of data were collected, including (1) semi-structured interviews with students, (2) mid-term and final course evaluations, (3) two rounds of online debates, (4) four weeks of online reflection journals, and (5) the instructor's reflections. Thematical analysis and descriptive statistics were conducted to analyze qualitative and quantitative data respectively. Multiple methods were employed to establish trustworthiness of the study. Effective and ineffective instructional strategies and technology uses were identified in BL. The findings indicated that students valued real-time interactions with peers and the instructor. However, inappropriate asynchronous discussions were considered less effective in BL. In addition, immediate feedback from peers and the instructor motivated learners and improved the quality of their work. Learning technologies played a critical role in BL, but the use of learning technologies should be simplified and streamlined. Technical support was essential to reduce learners' cognitive load.

Orientation scolaire et professionnelle

Duru-Bellat, M. (2021, juillet 16). **Malgré Parcoursup, les impasses d'une orientation libérale !** Consulté 21 juillet 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/malgre-parcoursup-impasses-dune-orientation-liberale/00099823
A l'heure où se résolvent, parfois dans la douleur, les décalages entre demandes et offres d'orientation sur Parcoursup, les responsables de certaines filières s'émeuvent, une fois de plus, de l'afflux des candidats dans leur discipline, jusqu'à évoquer explicitement des risques de fermeture par manque de moyen. C'est le cas en Staps, et cela n'étonne guère puisque les effectifs y ont été multipliés par 5 depuis 1990.

Heinrich, C. J., & Darling-Aduana, J. (2021). **Does Online Course-Taking Increase High School Completion and Open Pathways to Postsecondary Education Opportunities?** *Educational Evaluation and Policy Analysis*, *43*(3), 367-390. https://doi.org/10.3102/0162373721993485
Recent increases in high school graduation rates have been linked anecdotally to online course-taking for credit recovery. Online course-taking that supports high school completion could open opportunities for postsecondary education pursuits. Alternatively, poorer quality online instruction could diminish student learning and discourage persistence toward graduation and further education. Using quasi-experimental methods in an 8-year longitudinal study of high school online course-taking, we find positive associations between online course-taking, credits earned and high school graduation, and for those with limited online course-taking, small increases in college enrollment. However, we find significantly lower 4-year college enrollments and lower quality college enrollments for all online course-takers, leaving open the question of whether online course-taking will lead to long-term postsecondary education and labor market success.

Politique de l'éducation et système éducatif

Adick, C. (2021). **An African contribution to the constitutional right to modern schooling 150 years ago**. *International Review of Education*, *67*(3), 385-402. https://doi.org/10.1007/s11159-020-09862-x
This article highlights the stipulation of the provision of formal schooling in a regional constitution drafted in West Africa in 1871, almost 150 years ago. The constitution under discussion originated in Fanteland, a coastal region of the Gold Coast (modern-day southern Ghana), and was the main achievement of a historical movement which sought to unite several smaller kingdoms and communities into a Fante Confederation (1868–1873). While the whole idea of a written constitution which includes the aspect of formal schooling may seem rather "European" or "Western" at a first glance, it is remarkable in that one would not expect it to have occurred in West Africa at that time. The author of this article argues that the Fante Constitution in fact represents a unique early African attempt to construct a modern nation-state based on a written constitution, and that the sections which stipulate and regulate formal schooling are central to its vision. The author embeds the sections concerning education in an analysis of the specific historical situation of the Fante people in West Africa before the establishment of formal British colonial rule on the Gold Coast. She develops two main theses: the

constitution (a) is an "African" contribution to educational policymaking, which (b) accords "modern" schooling a crucial role in state-building. She presents these theses in the light of the historical record and competing interpretations in historical discourse.

AKKARI, A., & FUENTES, M. (2021). ***Repenser l'éducation : alternatives pédagogiques du Sud***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000377797
Les savoirs autochtones représentent un héritage pédagogique riche de possibilités pour repenser la pédagogie et l'éducation au 21ème siècle. L'ouvrage propose une décentration par rapport aux orientations dominantes de l'éducation. Interrogeant la forme scolaire traditionnelle, il invite à explorer des pédagogies et des pédagogues alternatifs en pénétrant dans leurs fondements historiques ou spirituels, leurs concepts ou méthodes. La première partie analyse dans une perspective comparatiste les potentialités dont regorgent les pédagogies alternatives du Sud. La seconde partie est consacrée principalement aux figures qui ont défendu des visions alternatives et culturellement situées de l'éducation.

Alesech, J., & Nayar, S. (2021). **Teacher strategies for promoting acceptance and belonging in the classroom: a New Zealand study**. *International Journal of Inclusive Education*, *25*(10), 1140-1156. https://doi.org/10.1080/13603116.2019.1600054
Acceptance and belonging are essential to human growth and development. Currently, there is limited literature regarding acceptance and belonging in the field of special education and what facilitates this experience within the classroom. This research study asks: 'How do New Zealand school settings help or hinder a sense of acceptance and belonging in children identified as having special education needs?' Six case studies representing a typical sample of students within New Zealand schools and classrooms were recruited. Interviews were organised with the child, parent/guardian, teacher, teacher aide and other professionals. A thematic analysis identified seven themes, of which the role of the teacher in facilitating acceptance and belonging emerged. The teacher's ability to monitor and provide feedback to the child in the classroom, action targeted teaching skills such as scaffolding and repetition, and fostering inclusion through enabling fun activities, group work and incentives emerged as key strategies. In addition, being able to manage the environment with respect to seating arrangements and integrating the child into classroom activities were important. Ultimately, any teacher strategies must be child centred to ensure optimal inclusion through acceptance and belonging.

Alexiadou, N., Kefala, Z., & Rönnberg, L. (2021). **Preparing Education Students for an International Future? Connecting Students' Experience to Institutional Contexts**. *Journal of Studies in International Education*, *25*(4), 443-460. https://doi.org/10.1177/1028315321998498
This article focuses on "internationalization at home" (IaH) for education students in Swedish Universities and its significance for their professional formation and future practice. We draw on research in two large institutions and explore the perceptions and experiences of internationalization of home students in education. We find that while the "intercultural" understanding of students is well developed, the international and intercultural dimensions of experiencing IaH are limited, due to several institutional and learning environment contexts. This has consequences for the social dimensions of future teaching practice. In addition, the perception of the discipline as "national" is significant in shaping the outlook of students toward international questions and their own future

personal and professional mobility. We contextualize these findings using documentary analysis and staff interviews, and argue that to achieve intercultural and international learning environments of quality, social relevance, and long-term social benefit, we need to rethink how internationalization perspectives are integrated in teacher education courses.

Amrein-Beardsley, A., & Close, K. (2021). **Teacher-Level Value-Added Models on Trial: Empirical and Pragmatic Issues of Concern Across Five Court Cases**. *Educational Policy*, *35*(6), 866-907. https://doi.org/10.1177/0895904819843593
Ongoing or recently completed across the United States are a series of lawsuits via which teacher plaintiffs are contesting how they are being evaluated using value-added models (VAMs) as part of states'/districts' teacher accountability systems. To investigate the empirical and pragmatic matters addressed in court, researchers conducted a case study analysis of the documents submitted for five such cases. Researchers framed analyses using measurement concepts resident within the Standards for Educational and Psychological Testing, given issues with (a) reliability, (b) validity, (c) bias, (d) transparency, and (e) fairness, with emphases also on (f) whether VAMs are being used to make consequential decisions using concrete (e.g., not arbitrary) evidence, and (g) whether VAMs' unintended consequences are also of legal pertinence and concern.

ARCIA, G., HOYO, R. D., PATRINOS, H. A., SAVA, A., SHMIS, T., & TEIXEIRA, J. (2021). ***Learning recovery after COVID-19 in Europe and Central Asia: policy and practice***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/836481622436593904/pdf/Learning-Recovery-after-COVID-19-in-Europe-and-Central-Asia-Policy-and-Practice.pdf
La crise du COVID-19 offre une opportunité de restructurer les pratiques éducatives pour intégrer les enseignements précieux de l'apprentissage à distance et développer de nouvelles stratégies pour améliorer l'apprentissage des élèves et l'équité. Ce document présente un plan de relance de l'apprentissage pour la région Europe et Asie centrale comprenant trois étapes : 1) faire face à la fermeture des écoles grâce à l'apprentissage à distance, un soutien pédagogique et psychosocial, et des programmes compensatoires ; 2) gérer la continuité pédagogique en se concentrant sur les compétences de base ; 3) améliorer l'apprentissage, en rendant les écoles plus résilientes grâce à des innovations incluant les leçons apprises de l'enseignement à distance.

Artis & Bartel. (2021). **Filling the Leadership Pipeline: A Qualitative Study Examining Leadership Development Practices and Challenges Facing Community College Presidents in Illinois**. *Community College Journal of Research and Practice*, *45*(9), 674-686. https://doi.org/10.1080/10668926.2020.1771476
This qualitative phenomenological study examines the leadership development activities of Illinois community college presidents and sought to understand not only how presidents prepare for their leadership roles, but what challenges presidents are currently facing, what advice they have for emerging leaders about effective leadership practices, and what competencies they identify as important to lead a community college in Illinois today. Utilizing the core competencies defined by the American Association of Community Colleges (AACC) as a framework for the study, the researcher sought to understand the lived experiences of these leaders to help inform a leadership development model for emerging leaders, community college boards, and current

community college administrators. Results of the study revealed that a combination of mentorship, progressive job responsibilities, and earning a doctorate were important in the preparation of the participant. Challenges they identified included institutional finances, enrollment management, working with elected boards and unions, and dealing with unfunded legal mandates and legislation. Presidents identified the importance of ongoing professional development, reading and understanding current trends facing community colleges, and building a team as essential leadership practices for community college presidents. The findings from the study align with the AACC's core leadership competencies. Implications and recommendations for practice and future research are included.

Aygün, O., & Bó, I. (2021). **College Admission with Multidimensional Privileges: The Brazilian Affirmative Action Case**. *American Economic Journal: Microeconomics*, *13*(3), 1-28. https://doi.org/10.1257/mic.20170364
In 2012, Brazilian public universities were mandated to use affirmative action policies for candidates from racial and income minorities. We show that the policy makes the students' affirmative action status a strategic choice and may reject high-achieving minority students while admitting low-achieving majority students. Empirical data shows evidence consistent with this type of unfairness in more than 49 percent of the programs. We propose a selection criterion and an incentive-compatible mechanism that, for a wider range of similar problems and the one in Brazil in particular, is fair and removes any gain from strategizing over the privileges claimed.

BALLATORE, M. G., CHELLI, R., GIORGI, F. D., DONATO, M. D., MULI, F. L., MARCHIONNE, S., … al, et. (2021). ***The internationalisation of higher education in the Mediterranean: current and prospective trends***. Consulté à l'adresse https://ufmsecretariat.org/wp-content/uploads/2021/06/Union-for-the-Meditterranean-Report-160621-FINAL-WEB.pdf
Ce rapport consolide les données relatives à l'internationalisation de l'enseignement supérieur en Afrique du Nord et au Moyen-Orient, à la mesure de son l'impact sur les acteurs de la recherche et de la formation, et à la détermination de leurs besoins et de leurs attentes. Il brosse un tableau de l'état de la coopération régionale entre les universités de dix États et de la coopération inter-régionale avec les établissements de la rive Nord de la Méditerranée, et décrit des caractères spécifiques à la dynamique d'internationalisation dans le voisinage méridional de l'Union européenne. Les auteurs soulignent que les pays devraient pouvoir bénéficier d'une « approche personnalisée » avant que ne puissent se mettre en place des projets partagés à l'échelle régionale.

Banque mondiale. (2021). ***Foundations for building forward better: an education reform path for Lebanon***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/627001624033308257/pdf/Foundations-for-Building-Forward-Better-An-Education-Reform-Path-for-Lebanon.pdf
Les crises qui ont affecté le Liban au cours des dernières années ainsi que la pandémie de COVID-19 ont toutes mis à rude épreuve un système éducatif déjà en difficulté. Le Liban doit se lancer de toute urgence dans un programme de réforme global de l'éducation qui donne la priorité à la qualité. Les faibles niveaux d'apprentissage et l'inadéquation des compétences sur le marché du travail mettent en danger l'avenir des générations d'enfants libanais et nécessite un besoin d'investissements plus importants et mieux ciblés. Le rapport présente un aperçu des principaux défis auxquels

le secteur de l'éducation est confronté et fournit des solutions factuelles ainsi que des recommandations de réforme des politiques à court, moyen et long terme.

Banu Kenayathulla, H. (2021). **Are Malaysian TVET graduates ready for the future?** *Higher Education Quarterly*, (75), 453-467. https://doi.org/10.1111/hequ.12310

Barrett-Tatum, J., & Ashworth, K. (2021). **Moving educational policy to educators' lived reality: One state's trickle-down, bottom-up pathway to literacy intervention reform**. *Journal of Educational Change*, *22*(3), 355-378. https://doi.org/10.1007/s10833-020-09392-1

What happens when a state's literacy reform policy allows for ownership and individualized diversification of the policy's instructional mandates at the level of district and school? How do systems and individuals experience the change in reform and respond to both the power and the pressures of having to design and implement their own literacy assessment and intervention accountability plans? This research highlights the variety of pathways and interpretations the policy took within and across districts and individual schools across the state. Interviews with 29 teachers, reading coaches, and administrators in 10 schools from 4 unique districts across the state describe their unique experiences with their district and school accountability plans and the actual reform implementation that followed. Educators at each school experienced the policy's preparation and implementation differently as each district and school had a hand in creating their own plan to meet reform requirements. Implications from this research address the issues of inequities and imbalance of power experienced by educators within a system's educational reform movement.

Baxter, J. (2021). **Leading learning during COVID-19**. *Management in Education*, *35*(3), 156-159. https://doi.org/10.1177/0892020621996479

Bernstein, K. A., Alvarez, A., Chaparro, S., & Henderson, K. I. (2021). **"We live in the age of choice": school administrators, school choice policies, and the shaping of dual language bilingual education**. *Language Policy*, *20*(3), 383-412. https://doi.org/10.1007/s10993-021-09578-0

In the past 20 years, both school choice policies and dual language bilingual education (DLBE) programs have proliferated across the US. This project examines the intersection of the two trends, examining how school choice policies have shaped DLBE at the district, school, and program level, through the eyes of 22 public school administrators in Arizona, California, and Texas. Prior work has shown how general neoliberal logic has shaped parents' desire for DLBE as well as how DLBE is marketed and who attends, but we argue here that school choice—itself a product of neoliberal logic—is a unique and powerful force shaping DLBE. We found that it spurred both the creation of new DLBE education programs (i.e., to help districts compete) and influenced existing programs (e.g., made principals hesitant to collaborate with those whom they see as competitors). We address the potential of these shifts to undermine goals of equity for Latinx and Spanish-speaking students. Yet, we also address the potential for administrators to co-opt the language and logic of school choice as a means to create programs that might ultimately serve the ends of social justice.

Blanchard, M. (2021, juillet 8). **Ce que nous apprend la suppression des E3C**. Consulté 21 juillet 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/cecile-blanchard/apprend-suppression-e3c/00099814

Les E3C (épreuves communes de contrôle continu) ont vécu.

BOSLER, S., DUMEZ, I. F., LABELLE, S., LOICQ, M., & SEURRAT, A. (2021). **Questionner les politiques publiques en éducation aux médias et à l'information : dossier**. *Revue française des sciences de l'information et de la communication*, (22). Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13601
Ce numéro thématique, proposé par le Centre d'études sur les jeunes et les médias, vise à mettre en discussion les positionnements théoriques, épistémologiques, axiologiques et socio-politiques qui orientent la recherche sur les politiques publiques en éducation aux médias et à l'information. Les articles traitent cette question à différentes échelles (locales, territoriales, nationales et internationales) et les auteurs y questionnent les relations entre politiques publiques, dispositifs (pédagogiques, éducatifs, médiatiques, commerciaux…) et acteurs (politiques, éducatifs, scientifiques, élèves…).

Boucher, C. L., & Eneau, J. (2021). **Mimétisme et isomorphie : réagencements et adaptations d'un dispositif de formation à son environnement**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(21), 4-16. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/243
Boulay-Espéronnier, C., & Fialaire, B. (2021). ***La CVEC : un levier de développement de la vie étudiante qui doit gagner en transparence, gouvernance et structuration***. Consulté à l'adresse Sénat website: http://www.senat.fr/notice-rapport/2020/r20-765-notice.html
Depuis sa création par la loi relative à l'orientation et à la réussite des étudiants (« ORE ») du 8 mars 2018, la commission de la culture, de l'éducation et de la communication du Sénat porte une attention particulière à la contribution de vie étudiante et de campus (CVEC). En seulement trois années d'existence, celle ci a déjà connu polémique - sur le montant plafond de sa collecte en loi de finances pour 2019 , critique - sur le manque de transparence de son utilisation - et rebondissement - concernant sa mobilisation exceptionnelle pendant la crise en 2020. Souhaitant en dresser un premier bilan, la commission a confié une mission à Céline Boulay Espéronnier (LR, Paris) et Bernard Fialaire (RDSE, Rhône), qui s'inscrit en parfaite complémentarité avec la mission d'information sur les conditions de la vie étudiante, dont les co rapporteurs sont aussi membres. Les constats et recommandations qu'ils formulent sur la CVEC complètent ceux et celles de la mission d'information, ces deux travaux de contrôle s'enrichissant mutuellement. Si la CVEC s'avère être un précieux levier d'essor et de structuration de la vie étudiante et de campus, elle nécessite une meilleure information des étudiants, une plus grande transparence sur son utilisation, un véritable mode de gouvernance participative, une plus forte structuration dans la période d'après crise.

Brazill, M. (2021). **The development of higher education in Japan and the United Kingdom: The impact of neoliberalism**. *Higher Education Quarterly*, (75), 381-397. https://doi.org/10.1111/hequ.12280
BRENNAN, J. (2021). ***Flexible learning pathways in British higher education: a decentralized and market-based system***. Consulté à l'adresse https://www.qaa.ac.uk/docs/qaa/about-us/flexible-learning-pathways.pdf
Ce rapport vise à identifier les politiques et pratiques favorisant les parcours d'apprentissage flexibles dans l'enseignement supérieur au Royaume-Uni, notamment en Angleterre. Il analyse en profondeur la manière dont la politique nationale est mise en œuvre, aux niveaux central et décentralisé - et comment elle impacte les pratiques

institutionnelles. La diversité du système d'enseignement supérieur britannique offre aux étudiants un large choix parmi les manières d'étudier. De nombreuses pratiques innovantes sont en cours de développement dans les universités. Cependant, si le système offre aux étudiants de nombreux parcours d'apprentissage flexibles, beaucoup sont bloqués par des contrôles réglementaires et une collaboration insuffisante entre les prestataires d'enseignement.

Brion, C. (2021). **Leading in Times of Crisis**. *Journal of Cases in Educational Leadership*, *24*(3), 27-38. https://doi.org/10.1177/1555458921992386
In educational organizations, any situation that disrupts the education process and makes it inoperable is defined as a crisis. This teaching case study is relevant to practicing and prospective principals and administrators because it raises issues related to leading in times of crisis. Specifically, this scenario addresses the role school culture plays in lifting teachers' and students' morale while also enhancing student learning. This scenario takes place during the COVID-19 pandemic at a time when schools were suddenly mandated to deliver instruction remotely. In this case study, the author provides a framework designed to create intentionally inviting school cultures. Creating inviting school cultures should always be the goal of leaders, but it is even more crucial in times of crisis.

Brunn, A., Gasnier, A., Laurent, F., & Toren-Porte, O. (2021). ***Évaluation de la mise en œuvre des enseignements optionnels au sein du nouveau lycée général et technologique*** (Rapport à monsieur le ministre de l'Éducation nationale, de la Jeunesse et des Sports N° 2021-106; p. 52). Consulté à l'adresse Inspection générale de l'éducation du sport et de la recherche website: https://www.education.gouv.fr/evaluation-de-la-mise-en-oeuvre-des-enseignements-optionnels-au-sein-du-nouveau-lycee-general-et-324356
Dans le contexte de la deuxième année de la réforme du lycée général et technologique, la redéfinition du tronc commun et l'apparition d'enseignements de spécialités transforment le paysage éducatif pour mettre en son cœur la liberté des élèves et la personnalisation de leur parcours. Quel rôle peuvent alors jouer les enseignements optionnels ?

CAMERON, L. M. (2021). ***Pas d'Éducation, Pas de Protection : ce que signifient les fermetures d'écoles dues à la COVID-19 pour les enfants et les jeunes vivant dans des contextes de crise***. Consulté à l'adresse https://inee.org/system/files/resources/CPHA-EiE%20Evidence%20Paper%20-%20No%20Education%20No%20Protection%20v1.4%20FR%20LowRes.pdf
Ce document met en évidence combien les écoles, au-delà de leur rôle éducatif essentiel, favorisent aussi le bien-être des enfants en leur apportant un soutien psychosocial, un accompagnement et des repas et combien l'absence d'accès à ces services exacerbe les inégalités existantes. Il souligne les impacts scolaires, sociaux, sanitaires et psychologiques de la fermeture des écoles sur les enfants et leur exposition accrue au danger, l'école ne les protégeant plus des violences et du travail. Il présente aussi la situation en Colombie, en RDC, au Liban, au Rwanda et au Sri Lanka (contexte, impact de la crise sur l'éducation et la protection des enfants, solutions) et émet des recommandations.

Cassidy, M., Burgin, X. D., & Wasonga, T. A. (2021). **Gender differences in perceived barriers of aspiring superintendents**. *Management in Education*, *35*(3), 127-135. https://doi.org/10.1177/0892020620988010

Discrepancies in the number of females occupying superintendent positions in the United States continue to exist; therefore, this study utilized a survey design to examine the perceived barriers to achieving the top positions in education as well as differences by gender among aspiring superintendents in K-12 in Illinois. Statistical analyses (Mann-Whitney U test and factor analysis) were performed on the results from the Aspiring Superintendents Perceived Barriers Questionnaire developed by Dulac, and its underlying constructs were used to investigate the extent to which aspiring female and male administrators perceived barriers to the superintendency position. Eighty-four participants completed the survey either online or on paper. The study found significant differences between male and female aspiring superintendents in 10 of the 21 perceived barriers. Factor analysis yielded two factors (societal issues and workplace expectations) as barriers identified by females, and three concepts (societal issues, workplace expectations, and masculinity in leadership) as barriers identified by males.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2021). ***Cross-border long-term apprentice mobility: making it work: suggestions for national policy-makers***. Consulté à l'adresse https://www.cedefop.europa.eu/files/4202_en.pdf
La mobilité transfrontalière de longue durée des apprentis – « Cross-border long-term apprentice mobility » (CBLTMA), c'est-à-dire d'une durée supérieure à trois mois, peut être une excellente opportunité pour les entreprises et les apprentis. Cependant, elle est encore très limitée dans la pratique en Europe. S'appuyant sur une étude du Cedefop, ce document d'orientation invite les décideurs politiques au niveau national à réfléchir aux défis qui entravent la CBLMA aujourd'hui et propose des conseils et des suggestions politiques pour les surmonter à l'avenir. À court terme, une approche étape par étape pour mettre en œuvre des changements progressifs semble être le moyen le plus approprié pour faire fonctionner la CBLTMA de manière durable.

Chase, Bensimon, & Robinson. (2021). **The Implementation of a Large-Scale Pathway Reform: How Department Chairs Make Sense of and Navigate a Pathway Initiative in a Community College**. *Community College Journal of Research and Practice*, *45*(9), 631-648. https://doi.org/10.1080/10668926.2020.1741476
Nationally, the pathway model – commonly defined as "a highly structured, coherent education experience that is built around and through an area of study" – has emerged as the preferred structural approach to deliver the curriculum at community colleges. The pathway model provides a new hope to community colleges to create a solution to low completion rates. However, the current literature on successful implementation is almost non-existent, therefore, without such directions on how to assemble the pathway model, college practitioners, specifically department chairs, are left to interpret and act on the pathway reform in a variety of ways. The purpose of this paper is to describe how department chairs understand the pathway model and how they subsequently implement it in their programs. Utilizing a case study design, we document how department chairs made sense of the reform and the processes of implementation. We found that department chairs' explanations of the pathway reform fell into three types, influencing how they acted on the reform. This study highlights the complexity of implementing large-scale institutional change and the important role department chairs play in the successful implementation of a pathways reform.

Clerc, P. (2021). **Monastère, agora, forteresse ou nœud d'échanges. Quatre modèles pour définir les relations entre les écoles et leurs environnements**. *Géoconfluences*. Consulté à l'adresse http://geoconfluences.ens-lyon.fr/informations-scientifiques/dossiers-thematiques/geographie-espaces-scolaires/geographie-de-l-ecole/quatre-modeles-relations-ecoles-environnements
En quoi la géographie des établissements scolaires, en particulier celle de leurs limites, reflète-t-elle les conceptions de l'éducation et des modalités d'apprentissage ? L'article présente quatre modèles : l'école fermée sur elle-même (le monastère), celle ouverte sur le monde extérieur (l'agora), le lieu d'apprentissage barricadé pour éviter les intrusions (la forteresse), et enfin l'établissement tenant de l'un de ces modèles mais bouleversé par l'irruption du numérique (le nœud d'échanges).

Conseil des ministres de l'Éducation (Canada) (CMEC). (2021). ***Trends in STEM and BHASE graduates from public postsecondary institutions across Canadian provinces and territories***. Consulté à l'adresse Conseil des ministres de l'Éducation website: https://www.cmec.ca/.../STEM_BHASE_graduates_report_Final_EN.pdf
The demand for science, technology, engineering, mathematics, and computer and information sciences (STEM) skills in the labour force has been rising for decades as STEM-related occupations in Canada have been growing faster than those in any other field since 19901. Excluding management professions, STEMrelated jobs have been the highest paid for many years, thus increasing the attractiveness of these fields to postsecondary students. Stimulated by a labour market driven by technological change, the growth of STEM-related occupations, and consequently the demand for STEM-educated workers, is expected to continue. Despite the growing popularity of STEM skills, the underrepresentation of female graduates in STEM programs persists. Another barrier to women fully participating in this growing field is the gender salary gap, which remains wider in STEM occupations than in non-STEM related occupations. STEM fields include the following three sub-groups: "science and science technology", "engineering and engineering technology", and "mathematics and computer and information sciences". Non-STEM fields are categorized under the term BHASE, which stands for "business, humanities, health, arts, social science, and education", and specifically includes "business and administration", "arts and humanities", "social and behavioural sciences", "legal professions and studies", "health care", "education and teaching", and "trades, services, natural resources and conservation". The STEM and BHASE fields are drawn from the variant of Statistics Canada's 2016 Classification of Instructional Programs (CIP). This fact sheet examines postsecondary graduates from both STEM and BHASE fields of study from 2010 to 2018 in Canadian provinces and territories. The first section provides an overview of the growth of STEM graduates in Canada. The subsequent sections address gender trends in STEM, graduates across levels of education and institution types, the age of graduates, and international graduates. Finally, the last section compares graduate data for Canadian provinces and territories to international data across OECD countries.

Courtney, S. J., & Mann, B. (2021). **Thinking with 'lexical' features to reconceptualize the 'grammar' of schooling: Shifting the focus from school to society**. *Journal of Educational Change*, *22*(3), 401-421. https://doi.org/10.1007/s10833-020-09400-4
Achieving changes to education practices and structures is a significant issue facing reformers internationally, and researchers have confronted how such changes, and the conditions for these, might be conceptualized. These issues resonate particularly as researchers grapple with imagining a post-COVID-19 landscape where social and

educational norms may change. Tyack and Tobin, in their 1994 article 'The "Grammar" of Schooling: Why has it been so hard to change?' argued that several features of the American education system are so persistent as to warrant being understood as the 'grammar' of schooling. In this article, we reconceptualize this 'grammar' by taking seriously Tyack and Tobin's insistence that 'grammar' organises meaning. Starting here, we argue that what they took to be grammatical features are the products and not the producers of meaning. We draw on the cases of the United States and England to argue that four international discourses have performed this meaning-making work: industrialization; welfarism; neoliberalism and neoconservatism. These are the 'grammars' of schooling—and of society. Their discursive products, including age grading and sorting into subjects are, we suggest, 'lexical' features that express the grammar. We use lexical features to explain the multi-directional interplay between discourse and educational feature: the lexical may endure longer than the grammatical, changes to which may be effected and/or legitimated through appealing to a lexical feature. We conclude by outlining key implications for realizing and conceptualizing educational change, including for a post-COVID-19 landscape.

CRATO, N. (2021). ***Improving a country's education: PISA 2018 results in 10 countries***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13629
Comparant les résultats des évaluations du programme international pour le suivi des acquis des élèves (PISA) de dix pays, l'ouvrage reflète les débats qui suivent généralement la publication de ces résultats et se concentre sur les causes des différences entre les pays. Déclin de la qualité de l'éducation pour un pays, amélioration combinée à une augmentation des inégalités dans un autre pays…. Les auteurs examinent les principaux facteurs d'évolution des résultats. Chaque chapitre comprend une description du système et des politiques éducatives du pays et aborde l'impact de PISA. L'ouvrage traite également d'un certain nombre de questions sur les connaissances, les ordinateurs, les enseignants et la préparation adéquate des élèves.

Cristofoli, S., Fréchou, H., Stefanou, A., & Traore, B. (2021). **Le vécu du confinement du printemps 2020 d'après les personnels de direction, les conseillers principaux d'éducation et les inspecteurs du second degré**. *Note d'information*, (21.33). Consulté à l'adresse https://www.education.gouv.fr/media/91490/download
Malgré la fermeture des établissements scolaires, une majorité des personnels de direction et des conseillers principaux d'éducation a continué à travailler dans leur établissement, que ce dernier soit mobilisé ou non pour accueillir les enfants des personnels indispensables à la gestion de la crise sanitaire. Au cours de cette période, ils ont pu maintenir avec les familles et les élèves un lien essentiel, mais ont aussi réussi en grande majorité à assurer les conseils de classe et les réunions d'équipe à distance. Ils ont dû faire preuve d'une plus grande autonomie qu'en temps ordinaire et prendre plus d'initiatives. Par ailleurs, la communication entre les différents acteurs de l'Éducation nationale est jugée plutôt satisfaisante. Dans le cadre des mesures nationales, les directives sont jugées opérationnelles, adaptées et utiles, mais les avis sont plus nuancés sur leur cohérence et précision.

DAY, E., & Commission, D. F. (2021). ***Governance of data for children's learning in UK state schools***. Consulté à l'adresse https://digitalfuturescommission.org.uk/wp-content/uploads/2021/06/Governance-of-data-for-children-learning-Final.pdf

Selon la Digital Futures Commission, les données des enfants sont utilisées à des fins commerciales et le gouvernement doit agir pour mettre fin aux pratiques contraires à l'éthique. Ce rapport fait suite à une augmentation de l'utilisation de la technologie lors de la fermeture des écoles pendant la pandémie de Covid. Il fournit une analyse critique de la gouvernance des données des enfants relatives à l'éducation au Royaume-Uni, en mettant l'accent sur l'utilisation des TEdTech . Il constate d'importantes « lacunes en matière de réglementation et de mise en œuvre » et met en évidence les défis juridiques et pratiques pour les écoles, les familles, les régulateurs et l'industrie EdTech. Dix recommandations sont formulées.

Demongeot, A., & Lombard, F. (2021). **L'apprentissage au 31 décembre 2020**. *Note d'information*, (21.30). Consulté à l'adresse https://www.education.gouv.fr/l-apprentissage-au-31-decembre-2020-323906
Au 31 décembre 2020, les centres de formation d'apprentis accueillent 629 600 apprentis, soit une augmentation de 31,5 % par rapport à 2019, une hausse historique depuis le début des années 2000. 5,5 % des 16-29 ans sont ainsi en apprentissage. Les effectifs d'apprentis dans l'enseignement secondaire continuent d'augmenter (+ 11,4 %), et la croissance de l'apprentissage dans l'enseignement supérieur est à un niveau historiquement élevé (+ 58,6 % après + 13,4 % en 2019). Après une troisième, un élève sur vingt s'oriente vers une formation professionnelle sous apprentissage. Près d'un apprenti sur dix est accueilli dans un EPLE.

Diakité, S. (2021). ***Leadership de la formation professionnelle***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343236674?utm_source=phplist&utm_campaign=message_32136&utm_medium=email&utm_content=lienTitre

DIAZ, L. D., FERREYRA, M. M., URTUA, S., BASSI, M., & DINARTE DIAZ, L. (2021). ***What Makes a Program Good? Evidence from Short-Cycle Higher Education Programs in Latin America and the Caribbean***. Consulté à l'adresse https://openknowledge.worldbank.org/bitstream/handle/10986/35893/What-Makes-a-Program-Good-Evidence-from-Short-Cycle-Higher-Education-Programs-in-Latin-America-and-the-Caribbean.pdf?sequence=1&isAllowed=y
Cet article explore la relation entre les pratiques, les apports et d'autres caractéristiques des programmes d'enseignement supérieur à cycle court et les résultats de leurs étudiants sur le plan académique et sur le marché du travail dans cinq pays d'Amérique latine et des Caraïbes. Les déterminants de la qualité sont regroupés dans les catégories suivantes : programme d'études et formation, infrastructure facultaire, engagement du secteur privé et aide à la recherche d'emploi, coûts et financement, et autres pratiques liées à l'admission des étudiants et à la gouvernance institutionnelle. Les estimations des données d'enquête indiquent que les déterminants spécifiques de la qualité sont positivement associés aux résultats scolaires et du marché du travail.

Dikhtyar, Cummins, McGrew, & Bahr. (2021). **Strategies Employed by Ohio Community Colleges to Improve Labor Market Outcomes for Older Students**. *Community College Journal of Research and Practice*, *45*(9), 619-630. https://doi.org/10.1080/10668926.2020.1738289
To remain competitive in the labor market, many middle-aged and older adults need to upgrade existing or learn new skills through occupational training and education.

Furthermore, as compared with the past, employers now are more willing to hire older workers after completing a credential due to a low unemployment rate. Moreover, employers often collaborate with community colleges to provide workforce training for their employees. Community colleges are the preferred choice for older students due to affordability, open-access admission, a greater number of credential options including short-term credentials, and convenient locations. However, little is known about challenges and opportunities for improving labor market outcomes at community colleges for adults ages 40 and older. Based on thematic analysis of student and faculty focus groups and individual interviews with staff and administrators at 23 Ohio community colleges, this paper identifies strategies community colleges employ to improve labor market outcomes for middle-aged and older adults (age 40 and older) and to meet the needs of employers. Additionally, challenges faced by older community college students during training, retraining, and finding employment are discussed.

