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Acquisition de compétences

Bolli, T., Caves, K., & Oswald-Egg, M. E. (2021). **Valuable Experience: How University Internships Affect Graduates' Income**. *Research in Higher Education*, 62(8), 1198-1247. https://doi.org/10.1007/s11162-021-09637-9
This paper analyzes whether and how attending an internship during tertiary education affects income. We address endogeneity with an IV approach that exploits information regarding whether the internship was a mandatory component of the study. We further address selection into programs with mandatory internship by using the share of mandatory internships at the closest university, exploiting the low mobility of Swiss students. The results show that internships increase graduates' incomes. We explore potential mechanisms for the effect of internships on income, finding that general human capital is the main mechanism rather than firm- or field-specific human capital, signaling, or screening. These results indicate that students should continue to invest in internships and that mandatory internships have a place in university curricula because they improve the quality of education.

Cole, P. (2021, octobre 19). **Peut-on progresser en lecture quand est dyslexique ?** Consulté 20 octobre 2021, à l'adresse The Conversation website: http://theconversation.com/peut-on-progresser-en-lecture-quand-est-dyslexique-169299
Concernant 6 % à 8 % de la population française, la dyslexie confronte les enfants à des difficultés de lecture. Y a-t-il des aides pour les compenser ? Et comment évoluent-elles dans le temps ?

Commission européenne. (2021). **Integrated approaches to literacy and skills development: examples of best practice in adult learning programmes**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3426* [Report]. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000378051
Cette nouvelle publication de l'UIL présente 21 programmes d'éducation des adultes qui décrivent des approches prometteuses pour intégrer l'alphabétisation, les compétences de vie et les compétences professionnelles dans divers contextes nationaux à travers le monde. Ces approches intégrées renferment le potentiel d'améliorer la pertinence et la qualité des programmes d'éducation des adultes et d'accroître la motivation des apprenants adultes à s'inscrire à ces programmes. Les programmes présentés offrent aux apprenants adultes de nouvelles voies pour développer et mettre en pratique les compétences récemment acquises en contexte, améliorer les perspectives d'emploi et contribuer à un changement de trajectoire dans leur vie professionnelle et personnelle. Cette compilation offre également un aperçu de la manière dont les programmes d'apprentissage intégré peuvent être conçus et mis en œuvre. Les enseignements tirés de ces programmes peuvent être adaptés aux différents contextes nationaux par les éducateurs d'adultes et les prestataires de programmes du monde entier, en particulier maintenant, dans les phases de récupération et de renforcement de la résilience post-pandémique. Plus d'information : Effective Literacy and Numeracy Practices Database – LitBase

Darnon, C., & Fayol, M. (2021). **Can an early mathematical intervention boost the progress of children in kindergarten? A field experiment**. *European Journal of Psychology of Education*. https://doi.org/10.1007/s10212-021-00550-4

Socioeconomic status (SES) has been shown to be associated with children's arithmetic knowledge as early as kindergarten, which is an important issue, given that early numeracy knowledge and skills usually correlate to later academic achievement in arithmetic. In line with recent research, it is argued that the regular practice of exercises involving cardinality, ordinality and arithmetic transformations during class time could accelerate the progress of children, particularly among low-SES children. Participants were 118 kindergarteners (Mage = 3.87). Teachers were randomly assigned to the intervention group (immediate implementation of the intervention; N = 64) or the control group (intervention delayed, N = 54). This intervention consisted of playful exercises involving quantities and numerical transformations. The results indicated that the intervention tended to accelerate progress on the verbal numerical sequence, particularly among lower-SES children. In addition, the intervention tended to accelerate progress on cardinality and arithmetic. These results provide preliminary evidence of the effectiveness of the intervention to help children acquire basic mathematical skills.

De Smet, C., Raileanu, M.-B., & Romero, M. (2021). **Étude de la littérature sur la créativité en sciences de l'éducation dans les pays francophones**. *Mcgill Journal of Education*, 588-618. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03406774

Friesen, S., & Brown, B. (2021). **Advancing Knowledge Creation in Education Through Tripartite Partnerships**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28052
The purpose of this paper is to highlight the work of one tripartite partnership with stakeholders to improve and strengthen novice teachers' pedagogical designs using design based professional learning guided by the principles of knowledge building/knowledge creation. The tripartite partnership involved 450 novice teachers from an urban school division, a practitioner-research university team, and the provincial government. Drawing upon one case, this paper analyzes the ways in which the design-based professional learning mirrored the knowledge building/knowledge creation processes highlighting the ways in which teachers worked in collaborative, collective, and connected ways to progressively improve pedagogical designs for collective knowledge building. Computer supported, networked digital technologies provided a community to develop an audit trail to keep track of progressive improvements and refinements to their pedagogical designs and to support, enable, and enhance knowledge building discourse. Design-based professional learning informed by the 12 principles of knowledge building/knowledge creation provided novice teachers with a process to work collectively as a community, progressively improving and refining their pedagogical designs, identifying the role of their pedagogical designs in their students' work, and engaging with other teachers in their respective schools.

Giret, J.-F., & Jongbloed, J. (2021). **Les jeunes en situation de NEET : le rôle des compétences de base**. *Céreq Bref*, (413). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-10/Bref413-web.pdf
Enjeu prioritaire des politiques publiques nationales et européennes, les jeunes qui ne sont ni en emploi, ni en études, ni en formation connaissent un risque d'exclusion plus ou moins marqué selon les pays. Si le niveau d'éducation joue un rôle central dans ces situations, l'approche par les compétences de base permet d'affiner la focale. Les données internationales montrent en effet qu'un même niveau de diplôme ne certifie pas partout le même niveau de compétences. Comment s'expliquent ces écarts ? Dans quelle

mesure ces compétences protègent-elles des situations de NEET indépendamment du diplôme ?

Hessels-Schlatter, C., Hessels, M., & Brandon, S. (2021). **Cognition, métacognition, éducation : l'approche intégrative de l'Atelier d'Apprentissage**. *Raisons educatives, N° 25*(1), 289-311. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-289.htm
L'Atelier d'Apprentissage est un service spécialisé dans la remédiation des problèmes d'apprentissage. L'approche développée est un exemple d'intégration des apports des sciences cognitives aux questions éducatives. Cette contribution décrit notre approche globale et intégrative d'intervention ainsi que ses caractéristiques principales : 1) une perspective résolument métacognitive tant dans ses objectifs que dans ses méthodes d'intervention pour la remédiation des processus de pensée et d'apprentissage ; 2) l'accent mis sur la promotion du transfert des compétences acquises au contexte de vie propre à l'apprenant (école, travail, vie quotidienne). Les apports d'une analyse cognitive des tâches pour optimiser le transfert des apprentissages, ainsi que pour développer de manière efficace les compétences en lecture des personnes avec déficience intellectuelle seront illustrés.

Jarraud, F. (2021, octobre 20). **Que pourrait l'Ecole contre le réchauffement climatique ?** Consulté 20 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/20102021Article637703154504560480.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512520
« La réaction la plus dangereuse au réchauffement est sans doute une sorte de nihilisme larvé : la vie ne vaut rien puisqu'elle est tellement menacée, il n'y a pas de raison de chercher à la protéger. L'Ecole peut le prévenir en donnant envie aux jeunes de continuer ce monde (nature et société), en montrant et faisant aimer davantage les accomplissements de l'humanité... Humiliations et injustices sont, de ce point de vue, des aliments du nihilisme. Une Ecole qui aime le monde et qui aime ses élèves le prive d'aliments », écrit Denis Meuret. Il suggère deux pistes pour faire face au réchauffement. La première est "équiper les élèves de capacités leur permettant de faire face aux conséquences. pour lui il s'agit de développer des capacités d'adaptation. « Vis-à-vis des catastrophes, l'Ecole doit développer la résilience, la capacité de rebondir. Au Canada, certaines Ecoles mettent en œuvre des programmes favorisant le développement de cette qualité, mais il est clair que des recherches sont nécessaires à ce sujet. L'Ecole doit aussi développer la solidarité. En cas de catastrophe, la solidarité est le comportement qui minimise les inconvénients pour tous ». L'Ecole doit aussi « équiper les élèves de connaissances et d'attitudes favorables à la limitation du réchauffement ». « L'Ecole doit donc présenter les différentes politiques ou comportements possibles (développer le nucléaire ou l'éolien, taxer ou non les émissions de carbone, manger local ou manger moins de viande, etc.) du point de vue de leur capacité à diminuer les émissions et de leur équité. Elle doit aussi aborder la question des effets collectifs des comportements de chacun . Cela importe parce que les enfants sont plus que d'autres enclins à surestimer les conséquences de leur comportement... La part des formes interdisciplinaires d'enseignement augmenterait puisque le réchauffement est une question interdisciplinaire. L'importance de chaque discipline dépendrait aussi de sa contribution à la prévention du réchauffement et chacune devrait viser davantage cet objectif. »

Molinari, G., Mirza, N. M., & Tartas, V. (2021). **Regards croisés des approches cognitives et socioculturelles sur l'apprentissage collaboratif : quelles contributions dans le domaine de l'éducation ?** *Raisons educatives*, *N° 25*(1), 41-64. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-41.htm
Le domaine de l'apprentissage collaboratif réunit des approches pédagogiques se fondant sur l'importance des interactions sociales et de la collaboration pour favoriser l'apprentissage. Les théories associées à ce domaine sont nombreuses, et peuvent se regrouper en deux grandes perspectives : une perspective cognitive qui s'appuie sur des approches rattachées à la psychologie et aux sciences cognitives, et une perspective intersubjective qui fait appel à des approches socioculturelles en psychologie et éducation. Ce chapitre vise à mettre en lumière les contributions et apports spécifiques des approches cognitives et socioculturelles de l'apprentissage collaboratif. Après un aperçu de leurs fondements épistémologiques, nous les sollicitons tour à tour pour répondre à trois questions vives dans le domaine : les interactions sociales et les dialogues ; les environnements numériques ; la dimension affective et le rôle des émotions. La dernière partie du chapitre indique les perspectives que ces approches cognitives et socioculturelles ouvrent, chacune à leur façon mais de manière complémentaire, dans le domaine de l'éducation.

Ourmi, M. E. (2021). ***Etude de l'effet d'une éducation à la responsabilité sur des compétences supposées antagonistes avec les radicalisations violentes*** (Phdthesis, Université de Limoges). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03330303
La radicalisation continue de s'affirmer en France et dans le monde entier, comme une menace durable et de plus en plus endogène. Cette reconfiguration de la menace n'a pas beaucoup influencé la recherche sur ce phénomène articulée souvent sur la compréhension du phénomène, ses causes, les profils à risque…L'enrôlement de jeunes Français dans le djihadisme et, plus généralement, la montée des extrémismes violents suscite une réponse démocratique, y compris par de la prévention primaire. Cette menace a conduit le gouvernement à élaborer des politiques publiques centrées spécialement sur le repérage et surtout sur des logiques sécuritaires par la mise en place des plans (PLAT) en 2014 et (PART) en 2016, puis le nouveau plan, « Prévenir pour protéger » en 2018. Les différentes interventions dans ce domaine de la lutte contre les radicalisations violentes (RV) qui ciblent les adultes et les jeunes adultes se font généralement soit dans les prisons soit dans les quartiers vulnérables et impliquent rarement les dimensions émotionnelle et relationnelle. Ce travail s'inscrit donc dans une approche qui essaye de mettre en évidence les aspects les moins considérés dans les différentes initiatives de prévention des RV en proposant des approches centrées sur la solution et non pas sur le problème. En effet nous suggérons une reconsidération des manières habituelles de prévenir les RV centrées sur les aspects de la sécurité, de la justice et de la rationalité, en les complétant avec des approches qui favorisent explicitement les compétences émotionnelles et relationnelles. Il convient de souligner que cette thèse propose de vérifier sur le plan empirique les fondements d'un programme de prévention primaire et son impact réel sur des adultes et jeunes adultes à travers des indicateurs mesurables. Ainsi, le module de culture générale « Initiation à la méditation dans une démarche éthique » enseigné à la faculté de Montpellier a été conçu pour développer ces compétences dans le sens de la responsabilité, considérée dans notre modèle théorique comme étant antagoniste des RV. L'évaluation de son impact par des méthodes quantitatives montre des résultats encourageants et confirme une grande partie de nos hypothèses.

Oyigbo, D. N., Ngwu, P. N. C., & Nwachukwu, R. U. (2021). **Non-formal education and economic growth in Nigeria: The need for a system-wide programme development framework**. *International Review of Education*, *67*(5), 687-709. https://doi.org/10.1007/s11159-021-09920-y
In the field of education, the non-formal education approach to fostering human proficiency in a wide range of skills is credited with having engendered the broadening of educational practice beyond formal schooling through the emergence of methods and techniques of basic education, administrative training and management science. In the field of economics, the relationship between national economic growth and upskilling the population is informed by two major dominant theoretical perspectives. The human capital approach considers the relationship between education and national economic growth from purely economic viewpoints, while the ecological development approach adopts a liberal stance and argues for a democratisation of educational opportunities. After reviewing this theoretical background, the authors of this article focus on the need to strengthen non-formal education in Nigeria with the aim of promoting national economic growth. They propose that the National Mass Literacy, Adult and Non-formal Education Commission (NMEC), launched in 1991, should be upgraded to a ministry of non-formal education. They argue that this kind of dedicated ministry is already operating successfully in many developing Asian and industrialised nations, serving to coordinate all basic education programmes with a special focus on citizens with low literacy. In Nigeria, the authors argue, such a ministry could provide training and retraining of all workers in both the public and private sectors of the economy, facilitate administrative training and executive management education as well as taking on responsibility for all continuing professional training programmes at all levels of the polity. The authors conclude their article by setting out the main elements of their proposed programme development framework for non-formal education.

Parent, S., & Baron, M. (2021). **Émergence des « learning analytics » en éducation : quelques défis et enjeux de l'analyse de l'apprentissage**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28053
At the EDUsummIT 2019 colloquium, a working group reflected on the analysis of learning. As French-speaking members of this group, in this article we present and address the recommendations of the working group for the deployment of learning analysis in educational institutions in the near future. Some elements to consider in integrating learning analysis, including the role of service providers, the skills needed to interpret data, and the potential effects of such analyze on learning design, are addressed.

Piróg, D., Kilar, W., & Rettinger, R. (2021). **Self-assessment of competences and their impact on the perceived chances for a successful university-to-work transition: the example of tourism degree students in Poland**. *Tertiary Education and Management*, *27*(4), 367-384. https://doi.org/10.1007/s11233-021-09081-5
Competences are the most important career capital a university graduate can have. The objective of the paper is to determine which competences acquired at tourism degree programmes affect students' self-assessment regarding their own competitive advantage on the labour market. The data was collected during a nationwide diagnostic survey (N = 476) carried out at ten Polish universities among students finishing their tourism degree courses. Principal component analysis allowed us to identify a set of competences that have a significant impact on the students' perception of their chances of finding employment in the tourism industry. These are: ability to cope with

challenges and stress; writing and speaking skills in a foreign language; public speaking; planning and implementation of subject-specific projects; ability to conduct subject-specific research and perseverance. The higher the assessment of each of the above, the more confident of their competitive advantage on the labour market the students were.

Richard, S., Gay, P., & Gentaz, É. (2021). **Pourquoi et comment soutenir le développement des compétences émotionnelles chez les élèves âgés de 4 à 7 ans et chez leur enseignant.e ? Apports des sciences cognitives**. *Raisons educatives*, *N° 25*(1), 261-287. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-261.htm
Apprendre à identifier, exprimer, comprendre, utiliser et réguler ses émotions et celles d'autrui fait partie intégrante des apprentissages fondateurs d'une scolarité réussie. De nombreuses études en sciences cognitives ont montré que ces compétences jouent un rôle crucial dans la réussite des élèves à l'école et favorisent leurs relations interpersonnelles. Dans un premier temps, nous allons examiner dans quelle mesure le développement de ces compétences émotionnelles est tout particulièrement central chez les élèves qui débutent leur scolarité. Dans un second temps, nous allons proposer deux grands axes d'intervention en classe afin de soutenir leur développement. Nous allons présenter notamment les pratiques d'enseignement « indirectes » (à savoir, être en tant qu'enseignant.e « émotionnellement compétent ») qui visent à les favoriser et nous allons voir qu'il est également possible de mettre ces compétences émotionnelles au défi directement à travers la « labellisation » des émotions, des conversations portant sur les émotions et par le biais des jeux de faire semblant.

Shoaib, M., & Ullah, H. (2021). **Classroom Environment, Teacher, and Girl Students' Learning Skills**. *Education and Urban Society*, *53*(9), 1039-1063. https://doi.org/10.1177/00131245211001908
The current research examined the effects of teachers and classrooms environment on girls' learning skills in girls' high schools. The main objective of the study was to analyze the classroom as a key academic and learning site in which the nature of interaction between teachers and students and among peers have a strong impact on students' learning skills. The study covers 271 girl students from four high schools (two government and two private schools) from district Gujrat, Pakistan. A proportionate random sampling technique was employed to draw a sample from the population. A quantitative cross-sectional survey method was conducted. The measurement tool consisted of eight different measurements of teacher, classroom, and learning skills respectively. The study findings reveal that the classroom environment has been positively associated with the learning skills of the girl students. We experiment with different formulations of the dependent and independent variables, taking full advantage of our data and additional analyses using Structural Equation Modeling (SEM), allowed us to better ascertain and quantify the causal pathways in the relationship between classroom and girls' learning skills in high schools.

Ueberschlag, J. (2020). **De Decroly à Freinet… Apprendre à lire, un pas vers la citoyenneté**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(3), 13-29. Consulté à l'adresse https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-3-page-13.htm

Lire – donner sens à ce qui est écrit partout et tout le temps – est une nécessité vitale dans nos sociétés contemporaines. Apprendre à lire pour l'enfant constitue dès lors un moment crucial de son développement futur et par conséquent, cet enseignement doit retenir l'attention vigilante de la part des maîtres. Ainsi à l'heure où le monde éducatif cherche à lutter contre l'analphabétisme et à engager un débat éclairé sur les différentes méthodes d'enseignement, un retour sur les années de l'entre-deux-guerres permettra de se remémorer les choix faits par le passé en en précisant les raisons, pistes, aménagements et progressions suivis.

White, T. G., Sabatini, J. P., & White, S. (2021). **What Does "Below Basic" Mean on NAEP Reading?** *Educational Researcher*, *50*(8), 570-573. https://doi.org/10.3102/0013189X211044144
The fourth-grade 2019 National Assessment of Educational Progress (NAEP) Reading assessment shows that 34% of the nation's students perform below the NAEP Basic level. However, because there is no achievement-level description for below Basic, educators and policymakers lack information on the nature of the reading difficulties that these students face. To help fill this gap, we analyze data from the 2018 NAEP Oral Reading Fluency study. We find that, compared with students who perform at the NAEP Basic level and above, students who perform below NAEP Basic level are much more likely to have poor oral reading fluency and word reading skills.

Aspects économiques de l'éducation

Ansong, D., Okumu, M., Otchere, F., Koomson, I., & Sherraden, M. (2021). **Addressing the Burden of Education Financing in Low and Lower-Middle-Income Countries: The Role of Savings Accounts, Cash Transfers, and Other Income Sources**. *Journal of Family and Economic Issues*, *42*(4), 745-756. https://doi.org/10.1007/s10834-021-09757-5
Cost-sharing between governments and families remains a strategic part of many governments' post-secondary education funding policies in low-income countries. This shift to more cost-sharing raises questions about how households meet their contributions to post-secondary schooling costs. This study uses data from the World Bank's Global Financial Inclusion survey and World Development Indicators to examine how savings account ownership, cash transfers, and other forms of income shape families' decisions about education financing in 59 low and lower-middle-income countries. Results from generalized hierarchical linear modeling and logistic regression models show that individuals with savings accounts are more likely to dedicate resources to educational purposes than those without accounts. Other forms of income (cash transfers excepted) also predict an individual's likelihood of earmarking savings for education to a lesser degree. Our findings offer compelling evidence that greater access to formal savings services may provide a viable long-term strategy to help families prepare financially for their children's future education. These findings may inform future programs that promote financial inclusion and expand access to formal savings services to help individuals and families save for their children's education.