Dorner, L. M., Cervantes-Soon, C. G., Heiman, D., & Palmer, D. (2021). **"Now it's all upper-class parents who are checking out schools": gentrification as coloniality in the enactment of two-way bilingual education policies**. *Language Policy*, *20*(3), 1-27. https://doi.org/10.1007/s10993-021-09580-6
Bilingual education as a whole has been gentrifying, as more privileged students replace Transnational Language Learners (TLLs) in bilingual education spaces and policies (Valdez et al. in Educ Policy 30(6):849–883, 2016. https://doi.org/10.1177/0895904814556750). We argue this is an extension of coloniality (Mignolo in Local histories/global designs: coloniality, subaltern knowledges, and border thinking, Princeton University Press, Princeton, 2000/2012): as two-way bilingual education (TWBE) policies are enacted, they are shaped by globalizing, neoliberal, and monoglossic discourses that have a history of dispossessing and erasing minoritized peoples and languages. Taking a critical constructivist grounded theory approach, this study brings together three unique data sets from the US Midwest, Southeast, and Texas to question: How does gentrification manifest in TWBE across policy scales and contexts? And how are stakeholders responding to or resisting gentrification and its underlying coloniality? Regardless of the varying state policy and local contexts, each TWBE program in our study experienced gentrification. Specifically, TLLs and their Spanish language(s) were replaced or diminished as TWBE policy enactment intersected with district and state policies, particularly those shaping enrollment, transportation, course scheduling, and teacher and student recruitment. While the analysis focuses on gentrification processes through policy enactment, we also detail spaces of consciousness where stakeholders recognized and resisted them and conclude with a discussion on how coloniality is both manifested and can be challenged in language policy enactment.

Dubet, F. (2021, août 27). **Massification scolaire : toujours plus ou autrement ?** Consulté 30 août 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/francois-dubet/massification-scolaire-toujours-plus-autrement/00099727
La massification scolaire amorcée dans les années 1960 a multiplié par près de six le nombre de bacheliers et d'étudiants.

Duru-Bellat, M. (2021, juillet 16). **Malgré Parcoursup, les impasses d'une orientation libérale !** Consulté 21 juillet 2021, à l'adresse Alternatives Economiques website:

https://www.alternatives-economiques.fr/marie-duru-bellat/malgre-parcoursup-impasses-dune-orientation-liberale/00099823
A l'heure où se résolvent, parfois dans la douleur, les décalages entre demandes et offres d'orientation sur Parcoursup, les responsables de certaines filières s'émeuvent, une fois de plus, de l'afflux des candidats dans leur discipline, jusqu'à évoquer explicitement des risques de fermeture par manque de moyen. C'est le cas en Staps, et cela n'étonne guère puisque les effectifs y ont été multipliés par 5 depuis 1990.

Edwards, D. S. (2021). **Just Out of Reach? Unrestrained Supply, Constrained Demand, and Access to Effective Schools in and Around Detroit**. *Educational Evaluation and Policy Analysis*, *43*(3), 391-418. https://doi.org/10.3102/0162373721996738
Research concerning family preferences for schooling indicates that they value proximity to home as much as academic quality when choosing schools. However, preferences for proximity likely represent inability to access schools farther away from home, especially for disadvantaged students. I test whether distance and district boundaries constrain access to high-performing and effective schools for Detroit students where families choose between intradistrict, interdistrict, and charter schools, as well as an assigned school. I employ a unique data set that includes enrollment records, addresses, and commute times for Detroit residents regardless of where they attend school. Results show that disadvantaged students have little access to the highest quality schools available, specifically those outside Detroit. However, students attend higher performing schools within Detroit.

Elfert, M. (2021). **Lifelong learning, global social justice, and sustainability**. *International Review of Education*, *67*(4), 555-558. https://doi.org/10.1007/s11159-021-09909-7
EUA : Association européenne des universités & CIMEA : Information Centre on Academic mobility and equivalence. (2021). ***Information provision on recognition of qualifications: a practical guide for higher education institution***. Brussels: EUA : European university association.
Publié dans le cadre du projet TPG-LRC (« Thematic Peer Group B on the Lisbon Recognition Convention »), ce guide pratique a pour objectif d'améliorer la qualité des informations fournies par les établissements d'enseignement supérieur conformément aux dispositions de la Convention de reconnaissance de Lisbonne. Il fournit des recommandations, des conseils et une courte liste de questions d'auto-évaluation sur la manière de fournir des informations pertinentes, précises et ciblées sur la reconnaissance des qualifications.

European Centre for the Development of Vocational Training (CEDEFOP). (2021). ***Spotlight on VET, 2020 compilation. Vocational education and training systems in Europe***. Consulté à l'adresse European Centre for the Development of Vocational Training website: https://op.europa.eu/en/publication-detail/-/publication/e08525d2-f4cc-11eb-aeb9-01aa75ed71a1
Concise, clear and comprehensive snapshots of vocational education and training systems in EU, Iceland and Norway: this is what the Cedefop Spotlight on VET series offers. Building on individual country Spotlights, this publication provides an overview of VET systems with their distinctive qualities, such as main accession and progression routes for learners; types and levels of qualifications they lead to; types of programmes, delivery modes, work-based learning ratio and duration. In addition to the system charts, it also briefly reflects on current challenges and recent VET policy initiatives. Shaped by

socioeconomic contexts and traditions, VET systems across Europe are diverse while often sharing the same goals and facing similar challenges. The Covid-19 pandemic forced all countries to adjust their education and training processes to a new reality caused by an unprecedented disruption. While continuing with their VET policy agenda and addressing long-lasting challenges (e.g. early leaving from education and training or modernising qualifications), countries have worked to make education and training truly digital, ensuring access to computers and the internet to all students, providing training to teachers and trainers, developing flexible approaches to assessment. The concepts of quality, inclusiveness and flexibility are enjoying a renewed focus. With its different reporting formats, studies, interactive databases and toolkits for specific VET features and VET-related policies in Member States, Cedefop caters to varied information needs, purposes and stakeholders. Information on VET's main features, its role and status is a prerequisite to understanding developments and learning from another country. We believe that this publication is a useful starting point for policymakers, social partners, experts and researchers. It will provide orientation to a range of other actors involved in VET-related activities: VET providers, teachers and trainers; guidance, qualifications and validation staff; and other readers who want to familiarise themselves with VET systems across Europe.

Ez-Zahra Benkhallouq, F., & Samlak, N. (2021). ***Dispositifs d'enseignement-apprentissage en période de covid-19 - Défis et scénarios prospectifs à l'UCA (Maroc)***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343227504&utm_source=phplist&utm_campaign=message_32187&utm_medium=email&utm_content=lienTitre

La période de pandémie de la Covid-19 est l'occasion pour nous tous de revoir nos habitudes, de chercher et de trouver les moyens nous permettant de nous adapter à l'état d'urgence sanitaire. L'Enseignement-Apprentissage est l'un des secteurs les plus appelés à développer incessamment des scenarii alternatifs pour dépasser la conjoncture actuelle et s'adapter à ses nouvelles conditions. L'université Cadi Ayyad Maroc oeuvre à assurer la continuité des formations et à soutenir la production scientifique, tout en travaillant sur la modernisation de son image institutionnelle. Elle cherche à développer des stratégies pour introduire et généraliser le recours aux formations hybrides et/ou à distance, et ceci en intégrant les technologies numériques en vue d'accroître le taux de réussite académique.

Faude, S. (2021). **Cultural Demerits: When an Afrocentric School Bends to Education Reforms**. *Educational Policy*, *35*(6), 815-840. https://doi.org/10.1177/0895904819843599

Through an ethnographic case study within one struggling Afrocentric public charter school in the Mid-Atlantic from 2009 to 2011, I show how broader neoliberal reforms and an incomplete attempt at Afrocentric education combined to redefine Blackness as poverty, danger, and failure through the co-optation of school-based practices. Using a Critical Race theoretical framework, I argue that culturally focused programs, which explicitly aim to serve students of color, are at risk of failing their students because of the interests of the reform movements they are accountable to. These findings suggest that culturally responsive educational programs, despite their holistic and empowering frameworks, may be particularly vulnerable to marginalizing the students they aim to serve in ways that are distinctly and overtly connected to broader racist conceptions of Blackness.

Felix, E. R. (2021). **Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision**. *Educational Evaluation and Policy Analysis*, *43*(3), 419-444. https://doi.org/10.3102/0162373721996729
California policymakers passed the Student Equity Policy, requiring all community colleges to develop a "student equity plan" that identified outcome disparities for select student groups, including racial/ethnic students. Through an instrumental case study, I examined Huerta College because their equity plan stood out for its focus on addressing Latinx transfer inequity. I spent two years interviewing implementers, observing equity meetings, and collecting documents that served as artifacts of implementation. Key to equity planning was a critical mass of Latinx practitioners able to see the policy as an opportunity to tackle one of the greatest inequities on their campus, Latinx transfer. They used the implementation process to propose new projects that would support Latinx students in their journey to transfer from Huerta.

Fellinger, J., Auzinger, M., Luomi-Messerer, K., Gaved, F. E., & Blakemore, M. (2021). ***Learning about the EU: European topics and school curricula across EU Member States***. Consulté à l'adresse European Commission website: https://ec.europa.eu/education/sites/default/files/document-library-docs/learning-eu-topics-school-curricula-report.pdf
This study reviews the extent to which European Union (EU) topics are embedded at a range of levels across the school curricula of Member States of the EU. It first sets the scene by referring back to a previous report which summarised the situation back in 2012, and which made a series of recommendations for action by the EU and Member States.

Finstad-Milion, K., Ceulemans, K., & Avetisyan, E. (2021). **Promoting Engaged Scholarship for Sustainability Regionally: the Case of the PRME France-Benelux Chapter**. *Management & Sciences Sociales*, *30*(30), 140-154. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03277483

Garnier, P. (2020). **L'OBLIGATION D'INSTRUCTION DÈS L'ÂGE DE TROIS ANS: UN TOURNANT DANS L'HISTOIRE DE L'ÉCOLE MATERNELLE EN FRANCE**. *Revue internationale communication et socialisation*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03325320

Garrett, R., & MacGill, B. (2021). **Fostering inclusion in school through creative and body-based learning**. *International Journal of Inclusive Education*, *25*(11), 1221-1235. https://doi.org/10.1080/13603116.2019.1606349
In neoliberal times, accountability measures and high-stakes testing further contribute to differentiated outcomes for young people. The way that knowledge is conceptualised in tests regularly fails to recognise the embodied knowledge and abilities of many young people and instead students are positioned as passive receivers of knowledge. Students who are located in structural disadvantage continue to be least successful. This paper offers a critical counter-narrative to the didactic habit inherent in education through the mobilisation of creative and embodied practices as a transformational pedagogical approach. These pedagogies signal an epistemological and pedagogical shift toward mobilising bodies as agents of knowledge production and creativity as cultural capital. This paper reports on research that investigates primary school teachers and teaching artists using creative and body-based pedagogies, with a focus on enhancing student

engagement in mathematics through strategies of 'encounter' (MacKenzie, Sarah. 2013. "Poetic Praxis: Engaging Body, Mind, and Soul in the Social Foundations Classroom." Journal for Learning Through the Arts 9 (1): 1–27.). Findings highlight the cumulative affective responses and shifts in subjectivity for both students and teachers when working with the body's ability to move, feel, respond and imagine. In conclusion we argue for the potential of creative and body-based learning to build classroom communities and practices of inclusion.

Gigliotti, R. A. (2021). **The Impact of COVID-19 on Academic Department Chairs: Heightened Complexity, Accentuated Liminality, and Competing Perceptions of Reinvention**. *Innovative Higher Education*, *46*(4), 429-444. https://doi.org/10.1007/s10755-021-09545-x
This article explores the impact of the COVID-19 pandemic on academic department chairs. Through a survey of 172 department chairs in the United States, the central findings of this research—intensified challenges, a multidirectional leadership pivot, and competing perceptions of higher education reinvention—reinforce the liminality of the academic chairperson role, highlight the need for increased training and development opportunities for individuals engaged in this work, and offer a reminder of ensuring that the broader perspectives of department chairs are included in efforts to reinvent institutions of higher education. These findings depict crisis leadership as a required competency for academic leaders.

Gilham, C., Neville-MacLean, S., & Atkinson, E. (2021). **Effect of Online Modules on Pre-Service Teacher Mental Health Literacy and Efficacy toward Inclusive Practices**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *44*(2), 559-599. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4601
Mental health literacy (MHL) for pre-service teachers seeks to improve knowledge and help-seeking behaviours and decrease stigma. Increased MHL may also change perceived stress and self-efficacy for inclusive practices. This cohort study evaluates the impact of an online MHL resource for educators, embedded within a mandatory Bachelor of Education (BEd) course, on pre-service teachers' MHL, perceived stress, and teacher efficacy toward inclusive practices. Seventy-one pre-service teachers completed the course as well as pre- and post-surveys. Results demonstrated significant and substantial improvements on knowledge, help-seeking, and perceived efficacy for inclusive practices. Increased MHL may be an effective approach in meeting the requirements of inclusive education. Keywords: mental health literacy, pre-service teachers, inclusive education, self-efficacy

Gilraine, M., Petronijevic, U., & Singleton, J. D. (2021). **Horizontal Differentiation and the Policy Effect of Charter Schools**. *American Economic Journal: Economic Policy*, *13*(3), 239-276. https://doi.org/10.1257/pol.20200531
While school choice may enhance competition, incentives for public schools to raise productivity may be muted if public education is imperfectly substitutable with alternatives. This paper estimates the aggregate effect of charter school expansion on education quality while accounting for the horizontal differentiation of charter programs. Our research design leverages variation following the removal of North Carolina's statewide cap to compare test score changes for students who lived near entering charters to those farther away. We find learning gains that are driven by public schools

responding to increased competition from non-horizontally differentiated charter schools, even before those charters actually open. (JEL H75, I21, I28)

Gonzales, L. D., Hall, K., Benton, A., Kanhai, D., & Núñez, A.-M. (2021). **Comfort over Change: a Case Study of Diversity and Inclusivity Efforts in U.S. Higher Education**. *Innovative Higher Education*, *46*(4), 445-460. https://doi.org/10.1007/s10755-020-09541-7
Efforts to diversify and make historically white organizations more inclusive are as varied as they are numerous. Yet, for all their ubiquity in U.S. higher education, few studies have examined them in real time. This case study thus features a two-day meeting where stakeholders were invited to consider how to make science, technology, engineering, and math (STEM) fields not only more diverse but also inclusive. Drawing on observational, documentary, and interview data, we offer three findings. First, we share how facilitators were ill-prepared to define diversity for their project. Second, we share that facilitators and most white participants hesitated and sometimes directly avoided conversations about historical and contemporary exclusion in STEM, especially regarding racism. Third, we show that, while facilitators and most white participants avoided specific conversations about the exclusionary nature of STEM spaces, racially minoritized participants repeatedly requested more concrete conversations. We conclude the paper with several implications for future research and practice for administrators, professors, DEI practitioners, and funders.

GRAAF, L. V. D., DUNAJEVA, J., SIAROVA, H., BANKAUSKAITE, R., & VAN DER GRAAF, L. (2021). ***Education and youth in post-COVID-19 Europe: crisis effects and policy recommendations***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/a3527a20-c4dd-11eb-a925-01aa75ed71a1/language-en/format-PDF/source-212906151
This paper demonstrates that the COVID-19 pandemic posed unprecedented and multidimensional challenges to the education systems and youth sector, revealing the lack of preparedness in terms of crisis management and digital education responses, as well as reinforcing structural weaknesses of education delivery. Given that various sectors of education and the youth sector faced distinct challenges, there are valuable lessons to be learnt from policy responses and best practices across Europe. The common goal should be to build more resilient education systems, which are responsive and adaptive to future crises.

Gravelle, F., Ménard, L., Hoffmann, C., Lameul, G., Bédard, D., Leduc, D., & Bégin, C. (2020). **Impact de la formation et de l'accompagnement pédagogique destinés aux nouveaux professeurs d'université sur leur tâche réelle : comparaison internationale (Canada–France)**. *Mcgill Journal of Education*, *55*(1), 78-100. https://doi.org/10.7202/1075720ar

Gray, E., & Lowenhaupt, R. (2021). **Reinventing Middle School Using Design Thinking: Managing Reform at an Independent School**. *Journal of Cases in Educational Leadership*, *24*(3), 39-48. https://doi.org/10.1177/1555458921991214
This case presents how the leadership team and faculty of a small, independent school used design thinking to respond to a competitive marketplace and desire for enrollment growth in the middle grades. The new middle school head came in with a mandate for substantial change and sought to engage all stakeholders in a process of redesign and program renewal. The case describes how leaders involved the school community in the

Design Thinking protocol to solve intangible design problems. It explores leadership challenges presented by this approach, including strategies to address these challenges.

Gregersen-Hermans, J. (2021). **Toward a Curriculum for the Future: Synthesizing Education for Sustainable Development and Internationalization of the Curriculum**. *Journal of Studies in International Education*, *25*(4), 461-481. https://doi.org/10.1177/10283153211031033
The need to solve the common global challenges at a systemic level in a collaborative, equitable, and culturally sensitive way naturally connects Education for Sustainable Development (ESD) and Internationalization of the Curriculum (IoC). The purpose of this article is to explore how ESD and IoC can strengthen each other and provide a more holistic student learning experience. The literature on ESD and IoC has been reviewed to identify the intersections in pedagogical approaches to curriculum design, delivery, and assessment. The review demonstrates how the ESD and IoC educational initiatives can be synthesized into a curriculum for the future, in which criticality plays a vital role. To illustrate this opportunity, the example of a curriculum innovation project at the International Business School Maastricht is provided. In this project, the Program for International Student Assessment (PISA) model of Global Competence developed by the Organisation for Economic Co-Operation and Development (OECD) has been applied as the conceptual underpinning for the design of a 2-year learning pathway Intercultural Business. The project highlights that to achieve their aims, ESD and IoC need to function as a joint defining lens for curriculum design and delivery. A collaborative and critical approach offers an opportunity to (re-)imagine the curriculum from the perspective of the United Nations Sustainable Development Goals (UNSDGs) and reach beyond the institution by engaging in sustainable and inclusive social change in line with the civic mission of the institution. The implications for the continuing professional development of lecturers and the need for students' co-ownership of the curriculum are discussed.

Grenet, J., & Souidi, Y. (2021). **Les secteurs multi-collèges, un outil efficace pour renforcer la mixité scolaire**. *INJEP Analyses & Synthèses*, (49). Consulté à l'adresse https://injep.fr/wp-content/uploads/2021/06/IAS49_secteur_multi.pdf
Pour réduire la ségrégation sociale entre les collèges de la capitale, la Ville et l'Académie de Paris expérimentent depuis la rentrée 2017 une méthode nouvelle pour affecter les élèves aux collèges publics : les secteurs multi-collèges. Ce dispositif consiste à définir des secteurs communs à plusieurs collèges pour rééquilibrer leur recrutement social. Deux des trois secteurs bi-collèges de la capitale ont atteint leur objectif de mixité sociale. Dans le troisième secteur, les progrès ont été plus lents à se concrétiser et restent modestes. Au-delà du cas parisien, les secteurs multi-collèges constituent une piste prometteuse pour favoriser la mixité scolaire lorsque le tissu urbain est suffisamment diversifié pour permettre un brassage social des élèves.

Guzman-Alvarez, A., & Page, L. C. (2021). **Disproportionate Burden: Estimating the Cost of FAFSA Verification for Public Colleges and Universities**. *Educational Evaluation and Policy Analysis*, *43*(3), 545-551. https://doi.org/10.3102/01623737211001420
Verification is a federally mandated process that requires selected students to further attest that the information reported on their Free Application for Federal Student Aid (FAFSA) is accurate and complete. In this brief, we estimate institutional costs of administrating the FAFSA verification mandate and consider variation in costs by institution type and sector. Using data from 2014, we estimate that compliance costs to institutions in that year totaled nearly US$500 million with the burden falling

disproportionately on public institutions and community colleges, in particular. Specifically, we estimate that 22% of an average community college's financial aid office operating budget is devoted to verification procedures, compared with 15% at public 4-year institutions. Our analysis is timely, given that rates of FAFSA verification have increased in recent years.

Hartman, C., Callahan, R., & Yu, H. (2021). **Optimizing Intent to Transfer: Engagement and Community College English Learners**. *Research in Higher Education*, *62*(6), 789-828. https://doi.org/10.1007/s11162-020-09619-3
Researchers have long struggled to accurately identify the needs of English learner (EL) students and the factors that facilitate their postsecondary success. Although prior research suggests that EL students disproportionately select into community colleges, there is a dearth research that examines transfer to four-year schools among community college English learner (CCEL) students. In this study, we examined whether and to what extent community college students' linguistic status shapes the relationship between engagement and intent to transfer to a four-year institution. Using data from the Community College Survey of Student Engagement, we used logistic regression to examine how, if at all, the relationships between the multiple forms of student engagement and intent to transfer might differ by linguistic status, net of various student and school-level controls. Ultimately, our findings suggest that students' returns to engagement do differ by linguistic status, with CCEL students experiencing the greatest gains relative to their intent to transfer. Not only are CCEL students are more likely to engage in academic discourse, internalize teachers' pedagogical offerings, and recognize institutional supports than their non-CCEL peers, but they appear to derive greater benefits from both academic engagement and instruction in the use critical thinking skills than their non-CCEL peers. We conclude with recommendations for educators, policymakers, and researchers seeking to improve CCEL students' educational attainment and engagement.

Hatch, T. (2021). **We will now resume our regular programming**. *Journal of Educational Change*, *22*(3), 447-456. https://doi.org/10.1007/s10833-021-09434-2

Hill, A. J., & Jones, D. B. (2021). **Paying for Whose Performance? Teacher Incentive Pay and the Black–White Test Score Gap**. *Educational Evaluation and Policy Analysis*, *43*(3), 445-471. https://doi.org/10.3102/01623737211001421
Teacher performance pay is often introduced with the goal of reducing gaps in test scores across groups, yet little is known about how well they achieve this aim. We ask, "Do test score-based teacher incentives impact the Black–White test score gap?" Using student–teacher matched data and a difference-in-differences approach in which the performance of a teacher's students before and after the policy is compared, we find that performance pay increases the conditional Black–White gap. The effect is particularly evident when bonuses are large, consistent with a causal response to performance pay.

HRISTOVA, A., & TOSHEVA, E. (2021). ***Quality of school life and student outcomes in Europe***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/1ed26993-c998-11eb-84ce-01aa75ed71a1/language-en/format-PDF/source-214245451

Les recherches suggèrent depuis longtemps que la qualité de vie à l'école joue un rôle capital dans l'amélioration des efforts des élèves et de leur réussite scolaire. Sur la base des résultats du Programme international pour le suivi des acquis des élèves (PISA), le rapport fournit un cadre analytique permettant de mesurer la perception qu'ont les élèves de l'Union européenne de leur qualité de vie à l'école. Entre 50% et 78% des élèves perçoivent un haut niveau de relation, de connexion, d'appartenance à l'école. Les filles ont tendance à évaluer leur vie à l'école plus positivement que les garçons. Dans la plupart des pays, les élèves de familles favorisées éprouvent un bien-être à l'école supérieur à celui de leurs camarades issus de familles plus défavorisées.

Hu, X., Fernandez, F., & Gándara, D. (2021). **Are Donations Bigger in Texas? Analyzing the Impact of a Policy to Match Donations to Texas' Emerging Research Universities**. *American Educational Research Journal*, *58*(4), 850-882. https://doi.org/10.3102/0002831220968947
We examine the impact of the Texas Research Incentive Program (TRIP), a state policy that offers matching funds to incentivize private-sector donations to certain public universities. We use a national dataset and employ a generalized difference-in-differences approach with matching procedures to estimate the treatment effect of TRIP on revenues at eligible institutions. Results show that TRIP is associated with increases in revenue from private gifts and state grants/contracts, which suggests that policymakers can leverage public investment to incentivize private donations. We do not detect a statistically significant relationship between TRIP and endowments, so donations are likely used for short-term funding and do not create long-term dividends. We consider potential social consequences of selecting certain universities to benefit from incentive policies.

Hubbard, K., O'Neill, M., & Nattrass, S. (2021). **Levelling the playing field: The effect of including widening participation in university league tables**. *International Review of Education*, *67*(3), 273-304. https://doi.org/10.1007/s11159-020-09864-9
Nationally and internationally, universities are ranked in university league tables (ULTs). Sustained academic criticism of the rationale and methodology of compiling ULTs has not stopped these rankings exerting considerable pressure on the decisions of university managers. The compilation of ULTs is an inherently political act, with the choice and weighting of metrics resulting in particular characteristics of individual institutions being rewarded or penalised. One aspect that is currently not considered by league tables is the diversity of the student intake, and the extent to which an institution has been successful in widening participation (WP) in higher education (HE). The need to take action is reflected in target 4.3 of the fourth United Nations Sustainable Development Goal (SDG 4), which aims to "ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university" by 2030. This article explores how current ULT metrics for universities in the United Kingdom (UK) relate to WP. Using publicly available data, the authors found that over 75% of UK league table metrics are negatively related to WP. This has the effect of making institutions with a diverse student body significantly more likely to be lower down in the league tables. The worst relationship with WP is for entry standards. Universities which recruit high-performing students are actively rewarded in the league tables; this fails to recognise that students with high entry grades are more likely to come from privileged backgrounds. The authors developed a ULT which includes a WP score as an explicit league table metric and found that their WP-adjusted table removed the negative relationship

between WP and league table rank, resulting in a somewhat fairer comparison between universities. They conclude that ULT compilers have an ethical duty to improve their definition of a "good" university, which in the current HE environment of the UK must include WP. The authors believe this should be an urgent priority for the sector, so that universities with a commitment to widening participation can be recognised and rewarded.

Huguenin, J.-M., & Yvon, F. (2021). ***Améliorer la gestion des institutions de formation***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343230535?utm_source=phplist&utm_campaign=message_31622&utm_medium=email&utm_content=lienTitre

Huguet, A., Coburn, C. E., Farrell, C. C., Kim, D. H., & Allen, A.-R. (2021). **Constraints, Values, and Information: How Leaders in One District Justify Their Positions During Instructional Decision Making**. *American Educational Research Journal*, *58*(4), 710-747. https://doi.org/10.3102/0002831221993824
Using over 350 hours of observational data from district-level meetings, we investigate how leaders support their interpretations of problems and proposed solutions during closed-door negotiations around three policy decisions, and how they invoke race, class, and language in the process. District leaders primarily cite constraints from stakeholders, practical realities, and policies during deliberations. They also draw on beliefs, values, and—to a lesser extent—information like research and data. Race, class, and language discourses were layered with values-based reasons, and most often addressed structural challenges to equity. The balance of attention to these factors depended on the configuration of participants and the nature of the policy decision itself, particularly decision makers' perception that it would be controversial among certain groups.

Iacovelli, X., & Chevrollier, G. ***Proposition de résolution en application de l'article 34-1 de la Constitution, visant à donner une charte de l'éducation à la France***. (2021). http://www.senat.fr/dossier-legislatif/ppr20-726.html

ILO: International labour organization, BAD : Banque africaine de développement, ADB: Asian development bank, CEDEFOP : Centre européen pour le développement de la formation professionnelle, ETF : European training foundation, européenne, C., … ILO: International labour organization. (2021). ***Skilling, upskilling and reskilling of employees, apprentices and in terns during the COVID-19 pandemic: findings from a global survey of enterprises***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2021-06/skilling_of_employees_during_covid.pdf

INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2021a). ***Cohérence humanitaire développement dans l'éducation : travailler ensemble dans des contextes de crise***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13506
Ce rapport définit la cohérence humanitaire-développement, explique pourquoi elle est essentielle et présente les obstacles qu'elle rencontre. Il donne aussi des exemples d'actions et émet des recommandations concrètes pour une meilleure cohérence humanitaire-développement.

INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2021b). ***Éducation non formelle pour les adolescents et les jeunes dans les situations de crise et de conflit : une proposition de taxonomie. Document de référence***. Consulté à l'adresse https://inee.org/system/files/resources/INEE%20NFE%20Background%20Paper%20v1.2%20FR%20LowRes.pdf
Destinés aux praticiens de l'éducation, aux donateurs et aux décideurs, ce document et celui sur les questions et considérations qui l'accompagne, entendent dissiper la confusion relative à la définition, l'objectif, le public et la qualité de l'éducation non formelle (ENF). Ils proposent une taxonomie et des définitions de la programmation de l'ENF pour les adolescents et les jeunes touchés par des conflits et des crises, soulignent les défis auxquels ils sont confrontés et donnent des pistes pour y répondre.

Jarraud, F. (2021a, juillet 5). **OCDE : Satisfaire les enseignants pour faire réussir les élèves...** Consulté 30 août 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/07/05072021Article637610616455151527.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=510352
« La satisfaction personnelle des enseignants influe sur la performance des élèves ». On aurait pu l'écrire mais c'est l'OCDE qui l'assure, preuves à l'appui, dans un nouveau numéro de « L'enseignement à la loupe ». L'organisation donne d'autres pistes pour stimuler les élèves...

Jarraud, F. (2021b, juillet 8). **Le contrôle continu: une simplification ou une disparition du baccalauréat?** Consulté 30 août 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/07/08072021Article637613208228369116.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=510427
Sous ce titre, Claude Lelièvre évoque la dernière réforme. « Certains invoquent la "« simplification »" et d'autres'' l'équité''. Mais il se pourrait bien que l'enjeu principal soit dans les faits la disparition enclenchée d'un diplôme mythique: " « le »" baccalauréat », écrit -il.

Jarraud, F. (s. d.). **Bac : 94% de reçus et ses suites...** Consulté 30 août 2021, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2021/07/16072021Article637620214325151195.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=510597
A l'issue de la session de rattrapage 94% des candidats ont été reçus au bac. L'écart se creuse entre le bac général (98% de reçus), le technologique (94%) et le bac professionnel (87%). 83% d'une génération obtient le bac. Ces résultats interrogent sur ce qu'évalue réellement le bac. Ils pourraient avoir des conséquences budgétaires.

Jiang, J., & Ke, G. (2021). **China's move to mass higher education since 1998: Analysis of higher education expansion policies**. *Higher Education Quarterly*, (75), 418-437. https://doi.org/10.1111/hequ.12313

Johora, F. T., Fleer, M., & Veresov, N. (2021). **Inclusion of a child with expressive language difficulties in a mainstream Australian preschool – roundabout ways can create opportunities for participation**. *International Journal of Inclusive Education*, *25*(11), 1252-1269. https://doi.org/10.1080/13603116.2019.1609100

Contemporary educational policies both at international and national levels acknowledge the educational rights of all children and their inclusion in mainstream educational practices. Like other children at risk, children with disabilities have opportunities to access mainstream education but their participation is not always realised in practice. To address opportunities and challenges of inclusion of children with disabilities, this paper examines the participation of one focus child (four years), with Soto's Syndrome, who attends a mainstream Australian preschool setting. Guided by the cultural-historical theory, digital video data of the focus child's activities in everyday preschool practices (13 h) was gathered over a period of eight months. The findings suggest that although the focus child faces difficulties in expressive language, she created her own developmental trajectory of participation. The focus child used educators as her living auxiliary tools and educators used auxiliary questions to support the child to express and communicate through a process of building shared meaning. Though the findings are limited in regard to generalisation, the understanding about the dialectical effort of adults and the focus child to create a roundabout way to overcome incongruences could be a strong basis for conceptualising inclusion.

Jon, J.-E., & Fry, G. W. (2021). **Study Abroad and Engagement at the Local and Global Levels: The Stories Behind the Numbers**. *Journal of Studies in International Education*, *25*(4), 407-424. https://doi.org/10.1177/10283153211016276
In this study, we address the question of whether and how the internationalization of higher education, particularly its study abroad aspect, has contributed to the common good. Much of the past discussion on study abroad impact has been largely concentrated on outcomes at the personal level. Using qualitative data from the Study Abroad for Global Engagement project, this study analyzes how former study abroad participants contributed to the global common good at the levels of local, glocal, and global communities. The findings show that many chose to practice global engagement, such as civic engagement, philanthropic activities, social entrepreneurship, and voluntary simplicity, for the common good, as the result of study abroad. This article concludes with discussion of implications for research, theory, policy, and practice.

Jones, A., Cominos, N., Campbell, N., & Rissel, C. (2021). **COVID-19 disruption can have a silver lining**. *Management in Education*, *35*(3), 149-152. https://doi.org/10.1177/0892020620980009

Jones, E., Leask, B., Brandenburg, U., & de Wit, H. (2021). **Global Social Responsibility and the Internationalisation of Higher Education for Society**. *Journal of Studies in International Education*, *25*(4), 330-347. https://doi.org/10.1177/10283153211031679
In this article, we argue that there is an urgent need to align internationalisation and university social responsibility agendas through the construct of Internationalisation of Higher Education for Society. The service or "third mission" of higher education institutions - to contribute to the social, economic, and cultural development of communities - has long been a core function of universities alongside teaching and research. However, the service mission is often disconnected from the internationalisation agenda. Service to society is rarely the focus of internationalisation strategies, and third mission strategies are predominantly domestically oriented. We consider how universities might, in today's fractured and fragile world, amplify their contributions to society and the global common good by strategically enacting their global social responsibility through internationalisation. Related concepts of relevance are discussed, and we conclude

with recommendations for leaders, researchers, and those involved in teaching and learning who seek to contribute to these endeavours.

Jordan-Daus, K., & Austin, L. (2021). **Not on our own: Peer coaching our way through COVID-19**. *Management in Education*, *35*(3), 146-148. https://doi.org/10.1177/0892020620988008
This reflective piece will explore the importance of peer coaching as a tool to support studies, while also addressing the isolative nature of not just doctoral study but also in the authors' wider professional leadership lives. As we all face an extended period at home (and for Lacey and Kerry this means also juggling caring responsibilities and home schooling) the reflective piece will examine how this peer coaching relationship has enabled them to navigate COVID-19, re-constituting themselves as leaders in a spatially and temporally different environment.

JULIUS, J., FAULKNER-ELIS, H., & O'DONNELL, S. (2021). ***Putting apprenticeships to work for young people: an analysis of the impact of policy reforms and the pandemic on apprenticeship starts***. Consulté à l'adresse https://www.nfer.ac.uk/media/4532/nfer_imap_apprenticeships_report.pdf
Cette recherche examine l'impact des réformes de l'apprentissage sur les petites et moyennes entreprises et sur les jeunes, dans le contexte de la pandémie de COVID-19 en Angleterre. Le nombre d'apprentis a diminué d'un cinquième entre 2015/16 et 2018/19. Les réformes ont particulièrement touché les jeunes apprenants. La pandémie a eu un impact conséquent sur le nombre d'apprentis qui a diminué de près de la moitié entre mars et juillet 2020 par rapport à l'année précédente Le rapport souligne que les opportunités d'apprentissage pour les jeunes issus de milieux défavorisés ont été affectées de manière disproportionnée par les récentes réformes du système d'apprentissage et conclut que le système d'apprentissage en Angleterre nécessite une action urgente.

Kezar, A. J., & Holcombe, E. M. (2021). **Leveraging Multiple Theories of Change to Promote Reform: An Examination of the AAU STEM Initiative**. *Educational Policy*, *35*(6), 985-1013. https://doi.org/10.1177/0895904819843594
An emerging body of literature suggests that systemic efforts to change institutions are enhanced when change actors utilize multiple approaches or strategies to change that capitalize on their individual, team, or organizational assets. Given that little research in higher education has examined the ways leaders deploy multiple strategies in service of change, this study sought to fill this gap in the literature by studying an effort that deployed several strategies or theories of change. Building on emerging literature about the value of multiple theories of change, the study followed the Association of American Universities (AAU) science, technology, engineering, and mathematics (STEM) Initiative, which aimed to improve undergraduate teaching in STEM at research universities and utilized multiple theories to inform a complex strategy. This research shows the value of using multiple theories of change and also provides guidance on the best way to harness or use multiple change approaches.

Kogut-Kubiak, F., & Romani, C. (2021). ***La réforme des instances de certification Quels enjeux, quelles nouvelles modalités de coopération ?*** (Vol. 17, p. 40 p.). Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03286693

Le Céreq, par sa mission certifications et politiques éducatives, a souhaité réunir ses experts ainsi que les représentants des principaux ministères certificateurs lors d'un séminaire d'informations et d'échanges autour des enjeux portés par les nouvelles commissions professionnelles consultatives (CPC, CPN) issues de la loi du 5 septembre 2018 sur la liberté de choisir son avenir professionnel. Ayant rassemblé une cinquantaine de personnes, ce séminaire a eu lieu le 16 janvier 2020, dans la foulée des premières mises en œuvre du nouveau cadre règlementaire des instances nationales de certification. Ce document propose une mise en perspective des présentations et des débats des quatre sessions ayant structuré cette journée de réflexion. Quatre thèmes ont été ainsi abordés : le nouveau fonctionnement des CPC interministérielles, les enjeux spécifiques pour l'enseignement professionnel supérieur court, les méthodologies de construction des diplômes face à la logique des blocs de compétences, et le rôle de l'expertise face aux nouveaux enjeux.

Koné, S., & Guichon, N. (2021). **Littératies numériques et travail scolaire en contexte socioéducatif malien**. *Le Français dans le monde. Recherches et applications*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03297038

Konte, M. (2021). **How do education resources respond to the quality of local governance in Africa?** *Review of Development Economics*, *25*(3), 1538-1557. https://doi.org/10.1111/rode.12770
We empirically investigate the extent to which weak local governance such as corruption, lack of effectiveness, and responsiveness in local government offices in Africa affects the likelihood that citizens experience educational resource challenges in their local public schools. We consider the challenges of lack of textbooks, poor school facilities, expensive school fees, teacher absenteeism, overcrowded classrooms, and poor teaching quality. Our perception-based indicators of local governance are measured at the regional/provincial level, the smallest geographical location in our pooled Afrobarometer data set across 33 African countries. We find that local government officials' corrupt behaviors and ineffectiveness increase the local inhabitants' probability of experiencing challenges in their local public schools, even after controlling for government expenditure on education. The cross-region analysis with instrumental variables reports that a one-point increase in the percentage of citizens who perceived their local government officials as corrupt yields an increase that ranges between 0.4 and 0.9 in the percentage of people who face poor human or physical school resources in their local public schools. These values range between 0.2 and 0.4 for a one-point percentage increase in the measure of local government ineffectiveness.

Kostrykina, S. (2021). **Overcoming the White Knight Complex: Social License and Internationalization for Society**. *Journal of Studies in International Education*, *25*(4), 369-387. https://doi.org/10.1177/10283153211016267
The article investigates the concept of internationalization in higher education for society (IHES) and discusses the role of social license to internationalize, its contextual variations, and implications for internationalization practices in New Zealand and Indonesia. The notion of social license to operate is common in the extraction and some service industries; however, the concept of social license to internationalize constitutes an innovative direction for research concerned with IHES and the global international education industry. Social license to internationalize emerged as a pivotal feature of internationalization practices in New Zealand and Indonesia. It reflected the public

recognition of IHES, manifested in the cultural and social value of internationalization. The construction of social license to internationalize presented itself as a strategic priority for the governments and higher education institutions (HEIs) in both research settings. The conceptual underpinnings of social license to internationalize, and hence the means of constructing the latter varied depending on the local context, but they served a common purpose of reification of internationalization practices. The study of social license to internationalize contributes to a broader discussion on IHES and sheds lights on the mechanisms of building meaningful and mutually beneficial connections between the stakeholders of the global international education industry and the wider public.

Labelle, A. (2021). ***Le travail d'éducation au sein des lieux de vie de la protection de l'enfance et de la jeunesse: Comparaison entre France et Québec***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-le_travail_d_education_au_sein_des_lieux_de_vie_de_la_protection_de_l_enfance_et_de_la_jeunesse_comparaison_entre_france_et_quebec_alexandre_labelle-9782343237626-70738.html

Lambert, M., Lefresne, F., & Marion-Vernoux, I. (2021). ***Le système de formation permet-il de s'adapter aux chocs ?*** Consulté à l'adresse https://www.cereq.fr/le-systeme-de-formation-permet-il-de-sadapter-aux-chocs

Lasater, K., Albiladi, W. S., & Bengtson, E. (2021). **Developing Positive Data Cultures in High-Stakes Environments: The Role of School Leaders**. *Journal of Cases in Educational Leadership*, *24*(3), 49-62. https://doi.org/10.1177/1555458921992402
Data use is considered a key lever in school improvement processes, but the punitive pressure of high-stakes accountability can influence whether or not data use is enacted in ways which facilitate improvement. School leaders must learn to respond to high-stakes accountability in ways which lead teachers to feel safe, efficacious, and agentic with data use, and they must orient teachers to recognize data use as a mechanism for improvement. The following case describes how two leaders at Milo School District uniquely responded to high-stakes accountability and ultimately influenced the type of data culture created within their schools.

Lavery, S., & Coffey, A. (2021). **Middle school students' views about leaders and leadership**. *Improving Schools*, *24*(2), 152-164. https://doi.org/10.1177/1365480220943313
This article presents the views of 72 Australian middle school students from 12 metropolitan schools across six states and territories as to their understanding of leadership. Initially, literature is reviewed regarding the developments in middle-years education and theories of leadership pertinent to student leadership. The research methodology is then explained, providing an overview of the participants, the school contexts and methods of data collection and analysis. The subsequent section on results is presented under three topics: examples of good leaders, attributes that make a good leader and participants' understanding of the concept of leadership. A final discussion is centred on three considerations: the form of leadership that middle school students believed to be appropriate, the type of leadership that they rejected and possible underlying reasons for their choices.

Leask, B., & de Gayardon, A. (2021). **Reimagining Internationalization for Society**. *Journal of Studies in International Education*, *25*(4), 323-329. https://doi.org/10.1177/10283153211033667
To reimagine means, literally, to reassess, rethink, and recreate. It implies a need for radical change and innovation. In this special issue, authors explore the possibilities of connecting internationalization to society, for the benefit of society. Hitherto, much of the literature published on internationalization has been essentially inward looking, focused on how students and institutions experience internationalization and how they benefit, or not, from it. The papers in this issue explore a broader vision for internationalization, one focused also on the real and potential impact of internationalization activities on local and global communities. In different ways, each of the articles contributes to a new vision for internationalization, through the important process of reimagining internationalization for society.

Lebtahi, Y. (2021). ***Zoom sur la fac : les universités à l'épreuve du distanciel***. Editions L'Harmattan.
Les lieux d'enseignement sont des îlots de résistance humanistes. Par nature bien insérés dans leur époque, les enseignants d'aujourd'hui sont engagés dans l'aventure du futur. Rappelons que, de tout temps, ce sont les minorités agissantes, qui en s'appropriant l'objet-monde au sens d'Edgar Morin, ont impulsé d'inédites orientations, toujours au bénéfice du bien vivre ensemble. Conscients des bouleversements sociétaux, les auteurs de cet ouvrage ne pouvaient pas ne pas penser la crise mondiale majeure enracinée dans la pandémie, fragilisant les principes de fraternité et affaiblissant les solidarités générationnelles, au premier chef, la relation enseignant-enseigné dès lors que les pratiques distancielles se substituent à celles dites présentielles.

Létroublon, C. (2021). **Progression sensible du nombre d'étudiants en cycle ingénieur en 2020-2021**. *Note Flash du SIES*, (13). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/88/1/NF2021.13-_Ingenieur.num_1411881.pdf
À la rentrée 2020, 154 300 étudiants sont inscrits en cycle ingénieur. Cet effectif progresse de 2,5% en un an et de près de 20 % en cinq ans, hausse légèrement plus marquée dans les écoles du secteur privé que dans les écoles publiques sous tutelle du MESRI. Un étudiant sur six est formé en apprentissage. L'accès en 1ère année du cycle ingénieur se diversifie un peu et la part des étudiants qui étaient en CPGE en 2019-2020 (35 %) diminue de 6 points en cinq ans. Moins d'un futur ingénieur sur trois est une femme. Les enfants issus des catégories sociales plus favorisées représentent toujours un inscrit sur deux.

Liou, Y.-H., Bjorklund, P., & Daly, A. J. (2021). **Climate Change in Common Core Policy Context: The Shifting Role of Attitudes and Beliefs**. *Educational Policy*, *35*(6), 908-948. https://doi.org/10.1177/0895904819843603
The success of implementing Common Core State Standards (CCSS) depends not only on the extent to which educators deeply understand the new standards but also on the expectations, values, and resources that support their readiness for making necessary instructional change. Educators' understanding of and beliefs about CCSS may largely drive their behaviors and action toward implementation. This study investigated a longitudinal dataset of teachers and principals in one large school district serving a diverse student population in California, examining the relationship between educators'

beliefs and trust and the organizational climate. Findings suggest that both teachers' trust in the principal and an innovative climate play a consistent, critical role in educators' beliefs about implementing CCSS.

Liu, J. (2021). **Building education groups as school collaboration for education improvement: a case study of stakeholder interactions in District A of Chengdu**. *Asia Pacific Education Review*, *22*(3), 427-439. https://doi.org/10.1007/s12564-021-09682-0
School collaboration has become a popular approach for education improvement in global education reform. This study examined the dynamics of stakeholder school collaboration in China to improve public education using a case study focused on an Education Group government initiative in Chengdu, China. Frist an introduction to a global reform for education improvement through school collaboration is given, followed by a review of global reform for school collaboration and Hargreaves and Shirley's discussion on design and innovation for school networks and collaboration to visualize the framework for the interpretation of the stakeholders' school collaborative interactions. Then, the school collaboration for education improvement in China is examined in detail based on 20 interviews with stakeholders from educational authorities, the lead and member schools involved in the establishment of the Education Groups in Chengdu, China. The interviews were designed based on a review of policy documents about construction of the Education Groups in Chengdu. The findings revealed that the establishment of the Education Groups in Chengdu was driven by both top-down initiatives and bottom-up innovations, and while there had been some success in improving education quality in the lower performing schools, the stakeholder interactions had been hindered by the lack of policy coordination within and beyond the education reforms. It was concluded that a collective institutional context was needed to foster the shared values and trust needed between all stakeholders and promote the sustainable reform of the Education Groups to ensure education equity and quality.

Mamari, C. (2021a). **Parcours et réussite en section de technicien supérieur : les indicateurs incluant la session 2020**. *Note Flash du SIES*, (15). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/Mediatheque/91/7/NF2021.15-_Parcours_BTS.num_1412917.pdf
Près des trois quarts des nouveaux inscrits en 1ère année de section de technicien supérieur (STS) à la rentrée 2017 sous statut scolaire passent en 2nde année ; 58,5 % obtiennent leur diplôme du brevet de technicien supérieur (BTS) au bout de deux ans, près de 64 % en deux ou trois ans. Les femmes réussissent mieux que les hommes : 68 % d'entre elles obtiennent leur diplôme en deux ou trois ans, 7 points de plus que pour les hommes. La réussite en deux ou trois ans est très contrastée selon la catégorie socioprofessionnelle de la famille de l'étudiant et moins élevée pour les étudiants issus de famille «défavorisée»

Mamari, C. (2021b). **Résultats des brevets de techniciens supérieurs Session 2020**. *Note Flash du SIES*, (14). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/Mediatheque/91/3/NF2021.14-_Resultats_BTS.num_1412913.pdf
À la session 2020, le nombre de candidats (185 900) au brevet de technicien supérieur reste stable. Dans le cadre de la crise sanitaire, les modalités de passage de l'examen national de BTS ont été aménagées. Le taux de succès à cet examen national est de 86,5 %, en augmentation de près de 12 points par rapport à la session précédente. Ainsi, 160 900 étudiants obtiennent leur diplôme en 2020. Une forte croissance qui s'observe

dans tous les domaines de spécialité et quel que soit le sexe ou le diplôme initial du candidat.

Manana, T. A., & Rule, P. N. (2021). **From deficit to apposite: A critique of NEET constructions of out-of-school youth in Eswatini (formerly Swaziland)**. *International Review of Education*, *67*(4), 485-505. https://doi.org/10.1007/s11159-021-09896-9
The number of young people not in employment, education or training (NEET) is increasing worldwide. In Eswatini, the setting of this study, these numbers are proportionally higher than elsewhere due to high unemployment, low life expectancy and a "youth bulge". The purpose of this article is to present a critique of the neoliberal term "NEET" as a description of out-of-school youth. Based on a narrative study which used focus group discussions and questionnaires to investigate the educational experiences of 55 Emaswati out-of-school youth, the article elaborates four themes that emerged from an analysis of the data: poverty, livelihoods, stigma and social efficacy. It argues that the "NEET" label is reductive of young people's potential and sidelines their contributions to their families, communities and wider society. It proposes the term FILLL (Family involvement, social Insertedness, Learning, Livelihoods, Legacies) as an alternative which better captures young people's agency and situatedness in an African context. This concept may contribute to reimagining the relationship between formal and informal learning and livelihoods, and between Western and African knowledge systems, in Eswatini and other developing countries.

Marlat, D., & Perraud-Ussel, C. (2021a). **Hausse des effectifs universitaires en 2020-2021, portée par les néo-bacheliers**. *Note Flash du SIES*, (10). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/74/7/NF2021.10-_Universites.num_1410747.pdf
En 2020-2021, le nombre d'étudiants inscrits en université (hors autres établissements membres ou composantes des établissements expérimentaux) progresse de 0,8 % par rapport à 2019-2020. Les effectifs augmentent nettement en cursus licence (+ 1,6 %), avec un plus grand nombre de nouveaux bacheliers accueillis (+ 4,5 %) à la suite de la forte hausse du taux de réussite au baccalauréat. En master, les effectifs sont stables et en doctorat les inscriptions continuent à diminuer (- 2,3 %). La réforme des études de santé a un impact sur les inscriptions en licence générale, particulièrement en sciences. Dans le contexte de la crise sanitaire, les inscriptions d'étudiants en mobilité internationale reculent de 6 %. Sur le périmètre élargi aux établissements expérimentaux, qui se développent, les effectifs universitaires s'établissent à 1 675 500.

Marlat, D., & Perraud-Ussel, C. (2021b). **Ralentissement de la baisse des effectifs en Inspe en 2020-2021**. *Note Flash du SIES*, (12). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/75/5/NF2021.12-_Inspe.num_1410755.pdf
À la rentrée 2020, le nombre d'étudiants dans les Instituts nationaux supérieurs du professorat et de l'éducation (Inspe), diminue de 1,4 % par rapport à la rentrée précédente. Cette baisse globale ne concerne que les effectifs de première année qui fléchissent de près de 6 %, le nombre d'étudiants en deuxième année augmentant de 2 %. Six étudiants sur dix inscrits en 1èreannée de master MEEF étaient en 3ème année de licence LMD l'année précédente, dont 63 % en lettres, langues, sciences humaines et sociales. L'origine disciplinaire des inscrits en M1 MEEF diffère selon les étudiants en MEEF

1er degré et MEEF 2nddegré. Plus de la moitié des étudiants en 2ème année étaient déjà en 1ère année de master MEEF en 2019-2020.

Marlat, D., & Perraud-Ussel, C. (2021c). **Stabilité du nombre d'étudiants en DUT en 2020-2021**. *Note Flash du SIES*, (11). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/75/1/NF2021.11-_IUT.num_1410751.pdf
À la rentrée 2020, 120 900 étudiants sont inscrits en institut universitaire de technologie (IUT) pour préparer un diplôme universitaire technologique, effectif stable (+ 0,3 %) par rapport à 2019-2020. Le nombre de nouveaux entrants en IUT augmente de 1,0 % après la diminution équivalente de l'an dernier. Ce sont les nouveaux bacheliers pour lesquels les inscriptions sont les plus dynamiques (+ 2,1 %), principalement pour les bacheliers technologiques (+ 3,5 %). Un an après l'obtention du DUT, sept diplômés sur dix poursuivent leurs études. À la rentrée 2021, le DUT va devenir un diplôme intermédiaire, avec la création du Bachelor Universitaire de Technologie (BUT) en trois ans.

Marquié-Dubié, H. (2021). **L'école maternelle au service des besoins fondamentaux de l'enfant : résultats d'une expérimentation sur les besoins de sécurisation et d'exploration**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14335
Dans cet article sont présentés les premiers résultats obtenus dans le cadre d'une expérimentation de dispositif de classe innovant pour l'école maternelle (PREXFEM : Projet Expérimental de Formation des Enseignants d'Ecole Maternelle). Il s'agit de séjours organisés dans un lieu permettant une libre circulation des élèves entre les différents espaces aménagés de manière à permettre des activités en autonomie, y compris à l'extérieur. Dans ce contexte, il est demandé aux adultes (enseignants et autres accompagnants) d'intervenir le moins possible sur l'activité des élèves et de les soutenir dans la réalisation des projets qu'ils choisissent librement. La question des sentiments de sécurisation et d'attachement (Bolwby, 1969) des enfants identifiés par les enseignantes comme ayant des besoins spécifiques est le premier élément sur lequel a porté notre réflexion et a été le point de départ de la recherche-action (Morissette, 2013) menée. Les résultats de l'étude menée à ce sujet montrent que le dispositif a un impact positif sur les enfants les plus en difficulté.

MARTIN, M., & UVALIC-TRUMBIC, S. (2021). ***A new generation of external quality assurance: dynamics of change and innovative approaches***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13581
Au cours des trois dernières décennies, le développement de systèmes d'assurance qualité (AQ) est devenu l'une des réformes de l'enseignement supérieur les plus importantes au monde. À partir du milieu des années 80, la plupart des pays ont commencé à créer des agences nationales d'AQ. Un modèle commun d'AQ a émergé sous l'influence de la coopération internationale. Au début du 21e siècle, l'assurance qualité externe a fait face à un certain nombre de défis. De plus en plus de critiques ont été adressées aux approches souvent bureaucratiques adoptées. Cette publication fait le point sur les approches innovantes qui ont vu le jour en réponse à ces critiques. Elle fournit des conseils sur la manière d'adapter l'AQ à un secteur en évolution rapide.

Marty, O., & Amirault, R. (2021). **The transition of a French distance learning institution to a fee-based model : an ethnographic study**. *Quarterly Review of Distance Education*, 22(1). Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03318908
The results of a 3-year fieldwork study within France's National Centre for Distance Education are presented, specifically detailing the impacts on higher education middle management overseeing curricula design for a series of French 3-year degree programs undergoing revision in how students are financially charged for the programs. Following the ethnographic research process model, an amalgam of the researcher's prior knowledge of middle management and the sharing of that knowledge with educational workers are reported. Findings were as follows: (1) an ethnographic researcher's preconceptions and knowledge should be carefully employed when conducting ethnographic studies; (2) possessing a strong base of prior knowledge of the field under study is an important aspect of the ethnographic research process; (3) emerging observed controversies and debates should not be extinguished with the researcher's knowledge base so that these may be docu- mented and examined (knowledge, even when academically stabilized, undergoes constant adaptation. It is of utmost importance for the education ethnographer to be precise when previous knowledge is relevant to the setting, including the fundamental limits they present.).

Mbengue Jaraaf, I. (2021). ***La réforme. Comment passer d'une école au Sénégal à une école sénégalaise ?*** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343228075&utm_source=phplist&utm_campaign=message_32187&utm_medium=email&utm_content=lienTitre
Cet ouvrage est une production scientifique qui traite les maux du système éducatif du Sénégal. Il s'inscrit dans une logique de contribution à travers un diagnostic impartial et sans complaisance de la situation de l'école sénégalaise.

McGarr, O., & Johnston, K. (2021). **Exploring the Evolution of Educational Technology Policy in Ireland: From Catching-Up to Pedagogical Maturity**. *Educational Policy*, *35*(6), 841-865. https://doi.org/10.1177/0895904819843597
Many countries have launched national educational technology policies in the past number of decades aimed at increasing technology integration in schools. This article analyses educational technology policy in Ireland from 1997 to 2017 and draws attention to an underlying economic agenda for technology integration in schools, set against a backdrop of neoliberal discourses. The study found that the challenge of integrating technology is no longer understood as simply a challenge of "integration" but rather as a realignment of the existing education system toward a more student-centered experience. Most recent policy also recognizes the complex and contextually bound nature of the associated change process suggesting a maturation of understanding in respect of the intersection between technology and education. The article also highlights the symbolic function of policy and the role it plays in representing the educational system in a particular light to national and international audiences. Recognizing the symbolic function of educational technology policy and the neoliberal ideology underpinning it can help identify the reasons for the apparent failures of past attempts to integrate technology in schools as well as informing future policy iterations.

Minault, B., Gicquel, R., & Van de Weghe, P. (2021). ***Cartographie des actions conduites par les établissements ESR en matière de relations entre science et société***. Consulté à

l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche - IGÉSR website: https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/42/9/IGESR-Rapport-2021-065-Cartographie-actions-etablissements-ESR-relations-science-societe_1406429.pdf
Question fréquemment débattue, mais qui connait une acuité nouvelle, la question de la relation science-société se traduit par un nombre important d'actions de diffusion, de médiation, ou plus rarement de sciences participatives dans les universités et écoles. La cartographie réalisée par l'IGÉSR dresse un panorama de ces actions et montre comment la question de la relation science-société s'inscrit désormais à l'agenda politique des établissements d'enseignement supérieur.

Ministère de l'éducation nationale et de la jeunesse. (2021). ***L'éducation nationale en chiffres 2021***. Consulté à l'adresse https://www.education.gouv.fr/media/92543/download
Cette synthèse des caractéristiques et des tendances du système éducatif français présente les principaux chiffres clés pour l'année scolaire en cours : population scolaire, effectifs d'enseignants, coût de l'éducation, part des secteurs public et privé, diplômes délivrés, insertion professionnelle des jeunes.

Mok, K. H., & Montgomery, C. (2021). **Remaking higher education for the post-COVID-19 era: Critical reflections on marketization, internationalization and graduate employment**. *Higher Education Quarterly*, *75*(3), 373-380. https://doi.org/10.1111/hequ.12330
This Special Issue was conceived and developed following a series of international conferences held in Asia, with a particular focus on critically reflecting upon higher education development in the region from broader social and political economy perspectives. Some of the papers in this Special Issue were selected from presentations in the East Asia Social Policy (EASP) Research Network Conference successfully held in Taiwan in 2018, while others were chosen from international events held at Lingnan University in Hong Kong presenting critical reviews and reflections on internationalization, marketization and graduate employment of higher education in Asia. This introductory article puts the discussions of the selected papers in this issue in context, with critical reflections on the key issues being examined in these papers. The Special Issue is published when the world is still confronting the unprecedented global health crisis resulted from the outbreak of the COVID-19 pandemic. This article discusses the higher education development trends in Asia through the massification, diversification and internationalisation processes in transforming the higher education system and examines how these development trends are affected by the COVID-19 crisis.

Muñoz, M. (2021). **Education in movement spaces: Standing Rock to Chicago Freedom Square**. *International Review of Education*, *67*(3), 419-421. https://doi.org/10.1007/s11159-021-09894-x

Munusamy, M. M., & Hashim, A. (2021). **Internationalisation and the ASEM Education Process: The Malaysian higher education experience**. *Higher Education Quarterly*, (75). https://doi.org/10.1111/hequ.12282

Ndao, G. (2021). **Hausse sensible des effectifs inscrits dans l'enseignement supérieur en 2020-2021**. *Note Flash du SIES*, (17). Consulté à l'adresse https://cache.media.enseignementsup-

recherche.gouv.fr/file/2021/53/8/NF_synthese_effectifs_etudiants_2020-2021_1416538.pdf
En 2020-2021, 2,78 millions d'étudiants se sont inscrits dans l'enseignement supérieur. En augmentation depuis 2008 et après une forte croissance liée à la démographie en 2018, cet effectif progresseà nouveau fortement (+2,1%). Cela fait suite au taux de réussite exceptionnel au baccalauréat 2020, en lien avec les conditions de passation mises en place en raison du contexte de crise sanitaire. La hausse est particulièrement prononcée dans les écoles de commerce et en formations d'ingénieurs. L'enseignement privé accueille 21,3% des étudiants, soit 0,6 point de plus qu'en 2019.

Neuman, S. B., Celano, D., & Portillo, M. (2021). **Getting Books in Children's Hands: Creating a Citywide Book Distribution Policy Using a Mixed-Methods Geospatial Approach**. *American Educational Research Journal*, *58*(4), 815-849. https://doi.org/10.3102/0002831221993834
Recognizing the academic benefits of access to print for young children, book distribution programs abound in the United States. Designed to promote book ownership for low-income families, programs have unique delivery systems, leading to a largely fragmented policy. This article describes an urban city's effort to build a coordinated book distribution program. Phase 1 examines the extent of book distributions, integrating data from 74 organizations and their branches (297). Using geographic information systems, we determined the spatialized patterns of scarcity and/or opportunity and the alignment between the intended and actual audience. In Phase 2, we conducted nine focus groups from neighborhoods receiving these book distributions. Results highlight the complexities of a well-intentioned policy and how multiple methods might inform policymaking in the future.

Nhongo, R., & Tshotsho, B. P. (2021). **The Problematics of Language-in-Education Policies in Post-Independence in Zimbabwe**. *Journal of Asian and African Studies*, *56*(6), 1304-1317. https://doi.org/10.1177/0021909620962529
Language policies that are designed in African countries fail to solve communication problems because they are only there to fight the hegemony of English instead of addressing real linguistic problems. The paper analyses the language-in-education policies that were put in place after independence in Zimbabwe. A qualitative approach is used to analyse documents that include the Education Act of 1987, the Nziramasanga Commission, Ministry of Primary and Secondary Education circulars and the Constitution of Zimbabwe. It is argued in this paper that there is a need for the country to come up with policies that are in sync with the linguistic realities that acknowledge the coexistence of languages.

Nishiyama, K. (2021). **Democratic education in the fourth generation of deliberative democracy**. *Theory and Research in Education*, *19*(2), 109-126. https://doi.org/10.1177/14778785211017102
While the discussion on education for deliberative democracy is increasingly gaining prominence, there is a deep gap between the theories of deliberative democracy and democratic education with respect to what deliberative democracy is and ought to be. As a result, theories and practices of democratic education tend to be grounded in a narrow understanding of the meaning of deliberative competencies, students' deliberative agency, and the role of schools in deliberative democracy. Drawing on the

latest theorization of deliberative democracy – deliberative system theory – this article aims to question and revise these assumptions. The article suggests that meta-deliberation is a key practice that can reconcile the gap between the two theories.

Nizet, J. (2021). **Les dispositifs de formation, vecteurs de (dé)nouement des expériences des étudiants:** *TransFormations - Recherche en Education et Formation des Adultes*, *1*(21), 17-30. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/316

OCDE. (2021a). ***Implications of the COVID-19 Pandemic for Vocational Education and Training***. https://doi.org/10.1787/55afea00-en
Les fermetures d'écoles ont touché plus d'un milliard d'élèves au cours de la première année de la pandémie de COVID-19. Le secteur de l'enseignement et de la formation professionnels (EFP) a été confronté à des défis, notamment en raison du fait que les environnements d'apprentissage numérique sur lesquels la plupart des établissements d'enseignement ont dû s'appuyer ne fonctionnent pas aussi bien pour l'apprentissage orienté vers la pratique - une composante de l'enseignement de l'EFP, que pour l'enseignement général. Ce rapport examine les statistiques comparatives et les informations politiques collectées par l'OCDE dans un certain nombre de systèmes éducatifs pour suivre l'impact de la pandémie sur le secteur de l'EFP.

OCDE. (2021b). ***OECD Digital Education Outlook 2021***. https://doi.org/10.1787/589b283f-en

OCDE. (2021c). ***OECD Skills Outlook 2021: learning for life***. https://doi.org/10.1787/0ae365b4-en
Lifelong learning is key if individuals are to succeed in labour markets and societies shaped by megatrends such as increases in life expectancy, rapid technological changes, globalisation, migration, environmental changes and digitalisation, as well as sudden shocks like the COVID-19 pandemic. In a fast-changing and uncertain world, lifelong learning can help individuals adapt and become resilient to external shocks. While government support remains valuable to ensure that major structural changes do not lead to deep tears in the social fabric, creating a culture of lifelong learning gives individuals themselves agency to manage change. This calls for evidence on the best ways to support lifelong learning journeys, so that individuals can "learn how to learn". This edition of the OECD Skills Outlook 2021 explores how policies, particularly those that govern skills development and use, can best promote lifelong learning for all. The report exploits comparative quantitative data to highlight the key role played by socio-emotional and motivational factors in shaping successful engagement with lifelong learning. While such factors are essential to sustain lifelong learning in general, the pandemic has further increased their relevance.

OCDE. (2021d). **Soutenir les élèves ayant des besoins spécifiques d'éducation: Une priorité stratégique pour l'enseignement primaire**. *L'enseignement à la loupe*, (40). https://doi.org/10.1787/2c72bb6d-fr
Les systèmes d'éducation du monde entier s'efforcent de rendre la salle de classe plus inclusive pour tous les enfants, quelles que soient leur origine et leurs capacités, afin que chacun d'entre eux ait les mêmes chances de bénéficier d'un apprentissage de qualité. Il est devenu essentiel d'intégrer les élèves ayant des besoins spécifiques dans

l'enseignement formel classique, et ces derniers sont de plus en plus nombreux à fréquenter des établissements et des classes ordinaires dans l'enseignement primaire. Les classes inclusives posent toutefois des exigences plus nombreuses et spécifiques aux enseignants. Les données de TALIS 2018 nous alertent sur le besoin urgent de soutenir les enseignants en charge d'élèves ayant des besoins spécifiques dans les établissements primaires. Soutenir les élèves ayant des besoins spécifiques constitue une priorité stratégique pour les chefs d'établissement et les enseignants à ce niveau d'enseignement. Le fait que les enseignants doivent adapter leurs cours pour soutenir ces élèves représente pour eux une source de stress particulière, et les enseignants sont nombreux à demander une formation complémentaire pour les aider à enseigner aux enfants ayant des besoins spécifiques.

OCDE. (2021e). **Tour d'horizon de l'enseignement: Conclusions de l'étude vidéo « Regards sur les pédagogies dans le monde »**. *L'enseignement à la loupe*, (37), 8. https://doi.org/10.1787/38801fa3-fr
Aux quatre coins du monde, les chercheurs, les responsables politiques, les parents et les enfants s'accordent tous à dire que les enseignants jouent un rôle important dans les résultats des élèves. Cependant, nous commençons seulement à identifier les pratiques qui constituent un enseignement de qualité. L'enseignement et l'apprentissage sont des processus complexes qui mettent au défi les compétences et les capacités des enseignants et des apprenants. Les enseignants doivent savoir comment, quand, où et pourquoi utiliser des pratiques pédagogiques spécifiques liées à la matière enseignée afin de répondre aux besoins des apprenants et les faire progresser. L'initiative de l'OCDE « Regards sur les pédagogies dans le monde : Étude vidéo des pratiques pédagogiques » recourt à de nouvelles méthodes de recherche afin de mettre en lumière plus directement les processus d'enseignement et d'apprentissage qui sont essentiels pour améliorer l'éducation à grande échelle.

OCDE : Organisation de coopération et de développement économiques. (2021). ***Starting strong VI: supporting meaningful interactions in early childhood education and care***. Consulté à l'adresse https://www.oecd-ilibrary.org/sites/f47a06ae-en/index.html?itemId=/content/publication/f47a06ae-en
L'apprentissage, le développement et le bien-être des enfants sont directement influencés par leurs interactions quotidiennes avec les autres enfants, les adultes, leurs familles et l'environnement. Ce processus interactif est connu sous le nom de « qualité du processus ». Quelles politiques établissent les meilleures conditions pour que les enfants expérimentent des interactions de grande qualité dans les établissements d'éducation et d'accueil de la petite enfance (EAJE) ? Comment la formation initiale, le développement professionnel, les conditions de travail et le leadership du personnel de l'EAJE peuvent améliorer la qualité des processus et soutenir l'apprentissage ?

Odacre, E., Delcroix, A., & Issaieva, E. (2021). **Pratiques de contextualisation en brevet de technicien supérieur en Guadeloupe : quelles articulations entre contexte local et programmes nationaux ?** *Revue des sciences de l'éducation*, *47*(1), 31-52. https://doi.org/10.7202/1078161ar
L'étude porte sur les représentations et les pratiques déclarées de professeur·e·s en sciences de gestion du brevet de technicien supérieur. Ce diplôme de l'enseignement supérieur court français vise une insertion professionnelle rapide à priori dans l'environnement de la formation. Une série d'entretiens semi-directifs montre une prise

en compte pragmatique du contexte de la formation. Les professeur·e·s, conscient·e·s du rôle joué par la contextualisation pédagogique dans la motivation des étudiant·e·s, se déclarent néanmoins contraint·e·s dans leurs pratiques par l'évaluation nationale du diplôme. Ainsi se trouve posée la question de la cohérence entre la formation délivrée et l'objectif d'intégration professionnelle locale.

Ohanu, I. B., Salawu, I. A., & Ede, E. O. (2021). **A critical analysis of the national curriculum for nomadic primary schools in Nigeria**. *International Review of Education*, *67*(3), 363-383. https://doi.org/10.1007/s11159-020-09869-4
Enrolment without attendance is a common problem among nomadic populations in Africa. This study examines the curricula, cultural diversity and learning environments of children enrolled in nomadic primary schools in Nigeria. The study sample comprised 200 (169 female, 31 male) teachers and 50 grade 5 and 6 students (23 female, 27 male) of 25 nomadic primary schools in the Federal Capital Territory, Abuja. Motivated by the need to solve the persistent problem of low attendance and retention among the children of nomadic families, the authors initiated a survey. They developed a questionnaire to investigate the influence of curriculum, cultural diversity and the learning environment on the enrolment of nomadic children and complemented their survey with semi-structured interviews. They analysed their collected data using mean, standard deviation and Analysis of Variance (ANOVA), which revealed that a relevant curriculum, a suitable learning environment and diverse learning practices have significant positive implications on enrolment of nomadic children in primary schools. At the end of this article, the authors provide a number of recommendations towards making school attendance more attractive for nomadic children, with the potential effect of providing them with a more satisfying learning experience.

Owen, S., & Wong, D. (2021). **Timor-Leste education: supporting sustainable system-wide reform and school leader capacity-building through collaborative foreign aid**. *Journal of Educational Change*, *22*(3), 379-400. https://doi.org/10.1007/s10833-020-09397-w
Effective school leadership and ongoing teacher capacity-building are essential aspects of school reform and improving educational outcomes for students in developing countries. This paper examines a Timor-Leste curriculum reform and associated school leader capacity-building and the implementation processes for building sustainability, within the context of research literature regarding effective professional development and successful foreign aid principles. The Timor-Leste leadership program was developed using an interpretivist paradigm and action research, with the authors being program designers and managers embedded in the context. School leader interviews and surveys, meeting notes and monitoring and evaluation reports, also teacher skills and student achievement data, were continuously examined to analyse issues and plan actions and solutions. Findings outline early impacts in relation to changing school leader behaviours, improved teacher skills and increased student literacy and numeracy, while also presenting implementation processes and actions taken to overcome challenges in relation to research-informed foreign aid principles.Given the importance of foreign aid for supporting significant educational improvement in developing countries, this Timor-Leste leadership capacity-building case study provides an example relevant to an under-researched area. While the focus is on one particular country and reform involving curriculum and professional development, the paper has value for other education contexts and system change initiatives which involve collaborations with foreign aid donors.