Asakawa, S., & Ohtake, F. (2021). **Impact of Temporary School Closure Due to COVID-19 on the Academic Achievement of Elementary School Students**. In *Discussion Papers in Economics and Business* (N° 21-14). Consulté à l'adresse Osaka University, Graduate School of Economics website: https://ideas.repec.org/p/osk/wpaper/2114.html

This study examines the effects of COVID-19 related temporary school closures on the academic performance of fifth- and sixth-grade primary school students in Japan. Difference-in-differences and event studies were conducted using « Manabi Nara » data, a math achievement test administered to fourth-sixth graders at each term-end in Nara City. Children who experienced temporary school closure made the treatment group while inexperienced one-year older children were the control group. The results showed lowered math scores in the short term, but scores significantly increased six months after school closure. Further, the lower the students' academic achievement was, the greater was their improvement in their math scores. We found that increased motivation and attitude shifts toward math during this period contributed to improved scores. Finally, students with disadvantaged living conditions around school vacations saw their math scores and motivation and attitude toward math fall, particularly in the bottom 25% of their fourth-grade academic performance.

Barrios, J. M. (2019). ***Occupational Licensing and Accountant Quality: Evidence from the 150-Hour Rule*** (SSRN Scholarly Paper N° ID 2893909). https://doi.org/10.2139/ssrn.2893909
I examine the effects of occupational licensing on the quality of Certified Public Accountants (CPAs). I exploit the staggered adoption of the 150-hour rule, which increased the educational requirements for a CPA license. My analysis shows that the rule reduces the number of entrants into the profession and increases their wage premium. The same premium is enjoyed by grandfathered accountants, suggesting it is not a return to higher quality. Labor market proxies for quality find no difference between 150-hour rule CPAs and the rest. These findings are consistent with the theoretical argument that the rule reduced the supply of new CPAs and increased rents to the profession with little impact on quality.

Bechichi, N., & Thebault, G. (2021). ***Students' Preferences, Capacity Constraints and PostSecondary Achievements in a NonSelective System*** [Documents de Travail de l'Insee - INSEE Working Paper]. Consulté à l'adresse Institut National de la Statistique et des Etudes Economiques website: https://econpapers.repec.org/paper/nsedoctra/g2021-01.htm
Using rich administrative data on the French centralized assignment system of admission in higher education Admission Post Bac (APB) paired with data on university enrollment, this article provides new evidence on the impact of satisfying students' stated preferences on their achievements in higher education. To do so, we exploit lotteries embedded in APB to prioritize applicants in oversubscribed university programs as an instrument for admission. Focusing on cohorts 2013 to 2016, we show that admission to one's top-ranked program has a large impact on the pursuit of post-secondary education: on average, it increases students' chances of enrollment into higher education by 10% from the baseline. It also affects other aspects of students' educational pathways such as persistence in higher education, choice of major and degree completion. Effects are heterogeneous both by programs' field of study and applicants' profile. In particular, students at the margin of pursuing higher education are more sensitive to capacity constraints in their favorite program.

Bicakova, A., Cortes, G. M., & Mazza, J. (2021). **Make Your Own Luck: The Wage Gains from Starting College in a Bad Economy**. In *CERGE-EI Working Papers* (N° wp698). Consulté à l'adresse The Center for Economic Research and Graduate Education - Economics Institute, Prague website: https://ideas.repec.org/p/cer/papers/wp698.html

Using data for nearly 40 cohorts of American college graduates and exploiting regional variation in economic conditions, we show robust evidence of a positive relationship between the unemployment rate at the time of college enrollment and subsequent annual earnings, particularly for women. This positive relationship cannot be explained by selection into employment or by economic conditions at the time of graduation. Changes in major field of study account for only about 10% of the observed earnings gains. The results are consistent with intensified effort exerted by students who experience bad economic times at the beginning of their studies.

Bicakova, A., & Kaliskova, K. (2021). **Career-breaks and Maternal Employment in CEE Countries**. In *CERGE-EI Working Papers* (N° wp706). Consulté à l'adresse The Center for Economic Research and Graduate Education - Economics Institute, Prague website: https://ideas.repec.org/p/cer/papers/wp706.html
Post-birth career breaks and their impact on mothers' labor market outcomes have received considerable attention in the literature. However, existing evidence comes mostly from Western Europe and the US, where career breaks tend to be short. In contrast, Central and Eastern European (CEE) countries, where post-birth career interruptions by mothers are typically much longer, have rarely been studied. In the first part of this study, we place CEE countries into the EU context by providing key empirical facts related to the labor market outcomes of mothers and the most important factors that may affect them. Besides substantial differences between CEE countries and the rest of the EU, there is also large heterogeneity within CEE itself, which we explore next. In the second part, we review the main family leave and formal childcare policies and reforms that have occurred in CEE countries since the end of Communism and provide a comprehensive survey of the existing scientific evidence of their impact on maternal employment. While research on the causal impacts of these policies is scarce, several important studies have recently been published in high-impact journals. We are the first to provide an overview of these causal studies from CEE countries, which offer an insightful extension to the existing knowledge from Western Europe and the US.

Blanchard, C. (s. d.). **Propositions pour l'école : comme un petit parfum de naphtaline…**. Consulté 29 octobre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/cecile-blanchard/propositions-lecole-un-petit-parfum-de-naphtaline/00100788
J'ai beau être préparée, pour ne pas dire habituée, à chaque fois, j'ai l'impression que s'ouvre un gouffre vertigineux : comment est-il possible, une fois encore, que des candidats putatifs à

Bolt, U., French, E., Hentall MacCuish, J., & O'Dea, C. (2021). **The Intergenerational Elasticity of Earnings: Exploring the Mechanisms**. In *Cambridge Working Papers in Economics* (N° 2171). Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://ideas.repec.org/p/cam/camdae/2171.html
Using data covering a single cohort's first 55 years of life, we show that most of the intergenerational elasticity of earnings (IGE) is explained by differences in: years of schooling, cognitive skills, investments of parental time and school quality, and family circumstances during childhood. To decompose the fraction of the IGE explained by each of these channels, we implement a multi-level mediation analysis combined with a latent factor framework that accounts for measurement error. Multilevel mediation analysis allows us to assess not only the direct effect of each channel on the IGE, but also

its indirect effects working through the other channels, thus providing an in-depth understanding of the link between parents' and children's earnings. Of these channels, we show that the main driver of the IGE is increased levels of parental investments received by children of high income parents early in their lives, which encourages greater cognitive development and lifetime earnings.

Bound, J., & Simon, A. (2021). **College Choice, Private Options, and The Incidence of Public Investment in Higher Education**. In *NBER Working Papers* (N° 29353). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/29353.html
Previous measures of the incidence of public investment in higher education focus on the transfer to public college students. This implies that the net benefits to students who do not attend public colleges is negative. However, they miss potential general equilibrium effects on the private college and labor markets. Changes in the public college market affect who private colleges admit, what prices they charge, and the number of students who enroll in any college. We show that capturing these spillovers is important for characterizing incidence using a model of higher education that we validate with quasi-experimental variation in state spending. Unlike previous measures, we find that high-income-modest-ability students especially benefit since they are only admitted to high-quality private colleges when state spending is high, and the public colleges create sufficient competitive pressure. Decreased investment also reduces educational attainment, raising the college wage premium. This exacerbates private college market power.

Clark, G., & Cummins, N. (2020). **Does education matter? Tests from extensions of compulsory schooling in England and Wales 1919-21, 1947 and 1972**. In *Economic History Working Papers* (N° 107910). Consulté à l'adresse London School of Economics and Political Science, Department of Economic History website: https://ideas.repec.org/p/ehl/wpaper/107910.html
Schooling and social outcomes correlate strongly. But are these connections causal? Previous papers for England using compulsory schooling to identify causal effects have produced conflicting results. Some found significant effects of schooling on adult longevity and on earnings, others found no effects. Here we measure the consequence of extending compulsory schooling in England to ages 14, 15 and 16 in the years 1919-22, 1947 and 1972. From administrative data these increases in compulsory schooling added 0.43, 0.60 and 0.43 years of education to the affected cohorts. We estimate the effects of these increases in schooling for each cohort on measures of adult longevity, on dwelling values in 1999 (an index of lifetime incomes), and on the the social characteristics of the places where the affected cohorts died. Since we have access to all the vital registration records, and a nearly complete sample of the 1999 electoral register, we find with high precision that all the schooling extensions failed to increase adult longevity (as had been found previously for the 1947 and 1972 extensions), dwelling values, or the social status of the communities people die in. Compulsory schooling ages 14-16 had no effect, at the cohort level, on social outcomes in England.

Dessy, S. E., Gninafon, H. M. A., Tiberti, L., & Tiberti, M. (2021). **COVID-19 and Children's School Resilience : Evidence from Nigeria**. In *Policy Research Working Paper Series* (N° 9736). Consulté à l'adresse The World Bank website: https://ideas.repec.org/p/wbk/wbrwps/9736.html

This paper analyzes the impact of COVID-19 lockdown measures on children's school resilience. Using an individual fixed-effect linear probability model on Nigeria data, it exploits the quasi-randomness of these measures to estimate their effect on school attendance after the lockdown was lifted. The results show that COVID-19 lockdown measures reduced children's probability of attending school after the school system reopened. This negative impact increased with children's age, reaching a peak among those whose education was no longer compulsory. For schoolchildren in that age group, the negative effect of COVID-19 lockdown measures is likely to be permanent, which, if not reversed, will undermine the quality of the economy-wide future labor force. The paper also finds evidence that in the child marriage-prone North-West part of Nigeria that these measures increased gender inequality in education among children aged 12 to 18. This result suggests that COVID-19 lockdown measures may exacerbate harmful traditional practices such as child marriage.

Elmallakh, N., & Wodon, Q. (2021). **Climate Shocks, Migration, and Labor Markets: A Gender Analysis from West Africa**. In *GLO Discussion Paper Series* (N° 950). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/950.html
This paper investigates the effects of shocks, predominantly climate shocks, on labor market outcomes in the West African Economic and Monetary Union (WAEMU). We focus on migration ows within the WAEMU countries to disentangle the differential effects of shocks on migrants and non-migrants. Our analysis combines survey data from Ivory Coast | as the main migrant receiving country | and from all the other 7 migrant sending countries of the WAEMU. Using an OLS fixed effects model, our results show that migration in the WAEMU is associated with a decline in female labor participation, as it is primarily motivated by marriage. However, we find an increase in female labor force participation and a narrowing of the gender gap in migrant households that are negatively affected by shocks. Our findings relate to the literature on the impact of shocks on the labor division between women and men and show that shocks may disrupt long-standing gender roles. The results are robust to accounting for the double selection into shocks and migration using a Propensity Score Matching technique that allows for a within comparison between treated and untreated units.

Foureaux Koppensteiner, M., & Matheson, J. (2021). **Secondary Schools and Teenage Childbearing: Evidence from the School Expansion in Brazilian Municipalities**. *The World Bank Economic Review*, *35*(4), 1019-1037. https://doi.org/10.1093/wber/lhaa022
This article investigates the effect that increasing secondary education opportunities have on teenage fertility in Brazil. Using a novel dataset to exploit variation from a 57 percent increase in secondary schools across 4,884 Brazilian municipalities between 1997 and 2009, the analysis shows an important role of secondary school availability on underage fertility. An increase of one school per 100 females reduces a cohort's teenage birthrate by between 0.250 and 0.563 births per 100, or a reduction of one birth for roughly every 50 to 100 students who enroll in secondary education. The results highlight the important role of access to education leading to spillovers in addition to improving educational attainment.

Fuchsman, D., Sass, T., & Zamarro, G. (2020). **Testing, Teacher Turnover and the Distribution of Teachers Across Grades and Schools**. In *Working Papers* (N° 20-1). Consulté à l'adresse

Sinquefield Center for Applied Economic Research, Saint Louis University website: https://ideas.repec.org/p/ris/sluecr/2020_001.html
Teacher turnover has adverse consequences for student achievement and imposes large financial costs for schools. Some have argued that high-stakes testing may lower teachers' satisfaction with their jobs and could be a major contributor to teacher attrition. In this paper, we exploit changes in the tested grades and subjects in Georgia to study the effects of eliminating high-stakes testing on teacher turnover and the distribution of teachers across grades and schools. To measure the effect of testing pressures on teacher mobility choices we use a « difference-in-differences » approach, comparing changes in mobility over time in grades/subjects that discontinue testing vis-à-vis grades/subjects that are always tested. Our results show that eliminating testing did not have an impact on the likelihood of leaving teaching, changing schools within a district, or moving between districts. We only uncover small negative effects on the likelihood of grade switching. However, we do find relevant positive effects on retention of beginning teachers in the profession. In particular, the average probability of exit for teachers with 0-4 years of experience fell from 14 to 13 percentage points for teachers in grades 1 and 2 and from 14 to 11 percentage points in grades 6 and 7.

Gandil, M. H. (2021). **Substitution Effects in College Admissions**. In *Memorandum* (N° 3/2021). Consulté à l'adresse Oslo University, Department of Economics website: https://ideas.repec.org/p/hhs/osloec/2021_003.html
I show how local supply changes create ripple effects in a national educational market. Admitting an applicant to a program will free up a slot to be filled at her next-best alternative. To investigate such substitution effects I re-engineer the centralized admission system of the Danish tertiary education sector and simulate equilibria under counterfactual supply. I estimate potential earnings with a regression discontinuity design and quantify market clearings in terms of earnings. On average, a change of 10 slots leads to 15 applicants moving and substitution effects explain 40 percent of the variation in earnings. Substitution externalities are generally positive but vary in sign and magnitude. I document a trade-off between earnings and inequality.

Gathmann, C., Vonnahme, C., Busse, A., & Kim, J. (2021). **Marginal returns to citizenship and educational performance**. In *Ruhr Economic Papers* (N° 920). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: https://ideas.repec.org/p/zbw/rwirep/920.html
Citizenship is the most important right a host country can bestow on its immigrant population. Yet, little is known which citizenship policies work and who actually benefits from them. To answer these questions, we estimate the marginal returns to citizenship on children's school performance and skill development. For identification, we use two national reforms, which facilitated naturalization for first-generation immigrants and introduced birthright citizenship. We find substantial unobserved heterogeneity in returns with reverse selection on gains, i.e., the returns are highest for those with the lowest propensity of take-up. Citizenship significantly improves the school performance of immigrant children but has only modest effects on test scores. Policy simulations indicate that raising citizenship take-up would generate sizable benefits overall. Based on marginal treatment response functions, we also show that expanding birthright citizenship carries higher returns than facilitating naturalization.

Giret, J.-F., & Jongbloed, J. (2021). **Les jeunes en situation de NEET : le rôle des compétences de base**. *Céreq Bref*, (413). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-10/Bref413-web.pdf
Enjeu prioritaire des politiques publiques nationales et européennes, les jeunes qui ne sont ni en emploi, ni en études, ni en formation connaissent un risque d'exclusion plus ou moins marqué selon les pays. Si le niveau d'éducation joue un rôle central dans ces situations, l'approche par les compétences de base permet d'affiner la focale. Les données internationales montrent en effet qu'un même niveau de diplôme ne certifie pas partout le même niveau de compétences. Comment s'expliquent ces écarts ? Dans quelle mesure ces compétences protègent-elles des situations de NEET indépendamment du diplôme ?

Hornung, E., Schwerdt, G., & Strazzeri, M. (2021). **Religious Practice and Student Performance: Evidence from Ramadan Fasting**. In *ECONtribute Discussion Papers Series* (N° 117). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://ideas.repec.org/p/ajk/ajkdps/117.html
We investigate how the intensity of Ramadan affects educational outcomes by exploiting spatio-temporal variation in annual fasting hours. Longer fasting hours are related to increases in student performance in a panel of TIMMS test scores (1995--2019) across Muslim countries but not other countries. Results are confirmed in a panel of PISA test scores (2003--2018) allowing within country-wave comparisons of Muslim to non-Muslim students across Europe. We provide evidence consistent with the hypothesis that a demanding Ramadan during adolescence affects educational performance by facilitating formation of social capital and social identity via increased religious participation and shared experiences among students.

Jarraud, F. (2021, novembre 12). **L'Unesco appelle à investir dans l'éducation**. Consulté 16 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/12112021Article637722973276835469.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513035
'Unesco a adopté le 10 novembre la « Déclaration de Paris ». Celle-ci invite les états membres à investir dans l'éducation : « allouer au moins 4 à 6 % du PIB et/ou au moins 15 à 20 % des dépenses publiques totales à l'éducation ; consacrer une part adéquate des plans de relance nationaux à l'éducation, en particulier pour un soutien ciblé à la reprise des apprentissages, aux élèves les plus en difficulté, à l'établissement d'un cadre scolaire favorable à l'épanouissement de tous et à la formation tout au long de la vie, en particulier pour les personnes en recherche d'emploi ». E Macron et JM Blanquer ont participé à la cérémonie marquant cette adoption. La France consacre 6.6% de son PIB à la dépense d'éducation, le taux le plus bas depuis les années 1990 (mais déjà atteint sous le ministère Chatel - Blanquer). La déclaration concerne la France d'une autre façon : d'après l'OCDE, la France dépense un peu plus que la moyenne OCDE pour chaque élève : 11 201 $ contre 10 454 $ pour l'OCDE en 2018. Mais un seul grand pays développé dépense moins : le Japon (10 185$). Tous les autres pays développés dépensent plus. Ainsi l'Allemagne consacre 12 791$ par élève, le Royaume Uni 12 245, l'Italie 11 202 (un dollar de plus !), les Etats Unis 14 009. Les pays qui dépensent nettement moins sont le Mexique, la Turquie ou encore en Europe la Hongrie et la Pologne.

Kirkebøen, L. (2021). **School value-added and long-term student outcomes**. In *Memorandum* (N° 4/2021). Consulté à l'adresse Oslo University, Department of Economics website: https://ideas.repec.org/p/hhs/osloec/2021_004.html
This paper studies school quality in the context of Norwegian compulsory schooling. I demonstrate that even when lagged achievement is not observed, it is possible to construct informative value-added (VA) indicators of persistent school quality by adjusting exam scores for students' background characteristics. These VA indicators show little bias forecasting average exam performance out of sample, and are also predicative of long-term student outcomes, including earnings. Three quasi-experiments using variation from student mobility and changes in neighborhood school assignments indicate that the differences captured by the VA indicators do indeed reflect differences in school quality, rather than unobserved student characteristics. The finding help connect learning outcomes with later labor market outcomes, e.g. for cost-benefit analysis of interventions in schools.

Klausmann, T. (2021). ***Feedback in Homogeneous Ability Groups: A Field Experiment*** (Working Paper N° 2114). Consulté à l'adresse Gutenberg School of Management and Economics, Johannes Gutenberg-Universität Mainz website: https://econpapers.repec.org/paper/jguwpaper/2114.htm
Relative performance feedback often increases effort and performance on average. However, in the context of education, learners with low ability often do not profit from relative performance feedback. Less is known on how learners react to feedback when changing the feedback group composition. In a randomized field experiment we allocated 7352 learners into (i) homogeneous ability feedbackgroups, (ii) heterogeneous ability feedbackgroups, and (iii) a control group. All learners were observed in an online learning enviroment with anonymity between them. We find that on average relative performance feedback increases learning effort by 0.11 standard deviations. However, we do not observe any difference between learners in homogeneous and heterogeneous feedback groups on average. Further, we analyze the differential treatment effect for different ability levels between homogeneous and heterogenous feedback groups.

Korankye, T., & Kalenkoski, C. M. (2021). **The Effect of Households' Student Debt on Life Satisfaction**. *Journal of Family and Economic Issues*, *42*(4), 757-772. https://doi.org/10.1007/s10834-021-09753-9
This study finds a negative effect of holding student-loan debt on the life satisfaction of household heads using longitudinal data from the 2011 to 2017 U.S. Panel Study of Income Dynamics and a fixed-effects modeling approach. Although debt is taken to improve future utility, it provides disutility to the head of household until it is paid off. Thus, financial planners and educators should remind their clients about the consequences of holding student-loan debt in the short term, not just the future benefits.

Meer, J., & Tajali, H. (2021). **Charitable Giving Responses to Education Budgets**. In *NBER Working Papers* (N° 29331). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/29331.html
Do changes in government spending affect voluntary contributions to those recipients? We examine how changes in K-12 education budgets impact donations to teachers using data from DonorsChoose.org, an online crowdfunding platform for public school teachers to raise money for their classrooms. Using a district-year panel and instruments

to address the endogeneity of budgets, we find evidence for crowd-out of private giving, though the magnitudes are fairly small in this setting and do not offset a large proportion of a budget change. These results are driven by entirely teachers' posting of requests, illustrating the importance of considering the demand side of the charitable giving market.

Porto, N., Cho, S. H., & Gutter, M. (2021). **Student Loan Decision Making: Experience as an Anchor**. *Journal of Family and Economic Issues*, *42*(4), 773-784. https://doi.org/10.1007/s10834-021-09773-5
The purpose of study is to examine the association between one's past borrowing experience and borrowing decisions in a hypothetical survey scenario. A total of 1928 responses from an online survey panel were analyzed, with a built-in anchoring question. Using the concept of anchoring bias as a reference point, survey participants were shown a hypothetical scenario regarding college attendance and asked two relevant questions: is it wise to attend college and how much student loans one should take out to attend college. Results indicated that the more one borrowed personally, the more one is likely to think a higher amount being borrowed by a hypothetical high-school graduate is prudent. This connection between experience and present advice can be described as a novel anchoring effect.

Ramlo, S. E. (2021). **Universities and the COVID-19 Pandemic: Comparing Views about How to Address the Financial Impact**. *Innovative Higher Education*, *46*(6), 777-793. https://doi.org/10.1007/s10755-021-09561-x
Universities were forced to move instruction online and send residential students home due to the pandemic, resulting in financial shortfalls. Governing boards, administrators, and governments made decisions including eliminating faculty and staff, and programs yet these decisions were rarely inclusive of university stakeholders or innovative. This study's purpose is to examine and compare viewpoints of stakeholders in relation to addressing the financial impact of the pandemic in hopes of capturing innovative and effective pathways for universities. Because the purpose involved describing and comparing these viewpoints, the researcher selected a unique mixed method, Q methodology [Q] for this study. In Q, participants sort statements related to the topic into a grid such that their Q-sort provides a snapshot of their subjectivity. Participants' sorts are grouped empirically into factors, each representing unique viewpoints. Three distinct viewpoints emerged: 1) Focus on teaching mission and students, 2) University as a business, and 3) University as community. Views 1 and 3 were dominated by university faculty while View 2 was dominated by non-faculty including administrators and staff. Q's determination of distinguishing statements within each view provides the ability to compare these views' uniqueness. The three views and consensus among the views represent rejection of decisions to lay off faculty or close programs, among others, in order to balance university finances. The importance of tenured faculty in relationship to shared governance and academic freedom is especially stressed by two of the viewpoints. Implications for higher education policy, innovation, democratic problem-solving, and governance are discussed.

Sallin, A. (2021). **Estimating returns to special education: combining machine learning and text analysis to address confounding**. In *Papers* (N° 2110.08807). Consulté à l'adresse arXiv.org website: https://ideas.repec.org/p/arx/papers/2110.08807.html

While the number of students with identified special needs is increasing in developed countries, there is little evidence on academic outcomes and labor market integration returns to special education. I present results from the first ever study to examine short- and long-term returns to special education programs using recent methods in causal machine learning and computational text analysis. I find that special education programs in inclusive settings have positive returns on academic performance in math and language as well as on employment and wages. Moreover, I uncover a positive effect of inclusive special education programs in comparison to segregated programs. However, I find that segregation has benefits for some students: students with emotional or behavioral problems, and nonnative students. Finally, using shallow decision trees, I deliver optimal placement rules that increase overall returns for students with special needs and lower special education costs. These placement rules would reallocate most students with special needs from segregation to inclusion, which reinforces the conclusion that inclusion is beneficial to students with special needs.

Spica, E., & Biddix, J. P. (2021). **Prices They Pay: Academic Achievement and Progress to Graduation Barriers Experienced by Community College Students Due to the Cost of Course Materials**. *Innovative Higher Education*, *46*(6), 643-662. https://doi.org/10.1007/s10755-021-09557-7
Affordability is considered a key predictor of college enrollment and academic success, yet higher education costs continue to rise. Over the past three decades, textbooks and course materials alone have increased almost three times the rate of inflation (U.S. Bureau of Labor Statistics, 2016). To identify the extent to which course material costs create barriers for community college students, and whether these costs foster inequities for students in traditionally underserved and underrepresented populations, a cross-sectional survey research study was conducted fall 2019 amongst students enrolled in community colleges across the Tennessee Board of Regents system (N = 88,946, n = 1,912). The survey covered course material purchase behaviors, decisions, and experiences related to academic achievement and progress to graduation. Results showed nearly two-thirds of students (68.6%) have delayed purchasing a textbook due to cost. Almost half (41.3%) reported not purchasing required materials, 15.8% reported earning poor grades, and 3.3% reported having failed a course because they could not afford the materials. Logistic regressions were employed to determine whether these extents were disproportionately experienced by non-White, low income, and/or Adult Learners over age 25. Statistically significant differences in academic achievement barriers were found for low income students, alongside significant progress to graduation barriers for non-Adult Learners, suggesting younger learners are more susceptible to the consequences of course material costs. These findings inform policy efforts by helping educational leaders better understand the impacts of course material costs on the ability of community college students to achieve in coursework and progress to graduation.

Stojanovski, O., Thurber, M. C., Wolak, F. A., Muwowo, G., & Harrison, K. (2021). **Assessing Opportunities for Solar Lanterns to Improve Educational Outcomes in Off-Grid Rural Areas: Results from a Randomized Controlled Trial**. *The World Bank Economic Review*, *35*(4), 999-1018. https://doi.org/10.1093/wber/lhab002
Solar lanterns are promoted across rural Sub-Saharan Africa as a way to improve educational outcomes. A randomized controlled trial in Zimba District, Zambia, evaluates whether solar lanterns help children study and improve academic performance. The research design accounts for potential income effects from receiving a lantern and also

"blinds" participants to the study's purpose. There is no relationship detected between receipt of a solar lantern and improved performance on key examinations. Impacts on self-reported study habits are also not observed. A cost-effectiveness analysis suggests that solar lanterns are not an efficient way to improve educational outcomes in developing countries relative to other available options. Two phenomena, both of which are likely observed in other developing regions, may explain these results. First, flashlights have become the dominant lighting source in rural Zambia, so solar lanterns may have only limited appeal for prospective users who no longer rely on traditional lighting options like kerosene lamps. Second, improved energy access – whether through solar lanterns or other technologies – appears to be a relatively unimportant educational input in settings like Zimba.

Titus, M. A., Vamosiu, A., Buenaflor, S. H., & Lukszo, C. M. (2021). **Persistent Cost Efficiency at Public Community Colleges in the US: A Stochastic Frontier Analysis**. *Research in Higher Education*, *62*(8), 1168-1197. https://doi.org/10.1007/s11162-021-09634-y
This study utilizes an extensive panel data set spanning 15 years (2004–2018) and 752 public community colleges to investigate operating costs and persistent cost efficiency at public community colleges in the United States. We employ a generalized true random effects (GTRE) regression model that takes into account spatial correlation of costs among community colleges, to estimate cost efficiency via stochastic frontier analysis (SFA). The results reveal a positive relationship between operating costs and associate degrees and certificates as well both human (part- and full-time faculty) and financial resources (local, state and federal funding and tuition revenue), controlling for other variables. Furthermore, with an average persistent (long-term) efficiency of 87%, few institutions are relatively cost inefficient. Moving forward, campus leaders and policy makers alike may consider yearly data and efficiency calculations to develop strategic plans and funding alternatives. With 40 percent of first-time students transferring at least once within six years and over half of those students transfer from a community college, future research may study cost efficiency of community colleges while accounting for student transfers as an output.

Trejo, S., Yeomans-Maldonado, G., & Jacob, B. (2021). **The Psychosocial Effects of the Flint Water Crisis on School-Age Children**. In *NBER Working Papers* (N° 29341). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/29341.html
Lead poisoning has well-known impacts for the developing brain of young children, with a large literature documenting the negative effects of elevated blood lead levels on academic and behavioral outcomes. In April of 2014, the municipal water source in Flint, Michigan was changed, causing lead from aging pipes to leach into the city's drinking water. In this study, we use Michigan's universe of longitudinal, student-level education records, combined with home water service line inspection data containing the location of lead pipes, to empirically examine the effect of the Flint Water Crisis on educational outcomes of Flint public school children. We leverage parallel causal identification strategies, a between-district synthetic control analysis and a within-Flint difference-in-differences analysis, to separate out the direct health effects of lead exposure from the broad effects of living in a community experiencing a crisis. Our results highlight a less well-appreciated consequence of the Flint Water Crisis – namely, the psychosocial effects of the crisis on the educational outcomes of school-age children. These findings

suggest that cost estimates which rely only on the negative impact of direct lead exposure substantially underestimate the overall societal cost of the crisis.

Zhang, L. (2021). **Education Expenditure and Parenting Styles: Evidence from Cognitive Development in China**. *Journal of Family and Economic Issues*, *42*(4), 729-744. https://doi.org/10.1007/s10834-020-09750-4
Does education spending affect parental investment in human capital, such as parenting practices? If so, is the influence positive or negative? Using pooled cross-sectional data from the China Family Panel Studies, this study investigated whether and how parenting practices were affected by education expenditure across provinces using instrumental variable estimations. The results were as follows: (1) Parents in regions with higher education spending were more likely to obtain a higher score on control behavior, a dimension related to parental demandingness, involvement, and monitoring; (2) Parents in regions with lower education spending were more likely to show harshness, a behavior associated with hostility, punitiveness, and coercion, towards their children and adopt harsh parenting practices, such as physical punishment and scolding. These results jointly indicated that parents in environments with greater education spending tend to adopt an authoritative parenting practice, which is considered the most effective parenting style. The findings of this study highlight the importance of education spending in improving educational attainments and reveal a spillover effect from school to family in human capital formation.

Aspects psychologiques de l'éducation

Berthet-Jendoubi, F. (2021). **Confinement et rupture du cadre ordinaire de l'école : la mise en acte d'un fantasme adolescent ?** *Nouvelle revue de psychosociologie*, *N° 31*(1), 161-173. Consulté à l'adresse http://www.cairn.info/revue-nouvelle-revue-de-psychosociologie-2021-1-page-161.htm?ref=doi
L'approche clinique d'orientation psychanalytique conduit l'auteure à appréhender le confinement imposé pendant la crise du coronavirus comme la mise en acte imprévisible et catastrophique d'un fantasme adolescent récurrent : la suppression de l'école. La disparition du cadre organisationnel de l'institution scolaire, désormais « non muet », selon la théorisation de José Bleger, mettrait au jour certaines modalités symbiotiques du lien pédagogique que la mise en place de la continuité pédagogique par les nouvelles technologies a parfois modifiées. Il s'agira dès lors d'élaborer les concepts de « puissance » et de « profanation » dans la lignée des travaux de Giorgio Agamben pour envisager la dimension éventuellement créatrice de cette crise.

Bigozzi, L., Pezzica, S., & Malagoli, C. (2021). **The contribution of attentional processes to calculation skills in second and third grade in a typically developing sample**. *European Journal of Psychology of Education*, *36*(4), 965-988. https://doi.org/10.1007/s10212-020-00515-z
Attention is an important, multifaceted cognitive domain that includes many key cognitive processes involved in learning. This study aimed to identify the predictive links between different components of attentional skills and core calculation skills development, using two standardized measures assessing calculation (AC-MT 6–11) and attention skills (CAS) in a sample of 143 typically developing children of age range from 7.6 years to 9.4 years. The results showed that in 2nd grade, selective visuo-spatial

attention emerged as an important predictor in the written calculation task, while the ability to inhibit distracting information seemed to better predict accuracy in oral calculation. In 3rd grade, visuo-spatial components of attention emerged as no longer predictive, whereas planning and active visuo-spatial attention abilities emerged as predictive of accuracy in the oral calculation task. These results confirm previous findings about the contribution that attentional skills may have in calculation skills development, supporting evidence for progressive automation attentional components over time.

Bojorque, G., Gonzales, N., Wijns, N., Verschaffel, L., & Torbeyns, J. (2021). **Ecuadorian children's repeating patterning abilities and its association with early mathematical abilities**. *European Journal of Psychology of Education*, *36*(4), 945-964. https://doi.org/10.1007/s10212-020-00510-4
Young children's early repeating patterning abilities are important foundations for their later mathematical development. Prior studies on young children's repeating patterning abilities have been conducted exclusively in developed countries differing in economic, societal, and educational characteristics from developing countries. In this study, we analyzed the performance and the errors of 4- to 5-year-olds on three repeating patterning tasks, and we investigated the association between children's repeating patterning abilities and their early mathematical abilities in a developing country, Ecuador. A total of 60 preschoolers and 56 kindergartners completed a repeating patterning test and an early mathematics test at the end of the school year. Results first indicated rather low repeating patterning performances of both preschoolers and kindergartens, with large inter-individual differences in these performances. Kindergartners had significantly better patterning abilities than preschoolers. Second, error analyses indicated that children made different types of errors when solving the patterning tasks. The majority of errors were pattern-related errors, with preschoolers making more errors that were not pattern related than kindergarteners. Third, children's patterning abilities were positively associated with early mathematical abilities in both grades. These results complement current theoretical models of young children's mathematical development and inform educational policy and practices in this domain for developing countries.

Burel, N., Tessier, D., & Langdon, J. (2021). **Are teachers' subjective feelings linked with need-supportive and need-thwarting motivating styles? A cross-lagged pilot study in physical education**. *European Journal of Psychology of Education*, *36*(4), 1221-1241. https://doi.org/10.1007/s10212-020-00517-x
This article examines the relations between the teachers' subjective feeling and their motivating teaching style during physical education lessons. Doing so, it aimed at better understanding the emotional antecedents of the teaching behaviors. Twelve volunteer physical education teachers were filmed with their respective classes to assess the motivating style they used during their intervention. Immediately after, the subjective feelings they felt during the lesson were assessed using the affective slider in a video-based session. Cross-lagged multilevel modeling was then performed, controlling for emotional exhaustion level and demographic factors. Results showed that, at the within level, subjective pleasant feelings predicted positively the relatedness-supportive dimension of the motivating style, and negatively the controlling dimension. At the between level, the controlling dimension of the motivating style was positively related to the pleasant subjective feelings while the relatedness-thwarting dimension was negatively related to them. While literature has mainly examined the cognitive

antecedents of teachers' motivating styles, this study emphasizes the emotional processes occurring during the lesson. Based on the conceptual framework of teachers' emotions model proposed by Frenzel (2014), results indicate that teachers react to their subjective feelings, modifying the way they interact with students accordingly. In parallel with cognitive determinants of teaching, the emotional dimension thus deserves to be more deeply considered in future teaching training programs.

Capurso, M., Buratta, L., Pazzagli, C., Pagano Salmi, L., Casucci, S., Finauro, S., … Mazzeschi, C. (2021). **Student and Teacher Evaluation of a School Re-entry Program Following the Initial Covid19 Lockdown**. *Canadian Journal of School Psychology*, *36*(4), 376-393. https://doi.org/10.1177/08295735211037805
The Covid19 pandemic raised concerns regarding millions of children's mental health. For schools, the real challenge has been how to manage the situation in terms of education and development. The present investigation was carried out to evaluate a school re-entry program that supported teachers and students with activities aimed at processing emotions and lockdown experiences in their classrooms. Results show that the program was well perceived and was associated with a consequent reduction in children's state anxiety and negative emotions. We conclude that a school re-entry program can play an important role in fostering resilience and development during a crisis.

Cefai, C., Caravita, S., & Simoes, C. (2021). **A systemic, whole-school approach to mental health and well-being in schools in the EU**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3416* [Report]. Consulté à l'adresse Network of Experts in Social Sciences of Education and Training (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/bc0d1b05-227b-11ec-bd8e-01aa75ed71a1/language-en
A general consensus exists among Member States that gaining academic knowledge on its own is not enough for young people to play a role as active citizens and face the socioeconomic realities in their lives, in order to avoid inequity, poverty, discrimination, marginalisation and exclusion. In the 21st century, education needs to go beyond narrow sectoral goals such as academic achievement. In addition, it should contribute actively to the health and well-being of children and young people, whose mental health needs are becoming more evident and demanding. The recent European Commission communication on the achievement of the European Education Area by 2025 (European Commission, 2020) has set in motion a collaborative process to determine how schools can address the learning and socio-emotional needs of their students – in particular, those children who encounter difficulties – and how they can provide students with a balanced, high-quality, education that sets them on a trajectory towards an active, productive and healthy life. This report is in response to such initiatives and to the recognised need for schools across Europe to prioritise and actively promote the mental health and well-being of school children within safe and inclusive contexts. More specifically, it seeks to review the international literature on the promotion of mental health and well-being and the prevention of bullying in schools. In addition, it seeks to develop a theoretical framework to guide the way in which the whole-school system, in collaboration with the community, can be mobilised at various levels to promote mental health and well-being. The report makes recommendations for the effective implementation of a systemic, whole-school approach to the promotion of mental health and well-being and the prevention of bullying in schools across the EU. This report adopts

a systemic, whole-school perspective that emphasises the importance of interacting subsystems within and beyond particular individuals and settings. Un résumé analytique en français est également disponible, sous le titre Une approche systémique et globale de la santé mentale et du bien-être dans les écoles de l'UE

Chesnut, S. R., & Hajovsky, D. B. (2021). **Measuring Preservice Teachers' Anticipated Teacher–Student Relationship Quality**. *Journal of Psychoeducational Assessment*, *39*(8), 915-929. https://doi.org/10.1177/07342829211039410
The current study aimed to develop a measure of anticipated teacher–student relationship quality to be used with preservice teacher populations that is operationally similar to a measure commonly used with inservice teachers (i.e., short-form of the Student–Teacher Relationship Scale). To date, teacher–student relationship quality has been a construct studied solely with inservice teacher populations. Two hundred and thirteen preservice teachers participated in the current study. Results suggest that the developed measure of anticipated teacher–student relationship with preservice teachers demonstrated response trends similar to the measure used with inservice teachers except that preservice teachers anticipate more conflict with future students than inservice teachers report with current students. Additionally, results show the developed measure fits the two factor structure of the original scale and exhibits concurrent validity via associations with teacher self-efficacy beliefs. Implications for measuring anticipated teacher–student relationship quality within teacher education programs and future directions for research are discussed.

Czuk Vel Ciuk, E., & Dose, L. (2021, juin). ***Choisir la démarche clinique d'orientation psychanalytique pour faire de la recherche en sciences de l'éducation, regards croisés***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03388637

Darnon, C., & Fayol, M. (2021). **Can an early mathematical intervention boost the progress of children in kindergarten? A field experiment**. *European Journal of Psychology of Education*. https://doi.org/10.1007/s10212-021-00550-4
Socioeconomic status (SES) has been shown to be associated with children's arithmetic knowledge as early as kindergarten, which is an important issue, given that early numeracy knowledge and skills usually correlate to later academic achievement in arithmetic. In line with recent research, it is argued that the regular practice of exercises involving cardinality, ordinality and arithmetic transformations during class time could accelerate the progress of children, particularly among low-SES children. Participants were 118 kindergarteners (Mage = 3.87). Teachers were randomly assigned to the intervention group (immediate implementation of the intervention; N = 64) or the control group (intervention delayed, N = 54). This intervention consisted of playful exercises involving quantities and numerical transformations. The results indicated that the intervention tended to accelerate progress on the verbal numerical sequence, particularly among lower-SES children. In addition, the intervention tended to accelerate progress on cardinality and arithmetic. These results provide preliminary evidence of the effectiveness of the intervention to help children acquire basic mathematical skills.

De Backer, L., Van Keer, H., & Valcke, M. (2021). **Collaborative learning groups' adoption of shared metacognitive regulation: examining the impact of structuring versus reflection-provoking support and its relation with group performance**. *European Journal of Psychology of Education*, *36*(4), 1075-1094. https://doi.org/10.1007/s10212-020-00511-3

This study investigates (1) the impact of structuring versus reflection-provoking support on university students' adoption of socially shared metacognitive regulation (SSMR) during face-to-face peer tutoring (PT) and (2) the relation between SSMR and group performance. A quasi-experimental design was adopted, involving 72 educational sciences students who were randomly assigned to PT-groups of six. Each group was provided with either structuring (SS) or reflection-provoking (RS) support. The training and closing PT-session of six groups in each support condition were videotaped (48 h). SSMR was studied by means of systematic observation of video-recorded PT sessions, whereas PT groups' score on the assignment during the last PT session served as performance measure. The results revealed only significant differences in SSMR between both support conditions, when the proportion of students actively involved in SSMR, was taken into consideration. More specifically, PT groups in the RS condition revealed significantly more SSMR in which (nearly) all students are engaged, as compared with PT groups in the SS condition. The correlational analyses further indicated that only SSMR representing a high participation degree of (nearly) all students is significantly positively related to PT groups' performance.