Owusu-Agyeman, Y. (2021). **Formation of a sustainable development ecosystem for Ghanaian universities**. *International Review of Education*, *67*(3), 333-362. https://doi.org/10.1007/s11159-020-09857-8
Research in the field of sustainable development (SD) in many developing countries remains multifaceted and discipline-oriented, especially at the institutional level where researchers and practitioners regularly produce research outputs to inform policy decisions aimed at meeting the United Nations (UN) Sustainable Development Goals (SDGs). Although a number of seminal research studies have focused on incorporating aspects of SD in higher education institutions through curriculum development and partnerships, there are still challenges with regard to the uptake of SD practices by universities in Ghana, West Africa – the focus of the study presented in this article – as well as in many other developing countries. For his study, the author undertook a systematic review of the literature on sustainability research in the context of Ghana, particularly in relation to higher education. His literature review revealed that a lack of understanding of education for sustainable development (ESD) by many individuals and institutions is creating a gap in knowledge and practice within the higher education landscape. To address this problem, the author proposes the adoption of an "ecosystem" that integrates (1) research networks; (2) national SD activities; (3) institutional structures and leadership; and (4) the ESD concept of the UN's 2030 Agenda for Sustainable Development with its 17 SDGs into the curricula of Ghanaian universities. The author suggests that such an ecosystem could encourage a collegial environment that supports the exchange of SD ideas and skills among staff and students. In addition, the SD ecosystem could provide a framework for developing students' knowledge and skills in line with global SD agendas, while also heightening research networks both locally and internationally, and ensuring that universities adopt research-informed SD practices.

Pan, S. (2021). **Reconceptualising 'internationalisation' in higher education: The case of Hong Kong**. *Higher Education Quarterly*, (75), 487-499. https://doi.org/10.1111/hequ.12286

Partenariat mondial pour l'éducation. (2021). ***Rapport de situation sur les financements 2020***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13591
Préparé chaque année par le Secrétariat du GPE, le rapport de situation sur les financements vise à tenir informés le Conseil d'administration et son Comité des financements et des performances du suivi des progrès accomplis au regard du portefeuille de financements alloués sur les ressources du GPE. Ce rapport couvre l'exercice 2020.

Pasquier, G. (2020). **Des politiques publiques en faveur de l'égalité des sexes et des sexualités à l'école primaire : pour quelle égalité ?** *Journée d'étude du Mage du 9 octobre 2020 " Quel genre de politiques dans l'éducation ? Egalité des sexes, stéréotypes et mixité des formations*. Présenté à Paris, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03297088
Communication lors de la Journée d'étude du Mage du 9 octobre 2020 « Quel genre de politiques dans l'éducation ? Egalité des sexes, stéréotypes et mixité des formations », coordonnée par Nathalie Lapeyre et Nicole Mosconi, au Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation (MESRI). Je souhaite dans cette

communication m'intéresser aux politiques éducatives en faveur de l'égalité des sexes et des sexualités, c'est-à-dire ce que l'Education nationale nomme aujourd'hui la lutte contre les LGBT-phobies. si les objectifs poursuivis par ces politiques semblent au premier abord constants, ils s'inscrivent en fait bien souvent dans des lignes politiques et pédagogiques changeantes (Pasquier 2017 et 2019). Les textes officiels de l'Education nationale en faveur de l'égalité des sexes et des sexualités, doivent en effet être lus, notamment pour l'école primaire sur laquelle je m'attarderai davantage, au miroir des débats démocratiques contemporains et de la manière dont l'institution s'en est saisie, non sans ambiguïtés, ni sans réussir à dépasser certains écueils. Citons parmi ces débats le vote de la loi sur la parité, le PACS, le « Mariage pour tous », l'ouverture de l'adoption et de la procréation médicalement assistée pour les couples de même sexe ; et plus récemment les mouvement #Balance ton porc et #Me to, les polémiques sur le langage inclusif, ou encore les politiques migratoires, les régulières réaffirmations des valeurs de la République et d'une certaine conception de la laïcité, notamment à travers les polémiques sur le voile à l'école, ou à la suite des attentats de 2015… Sous l'apparente continuité des discours, l'Education nationale ne s'est ainsi pas dotée d'un cadre cohérent pour penser et agir en faveur de l'égalité des sexes (Magar-Braeuner 2016, Le Saux Penault 2017, Pasquier 2013, 2017 et 2019, Salle 2016) et des sexualités (Pasquier 2013). Les textes officiels font se succéder ou cohabiter, y compris au sein d'un même document, des conceptions variables, parfois divergentes et contradictoires de ce qu'il faut entendre par égalité des sexes, ce qui n'est pas sans incidences pour penser l'ensemble de ces questions .

Patterson, C. A., Beach, D. M., Reyes, J. M., & Sloan, S. M. (2021). **Stakeholder Perceptions and Experiences of a College Live Mascot Program: a Study of Higher Education Ad Hoc Change**. *Innovative Higher Education*, *46*(4), 377-392. https://doi.org/10.1007/s10755-021-09547-9

Organizational change is a complex and critical issue in higher education today. Changes experienced across institutional systems have both short-term and long-term impact, making this phenomenon ripe for educational leadership research. Many universities and colleges have applied Kotter's (1995) eight-step change model prescriptively to implement academic initiatives, curriculum revisions, and strategic vision. However, Kotter's (1995) model has not previously explored ad hoc changes over time and has not been used to study a college live mascot program. Although a decreasing campus tradition, college live mascots have a relationship and impact on a student's experience and college identification, as well as university engagement with alumni and the public. Therefore, understanding how change is identified and experienced by campus stakeholders of a college live mascot program describe the various complexities and issues that initiate a climate for institutional change. To explain the evolution of a college live mascot program, oral histories across twenty years of campus stakeholders, including student trainers, campus administrators, and external consultants were analyzed using Kotter's (1995) model. The findings of this study affirmed that the steps associated with Kotter's (1995) change model, with a specific focus on the first three steps, are relevant for ad hoc changes, and offer implications for higher education change.

Pavlopoulos, E. (2021). **How to make a difference as a middle leader**. *Management in Education*, *35*(3), 153-155. https://doi.org/10.1177/0892020620973038

This practitioner reflection examines the challenges inherent in middle leadership and explores how to overcome them. It posits that schools and middle leaders benefit from clearly defining roles and reporting lines and communicating effectively. The investment by schools in ensuring that middle leaders have sufficient time to perform their roles and providing support for their development will enable them to make a bigger difference.

PELLETIER, K., BROWN, M., BROOKS, D. C., McCORMACK, M., REEVES, J., ARBINO, N., & BOZKURT, A. (2021). ***2021 EDUCAUSE horizon report: teaching and learning edition***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13584
En tenant compte des transformations induites par la pandémie de COVID-19, ce rapport annuel décrit les principales tendances, technologies et pratiques émergentes qui façonnent l'avenir de l'enseignement et de l'apprentissage dans l'enseignement supérieur. Les contributions d'experts venant de cinq continents s'articulent selon cinq tendances : sociales, technologiques, économiques, environnementales et politiques. Elles notent l'utilisation accrue des outils numériques et l'adoption généralisée des modèles d'apprentissage hybride. Selon les auteurs, les enseignants devront se former et être davantage accompagnés. Les universités qui vont réussir à se relever de la crise devront mettre en œuvre des mesures pour atteindre les objectifs du développement durable.

Phillippo, K., Griffin, B., Dotto, B. J. D., Castro, D., & Nagi, E. (2021). **School Choice, Youth Voice: How Diverse Student Policy Actors Experience High School Choice Policy**. *Educational Policy*, *35*(6), 949-984. https://doi.org/10.1177/0895904819843589
School choice research is abundant, but rarely incorporates students' experiences or perspectives. This study investigates a diverse group of students' school choice experiences as they applied to, gained admission to and enrolled in high school in Chicago Public Schools, which offers over 130 options. Adapting Ball and colleagues' (2012) concept of policy actor positionality, we analyzed the role of students' developmental and social statuses in students' school choice experiences. Students' policy encounters were developmentally consistent, but their admissions results and subsequent academic trajectories diverged by their socioeconomic status. We discuss these findings' developmental and equity implications for school choice policy.

Piasecki, P. (2021). **Local embeddedness and training intensity: The mobility constraints perspective**. *International Journal of Training and Development*, *25*(3), 259-276. https://doi.org/10.1111/ijtd.12230
The aim of this article is to analyse the relationship between a company's local embeddedness and training intensity. It is argued that local embeddedness might influence training through several mechanisms, which eventually should lead to a higher level of training intensity. In order to verify this hypothesis, several two-level ordered logit models were analysed on the basis of data gathered from employees working in Polish cooperative banks (N = 1707). Results confirm a positive correlation between local embeddedness and training intensity (measured by the number of training events and the number of training days). Next, it was verified to what extent this relationship might be attributed to the employees' mobility constraints. To reach this goal, the level of education was employed as a moderator in a company's local embeddedness and training intensity relationship. The interaction analysis revealed that for lower thresholds (lower intensity of training) the positive correlation between local embeddedness and

training intensity occurred only for employees with higher education. Since the employees with a higher level of education are generally perceived as those who receive more training, but are also more willing to change the employer, this result suggests the occurrence of a mobility constraints mechanism of local embeddedness.

Pickard, A. (2021). **Barriers to Access in Public Adult Literacy Education**. *Educational Policy*, *35*(5), 721-747. https://doi.org/10.1177/0895904819843602
This qualitative research article explores barriers experienced by a group of African American and Latinx adults who sought to enroll and stay enrolled in a publicly funded literacy class and how these barriers were related to policy. Barriers included (a) an inadequate number and type of available classes, (b) a lack of community awareness of classes, and (c) institutional procedures that determined class eligibility. Barriers were created as practitioners attempted to comply with government accountability policy and funding requirements. These findings provoke questions about whether accountability policies promote inequitable access to public adult literacy services for racially minoritized adults.

Piopiunik, M. (2021). ***How Does Reducing the Intensity of Tracking Affect Student Achievement? Evidence from German State Reforms*** (SSRN Scholarly Paper N° ID 3896149). Consulté à l'adresse Social Science Research Network website: https://papers.ssrn.com/abstract=3896149
To investigate the effects of reducing the intensity of tracking, this study exploits reforms across German states which combined the two lower secondary school tracks, sometimes additionally offering the possibility to acquire a university entrance qualification. Using a difference-in-differences approach, we find that reducing the tracking intensity significantly improves students' reading achievement. Lower-performing student groups – boys, students born abroad, and students from lower socio-economic status families – benefited in particular. In contrast, we find no effects on acquiring a middle school degree, attending the most academic track, or repeating a grade.

Price, H. E. (2021). **The College Preparatory Pipeline: Disparate Stages in Academic Opportunities**. *American Educational Research Journal*, *58*(4), 785-814. https://doi.org/10.3102/0002831220969138
The rise in college preparatory coursework across American high schools appears not to affect college enrollment and graduation rates. This study uses the Civil Rights Data Collection to evaluate three stages along the college preparatory pipeline: access to, enrollment in, and mastery of Advanced Placement® and International Baccalaureate® coursework to understand the cumulative academic opportunities shaping students' college readiness. Leaks in the pipeline divert out historically marginalized students. An adaptation of the Herfindahl-Hirschman Index captures the magnitude of these racial and ethnic disparities. Social context explains where school and district resources alleviate disparities to provide more equitable (i.e., proportionally representative) academic opportunities. These findings offer substantive direction to improve equality in students' college readiness opportunities.

Ramaswamy, M., Marciniuk, D. D., Csonka, V., Colò, L., & Saso, L. (2021). **Reimagining Internationalization in Higher Education Through the United Nations Sustainable**

Development Goals for the Betterment of Society. *Journal of Studies in International Education*, *25*(4), 388-406. https://doi.org/10.1177/10283153211031046
Higher education institutions (HEIs) play a critical role in creating and distributing the knowledge required to tackle the complex global challenges faced by society today. This role is frequently linked with the concept of the internationalization of higher education, but this concept in practice is also subject to criticism. This article argues that integrating the United Nations (UN) sustainable development goals (SDGs) into the teaching and learning functions, partnerships, research, and discovery functions of institutions has the potential to transform institutions and improve society through internationalization. In this article, the ideological and practical intersections of internationalization and the SDGs are discussed. Examples of initiatives around the world that have shaped societal discourse through the lens of internationalization and sustainable development are reviewed. The authors posit that integration of both concepts would enable HEIs to rise up to the global challenge of creating a better world for all.

Read, H. (2021). **Cognitive-emotional skills and democratic education**. *Theory and Research in Education*, *19*(2), 168-184. https://doi.org/10.1177/14778785211028408
A primary aim of any comprehensive democratic education is to prepare citizens for full and active participation in the public sphere. Crucial to meeting this aim is the development of key cognitive-emotional skills, such as perspective-taking. At the same time, many of the social institutions in which cognitive-emotional skill training might be implemented – such as schools – are insufficiently diverse, particularly with respect to race and socio-economic status. Yet, without a sufficiently diverse setting in which to train perspective-taking and other cognitive-emotional skills, we run the risk of simply learning to exercise these skills with those who are similar to us. Philosophers have already drawn attention to the benefits and risks of widespread and thorough integration as a strategy for addressing the insufficient diversity problem. Against these alternatives, I argue that measures can be taken to create more integrated contexts in which to train cognitive-emotional skills and engage constructively with diverse others as part of a comprehensive democratic education under current non-ideal conditions – what I call taking a Purposeful Interaction Approach. The Purposeful Interaction Approach may even promote more sustainable versions of other, more robust forms of integration. Far from replacing them, the Purposeful Interaction Approach is thus meant to amplify a variety of efforts to achieve the broader social justice goal of promoting diversity, equity, and inclusion in public life.

Reckhow, S., Tompkins-Stange, M., & Galey-Horn, S. (2021). **How the Political Economy of Knowledge Production Shapes Education Policy: The Case of Teacher Evaluation in Federal Policy Discourse**. *Educational Evaluation and Policy Analysis*, *43*(3), 472-494. https://doi.org/10.3102/01623737211003906
Using congressional testimony on teacher quality from 2003 to 2015 and analysis of 60 elite interviews, we show how the political economy of knowledge production influences idea uptake in education policy discourse. We develop and assess a conceptual framework showing the organizational and financial infrastructure that links research, ideas, and advocacy in politics. We find that congressional hearing witnesses representing groups that received philanthropic grants are more likely to support teacher evaluation policies, but specific mentions of research in testimony are not a factor. Overall, our study shows that funders and advocacy groups emphasized rapid uptake of

ideas to reform teacher evaluation, which effectively influenced policymakers but limited the use of research in teacher evaluation policy discourse.

Redding, C., & Grissom, J. A. (2021). **Do Students in Gifted Programs Perform Better? Linking Gifted Program Participation to Achievement and Nonachievement Outcomes**. *Educational Evaluation and Policy Analysis*, *43*(3), 520-544. https://doi.org/10.3102/01623737211008919
Growing concerns about inequitable access have made public investment in gifted programs controversial in many school districts, yet advocates maintain that gifted services provide necessary enrichment for exceptional students to succeed at school. We provide evidence on whether the typical gifted program indeed benefits elementary students' achievement and nonachievement outcomes, using nationally representative data from the Early Childhood Longitudinal Study, 2010–2011 kindergarten cohort. Leveraging within-school and within-student comparisons, we find that participating in a school's gifted program is associated with reading and mathematics achievement for the average student, although associations are small. We find no evidence of a relationship between gifted participation and student absences, reported engagement with school, or student mobility. Black and low-income students do not see the academic gains that their peers experience when receiving gifted services.

Reierson, C. A., & Becker, S. R. (2021). **Coherent school improvement: Integrating outcomes-based assessment and trauma-informed practice**. *Improving Schools*, *24*(2), 124-136. https://doi.org/10.1177/1365480220953640
This literature review tests a framework for coherent implementation of school improvement initiatives. Often in education, initiatives are introduced as disparate, isolated approaches towards improved student learning. As a result, teachers, school-based administration and school districts frequently change their focus, contributing to fragmentation, stagnation and initiative fatigue. Robinson et al. offer 'five domains of organizational activity' as key areas of focus for coherent school improvement. We investigate application of Robinson et al.'s five domains to two seemingly disparate school improvement initiatives: outcomes-based assessment (OBA) and trauma-informed practice (TIP) as both represent significant areas of focus in our context. We construct our literature review around the central question: Can two divergent aspects of school improvement: outcomes-based assessment and trauma-informed practice, be aligned through Robinson et al.'s five domains, to coherently support their integration in schools? We found that Robinson et al.'s five domains were a useful tool for alignment of these diverse initiatives and were able to extrapolate beyond application to OBA and TIP, to other school improvement initiatives. Coherence benefits administration, teachers, and most importantly, promotes student achievement. When all elements of school improvement are part of a cohesive whole, all members the school community are better able to understand their role in driving student achievement.

Rogers, A. (2021). **Adult and lifelong education: Global, national and local perspectives**. *International Review of Education*, *67*(4), 551-553. https://doi.org/10.1007/s11159-021-09905-x

Röhrer, N., Vogelsang, B., & Fuchs, M. (2021). **The region matters—for whom? The regional actor network for vocational education and training in tourism of Cancún (Mexico)**.

International Journal of Training and Development, *25*(3), 244-258. https://doi.org/10.1111/ijtd.12217
Actor networks are relevant to provide vocational education and training. Many studies have focused on such networks without a clear regional focus. Suggesting a conceptual approach of regional actor networks based on contributions of business education and economic geography, this study analyses the regional actor network in the tourism sector in Cancún (Mexico). Methodologically, the study follows an exploratory qualitative approach. The results illustrate that there are two dominant axes within the regional network, which comprise on the one hand hotels cooperating with applied universities, and on the other hand hotels cooperating with vocational schools. This local actor network has impacts on the practical relevance that vocational education and training provides to the learners, and generates a particular, and rather vulnerable, way of regional development.

Rollan, K., & Somerton, M. (2021). **Inclusive education reform in Kazakhstan: civil society activism from the bottom-up**. *International Journal of Inclusive Education*, *25*(10), 1109-1124. https://doi.org/10.1080/13603116.2019.1599451
It is a common discourse in Kazakhstan that policy-making is state-driven with weak engagement of civil society. The Ministry of Education and Science of the Republic of Kazakhstan announced a transition to an inclusive education model by 2020. The present study sought to challenge the traditional perspectives on the policy-making process and to investigate to what extent and how civil society in Kazakhstan contributes to inclusive education reform. It employed a qualitative approach, interviewing seven representatives of non-governmental organisations (NGOs) about their contribution to inclusive education reform in Kazakhstan. The findings show that the NGOs actively engage in revising the policies and ensuring their implementation. Furthermore, they facilitate the provision of methodological support to schools and professionals, contribute to promoting cultural change about perceptions of people with special needs, and inform parents, the state, and the public more broadly about the needs of children requiring additional educational supports. These findings give credit to the leadership of NGOs and suggest the need for government and schools to cooperate more closely with civil society organisations, which serve as change-agents in facilitating inclusive education in Kazakhstan.

Roux, S. (2021). **Fort impact de la crise sanitaire sur le nombre de docteurs diplômés en 2020 (- 15 %)**. *Note Flash du SIES*, (9). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/52/5/NF_2021_9_Docteurs_doctorants_1409525.pdf
En 2020, le nombre de soutenance de thèse a chuté de plus de 15%, en lien avec la crise sanitaire de la Covid 19. Cette même année, 70700 étudiants étaient inscrits en doctorat, un effectif stable, qui masque néanmoins de possibles abandons. Environ 3 doctorants sur 4 inscrits en première année bénéficient d'un financement pour leur thèse. Les projets de mobilité internationale des doctorants ont été freinés par la crise sanitaire.

ROY, V. V., ROSSETTI, F., PERSET, K., GALINDO-ROMERO, L., & VAN ROY, V. (2021). ***AI watch: national strategies on artificial intelligence: a European perspective***. Consulté à l'adresse https://liseo.france-education-international.fr/index.php?lvl=notice_display&id=47691
Initié par la Commission européenne, ce rapport fait suite à la publication du plan coordonné 2021 sur l'intelligence artificielle (IA) et présente un examen actualisé des

stratégies nationales d'IA des États membres de l'UE, de la Norvège et de la Suisse. Il fournit un aperçu des politiques nationales selon les domaines politiques suivants : capital humain, du laboratoire au marché, mise en réseau, réglementation, infrastructure, impact sur l'environnement. Concernant le capital humain, le rapport présente les politiques éducatives favorisant l'utilisation et le développement de l'IA et fournit des informations sur les futures compétences et les besoins du marché du travail. Les stratégies nationales visent à renforcer l'offre de compétences en IA à tous les niveaux d'éducation avec des politiques de soutien pour les réformes de l'éducation.

Saggers, B., Tones, M., Dunne, J., & Aberdein, R. (2021). **Tele-classroom consultation: promoting an inclusive approach to supporting the needs of educators, families and early years learners on the autism spectrum in rural and remote areas in contextually responsive ways**. *International Journal of Inclusive Education*, *25*(11), 1305-1326. https://doi.org/10.1080/13603116.2019.1609103
Many students on the autism spectrum attend mainstream schools and face challenges coping with the demands of this complex environment. Education in rural and remote locations poses additional challenges due to limited access to additional resourcing, specialised support, and services. This case study describes a problem-solving, collaborative approach providing rural and remote educators with additional direct support and services tailored to meet the individualised and complex learning needs of students on the autism spectrum in the classroom. The Tele-Classroom Consultative (TCC) approach involved a multidisciplinary team working face-to-face and remotely with the school community to deliver a cost-efficient professional support service. Data from semi-structured interviews with the teacher, parent, and school principal were analysed using the Index for Inclusion as a framework to show how the TCC approach enabled educators to implement inclusive approaches in rural and remote settings. Findings indicate that this method has potential for schools in rural and remote locations to meet the needs of all students, including those on the autism spectrum.

Schmid, E. (2021). **Zur verkürzten Sicht auf Heterogenität: Das diskurskritische Deutungsmuster im schulpädagogischen Heterogenitätsdiskurs**. *Swiss Journal of Educational Research*, *43*(2), 212-221. https://doi.org/10.24452/sjer.43.2.2
This article presents a critique of the common discourse on heterogeneity in school education and derives a discourse-critical heuristic from it. According to the discourse-critical interpretation pattern, heterogeneity in the discipline of school education is reflected in a simplified and consequently inadequate way. An appropriate reflection should consider heterogeneity as a permanent problem and take four aspects of the problem into account: Heterogeneity as a problem of understanding, of the profession, of school organisation and of society. Finally, the cognitive potential of the heuristic is assessed and the limits of the perspective are examined.

Seale, O., Fish, P., & Schreiber, B. (2021). **Enabling and empowering women in leadership in South African universities – Assessing needs and designing a response**. *Management in Education*, *35*(3), 136-145. https://doi.org/10.1177/0892020620981951
Gender equity and women's access to senior leadership and management positions in universities are a major challenge not only in South Africa but on the African continent, too. For women to take up senior leadership roles more potently, it is essential that they not only cope with and compete in patriarchal systems but more so, are equipped to change patriarchal hegemony and shift the management discourse and culture to a

pluralistic leadership culture where transformational leadership becomes the norm and praxis. This paper examines a needs analysis for leadership and professional development competencies of women in senior leadership positions in South African higher education and presents the discussion on these findings, based on the data collected from 74 participants. The conclusion reveals the participants' enthusiasm for personal leadership development as well as their readiness for impacting their leadership contexts. These findings, in turn, shape the content development of the Women in Leadership programme, designed by Higher Education Leadership and Management under the auspices of Universities South Africa.

Sinclair, K., & Malen, B. (2021). **Student-Based Budgeting as a Mechanism for Promoting Democratic Decision Making: Testing the Theory of Action**. *Educational Policy*, *35*(5), 781-809. https://doi.org/10.1177/0895904819843601
Although student-based budgeting (SBB) is a multifaceted finance, governance, and management reform, little research has examined its governance effects. This article addresses that gap by reporting findings from a "critical case" of SBB, implemented under conditions that might promote meaningful teacher, parent, and community engagement in site-based policy decisions. Anchored in theories of the micropolitics of schools and conceptions of democratic decision making, this case demonstrates that SBB did not alter how principals engaged teachers, parents, and community members in budget decision-making processes. Generally speaking, decision-making processes represented narrow and shallow forms of actor engagement and democratic decision making. Study findings reveal that SBB in its current form is not a robust mechanism for realizing its governance aims and suggest that other factors, including but not limited to the misalignment of accountability and authority, warrant the attention of researchers and policy makers.

Somerton, M., Helmer, J., Kasa, R., Hernández-Torrano, D., & Makoelle, T. M. (2021). **Defining spaces: resource centres, collaboration, and inclusion in Kazakhstan**. *Journal of Educational Change*, *22*(3), 315-334. https://doi.org/10.1007/s10833-020-09384-1
Recognition and implementation of best practice collaborative partnerships are fundamental to developing inclusive schools and achieving positive outcomes. This is particularly important for those students requiring additional educational supports. In order to develop an individual approach to learning, and implement the necessary adjustments required to assist a student with specific needs, input from parents and other key stakeholders is considered important (Evans, in: Ashman (ed) Education for inclusion and diversity, Pearson, Melbourne, 2015). Azzopardi (Int J Incl Educ 15(1):179–192, 2011) argues that inclusion needs to be viewed as a process that encompasses the culture, policies and practices of a whole school and wider community. Even with the positive intentions from a range of contributors, the purpose and practice of collaborative relationships can vary significantly (Cloninger, in: Orelove, Sobsey, Gillies (eds) Educating students with severe and multiple disabilities: a collaborative approach. Brookes Publishing, Baltimore, 2017). The present study examines the collaborative experiences of key stakeholders at schools that are supported by NGO funded resource centres in Nur-Sultan, Kazakhstan. A descriptive case study research design with a narrative framework explored the lived experiences of 22 teachers, principals, specialists and parents by highlighting the complex factors that are enabling or disabling the success of children with disabilities. The central focus for each semi-structured interview with participants was to describe and understand the current collaborative processes within newly established

resource centres at three mainstream government schools in Kazakhstan. The results show how resource centres contribute to developing inclusive practices within the Kazakhstani context of current educational reforms and identify opportunities to enhance and contribute to the development of a successful model of support. The findings of this research have implications for key stakeholders concerning the immediate need for coherent and practical policy that embodies a shared vision and understanding of inclusive practice.

Sorensen, L. C., Shen, Y., & Bushway, S. D. (2021). **Making Schools Safer and/or Escalating Disciplinary Response: A Study of Police Officers in North Carolina Schools**. *Educational Evaluation and Policy Analysis*, *43*(3), 495-519. https://doi.org/10.3102/01623737211006409
The "defund the police" movement has recently called for the removal of police—or school resource officers (SROs)—from schools. This call is driven by concerns that SROs may heighten student contact with criminal justice or lead to disproportionately harsh disciplinary consequences. This study uses linked disciplinary, academic, juvenile justice, and adult conviction data from North Carolina to estimate the effects of middle school SROs on a variety of student outcomes. Our findings indicate that SROs not only decrease the incidence of serious violence but also increase the use of out-of-school suspensions, transfers, expulsions, and police referrals. This study provides new insights into the effects of police in schools and implies new directions for policies, training, and accountability.

SOWA, P., JORDAN, R., RALAINGITA, W., & PIPER, B. (2021). ***Higher grounds: practical guidelines for forging learning pathways in upper primary education***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13605
Les auteurs donnent des lignes directrices pour améliorer les dernières années de l'enseignement primaire : (1) perfectionner la formation initiale des enseignants et favoriser leur développement professionnel ; (2) mettre l'accent sur les mathématiques, la lecture et les matières principales ; (3) évaluer l'apprentissage ; (4) concevoir et mettre à disposition du matériel pédagogique de haute qualité ; et (5) promouvoir des climats scolaires positifs. Par ailleurs ils recommandent un apprentissage socio-émotionnel et des stratégies de prévention de la violence sexiste liée à l'école, afin de faire face aux changements internes et sociétaux auxquels les apprenants sont souvent confrontés lorsqu'ils entrent dans le deuxième cycle du primaire.

Stack, M. (2021). ***Global University Rankings and the Politics of Knowledge***. University of Toronto Press. https://utorontopress.com/9781487523398/global-university-rankings-and-the-politics-of-knowledge/
For many institutions, to ignore your university's ranking is to become invisible, a risky proposition in a competitive search for funding. But rankings tell us little if anything about the education, scholarship, or engagement with communities offered by a university. Drawing on a range of research and inquiry-based methods, Global University Rankings and the Politics of Knowledge exposes how universities became servants to the education industry and its impact. Conceptually unique in its scope, Global University Rankings and the Politics of Knowledge addresses the lack of empirical research behind university and journal ranking systems. Chapters from internationally recognized scholars in decolonial studies provide readers with robust frameworks to understand the intersections of coloniality and Indigeneity and how they play out in higher education. Contributions from diverse geographical and disciplinary contexts explore the political

economy of rankings within the contexts of the Global North and South, and examine alternatives to media-driven rankings. This book allows readers to consider the intersections of power and knowledge within the wider contexts of politics, culture, and the economy, to explore how assumptions about gender, social class, sexuality, and race underpin the meanings attached to rankings, and to imagine a future that confronts and challenges cognitive, environmental, and social injustice.

Stanistreet, P. (2021a). **A year (and a bit) of living dangerously**. *International Review of Education*, *67*(3), 265-272. https://doi.org/10.1007/s11159-021-09908-8

Stanistreet, P. (2021b). **Reasons to be hopeful: Learning and becoming in a time of crisis**. *International Review of Education*, *67*(4), 427-433. https://doi.org/10.1007/s11159-021-09915-9

Swanson, E., H. Erickson, H., & Ritter, G. W. (2021). **Examining the Impacts of Middle School Disciplinary Policies on Ninth-Grade Retention**. *Educational Policy*, *35*(6), 1014-1041. https://doi.org/10.1177/0895904819843600
We estimate the relationship between exclusionary discipline given in eighth-grade and the probability of ninth-grade retention. We use a rich 7-year, student-level, panel data set from Arkansas. We use a novel approach by limiting our sample to students who switch schools between eighth and ninth grades. This movement gives each student a fresh start and removes the potential confound of a student's reputation as a "problem student" that could influence teachers to be harsher on students who already have a disciplinary record. Further, we control for student infractions in eighth-grade, to focus on the relationship between the exclusionary consequence (rather than the precipitating behavior) and future academic success. We find that students who receive exclusionary discipline in eighth grade are more likely to be retained in ninth-grade compared with similar students whose infractions did not result in exclusionary discipline. Moreover, we find that the likelihood of ninth-grade retention increases with the number of days of exclusionary discipline. We, however, did not find any statistically significant subgroup differences.

Taous, T., & Tellier, V. (2021). ***Paradigme (épistémologie)*** (p. https://dicoema.hypotheses.org/141; G. Labinal & V. Tellier, Éd.). p. https://dicoema.hypotheses.org/141. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03297163
L'article, à destination des formateurs et formatrices, revient sur les usages du terme « paradigme » en épistémologie, notamment chez Kuhn et Morin. Il présente ensuite quelques exemples d'emploi en géographie et en sciences de l'éducation. Il est disponible en ligne à l'adresse : https://dicoema.hypotheses.org/141

Themelis, S., & Hsu, T.-C. (2021). **Democratizing politics and politicizing education: Critical pedagogy for active citizenship in the Taiwanese Sunflower Movement**. *Education, Citizenship and Social Justice*, *16*(2), 180-194. https://doi.org/10.1177/1746197920915601
This article is the first to employ a Freirean framework to discuss the Taiwanese Sunflower Student Movement and its political, pedagogical and social significance. We analyse lecturers' and students' perspectives and experiences of civic responsibility in order to explore the relationship between critical pedagogy and student participation in the movement. The latter is an important development in politics and student activism, as it

touched the lives of an entire generation of young Taiwanese and highlighted the value of active citizenship in the fight to improve democracy as praxis for social justice. This article makes a threefold contribution: first, it adds to our understanding of the processes through which movement participants cultivate their critical consciousness; second, it offers a new angle on a politically significant moment in Taiwanese history; and third, it uses this movement to illuminate forms of oppression that exist in society and education and ways to transform it.

THIAM, O. (2021). ***Les écoles dans la zone UEMOA face à la Covid-19 : impacts, innovations et recommandations***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13562
La pandémie de la COVID-19 impacte fortement le secteur éducatif. Comment peut-on dispenser une éducation inclusive, durable et équitable dans ces nouvelles situations et construire des situations d'apprentissages dans lesquelles la technologie prend une grande place ? Cette opportunité de repenser l'éducation, l'apprentissage et l'évaluation peut être saisie par les gouvernements pour enfin développer un système éducatif qui laisse une place à tous les apprenants. Ce document s'intéresse aux différentes initiatives et ripostes du Mali, du Sénégal, de la Côte d'Ivoire et du Bénin. Elles portent tant sur les contenus d'apprentissage que sur les pédagogies, les évaluations et sur le rôle des enseignants du niveau secondaire au supérieur.

Thomas, F. (2021). **Le baccalauréat 2021 - session de juin**. *Note d'information*, (21.32). Consulté à l'adresse https://www.education.gouv.fr/media/91256/download
À la session du baccalauréat de juin 2021, avec 93,8 % d'admis en France entière, le taux de réussite global est inférieur à celui de 2020 (95,7 %). Il reste supérieur à toutes les sessions précédentes.

Tran, L. T., & Bui, H. (2021). **Public Diplomacy and Social Impact of Australian Student Mobility to the Indo-Pacific: Host Countries' Perspectives on Hosting New Colombo Plan Students**. *Journal of Studies in International Education*, *25*(4), 425-442. https://doi.org/10.1177/1028315320984833
Learning abroad is a primary dimension of internationalization of higher education, but little is known about the social impact of learning abroad. While a significant body of the literature in international education has examined learning abroad from the student and academic perspectives, how host communities, especially in the Indo-Pacific, perceive the social impact of hosting students from an Anglophone country like Australia is underresearched. This study addresses this critical gap in the literature by exploring the social impact of Australian students' learning in the Indo-Pacific from the host perspective. This article emerges from an ongoing study on Australian students' learning in the Indo-Pacific via the New Colombo Plan (NCP), the Australian government's signature initiative of student mobility and public diplomacy. It focuses on data from 32 interviews with host organizations, including industry firms, small businesses, nongovernmental organizations, and education institutions, in China, Indonesia, Japan, Malaysia, and Vietnam. The study shows that not only does the Australian government position the NCP as a strategic public diplomacy tool to build lasting relationships with Indo-Pacific countries, but receiving countries also view the NCP as a catalyst that facilitates the execution of their international agenda. The study identifies four main forms of social impact associated with Australian students' learning abroad in the Indo-Pacific, perceived by the host communities: (a) strengthening bilateral and international ties; (b)

fostering student-to-student, university-to-industry, and university-to-university partnerships; (c) strengthening community engagement through service-learning; and (d) enriching host organization's training capacity, human resources, and awareness of their own values.

Ulmann, A.-L., & Delay, B. (2021). **L'expérimentation d'une politique publique de formation professionnelle**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(22), 6-17. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/389
L'article revient sur l'expérimentation récente qui a précédé et permis la reconnaissance juridique de l'Action de Formation En Situation de Travail (Afest) dans la loi « Liberté de choisir son avenir professionnel » (2018). Il propose une analyse distancée de cette démarche en rupture avec les modalités habituelles de fabrication de la décision publique. Il met en discussion l'hypothèse d'un lien entre des mutations majeures dans le champ de la formation, notamment les pratiques des acteurs de terrain, et la manière dont les pouvoirs publics infléchissent leurs façons de produire les cadres normatifs destinés à impulser et soutenir ces évolutions.