Denet, L. (2021). ***Analyse de la motivation intrinsèque au cours d'une activité de résolution de problèmes.*** (Report, Inria & Labri, Université Bordeaux; p. 183). Consulté à l'adresse https://hal.inria.fr/hal-03382314
On cherche ici à aider des chercheuses et chercheurs en sciences du numérique (informatique et mathématiques appliquées), des neurosciences cognitives et des sciences de l'éducation à s'allier pour tenter de mieux comprendre, dans un cadre précis, comment les personnes apprenantes apprennent, dans le cas d'une tâche de résolution de problème en lien avec l'apprentissage de la pensée informatique. Plus précisément, on explorer ici les recherches menées sur la motivation intrinsèque de l'apprenant au cours de l'apprentissage afin de comprendre dans quelle mesure elle y est impliquée, au sein de l'équipe flowers, que nous résumons ici de manière accessible pour les collègues des différentes disciplines, en allant jusqu'au détails techniques de la modélisation. Ces recherches ont soulevé une problématique nécessitant de définir plus précisément les concepts indispensables à la compréhension des mécanismes impliqués dans l'apprentissage, tout particulièrement du fait de leur usage pluridisciplinaire, et souvent polysémique. Une revue de la littérature a pour alors but d'explorer les recherches menées sur la motivation intrinsèque de l'apprenant au cours de l'apprentissage afin de comprendre dans quelle mesure elle y est impliquée. Cela permettra de contribuer à l'amélioration du modèle de l'apprenant et ainsi de s'approcher davantage de la compréhension des mécanismes de l'apprentissage humain. Réalisée dans le cadre d'un stage de recherche en bioinformatique, elle n'est ni exhaustive, ni généraliste, mais spécifique aux domaines traités. Elle représente cependant une production unique en matière de revue de la littérature francophone sur ces sujets.

Dong, Y., Clements, D. H., Day-Hess, C. A., Sarama, J., & Dumas, D. (2021). **Measuring Early Childhood Mathematical Cognition: Validating and Equating Two Forms of the Research-Based Early Mathematics Assessment**. *Journal of Psychoeducational Assessment*, *39*(8), 983-998. https://doi.org/10.1177/07342829211037195
Psychometric work with young children faces the particular challenge that children's attention spans are relatively short, and therefore, shorter assessments are required while retaining comprehensive coverage. This article reports on three empirical studies that

encompass the development and validation of the research-based early mathematics assessment-short form (REMA-SF), an instrument that measures the early mathematical competency of children from 3 to 8 years of age. The developed measure captures both children's mathematical performance and the strategies children use to solve math problems. Results indicated that the REMA-SF can produce valid scores for measuring children's math skills in early childhood, and the validity of the measure can be well-generalized to an external (or independent) sample. Additionally, we also equated the REMA scores between the long and short forms of the assessment: anchor items common across the forms were selected and refined in the equating process.

Dubois, P. (2021). ***La transition école-emploi de jeunes adultes présentant un trouble développemental du langage : les rôles de la motivation autonome et du soutien à l'autonomie offert par l'entourage de l'élève***. Consulté à l'adresse https://corpus.ulaval.ca/jspui/handle/20.500.11794/68409

Le trouble développemental du langage (TDL), qui se manifeste par des difficultés persistantes à comprendre le langage et à s'exprimer sans que celles-ci soient liées à un autre trouble connu, a un impact important sur le fonctionnement des personnes. À long terme, ces dernières sont notamment à risque de vivre des obstacles importants lors de leur transition école-emploi. Or, à ce jour, les facteurs pouvant expliquer la réussite de celle-ci chez les jeunes adultes ayant un TDL demeurent peu connus. Cette thèse vise ainsi à mieux comprendre la transition école-emploi chez cette population par l'apport de la théorie de l'autodétermination (TAD). Elle a pour objectif de valider un modèle motivationnel de cette période de vie charnière, où le soutien à l'autonomie apporté par l'entourage du jeune prédit sa motivation envers sa recherche d'emploi, qui est ensuite associée au statut de la transition (complétée ou non) et au bien-être psychologique. Elle comprend trois articles. Le premier article porte sur l'intégration des trois théories sur lesquelles se base cette thèse, soit le Modèle de développement humain et de Processus de production du handicap (MDH-PPH2), la théorie des capabilités et la TAD, en proposant le modèle d'agentivité pour orienter les pratiques auprès des personnes ayant une incapacité. Le deuxième article se concentre sur le devenir des jeunes adultes ayant un TDL par le biais d'une recension systématique, afin de cerner leurs défis et réussites dans trois sphères de vie, dont celle de l'emploi. Le rôle prédictif des habiletés langagières est également évalué pour chacun de ces domaines. Enfin, pour répondre aux objectifs de cette thèse, le troisième article présente les résultats d'une étude rétrospective réalisée auprès de 37 jeunes adultes ayant un TDL et d'une étude prospective réalisée auprès de 218 finissants du Parcours de formation axée sur l'emploi (PFAE), dont 52 ont un TDL. De façon générale, les résultats obtenus soutiennent le modèle motivationnel. Dans l'étude prospective, les analyses ont porté sur l'ensemble des participants puisque les participants ayant un TDL sont comparables à leurs pairs du PFAE pour les variables mesurées. Ainsi, le soutien à l'autonomie du père et celui des amis permettent de prédire une motivation autonome envers la recherche d'emploi dans les deux études, tandis que celui des enseignants ressort dans l'étude rétrospective. Cette motivation autonome est ensuite associée au bien-être psychologique dans les deux études, et au statut de la transition école-emploi dans l'étude prospective. Ces relations sont également observées pour la motivation contrôlée. L'absence de relation entre la motivation et la transition dans l'étude rétrospective pourrait être liée aux obstacles environnementaux que ces jeunes peuvent rencontrer à plus long terme sur le marché du travail. Cette thèse permet donc de mettre de l'avant la pertinence de la TAD dans l'étude de la transition école-emploi des jeunes adultes ayant un TDL. Les concepts de

soutien à l'autonomie et de motivation liés à cette théorie permettent d'expliquer une part du statut de la transition et du bien-être de ces jeunes, ce qui a diverses implications théoriques, méthodologiques et pratiques qui sont discutées. Des pistes de recherche futures sont proposées.

Duncan, M. J., Patte, K. A., & Leatherdale, S. T. (2021). **Mental Health Associations with Academic Performance and Education Behaviors in Canadian Secondary School Students**. *Canadian Journal of School Psychology*, *36*(4), 335-357. https://doi.org/10.1177/0829573521997311
Course grades, as an indicator of academic performance, are a primary academic concern at the secondary school level and have been associated with various aspects of mental health status. The purpose of this study is to simultaneously assess whether symptoms of mental illness (depression and anxiety) and mental well-being (psychosocial well-being) are associated with self-reported grades (in their primary language [English or French] and math courses) and education behaviors (school days missed due to health, truancy, and frequency of incomplete homework) in a sample of secondary school students across Canada (n = 57,394). Multivariate imputation by chained equations and multilevel proportional odds logistic regressions were used to assess associations between mental health scores, academic performance and education behaviors. Lower depression and higher psychosocial well-being scores were associated with better grade levels in both math and language courses, as well as better education behaviors. In turn, better education behaviors were associated with higher course grades. Depression scores and psychosocial well-being scores remained associated with higher grades after controlling for education behaviors, however the magnitude of association was diminished. Results indicate that the effects of mental health factors were partially attenuated by education behaviors, suggesting while reduced class attendance and poor homework adherence were associated with both academic outcomes and mental health, they do not account entirely for the association between lower grades and worse mental health.

García-Castellar, R., Sánchez-Chiva, D., Jara-Jiménez, P., & Fernández-Ramos, C. (2021). **Assessment of Social Self-perceptions of Acceptance and Enmity in Children with Attention-Deficit/Hyperactivity Disorder**. *Canadian Journal of School Psychology*, *36*(4), 318-334. https://doi.org/10.1177/08295735211025200
This study analyzes the self-perceptions of social competence in children with attention-deficit/hyperactivity disorder (ADHD). It compares two groups of participants, children with ADHD (N = 20) and children without ADHD (N = 20) ages between 8 and 12 years old. Sociometric questionnaires were completed by two groups of participants and 707 peers, as well as a questionnaire that evaluates children's behavior from parents' and teachers' perspectives. Results indicate that children with ADHD correctly perceive enmity, but incorrectly perceive friendship. Children with ADHD have low rates of positive reciprocity and qualities that indicate friendship differs considerably from the children without ADHD. The children with ADHD have a different profile of social self-perception than children without ADHD, especially regarding recognizing friendship. The results contribute to the understanding of perceptions of elements of peer relationship and friendships with strong ecological validity. This small scale study provides a proof of concept for improving ecological validity in the methods of evaluating social skills and social emotion learning programming for children with ADHD.

Grazia, V., Mameli, C., & Molinari, L. (2021). **Adolescents' profiles based on student agency and teacher autonomy support: does interpersonal justice matter?** *European Journal of Psychology of Education*, *36*(4), 1117-1134. https://doi.org/10.1007/s10212-020-00504-2
In this study, we adopted a person-oriented approach to (a) identify latent profiles of adolescents characterized by unique patterns of perceived teacher autonomy support and student agency, (b) investigate whether perceived interpersonal justice can predict profile membership and (c) compare different profiles in relation to personal responsibility. Participants were 545 Italian secondary school students (55% boys, 94% born in Italy, Mage = 14.24, SDage = .53). Five adolescents' profiles emerged: disengaged (24%), average students (34%) and committed (28%), with low, mean and high scores, respectively, in both teacher autonomy support and agency; resistant (5%), with low scores in teacher autonomy support and high scores in agency; compliant (9%), with high scores in teacher autonomy support and low scores in agency. Perceptions of interpersonal justice significantly predicted profile membership in the comparison of almost all profiles. Several significant differences in responsibility among profiles also emerged. Implications of the findings for practices and policies are discussed.

Hachfeld, A., & Lazarides, R. (2021). **The relation between teacher self-reported individualization and student-perceived teaching quality in linguistically heterogeneous classes: an exploratory study**. *European Journal of Psychology of Education*, *36*(4), 1159-1179. https://doi.org/10.1007/s10212-020-00501-5
Germany historically responded to student diversity by tracking students into different schools beginning with grade 5. In the last decades, sociopolitical changes, such as an increase in "German-as-a-second-language" speaking students (GSL), have increased diversity in all tracks and have forced schools to consider forms of individualization. This has opened up the scientific debate in Germany on merits and limitations of individualization for different student groups within a tracked system and heterogeneous classes. The aim of the present exploratory study was to examine how individualized teaching (i.e., teacher self-reported individualized teaching practices and individual reference norm orientation) is related to student-perceived teaching quality. Additionally, we considered moderation effects of classroom composition in relation to achievement and proportion of GSL students. Longitudinal data came from 35 mathematics classes with 659 9th and 10th grade students. Results showed significant relation between teacher self-reported individualized teaching practices and individual reference norm orientation and monitoring. Regarding the composition effects, the proportion of GSL students in class moderated the relation between teacher self-reported individual reference norm orientation and cognitive activation. Our findings contribute to the growing body of evidence that classroom composition can differentially impact the relation between teachers' behaviors and students' perceptions of teaching quality.

Hadji, C. (2021, novembre 8). **Apprendre à être optimiste : un enjeu éducatif ?** Consulté 16 novembre 2021, à l'adresse The Conversation website: http://theconversation.com/apprendre-a-etre-optimiste-un-enjeu-educatif-171425
Quand les collapsologues théorisent de manière crédible l'effondrement du monde, la volonté de transmettre l'optimisme est-elle totalement hors saison ou offre-t-elle le seul tremplin pour l'action ?

Jacquet, T. (2021). ***La fatigue mentale : marqueurs électrophysiologiques et stratégies de compensation*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03227434
La fatigue mentale est un phénomène courant dans la société actuelle provoquant une altération des performances cognitives comme physiques. Elle peut conduire à une augmentation des risques d'accident, une baisse de productivité, et à certaines pathologies comme la dépression. L'objectif de ce travail de thèse était d'étudier le phénomène de fatigue mentale en examinant plus spécifiquement ses marqueurs électrophysiologiques, ainsi que de trouver des stratégies de compensation pour limiter et/ou éviter ses effets délétères.La première étude a identifié des modulations de l'activité cérébrale lors d'une tâche prolongée de Stroop modifiée. Une augmentation globale des ondes thêta et alpha, ainsi qu'une diminution de l'amplitude des ondes N100 et P300 interprétées comme reflétant une baisse de l'attention ont été observées. La seconde étude a mis en évidence que l'augmentation de la perception de l'effort lors d'un exercice physique d'endurance en présence de fatigue mentale était liée à une augmentation de l'activité des aires motrices et prémotrices (lors de contractions réelles et imaginées). Dans une troisième étude, nous avons montré que les effets de la fatigue mentale persistaient dans le temps. Les performances lors d'une tâche de pointage étaient de plus en plus altérées après la tâche mentalement fatigue, et ce malgré un effet de récupération sur le niveau de fatigue mentale perçue. La quatrième étude a montré que l'utilisation de stratégies de compensation, comme l'écoute de musique agréable ou la pratique d'une activité physique durant 15 min étaient efficaces pour contrer les effets liés à la fatigue mentale et maintenir le niveau de performance motrice. Ces travaux ont montré que la fatigue mentale engendre des modifications de l'activité cérébrale au cours d'une tâche cognitivement exigeante mais également lors d'une exercice physique subséquent. De plus, le phénomène de fatigue mentale semble persister dans le temps et impacter de plus en plus nos performances. Cependant des stratégies de compensation comme l'écoute de musique ou la pratique d'une activité physique semblent efficaces pour contrecarrer ses effets délétères.

Kivlen, C. (2021, octobre 24). **Des « chiens de thérapie » pour aider les étudiants à surmonter leur stress**. Consulté 29 octobre 2021, à l'adresse The Conversation website: http://theconversation.com/des-chiens-de-therapie-pour-aider-les-etudiants-a-surmonter-leur-stress-170402
Aux États-Unis, il est de plus en plus fréquent de croiser des chiens sur les campus pour aider les étudiants.

Klapp, A., & Jönsson, A. (2021). **Scaffolding or simplifying: students' perception of support in Swedish compulsory school**. *European Journal of Psychology of Education*, *36*(4), 1055-1074. https://doi.org/10.1007/s10212-020-00513-1
National goals and performance standards were introduced in Sweden during the 1990s as part of a curriculum reform. The intention was to detect shortcomings among students and provide support to those students who did not reach the passing grade in one (or several) subject/s. Despite this reform, approximately one-fourth of the students do not attain a passing grade in all subjects. This study therefore investigates the support provided to low-achieving students in Swedish compulsory school. A questionnaire focusing on support in science studies was distributed to students in grade 9 (N = 1731), and data was analyzed with confirmatory factor analysis and structural equation modeling. Findings show that low-achieving students perceive that they primarily receive

"simplifying support," which involves the lowering of expectations and limiting of students' opportunities to learn. "Scaffolding support," which involves changes to practices and holding the same standards for all students, seems to be mainly provided to boys, regardless of achievement level.

Lambert, M. C., January, S.-A. A., Gonzalez, J. E., Epstein, M. H., & Martin, J. (2021). **Comparing Behavioral and Emotional Strengths of Students With and Without Emotional Disturbance**. *Journal of Psychoeducational Assessment*, *39*(8), 999-1014. https://doi.org/10.1177/07342829211038451
The present study investigated evidence of the construct validity of scores from the Behavioral and Emotional Rating Scale (BERS-3), which is a multi-informant assessment designed to measure the behavioral and emotional strengths of school-aged youth. The purpose of this research was to evaluate the degree to which BERS-3 scores differed between students with school-identified emotional disturbance and students without disabilities. Two nationally representative samples were used in this study: (a) 1,575 students rated by teachers and (b) 793 youth who provided self-ratings. The results of multivariate multiple regression analyses supported the primary hypothesis that students with emotional disturbance would have lower scores on each of the five BERS-3 subscale scores compared to peers without disabilities. This finding held for both samples; however, differences between students with emotional disturbance and the peers without disabilities were substantially smaller for the youth self-ratings compared to teacher ratings. Implications for practice and directions for future research are also discussed.

Le Nevé, S. (2021, octobre 28). **Une enquête alerte sur la santé mentale des étudiants et internes en médecine**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2021/10/28/alerte-sur-la-sante-mentale-des-etudiants-en-medecine_6100182_3224.html
Publiée mercredi, l'enquête révèle un grand mal-être et des conditions de travail déplorables : en période de stage, deux tiers d'entre eux ont fait un burn-out.

Leskinen, J., Kumpulainen, K., Kajamaa, A., & Rajala, A. (2021). **The emergence of leadership in students' group interaction in a school-based makerspace**. *European Journal of Psychology of Education*, *36*(4), 1033-1053. https://doi.org/10.1007/s10212-020-00509-x
This case study is an examination of the emergence of leadership in students' group interaction in a school-based makerspace. The data comprised video records of 20 primary school students' group work within this context, encompassing student-driven creative engagement in science, technology, engineering, arts, and mathematics (STEAM) learning activities. Interaction analysis was applied to analyze the students' leadership moves and to depict how students' leadership was related to their collaboration. The analysis resulted in a typology of students' leadership moves in a makerspace context, namely, coordination of joint work, exploring new ideas, seeking out resources,

Lettau, J. (2021). **The Impact of Children's Academic Competencies and School Grades on their Life Satisfaction: What Really Matters?** *Child Indicators Research*, *14*(6), 2171-2195. https://doi.org/10.1007/s12187-021-09830-3
Increasing demands in schools, higher pressure on children's performance levels, and increasing mental health constraints raise questions about the impact of educational

achievement on children's life satisfaction. Therefore, this study investigates whether children's academic competence levels and school grades affect their life satisfaction and if the effects vary by educational track. Complementing prior research, this study firstly uses fixed effects regressions to get closer to the estimation of the causal link between children's academic competencies, school grades, and life satisfaction by eliminating time-constant confounding factors such as intelligence, early background characteristics, and genetic factors. By using valuable longitudinal data on academic competencies, school grades, and life satisfaction of children from a sample of 5th-grade students (N = 3045) of the National Educational Panel Study in Germany (NEPS) from 2010 to 2015 this study reaches also a broader external validity than prior research. Including various tracks, makes testing for heterogeneous effects by school track attended possible. Results indicate that, on average, children's school grades seem to be highly important for their life evaluations. Moreover, the effect of school grades does not vary across educational tracks, i.e. school grades seem to matter for all children. In contrast, levels of academic competencies seem to be relevant only for specific subgroups. Investigating effect heterogeneities reveals that only among children in the lower secondary school tracks higher competencies are related to lower life satisfaction. Overall, the study highlights the importance of school grades and point out variation in the relevance of competence levels between school tracks.

Lovett, B. J., Ferrier, D. E., Wang, T., & Jordan, A. H. (2021). **Adult ADHD Self-Report Scale Screener Ratings in College Students: Concurrent Validity and Test–Retest Reliability**. *Journal of Psychoeducational Assessment*, *39*(8), 1015-1019. https://doi.org/10.1177/07342829211034367
The Adult ADHD Self-Report Scale screener is commonly used to determine if further evaluation of ADHD is required. However, despite use in college settings, the ASRS was not developed for this population, and limited relevant psychometric data exist. In this study, 190 college students completed the ASRS screener as well as a lengthier measure of the 18 DSM symptoms of ADHD. A subgroup (n = 141) completed the ASRS twice, with at least 1 week in between measures. Concurrent validity of ASRS scores was substantial (r = 0.73 with DSM inattentive symptoms and r = 0.57 with DSM hyperactive/impulsive symptoms) and test–retest reliability was adequate (r = 0.69 with an average interval of 42 days). However, the sensitivity of the screener was only moderate (66%), and approximately one-fifth of the students changed screening status (positive vs. negative) across the time interval. Implications for future research and practice are discussed.

Lowe, P. A. (2021). **Examination of Test Anxiety in a Sample of 18 to 26 year-old Singapore and U.S. Undergraduate Male and Female Students on the Test Anxiety Measure for College Students-Short Form**. *Journal of Psychoeducational Assessment*, *39*(8), 938-953. https://doi.org/10.1177/07342829211030402
A cross-national study was conducted on a new test anxiety measure, the Test Anxiety Measure for College Students-Short Form (TAMC-SF) in a sample of 1,023 Singapore and U.S. students, aged 18-26. The TAMC-SF consists of one facilitating anxiety scale and five test anxiety (Worry, Cognitive Interference, Social Concerns, Physiological Hyperarousal, and Task Irrelevant Behaviors) scales. The measure was administered to the sample of higher education students online. The results of single-group confirmatory factor analyses found support for the TAMC-SF six-factor model for Singapore students, U.S. students, male students, and female students. In addition, the results of multi-group, mean and covariance structure analysis found support for the construct equivalency of the TAMC-

SF scores across country and gender. Latent mean factor analyses followed and the results of these analyses indicated Singapore students had significantly higher levels of social concerns and significantly lower levels of cognitive interference and worry than U.S. students. The findings also indicated females had significantly higher levels of test anxiety than males on all five TAMC-SF test anxiety scales. Evidence supporting the construct validity of the TAMC-SF scores with the scores of math anxiety, social phobia, and self-critical perfectionism was also reported. Implications of the study's findings for researchers and clinicians are discussed.

Mangeard-Bloch, N. (2020). **« Le grand départ pour la petite école ». Analyse des codes émotionnels dispensés dans les livres pour enfants autour de la première rentrée scolaire**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(3), 71-92. Consulté à l'adresse https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-3-page-71.htm
L'entrée à l'école appartient au champ des rites de passage de la petite enfance. De nombreux albums de littérature de jeunesse cherchent à désamorcer l'intensité dramatique qui émaille cet événement en mettant en scène un premier jour d'école. Ces ouvrages s'engagent dans la préparation émotionnelle de l'enfant qui précède l'entrée à l'école. Ils offrent un répertoire de mises en représentation de la gestion de la séparation parents-enfants, qui témoigne du statut et de la construction sociale des émotions associées à cette transition. L'analyse de contenu d'un corpus de 158 ouvrages révèle que les livres pour enfants autour de la rentrée distillent des codes émotionnels socialement clivés, à mettre en lien avec l'échelle de légitimité culturelle qui régit le paysage éditorial. Le contrôle des émotions, érigé en compétence du métier d'élève, fait l'objet au cœur de ces albums d'un travail émotionnel différemment maîtrisé selon le destinataire social mais toujours au service d'une incontournable mise en conformité scolaire.

Mercer, S. H., Cannon, J. E., Squires, B., Guo, Y., & Pinco, E. (2021). **Accuracy of Automated Written Expression Curriculum-Based Measurement Scoring**. *Canadian Journal of School Psychology*, *36*(4), 304-317. https://doi.org/10.1177/0829573520987753
We examined the extent to which automated written expression curriculum-based measurement (aWE-CBM) can be accurately used to computer score student writing samples for screening and progress monitoring. Students (n = 174) with learning difficulties in Grades 1 to 12 who received 1:1 academic tutoring through a community-based organization completed narrative writing samples in the fall and spring across two academic years. The samples were evaluated using four automated and hand-calculated WE-CBM scoring metrics. Results indicated automated and hand-calculated scores were highly correlated at all four timepoints for counts of total words written (rs = 1.00), words spelled correctly (rs = .99–1.00), correct word sequences (CWS; rs = .96–.97), and correct minus incorrect word sequences (CIWS; rs = .86–.92). For CWS and CIWS, however, automated scores systematically overestimated hand-calculated scores, with an unacceptable amount of error for CIWS for some types of decisions. These findings provide preliminary evidence that aWE-CBM can be used to efficiently score narrative writing samples, potentially improving the feasibility of implementing multi-tiered systems of support in which the written expression skills of large numbers of students are screened and monitored.

Miklas, E. P., Jaber, L. S., & Starr, E. (2021). **The Perceived Effectiveness of Full-Day Kindergarten for Children with ADHD**. *Canadian Journal of School Psychology*, *36*(4), 275-289. https://doi.org/10.1177/08295735211031435
ADHD is one of the most prevalent neurodevelopmental disorders, and the numbers only continue to rise. Ontario has implemented play-based FDK in the last decade, thus it is imperative that the perceived effectiveness of the program for children with ADHD is studied. In conducting this study, the researchers present and interprets educators' perceptions of the FDK program and the perceived effectiveness of FDK for children with ADHD. Using an Ecological Systems Theory lens, semi-structured interviews were conducted with kindergarten teachers and early childhood educators from multiple cities throughout Southwestern Ontario to obtain their perceptions of Play-Based FDK and ADHD. The data were analyzed using Thematic Analysis (TA) and three themes emerged: (1) Knowledge and Understanding, (2) Benefits and Challenges of Play-Based FDK for Children with ADHD, and (3) Strategies Used to Promote Success. These themes encompassed the general lived experiences and knowledge that educators have on the effectiveness of the FDK program for children with ADHD. Limitations of the study and future areas of research are discussed.

Moreno-Llanos, I., Zapardiel, L. A., & Rodríguez, C. (2021). **Children's first manifestations of cognitive control in the early years school: the importance of the educational situation and materiality**. *European Journal of Psychology of Education*, *36*(4), 903-922. https://doi.org/10.1007/s10212-020-00505-1
Executive functions (EFs) embrace a range of cognitive control processes that allow us to control and direct our own behavior, thoughts, and emotions and to develop complex responses to difficulties. Standardized tasks commonly used to investigate EFs are reviewed. Here, a study is reported of the first challenges that children set for themselves in everyday life situations from the end of the first year in the 0–1 classroom of various early years schools. The influence of educational situations, based on the possibilities of action that the teachers offered the children, and the materiality made available were analyzed. It was found that the children faced challenges from the end of the first year of life. These challenges involved the everyday uses of objects and instruments, uses which were difficult and significative for them: (i) rhythmic-sonorous canonical uses, (ii) canonical uses, and (iii) symbolic uses. These challenges were identified in structured and semi-structured educational situations in which the children could choose the objects, what to do with them and how.

Nasir, N. S., Lee, C. D., Pea, R., & McKinney de Royston, M. (2021). **Rethinking Learning: What the Interdisciplinary Science Tells Us**. *Educational Researcher*, *50*(8), 557-565. https://doi.org/10.3102/0013189X211047251
Theories of learning developed in education and psychology for the past 100 years are woefully inadequate to support the design of schools and classrooms that foster deep learning and equity. Needed is learning theory that can guide us in creating schools and classrooms where deep learning occurs, where learners' full selves are engaged, and that disrupt existing patterns of inequality and oppression. In this article, we build on recent research in education, neuroscience, psychology, and anthropology to articulate a theory of learning that has the potential to move us toward that goal. We elaborate four key principles of learning: (1) learning is rooted in evolutionary, biological, and neurological systems; (2) learning is integrated with other developmental processes whereby the whole child (emotion, identity, cognition) must be taken into account; (3)

learning is shaped in culturally organized practice across people's lives; and (4) learning is experienced as embodied and coordinated through social interaction. Taken together, these principles help us understand learning in a way that foregrounds the range of community and cultural experiences people have throughout the life course and across the multiple settings of life and accounts for learning as set within systems of injustice.

Núñez-Regueiro, F., Archambault, I., Bressoux, P., & Nurra, C. (2021). **Measuring Stressors Among Adolescents: Validation of the Positive and Negative Adolescent Life Experiences Scale**. *Journal of Psychoeducational Assessment*, *39*(8), 969-982. https://doi.org/10.1177/07342829211027751
This article develops and validates the Positive and Negative Adolescent Life Experiences (PANALE) scale, a 11-item tool that enables researchers to measure adolescent stressors in a more valid and efficient manner than existing adolescent stressors scales. The PANALE presents good psychometric qualities, in terms of construct validity (factorial structure, measurement invariance, and composite reliability) and concurrent validity with regard to eustress and distress symptoms in a French sample of high school adolescents (N = 1513). Overall, the PANALE provides a viable alternative to existing methods for conducting quantitative research on adolescent stress processes, notably those related to school disengagement and dropout processes.

Paredes, T. (2021). **Side-Lining Trauma Sensitive Practices in Schools and Next Steps**. *Journal of Cases in Educational Leadership*, *24*(4), 74-83. https://doi.org/10.1177/15554589211009587
Studies reveal students who deal with complex traumas must manage negative impacts to their development. These impacts reveal themselves in the challenges young children and adolescents face with learning and behavioral management. Yet, schools across the United States are not mandated to learn about, create, nor implement trauma sensitive schooling. The negligence around tending to young scholars with trauma by revising school policies, practices, and educator training has led to students who have experienced complex traumas being unfairly punished by the education system in a multitude of instances. One of these instances occurred in Compton, Los Angeles, during the year 2015. Eight students, who had dealt with two or more traumas in their lifetime, were met with suspensions and expulsions rather than assistance and guidance from the educators they came across, year after year. This case study will explore one student's story, Peter P., and how the school district failed to provide him the proper support necessary to assist him in having equal access and equal opportunity to educational success, as a scholar who faced trauma, starting from his early childhood.

Petrone, R., & Stanton, C. R. (2021). **From Producing to Reducing Trauma: A Call for "Trauma-Informed" Research(ers) to Interrogate How Schools Harm Students**. *Educational Researcher*, *50*(8), 537-545. https://doi.org/10.3102/0013189X211014850
Although "trauma-informed education" has gained momentum across the United States in recent years, a question remains neglected by the research community: How can education research inform understandings of "trauma-informed" approaches when education itself is trauma-producing for many students? This article (1) explores limitations of traumainformed educational scholarship, particularly its reliance on individualized, biomedical understandings of trauma; (2) articulates theoretical reconceptualizations for subsequent research to account for historical trauma and ways schools and research

inflict harm on students; and (3) calls for expansion of relational, participatory, and humanizing methodologies. Overall, we argue for a shift from research that focuses on "trauma-informed education" to scholarship that enacts a sociohistorical trauma-reducing framework to more effectively interrogate the intersections of trauma, schooling, and research.

Pitsia, V., & Mazzone, A. (2021). **The association of individual and contextual variables with bullying victimisation: a cross-national comparison between Ireland and Lithuania**. *European Journal of Psychology of Education*, *36*(4), 1095-1115. https://doi.org/10.1007/s10212-020-00514-0
Bullying victimisation is a reality in most schools around the world, with thousands of students being victimised on a daily basis. Given the prevalence of bullying victimisation at school, examination of what might prompt or prevent such behaviours is required. Therefore, this study examined the relationship of a number of individual and socio-contextual variables with bullying victimisation among fourth- and eighth-grade students in Ireland and Lithuania using the Trends in International Mathematics and Science Study (TIMSS) 2015 data. Data from a total of 17,924 students were analysed (with mean ages of 10.6 years for fourth-grade students and 14.6 years for eighth-grade students). Results of multilevel analysis showed that higher levels of student sense of school belonging were associated with lower levels of bullying victimisation across both grades and countries. Further predictors of student bullying victimisation, including student gender, parental education, school safety and location and the percentage of students in each school having the language of the test as their native language, varied across grades and countries. Overall, the findings of this study highlighted the importance of taking individual as well as socio-contextual factors into consideration when investigating bullying victimisation. This study also showed that the context, whether this refers to the country or the education level, matters with regard to the formation of anti-bullying policies and programmes. Implications of these findings for anti-bullying policies and programmes in a cross-national context are discussed.

Rahimi, S., & Hall, N. C. (2021). **Why Are You Waiting? Procrastination on Academic Tasks Among Undergraduate and Graduate Students**. *Innovative Higher Education*, *46*(6), 759-776. https://doi.org/10.1007/s10755-021-09563-9
Academic procrastination is understood as the postponement of academic tasks despite the possibility of negative consequences, with an estimated 46% of undergraduate students and 60% of graduate students regularly engaging in this behavior. The purpose of the present study was to contrast procrastination behavior on specific academic tasks (writing term papers, studying for exams, keeping up with weekly readings) between undergraduate (n = 354) and graduate students (n = 816), as well as examine the perceived reasons for this procrastination behavior. MANOVA results showed that undergraduate students reported greater perceived prevalence of procrastination than graduate students with respect to studying. Principal component analyses further revealed different components for undergraduate and graduate students, including fear of failure and task aversiveness for undergraduate students, and fear of failure and lack of assertiveness for graduate students.

Räisänen, M., Postareff, L., & Lindblom-Ylänne, S. (2021). **Students' experiences of study-related exhaustion, regulation of learning, peer learning and peer support during**

university studies. *European Journal of Psychology of Education*, 36(4), 1135-1157. https://doi.org/10.1007/s10212-020-00512-2
The present mixed-method longitudinal study examines students' experiences of study-related exhaustion, regulation of learning, peer learning and peer support during university studies. At the first measurement point, 188 first-year students completed the questionnaire. At the second measurement point, 91 of the 188 students participated in the follow-up study at their fourth study year and completed the same questionnaire again. Of these, twelve students were interviewed. The results showed that experienced study-related exhaustion and self-regulation of content increased during studies. However, the results also showed a large individual variation in experienced study-related exhaustion. The students whose exhaustion decreased described experiences of peer support that helped them to develop their self-regulation skills. Students whose study-related exhaustion remained low evaluated their self-regulation skills as good. They experienced that they did not need other students' support in the regulation of learning. The students whose study-related exhaustion increased or remained high described more problems in self-regulation. Most students relied on peer support because of self-regulation problems. However, not all students used other students' support despite of problems in studying. It can be concluded that regulation skills have a key role in experienced study-related exhaustion during studies.

Ritchie, T., Rogers, M., & Ford, L. (2021). **Impact of COVID-19 on School Psychology Practices in Canada**. *Canadian Journal of School Psychology*, 36(4), 358-375. https://doi.org/10.1177/08295735211039738
In March of 2020, COVID-19 forced schools to close across Canada. While school psychologists typically work directly with students, teachers, and families, nearly all services had to be modified to accommodate the new circumstances. The following brief report presents a summary of the survey responses of 214 Canadian school psychology practitioners on their experience of the COVID-19 shutdown. Nearly all respondents indicated their work experiences had significantly changed since the start of the pandemic, notably through decreases in assessments and mental health interventions. Importantly, respondents also indicated significant decreases in their own mental health/well-being as compared to before the pandemic. Implications for professional practice are discussed.

Rosemberg, C. R., & Alam, F. (2021). **Socioeconomic disparities in the comprehension of lexical categories. A study with Spanish-speaking Argentinian toddlers**. *European Journal of Psychology of Education*, 36(4), 989-1008. https://doi.org/10.1007/s10212-020-00522-0
This study documents the effects of social inequality on different dimensions of lexical comprehension in Spanish-speaking Argentinian toddlers, a population in which socioeconomic differences are more striking than in previously studied populations. Using a performance-based forced-choice lexical recognition task implemented on a tablet, an adaptation of the Computerized Comprehension Task (CCT; Friend and Keplinger. Journal of Child Language, 35(01), 77-98. 2003), recognition accuracy and haptic response time to nouns, verbs, and adjectives were assessed. Low and middle (socioeconomic status) SES toddlers (N = 113) were tested at the daycares they attended. Results of the regression analyses showed overall SES effects on recognition accuracy but not on response time. Further analyses that considered the lexical category identified that middle SES children were only more accurate on the recognition of nouns and adjectives but not verbs. Findings also indicated that while low SES children showed

longer response times to adjectives than to the other lexical categories, middle SES response times were longer in the case of verbs. The discussion links SES differences in children performance to previous evidence regarding the characteristics of both groups of children's linguistic experiences in the ebb and flow of everyday life.

Ryan, J. J., & Gontkovsky, S. T. (2021). **Reliabilities of Discrepancy Scores and Supplemental Tables for the WASI–II**. *Journal of Psychoeducational Assessment*, *39*(8), 930-937. https://doi.org/10.1177/07342829211040595
We analyzed data from the WASI–II manual to determine discrepancy score reliabilities of the Verbal Comprehension (VCI) and Perceptual Reasoning (PRI) indexes and the four subtests in the child and adult standardization samples. Reliabilities of the VCI–PRI discrepancy scores range from .78 to .86 for children and .82 to .89 for adults and generally are large enough to justify hypothesis generation. Discrepancy score reliabilities of the subtests range from .64 to .82 and .66 to .84 for children and adults, respectively, and therefore must be considered on a score-by-score basis in formulating hypotheses. Tables are provided to identify significant differences between pairs of subtests and to determine ipsative strengths and weaknesses when each subtest is compared to the mean of four subtests. The use of confidence intervals for the interpretation of discrepancy scores is presented. If additional discrepancy score reliabilities and cut-offs are desired, the necessary formulas are provided.

Sander, E. (2021). **Du cerveau à la classe, un pont toujours aussi loin ?** *Raisons educatives*, *N° 25*(1), 119-137. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-119.htm
John Bruer a signé en novembre 1997 dans Educational Researcher un article séminal, « Education and the brain : A bridge too far » (« L'éducation et le cerveau : un pont trop loin »), en référence au film éponyme de Richard Attenborough relatant une opération alliée manquée de la Deuxième Guerre mondiale. Dans cet article, Bruer défend l'idée d'une distance trop importante entre les neurosciences et la salle de classe. Alors que les neurosciences affichent des prétentions de plus en plus importantes sur les questions d'éducation, l'objectif de la présente contribution est de réinterroger cette ambition vingt-cinq ans après la publication de cet article, période durant laquelle les publications liant éducation et neurosciences ont fait un spectaculaire bond quantitatif, et où tant la sphère politique que celle du journalisme d'information scientifique se sont saisies de ce sujet. La question des mythes éducatifs, prétendument appuyés sur des travaux de neurosciences mais consistant en fait en extrapolations et généralisations abusives dans lesquelles les propres auteurs de ces contributions voient un dévoiement de leurs recherches, sera en particulier abordée, ainsi que les voies possibles pour promouvoir une approche documentée des liens entre neurosciences et éducation, mobilisable pour la formation des enseignants et intégrable dans les pratiques enseignantes.

Sander, E., Molinari, G., & Gentaz, É. (Éd.). (2021a). **Cognition pour l'éducation: un pont tout près ?** *Raisons éducatives*, (25). Consulté à l'adresse https://liseo.france-education-international.fr/index.php?lvl=bulletin_display&id=11305
L'objectif de ce numéro est de réinterroger les rapports entre les sciences cognitives et les sciences de l'éducation, dont la possible interrelation suscite régulièrement de vifs débats. Les articles questionnent les ancrages méthodologiques et épistémologiques de ces sciences, leurs compatibilités et leurs complémentarités. Ils cherchent à documenter leur degré de (mé)connaissances réciproques et les répercussions de ces

(mé)connaissances sur les possibilités d'interdisciplinarité. Ils abordent enfin les conditions de transformations conjointes des objets disciplinaires dans le cadre de collaborations, la manière dont les connaissances coconstruites sont susceptibles d'être réintégrées au sein de chaque discipline, et le passage du laboratoire à la salle de classe.

Sander, E., Molinari, G., & Gentaz, É. (2021b). **Sciences cognitives et éducation : des convergences possibles, nécessaires ?** *Raisons educatives*, *N° 25*(1), 5-15. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-5.htm

Schirmbeck, K., Rao, N., Wang, R., Richards, B., Chan, S. W. Y., & Maehler, C. (2021). **Contrasting executive function development among primary school children from Hong Kong and Germany**. *European Journal of Psychology of Education*, *36*(4), 923-943. https://doi.org/10.1007/s10212-020-00519-9
Previous research findings indicate that young children from East Asia outperform their counterparts from Europe and North America on executive function (EF) tasks. However, very few cross-national studies have focused on EF development during middle childhood. The current study assessed the EF performance of 170 children in grades 2 and 4 from Hong Kong (n = 80) and Germany (n = 90) in a cross-sectional design. Children completed tasks assessing the main components of EF, namely inhibition (child-friendly Stroop task), updating (Object Span task), and shifting (Contingency Naming task). Results of multilevel models showed that all three EF measures differentiated well between younger and older children across the full sample. However, contrary to our hypothesis and previous research, we did not find any significant differences in EF performance between children from Hong Kong and Germany at primary school age. Our findings highlight the possibility that issues related to the measurement of EF and features specific to Hong Kong and Germany underlie our results.