UNESCO. IIPE : Institut international de planification de l'éducation. (2021). ***Parcours d'apprentissage flexibles dans l'enseignement supérieur marocain***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000378005/PDF/378005fre.pdf.multi
Malgré les progrès réalisés pour augmenter le taux d'accès et de participation à l'enseignement supérieur, les inégalités et les injustices persistent, exacerbées par la crise de la COVID-19. Aussi l'Institut international de planification de l'éducation de l'UNESCO a-t-il lancé un projet pour promouvoir l'équité et les possibilités d'apprentissage tout au long de la vie, en investissant dans des systèmes d'enseignement supérieur flexibles. En collaboration avec l'IIPE-UNESCO, une équipe de recherche marocaine a réalisé une étude de cas des politiques et pratiques qui soutiennent les parcours d'apprentissage flexibles au Maroc. Ce pays vit une massification de l'enseignement supérieur et met l'accent sur la formation continue.

UNESCO IIPE Pôle de Dakar, UNICEF : Fonds des Nations unies pour l'enfance, Partenariat mondial pour l'éducation, & Commonwealth and development office UK. Foreign. (2021). ***Education sector analysis methodological guidelines : vol. 3: thematic analyses***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000377738
Le dernier guide méthodologique pour l'analyse sectorielle en éducation est le troisième volume d'une série publiée pour la première fois en 2014. Il propose des lignes directrices pour l'analyse des systèmes éducatifs dans quatre domaines : l'éducation inclusive pour les enfants en situation de handicap, l'analyse des risques pour des systèmes éducatifs résilients, le fonctionnement et l'efficacité de l'administration de l'éducation, l'identification des problèmes majeurs et la cartographie des parties prenantes. Le guide facilite le diagnostic à l'échelle du système, en prenant en compte le contexte unique de chaque pays. Il plaide pour le recours à des données pertinentes, des analyses solides et des niveaux adéquats de financement de l'éducation.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & Omnia Education Partnerships. (2021). ***Case study on finnish TVET: a resilient model of training during COVID-19***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000375471

UNESCO : Organisation des Nations unies pour l'éducationla science et la culture. (2021a). ***Learn for our planet : a global review of how environmental issues are integrated in education***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13572

UNESCO : Organisation des Nations unies pour l'éducationla science et la culture. (2021b). ***UNESCO COVID-19 education response - A snapshot of educational challenges and opportunities for recovery in Africa***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13585
Le document donne un aperçu du contexte africain au vu de la récente crise du COVID-19 et de ses impacts sur l'éducation. Il met notamment en évidence les défis et les réponses apportées à partir de données sous-régionales. Il analyse aussi en détail l'expérience de la pandémie à l'échelle régionale et fait des recommandations de planification à court et long terme afin d'atténuer la crise et de renforcer les efforts pour la réalisation des aspirations éducatives, sociales et économiques.

UNICEF : Fonds des Nations unies pour l'enfance. (2021a). ***Afrique subsaharienne. Grandir en pleine crise dans un monde aux multiples possibilités***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13677
En Afrique subsaharienne, la COVID-19 continue d'avoir de lourdes conséquences sur la vie des quelques 550 millions d'enfants de moins de 18 ans. Cette édition de la série « SOS Enfants de l'UNICEF » examine les impacts de la pandémie qui exacerbent les dangers de la région (les conflits, le changement climatique, les crises nutritionnelles...) mais aussi les mesures prises pour la contenir. Il exhorte les gouvernements et la communauté internationale à prendre des mesures concertées pour en atténuer les effets et construire un monde meilleur et mieux adapté aux enfants.

UNICEF : Fonds des Nations unies pour l'enfance. (2021b). ***La riposte à la COVID-19 : rapport annuel de l'UNICEF 2020***. Consulté à l'adresse https://www.unicef.org/media/100951/file/UNICEF%20Annual%20Report%202020.pdf
La fermeture des écoles a accru la vulnérabilité des enfants et la violence faite aux filles, nui à leur santé mentale et les ont privés des services essentiels. Elle a aussi révélé de profondes inégalités, pré-existantes, avec de graves conséquences pour les enfants des pays et des communautés les plus pauvres et déjà défavorisés. L'UNICEF montre l'impact de la COVID-19 sur les enfants, la manière dont elle s'est adaptée à la situation (engagement communautaire, suivi des données, fourniture de biens essentiels) et présente des histoires et des reportages photo sur la santé mentale, l'apprentissage à distance, l'eau, l'assainissement et l'hygiène et les conflits.

Unit, T. E. I., & The Economist Intelligence Unit. (2021). ***Connecting learners: narrowing the educational divide: the benefits from, and barriers to, improved school connectivity and access to digital learning***. Consulté à l'adresse https://connectinglearners.economist.com/data/EIU_Ericsson_Connecting.pdf
L'UNICEF et de l'Union internationale des télécommunications (UIT) estiment que 1,3 milliard d'enfants dans le monde âgés de 3 à 17 ans ont encore besoin d'un accès à Internet. Ce rapport parrainé par Ericsson souligne l'importance d'améliorer concomitamment les infrastructures et l'éducation. La connexion des écoles est essentielle à l'amélioration des résultats d'apprentissage. Une augmentation de 10 % de la connectivité peut augmenter les années effectives de scolarisation des enfants de 0,6

% et le PIB par habitant de 1,1 %. Pour cela, les enseignants et les élèves doivent disposer du soutien et des outils nécessaires, tant dans les pays en développement que dans les pays développés.

Van Laere, K., Sharmahd, N., Lazzari, A., Serapioni, M., Brajković, S., Engdahl, I., … Hulpia, H. (2021). ***Governing quality early childhood education and care in a global crisis First lessons learned from the COVID-19 pandemic : analytical report*** (p. 102). Consulté à l'adresse Network of Experts in Social Sciences of Education and Training website: https://op.europa.eu/en/publication-detail/-/publication/773a6250-e519-11eb-a1a5-01aa75ed71a1

van Pinxteren, B., Emirhafizović, M., Dailidienė, I., Figurek, A., Hălbac-Cotoară-Zamfir, R., & Mętrak, M. (2021). **Education for Resilience: How a Combination of Systemic and Bottom-Up Changes in Educational Services Can Empower Dryland Communities in Africa and Central Asia**. *Journal of Asian and African Studies*, *56*(6), 1271-1285. https://doi.org/10.1177/0021909620960177
We examined existing problems relevant for education in global drylands and discuss their potential solutions in four fields, crucial for properly functioning educational systems: (a) response to low population densities, (b) governance, (c) language of instruction and (d) mismatch between education and the labour market. Our analysis leads us to the formulation of nine policy recommendations that may help create an educational system that strengthens resilience of dryland communities in the face of ongoing climate change. Our recommendations underline the necessity to combine systemic solutions with bottom-up ideas and extrinsic help coming from involvement of diaspora and non-governmental organizations.

VIE, A. (2021). ***Guyane : les défis du droit à l'éducation : rapport de recherche***. Consulté à l'adresse https://unicef.hosting.augure.com/Augure_UNICEF/r/ContenuEnLigne/Download?id=814F78DF-1353-497C-8F80-6A806E13CD62&filename=RapportGuyane_final_WEB.pdf
La Guyane, où 56,3 % de la population a moins de 30 ans, fait face à une forte croissance des effectifs scolaires à laquelle l'offre éducative ne peut répondre. Sur 85 000 enfants scolarisés en 2020, plus de 10 000 n'ont pas accès à l'éducation. L'étude s'intéresse aux problématiques d'accès à l'éducation et de la qualité de l'éducation accentuées par la crise (manque d'infrastructures scolaires et d'enseignants titulaires, difficultés de prise en compte de la diversité linguistique et culturelle…). Elle émet aussi des recommandations comme la mise en œuvre effective de l'obligation scolaire ou le développement de la professionnalisation et de la pérennisation des médiateurs entre institutions éducatives et familles.

Waldis, M., Neuenschwander, M. P., & Sturm, A. (2021). **Bildungsprozesse in heterogenen Kontexten**. *Swiss Journal of Educational Research*, *43*(2), 202-211. https://doi.org/10.24452/sjer.43.2.1

Walls, J. (2021). **Meltdown at the Academy of Fine Arts: The Role of Teachers' Emotional Sensemaking in Planned Change**. *Journal of Cases in Educational Leadership*, *24*(3), 75-86. https://doi.org/10.1177/1555458921992399
Schools are characterized by nearly constant internal and external demands to change, grow, and improve. Past research has found that the way educators "make sense" of

what they are being asked to do bears on the effectiveness of reforms and the way changes are implemented in practice. Much of this past work takes a cognitive approach to sensemaking, but teachers' emotional responses also considerably shape how they make sense of novel situations. This teaching case explores the leadership challenges associated with a planned change initiative at a small arts-focused school, and the way that teachers' emotional responses superseded resources and supports for the change.

Walls, J., Ryu, J., Fairchild, L., & Johnson, J. (2021). **Contexts of Belonging: Toward a Multilevel Understanding of Caring and Engagement in Schools**. *Educational Policy*, *35*(5), 748-780. https://doi.org/10.1177/0895904819843590
Policy makers are increasingly attentive to the importance of supportive school climates, even as many students report that schools seem to be uncaring places. Using recent scholarship that foregrounds the organizational and contextual dimensions of educational caring and student engagement, we use qualitative case study interview data to examine these concepts in two schools. We find that organizational and contextual factors such as students' sense of continuity and the manner and degree of staff collaboration have important implications for caring, student engagement, and school climate writ broadly. Implications for policy makers and education leaders are discussed.

Watrelot, P. (2021, juillet 5). **La fin du bac ?** Consulté 21 juillet 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/fin-bac/00099732
« Blanquer signe la fin du bac national » (L'Humanité), « Jean-Michel Blanquer signe la fin du bac » (Libération) : on voit fleurir des titres catastrophistes après l'annonce par le ministre de la suppression des épreuves communes (ex-E3C) au profit d'un contrôle continu représentant 40 % de la note.

Watson, T. N., & Miles Nash, A. (2021). **Challenging Whiteness at Claremont High School**. *Journal of Cases in Educational Leadership*, *24*(3), 3-14. https://doi.org/10.1177/1555458921993206
Ebony Wright was slated to graduate from Claremont High School in the spring. She was on the honor roll, captain of the girls' varsity softball and swim teams, and recently awarded an academic scholarship to attend a highly ranked university in the fall. Ebony was a "model" student. How she found herself sitting in the principal's office several weeks before graduation was a shock to everyone. This case study challenges the function of whiteness in school policies. Aspiring school and teacher leaders are provided with the opportunity to consider the impact of a seemingly race-neutral school dress code policy.

Whitsed, C., Burgess, M., & Ledger, S. (2021). **Editorial : Advisory Board Members on Reimagining Higher Education Internationalization and Internationalization of the Curriculum**. *Journal of Studies in International Education*, *25*(4), 348-368. https://doi.org/10.1177/1028315320984840
This research explores how editorial advisory board members across four highly ranked international higher education–focused journals understand higher education internationalization generally, and internationalization of the curriculum (IoC) specifically. Notionally, as gatekeepers, editorial advisory board members hold a powerful strategic

position in the scholarly debates that characterize an active discipline, and can indirectly assert a strong influence over the academic direction of the field(s) to which they belong. All editorial advisory members for the journals Higher Education, Studies in Higher Education, Higher Education Research & Development, and the Journal of Studies in International Education were invited to contribute to this research with 25 (N = 25, 30%) consenting to participate. Utilizing qualitative, semi-structured interviewing, participants discussed their views on higher education internationalization, IoC, and the importance of these in the contemporary university. Participants also discussed what dimensions of IoC need to be further addressed in higher education discourses and research, and opportunities and challenges they foresee concerning higher education internationalization now and into the future. Findings reveal, for participants, internationalization continues to be perceived as a multivocal, largely Anglo-European, and neoliberal enterprise which is at a crossroad, and needs to be reimagined for the betterment of all in society. Collectively, participants draw attention to a lack of criticality and problematization within higher education internationalization discourses, and highlighted the need for research, scholarship, and academic leaders to expand the focus of IoC to address future global challenges and needs.

Wilson, T. S., & Hastings, M. (2021). **Refusing the Test: Debating Assessment and Accountability in Public Education**. *Journal of Cases in Educational Leadership*, *24*(3), 105-121. https://doi.org/10.1177/1555458921993181
Through widespread "opt-out" efforts over the past several years, parent and student activists have pressured schools, districts, states, and the federal government to reconsider the extent and limits of state-mandated assessments. This case study focuses on the ethical questions faced by a principal in a school divided over state standardized testing. Facing a new wave of refusals, this leader must respond to parents and teachers who have concerns about testing, as well as other members of her community who support these assessments. This case considers how a school leader might balance different, competing obligations: to respect parents' rights, acknowledge teachers' concerns, support student learning, and implement district and state policy.

Witenstein, M. A., & Iyengar, R. (2021). **A bottom-up approach to improve women's access to technical and vocational education and training in India: Examining a non-formal education upskilling programme**. *International Review of Education*, *67*(4), 475-484. https://doi.org/10.1007/s11159-021-09890-1
The Indian Government's 12th Five Year Plan features ambitious goals regarding the upskilling of women in India. While the Plan acknowledges Indian women's continued inequality, technical and vocational education and training (TVET) programmes (a main avenue for upskilling) pose considerable challenges. There is significant work to be done if India aspires to meet the 12th Plan's goals. Moreover, to achieve them in a socially just manner, greater efforts are required to include and amplify women's voices throughout the process. In pursuit of this aim, the authors of this research note share insights from the first stages of their study of an upskilling programme in the non-formal education sector. They argue for a bottom-up approach to understand how women wish to participate in this programme and in government-recognised TVET more broadly. To understand the women's perspectives, the authors use the notions of third-space frameworks and "scapes". These concepts go beyond simply acknowledging the need for labour upskilling and offer opportunities to critique gender biases, stereotypes and patriarchal practices, while formulating new ideas about how to engage as active participants in

Indian society. Based on these insights, the authors offer a path forward by directly engaging with women on the ground level, using a bottom-up approach.

Wrigley, T. (2021). **Thinking deeply about educational change**. *Improving Schools*, *24*(2), 97-98. https://doi.org/10.1177/13654802211035655

Wronowski, M., & Urick, A. (2021). **Teacher and School Predictors of Teacher Deprofessionalization and Demoralization in the United States**. *Educational Policy*, *35*(5), 679-720. https://doi.org/10.1177/0895904819843598
The purpose of this study is to examine changes in teachers' perception of their work during key periods of the accountability and assessment policy movement in the United States. We utilize a teacher perception of deprofessionalization and demoralization framework operationalized using the restricted Schools and Staffing Surveys data sets from 1993-1994 through 2011-2012 to examine changes in teachers' perception of their work. Using multiple group hierarchical linear modeling (HLM) we find that teacher deprofessionalization and demoralization increased from the state- to federal-level accountability periods. We also find that there are significant predictors of deprofessionalization and demoralization at the teacher level and school level.

Xu, T., Akerson, A., & Fox, B. (2021). **Incorporating technology to foster effective communication and documentation in child care programs**. *Education and Information Technologies*, *26*(5), 5685-5695. https://doi.org/10.1007/s10639-021-10561-9
Advances in technology present multiple modes by which parents and teachers can now communicate. This article examines a new approach that a child care program adopted to document and share daily activities of individual children, including their development, while making this information accessible to the child's parents, using a Childcare Management Software (CMS) mobile application (app). Using a mixed methods approach, data was collected from both teachers and parents through a Qualtrics (Qualtrics, Provo, UT) survey to examine how parents perceive the role of technology in communicating with early childhood teachers. Survey results revealed that the incorporation of the CMS app has become an effective communication tool to help track children's developmental needs at the early childhood center and to communicate children's daily activities with parents. However, the findings also indicate a need for CMS app training for teachers and parents to make efficient use of the mobile application.

Zhu, Q., Choi, J., & Meng, Y. (2021). **The Impact of No-Loan Policies on Student Economic Diversity at Public Colleges and Universities**. *Research in Higher Education*, *62*(6), 733-764. https://doi.org/10.1007/s11162-020-09621-9
To improve college access for low-income students, an increasing number of public colleges and universities have implemented no-loan policies, where student loans are replaced with institutional grant aid that does not require repayment. Using detailed income measures provided by Mobility Report Card data, this study examines the effect of no-loan policies on student economic diversity at public 4-year institutions. Using a difference-in-differences design and the synthetic control method, we found that the adoption of no-loan policies at public institutions increased enrollment shares of low-income students (bottom two family income quintiles). However, the increase was minimal for students from the lowest income quintile, particularly at the most selective institutions. Our findings suggest that although no-loan policies may help improve

affordability at public colleges and universities, further efforts are needed to address underrepresentation of students from the lowest part of the income distribution.

Zhu, T. (2020). ***Curriculum research on Sustainable Development Education in Chinese Higher Education -- Education for SD, SD for Education*** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03276111
My dissertation is on the subject of " Sustainable Development education in higher education system". It's a sociology and didactic research on the curriculum of the major on Sustainable Development in higher education.Education on Sustainable Development (ESD) has been rapidly increasing in popularity. Its importance was realized when the United Nations Decade for Education for Sustainable Development (UNDESD) was established in 2004 by UNESCO. Education on Sustainable Development can be termed as altering ways of thinking. This is where the resources used for education are utilized such that the generations to come can access the items of Sustainable Development. It is a process that is educational that is categorized by methods and approaches focused on establishing awareness on issues related to sustainable development. This is different from the approaches that have been there in the past where importance was placed on issues that were environmental. The scope of education on sustainable development is wider (I will discuss the differences between the education on sustainable development and the education on environment) whereby it has placed focus on processes, means and tools that give people the opportunity to form knowledge, skills, competencies and values that are required when it comes to contributing towards society that is more sustainable.Educators worldwide have been influenced to change their contents of teaching so that the education systems can be able to respond better to challenges that are socio-economic globally, regionally and locally. Moreover, new emphasis have been seen when it comes to innovative teaching development methods in relation to sustainable development. This was according to the report that was done by UNESCO that placed emphasis on learning and education on sustainable development context; it also included the stakeholders involved in all levels as well as all the regions included in the UN. At the level of theoretic research, the economic domain, the ecology domain and the social domain still the three mainstream areas.In recent years, institutions of education worldwide have been advised to encourage the students by mobilizing them and also participate more actively in global, national and local processes when it comes to sustainable or durable development (Barth, 2015). In the past three decades (I counted from 1987 ,Brundtland report), sustainability was not well understood, but recently more and more researches and jobs booming, offering us more clear definition and approaches to work. A lot of opportunities exist when it comes to learning on sustainable, also learning about sustainability and at the same time a lot can be gained from it. Some of the education sectors that have been affected strongly by Education on Sustainable Development especially the higher education which is seen to have an important role when it comes to the debate on Education on Sustainable Development. Because of the strategic and positioned nature of institutions of higher education, credible evidence shows that they should and can make contributions that are strong when it comes to sustainable development in general. In addition, institutions for higher learning have to implement the sustainable development education specifically.

Pratiques enseignantes

AKKARI, A., & FUENTES, M. (2021). ***Repenser l'éducation : alternatives pédagogiques du Sud***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000377797
Les savoirs autochtones représentent un héritage pédagogique riche de possibilités pour repenser la pédagogie et l'éducation au 21ème siècle. L'ouvrage propose une décentration par rapport aux orientations dominantes de l'éducation. Interrogeant la forme scolaire traditionnelle, il invite à explorer des pédagogies et des pédagogues alternatifs en pénétrant dans leurs fondements historiques ou spirituels, leurs concepts ou méthodes. La première partie analyse dans une perspective comparatiste les potentialités dont regorgent les pédagogies alternatives du Sud. La seconde partie est consacrée principalement aux figures qui ont défendu des visions alternatives et culturellement situées de l'éducation.

Aldaco-Arias, S. M., & Silas-Casillas, J. C. (2021). **Compuabuelitos/Technogrands: An intergenerational experience based on Pierre Faure's pedagogy**. *International Review of Education*, *67*(4), 451-474. https://doi.org/10.1007/s11159-021-09906-w
This article showcases Compuabuelitos, a Mexican project where teenagers taught their own grandparent (or another elderly person they already knew) basic cell phone technology skills. The Spanish project name conflates "computer" and abuelitos [the affectionate term for grandparents], which is difficult to translate, so for this article, published in English, the authors coined the term "technogrands". Many other projects of this kind have been run in schools in other countries with positive results, but the distinctive feature of this particular intervention was that the adolescents received training about older people's needs prior to engaging with their elders. The project was conducted as a course assignment at lower secondary/junior high level in a private K–9 school which implements a learner-centred pedagogical model created by French Jesuit Pierre Faure (1904–1988). This model is based on respecting learners' individual characteristics and pace, and their own self-learning and decision-making capacities. The teenagers applied these principles to the course they taught their third-age learners. The adolescent trainers not only succeeded in helping their trainees achieve learning targets, but also gained a closer relationship with their elders – and the experience proved to be enjoyable for both parties. The teenagers attributed the accomplishment of their teaching success to their using language which was appropriate for their third-age learners, adapting their teaching style to older people's characteristics and creating a friendly learning environment. Besides being part of the teenagers' curriculum, the project also served as an opportunity for qualitative research into the students' perception of the effect of the project. The authors present their findings organised into the three domains of perceptions of the third age as a stage in life, personal relationships and pedagogical skills. Their analysis of the students' expressions of their experiences draws on the framework of symbolic interactionism.

Alesech, J., & Nayar, S. (2021). **Teacher strategies for promoting acceptance and belonging in the classroom: a New Zealand study**. *International Journal of Inclusive Education*, *25*(10), 1140-1156. https://doi.org/10.1080/13603116.2019.1600054
Acceptance and belonging are essential to human growth and development. Currently, there is limited literature regarding acceptance and belonging in the field of special education and what facilitates this experience within the classroom. This research study

asks: 'How do New Zealand school settings help or hinder a sense of acceptance and belonging in children identified as having special education needs?' Six case studies representing a typical sample of students within New Zealand schools and classrooms were recruited. Interviews were organised with the child, parent/guardian, teacher, teacher aide and other professionals. A thematic analysis identified seven themes, of which the role of the teacher in facilitating acceptance and belonging emerged. The teacher's ability to monitor and provide feedback to the child in the classroom, action targeted teaching skills such as scaffolding and repetition, and fostering inclusion through enabling fun activities, group work and incentives emerged as key strategies. In addition, being able to manage the environment with respect to seating arrangements and integrating the child into classroom activities were important. Ultimately, any teacher strategies must be child centred to ensure optimal inclusion through acceptance and belonging.

Annoot, E., Chaker, R., & Simonian, S. (2021). **Liberté pédagogique et tutorat : le cas du Mardif initié par Jacques Wallet**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (34). https://doi.org/10.4000/dms.6399
Introduction Dans l'introduction d'un ouvrage consacré au campus numérique Forse (formation en sciences de l'éducation), Jacques Wallet rappelle l'origine de ce campus lauréat de l'appel à projets « campus numérique 2001 » initié par le ministère de l'Éducation nationale et le ministère de la recherche français (Wallet, 2007, p. 9) : « Ce projet fut retenu et fit l'objet d'une subvention qui nous permit alors d'aborder notre développement de manière industrielle, en prenant le cap d'un cursus...

Auger, N. (Éd.). (2021). ***Enfants gitans à l'école et en famille: D'une analyse des dynamiques langagières en famille aux pratiques de classe***. Consulté à l'adresse https://www.lcdpu.fr/livre/?GCOI=27000100276610&fa=description
Le public gitan est depuis longtemps montré du doigt comme étant un public à la marge, difficile à scolariser car souvent absent, évoluant dans un environnement multilingue (une langue à la maison différente de celle de l'école) et particulièrement paupérisé. L'enjeu d'un travail sur et avec ces enfants qui sont aussi des élèves, au-delà des bénéfices possibles pour leur réussite scolaire, est de mettre en lumière les approches linguistiques et didactiques qui permettraient à l'École d'inclure tous les enfants. À partir d'enquêtes conduites auprès de la population gitane de quartiers d'une grande ville du Sud de la France et dans les établissements scolaires de ces quartiers, et sur la base des apports de la recherche en sociolinguistique, sciences du langage et de la didactique, cet ouvrage aborde la question centrale de la difficulté scolaire par le biais des langues (familiales, scolaires) et de leur acquisition. Il interroge plus largement la capacité du système scolaire à aider ces élèves issus des communautés gitanes à réussir scolairement et au-delà, à relever le défi d'une école inclusive capable de prendre en compte la diversité et les singularités. À destination des chercheurs et des étudiants en sciences du langage, en didactique du français langue étrangère, en sciences de l'éducation et dans les disciplines connexes (sociologie, anthropologie, etc.), cet ouvrage intéressera également tous les enseignants quelle que soit leur spécialité, ainsi que les familles, associations et le grand public concernés par ces questions.

Baillet, D., Kahn, S., & Rey, B. (2021). **Les savoirs enseignés à l'université : une piste pour saisir les difficultés d'apprentissage rencontrées par les étudiants de première année ?**

Revue française de pédagogie. Recherches en éducation, (210), 5-18. https://doi.org/10.4000/rfp.10018
En pédagogie universitaire, peu de travaux ont envisagé qu'une part des difficultés rencontrées par les étudiants puisse être relative aux savoirs universitaires. À partir de la description de quatre cours et de l'analyse de vingt entretiens menés auprès d'étudiants inscrits pour la première fois à l'université, l'article s'attelle à mettre en perspective, d'une part, les spécificités des savoirs enseignés à l'université et, d'autre part, les difficultés que les étudiants rencontrent lorsqu'ils se les approprient. Les résultats tendent à montrer qu'au-delà des spécificités disciplinaires, il existe un fond commun de caractéristiques aux savoirs enseignés à l'université et qu'elles peuvent être à l'origine de difficultés pour les étudiants. En ce sens, interroger les savoirs enseignés à l'université semble être une voie heuristique féconde pour contribuer à saisir les mécanismes en jeu dans l'apprentissage à l'université.

Baillifard, A. (2021). **7 clefs pour des interactions pédagogiques porteuses d'apprentissages**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.a231

Baron, M.-P., Allaire, S., Monney, N., & Pulido, L. (2021). **Pratiques innovantes en temps de pandémie ; regard sur des initiatives inspirantes aux études postsecondaires**. *Revue hybride de l'éducation*, *4*(6), i-v. Consulté à l'adresse https://www.erudit.org/fr/revues/rhe/2021-v4-n6-rhe06068/1077612ar/
Un article de la revue Revue hybride de l'éducation, diffusée par la plateforme Érudit.

Beardsley, M., Albó, L., Aragón, P., & Hernández-Leo, D. (2021). **Emergency education effects on teacher abilities and motivation to use digital technologies**. *British Journal of Educational Technology*, *52*(4), 1455-1477. https://doi.org/10.1111/bjet.13101
To identify factors that can contribute toward supporting educator adoption of digital technologies beyond the emergency remote teaching response to COVID-19, we investigated how teachers' motivation and abilities related to the use of digital technologies for teaching changed since the onset of the pandemic. Two surveys and interviews were conducted with school teachers in Spain. The first survey was completed at the onset of the COVID-19 lockdown, the second survey and interviews in the weeks leading up to the school year that followed. Survey questions were from SELFIE and the Work Tasks Motivation Scale for Teachers. Moreover we analysed the type of advice teachers sought on Twitter during the lockdown and post-lockdown periods. Results indicate that teachers believe their proficiency in using digital technologies for teaching has improved. Teacher confidence in using technology for preparing lessons, class teaching, assessing and providing feedback, and for communicating with students and families has increased along with teacher motivation to improve their digital skills and use digital technologies for teaching. Teacher advice seeking on Twitter seemed to shift from serving immediate instructional needs to focussing on professional development and the creation of their own digital content. Practitioner notes What is already known about this topic There is a need to enhance educator digital skills and competences for a digital transformation of education. The emergency remote teaching response to COVID-19 made educators increase their usage of technology. What this paper adds Teachers' motivation and abilities related to the use of digital technologies for teaching have changed since the onset of the pandemic. Teachers believe their proficiency in using digital technologies for teaching has improved. Teacher confidence in using technology for preparing lessons, class teaching, assessing and providing feedback, and

communication has increased. Teacher motivation to use digital technologies in their teaching practice increased during the pandemic. Teacher advice seeking on Twitter shifted from serving immediate instructional needs to focusing on professional development and the creation of their own digital content. Implications for practice and/or policy COVID-19 has rapidly advanced teacher digital skills and has altered their relationships with digital technologies for teaching and learning. Teachers have acquired a range of new experiences related to using digital technologies for teaching from which future initiatives can build upon.

Becker-Mrotzek, M., Höfler, M., & Wörfel, T. (2021). **Sprachsensibel unterrichten – in allen Fächern und für alle Lernenden**. *Swiss Journal of Educational Research*, *43*(2), 250-259. https://doi.org/10.24452/sjer.43.2.5
Students may differ significantly with respect to their cognitive and linguistic abilities. Teachers are thus faced with major challenges. Language-sensitive teaching or integrating content and language learning plays an outstanding role in overcoming this heterogeneity. In this paper, we discuss the still vague construct of integrating content and language learning with regards to its theoretical and empirical foundations. Finally, we outline conclusions for practice.

Benetti, A. C., D'Addona, C., & Dechamboux, L. (2021). **Les dilemmes de l'éthique au cœur des pratiques de différenciation**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14740
Dans une politique scolaire de l'inclusion, les enseignants de l'école primaire genevoise prennent en compte les différences des élèves afin que ces derniers soient mis dans les situations d'apprentissage les plus fécondes. L'objectif de cette recherche vise à comprendre le jugement professionnel dans les pratiques de différenciation ainsi que les valeurs qui les sous-tendent dans ce travail. Il s'agit d'une recherche qualitative inductive par « théorie ancrée » à partir d'entretiens compréhensifs, semi-directifs sur les pratiques déclarées de différenciation de dix enseignants. Par une analyse du contenu, des régularités et des variations de la pratique enseignante, nous constatons que les professionnels font face à des dilemmes liés à la complexité de la différenciation et tentent de maintenir plusieurs équilibres dans leur pratique: a. entre les prescriptions institutionnelles et les pratiques réelles ; b. entre les variations dans la composition d'une classe d'une année sur l'autre ; c. entre l'articulation de l'enseignement simultané ou l'intervention sur mesure ; d. entre les besoins de chacun et les besoins d'appartenir à un collectif, e. entre l'accompagnement et la dévolution ; f. entre l'égalité et l'équité.

Blanchouin, A., GRAPIN, N., Mounier, E., Angelis, M., Bourouah, C., Prigent, E., & Prigent, L. (2021). **Collaboration entre enseignants et chercheurs au cycle 2 autour des apprentissages numériques : effets sur la professionnalité de chacun des acteurs**. *2ème congrès internationale de la Théorie de l'Action Conjointe en Didactique. Pour une construction de la forme scolaire*. Présenté à A distance, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03318157

Bongrand, P., Carraud, F., & Coopérative des savoirs, L. (2021). **L'éducation des enfants dans le Morvan : quelles pratiques aujourd'hui ?** In *L'éducation des enfants dans le Morvan : quelles pratiques aujourd'hui ?* Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03134673

Chachkine, E. (2021). **Télécollaborations (inter)culturelles sur Facebook**. *Revue internationale de pédagogie de l'enseignement supérieur*, *37*(1). https://doi.org/10.4000/ripes.2976

Chambers, F. C. (2021). **Redesigning the Pedagogies of Physical Literacy: Using Design Thinking as an innovation approach**. *EJRIEPS. Ejournal de La Recherche Sur l'intervention En Éducation Physique et Sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6208
Clearly, physical literacy is a broad concept. Whilst the original term had strong philosophical orientations towards the concepts of phenomenology and existentialism, recent developments of the concept have largely focused on a more pragmatic interpretation in physical education, physical activity and sport; it appears that the application of the concept of physical literacy has led to a focus on learning more rudimentary skills. This has moved physical literacy away from its original and more holistic focus, intended by Whitehead (2007; 2013). The design challenge, therefore, is how to reimagine the pedagogy of physical literacy such that it remains relevant to its holistic origins. This is a complex problem to which we applied a human-centred innovation process called design thinking at a recent AIESEP workshop (with 92 stakeholders from 17 countries). In the workshop, teams innovated four new prototypes (solutions) in response to the problem statement. Across these prototypes, five core aspects of effective physical literacy pedagogy were identified using thematic analysis: (1) a life-long and life-wide focus; (2) Interdisciplinary design teams are needed to design and implement it; (3) the need for hybrid pedagogies i.e., both face-to-face and virtual; (4) space (virtual and physical) as an enabler; (5) how to nurture the symbiotic relationship between physical literacy and physical education. Further to this the D3 Prism of Innovation Praxis (Chambers & Sammon, in press) provided a sophisticated framework for this design challenge. It is intended to develop an overarching (prototype) solution which embraces these five aspects at a follow-on AIESEP workshop in 2021.

Chauret, M., Carignan, I., Grenon, V., & Collin, S. (2021). **Les compétences informationnelles d'enseignants du primaire et du secondaire lors d'une recherche par mots-clés sur un moteur de recherche**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.567

Culver, K. C., Bowman, N. A., & Pascarella, E. T. (2021). **How Students' Intellectual Orientations and Cognitive Reasoning Abilities and May Shape Their Perceptions of Good Teaching Practices**. *Research in Higher Education*, *62*(6), 765-788. https://doi.org/10.1007/s11162-021-09625-z
Recent research has uncovered significant concerns about the validity of some types of college student self-reports. This study examines the extent to which student reports about a critical type of college experience—good teaching practices—may be biased as a function of students' intellectual orientations and cognitive reasoning abilities. Perceptions of instruction and instructional practices are especially important in higher education, given their increasing use for institutional quality assurance, as well as faculty rehiring and promotion processes. Using a large, multi-institutional, longitudinal dataset of first-year students, this study shows that several cognitive indicators predict perceptions of six different sets of good teaching practices and that these relationships do not seem to be explained by actual differences in students' experiences. Additional analyses indicate that halo effects, in which global evaluations of instructor quality and institutional satisfaction affect students' perceptions of their engagement with good

practices, may partially explain these findings. The results provide important implications for practice and research related to college student survey data, including ways that these biases can be reduced or eliminated to more accurately capture students' engagement in good practices and the factors that may contribute to students' perceptions of their environment.