Schwarz, B. B., & Bekerman, Z. (2021). **Learning practices and development in yeshivas: historical, social, and cultural perspectives**. *European Journal of Psychology of Education*, *36*(4), 1181-1198. https://doi.org/10.1007/s10212-020-00508-y
Although the yeshiva is the housekeeper of the Jewish tradition of learning, it has undergone dramatic changes along history. We describe these changes in historical, sociogenetic, and microgenetic analyses, and particularly focus on the chavruta—dyadic learning around Talmudic texts during successive meetings, and the chabure—a gathering of chavruta dyads, who report to each other on the insights they reached in consecutive chavruta sessions on the same theme. The microgenetic analyses of chavruta point at its collaborative-argumentative character and at the desire to find new methods to understand the Talmudic text. Learners account for the authority of sages, but find strategies to express their own voices. Analyses of the chabure suggest strong volition for autonomy, and point at highly dialectical discussions. We conclude that modern yeshivas establish a society of learners in which deep changes emerge with regard to social order and learning methods. In doing so, we question whether and how these practices contribute to the maintenance of "traditional" discourses and or move in a "transformative" direction and reconsider the modern/tradition binary.

Sprenger-Charolles, L. (2021). **Liens entre éducation et cognition en fonction de l'évolution des concepts de recherche selon deux bases de données : Web of Science (WOS) et Didactique et acquisition du français (DAF)**. *Raisons educatives*, *N° 25*(1), 91-117.

Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-91.htm
Cet article examine, d'une part, ce qui permet d'attester qu'une étude est scientifique et, d'autre part, à quelle époque ont émergé les recherches issues des domaines de l'éducation et de la cognition, à partir de l'examen de deux bases de données : DAF (Didactique et acquisition du français langue maternelle) et le WoS. DAF a été élaborée par des chercheurs francophones québécois (Université de Montréal), français (Institut national de recherche pédagogique), belges et suisses. Le WoS recense les articles publiés dans des revues à comité de lecture, principalement internationales. Pour répondre à la première question, la typologie des recherches élaborée pour DAF est examinée et confrontée à celle issue du WoS avec une dimension historique. Pour répondre à la seconde question, après la présentation de quand et comment ont émergé les sciences cognitives d'après un des fondateurs de cette discipline (George Miller), l'évolution de ce champ disciplinaire et de celui de l'éducation est examiné ainsi que les sous disciplines auxquelles ils sont respectivement rattachés. L'article se termine par l'examen d'un domaine dans lequel les imbrications entre sciences de la cognition et de l'éducation sont fortes (celui de l'apprentissage de la lecture) avec un état des lieux de la recherche dans ce domaine et un examen de ce qui semble être un frein à sa diffusion dans le monde des praticiens de l'éducation.

Tilly, R., & Massa, A. (2021). **L'école et les espaces intermédiaires… : fonction tierce et groupes de parole dans un établissement français au Brésil**. *Nouvelle revue de psychosociologie*, *N° 31*(1), 95-106. Consulté à l'adresse http://www.cairn.info/revue-nouvelle-revue-de-psychosociologie-2021-1-page-95.htm
Cet article analyse le travail mené auprès d'adolescents au sein d'une école française au Brésil, entre le deuxième tour des élections présidentielles de 2018 et l'arrivée de la pandémie dans ce pays, par le biais de la mise en place de groupes de parole. Il s'agit de comprendre comment les différents aspects d'une crise dans ses dimensions politiques, sociales et subjectives peuvent être envisagés par les adolescents à travers le lien à l'institution, par l'ouverture d'un espace de mise en jeu de la fonction de tiers et l'investissement d'espaces intermédiaires, comme l'occasion de se positionner et d'agir. Ils peuvent devenir moteurs de sa transformation à condition que l'institution scolaire puisse accueillir la conflictualité propre à l'adolescence et à la vie institutionnelle. L'école est saisie comme un lieu où se joue le désir de vivre et d'apprendre sur soi et pour soi à travers la prise en compte de la parole des adolescents.

Tricot, A. (2021). **Articuler connaissances en psychologie cognitive et ingénierie pédagogique**. *Raisons educatives*, *N° 25*(1), 141-162. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-141.htm

Tsaousis, I., Sideridis, G. D., & AlGhamdi, H. M. (2021). **Evaluating a Computerized Adaptive Testing Version of a Cognitive Ability Test Using a Simulation Study**. *Journal of Psychoeducational Assessment*, *39*(8), 954-968. https://doi.org/10.1177/07342829211027753
This study evaluated the psychometric quality of a computerized adaptive testing (CAT) version of the general cognitive ability test (GCAT), using a simulation study protocol put forth by Han, K. T. (2018a). For the needs of the analysis, three different sets of items were generated, providing an item pool of 165 items. Before evaluating the efficiency of the GCAT, all items in the final item pool were linked (equated), following a sequential

approach. Data were generated using a standard normal for 10,000 virtual individuals (M = 0 and SD = 1). Using the measure's 165-item bank, the ability value (θ) for each participant was estimated. maximum Fisher information (MFI) and maximum likelihood estimation with fences (MLEF) were used as item selection and score estimation methods, respectively. For item exposure control, the fade away method (FAM) was preferred. The termination criterion involved a minimum SE ≤ 0.33. The study revealed that the average number of items administered for 10,000 participants was 15. Moreover, the precision level in estimating the participant's ability score was very high, as demonstrated by the CBIAS, CMAE, and CRMSE). It is concluded that the CAT version of the test is a promising alternative to administering the corresponding full-length measure since it reduces the number of administered items, prevents high rates of item exposure, and provides accurate scores with minimum measurement error.

Vansoeterstede, A., Boujut, E., & Cappe, E. (2021, novembre 9). **Burn-out des élèves : ces risques à prendre en compte**. Consulté 16 novembre 2021, à l'adresse The Conversation website: http://theconversation.com/burn-out-des-eleves-ces-risques-a-prendre-en-compte-169888
Un « état d'esprit » caractéristique du burn-out serait présent chez 7 % à 21 % des élèves, selon les pays européens. Explications.

Vargas-Madriz, L. F., & Konishi, C. (2021). **The Relationship Between Social Support and Student Academic Involvement: The Mediating Role of School Belonging**. *Canadian Journal of School Psychology*, *36*(4), 290-303. https://doi.org/10.1177/08295735211034713
Canada's high school graduation rates are still low when compared to other members of the OECD. Previous studies have found academic involvement is associated with positive trajectories toward graduation, that social support promotes student engagement, and that school belonging could mediate this relationship. Still, little is known about the specificity of such mediation, especially in Québec. Therefore, this study examined the role of belonging as mediator of the relationship between social support and academic involvement. Participants (N = 238) were high-school students from the Greater Montréal Area. All variables were measured by the School-Climate Questionnaire. Results from hierarchical multiple regressions indicated parental support had a direct relationship, whereas peer and teacher support had a mediated relationship by school belonging with academic involvement. Results highlight the critical role of school belonging in promoting academic involvement in relation to social support.

Wirthwein, L., & Steinmayr, R. (2021). **Performance-approach goals: the operationalization makes the difference**. *European Journal of Psychology of Education*, *36*(4), 1199-1220. https://doi.org/10.1007/s10212-020-00520-2
The operationalization of performance-approach goals (PAGs) was found to be an important moderator of the associations between different PAGs and several educational outcomes. To explore this aspect in more detail, we conducted two studies with school students (N1 = 425, mean age = 16.6 years, SD = 0.61; N2 = 310, mean age = 14.91, SD = 1.72). In study 1, we mainly focused on the associations between achievement goals and school grades. In study 2, we additionally assessed several motivational variables (academic self-concept, school values), as well as test anxiety and school well-being. All variables were assessed for school in general, mathematics, and German (mother tongue). The results of confirmatory factor analyses replicated and extended the finding on the different facets of PAGs. Besides a normative-based PAG

component (the aim is to perform better than others) and an appearance-based PAG component (the aim is to demonstrate one's ability), an additional proving PAG component (the aim is to demonstrate one's ability toward significant others) was found. Contrary to earlier findings, both normative and appearance-based PAGs were positively correlated with school grades, whereas the proving component showed smaller associations. Moreover, differential associations with self-concept, school values, and school well-being emerged regarding the different facets of PAGs. The results are discussed with regard to the operationalization of PAGs.

Wu, H., & Molnár, G. (2021). **Logfile analyses of successful and unsuccessful strategy use in complex problem-solving: a cross-national comparison study**. *European Journal of Psychology of Education*, *36*(4), 1009-1032. https://doi.org/10.1007/s10212-020-00516-y
The purpose of this study is to examine cross-national differences in students' exploration strategies in a computer-simulated CPS (complex problem-solving) environment and to identify similarities and qualitative differences in the way Hungarian and Chinese students explore a CPS environment. In a sample of 187 Chinese and 835 Hungarian students (aged 12), we administered problem-solving items via the eDia platform within the MicroDYN approach. After structuring and coding the logfile data, latent class analyses were used to identify students whose problem-solving strategies showed similar patterns. Results indicated that Chinese students employed the most effective and successful exploration strategy, the VOTAT (vary-one-thing-at-a-time) strategy, more frequently and effectively than Hungarian students and that they showed a significantly higher learning effect during testing than their Hungarian peers. These results highlight the possibilities and importance of explicit enhancement of exploration strategies as a tool for learning in a new technological context.

Xu, Y., Li, X., & Coley, J. D. (2021). **How essentialist beliefs about national groups differ by cultural origin and study abroad experience among Chinese and American college students**. *Asian Journal of Social Psychology*, *24*(4), 537-552. https://doi.org/10.1111/ajsp.12456
Nationality constitutes a salient part of social categorization. However, little research has examined how people form nationality concepts and how it may be shaped by culture and experience. The current study aims to investigate essentialist beliefs about nationality in participants from two cultural origins: the United States and China. In both samples, we compared college students studying domestically and internationally (N = 290) by using direct and indirect measures of essentialism. Ratings from direct measures of essentialism revealed that American participants were more likely than Chinese participants to perceive national groups as natural, whereas Chinese participants were more likely than American participants to perceive national groups as cohesive. Interestingly, the observed differences between domestic and international students on the indirect measure showed opposite directions among participants of different cultures of origin. As hypothesized, American international students showed lower essentialist thinking than American domestic students. Surprisingly, Chinese international students showed stronger essentialist thinking than Chinese domestic students. Further analyses revealed a positive relationship between the length of arrival time and essentialist thinking by Chinese international students. The current research demonstrates the cognitive malleability of social essentialism, addressing the importance of examining the effect of intergroup processes under diverse and dynamic cultural contexts.

Aspects sociaux de l'éducation

Alvarado, S. E. (2021). **The Role of College-Bound Friends in College Enrollment Decisions by Race, Ethnicity, and Gender**. *American Educational Research Journal*, *58*(6), 1315-1354. https://doi.org/10.3102/0002831221996669
This study examines the association between college-bound friends and college enrollment using restricted transcript data from the High School Longitudinal Study. Propensity score matching and school fixed effects models suggest that having close college-bound friends is positively associated with enrolling in college. However, Black and Latino male students are much less likely to benefit from having college-bound friends than others, suggesting that structural and cultural factors that are tied to race, ethnicity, and gender may limit the beneficial potential of friends, especially for these male Black and Latino students. Implications for addressing racial and ethnic disparities in college enrollment and for the role of friends in college enrollment decisions are discussed.

Armagnague, M., & Boulin, A. (2021). **Mobiliser en classe la « langue d'origine » des élèves primo-migrants : des effets ambivalents**. *Agora debats/jeunesses*, *N° 89*(3), 7-21. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-7.htm
Cet article vise à s'interroger sur la mobilisation ambivalente de la « langue d'origine » des élèves primo-migrants par l'institution scolaire à plusieurs échelles. À une échelle macro, les autrices analysent le caractère instable des préconisations officielles qui oscillent entre plusieurs logiques sociales et institutionnelles. Puis, à partir de données d'enquête, elles montrent, à un niveau micro, que cette ambiguïté se retrouve au sein de la classe et peut participer à la création de situations pédagogiques inconfortables, voire ambigües, parce que la mobilisation des registres linguistiques n'est pas toujours prévue ni maîtrisée par les enseignants et parce qu'elle n'est pas non plus nécessairement comprise par les élèves. Loin des doxas relatives à l'utilisation des langues ou à l'identité sociale présumée des élèves, cet article révèle les paradoxes et les enjeux sociaux et pédagogiques des injonctions identitaires associées à des jeunesses minorisées.

Barone, C., Fougère, D., & Martel, K. (2020). **Reading Aloud to Children, Social Inequalities, and Vocabulary Development: Evidence from a Randomized Controlled Trial**. *Discussion Paper Series*, (13458), 28. Consulté à l'adresse https://ftp.iza.org/dp13458.pdf

Bautier, É., Crinon, J., Delarue-Breton, C., & Richard-Principalli, P. (2020). **Supports de travail et inégalités d'apprentissages à l'école élémentaire**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(3), 31-48. Consulté à l'adresse https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-3-page-31.htm
Nous nous intéressons aux élèves placés dans le contexte actuel d'une confrontation aux exigences du traitement de documents complexes visant la construction de savoirs et de significations, albums de jeunesse et manuels scolaires. La recherche évoquée décrit la façon dont des élèves de milieux contrastés s'approprient ces supports de travail, ce qu'ils mobilisent des documents et d'eux-mêmes. Ces supports d'apprentissage et les échanges langagiers autour de ceux-ci permettent aux élèves issus de milieux sociaux favorisés de construire des significations et des savoirs ; mais ces

supports autorisent la participation de beaucoup d'élèves de l'enseignement prioritaire sur un autre registre, celui du langage quotidien, où ils verbalisent des expériences familières.

Bell, E., & Gándara, D. (2021). **Can Free Community College Close Racial Disparities in Postsecondary Attainment? How Tulsa Achieves Affects Racially Minoritized Student Outcomes**. *American Educational Research Journal*, *58*(6), 1142-1177. https://doi.org/10.3102/00028312211003501
Promise programs, or place-based tuition-free college policies, have become increasingly popular among policymakers looking to expand postsecondary attainment. In this article, we examine Tulsa Achieves, a widespread, albeit understudied type of promise program that covers the balance of students' tuition and fees after other aid is exhausted at a single community college. Utilizing a difference-in-differences and event-study design, we investigate the role Tulsa Achieves eligibility plays in promoting or hindering vertical transfer and bachelor's degree attainment across racial/ethnic groups. We find that Tulsa Achieves eligibility is associated with increases in bachelor's degree attainment within 5 years among Native American and Hispanic students and an increased likelihood of transfer within 4 years for Hispanic students.

Blatt, L., & Votruba-Drzal, E. (2021). **District-Level School Choice and Racial/Ethnic Test Score Gaps**. *American Educational Research Journal*, *58*(6), 1178-1224. https://doi.org/10.3102/0002831221999405
The rapid expansion of school choice is restructuring public education in the United States. This study examines associations between charter and magnet school enrollment, White-Black and White-Hispanic segregation, and test score gaps at the district level from 2009 to 2015 in third to eighth grade using the Stanford Education Data Archive and the U.S. Department of Education's Common Core of Data. Robust findings indicate that higher charter school enrollment is associated with larger White-Black test score gaps and this effect is mediated by White-Black segregation. There is also evidence that magnet school enrollment is associated with White-Hispanic test score gaps. Overall, this study suggests that the expansion of school choice may have negative implications for structural education equity.

Bonnichon, D. (2021). **Décrocher… son entrée dans l'adolescence**. *Adolescence*, *T.39 n° 2*(2), 379-390. Consulté à l'adresse http://www.cairn.info/revue-adolescence-2021-2-page-379.htm

Bouissou, C. (2021). ***Ici l'exil, au loin l'essence : récits, identités et recherche performative. Du rapport au genre à des genres de rapport***. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03387982
Nous cherchons à mettre en évidence la manière dont des filles et des femmes issues de trajectoires familiales d'émigration depuis le sud de la Méditerranée pensent leur expérience, l'écrivent, la parlent, la « performent ». Le matériau est constitué de quatre productions culturelles : un reportage radiophonique, une conférence TED, deux pièces de théâtre. L'analyse vise la mise au jour des principes d'individuation du féminin, questionne la rencontre intersubjective au sein de l'expérience culturelle et de l'identité en construction, par une articulation entre rationalité et sensibilité. Nous souhaitons progresser dans l'étude des trajectoires narrées, avec un intérêt particulier pour les questions de mobilité et de devenir en tant que ressources de développement pour la

vie adulte ; il s'agit de mettre en valeur des formes pacifiques de rationalité et de transformation des structures symboliques, au sein de dispositifs (scéniques, radiophoniques) fonctionnant comme autant de chambres d'échos. L'écriture du féminin, jusqu'à sa mise en scène, est un geste par lequel des filles et des femmes œuvrent et se produisent. Les notions de genre, de style et d'identité, articulées à la question du féminin, sont au cœur de cette quête.

Brioux, K. (2019). ***Les difficultés décisionnelles du collège à l'université : rôle des attitudes parentales, de l'identité vocationnelle et de l'estime de soi : étude longitudinale auprès de jeunes engagés dans un processus d'orientation*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03199221
L'objectif est d'évaluer l'influence de facteurs sociaux (attitudes parentales) et personnels (identité vocationnelle, estime de soi) sur les difficultés décisionnelles de jeunes en passe de s'orienter, tout en soulignant la part active et subjective du sujet, tant dans son rapport à soi, qu'à autrui et au monde. Dans le volet quantitatif, 3760 jeunes (3186 élèves ; 565 étudiants), âgés de 13 à 25 ans (M = 16.77 ; ET = 2.21), ont participé au protocole longitudinal en trois temps mis en place. Ils ont répondu collectivement en ligne au Career decision-making Difficulties Questionnaire, au Parental Career-related Behavior Questionnaire, au Vocational Identity Status Assessment et à l'Échelle multidimensionnelle d'estime de soi pour adolescents. Dans le volet qualitatif, des entretiens semi-directifs ont été réalisés auprès de 22 jeunes (16 élèves ; 6 étudiants) âgés de 14 à 24 ans (M = 17.45 ; ET = 2.86). L'étude des prédicteurs des difficultés décisionnelles indique que celles intervenant avant l'engagement dans le processus décisionnel (manque de préparation) sont expliquées par des facteurs relationnels en début d'année pour les lycéens de Terminale et par des facteurs personnels en début et en fin d'année pour les étudiants. Les difficultés intervenant au cours du processus décisionnel (manque d'informations, informations incohérentes) sont expliquées par des facteurs personnels. Pour les lycéens de Seconde et les étudiants, c'est une estime de soi défavorable au plan professionnel rapportée en fin d'année qui ressort, pour les lycéens de Terminale et les étudiants, c'est une faible exploration de surface en fin d'année qui s'observe. Pour les lycéens de Seconde, un faible engagement en milieu d'année apparaît. Les résultats de la CHD démontre la dynamique d'élaboration des choix au regard des processus explicatifs retenus. La mise à jour des spécificités propres à chaque palier d'orientation considéré, ainsi que la réalisation d'études de cas, attestent également de cette dynamique. Le discours des jeunes, en approfondissant les résultats évoqués, fait apparaître des éléments inédits, tels l'identification de nouvelles sources de soutien ou de nouveaux types de difficultés. D'autres pistes de réflexion sont envisagées et la complémentarité des résultats quantitatifs et qualitatifs est soulignée.

Burford, J., Eppolite, M., Koompraphant, G., & Uerpairojkit, T. (2021). **Narratives of 'stuckness' among North–South academic migrants in Thailand: interrogating normative logics and global power asymmetries of transnational academic migration**. *Higher Education*, *82*(4), 731-747. https://doi.org/10.1007/s10734-020-00672-6
Higher education (HE) researchers have become increasingly interested in transnational academic mobility as a field of inquiry. A phenomenon frequently associated with 'progress' and 'development', research accounts are written about academic migrants who harness career momentum and experience upward social mobility resulting from their travels. In contrast to scholarly accounts which link mobility with progress of many kinds, this article foregrounds under-considered accounts of migrant academics who

describe themselves as moving 'backwards' and feeling 'stuck'. Drawing on an empirical study with 25 migrant academics employed in Thailand, we investigate 'stuckness' via two narratives of Global North academics. These narrative portraits reveal how migration may be prompted by career immobilities and that migrant academics in Thailand may perceive that they lack opportunities for career progression. We also examine how Thailand is configured as a 'weird' mobility destination, one that may struggle for recognition as a site for international academic career progress. The key contribution we make to critical academic mobilities scholarship is to weave in decolonial analyses of the geopolitics of knowledge production, examining 'South' and 'stuckness' as potentially linked categories for North-to-South academic migrants. We argue that narratives of stuckness among Northern academic migrants in Thailand are deeply interwoven with assumptions made about desirable directions of global travel, assumptions which are born from the profound inequalities which characterise global HE's core/periphery structure.

Chapellon, S., & Salomon, D. (2021). **La fabrique des incasables**. *Adolescence*, *T.39 n° 2*(2), 299-312. Consulté à l'adresse http://www.cairn.info/revue-adolescence-2021-2-page-299.htm

Chávez-Moreno, L. C. (2021). **Dual Language as White Property: Examining a Secondary Bilingual-Education Program and Latinx Equity**. *American Educational Research Journal*, *58*(6), 1107-1141. https://doi.org/10.3102/00028312211052508
This critical race ethnography examines a secondary-level dual-language (DL) program, a bilingual-education model thought to provide Latinxs educational equity. Drawing from a three-stage recursive analytic approach, I present evidence that a DL program's policies and practices valued offering Latinx youth biliterate schooling only so long as DL was available and advantageous to Whites—which ultimately excluded some Latinx students from bilingual education and/or accessing its benefits. I theorize DL functions as white property when DL perpetuates racial hierarchies and preserves the value of a white racial identity, thereby maintaining Whites' inequitable material accumulation. I problematize the logic of DL—highlighting that DL has the elitist tendencies of world-language education—and assess DL's potential to deliver educational justice to Latinxs.

Collectif Pop-Part (Éd.). (2021). *Jeunes de quartier : le pouvoir des mots.* Caen: C&F éditions.
Qu'est-ce qu'être « jeune de quartier» ? À quelle expérience sociale, urbaine, familiale, à quelles visions de sa place dans la société et dans le territoire cela renvoie-t-il ? Ces questions sont au centre de cet ouvrage, fruit d'une recherche participative conduite dans dix villes ou quartiers de l'Île-de-France et associant 120 jeunes, une quinzaine de professionnels de la jeunesse et une quinzaine de chercheurs appartenant à différentes disciplines. La forme de l'abécédaire, dans lequel les voix, diverses, de chacun·e entrent en discussion, permet de naviguer, à partir des mots, entre des territoires, des regards, des expériences, des points de vue. Les analyses proposées, en partant des acteurs concernés, contredisent souvent les représentations de sens commun et en tout cas les complexifient

Combaz, G. (2021). ***Les Paradoxes de la féminisation***. Consulté à l'adresse https://presses.univ-lyon2.fr/product/show/les-paradoxes-de-la-feminisation/933

Inscrit dans le droit français depuis 1983, le principe de l'égalité professionnelle entre les femmes et les hommes peine toutefois à être pleinement appliqué. Si, aujourd'hui, plus de 60 % des agents de la fonction publique sont des femmes, cette situation en apparence favorable cache des disparités importantes. Au sein de l'Éducation nationale, cet écart est encore plus flagrant et paradoxal : alors que le recrutement se féminise toujours plus, les femmes accèdent finalement peu aux postes à responsabilités. À travers l'étude sociologique de trois fonctions emblématiques du système éducatif français – la direction d'école primaire, l'inspection de l'enseignement primaire, la direction de collège et de lycée –, Gilles Combaz analyse la position des hommes et des femmes dans leur environnement de travail. Il s'attache en particulier aux étapes charnières de la carrière que sont le recrutement, l'avancement et la mobilité. L'utilisation de données statistiques globales permet de réaliser un état des lieux de la place accordée aux femmes dans le monde professionnel, tandis que le recours aux entretiens apporte les nuances nécessaires et ouvre de nombreuses pistes de réflexion.

Conseil supérieur de l'économie sociale et solidaire. (2021). **L'égalité femmes-hommes dans l'ESS - Rapport triennal 2021-2024**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3433* (p. 96) [Report]. Consulté à l'adresse Secrétariat d'état chargé de l'économie sociale, solidaire et responsable website: https://www.vie-publique.fr/sites/default/files/rapport/pdf/282083.pdf
Tous les trois ans un rapport sur l'égalité entre les femmes et les hommes dans l'économie sociale et solidaire (ESS) fait un état des lieux et formule des propositions.Ce second rapport triennal s'articule autour de 11 propositions et quatre leviers d'action pour avancer concrètement : répondre aux défis genrés issus de la crise sanitaire actuelle ;accompagner l'éducation et la sensibilisation aux stéréotypes de sexe dès le plus jeune âge et tout au long de la vie ;favoriser la mixité des métiers de l'ESS et la qualité de vie au travail pour les femmes et les hommes ;mettre en place les conditions d'un égal accès au pouvoir et à une gouvernance équilibrée au sein des structures et réseaux.

Couto, M.-P., Bugeja-Bloch, F., & Frouillou, L. (2021). **Parcoursup : les prémices d'un accroissement de la stratification sociale et scolaire des formations du supérieur**. *Agora debats/jeunesses*, *N° 89*(3), 23-38. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-23.htm
Le dispositif d'affectation postbaccalauréat Parcoursup, mis en place en 2018, peut être analysé comme un élément favorisant la stratification scolaire et sociale des formations supérieures. Cela tient à l'accentuation de la logique du « libre choix scolaire », mais aussi à la fin de la hiérarchisation des vœux, cruciale dans Admission post-bac (APB), à la prise en compte d'éléments extrascolaires dans les candidatures et au renforcement de la canalisation des aspirations scolaires des candidats. En conséquence, les vœux franciliens, entre APB 2017 et Parcoursup 2018, croissent en faveur des filières STS (sections de technicien supérieur) et des formations privées, au détriment des licences publiques universitaires, notamment dans les établissements non parisiens.

Delès, R., & Pirone, F. (2021). **How the societal lockdown in 2020 revealed structural educational inequalities**. *European Journal of Education*, *56*(4), 511. https://doi.org/10.1111/ejed.12482

Ding, Y., Li, W., Li, X., Wu, Y., Yang, J., & Ye, X. (2021). **Heterogeneous Major Preferences for Extrinsic Incentives: The Effects of Wage Information on the Gender Gap in STEM Major Choice**. *Research in Higher Education*, *62*(8), 1113-1145. https://doi.org/10.1007/s11162-021-09636-w
Despite the growing evidence of informational interventions on college and major choices, we know little about how such light-touch interventions affect the gender gap in STEM majors. Linking survey data to administrative records of Chinese college applicants, we conducted a large-scale randomized experiment to examine the STEM gender gap in the major preference beliefs, application behaviors, and admissions outcomes. We find that female students are less likely to prefer, apply to, and enroll in STEM majors, particularly Engineering majors. In a school-level cluster randomized controlled trial, we provided treated students with major-specific wage information. Students' major preferences are easily malleable that 39% of treated students updated their preferences after receiving the wage informational intervention. The wage informational intervention has no statistically significant impacts on female students' STEM-related major applications and admissions. In contrast, those male students in rural areas who likely lack such information are largely shifted into STEM majors as a result of the intervention. We provide supporting evidence of heterogeneous major preferences for extrinsic incentives: even among those students who are most likely to be affected by the wage information (prefer high paying majors and lack the wage information), female students are less responsive to the informational intervention.

Djavadi, A., & Peugny, C. (2021, novembre 4). **« Une jeunesse, des jeunesses » : peut-on vraiment parler de « Génération Covid » ?** Consulté 16 novembre 2021, à l'adresse The Conversation website: http://theconversation.com/une-jeunesse-des-jeunesses-peut-on-vraiment-parler-de-generation-covid-171165
L'expression « Génération Covid » a fleuri sur les réseaux sociaux et dans les magazines ces derniers mois. Si elle nous dit quelque chose de la jeunesse, elle pose aussi beaucoup de questions.

Dubet, F. (2021, octobre 19). **Crime ou indiscipline ?** Consulté 20 octobre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/francois-dubet/crime-indiscipline/00100769
L'assassinat de Samuel Paty, il y a un an, est un crime ; ce n'est pas un chahut scolaire qui aurait mal tourné.

European Students' Union (ESU). (2021). **Student life during the Covid-19 pandemic lockdown. Europe-wide insights**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3431* [Report]. Consulté à l'adresse European University Association (EUA) website: https://www.esu-online.org/?publication=student-life-during-the-covid-19-pandemic-lockdown-europe-wide-insights
The COVID-19 pandemic, which has swept across Europe, has made changes to many facets of life, from working conditions to freedom of movement. Education has been one of the sectors disrupted by the crisis, with educational provision both in Europe and globally having gone on-line. In higher education, on the one hand, this new moment has highlighted certain advantages to on-line studying, including lower living costs for students who would otherwise study away from their family home. On the other, it has underlined inequalities between students, particularly in relation to differences in terms

of digital skills, support networks and home environment resources. This report presents insights on student experiences during lockdown due to the COVID-19 pandemic based on questionnaire responses given by students studying in Europe in April 2020. The broader framework of the research was informed by the notion of resilience as "a process linking a set of adaptive capacities to a positive trajectory of functioning and adaptation after a disturbance" (Norris et al. 2008, 130). In less technical terms, the research focus has examined the capacity of students, understood as a diverse group, to have reasonably positive academic experiences in a disaster context such as the COVID-19 pandemic, as well as the role of their academic environment, social networks, emotional make-up, knowledge and skills and material resources in enabling such experiences. At the very end of the report, we provide insights on students' responses to open questions which covered the advantages and disadvantages of on-line studying during the pandemic, problems students encountered, and suggestions for improvement.

Fenoglio, P. (2021). **Au coeur des inégalités numériques en éducation, les inégalités sociales**. *Dossier de veille de l'IFÉ*, (139). Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/DA-Veille/139-octobre-2021.pdf
Les inégalités numériques en éducation sont devenues une question vive à l'heure de la diffusion massive d'outils numé-riques, généralement présentée comme étant à la fois inévitable et bénéfique aux processus d'enseignement-apprentissage. En 2020, la crise sanitaire crée un effet de loupe sur ce phénomène déjà exis-tant, surtout étudié en dehors du champ éducatif.Ce Dossier de veille1 s'appuie sur des résultats de recherches le plus souvent menées en contexte scolaire, les réflexions soulevées pouvant être également utiles à d'autres niveaux de scolarité. Il vise à préciser la nature de ces inégalités numériques en éducation : comment les d éfinir ? Que recouvrent-elles ? Qui est concerné ? Quels sont les liens avec les parcours scolaires ? Qu'a mis au jour la pandémie ? Si remédier aux inégalités numériques en éducation semble aujourd'hui urgent et nécessaire, quels moyens peuvent être mis en place, et quelles stratégies institutionnelles ?La première partie de ce Dossier permet de circonscrire une termi-nologie ayant mis une dizaine d'années à se stabiliser, ainsi que des catégorisations et des ancrages théoriques relatifs à ces inégalités numériques. Qui est touché et de quelle manière ? La deuxième partie aborde ces questions de l'échelle macro (étatique, régionale) à l'échelle microstructurelle (enseignant·es, élèves, familles). Dans une troisième partie, nous faisons état des formes de remédiations existantes et à envisager. Enfin, cette thématique nous invite à une relecture critique plus globale de l'acculturation actuelle au numérique éducatif.

Ferrieu, A. (2021). ***Impact d'une scolarisation en école française à l'étranger sur l'identité culturelle de lycéens français en situation de mobilité internationale : perspective écologique et développementale*** (Thèse de doctorat, Université catholique de l'Ouest ; Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/18784
Avec 370 000 élèves répartis au sein de 535 écoles à travers 135 pays, le réseau des écoles françaises à l'étranger (AEFE) suit la dynamique de croissance que connaissent les écoles internationales de manière globale. On note que, comparativement aux écoles internationales anglophones, la prise en compte des enjeux liés à la mobilité internationale et au stress acculturatif des élèves, est limitée au sein du réseau AEFE.

Cependant, dans le cas d'élèves français, ces derniers se trouvent dans la situation spécifique de pouvoir être scolarisés au sein d'une école française à l'étranger, ce qui nous amène à poser la question de recherche suivante : « En quoi l'identité culturelle de lycéens français en situation de mobilité internationale est-elle influencée par une scolarisation en école française à l'étranger ? ». Cette thèse s'appuie sur l'analyse quantitative de données mixtes : 801 questionnaires d'enquête et 50 entretiens auprès d'élèves de notre population de référence ainsi que 11 entretiens auprès d'adultes (parents et enseignants). Cette recherche a été réalisée dans une perspective écologique et développementale qui s'articule autour d'une opérationnalisation du construit d'identité culturelle spécifique aux caractéristiques de notre population de référence. Notre échelle de l'identité culturelle, dans une logique proche de l'acculturation, évalue les trois dimensions suivantes : "France" (pays d'origine), "pays de résidence" et "cosmopolite". Cette étude fait ressortir l'importance de la prise en compte du contexte spécifique des élèves au travers des multiples environnements influençant leur identité culturelle : famille, école, parcours de mobilité internationale, pays de résidence ou encore, amis au sein de l'école et en dehors. Pour des élèves français, il semble clair qu'une scolarisation en école française à l'étranger joue un rôle en limitant leur stress acculturatif et l'impact de la mobilité internationale sur leur identité culturelle, réduisant ainsi le risque de mise en place d'un "gap culturel" et de conflits interpersonnels au sein de la famille. Ce rôle pourrait être qualifié "d'invisible", en ce qu'il est difficilement perceptible par les élèves et leurs parents.

Giret, J.-F., & Jongbloed, J. (2021). **Les jeunes en situation de NEET : le rôle des compétences de base**. *Céreq Bref*, (413). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2021-10/Bref413-web.pdf
Enjeu prioritaire des politiques publiques nationales et européennes, les jeunes qui ne sont ni en emploi, ni en études, ni en formation connaissent un risque d'exclusion plus ou moins marqué selon les pays. Si le niveau d'éducation joue un rôle central dans ces situations, l'approche par les compétences de base permet d'affiner la focale. Les données internationales montrent en effet qu'un même niveau de diplôme ne certifie pas partout le même niveau de compétences. Comment s'expliquent ces écarts ? Dans quelle mesure ces compétences protègent-elles des situations de NEET indépendamment du diplôme ?

Goudeau, S., Sanrey, C., Stanczak, A., Manstead, A., & Darnon, C. (2021). **Why lockdown and distance learning during the COVID-19 pandemic are likely to increase the social class achievement gap**. *Nature Human Behaviour*, *5*(10), 1273-1281. https://doi.org/10.1038/s41562-021-01212-7
The COVID-19 pandemic has forced teachers and parents to quickly adapt to a new educational context: distance learning. Teachers developed online academic material while parents taught the exercises and lessons provided by teachers to their children at home. Considering that the use of digital tools in education has dramatically increased during this crisis, and it is set to continue, there is a pressing need to understand the impact of distance learning. Taking a multidisciplinary view, we argue that by making the learning process rely more than ever on families, rather than on teachers, and by getting students to work predominantly via digital resources, school closures exacerbate social class academic disparities. To address this burning issue, we propose an agenda for future research and outline recommendations to help parents, teachers and

policymakers to limit the impact of the lockdown on social-class-based academic inequality.

Grant, J. (2021). **No, I'm not crazy: a Black feminist perspective of gaslighting within doctoral socialization**. *International Journal of Qualitative Studies in Education*, *34*(10), 939-947. https://doi.org/10.1080/09518398.2021.1930258
I problematize my first semester in a PhD program using autoethnographic methodology drawing from my perspective as a Black feminist scholar as well as give suggestions for gaslighting as a theoretical framework for future work on academic socialization. I use Black Feminist Thought to contextualize my analytic memos and journal entries as data to make meaning of my doctoral socialization. In addition, I explain factors of my early experience in a PhD program within the theoretical lens of gaslighting to understand how socialization from the program's directors aligned with the desires of the academy. For this paper, gaslighting as a theory is specific to a form of bullying that I experienced in an academic setting fraught with various organizational safeguards that place accountability on Black women to remedy an unconstructive setting. Specifically, I write to other Black women because understanding my experiences situated within critical theorizations of gaslighting have eased by burden; however, institutional actors within the academy must also read and listen and be genuinely open to radical change.

Graveleau, S., & Miller, M. (2021, octobre 19). **Le paradoxe des « transclasses », héros malgré eux**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/10/19/le-paradoxe-des-transclasses-heros-malgre-eux_6098904_4401467.html
Les récits de « coming out social », qui racontent les difficultés rencontrées lors du passage d'un milieu à un autre via les études supérieures, se multiplient dans le monde de l'édition ou sur les réseaux sociaux. Au risque de masquer la réalité d'un système toujours peu inclusif pour les jeunes issus de milieux défavorisés.

Guéraut, É., Jedlicki, F., & Noûs, C. (2021). **L'émigration étudiante des « filles du coin » : Entre émancipation sociale et réassignation spatiale**. *Travail, genre et societes*, *46*(2), 135-155. Consulté à l'adresse http://www.cairn.info/revue-travail-genre-et-societes-2021-2-page-135.htm?u=4c39cfda-56f7-4f5b-91f8-04dce6799c5f&WT.tsrc=email&WT.mc_id=crn-ar-TGS_046
Cet article traite de la question des migrations résidentielles engendrées par la poursuite d'études supérieures en France. Si depuis les années 1990, l'accès à l'Université s'est largement massifié, cette ouverture s'est faite au prix d'une forte hiérarchisation des filières de l'enseignement supérieur, au sein de laquelle la position occupée dépend en grande partie du sexe et de l'origine sociale. Dans une première partie reposant sur l'exploitation de données statistiques et d'études de cas, cet article revient sur la dimension spatiale de la distribution des étudiant·e·s dans l'espace de l'enseignement supérieur. Les femmes tendent plus que les hommes à quitter leur lieu de résidence à l'issue du baccalauréat, mais également à y retourner une fois leurs études achevées, à plus forte raison dans les classes populaires. La deuxième partie de cet article montre que ce phénomène, qui concerne en particulier les jeunes femmes originaires des espaces ruraux et des villes petites et moyennes, s'explique par un déficit de ressources sociales ainsi que par les multiples rappels aux origines qui s'exercent sur elles. L'article souligne *in fine* les petites différences dans les trajectoires des étudiantes « du coin », selon la fraction occupée dans les classes populaires.

Herbaut, E. (2021). **Overcoming failure in higher education: Social inequalities and compensatory advantage in dropout patterns**. *Acta Sociologica*, *64*(4), 383-402. https://doi.org/10.1177/0001699320920916
The large proportion of dropout students from higher education has become a major concern in many industrialized countries. Despite consistent evidence of the association between social origin and dropout behaviour, it is unclear through which mechanisms social origin influences trajectories and educational outcomes in higher education, especially in countries with low financial costs for higher education studies. This study builds on the compensatory advantage mechanism to investigate the relationship between social origin, academic failure in higher education and dropout behaviour. Using a French longitudinal survey and event history analysis, results confirm that academic failure in the first year of higher education is a strong predictor of dropout, even after controlling for academic readiness for higher education. Supporting the compensatory advantage hypothesis, students from advantaged backgrounds are much less likely to drop out after academic failure than disadvantaged students and this result also holds for high-performing high-school graduates. These results stress the importance of taking into account the interplay between social origin and academic performance during higher education to reduce dropout behaviour.

Imaz, J. I. (2021). **"How has Your City Changed?" Using Project-Based Learning to Teach Sociology of Education**. *Education and Urban Society*, *53*(9), 1019-1038. https://doi.org/10.1177/00131245211004552
During the 2012 to 2013, 2013 to 2014, and 2014 to 2015 academic years, 20% of course time within the subject Sociology of Education, in the Pedagogy, and Social Education undergraduate degrees run by the University of the Basque Country, was devoted to Project-Based Learning. The aim was to design, test, and evaluate an innovation and educational improvement experience oriented toward fostering the competences linked to the subject, using active, and participatory methodologies. The design of the exercise involved preparing the Teacher and Student Guides, outlining the context of the project and its objectives, drafting the statement or scenario and the justification and specifying related topics, expected work, previous knowledge required, activities planned, deliverables, resources to be used, evaluation systems and schedule, among others. The results, which were based on student notes and opinions, were positive: Project-Based Learning enables active student participation, fosters contact with reality, and results in significant learning for their professional future.