Dangouloff, N. (2021). **Former aux pratiques relationnelles enseignantes par la simulation : l'agir professionnel des formateurs**. *Carnets de recherche sur la formation*, https://crf.hypotheses.org/794. Consulté à l'adresse https://hal-cnam.archives-ouvertes.fr/hal-03253289
En France, des formateurs proposent des dispositifs de simulation de situation de classe pour travailler la relation pédagogique, en se réclamant de l'apprentissage expérientiel. Cet article se propose d'analyser l'agir du formateur dans ces formations de groupe, dans un contexte où les travaux de recherche portant sur l'activité des formateurs d'enseignants sont peu nombreux quand il ne s'agit pas de l'accompagnement individuel d'enseignants novices. Ce travail de recherche vise à modéliser l'agir du formateur et ses gestes professionnels pendant les simulations (mises en situation et jeux de rôle) utilisées comme modalités de formation participant à l'appropriation et au perfectionnement des pratiques relationnelles enseignantes. [premières lignes]

Davis, D. S., Jones, J., Vehabovic, N., & Delaco, R. (2021). **Reading and inquiring in an afterschool tutoring program: Working to re-imagine the reading intervention paradigm**. *Improving Schools*, *24*(2), 165-181. https://doi.org/10.1177/1365480220959148
In this article, we discuss tensions that emerged as we collaborated with teachers to iteratively design and refine an afterschool reading intervention approach that emphasizes inquiry and disciplinary learning for upper elementary readers positioned as struggling in school. Our findings are organized around four design tensions that help us consider what it takes to re-imagine the 'ofcourseness' that dominates traditional approaches to tiered intervention in schools. These design tensions are: (1) competing priorities in student learning; (2) compromised forms of inquiry-based instruction; (3) negotiating how texts are chosen; and (4) complexities of responsiveness. These tensions underscore the messy challenges that must be addressed in school reform efforts related to reading intervention for older elementary readers.

DeJaeghere, J. (2021). **A capability pedagogy for excluded youth: Fostering recognition and imagining alternative futures**. *Education, Citizenship and Social Justice*, *16*(2), 99-113. https://doi.org/10.1177/1746197919886859
Out-of-school youth are often characterized as at risk, idle, or troublemakers and are essentially excluded from being citizens of their societies. In Tanzania and Uganda, where this study took place, youth who have not completed their secondary education are excluded from further education and formal work and are often not considered members of their community. This article puts forward capabilities and capability-enhancing pedagogies for formal and non-formal education settings that aim to foster greater inclusion and equality for such youth. Drawing on a 5-year study of youth in Tanzania and Uganda, the article identifies two capabilities, recognition and imagining alternative futures, that can be fostered through educational practices. Educational practices that change unjust social structures and relations are described, illustrating how they go beyond both capabilities that are individually focused, and critical pedagogy's

emphasis on raising awareness of social injustices, but not necessarily resulting in social changes.

Denis, C., Lison, C., & Colet, N. R. (2021). **L'encadrement aux études doctorales : tentative d'une modélisation théorique**. *TransFormations - Recherche en Education et Formation des Adultes*, *1*(21), 46-62. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/244

Denizot, N. (2021). ***La culture scolaire: perspectives didactiques***. Presses universitaires de Bordeaux.

Si la notion de « culture scolaire » intéresse de nombreuses disciplines en sciences humaines et sociales, elle n'a jamais fait l'objet d'un travail théorique spécifique dans le champ des didactiques. C'est cette élaboration conceptuelle que vise cet ouvrage, qui explore tout d'abord – sur un plan épistémologique et archéologique – les cadres théoriques par lesquels les didactiques disciplinaires saisissent la construction de la culture scolaire, avant de mettre à l'épreuve cette spécificité des approches didactiques de la culture scolaire à travers trois études de cas: la littérature scolaire, les exercices et les genres scolaires, et enfin les manuels scolaires. Il s'agit donc – à partir d'un ancrage plus spécifique mais non exclusif en didactique du français – de contribuer au projet comparatiste et au dialogue épistémologique des didactiques, en proposant un appareil conceptuel cohérent: c'est la scolarisation qui permet de décrire les processus de fabrication de la culture scolaire, envisagée comme une culture originale de l'école.

Désautels, J., Beaudoin, S., & Turcotte, S. (2021). **Cadre d'analyse des facteurs qui caractérisent une perception positive de l'activité physique chez les élèves du primaire**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6375

Les interventions en milieu scolaire doivent favoriser le développement d'une perception positive (PP) de l'activité physique (AP) chez les élèves pour avoir des répercussions à long terme sur leur mode de vie actif. Toutefois, les perceptions des élèves en lien avec l'AP sont sous-représentées dans la littérature scientifique et plus particulièrement lors du déploiement des interventions en milieu scolaire primaire. Cet article a donc pour but de présenter : (1) les facteurs qui caractérisent une PP de la pratique d'AP chez les élèves du milieu scolaire primaire et (2) de modéliser un cadre d'analyse permettant de catégoriser ces facteurs. Une recherche documentaire a été menée afin d'identifier les facteurs qui caractérisent une PP de l'AP chez les élèves du primaire en plus d'élaborer un cadre d'analyse. Les résultats mettent en évidence 24 facteurs caractérisant une PP de l'AP chez les élèves du primaire. Ces facteurs sont présentés dans un cadre d'analyse élaboré à partir du modèle socio-écologique de McLeroy et al. (1988). Ce cadre d'analyse est pertinent pour identifier, décrire et caractériser les perceptions des élèves dans le contexte où des stratégies d'intervention visant à augmenter leur niveau d'AP sont mises en place en milieu scolaire.

Desharnais, A. (2021). ***L'articulation théorie/pratique dans le cadre d'une activité à visée réflexive de formation initiale à l'enseignement : exploration à la lumière d'une perspective historique culturelle***. Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/18380

Cette thèse porte sur le processus de l'articulation théorie/pratique au sein d'une activité pédagogique à visée réflexive en contexte de formation initiale à l'enseignement. Plus

précisément, elle décrit de quelle manière les concepts quotidiens (CQ) et les concepts scientifiques (CS) sont mis en relation, par les stagiaires, à la lumière de la théorie historicoculturelle de Vygotski (1934/1997). À l'heure actuelle, les dispositifs de formation universitaire au Québec s'inscrivent dans une perspective professionnalisante (Ministère de l'Éducation, 2001) : ils visent à bien préparer les professionnels à faire face aux multiples défis rencontrés dans les milieux de la pratique. Or la présence accrue des élèves HDAA (handicapés ou en difficulté d'adaptation et d'apprentissage) dans les établissements d'enseignement, et plus spécifiquement celle des élèves autistes, constitue un enjeu de taille pour les enseignants sur le terrain et mérite, selon nous, une attention particulière. Face à ce constat, il nous semble crucial d'intervenir afin de mieux les préparer à cette réalité du métier, et ce, dans une stratégie de professionnalisation (Perrenoud, 199 3 s; Peyronie, 199 8234 ; Lessard, 1998 ; Bourdoncle et Demailly, 1998 ; Lang, 1999). Par ailleurs, depuis plusieurs décennies, la littérature fait état de l'existence du problème d'articulation théorie/pratique, dans la formation à l'enseignement. En effet, les modèles de formation qui ont prévalu jusqu'à présent ont rencontré des limites quant à leur capacité à favoriser l'intégration des différents savoirs (Zeichner et Tabachnick, 1981 ; Gitlin, 1990 ; Curry et Wergin, 1993 ; Korthagen et Kessel, 1999). Le modèle du praticien réflexif s'inscrit dans le courant de la professionnalisation de l'enseignement (Tardif, Lessard et Gauthier, 1998 ; Desjardins, 1999 ; Lang, 1999) et nous semble le mieux adapté aux exigences du métier. Bien qu'il soit, le plus prometteur quant à l'intégration des différents savoirs, certaines études tendent à démontrer le contraire (Hensler et Dezutter, 2008 ; Altet, 2010 ; Gervais et Leroux, 2011). À l'instar de plusieurs auteurs (Le Boterf, 1994 ; Toupin 1995 ; Perrenoud, 2000 ; Boutet, 2009), nous croyons que l'articulation théorie/pratique, dans la réflexion sur l'action, renvoie à une compétence en soi, à un acte complexe de la pensée qui mérite d'être travaillé comme tel, à l'aide de l'accompagnement d'un professionnel, et ce, au profit de pratiques d'enseignement mieux adossées à la théorie, donc plus évoluées (Mialaret, 1995). Afin d'explorer une nouvelle conception de l'articulation théorie/pratique qui évite de tomber dans le piège de prioriser un type de savoir au détriment d'un autre, comme l'ont fait les modèles précédents, nous avons fait le choix de recourir à la conception vygotskienne qui nous semble jeter un éclairage différent sur cette articulation, tout en exposant avec clarté les rapports profonds et complémentaires existant entre les différentes formes de savoirs ou de concepts. Ce choix nous a conduits à conceptualiser l'intégration des différents savoirs (pratiques et théoriques) en tant que zone aménagée (ZPD), dans la réflexion, assurant la mise en relation des concepts quotidiens et des concepts scientifiques par le biais de la médiation instrumentale. Notre recherche exploratoire est de type qualitatif/interprétatif. Elle vise à observer, décrire et comprendre le processus d'articulation théorie/pratique pendant une activité pédagogique à visée réflexive réunissant trois stagiaires de 4e année du BASS (baccalauréat en adaptation scolaire et sociale). L'activité prévue comprend trois rencontres de groupe vidéofilmées, de deux heures chacune, durant lesquelles les stagiaires analysent une séquence d'intervention enregistrée préalablement. Chaque rencontre porte sur le visionnement de la vidéo présentée par l'une des trois participantes, de telle sorte que chacune d'entre elles, à tour de rôle, fait l'objet d'un accompagnement dans la ZPD (par les pairs et la formatrice). Pour guider ces rencontres, nous nous inspirons d'un dispositif d'analyse des pratiques et d'accompagnement mis au point par Gervais et Correa Molina (2004). Nos résultats tendent à montrer que l'accompagnement réflexif est nécessaire (le plus souvent sous une forme directe) pour favoriser la liaison théorie/pratique dans la réflexion sur l'action.

Ils mettent également en lumière tout le potentiel de développement professionnel qu'un tel accompagnement réflexif représente pour la formation à l'enseignement, en soulignant la contribution significative des rapports de généralité introduits par les concepts scientifiques (CS). En effet, ces rapports de généralité permettent au sujet de réorganiser sa pensée, envers son objet, dans une direction de plus en plus consciente et volontaire, systématique et engagée. Enfin, nous espérons que cette étude puisse trouver un écho favorable dans la formation à l'enseignement et contribuer au développement professionnel des futurs enseignants.

Dessus, P., Cannard, K., Planche, M., & Teinturier-Robert, F. (2021). **How to Support Online Teaching in Pandemic Times: between Innovation and Care**. *13th Annual SALT Learning and Teaching Conference*. Présenté à Swansea, United Kingdom. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03282299

Dubé, F., Dufour, F., Cloutier, É., & Paviel, M.-J. (2021). **Coenseignement orthopédagogue-enseignant : collaborer et coplanifier pour soutenir la différenciation pédagogique au primaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14680
Ce texte présente des résultats d'une étude menée dans trois écoles primaires québécoises où des orthopédagogues et des enseignants titulaires de classe ont expérimenté le coenseignement pour soutenir la différenciation pédagogique dans des classes regroupant des élèves ayant des besoins d'apprentissage diversifiés. Les dyades de coenseignants ont planifié et animé des situations pédagogiques en vue de soutenir les apprentissages de tous dans une visée inclusive. Ils ont pu réajuster leur enseignement en portant attention à l'identification des besoins prioritaires des élèves dans un contexte où le rôle de l'orthopédagogue peut être envisagé différemment, en se centrant sur la réussite de tous, en classe.

Dupouy, J., & Carré, P. (2021). **Apprenance et pratiques apprenantes : facteurs de résilience ?** *TransFormations - Recherche en Education et Formation des Adultes*, *1*(21), 63-79. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/277

FLEURY, P. (2021). ***L'enseignement des mathématiques en France à l'heure de l'IA : diagnostics, enjeux, préconisations***. Consulté à l'adresse http://www.iapourlecole.fr/wp-content/uploads/2021/06/Livre_Blanc_2021.pdf
La France connaît depuis quelques décennies une forte baisse de la qualité de son enseignement des mathématiques. Les élèves français, dans leur ensemble, réalisent de faibles performances en mathématiques. À l'ère du tout numérique, la qualité de l'enseignement mathématique représente un enjeu de taille. Ce livre blanc porte tout d'abord sur la santé mathématique à l'école. Il met en lumière la complémentarité entre la culture mathématique, la pensée informatique et l'intelligence artificielle et expose différentes initiatives et méthodes mises en place par l'éducation nationale ou à l'étranger. Un ensemble de 8 recommandations couplées de propositions de plans d'action pour promouvoir une culture mathématique à la hauteur des enjeux présentés par l'intelligence artificielle est proposé.

Garcia, S. (2021). **Interagir au travail et en situation de formation : le cas des relations avec les parents dans le champ de l'éducation de l'enfance**. *Savoirs, N° 56*(2), 55-75. Consulté à l'adresse https://www.cairn.info/revue-savoirs-2021-2-page-55.htm
Cet article a pour ambition d'explorer les liens entre des interactions de formation et des interactions de travail dans un champ professionnel à forte composante langagière et interactionnelle, celui de l'accueil de jeunes enfants d'âge préscolaire en contexte institutionnel. Plus précisément, il s'agit d'étudier des interactions de formation où des professionnels expérimentent une démarche d'analyse sur des interactions de travail. L'analyse simultanée de ces deux niveaux permet non seulement d'identifier ce qui est relatif à une compétence d'interaction dans le travail, de rendre visible le processus de développement professionnel à l'œuvre dans le déroulement de la formation, mais également d'observer les opportunités liées à la superposition des situations d'interactions pour la conception de formation. Dans notre contexte, nous proposons de montrer comment le processus d'interaction en formation relève d'une organisation qui lui est propre et se distingue du processus d'interaction de travail.

Gareau, M., & Dubé, F. (2021). **Et si des situations d'enseignement-apprentissage différenciées et collaboratives pouvaient faire la différence ?** *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.a229

Garrett, R., & MacGill, B. (2021). **Fostering inclusion in school through creative and body-based learning**. *International Journal of Inclusive Education*, *25*(11), 1221-1235. https://doi.org/10.1080/13603116.2019.1606349
In neoliberal times, accountability measures and high-stakes testing further contribute to differentiated outcomes for young people. The way that knowledge is conceptualised in tests regularly fails to recognise the embodied knowledge and abilities of many young people and instead students are positioned as passive receivers of knowledge. Students who are located in structural disadvantage continue to be least successful. This paper offers a critical counter-narrative to the didactic habit inherent in education through the mobilisation of creative and embodied practices as a transformational pedagogical approach. These pedagogies signal an epistemological and pedagogical shift toward mobilising bodies as agents of knowledge production and creativity as cultural capital. This paper reports on research that investigates primary school teachers and teaching artists using creative and body-based pedagogies, with a focus on enhancing student engagement in mathematics through strategies of 'encounter' (MacKenzie, Sarah. 2013. "Poetic Praxis: Engaging Body, Mind, and Soul in the Social Foundations Classroom." Journal for Learning Through the Arts 9 (1): 1–27.). Findings highlight the cumulative affective responses and shifts in subjectivity for both students and teachers when working with the body's ability to move, feel, respond and imagine. In conclusion we argue for the potential of creative and body-based learning to build classroom communities and practices of inclusion.

Garric, J. (2021). **Mettre les élèves à la porte : étude compréhensive des effets de l'exclusion ponctuelle de cours sur la déviance scolaire**. *Revue française de pédagogie. Recherches en éducation*, (210), 101-111. https://doi.org/10.4000/rfp.10123
Bien que les punitions scolaires constituent une réalité quotidienne pour les élèves et le personnel des établissements de l'enseignement secondaire, elles font encore trop rarement l'objet de recherches. Les exclusions ponctuelles de cours, par leur banalisation dans certains contextes éducatifs, peuvent cependant avoir un impact significatif sur les

parcours scolaires. Une étude ethnographique réalisée sur cette pratique dans trois collèges de l'éducation prioritaire renforcée amène au cœur de la division sociale et morale du travail éducatif, dans des établissements sous tension. Elle permet d'éclairer le rôle joué par une punition routinière dans les parcours de rupture scolaire.

Godue-Couture, C., & Harvey, G. (2021). **Enseigner les soins infirmiers en temps de pandémie : pratiques enseignantes**. *Revue hybride de l'éducation*, *4*(6), 46-56. https://doi.org/10.1522/rhe.v4i6.1225
La pandémie de la COVID-19 a forcé l'adaptation rapide des pratiques enseignantes et plusieurs changements ont été apportés durant l'année 2020 afin de s'assurer qu'un enseignement de qualité soit fourni à tous les étudiants, tout en respectant les restrictions mises en vigueur par le gouvernement du Québec. Cet article présente conséquemment les adaptations et modifications effectuées en raison de la pandémie par Guylaine Harvey et ses collègues du département de soins infirmiers au cégep de Saint-Félicien durant les sessions d'hiver et d'automne 2020.

Godue-Couture, C., & Tremblay, J. (2021). **Enseigner l'éducation physique en temps de pandémie : pratiques enseignantes**. *Revue hybride de l'éducation*, *4*(6), 25-35. https://doi.org/10.1522/rhe.v4i6.1226
Cet article présente les changements apportés aux pratiques enseignantes de Johanne Tremblay, enseignante d'éducation physique et coordonnatrice départementale au cégep de Saint-Félicien, lors de la pandémie de la COVID-19. L'article fait état des différentes adaptations qu'elle a réalisées durant les sessions d'hiver et d'automne 2020. Il met en valeur le rôle et l'apport des principaux acteurs de son milieu, de même que l'importance de la collaboration durant cette période de grand bouleversement.

Gottfried, K., Casale, G., Hennemann, T., Huber, C., Kaspar, K., Spilles, M., … König, J. (2021). **Adaptiver Umgang mit externalisierenden Verhaltensproblemen: Pädagogisches Wissen zu inklusivem Unterricht mit Fokus emotionale und soziale Entwicklung**. *Swiss Journal of Educational Research*, *43*(2), 260-272. https://doi.org/10.24452/sjer.43.2.6
Students with external behaviour problems in inclusive classes pose great challenges to their teachers and classmates. In order for teachers to be able to meet these challenges adaptively, they need extensive specific pedagogical knowledge. So far, however, there is no test instrument for standardized recording. In this paper we present the construction and psychometric quality of a test for the assessment of the General Pedagogical Knowledge for Inclusive Teaching focusing Social and Emotional Learning (GPK-IT-SEL). Based on a sample of n = 355 teachers from primary schools, we analyse the reliability and criterion validity of the instrument. The results show that the test allows a reliable measurement. As expected, special needs teachers have more extensive knowledge than regular teachers, which indicates the criterion validity of the instrument.

Gremion, C., & Zinguinian, M. (Éd.). (2021). **Lorsque l'alternance vient soutenir la professionnalisation**. *Formation et pratiques d'enseignement en questions*, (27). Consulté à l'adresse https://revuedeshep.ch/no-27-lorsque-lalternance-vient-soutenir-la-professionnalisation/

Grund, S., Lüdtke, O., & Robitzsch, A. (2021). **On the Treatment of Missing Data in Background Questionnaires in Educational Large-Scale Assessments: An Evaluation of**

Different Procedures. *Journal of Educational and Behavioral Statistics*, *46*(4), 430-465. https://doi.org/10.3102/1076998620959058
Large-scale assessments (LSAs) use Mislevy's "plausible value" (PV) approach to relate student proficiency to noncognitive variables administered in a background questionnaire. This method requires background variables to be completely observed, a requirement that is seldom fulfilled. In this article, we evaluate and compare the properties of methods used in current practice for dealing with missing data in background variables in educational LSAs, which rely on the missing indicator method (MIM), with other methods based on multiple imputation. In this context, we present a fully conditional specification (FCS) approach that allows for a joint treatment of PVs and missing data. Using theoretical arguments and two simulation studies, we illustrate under what conditions the MIM provides biased or unbiased estimates of population parameters and provide evidence that methods such as FCS can provide an effective alternative to the MIM. We discuss the strengths and weaknesses of the approaches and outline potential consequences for operational practice in educational LSAs. An illustration is provided using data from the PISA 2015 study.

Guyet, D. (2021). **Innovation pédagogique à distance pendant la pandémie de COVID-19 : l'exemple d'une séquence pédagogique de e-coopération induite par simulation en formation professionnelle**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.629

Hakkola, L., Ruben, M. A., McDonnell, C., Herakova, L. L., Buchanan, R., & Robbie, K. (2021). **An Equity-Minded Approach to Faculty Development in a Community of Practice**. *Innovative Higher Education*, *46*(4), 393-410. https://doi.org/10.1007/s10755-020-09540-8
Communities of Practice (CoPs) have been identified as successful models of innovation in higher education institutional change efforts, particularly geared toward faculty. Accordingly, this multi-method qualitative study examined how participation in one equity-minded CoP contributed to participants' understanding and mobilization of equity in their work at a public university in the Northeast United States. Through grounded theory, the authors investigated how participants critiqued current educational inequities, supported one another, shared knowledge and resources, and championed social change, while situated within oppressive academic structures. Although all participants aimed to contribute to equitable practices, findings showcased evidence of accomplice behavior given the nature of academia. However, the CoP provided a unique and supportive space for faculty to critique perceived inequities and systems of power and actively advocate for social justice change in their educational environments.

Henderson, G. E., Beach, P., & Coombs, A. (2021). **Financial Literacy Education in Ontario: An Exploratory Study of Elementary Teachers' Perceptions, Attitudes, and Practices**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *44*(2), 308-336. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4249
Politicians are pushing school boards to do more to ensure students leave school with the financial literacy skills they will need to navigate an increasingly complex financial marketplace. Financial literacy education must start early to achieve this goal, yet there has been very little Canadian research on financial literacy education at the elementary level. This exploratory study used an anonymous, online survey to gain a preliminary understanding of full-time Ontario elementary teachers' perceptions, attitudes, and

practices with respect to financial literacy education. Respondents overwhelmingly favour teaching financial literacy in elementary school. Almost half of respondents currently incorporate financial literacy into their classroom practice. These teachers rely primarily on free, online resources. With respect to barriers to teaching financial literacy, respondents cited the lack of an appropriate curriculum and lack of support from schools and school boards. Respondents identified professional development as the main type of support they would like to see schools and school boards provide to support them in teaching financial literacy going forward. Keywords: financial literacy, financial education, elementary teachers

Hoareau, L. (2021). ***Co-conception et acceptance des enseignants de maternelle d'une application éducative sur tablette*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-03268287
Ce travail de thèse s'inscrit dans le cadre du projet LINUMEN (LIttératie et NUMératie Emergentes par le Numérique), lauréat de l'appel à projets e-FRAN (PIA2). Ce projet avait pour objectif de développer et tester une application éducative sur tablette numérique à l'usage d'enfants dans le contexte de la maternelle. Pour ce faire, le travail s'est divisé en deux phases : une première phase de co-conception et une seconde phase d'expérimentation. Durant les premières années du projet (mars 2017 - octobre 2018) une équipe pluri-catégorielle constituée de chercheurs, d'acteurs éducatifs et d'ingénieurs en informatique ont participé à la co-conception de l'application éducative AppLINOU (Apprendre avec Linou en maternelle). La phase d'expérimentation de ce projet (octobre 2018 - juin 2020) consistait à tester AppLINOU selon une méthodologie quasi-expérimentale et longitudinale. Les enseignants du groupe expérimental utilisaient l'application AppLINOU avec leurs élèves alors que, dans le groupe contrôle, les enseignants suivaient les programmes de l'école maternelle sans modification dans leur pratique. L'étude a porté sur 725 élèves de maternelle, scolarisés en moyenne section (356 filles et 369 garçons). Des mesures des compétences en littératie et en numératie émergentes ont été réalisées en début et en fin d'année.Les objectifs de la thèse sont liés à ces deux phases. Concernant la phase de co-conception, les objectifs du travail de thèse étaient de définir dans un premier temps le cadre théorique de co-conception. Dans un second temps, il s'agissait de participer, de décrire et d'analyser les différentes étapes de la co-conception. Concernant la phase d'expérimentation, les objectifs étaient d'étudier l'acceptance de l'application éducative AppLinou par les enseignants du groupe expérimental. Ces enseignants du groupe expérimental ont été recrutées sur la base du volontariat et ont suivi des formations afin de pouvoir utiliser l'application. Nos résultats montent que l'application AppLinou est bien acceptée par les enseignants. Cependant, des variables modèrent cette acceptance, comme le lieu d'exercice. En effet, les enseignants exerçant en réseau d'éducation prioritaire (REP) présentent des scores d'acceptance significativement plus bas que les enseignants exerçant en dehors des REP. Par ailleurs, des analyses de régression multiniveaux ont permis de montrer que l'acceptance de l'application par les enseignants avait un impact positif sur les performances des élèves.

Höfrová, A., Moore de Peralta, A., Rosopa, P. J., Small, M. A., Payne, K. S., & Rymešová, P. (2021). **Faculty Perception of the Contribution of Start-up Packages to Professional Development**. *Innovative Higher Education*, *46*(4), 481-497. https://doi.org/10.1007/s10755-021-09550-0

Although it seems reasonable to assume that start-up packages are important for faculty success, the contribution of start-up packages to faculty professional development is understudied. The aim of this study was to explore how the number of benefits obtained in start-up package agreements (number of benefits), faculty satisfaction with the start-up packages (faculty satisfaction), and faculty perception if the university honored the start-up package agreements (honored packages) influenced faculty perception of the contribution of start-up packages to faculty professional development (contribution to professional development). Professional development is a planned activity that improves faculty member's knowledge and skills that are essential to their performance. Faculty at all ranks (N = 121) from a public research university from the southeastern U.S. completed a Start-Up Package Satisfaction Survey. To measure the contribution to professional development, we asked participants to rate their level of agreement with the following statement, "My start-up package has helped me or contributed to my professional development." Multiple mediation analyses revealed that: (1) number of benefits was positively associated with contribution to professional development, (2) both honored packages and faculty satisfaction mediated the link between number of benefits and contribution to professional development in a parallel fashion, and (3) honored packages and faculty satisfaction also sequentially mediated the link between number of benefits and contribution to professional development. The findings are valuable for university practice because they provide evidence of the importance of faculty satisfaction with start-up packages as well as faculty perception of university fair treatment and accountability.

Housni, S., Dumont, M., Piret, G., Kumps, A., Temperman, G., & Lièvre, B. D. (2021). **La collaboration entre équipes professionnelles et la différenciation des apprentissages : état des lieux d'un accompagnement des enseignants**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14675
En Belgique francophone, le "Pacte pour un Enseignement d'Excellence" vise à réformer l'enseignement. Un projet pilote visant à accompagner les enseignants prenant en charge la différenciation des apprentissages de la lecture et de l'écriture a été mené. Une modalité a été privilégiée : le coenseignement. Cet article détaille les modalités d'accompagnement d'enseignants de 10 écoles visant le développement des pratiques professionnelles et se basant sur les besoins identifiés par les enseignants. Nos résultats montrent qu'en outillant les enseignants par des fiches diffusées au sein d'une communauté d'apprentissage professionnelle, ces derniers ont fait évoluer leurs pratiques de différenciation. Après avoir décrit ces changements, nous les mettons en perspective en nous focalisant sur l'impact du coenseignement dans le développement des pratiques, mais également sur l'importance de la collaboration entre chercheurs et enseignants.

Janin, M., Moreau, G., & Toullec-Théry, M. (2021). **Le coenseignement dans une classe hétérogène promeut-il une différenciation pédagogique ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14674
Nous étudions, dans cet article, ce que coenseigner produit, quand, enseignants de collège (PLC) et enseignants spécialisés (PES) de Section d'Enseignement Général et Professionnel Adapté (SEGPA) scolarisent, en classe ordinaire, des élèves avec des besoins éducatifs particuliers. Un coenseignement dans une classe de collège hétérogène est-il alors de nature à favoriser la différenciation pédagogique ? Cet article articule deux approches, l'une quantitative, fondée sur une enquête auprès d'une

cohorte de coenseignants en collège, l'autre qualitative, fondée sur l'analyse didactique d'une séance de coenseignement menée par un PLC et un PES. Cette double approche met en lumière que le coenseignement, à lui seul, n'est pas gage d'une différenciation pédagogique. Le risque existe en effet d'une répartition asymétrique des responsabilités entre les coenseignants. La différenciation pédagogique se réduit alors à la présence de l'enseignant spécialisé et à ses interactions avec certains élèves. La symétrie entre les coenseignants s'opère par une coplanification de l'enseignement où les indices collectés lors des séances et les enjeux didactiques sont conjointement travaillés. La différenciation pédagogique, pensée en amont, anticipe alors une partie des obstacles rencontrés par les élèves et permet de rendre les apprentissages accessibles.

LaBrot, Z. C., Dufrene, B. A., Olmi, D. J., Dart, E. H., Radley, K., Lown, E., & Pasqua, J. L. (2021). **Maintenance and Generalization of Preschool Teachers' Use of Behavior-Specific Praise Following In Situ Training**. *Journal of Behavioral Education*, *30*(3), 350-377. https://doi.org/10.1007/s10864-020-09375-5
Preschool children experience a variety of risk factors that could result in the development of more severe mental and behavioral health issues later in life. Simple, teacher-delivered interventions, such as behavior-specific praise, are effective for altering at-risk preschool children's behavioral trajectory. However, preschool teachers are often not well-trained in the implementation of evidence-based classroom management strategies. The purpose of this study was to test the efficacy of a school-based consultation modality, in situ training, for increasing and maintaining four Head Start teachers' use of behavior-specific praise. Of particular interest was whether Head Start teachers generalized their use of behavior-specific praise to settings in which in situ training did not occur. Results indicated that all four Head Start teachers increased and maintain their use of behavior-specific praise and generalized their use of praise to settings in which in situ training did not occur. Furthermore, concomitant improvements in the Head Start teachers' children were observed. Implications, limitations, and directions for future research are discussed.

Lebrun, M. (2021). **Pédagogie universitaire toujours en développement : un chemin partagé entre enseignants et conseillers**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (34). https://doi.org/10.4000/dms.6280
Lorsque que mon collègue et ami de longue date, Daniel Peraya, m'invita à contribuer à ce débat-discussion autour des métiers de l'ingénierie et de l'accompagnement pédagogique et à commenter le texte de cadrage dont il nous a livré les propos dans le précédent numéro, ma première réponse se fit quelque peu réticente face aux difficultés à la fois d'introspection sur une carrière qui fut la mienne depuis une trentaine d'années, d'analyse et de projection dans un environnement mouvant toujours...

Llena, C., Isidore, P., Joing, I., Potdevin, F., Dieu, O., & Porrovecchio, A. (2021). **Système de valeurs des enseignants d'EPS et bien-être affectif des élèves**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6494
Les objectifs de l'ONU pour 2030 montrent que pour obtenir une « éducation de qualité », l'enseignant doit notamment promouvoir le bien-être de ses élèves. In fine, il s'agit d'une des missions des enseignants d'EPS. Dès lors, est-ce que les valeurs de l'enseignant ont un effet sur cette finalité ? En se basant sur les cadres théoriques des valeurs de base

(Schwartz, 2006) et du bien-être affectif (Diener, 1984), l'objectif de cette étude est d'identifier les systèmes de valeurs les plus propices chez les enseignants d'EPS pour valoriser le bien-être affectif perçu des élèves.1129 élèves (560 filles/569 garçons) de 45 classes différentes et 22 professeurs d'EPS (15 hommes/7 femmes) de l'académie de Lille ont répondu à une enquête par questionnaire. Les résultats montrent que les valeurs "du dépassement de soi" sont vertueuses pour le bien-être affectif perçu des élèves. À l'inverse, les valeurs de "la continuité" ainsi que "la discordance de valeurs" de l'enseignant d'EPS dans ses pratiques pédagogiques impactent négativement ce bien-être affectif des élèves en cours d'EPS. En conclusion, une réflexion pédagogique et didactique autour des valeurs et de leurs mises en œuvre dans son enseignement est une voie prometteuse pour viser une EPS de qualité.

Lustick, H. (2021). **Going Restorative, Staying Tough: Urban Principals' Perceptions of Restorative Practices in Collocated Small Schools**. *Education and Urban Society*, *53*(7), 739-760. https://doi.org/10.1177/0013124520974335
Drawing on data from a year-long multi-case ethnography of three secondary urban public schools implementing restorative practices, the current piece examines how principals negotiate restorative practices despite conflicting pressures to maintain order and compel obedience. I frame my inquiry through Sergiovanni's (2000) concept of "systems" in the "lifeworld," asking whether principals use restorative practices as systems in service of cultural transformation or merely as a replacement for suspension. Findings suggest tensions between principals' purposes for implementing restorative practices and the pressure they feel to maintain an image of "school order" and "toughness" in the eyes of internal and external stakeholders. I close with recommendations for research and practice. I also make some preliminary recommendations for principal preparation.

Manca, S., & Delfino, M. (2021). **Adapting educational practices in emergency remote education: Continuity and change from a student perspective**. *British Journal of Educational Technology*, *52*(4), 1394-1413. https://doi.org/10.1111/bjet.13098
In this study, we adopt an ecological perspective to reflect on how a specific Italian school cluster adapted to the challenges of the COVID-19 pandemic by focusing on how students experienced the interplay between continuity and change in school teaching and learning practices caused by the pandemic. Specifically, the study investigates how the school's physical/virtual learning system was (re)configured to provide new opportunities for learning to a thousand-plus population of primary and secondary students, and how they reacted to the transition to distance learning in terms of participation, autonomy, motivation and engagement. The research adopts a mixed method approach, based on school management system data and a survey tool, and analyses the students' response to the emergency from the perspectives of the students themselves, their teachers and their parents. While these converged in positive evaluation of the experience, a number of lessons were learnt, such as the importance of building on favourable pre-existing conditions and leveraging a solid shared school culture to promote a prompt reaction to the emergency. Significantly, students with an immigrant background displayed varying degrees of participation in online activities. Overall, for each of the three stakeholder groups surveyed, solid pre-existing digital competence levels and close collaboration within the school community were the most important factors for non-traumatic transition to distance learning. Practitioner notes What is already known about this topic? Research on the relationship between the COVID-19 pandemic and the effects on teaching and learning processes is constantly

increasing. Most recently published studies focus on higher education, while very few investigate the impact of the COVID-19 pandemic on K-12 education. Very few papers have studied the interplay between change and continuity within an educational ecosystem in times of crisis. What this paper adds? This is one of the first studies to analyse the process of systematic transition from onsite learning to online learning within the Italian school system in response to the pandemic. This study employs a multiple perspective research approach to analyse Emergency Remote Education in a sizeable school cluster, with a specific focus on student response. Teachers, students and their families all saw solid pre-existing digital competence and close school community collaboration as key factors facilitating rapid adjustment to the emergency. Implications for practice and policy Having a solid common school culture to rely on facilitates prompt emergency reaction. Encouraging the creation of professional communities of practice that comprise both expert and novice teachers can help prepare educators to deal with an educational emergency through adoption and appropriate use of technological solutions. Collaboration between school and families proves to be a key factor for dealing with emergencies.

Marceau, N. (2021). **Autorégulation de l'apprentissage professionnel et pratiques d'enseignement : intersections à considérer pour le développement professionnel des enseignants**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.560

Messaoui, A., Redondo, C., Molina, G., & Pironom, J. (2021). **Impact du confinement sur les pratiques pédagogiques dans l'enseignement universitaire technologique en France : une étude exploratoire**. *Revue internationale des technologies en pédagogie universitaire*, *18*(3), 1-16. https://doi.org/10.18162/ritpu-2021-v18n3-01

Moldoveanu, M., Dubé, F., Giguère, M.-H., & Grenier, N. (2021). **Les retombées de la participation d'enseignantes du primaire à un projet de recherche-action au sujet de la mise en œuvre de pratiques différenciées d'enseignement de l'écriture sur leur développement professionnel**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *44*(2), 405-433. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4681
Carried out with six elementary school teachers, this action research aimed to co-construct and implement differentiated pedagogical practices in writing to students from disadvantaged backgrounds. This text presents the results of the training component (Guay & Prud'homme, 2018) of this action research and documents the effects of the participation of teachers in this study on their professional development. The results show achievements in all dimensions of the Clarke and Hollingsworth (2002) model. The analysis of the cost/benefit ratio and the sustainability of the achievements puts into perspective the conclusion on the effectiveness of this type of professional development device. Keywords: differentiated instruction, action research, writing teaching, professional development, relationship to writing

Neuenschwander, M., & Jan, H. (2021). **Effekte schulischer Berufswahlaktivitäten auf die berufliche Selbstwirksamkeit von Jugendlichen beim Übergang in die berufliche Grundbildung**. *Swiss Journal of Educational Research*, *43*(2), 325-336. https://doi.org/10.24452/sjer.43.2.11
Teachers support students' transition into Vocational Education and Training (VET) by classroom activities, out-of-school activities, and coaching. A model was examined using

a longitudinal sample of 1171 adolescents (surveyed in 9th grade and in first year of VET). Results from structural equation models showed that classroom activities directly correlate with occupational self-efficacy and that prior knowledge about the apprenticeship program indirectly predict occupational self-efficacy after transition to VET. The findings indicate an evidence-based model of school support during the transition from school to VET.

Ntwari, I., & Bécu-Robinault, K. (2021). **Mobilisation des connaissances professionnelles des enseignants dans la préparation et la mise en œuvre des cours de mathématiques à l'école fondamentale au Burundi**. *Formation et profession*, *29*(2), 1. https://doi.org/10.18162/fp.2021.565

OCDE. (2021a). **Aider les garçons à combler leur retard en compréhension de l'écrit: Ce que les enseignants et les établissements scolaires peuvent faire**. *L'enseignement à la loupe*, (39). https://doi.org/10.1787/614cb028-fr
L'un des objectifs des systèmes d'éducation est de doter tous les élèves, indépendamment de leurs caractéristiques individuelles, de compétences pertinentes pour le marché de l'emploi. Des compétences insuffisantes ou inadéquates limitent l'accès à des emplois mieux rémunérés et plus gratifiants et, en fin de compte, à de meilleures conditions de vie et de santé, ainsi qu'à une participation accrue à la vie sociale et politique. Pourtant, les inégalités dans l'éducation sont nombreuses. Le contexte familial, les situations d'handicap et le sexe sont autant de facteurs qui influencent la trajectoire des élèves vers la réalisation de leur potentiel. Les garçons, par exemple, tendent à manquer des compétences de base en compréhension de l'écrit qui sont nécessaires dans nos sociétés du savoir. Le récent rapport sur le lien TALIS-PISA, Positive, High-achieving Students?: What Schools and Teachers Can Do (Former des élèves enthousiastes et performants : ce que les enseignants et les établissements scolaires peuvent faire), explore certains des facteurs liés aux enseignants et aux établissements qui pourraient jouer un rôle dans la réduction de l'écart de performance en compréhension de l'écrit entre les garçons et les filles.

OCDE. (2021b). **Stimuler les élèves sur le plan scolaire: Ce que peuvent faire les enseignants et les établissements scolaires**. *L'enseignement à la loupe*, (38). https://doi.org/10.1787/af79e39a-fr
Dans un contexte où la plupart des élèves à travers le monde ont fait l'expérience de l'enseignement à distance au cours de l'année passée en raison de la pandémie de COVID-19, l'importance des enseignants et des établissements scolaires est devenue d'autant plus évidente. La fermeture temporaire des établissements d'enseignement souligne les multiples avantages pour les élèves d'aller en classe, entourés de leurs enseignants et de leurs camarades. Positive, High-achieving Students? What Schools and Teachers Can Do (Former des élèves enthousiastes et performants : ce que les enseignants et les établissements scolaires peuvent faire) identifie certains des facteurs qui font qu'un enseignant et un établissement d'enseignement sont efficaces.

OCDE. (2021c). **Tour d'horizon de l'enseignement: Conclusions de l'étude vidéo « Regards sur les pédagogies dans le monde »**. *L'enseignement à la loupe*, (37), 8. https://doi.org/10.1787/38801fa3-fr
Aux quatre coins du monde, les chercheurs, les responsables politiques, les parents et les enfants s'accordent tous à dire que les enseignants jouent un rôle important dans les

résultats des élèves. Cependant, nous commençons seulement à identifier les pratiques qui constituent un enseignement de qualité. L'enseignement et l'apprentissage sont des processus complexes qui mettent au défi les compétences et les capacités des enseignants et des apprenants. Les enseignants doivent savoir comment, quand, où et pourquoi utiliser des pratiques pédagogiques spécifiques liées à la matière enseignée afin de répondre aux besoins des apprenants et les faire progresser. L'initiative de l'OCDE « Regards sur les pédagogies dans le monde : Étude vidéo des pratiques pédagogiques » recourt à de nouvelles méthodes de recherche afin de mettre en lumière plus directement les processus d'enseignement et d'apprentissage qui sont essentiels pour améliorer l'éducation à grande échelle.

Paquiot-Papet, J., & Cassignol-Bertrand, F. (2021). **La gestion de la sphère travail chez les enseignants du supérieur français. Entre obstacles à surmonter et ressources à capitaliser, quelles stratégies ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14823
Le but de cette étude est d'appréhender la gestion de la sphère travail des enseignants-chercheurs (EC) œuvrant dans le système universitaire français. Cette sphère est définie par la combinaison de trois activités, la recherche, l'enseignement, les responsabilités collectives. Partant de l'idée que les ressources de cette sphère sont limitées, en témoigne une charge de travail perçue et reconnue comme importante, le modèle des activités (Curie et Hajjar, 1987, 2000) a été choisi afin d'aborder l'activité réelle (Leplat et Hoc, 1983 ; Yvon et Clot, 2001) des EC sous l'angle des ressources, contraintes et stratégies de régulation choisies pour parvenir à une possible conciliation entre activités. Une enquête qualitative a été menée auprès de 10 EC. Les résultats montrent que des ressources, propices à la conciliation entre activités existent, tout en signalant l'existence de contraintes conditionnant des stratégies de régulation nombreuses.

Pasco, D. (2021). **Nouvelles formes de pratiques physiques et sportives basées sur le jeu vidéo : quelles perspectives pour l'intervention ?** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6300
L'eSport ou la pratique compétitive d'un jeu vidéo multi-joueurs devant des spectateurs a rencontré ces dernières années un succès croissant. Ce succès fait écho au développement des jeux vidéo actifs dans le cadre des pratiques physiques de loisirs actifs. Ces nouvelles formes de pratiques basées sur le jeu vidéo ont en commun de placer le plaisir au centre de l'activité physique. Les objectifs de cet article étaient (1) de présenter quelques évidences empiriques sur la promotion de l'activité physique qui accompagnent ces nouvelles formes de pratiques, et ; (2) d'identifier quelques perspectives sur la manière dont les éducateurs physiques et sportifs pourraient se saisir de ce phénomène dans leurs pratiques d'intervention. Les résultats rapportés dans cet article ouvrent des pistes d'investigation pour les chercheurs notamment sur les liens entre variables psychologiques liées à la motivation à pratiquer un jeu vidéo et variables physiologiques liées à la mesure d'un niveau d'activité physique. Ils ouvrent aussi des opportunités aux formateurs et éducateurs physiques et sportifs pour penser la manière dont on pourrait prendre en compte dans un enseignement l'expérience quotidienne des jeux vidéo d'une majorité de jeunes en âge scolaire.

Pelletier, M.-A., Nadeau-Tremblay, S., Bissonnette, S., Beaudoin, J., & Richard, M. (2021). **La formation J'enseigne à distance : un levier pour le développement de la compétence**

numérique (niveaux préscolaire/primaire). *Revue hybride de l'éducation*, *4*(6), 88-103. https://doi.org/10.1522/rhe.v4i6.1222
Dans le contexte de la pandémie de la COVID-19, le système d'éducation québécois est mis à l'épreuve. Les enseignantes à l'éducation préscolaire et au primaire doivent adapter leurs pratiques pour soutenir les apprentissages de leurs élèves à distance alors que beaucoup sont peu outillées pour le faire. Le développement de la formation J'enseigne à distance par l'Université TÉLUQ a permis à des acteurs des milieux de pratique et universitaire de réunir leurs expertises et de réfléchir ensemble aux pratiques favorables à l'enseignement virtuel en contexte de pandémie. Des retombées quant à la compétence numérique ont émergé de ce partenariat.

Quesnay, P., Poumay, M., Paul, Q., & Onaisi, R. (2021). **Accompagner la mise en oeuvre de l'approche par compétences dans les formations en santé : mise en perspective de plusieurs stratégies de changement**. *Pédagogie médicale*, *22*, S15-S16. https://doi.org/10.1051/pmed/2021015
Ces dernières années, les formations des professionnels de la santé ont fait l'objet de réformes visant à faire évoluer leurs curriculums vers une approche par compétences (APC). Or l'APC constitue un changement de paradigme pédagogique, avec une nouvelle conception de l'enseignement-apprentissage qui nécessite une révision de l'ingénierie pédagogique et des apprentissages spécifiques pour les coordinateurs et enseignants. La littérature fournit des guides, ainsi que des exemples de transformations curriculaires réussies dans le domaine de la santé mais pointe également un manque de documentation sur la manière dont les changements sont menés. A partir de deux stratégies de changement curriculaire proposées, trois thèmes ont guidé les échanges, à savoir : les points forts et limites de chaque stratégie, leur faisabilité de mise en œuvre, ainsi que les conditions par lesquelles elles peuvent être associées.

Quinn, D. M., & Ho, A. D. (2021). **Ordinal Approaches to Decomposing Between-Group Test Score Disparities**. *Journal of Educational and Behavioral Statistics*, *46*(4), 466-500. https://doi.org/10.3102/1076998620967726
The estimation of test score "gaps" and gap trends plays an important role in monitoring educational inequality. Researchers decompose gaps and gap changes into within- and between-school portions to generate evidence on the role schools play in shaping these inequalities. However, existing decomposition methods assume an equal-interval test scale and are a poor fit to coarsened data such as proficiency categories. This leaves many potential data sources ill-suited for decomposition applications. We develop two decomposition approaches that overcome these limitations: an extension of V, an ordinal gap statistic, and an extension of ordered probit models. Simulations show V decompositions have negligible bias with small within-school samples. Ordered probit decompositions have negligible bias with large within-school samples but more serious bias with small within-school samples. More broadly, our methods enable analysts to (1) decompose the difference between two groups on any ordinal outcome into portions within- and between some third categorical variable and (2) estimate scale-invariant between-group differences that adjust for a categorical covariate.

Raucent, B., Wauters, P., Masson, O., Paquelin, D., Savard, C., Braun, J., … Leclercq, C. (2020). **Les espaces physiques d'apprentissage**. *Les cahiers du LLL*, (9). Consulté à l'adresse https://oer.uclouvain.be//jspui/handle/20.500.12279/787

Ce cahier du LLL questionne la place et les interactions des espaces physiques d'apprentissage avec les autres dimensions d'un plan de cours. Autrefois relégué à un rôle secondaire, l'environnement physique devient désormais un élément stratégique à considérer afin de maximiser l'expérience d'apprentissage. Dans tous les cas, le facteur spatial a été décrit comme un important agent de changement pédagogique. L'arrimage efficace de l'espace avec les stratégies pédagogiques et les possibilités technologiques permet d'envisager la création d'un environnement complet où chaque dimension soutient la dynamique d'apprentissage.

Ravez, C. (2021). **L'Éducation nouvelle : une mosaïque centenaire**. *Dossier de veille de l'IFÉ*, (138). Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=138&lang=fr
Depuis quelques années, de nouvelles dynamiques rassemblent des mouvements pédagogiques de sensibilités différentes (Ceméa, CRAP-Cahiers pédagogiques, Fespi, ICEM-pédagogie Freinet, GFEN, etc.), comme l'illustrent l'organisation de la première Biennale internationale de l'Éducation nouvelle en 2017, ou l'initiative « convergence(s) pour l'Éducation nouvelle » engagée en 2021. Les acteurs et actrices qui se situent dans cette « galaxie » de l'Éducation nouvelle ont construit et inscrit leurs ambitions et leurs actions à différents niveaux des systèmes éducatifs : à l'échelle de classes et d'établissements, dans le premier et/ou le second degré, dans l'enseignement public ou privé, à destination d'élèves de milieux sociaux plutôt favorisés ou plus populaires, dans des structures d'éducation formelle mais aussi informelle. Leur diversité questionne depuis plus d'un siècle les articulations entre individus et collectifs, entre techniques et valeurs, entre utopie et pragmatisme, entre mémoire(s) du passé et projet(s) pour l'avenir. Comment comprendre aujourd'hui les divergences entre figures et courants historiques, mais aussi les défis contemporains qui rapprochent des acteurs et actrices des systèmes éducatifs sous la bannière de l'Éducation nouvelle ? La première partie de ce Dossier permet de situer quelques principes et pratiques associés à l'Éducation nouvelle dans le paysage éducatif. La deuxième partie met en perspective cet état des lieux par un retour sur la genèse, la consolidation et les remises en cause successives de réseaux et de mouvements qui ont incarné ce projet. Enfin, la dernière partie questionne la spécificité des positions des actrices et acteurs de cette mosaïque au prisme de leurs relations avec les recherches en éducation, des politiques publiques éducatives et de l'éducation populaire.

Remacle, M., Franck, N., Mouton, A., Sapta, L., & Cloes, M. (2021). **Comment des étudiants en éducation physique s'approprient-ils l'approche ObLoMoV lors d'un cycle d'APA avec des enfants en surcharge pondérale ?** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6420
Le projet européen Erasmus + intitulé « ObLoMoV » a été lancé en 2017. Il combine deux éléments originaux : le High Intensity Interval Training (HIIT) et la théâtralisation de leçons d'éducation physique (Vitale, 2018 ; Pasetti, 2018). Sur la base des résultats obtenus lors d'une implémentation en milieu scolaire (Remacle et al. 2019), l'équipe du Département des Sciences de la motricité de l'ULiège a décidé d'initier quatre étudiants à cette approche. L'objectif de l'étude consiste à analyser leurs avis sur la formation qui leur a été proposée, dans la perspective de l'intégrer dans le cursus universitaire des futurs enseignants en éducation physique. Différentes données ont été récoltées avant (T0) et après la formation (T1) ainsi qu'à l'issue des séances proposées, par ces quatre étudiants,

à un groupe d'enfants suivis pour des problèmes de surcharge pondérale (T2). Le traitement de données d'observation et de données d'enregistrements vidéo ont complété l'analyse du processus. Les résultats indiquent que les quatre étudiants soulignent l'intérêt de la formation ObLoMoV pour leur pratique future, soutenant son intégration dans le cursus des futurs enseignants en éducation physique.

Renauld, D. (2021). **Ressentis contre-transférentiels, relances en miroir et réflexivité inconsciente dans un entretien clinique à visée de recherche consacré à l'enseignement de la philosophie au lycée**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14290
Cet article se propose d'examiner l'incidence de relances en miroir sur le déroulement d'un entretien clinique non-directif à visée de recherche. Si ce dernier peut contribuer à susciter certains effets de sens sur une personne interviewée en favorisant chez celle-ci l'émergence de résonances psychiques à partir des associations libres suscitées par la consigne, des relances en reflet peuvent être elles-mêmes soumises à des processus psychiques inconscients amenant un chercheur à solliciter l'interviewé sur tel ou tel point entrant en résonance, ou en miroir, avec sa propre histoire. Dans ce cas, lorsque ces dernières se font en miroir du psychisme de l'interviewer, mais à l'insu de celui-ci, peut-on parler de réflexivité inconsciente ? Cet article propose ainsi quelques hypothèses au sujet de ces relances à travers l'analyse de fragments d'un entretien clinique issu d'une recherche en sciences de l'éducation consacrée à l'enseignement de la philosophie au lycée.

ROMERO, M., ALOUI, H., HEISER, L., GALINDO, L., & LEPAGE, A. (2021). ***Un bref parcours sur les ressources, pratiques et acteurs en IA et éducation***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03190014/document
L'objectif de ce document est de réaliser un parcours synthétique sur les ressources et les pratiques en intelligence artificielle (IA) dans le domaine de l'éducation. Ce rapport est développé à partir des différentes informations et ressources partagées au sein du GTnum Scol_ia "IA et éducation". Les auteurs présentent d'abord la formation à l'IA et les différents rapports et livres blancs sur la thématique. Ils présentent ensuite les chercheurs qui travaillent sur le domaine de l'IA et l'éducation et les institutions et organismes en lien à l'IA en éducation.

Sabourin, C., & Camiré, M. (2021). **Au-delà de la performance en sport scolaire : quels apports des entraîneurs à leurs sportifs ?** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6259
Le développement positif des jeunes est un mouvement de recherche basé sur les forces des jeunes dont l'objectif est de pourvoir ceux-ci d'opportunités d'apprentissage les préparant à devenir des membres productifs de la société. Dans cette optique, le sport est situé comme un contexte favorable au développement positif des jeunes, puisqu'il suscite l'acquisition d'habiletés de vie transférables à d'autres contextes. L'acquisition d'habiletés de vie est une priorité en sport scolaire ; contexte permettant aux jeunes de rester actifs, se sentir connectés à leur école et développer des relations étroites avec leurs enseignants et leurs entraîneurs. Ainsi, le présent article commence par introduire les concepts de développement positif des jeunes et d'habiletés de vie, puis, dans la même lignée, dresse un portrait du sport scolaire au Canada. Ensuite, le rôle de l'entraîneur est abordé, ainsi que l'apport de la formation d'entraîneur centrée sur

l'enseignement des habiletés de vie. L'article conclu avec une vision de l'avenir concernant le rôle de l'entraîneur scolaire en tant qu'acteur clé pour promouvoir la justice sociale soutenant l'égalité des droits et une solidarité collective.

Saggers, B., Tones, M., Dunne, J., & Aberdein, R. (2021). **Tele-classroom consultation: promoting an inclusive approach to supporting the needs of educators, families and early years learners on the autism spectrum in rural and remote areas in contextually responsive ways**. *International Journal of Inclusive Education*, *25*(11), 1305-1326. https://doi.org/10.1080/13603116.2019.1609103
Many students on the autism spectrum attend mainstream schools and face challenges coping with the demands of this complex environment. Education in rural and remote locations poses additional challenges due to limited access to additional resourcing, specialised support, and services. This case study describes a problem-solving, collaborative approach providing rural and remote educators with additional direct support and services tailored to meet the individualised and complex learning needs of students on the autism spectrum in the classroom. The Tele-Classroom Consultative (TCC) approach involved a multidisciplinary team working face-to-face and remotely with the school community to deliver a cost-efficient professional support service. Data from semi-structured interviews with the teacher, parent, and school principal were analysed using the Index for Inclusion as a framework to show how the TCC approach enabled educators to implement inclusive approaches in rural and remote settings. Findings indicate that this method has potential for schools in rural and remote locations to meet the needs of all students, including those on the autism spectrum.

Salam, P. L. (2021). **De la multimodalité vers la flexibilisation en FLE : Quelle évolution des pratiques pédagogiques via le numérique pour quels apprentissages.** *Colloque ADCUEFE Entre recyclage et innovation : quelle didactique pour demain?* Présenté à Caen, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03293311

Schmid, E. (2021). **Zur verkürzten Sicht auf Heterogenität: Das diskurskritische Deutungsmuster im schulpädagogischen Heterogenitätsdiskurs**. *Swiss Journal of Educational Research*, *43*(2), 212-221. https://doi.org/10.24452/sjer.43.2.2
This article presents a critique of the common discourse on heterogeneity in school education and derives a discourse-critical heuristic from it. According to the discourse-critical interpretation pattern, heterogeneity in the discipline of school education is reflected in a simplified and consequently inadequate way. An appropriate reflection should consider heterogeneity as a permanent problem and take four aspects of the problem into account: Heterogeneity as a problem of understanding, of the profession, of school organisation and of society. Finally, the cognitive potential of the heuristic is assessed and the limits of the perspective are examined.

Sinha, T., & Kapur, M. (2021). **When Problem Solving Followed by Instruction Works: Evidence for Productive Failure**. *Review of Educational Research*, *91*(5), 761-798. https://doi.org/10.3102/00346543211019105
When learning a new concept, should students engage in problem solving followed by instruction (PS-I) or instruction followed by problem solving (I-PS)? Noting that there is a passionate debate about the design of initial learning, we report evidence from a meta-analysis of 53 studies with 166 comparisons that compared PS-I with I-PS design. Our results showed a significant, moderate effect in favor of PS-I (Hedge's g 0.36 [95% confidence

interval 0.20; 0.51]). The effects were even stronger (Hedge's g ranging between 0.37 and 0.58) when PS-I was implemented with high fidelity to the principles of Productive Failure (PF), a subset variant of PS-I design. Students' grade level, intervention time span, and its (quasi-)experimental nature contributed to the efficacy of PS-I over I-PS designs. Contrasting trends were, however, observed for younger age learners (second to fifth graders) and for the learning of domain-general skills, for which effect sizes favored I-PS. Overall, an estimation of true effect sizes after accounting for publication bias suggested a strong effect size favoring PS-I (Hedge's g 0.87).

Sinharay, S., & Johnson, M. S. (2021). **The Use of the Posterior Probability in Score Differencing**. *Journal of Educational and Behavioral Statistics*, *46*(4), 403-429. https://doi.org/10.3102/1076998620957423
Score differencing is one of the six categories of statistical methods used to detect test fraud (Wollack & Schoenig, 2018) and involves the testing of the null hypothesis that the performance of an examinee is similar over two item sets versus the alternative hypothesis that the performance is better on one of the item sets. We suggest, to perform score differencing, the use of the posterior probability of better performance on one item set compared to another. In a simulation study, the suggested approach performs satisfactory compared to several existing approaches for score differencing. A real data example demonstrates how the suggested approach may be effective in detecting fraudulent examinees. The results in this article call for more attention to the use of posterior probabilities, and Bayesian approaches in general, in investigations of test fraud.

Tardif, S., Boulanger, É., & Maltais, M. (2021). **Consolider ses apprentissages à distance : un virage à 360°**. *Revue hybride de l'éducation*, *4*(6), 79-87. https://doi.org/10.1522/rhe.v4i6.1224
Depuis quelques années, deux enseignants-chercheurs du collège d'Alma (Lac-Saint-Jean) ont développé une expertise en pédagogie immersive. Bien que leurs travaux liés à la vidéo 360° aient débuté avant la pandémie de COVID-19, ils ont suscité énormément d'intérêt auprès de divers intervenants pendant celle-ci. Le contexte, la mise en œuvre et les retombées de cette pratique pédagogique innovante seront dès lors décrits dans cet article.

Tardif, S., & Rivard, M. (2021). **La classe inversée en mode virtuel : portrait d'une formule gagnante**. *Revue hybride de l'éducation*, *4*(6), 15-24. https://doi.org/10.1522/rhe.v4i6.1220
Cet article présente une initiative pédagogique mise en place lors de la pandémie de COVID-19 par une enseignante en mathématiques du cégep de Saint-Félicien (Saguenay–Lac-Saint-Jean). Adepte de la classe inversée, elle a décidé d'exploiter ce dispositif pédagogique en mode entièrement virtuel. Elle considère avoir réussi à maintenir la motivation de ses étudiants en créant, entre autres, des capsules vidéo interactives et des activités d'apprentissage à réaliser à la suite de leur visionnement. Dans cet article, la mise en œuvre et les retombées perçues par l'enseignante de cette expérience seront notamment décrites.

Ukhova, S. (2021, août 12). ***On the early stage of teaching music to less gifted children***. Consulté à l'adresse https://hal-hprints.archives-ouvertes.fr/hprints-03319757

The present work covers the topic of the early stage of teaching less musically gifted children. The work is rooted in the principles of inclusiveness in music education and is based on an extensive pedagogical experience of the author throughout a prolonged teaching career in a music school for children. The success in teaching less musically gifted children depends critically on the choice of pedagogical approaches by the teacher, on the teacher's attitude toward a child, and on creativity and flexibility adopted by the teacher. Several practical rules-based on the author's teaching experience and on pedagogical literature-are described as guidance to teachers working with less musically gifted children. The connection between music education and overall child development is also discussed. Music education is a stimulating cognitive exercise which plays an important role in overall cognitive development of a child. Musical education can stimulate not only intellectual development, improve general educational performance, but also yield improved physical condition. Musical education, therefore, is closely connected to the most valuable aspects of life.

Usher, M., Hershkovitz, A., & Forkosh-Baruch, A. (2021). **From data to actions: Instructors' decision making based on learners' data in online emergency remote teaching**. *British Journal of Educational Technology*, *52*(4), 1338-1356. https://doi.org/10.1111/bjet.13108
The outbreak of the COVID-19 pandemic has changed education dramatically, with the sudden shift from face-to-face to emergency remote teaching. Online learning environments may facilitate data-driven instructional process; yet, our understanding regarding data-driven decisions is still limited. This quantitative study examined types of learners' data that higher education instructors have access to, are interested in, and decisions they would consider making upon exposure to, while comparing emergency remote teaching with traditional teaching. Data were collected via an online questionnaire distributed among higher education instructors during the first COVID-19 outbreak (N = 195, affiliated with 108 different academic institutions in 35 countries). Instructors were requested to refer to a face-to-face course that was shifted under these emergency circumstances to online teaching. Findings indicated a broader access to learners' data while teaching the course face-to-face and a slightly greater interest in learners' data while teaching the course in an emergency remote teaching mode. These complimentary findings depict a situation in which instructors lack face-to-face cues about their students without accessing alternative sources of data. Moreover, when teaching online versus face-to-face, instructors showed more interest and higher intention to make decisions based on data about learners' collaborative learning and social and emotional support, which highlights instructors' interest in aspects of learning that are less visible during online teaching. Practitioner notes What is already known about this topic Evidence regarding the vital role of the instructor in online courses. Online learning environments collect digital traces of learners. Learners' data may assist in the improvement of teaching by implementing data-driven decision making. Evidence that the COVID-19 pandemic revealed a major liability in preparation and training for online teaching. The understanding of instructors' perspectives regarding the process of data-driven decisions, especially in times of ERT, is still limited. What this paper adds We highlight instructors' perceived access to, interest in, and willingness to make decisions based on learners' data. We take a within-subject approach for determining instructors' perceptions of learners' data during ERT compared with face-to-face teaching. We bring evidence to instructors' lesser access to (despite learners' digital traces), and greater interest in, learners' data during ERT. We bring evidence to instructors' higher inclination towards making data-driven decisions during ERT, due to lack of F2F evidence. We bring

evidence to a strong correlation between instructors' interest in learners' data and willingness to make data-driven decisions. Implications for practice and/or policy Instructors should be trained for socio-emotional support for students in times of ERT. Higher education institutions should collect data on learners' socio-emotional status in times of ERT. Policies of data collection in educational institutions should be formed jointly with instructors. Hectic times of ERT force higher education policymakers to rethink their academic paradigm regarding online as well as F2F pedagogical practices.

Vachon, C., & Charest, H. (2021). **Se réinventer pour former les étudiants en situation de pandémie mondiale – le cas d'une enseignante en technique d'hygiène dentaire**. *Revue hybride de l'éducation*, *4*(6), 57-67. https://doi.org/10.1522/rhe.v4i6.1256
La pandémie mondiale liée à la COVID-19 a provoqué des changements sans précédent dans le monde entier, notamment en éducation. Lors de la déclaration de l'état d'urgence sanitaire en mars 2020, des centaines d'enseignants provenant de partout au Québec ont dû modifier leurs stratégies d'enseignement rapidement afin que les apprenants aient accès à l'éducation à laquelle ils ont droit. Ces besoins d'adaptation ont ainsi amené madame Hélène Charest, enseignante en technique d'hygiène dentaire au cégep de Chicoutimi, à travailler avec ses étudiants pour créer du matériel de prévention, contribuant ainsi à la formation obligatoire des étudiants en technique d'hygiène dentaire et à l'offre de services aux enfants fréquentant des écoles et des centres de la petite enfance de la région du Saguenay-Lac-Saint-Jean.

Walls, J. (2021). **Meltdown at the Academy of Fine Arts: The Role of Teachers' Emotional Sensemaking in Planned Change**. *Journal of Cases in Educational Leadership*, *24*(3), 75-86. https://doi.org/10.1177/1555458921992399
Schools are characterized by nearly constant internal and external demands to change, grow, and improve. Past research has found that the way educators "make sense" of what they are being asked to do bears on the effectiveness of reforms and the way changes are implemented in practice. Much of this past work takes a cognitive approach to sensemaking, but teachers' emotional responses also considerably shape how they make sense of novel situations. This teaching case explores the leadership challenges associated with a planned change initiative at a small arts-focused school, and the way that teachers' emotional responses superseded resources and supports for the change.

Wang, J., Yang, Y., Li, H., & Aalst, J. van. (2021). **Continuing to teach in a time of crisis: The Chinese rural educational system's response and student satisfaction and social and cognitive presence**. *British Journal of Educational Technology*, *52*(4), 1494-1512. https://doi.org/10.1111/bjet.13129
This research consisted of two studies to investigate how the Chinese rural educational system supported students' online learning and to determine the factors that influenced students' online learning quality (satisfaction and cognitive and social presence) during the COVID-19 pandemic. Study 1, based on interviews with three curriculum officers, seven principals and 30 course teachers, found that great efforts were made to realize digital equity and education for all students. The necessity of providing resources and support to teachers and students (facilitating conditions) was recognized, along with the importance of teachers' online course design and organization and the facilitation of discourse (teaching presence and social presence). Based on the findings of Study 1 and the literature review, a conceptual model of facilitating conditions and teaching

presence reported to influence students' online learning quality was generated. In Study 2, 1,409 students from three rural primary schools were surveyed to test the conceptual model. The results indicated that facilitating conditions influenced students' online learning quality through enhanced technology self-efficacy and perceived usefulness. Teaching presence directly and positively predicted students' online learning quality. This research highlights the importance of creating a learning community and providing technology access and support to ensure online learning opportunities and quality for rural students. Practitioner notes What is already known about this topic Chinese students from rural or migrant schools have fewer opportunities to access computers and the Internet, lower frequencies of online activity and technology self-efficacy and less training and parental and teacher support. Providing support and resources to encourage and facilitate technology use among teachers and students in rural and underdeveloped schools is of great importance. Identifying the factors that contribute to online learning quality among rural school students to tackle the transition to online learning is necessary. What this paper adds The rural government and schools have made great efforts to ensure digital equity and education for all students, despite family conditions. Facilitating purposeful interactions and providing timely feedback is critical for effective learning in online teaching. Facilitating conditions represented by available support and resources and teaching presence influence students' online learning quality in rural areas. Implications for practice and/or policy Providing digital equipment and resources to all students is the first step towards distance learning. Providing opportunities to improve teachers' digital competency is critical for providing quality online instruction. Providing students timely assistance and useful and learner-friendly technologies to enhance their satisfaction and social and cognitive presence is necessary. Online instructors should create a friendly online learning environment, facilitate active discussion and purposeful reflection and create opportunities to promote students' open communication, group cohesion and meaning construction.

Yamashita, T., Smith, T. J., & Cummins, P. A. (2021). **A Practical Guide for Analyzing Large-Scale Assessment Data Using Mplus: A Case Demonstration Using the Program for International Assessment of Adult Competencies Data**. *Journal of Educational and Behavioral Statistics*, *46*(4), 501-518. https://doi.org/10.3102/1076998620978554
In order to promote the use of increasingly available large-scale assessment data in education and expand the scope of analytic capabilities among applied researchers, this study provides step-by-step guidance, and practical examples of syntax and data analysis using Mplus. Concise overview and key unique aspects of large-scale assessment data from the 2012/2014 Program for International Assessment of Adult Competencies (PIAAC) are described. Using commonly-used statistical software including SAS and R, a simple macro program and syntax are developed to streamline the data preparation process. Then, two examples of structural equation models are demonstrated using Mplus. The suggested data preparation and analytic approaches can be immediately applicable to existing large-scale assessment data.

Relation formation-emploi

Buser, T., Niederle, M., & Oosterbeek, H. (2020). **Can competitiveness predict education and labor market outcomes? Evidence from incentivized choice and survey measures**. In *Tinbergen Institute Discussion Papers* (N° 20-048/I). Consulté à l'adresse Tinbergen Institute website: https://ideas.repec.org/p/tin/wpaper/20200048.html

We assess the predictive power of two measures of competitiveness for education and labor market outcomes using a large, representative survey panel. The first is incentivized and is an online adaptation of the laboratory-based Niederle-Vesterlund measure. The second is an unincentivized survey question eliciting general competitiveness on an 11-point scale. Both measures are strong and consistent predictors of income, occupation, completed level of education and field of study. The predictive power of the new unincentivized measure for these outcomes is robust to controlling for other traits, including risk attitudes, confidence and the Big Five personality traits. For most outcomes, the predictive power of competitiveness exceeds that of the other traits. Gender differences in competitiveness can explain 5-10 percent of the observed gender differences in education and labor market outcomes.

Gabay-Egozi, L., & Yaish, M. (2021). **Short and long-term consequences of high-school tracks for earnings in Israel**. *Acta Sociologica*, *64*(3), 294-313. https://doi.org/10.1177/0001699320920919
Vocational and academic curricula are said to hold both short-term and long-term consequences for economic outcomes. The literature on this topic, however, fails to address the long-term consequences of educational tracking. Just as important, this literature did not examine returns to high-school tracking within levels of further education. This paper aims to fill these gaps in the literature. Utilizing longitudinal data of Israeli men and women who graduated high school in the late 1980s and entered the labor market in the early 1990s, we examine their earning trajectories throughout age 50 in 2013. The results indicate that for men without college degrees, vocational education provides pay premiums at labor-market entry. With time, however, these earnings' premiums decline and diminish. A similar pattern characterizes degree holders, though the decline in the pay premiums is less steep when compared to men without a college degree. For women we do not find similar vocational effects. Taken together, our results indicate that the more substantial differences in earnings trajectories in Israel, among men and women alike, are associated with level of education and not with high-school tracks. The theoretical and potential policy implications of these findings are discussed.

Odame, L., Osei-Hwedie, B., Nketsia, W., Opoku, M. P., & Nanor Arthur, B. (2021). **University preparation and the work capabilities of visually impaired graduates in Ghana: a tracer study**. *International Journal of Inclusive Education*, *25*(11), 1287-1304. https://doi.org/10.1080/13603116.2019.1609102
The United Nations Convention on the Rights of Persons with Disabilities requires state parties to make deliberate laws, policies and administrative measures to safeguard the right to work of persons with disabilities. However, many countries, such as Ghana, run afoul of this requirement. Currently, there are intense campaigns in Ghana aimed at prioritising the education of persons with disabilities so as to enable them to explore their potential. Moreover, universities have demonstrated commitment towards the inclusion of persons with disabilities. However, little is known about the university preparation of persons with disabilities, the transition of graduates with disabilities from school to work and the attitudes of peers towards them. This study focused on visually impaired (VI) graduates because of their large population in Ghana and their unconventional mode of communication. Using a tracer approach, 24 VI graduates and their employers/supervisors were recruited to explore their views on the transition process from university to work and their job-related competencies and challenges. The results showed that VI graduates acquired relevant work-related capabilities such as time

management, interpersonal and team work skills from their university education. However, they encountered considerable challenges during their transition period and were confronted with barriers such as lack of assistive technologies and communication equipment at work. There have been discussions about the need for direct university involvement in the transition process, engagement with other stakeholders to facilitate job searches and for employers to make reasonable accommodations for VI graduates in the workplace.

Zissis, G. (2021, septembre). ***Mieux comprendre les besoins des marchés pour y adapter la formation et les emplois***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03323477

Réussite scolaire

Ansari, A., & Gottfried, M. A. (2021). **The Grade-Level and Cumulative Outcomes of Absenteeism**. *Child Development*, *92*(4), e548-e564. https://doi.org/10.1111/cdev.13555
Nationally representative data from the Early Childhood Longitudinal Study Kindergarten Class of 2011 (n = 14,370) were used to examine the grade-level and cumulative outcomes of school absenteeism between kindergarten and fifth grade for students' school performance in the United States. Students who were more frequently absent in any year of elementary school demonstrated lower academic, executive function, and socioemotional outcomes. Although there was little variation in the magnitude of associations across grade levels, there was evidence of cumulative associations. Specifically, students who were consistently absent throughout elementary school tended to have lower outcomes across developmental domains in the long-term. The negative links between absenteeism and outcomes were larger for Black than White students, but few other subgroup differences emerged.

Blizard, Z. D. (2021). **Has the Allocation of Certain Teachers Impacted Student Achievement and Upward Economic Mobility? The Case of Forsyth County, NC Elementary Schools**. *Education and Urban Society*, *53*(7), 778-806. https://doi.org/10.1177/0013124520972678
Forsyth County, North Carolina has one of the lowest rates of upward economic mobility in the entire United States. Researchers find that one of strongest correlates of upward mobility is the quality of schools in the local system. Using 2018 and 2017 NC Public School Report Card (SRC) data for Forsyth County elementary schools, I find that the percentage of experienced teachers at a school is a significant predictor of school performance. At high-performing schools, a much larger share of their faculties consist of highly experienced and educated teachers, compared to low-performing schools that predominately serve economically disadvantaged children. Experienced and high-quality teachers can have significant long-term impacts on elementary school children, especially those who come from underprivileged families. Yet in Forsyth County, schools with greater shares of economically disadvantaged children have lower percentages of teachers with these characteristics. I argue that the Forsyth County school system can assist in reversing low mobility rates by allocating more experienced teachers toward low-performing elementary schools that serve mostly disadvantaged children. This will insure that these schools have higher experienced-to-inexperienced teacher ratios, while also helping to reduce teacher turnover.

Garric, J. (2021). **Mettre les élèves à la porte : étude compréhensive des effets de l'exclusion ponctuelle de cours sur la déviance scolaire**. *Revue française de pédagogie. Recherches en éducation*, (210), 101-111. https://doi.org/10.4000/rfp.10123
Bien que les punitions scolaires constituent une réalité quotidienne pour les élèves et le personnel des établissements de l'enseignement secondaire, elles font encore trop rarement l'objet de recherches. Les exclusions ponctuelles de cours, par leur banalisation dans certains contextes éducatifs, peuvent cependant avoir un impact significatif sur les parcours scolaires. Une étude ethnographique réalisée sur cette pratique dans trois collèges de l'éducation prioritaire renforcée amène au cœur de la division sociale et morale du travail éducatif, dans des établissements sous tension. Elle permet d'éclairer le rôle joué par une punition routinière dans les parcours de rupture scolaire.

Guterman, O. (2021). **Academic success from an individual perspective: A proposal for redefinition**. *International Review of Education*, *67*(3), 403-413. https://doi.org/10.1007/s11159-020-09874-7
The examination of academic achievements is common in educational research literature, with most studies referring to grades (marks) as measures of success. In addition, outside the realm of research, a student's grades are usually the main criteria for admission to education programmes, nomination for honours (passing above ordinary level), award of scholarships and so forth. However, scholars have put forward several arguments against the use of grades as the sole or most important measure of academic success. This research note focuses on a specific aspect of this problem, namely the failure to consider learners' personal perspective regarding their own achievements. Many approaches to evaluating achievements call for their examination in light of previously defined goals. However, each learner defines her or his aspirations and goals differently, while achievements are usually measured on a uniform scale. This research note reviews this problem and considers alternative models (including both their advantages and their shortcomings) for defining academic success in terms of expectations and motivation. In addition, the author proposes a measure to enable the evaluation of academic achievements in terms of an individual student's goals and aspirations.

Hillier, C. (2021). **A Seasonal Comparison of the Effectiveness of Parent Engagement on Student Literacy Achievement**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *44*(2), 496-529. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4551
Parent engagement is often promoted as a remedy for reducing achievement gaps between students from high socio-economic and low socio-economic backgrounds. However, researchers have found mixed results when examining parent engagement and student outcomes. Drawing on a study investigating the effectiveness of summer literacy camps offered by schools in Ontario, I compare the influence of parent engagement on two outcomes: (1) spring snapshot of cumulative learning, and (2) summer literacy growth/loss. In considering summer learning in regression analysis, I aim to investigate the effect of parent engagement without the influence of schools during the academic year. Out of 14 parent engagement measures, I find only three (parents' aspirations, home resources, discussions of school with children) are positive predictors of spring literacy outcomes and that none predict summer literacy growth/loss. Family socio-economic status remains a powerful predictor of achievement for both outcomes. I interpret my findings within three proposed mechanisms of parent engagement:

cultivation ethic, realist reaction, and expressive logic. Keywords: parent engagement, literacy achievement, socio-economic status, inequality, summer learning, summer literacy camp(s)

HRISTOVA, A., & TOSHEVA, E. (2021). ***Quality of school life and student outcomes in Europe***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/1ed26993-c998-11eb-84ce-01aa75ed71a1/language-en/format-PDF/source-214245451
Les recherches suggèrent depuis longtemps que la qualité de vie à l'école joue un rôle capital dans l'amélioration des efforts des élèves et de leur réussite scolaire. Sur la base des résultats du Programme international pour le suivi des acquis des élèves (PISA), le rapport fournit un cadre analytique permettant de mesurer la perception qu'ont les élèves de l'Union européenne de leur qualité de vie à l'école. Entre 50% et 78% des élèves perçoivent un haut niveau de relation, de connexion, d'appartenance à l'école. Les filles ont tendance à évaluer leur vie à l'école plus positivement que les garçons. Dans la plupart des pays, les élèves de familles favorisées éprouvent un bien-être à l'école supérieur à celui de leurs camarades issus de familles plus défavorisées.

KABATAŞ MEMİŞ, E., & KARAKUŞ, E. (2021). **An evaluation of academic achievements through the use of argument and concept maps embedded in argumentation based inquiry**. *Asia Pacific Education Review*, *22*(3), 463-481. https://doi.org/10.1007/s12564-021-09679-9
This mixed-method study aimed to compare the academic achievements of students to their use of argument maps and concept maps in learning environments designed for argument-based instruction (ABI). The study was conducted during the spring term of the academic year 2018–2019 with the students of three sections of grade six instructed by the same teacher at a secondary school in the province of Kastamonu. Before the study began, one of the participating sections was randomly designated as the control group, while the other two were assigned as the experimental group. The control group students undertook research interrogation-based activities during lessons and individually reported activities appropriate for the ABI student template for each activity. The experimental group students handled ABI applications. In addition, one section of the experimental group prepared concept maps, while the other section made argument maps. The 5-week study was accomplished during the instruction of the "sound and its properties" unit of the curriculum. The data were acquired via a pre- and post-administration of the unit-based success test to measure academic success. Further, semi-structured interviews were conducted to ascertain the opinions of students vis-à-vis the pedagogy. The obtained quantitative data were analyzed using the ANCOVA analysis via the SPSS software. The qualitative data collected through semi-structured interviews were examined by the creation of themes, codes, and frequencies. The experimental group using argument maps or concept maps in addition to ABI applications revealed significant outcomes in terms of academic achievements. Further, students expressed the belief that argument and concept maps helped them learn and remember the topic.

Kim, J., Tong, Y., & Sun, S. B. (2021). **The Effects of Peer Parental Education on Student Achievement in Urban China: The Disparities Between Migrants and Locals**. *American Educational Research Journal*, *58*(4), 675-709. https://doi.org/10.3102/0002831221989650

Despite scholarly consensus on the positive influence of peers' parental education on students' academic achievement, less is known about whether marginalized students reap similar benefits as their nonmarginalized counterparts. Using data from the China Educational Panel Survey and a quasi-experimental design, we show that the impact of classmates' parental education on test scores is significantly stronger for local students than for migrant students in urban schools. These differential effects are largely driven by rural-to-urban migrants and not by urban-to-urban migrants. Additionally, we find that rural migrant students benefit less from the positive effects of peer parental education than their local counterparts, especially when their local peers hold higher levels of discriminative attitudes toward rural migrant students in their classes.

Lee, H., & Lee, J.-W. (2021). ***Why East Asian students perform better in mathematics than their peers: An investigation using a machine learning approach*** (SSRN Scholarly Paper N° ID 3896033). https://doi.org/10.2139/ssrn.3896033
Using a machine learning approach, we attempt to identify the school-, student-, and country-related factors that predict East Asian students' higher PISA mathematics scores compared to their international peers. We identify student- and school-related factors, such as metacognition–assess credibility, mathematics learning time, early childhood education and care, grade repetition, school type and size, class size, and student behavior hindering learning, as important predictors of the higher average mathematics scores of East Asian students. Moreover, country-level factors, such as the proportion of youth not in education, training, or employment and the number of R&D researchers, are also found to have high predicting power. The results also highlight the nonlinear and complex relationships between educational inputs and outcomes.

McClurg, V. M., Wu, J., & McCallum, R. S. (2021). **Academic Success of General Education College Students Compared to those Screened as Twice-Exceptional and Gifted**. *Innovative Higher Education*, *46*(4), 411-427. https://doi.org/10.1007/s10755-021-09543-z
In this study, the high school and college GPAs of college students who were screened as twice-exceptional were compared to college students screened as gifted and average college students. From a sample of 32,741 college students, those screened as gifted earned significantly higher means than students screened as twice-exceptional (2e) and the general college population on both high school and college GPA ($p < .05$); students screened as 2e earned high school and college GPA means higher than those from the general college population ($p < .05$). No mean college GPA differences were found between students screened as 2e with STEM majors and those with non-STEM majors GPA ($p > .05$), but STEM majors had higher high school mean GPAs than those with non-STEM majors ($p < .001$). Additionally, 2e students screened as having a reading learning disability (LD) yielded higher mean high school and college GPAs than 2e students screened as having a math LD ($p < .001$). Implications for advising are discussed.

McDermott, E. R., Jahromi, L. B., Umaña-Taylor, A. J., Martinez-Fuentes, S., Jones, S. M., & Updegraff, K. A. (2021). **Mexican-Origin Adolescent Mothers' Economic Contexts, Educational Re-Engagement, and Their Children's School Readiness**. *Child Development*, 92(4), e513-e530. https://doi.org/10.1111/cdev.13514
Drawing on data from a longitudinal study of 204 Mexican-origin adolescent mothers, their mother figures, and their children, the current investigation examined (a) adolescent mothers' educational re-engagement and attainment beginning during their pregnancy and ending when their child was 5 years old; and (b) the influence of the family

economic context on adolescent mothers' educational re-engagement and attainment and their children's academic and social-emotional outcomes. Findings detailed adolescent mothers' re-engagement in school after the birth of their child and revealed that family income during adolescents' pregnancies was directly associated with re-engagement and attainment, and also initiated cascade effects that shaped adolescents' economic contexts, their subsequent re-engagement and attainment, and ultimately their children's academic and social-emotional outcomes at age 5.

Ministère de l'Éducation du loisir et du sport du Québec. (2021). ***Rôle des parents et de la communauté dans la réussite éducative et dans la valorisation de l'éducation*** (p. 115). Consulté à l'adresse Gouvernement du Québec website: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/publications/Parents-communaute-reussite-valorisation.pdf

Moore, J. S., & Phelps, C. (2021). **Changing the narrative on African American boys: A systemic approach to school success**. *Improving Schools*, *24*(2), 112-123. https://doi.org/10.1177/1365480220962865

Despite progress over the past decade in math and reading, proficiency scores of African American boys continue to trail behind those of White, Latino, and Asian male counterparts. African American boys' reading and math disparities have been attributed to the negative portrayal and the pervasive deficit-oriented discourse about these young men. Using salient characteristics of organizational culture as a framework, this paper offers strategies for creating a culturally responsive environment that supports and promotes high academic performance among African American boys. Attention is given to policy, practice, personnel, programs, and process in schools and their role in culturally competent approaches for improving schools and individual academic achievement.

Ogresta, J., Rezo, I., Kožljan, P., Paré, M.-H., & Ajduković, M. (2021). **Why Do We Drop Out? Typology of Dropping Out of High School**. *Youth & Society*, *53*(6), 934-954. https://doi.org/10.1177/0044118X20918435

We assessed how high school dropouts in Croatia interpret their school experiences and life circumstances, using semi-structured interviews of 20 young people, M (SD) = 18.4 (1.23) years, 63.6% male, based on questions following a chronological life course from elementary to high school. Using qualitative content analysis and cluster analysis, we yielded a typology of high school dropouts. Four high school dropout types were identified based on the factors leading to dropout: (a) the poor academic achievers, (b) the quiet dropouts, (c) the maladjusted dropouts, and (d) the stressed dropouts. Our findings confirm the previously reported role of poor academic achievement and externalizing problems in high school dropout and additionally highlight the importance of internalizing problems and highly stressful life events for dropout risk.

Piopiunik, M. (2021). ***How Does Reducing the Intensity of Tracking Affect Student Achievement? Evidence from German State Reforms*** (SSRN Scholarly Paper N° ID 3896149). Consulté à l'adresse Social Science Research Network website: https://papers.ssrn.com/abstract=3896149

To investigate the effects of reducing the intensity of tracking, this study exploits reforms across German states which combined the two lower secondary school tracks, sometimes additionally offering the possibility to acquire a university entrance qualification. Using a difference-in-differences approach, we find that reducing the tracking intensity significantly improves students' reading achievement. Lower-

performing student groups – boys, students born abroad, and students from lower socio-economic status families – benefited in particular. In contrast, we find no effects on acquiring a middle school degree, attending the most academic track, or repeating a grade.

Redding, C., & Grissom, J. A. (2021). **Do Students in Gifted Programs Perform Better? Linking Gifted Program Participation to Achievement and Nonachievement Outcomes**. *Educational Evaluation and Policy Analysis*, *43*(3), 520-544. https://doi.org/10.3102/01623737211008919
Growing concerns about inequitable access have made public investment in gifted programs controversial in many school districts, yet advocates maintain that gifted services provide necessary enrichment for exceptional students to succeed at school. We provide evidence on whether the typical gifted program indeed benefits elementary students' achievement and nonachievement outcomes, using nationally representative data from the Early Childhood Longitudinal Study, 2010–2011 kindergarten cohort. Leveraging within-school and within-student comparisons, we find that participating in a school's gifted program is associated with reading and mathematics achievement for the average student, although associations are small. We find no evidence of a relationship between gifted participation and student absences, reported engagement with school, or student mobility. Black and low-income students do not see the academic gains that their peers experience when receiving gifted services.

Sissoko, T. (2021). ***Les conditions de la réussite dans les universités maliennes: Approches méthodologiques***. Paris: L'Harmattan.
Toro, J. D., & Wang, M.-T. (2021). **School Cultural Socialization and Academic Performance: Examining Ethnic-Racial Identity Development as a Mediator Among African American Adolescents**. *Child Development*, *92*(4), 1458-1475. https://doi.org/10.1111/cdev.13467
Historic racial disparities in the United States have created an urgent need for evidence-based strategies promoting African American students' academic performance via school-based ethnic-racial socialization and identity development. However, the temporal order among socialization, identity, and academic performance remains unclear in extant literature. This longitudinal study examined whether school cultural socialization predicted 961 African American adolescents' grade point averages through their ethnic-racial identities (49.6% males; Mage = 13.60; 91.9% qualified for free lunch). Results revealed that youth who perceived more school cultural socialization had better grades 1 and 2 years later. In addition, identity commitment (but not exploration) fully mediated these relations. Implications for how educators can help adolescents of color succeed in schools are discussed.

Watts, T. W., Nguyen, T., Carr, R. C., Vernon-Feagans, L., & Blair, C. (2021). **Examining the Effects of Changes in Classroom Quality on Within-Child Changes in Achievement and Behavioral Outcomes**. *Child Development*, *92*(4), e439-e456. https://doi.org/10.1111/cdev.13552
This study examines whether changes in classroom quality predict within-child changes in achievement and behavioral problems in elementary school (ages spanning approximately 6–11 years old). Drawing on data from a longitudinal study of children in predominantly low-income, nonurban communities (n = 1,078), we relied on child fixed effects modeling, which controlled for stable factors that could bias the effects of

classroom quality. In general, we found that changes in classroom quality had small and statistically nonsignificant effects on achievement and behavior. However, we found that moving into a high-quality classroom, particularly those rated as high in Classroom Organization, had positive effects on achievement and behavior for children with significant exposure to poverty in early life.

Xiong, Y., Qin, X., Wang, Q., & Ren, P. (2021). **Parental Involvement in Adolescents' Learning and Academic Achievement: Cross-lagged Effect and Mediation of Academic Engagement**. *Journal of Youth and Adolescence*, *50*(9), 1811-1823. https://doi.org/10.1007/s10964-021-01460-w
Parental involvement in adolescents' learning has been linked to high academic achievement, yet few studies have examined its reverse relationship at the same time and the potential mechanisms that underly these associations. To address this research gap, this study investigated the reciprocal relationship between parental involvement and academic achievement as well as the mediating role of adolescents' academic engagement among Chinese adolescents. In addition, the current study explored whether these relationships varied by gender. Using a longitudinal design, a total of 2381 secondary school students (48.8% girls, Mage = 13.38 ± 0.59) participated in the study. The results found significant positive directional effects from academic achievement to parental involvement among total sample, but not vice versa. The cross-lagged effect from academic achievement to parental involvement only existed among adolescent girls. Bootstrap analyses in the total sample revealed that parental involvement was related to academic achievement through the indirect effects of adolescents' behavioral engagement. In terms of gender differences, behavioral engagement totally mediated the path from academic achievement to parental involvement for boys, while no significant mediation effect was found for girls. These results have provided empirical evidence of the evocative role of adolescents' academic characteristics on parenting behaviors and the double-edged effect of parental involvement on adolescents' academic performance, they also suggest that further research is needed to explore effective and appropriate ways for parents to get involved in adolescents' learning in order to promote their children's academic achievement.

Valeurs

Briggs, A. Q. (2021). **Getting a foot in the door: A critical anti-race analysis of underemployed second generation Caribbean Black Male Youth**. *Education, Citizenship and Social Justice*, *16*(2), 165-179. https://doi.org/10.1177/1746197920909051
This study utilizes a Critical Anti-Race Qualitative Phenomenological Methodology to challenge the dominant deficit perspective which reinforces the notion that the cultural deprivation of Blacks causes their marginalization. From this viewpoint, Blacks should take individual responsibility for changing their life conditions. However, this article offers narratives of Black men that reveal how structural factors grounded in the notion of racial battle fatigue limit their autonomy, education, and access to employment opportunities. The study focuses on underemployed, second-generation Caribbean Black Male Youth between 18 years and 30 years of age who have made the post-high school transition into the labor market but remain underemployed. This study seeks to understand the central theme emerging in the counternarratives: Caribbean Black Male Youth perceive and experience a lack of employment opportunities. This article's aim is to show how Caribbean Black Male Youth struggle to address their limited employment opportunities

by exploring the impact of the intersecting politics of race, gender, and class on the City of Toronto labor force.

DeJaeghere, J. (2021). **A capability pedagogy for excluded youth: Fostering recognition and imagining alternative futures**. *Education, Citizenship and Social Justice*, *16*(2), 99-113. https://doi.org/10.1177/1746197919886859
Out-of-school youth are often characterized as at risk, idle, or troublemakers and are essentially excluded from being citizens of their societies. In Tanzania and Uganda, where this study took place, youth who have not completed their secondary education are excluded from further education and formal work and are often not considered members of their community. This article puts forward capabilities and capability-enhancing pedagogies for formal and non-formal education settings that aim to foster greater inclusion and equality for such youth. Drawing on a 5-year study of youth in Tanzania and Uganda, the article identifies two capabilities, recognition and imagining alternative futures, that can be fostered through educational practices. Educational practices that change unjust social structures and relations are described, illustrating how they go beyond both capabilities that are individually focused, and critical pedagogy's emphasis on raising awareness of social injustices, but not necessarily resulting in social changes.

Fabre, M. (2021). **Problématologie des questions socialement vives. Repères épistémologiques pour l'école**. *Revue française de pédagogie. Recherches en éducation*, (210), 89-99. https://doi.org/10.4000/rfp.10118
L'introduction des « éducations à » dans le curriculum scolaire vient, entre autres bouleversements, questionner l'idéal cartésien selon lequel les problèmes, dans la recherche, les métiers ou l'école, peuvent toujours être construits et résolus par des méthodes bien définies et leurs solutions évaluables selon des critères objectifs. Avec la prise en compte des questions socialement vives, l'école s'ouvre au traitement de problèmes mal structurés, flous et même pernicieux. Peut-on tirer, de l'analyse de travaux anglo-saxons sur le sujet, des repères épistémologiques pour le traitement didactique de tels problèmes qui sont caractéristiques du monde problématique qui est le nôtre et auquel il faut préparer le futur citoyen ?

Füllekruss, D., & Mecheril, P. (2021). **Politische Bildung in der Migrationsgesellschaft – demokratische Paradoxien und rassismuskritische Perspektiven**. *Swiss Journal of Educational Research*, *43*(2), 222-232. https://doi.org/10.24452/sjer.43.2.3
Contemporary democracies are characterized by the ambivalent relationships that go along with nationally encoded politics of belonging and virtues of democracy: within their universal normative claims, democracies are promising equality and justice for everyone, whereas along orders of national membership people are excluded, marginalized and disenfranchised. Migration including displacement is on the increase worldwide and reveals the ambiguous conditions of universal democratic claims in migration societies. This paper investigates the ambivalences and disavowals of democratic demands in the context of migration from the perspective of critical race theory. It analyzes how the social construction of race and racism is (historically and contemporarily) constituting nation states' democracies and outlines implications for civic education reflecting on racism and racialized orders of belonging.

Gibson, L. (2021). **The Case for Commemoration Controversies in Canadian History Education**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *44*(2), 434-465. Consulté à l'adresse https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4451
Commemorations are events or actions that honour and memorialize significant events, people, and groups from the past. In recent years there have been numerous contentious debates about commemorations of historical events and people in countries around the world, including Canada. In this article I argue that commemoration controversies should be an essential part of teaching and learning history in K–12 schools because they have the potential to be meaningful and relevant for students, they address civic education competencies central to history and social studies curricula in Canada, and they provide rich opportunities for advancing students' historical consciousness and historical thinking. In the final section of the article I describe how six second-order historical thinking concepts can be used to invite students to think historically about commemorations. Keywords: historical commemorations, public history, history teaching and learning, citizenship education, history education, historical consciousness, historical thinking, social studies education

Go, H.-L., & Riondet, X. (2021). ***Hospitalité en éducation***. Consulté à l'adresse https://www.lcdpu.fr/livre/?GCOI=27000100729330
Grobshäuser, N., & Weißeno, G. (2021). **Does political participation in adolescence promote knowledge acquisition and active citizenship?** *Education, Citizenship and Social Justice*, *16*(2), 150-164. https://doi.org/10.1177/1746197919900153
Political education in school is aimed at preparing adolescents for their role as citizens, which comprises political participation as well as political knowledge. While it is generally agreed that basic knowledge about politics is a prerequisite to participation, the specific link between knowledge and participation is left unclear in normative theories of democracy and didactic approaches of political education. A study with 1324 German ninth graders tries to clarify the relationship between the two constructs. The findings show a positive effect from knowledge to the expressed willingness to participate in politics in the future. But against the expectations, already performed political participation does not increase knowledge about politics. Furthermore, girls and pupils with migration background show less knowledge and express less willingness to participate.

Hakimi, L., Eynon, R., & Murphy, V. A. (2021). **The Ethics of Using Digital Trace Data in Education: A Thematic Review of the Research Landscape**. *Review of Educational Research*, *91*(5), 671-717. https://doi.org/10.3102/00346543211020116
This article presents the findings of a systematic qualitative analysis of research in the ethics of digital trace data use in learning and education. From the resulting analysis of 77 peer-reviewed studies, we (1) map the characteristics of research by study type, academic community, institutional setting, and national context; (2) identify the primary ethical concerns and related responses; and (3) highlight the research gaps. Four areas of focus are identified in this emerging area: (1) privacy, informed consent, and data ownership; (2) validity and integrity; (3) ethical decision making; and (4) governance and accountability. We highlight the lack of evidence particularly for preschool and school-aged children and the disparate communities working in this domain, and we suggest a more cohesive approach, where the wider learning and educational ecosystem is recognized, explicit engagement with ethical theory is central, and mid- to long-term ethical issues are considered alongside immediate concerns.

Halfon, E., & Romi, S. (2021). **High-school student councils: A typological approach**. *Education, Citizenship and Social Justice*, *16*(2), 114-134. https://doi.org/10.1177/1746197919886880
The objective of this study was to identify the various types of student councils based on their areas of interest. The study population included 100 school principals or deputy principals, in junior high schools or high schools, who filled in questionnaires to map student councils. The analysis yielded 89 student-council profiles, with two variables—community volunteering and student rights—forming the basis for the other variables, and thus for the four types derived: integrative, voluntary, rights, and dim. The 'Discussion' section describes an attempt to understand the uniqueness of these two variables and their interrelations.

IFOP. (2021). ***Les enseignants, la laïcité et la place des religions à l'école*** (p. 22). Consulté à l'adresse IFOP website: https://www.ifop.com/wp-content/uploads/2021/07/PPT_Ifop_FJJ_Ens.laicite_2021.03.09.pdf
L'Ifop a réalisé pour l'Observatoire de l'éducation de la Fondation Jean-Jaurès une enquête permettant de mieux cerner la place que les enseignants accordent aujourd'hui aux religions à l'école, le sens qu'ils donnent à la laïcité, mais aussi leur point de vue sur le port des signes religieux par les différents acteurs (les élèves, les parents…) […]

Lepianka, D. (2021). **Less-standard claims to justice through the lens of media debates on minority education**. *Theory and Research in Education*, *19*(2), 127-147. https://doi.org/10.1177/14778785211028400
The coexistence, not always peaceful, of multiple and often rival, conceptions of justice in education policy and practice is well recognized and problematized in the academic literature. Relatively little is known, however, about what kind of justice-related considerations occupy the 'public mind' and/or inform what Nancy Fraser calls 'folk paradigms of justice'. The current article seeks to shed light on the public construction of the 'what' of justice in the realm of education by analysing selected debates on minority education politics that occur in news and social media in five European countries. Fraser's tripartite model of justice as redistribution, recognition and representation constituted the starting point of the investigation. The results of a qualitative analysis of selected media content show that while Fraser's framework resonates well with the popular understandings of justice, the tripartite typology is not exhaustive in accounting for all justice claims evoked in the public domain. In the light of the debates analysed, three types of 'alternative' claims seem particularly relevant for theorizing justice in education and/or seeking legitimacy for education policy: claims that appeal to civil rights and liberties, claims that appeal to procedural justice and claims that appeal to epistemic justice.

Llena, C., Isidore, P., Joing, I., Potdevin, F., Dieu, O., & Porrovecchio, A. (2021). **Système de valeurs des enseignants d'EPS et bien-être affectif des élèves**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série N° 4). https://doi.org/10.4000/ejrieps.6494
Les objectifs de l'ONU pour 2030 montrent que pour obtenir une « éducation de qualité », l'enseignant doit notamment promouvoir le bien-être de ses élèves. In fine, il s'agit d'une des missions des enseignants d'EPS. Dès lors, est-ce que les valeurs de l'enseignant ont

un effet sur cette finalité ? En se basant sur les cadres théoriques des valeurs de base (Schwartz, 2006) et du bien-être affectif (Diener, 1984), l'objectif de cette étude est d'identifier les systèmes de valeurs les plus propices chez les enseignants d'EPS pour valoriser le bien-être affectif perçu des élèves.1129 élèves (560 filles/569 garçons) de 45 classes différentes et 22 professeurs d'EPS (15 hommes/7 femmes) de l'académie de Lille ont répondu à une enquête par questionnaire. Les résultats montrent que les valeurs "du dépassement de soi" sont vertueuses pour le bien-être affectif perçu des élèves. À l'inverse, les valeurs de "la continuité" ainsi que "la discordance de valeurs" de l'enseignant d'EPS dans ses pratiques pédagogiques impactent négativement ce bien-être affectif des élèves en cours d'EPS. En conclusion, une réflexion pédagogique et didactique autour des valeurs et de leurs mises en œuvre dans son enseignement est une voie prometteuse pour viser une EPS de qualité.

Ministère de l'Éducation nationale. (2021). ***Renforcer l'éducation aux médias et à l'information et la citoyenneté numérique***. Consulté à l'adresse Ministère de l'Éducation nationale website: https://www.education.gouv.fr/media/90745/download
Ce groupe d'experts, constitué à la demande de Jean-Michel Blanquer après l'assassinat de Samuel Paty, et composé d'acteurs de l'enseignement supérieur et de la recherche, de l'enseignement scolaire, du numérique et des médias, a émis des propositions opérationnelles dans les champs de la formation, des ressources, des pédagogies et des dispositifs permettant de renforcer l'éducation aux médias et à l'information dans les établissements. Les propositions de ce rapport s'inscrivent dans le cadre de la recommandation visant à développer et à promouvoir l'éducation à la citoyenneté numérique et à en faire une priorité pour les gouvernements, adoptée le 21 novembre 2019 par les ministres de 47 États membres du Conseil de l'Europe. Elles font suite aux annonces de Jean-Michel Blanquer, le 5 novembre 2020, en conclusion des États généraux du numérique pour l'éducation, visant à renforcer l'éducation aux médias et à l'information et la citoyenneté numérique en s'appuyant sur le CLEMI. Au cours de la remise de ce rapport, Jean-Michel Blanquer a rappelé la priorité du renforcement de l'éducation aux médias et à l'information pour la formation civique des élèves et la défense de la liberté d'expression à l'ère numérique. Il a indiqué qu'il retenait plusieurs propositions de ce rapport pour renforcer ces enjeux au sein du système éducatif, dans le 1er et dans le 2nd degré, à partir de la rentrée 2021-2022. Ces premières propositions portent sur la formation des personnels d'éducation et des personnels de direction en éducation aux médias et à l'information, sur la production d'une plateforme de ressources portée par le CLEMI, sur l'édition et la diffusion d'un guide de référence en direction des professeurs des écoles et des enseignants de toutes les disciplines, ainsi que des dispositifs visant à mieux intégrer l'intervention des professionnels des médias et de l'information en milieu scolaire. Jean-Michel Blanquer a indiqué que ces mesures s'accompagneraient de décisions à l'issue de la remise du rapport de l'Inspection générale de l'Éducation, des Sports et de la Recherche sur le renforcement de l'esprit critique à l'École. Celles-ci permettront de mieux structurer le pilotage de l'éducation aux médias et à l'information au niveau national et dans les académies, et de renforcer ses moyens.

RICHARDSON, J., & MILOVIDOV, E. (2020). ***Manuel d'éducation à la citoyenneté numérique : être en ligne, bien-être en ligne, droits en ligne: information, outils et bonnes pratiques***. Consulté à l'adresse https://book.coe.int/fr/droits-de-l-homme-citoyennete-

democratique-et-interculturalisme/8159-manuel-d-education-a-la-citoyennete-numerique.html
Le manuel d'éducation à la citoyenneté numérique s'adresse à la fois aux enseignants, aux parents, aux responsables des politiques éducatives et aux acteurs de l'internet. Au sein de la notion de citoyenneté numérique, il distingue dix grands domaines qu'il analyse en détail. Chacun fait l'objet d'une fiche, proposant des idées, des bonnes pratiques et des lectures complémentaires qui aideront les éducateurs à renforcer leurs compétences et à préparer les enfants aux défis du monde numérique de demain. Ilfait suite au « Cadre de référence des compétences pour une culture de la démocratie », élaboré par le Conseil de l'Europe, et peut être utilisé parallèlement au « Manuel de maîtrise de l'internet ».

Themelis, S., & Hsu, T.-C. (2021). **Democratizing politics and politicizing education: Critical pedagogy for active citizenship in the Taiwanese Sunflower Movement**. *Education, Citizenship and Social Justice*, *16*(2), 180-194. https://doi.org/10.1177/1746197920915601
This article is the first to employ a Freirean framework to discuss the Taiwanese Sunflower Student Movement and its political, pedagogical and social significance. We analyse lecturers' and students' perspectives and experiences of civic responsibility in order to explore the relationship between critical pedagogy and student participation in the movement. The latter is an important development in politics and student activism, as it touched the lives of an entire generation of young Taiwanese and highlighted the value of active citizenship in the fight to improve democracy as praxis for social justice. This article makes a threefold contribution: first, it adds to our understanding of the processes through which movement participants cultivate their critical consciousness; second, it offers a new angle on a politically significant moment in Taiwanese history; and third, it uses this movement to illuminate forms of oppression that exist in society and education and ways to transform it.

Vandeyar, S. (2021). **Contested spaces – shared places: A South African perspective**. *Education, Citizenship and Social Justice*, *16*(2), 135-149. https://doi.org/10.1177/1746197920902427
This article presents an account of how contested spaces: shared places have played out in the South African education context by tracing how the historical, political, social and educational contexts of South Africa created and determined shared places. The article draws on findings from a range of research projects that I conducted over the past 15 years and that utilised the meta-theoretical framework of social constructivism and the methodological framework of qualitative case studies, narrative inquiry and portraiture. Findings from this collection of research studies reveal that the creation and evolution of shared spaces though activated by political, social and educational policy intent that was good and at times exceptional, 'knowledge in the blood' coupled with a passion for power witnessed policy in action transform these shared spaces into largely contested spaces. Intriguingly, within these spaces sparks of 'goodness' emerged that hold promise for a brighter future.

Zrudlo, I. (2021). **Moving beyond rationalistic responses to the concern about indoctrination in moral education**. *Theory and Research in Education*, *19*(2), 185-203. https://doi.org/10.1177/14778785211016322
Indoctrination is an ongoing concern in education, especially in debates about moral education. One approach to this issue is to come up with a rational procedure that can

robustly justify potential items of moral education content. I call this the 'rationalistic justification project'. Michael Hand's recent book, A Theory of Moral Education, is representative of this approach. My essay has three parts. First, I show that Hand's justificatory procedure – the problem-of-sociality justification – cannot serve the purposes he has in mind; it fails on its own terms and may even cause the teacher to inadvertently slide into indoctrination. Second, I argue that the causes of this failure lie deeper than Hand's particular approach to the rationalistic justification project; rather, it is the broader project itself that is misguided, largely due to its narrow conceptions of morality and rationality. Third, I offer an alternative way of framing the issue of indoctrination, by drawing on Aristotle's philosophy of rhetoric. My suggested approach recontextualizes the issue of indoctrination and brings into focus a broader set of relevant features of the teaching–learning situation.