Jarraud, F. (2021, octobre 22). **Gilles Combaz : Les paradoxes de la féminisation dans l'Education nationale**. Consulté 29 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/22102021Article637704828579031976.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512595
En apparence les femmes ont conquis tous les postes de l'Education nationale où elles sont nettement majoritaires. Derrière cette réalité statistique, qui s'accentue, Gilles Combaz (Université Lyon 2) montre à travers trois exemples (les personnels de direction, les directeurs d'école et les IEN) que le plafond de verre est toujours là. Les hommes ont des carrières bien meilleures que les femmes et se partagent, par exemple, les

établissements prestigieux. G Combaz évoque avec nous cette « féminisation différenciée ».

Jongbloed, J., & Pullman, A. (2021). ***Degree of Benefit? The Interconnection Among Social Capital, Well-Being and Education*** (p. 195). https://doi.org/10.1007/978-3-030-75813-4_10
Social capital is instrumental to personal well-being; yet, this relationship may differ by educational level. Using data from the European Social Survey (ESS), the present study explores the interconnection between tertiary education, social capital, and subjective well-being. Examining the nature of these relationships, we test the hypothesis that tertiary education moderates the relationship between two broad forms of social capital, social trust and social relatedness, and well-being. We predict a "trade-off" between individual human capital and interpersonal social capital, where either one or the other comes to play a dominant role. Furthermore, we test if overall levels of tertiary education at the national level change the strength of the relationship among individual-level forms of social capital and well-being. Although connected occupation and employment factors are also important, we find that tertiary education functions as a non-pecuniary moderator changing the nature of the relationship between social capital and well-being. Respondents with tertiary education have higher levels of well-being regardless of their self-reported level of social capital, and—what is more—the extent to which social trust and social relatedness are associated with well-being is weaker among this highly educated group. In contrast, respondents without tertiary education experience greater well-being enhancement through social capital, "catching up" in self-reported well-being at higher social capital levels. This study provides preliminary evidence that social factors predicting well-being differ across the educational spectrum.

« Laissez-nous vivre ! » : dans le Béarn, les rêves et les cauchemars des enfants d'agriculteurs. (2021, octobre 19). *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/fragments-de-france/article/2021/10/19/laissez-nous-vivre-dans-le-bearn-les-reves-et-les-cauchemars-des-enfants-d-agriculteurs_6099001_6095744.html
Au lycée agricole de Pau-Montardon, s'épanouit une jeunesse rurale dont l'horizon est souvent la reprise de l'exploitation familiale. Un destin tout tracé qui sécurise l'avenir mais qui comprend aussi son lot d'inquiétudes.

Le Bohec, G., & Lebon, K. (2021). **Rapport d'information fait au nom de la délégation aux droits des femmes et à l'égalité des chances entre les hommes et les femmes sur les stéréotypes de genre**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3404* (Report N° 4517). Consulté à l'adresse Assemblée nationale (France) website: https://www.assemblee-nationale.fr/dyn/15/rapports/ega/l15b4517_rapport-information#
Le rapport constate un fort enracinement des représentations erronées sur la nature des filles et des garçons, puis des femmes et des hommes, portant sur leurs traits de personnalité, leurs compétences respectives, le comportement que l'on attend d'eux en fonction de leur sexe, ainsi que le rôle qui leur est assigné au sein de la sphère familiale, professionnelle et sociétale. Cette différenciation des sexes, profondément ancrée dans les esprits, se traduit par une échelle de valeurs où les caractéristiques attribuées au sexe féminin sont systématiquement dévalorisées par rapport à celles attribuées au sexe masculin, créant ainsi une hiérarchie entre les sexes qui ouvre la porte aux violences et aux inégalités. Au fil de nombreuses auditions, les rapporteurs constatent qu'une lutte

efficace contre ces stéréotypes nécessite un continuum d'actions, se complétant et se renforçant entre elles, menées tout au long de la construction de la personnalité de l'enfant et de l'adolescent, aux différents niveaux d'interaction que sont la famille, l'école, les activités extrascolaires. Ce rapport sur les stéréotypes de genre dans la sphère éducative s'attache à démontrer dans un premier temps de quelle manière ils sont à l'œuvre dès le plus jeune âge. Il s'efforce ensuite de décrire comment faire face à ce phénomène qui s'amplifie tout au long de la scolarité. Enfin, il démontre l'urgence de lutter contre les stéréotypes de genre qui réduisent le champ des possibles et nuisent à l'égalité.

Mimche, H. (2021). ***Genres de violence en milieu universitaire au Cameroun: Des trajectoires masculines et féminines différenciée***. Paris: l'Harmattan. https://www.editions-harmattan.fr/livre-genres_de_violence_en_milieu_universitaire_au_cameroun_des_trajectoires_masculines_et_feminines_differenciee_honore_mimche-9782343239835-70927.html
La violence en milieu universitaire est aujourd'hui un phénomène mondial. Elle se présente sous diverses formes dans cet espace de socialisation. A partir d'une grande enquête réalisée dans les institutions universitaires au Cameroun, cet ouvrage propose une analyse sociologique et démographique d'un phénomène considéré parfois comme un épiphénomène ou comme un fait « banal » parce que traité comme non-prioritaire. Ces actes qui se rencontrent aux différentes étapes du cursus universitaire peuvent affecter les relations entre étudiants et professeurs ou les relations entre collègues. L'analyse des violences en milieu universitaire suscite nombre de questionnements auxquels cet ouvrage propose des réponses

Moise, C., & Pons-Desoutter, M. (2021). ***Ce que les mathématiques font aux filles***. Levallois Perret: Studyrama- Bréal. https://librairie.studyrama.com/produit/4615/9782749551128/ce-que-les-mathematiques-font-aux-filles

Monso, O. (2020). ***Ségrégation sociale au collège et relation école-famille. Quelques constats et outils d'analyse*** (p. 91). Consulté à l'adresse https://hal-sciencespo.archives-ouvertes.fr/hal-03393795
Plusieurs recherches suggèrent que la relation école-famille est influencée par le contexte socioéconomique des établissements où elle se déroule. Ce chapitre propose une contribution à cette réflexion sous l'angle de la ségrégation sociale au collège. Dans un premier temps, nous illustrons en quoi le niveau et les formes de la ségrégation entre collèges, sur un territoire donné, peuvent y influencer les relations avec les familles. En particulier, les situations de forte ségrégation peuvent renforcer les difficultés rencontrées par les familles les plus éloignées de la culture scolaire. Dans un second temps, nous présentons des outils statistiques permettant de mieux caractériser cette ségrégation. Nous illustrons l'apport que de tels outils peuvent offrir en termes de contextualisation : du point de vue des recherches, en appui à des approches plus qualitatives, et du point de vue des politiques visant à mieux prendre en compte les situations de ségrégation.

Morel, S. (2021). **Les inégalités sociales d'apprentissage : perspectives interdisciplinaires de recherche entre sociologie de l'éducation et sciences cognitives**. *Raisons educatives*, *N° 25*(1), 19-40. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-19.htm

Naylor, R., Bird, F. L., & Butler, N. E. (2021). **Academic expectations among university students and staff: addressing the role of psychological contracts and social norms**. *Higher Education*, *82*(5), 847-863. https://doi.org/10.1007/s10734-020-00668-2
Student expectations of required workload, behaviour, resource use, role and relationship profoundly shape success in higher education and inform satisfaction with their learning experience. Teachers' expectations of students' behaviour can similarly affect the university learning experience and environment. When expectations between academic staff and students are not aligned, student satisfaction and staff morale are likely to suffer. This study sought to identify areas where the academic expectations of students and staff aligned or diverged and understand responses to any breaches of expectations. Here, we report on qualitative findings from a survey of 259 undergraduate students and 48 staff members and focus group interviews with 10 students and 15 staff members. Although their academic expectations aligned in most areas, students appeared to have broader conceptions of success at university than staff, and a stronger focus on the importance of personal relationships with staff and teaching quality. Academics expressed stronger injunctive norms about prioritisation of study and the importance of identifying as a student. These differences are likely to lead to tension between the two groups, particularly in areas of value for individuals. While clarifying expectations may improve alignment between the groups to some extent, the basis of these differences in individual priorities suggests that merely articulating expectations may not resolve the issue. We therefore argue for staff to adopt a co-creation approach to academic expectations and to 'meet students halfway' where possible.

Nelike K. Tay, D., Bouhon, M., Cattonar, B., & Dupriez, V. (2021). **Les enseignants face aux missions historiques de socialisation : vers une fragmentation du champ scolaire ?** *Les cahiers de recherche du Girsef*, (127), 94. Consulté à l'adresse https://cdn.uclouvain.be/groups/cms-editors-girsef/cahier_127_VF.pdf
Les changements culturels et structurels qui affectent nos sociétés invitent à renouveler l'intérêt porté à la mission socialisatrice de l'École, et notamment aux possibles variations de cette mission selon les établissements. Pour les analyser, un questionnaire a été adressé aux enseignants d'une quarantaine d'écoles secondaires de Belgique francophone au cours de l'année 2019. Les questions qui leur étaient posées portaient notamment sur leur interprétation et leur priorisation des différentes missions, leurs pratiques de mise en œuvre de ces missions ainsi que le rapport aux normes qu'ils privilégient. Les résultats montrent que le modèle moderne de formation d'un sujet critique et émancipé reste prégnant, surtout chez les enseignants donnant cours dans l'enseignement de transition ou à des publics favorisés. Pour autant, le sujet à former n'est plus unidimensionnel : non seulement critique et autonome mais aussi épanoui et entrepreneur de lui-même. La mission d'intégration socioculturelle s'est quant à elle complexifiée pour intégrer l'ouverture à la diversité, au pluralisme des valeurs et aux différences individuelles, tandis que la mission de distribution a intégré la construction de compétences et la préparation à l'instabilité. Ces résultats invitent à penser que, surtout dans le qualifiant, les enseignants ont dépassé l'horizon normatif de la modernité classique pour se saisir d'une variété d'orientations normatives. Du côté des pratiques, on observe la coprésence de trois types de rapports aux normes (transactionnel, impersonnel et critique), dosés de manière variable selon la section et les caractéristiques socioéconomiques du public d'élèves. Ainsi la fonction socialisatrice de l'école apparait-elle liée à l'organisation du système éducatif en sections et à la

ségrégation de ses publics, dès lors exposés à des expériences de socialisation différenciées. Notre étude n'a en revanche pas mis en évidence de différence significative entre équipes enseignantes opérant dans une même section ou auprès d'un public similaire. Et pas davantage de différences significatives entre réseaux d'enseignement.

OECD. (2021). ***Learning from the Past, Looking to the Future: Excellence and Equity for all***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/learning-from-the-past-looking-to-the-future_f43c1728-en
The COVID-19 crisis has amplified the many inadequacies and inequities in education systems. As the future continues to surprise us, the importance of resilience, adaptability and fairness in education will only grow.

Okpych, N. J., & Gray, L. A. (2021). **Ties that Bond and Bridge: Exploring Social Capital Among College Students with Foster Care Histories Using a Novel Social Network Instrument (FC-Connects)**. *Innovative Higher Education*, *46*(6), 683-705. https://doi.org/10.1007/s10755-021-09553-x
College students with foster care backgrounds have demonstrably lower graduation rates than peers, and resources obtained through their social networks are vital to their college success. Our study explores the social networks and social capital among a sample of first-year college students with foster care histories who were participating in a campus-based support program (CSP) at a Midwestern university (n = 26, response rate = 93%). Data were collected from a novel social network instrument called FC-Connects, which was designed for students with foster care histories. We find that, early in their college career, students have ample bonding capital (emotional support, practical support, and personal advice) but bridging capital (college advice and academic support) is in shorter supply. Consistent with social capital theory, bonding support was commonly accessed through close relationships with family and peers, while bridging support was leveraged through distant relationships with professionals. Diverging from theory, professionals and mentors from the CSP were key sources of bridging capital but also had close relationships with students. About three-fifths of all nominated individuals provided more than one type of social capital. Our whole-network analysis identified a small number of students who were important connectors in the network and found that roughly one-in-three students were isolates, having no connections to their classmates in the CSP. Finally, students high in avoidant attachment (emotional guardedness and self-reliance) were less likely than their peers to report having enough emotional support and viewed their support nominees as less dependable.

Park, J. J., Kim, Y. K., Lue, K., Zheng, J., Parikh, R., Salazar, C., & Liwanag, A. (2021). **Who Are You Studying With? The Role of Diverse Friendships in STEM and Corresponding Inequality**. *Research in Higher Education*, *62*(8), 1146-1167. https://doi.org/10.1007/s11162-021-09638-8
While numerous studies have highlighted the consequences of exclusion in STEM, fewer studies have empirically tested the benefits of inclusion in peer relationships. We focus on the impact of having cross-racial or cross-gender study partners among one's close friends in a national sample of 408 STEM majors. Using structural equation modeling, we examined the direct and indirect relationships between having diverse study partners, key background and college experience variables, and college GPA. We identified a significant positive relationship, both direct and indirect, between studying with a close

friend of a different race and GPA. We also found that having a cross-gender study partner is positively linked to organizing study groups and study-faculty interaction, which in turn improves GPA. However, Black students were less likely to have either cross-racial or cross-gender study partners among their close friends. We discuss implications for equity and the need to encourage positive intergroup relations in STEM.

Porter, C. J., & Byrd, J. A. (2021). **Understanding Influences of Development on Black Women's Success in U.S. Colleges: A Synthesis of Literature**. *Review of Educational Research*, *91*(6), 803-830. https://doi.org/10.3102/00346543211027929
The purpose of this study was to illuminate how and to what extent Black women's developmental processes have influenced their success within their respective U.S. college environments. Crenshaw's three dimensions of intersectionality guided our analysis. We synthesized 38 peer-reviewed articles and interpreted five themes: (a) navigating the educational matrix, (b) sense of belonging, (c) perceptions of (lack of) institutional support, (d) living and learning at the margins while combating stereotypes, and (e) need for counterspaces and counternarratives. Implications of our findings include expanding definitions of student success, intersectionality and identity development, and equity-driven institutional practices.

Pu, S., Yan, Y., & Zhang, L. (2021). **Do Peers Affect Undergraduates' Decisions to Switch Majors?** *Educational Researcher*, *50*(8), 516-526. https://doi.org/10.3102/0013189X211023514
In this study, dormitory room and social group assignment data from a college are used to investigate peer effects on college students' decisions to switch majors. Results reveal strong evidence of such peer effects at both the room and the social group level. Most notably, at the room level, the dense concentration of same-major roommates deters students from switching majors; having one or two same-major roommates has no significant effect on major switching, indicating strong nonlinearity of peer effects at the room level. Such nonlinearity is not observed among social group members. Results also reveal evidence that students' choices of new majors are affected by peers' majors. Peers are more likely to choose the same destination majors than nonpeers. In choosing their new majors, students do not necessarily follow their peers indiscriminately. Their decisions seem to be influenced more by short-term academic requirements than by long-term job prospects. Finally, peer effects on major switching and major choices are stronger at the dormitory room level than at the social group level in most cases.

Ramirez, I. Y. (2021). **"I Want to Advocate for Our Kids": How Community-Based Organizations Broker College Enrollment for Underrepresented Students**. *Education and Urban Society*, *53*(9), 1064-1083. https://doi.org/10.1177/00131245211004565
This exploratory study examines the role community-based organizations have in bridging low-income students of color to postsecondary institutions. Data came from interviews with organization staff, high school students, and college students associated with three distinct community-based organizations located in a mid-size city. The findings suggest that organization staff are well-positioned in youth, academic, and community social networks. Staff become social brokers across these networks through three steps: cultivating authentic and safe relationships, lessons from students, and becoming advocates. Community-based organization staff strategically advocate for underrepresented student college enrollment and admissions by serving as social brokers between students, schools, and their communities.

Roy, R., Uekusa, S., & Karki, J. (2021). **Multidimensional, complex and contingent: Exploring international PhD students' social mobility**. *Ethnicities*, *21*(5), 827-851. https://doi.org/10.1177/1468796820966706
This paper is a collaborative autoethnography (CAE) by three international PhD students from Bangladesh, Japan and Nepal who pursued (or who are currently pursuing) their studies in New Zealand. In contrast to previous research which largely advanced a simplistic, downward social mobility experience of international PhD students or highly skilled migrants in general, we argue that this experience is dynamic, complex and multidimensional in nature. In doing so, we turn to Bourdieu's theory of capital. By focusing on less-direct economic resources (e.g. ethnicity, nationality, language and social networks), we explore the multidimensionality and convolution of our social mobility which stems from migration. Setting aside a narrative of adversity and downward social mobility among international PhD students, this paper emphasizes how we actively negotiated and dealt with shifting class identity and social mobility in the host countries.

Seet, A. Z., & Zhao, X. (2021). **The paradox of Whiteness: Neoliberal multiculturalism and the case of Chinese international students in Australia**. *Ethnicities*, *21*(5), 852-874. https://doi.org/10.1177/1468796821991619
Since its formal inception in the 1970s, Australian (ethno-) 'multiculturalism' has been a source of debate over the nation's imagined trajectory. This internal or national discourse has, inter alia, critiqued the unchanging racialised power relations between groups, where ethnocultural plurality becomes subsumed under a predominant White governmentality. In this article, however, we consider a particular difficulty in sustaining a 'truly' multicultural narrative of contemporary Australian society from an extra-national perspective. To do so, we draw from in-depth interviews with 28 Chinese international students (CIS) in Australia to examine how a White Australia is constructed and normalised from outside the state. We utilise these perspectives to argue for the importance of considering extra-national factors in maintaining this racialised imaginary of Australia as a White nation. This argument also foregrounds the challenge of Australia's neoliberal multiculturalism project in capitalising on a normative multiculturalism on the international stage, highlighting an extra-national difficulty to fully commit to a multicultural re-imagining of the nation that is divorced from a racialist narrative. This further presents a conundrum for the Australian state racialised as White. That is, the need to relinquish a White face to engender better social cohesion amongst its ethnoculturally diverse populations paradoxically exists in tandem with the need to maintain a White face for the attraction of more diversity, at least for economic benefits in this globalised, neoliberal era.

Stark, O., & Budzinski, W. (2021). **A social-psychological reconstruction of Amartya Sen's measures of inequality and social welfare**. *Kyklos*, *74*(4), 552-566. https://doi.org/10.1111/kykl.12280
The Gini coefficient features prominently in Amartya Sen's 1973 and 1997 seminal work on income inequality and social welfare. We construct the Gini coefficient from social-psychological building blocks, reformulating it as a ratio between a measure of social stress and aggregate income. We determine when as a consequence of an income gain by an individual, an increase in the social stress measure dominates a concurrent increase in the aggregate income, such that the magnitude of the Gini coefficient increases. By integrating our approach to the construction of the Gini coefficient with

Sen's social welfare function, we are able to endow the function with a social-psychological underpinning, showing that this function, too, is a composite of a measure of social stress and aggregate income. We reveal a dual role played by aggregate income as a booster of social welfare in Sen's social welfare function. Quite surprisingly, we find that a marginal increase of income for any individual, regardless of the position of the individual in the hierarchy of incomes, improves welfare as measured by Sen's social welfare function.

Stojanovski, O., Thurber, M. C., Wolak, F. A., Muwowo, G., & Harrison, K. (2021). **Assessing Opportunities for Solar Lanterns to Improve Educational Outcomes in Off-Grid Rural Areas: Results from a Randomized Controlled Trial**. *The World Bank Economic Review*, *35*(4), 999-1018. https://doi.org/10.1093/wber/lhab002
Solar lanterns are promoted across rural Sub-Saharan Africa as a way to improve educational outcomes. A randomized controlled trial in Zimba District, Zambia, evaluates whether solar lanterns help children study and improve academic performance. The research design accounts for potential income effects from receiving a lantern and also "blinds" participants to the study's purpose. There is no relationship detected between receipt of a solar lantern and improved performance on key examinations. Impacts on self-reported study habits are also not observed. A cost-effectiveness analysis suggests that solar lanterns are not an efficient way to improve educational outcomes in developing countries relative to other available options. Two phenomena, both of which are likely observed in other developing regions, may explain these results. First, flashlights have become the dominant lighting source in rural Zambia, so solar lanterns may have only limited appeal for prospective users who no longer rely on traditional lighting options like kerosene lamps. Second, improved energy access – whether through solar lanterns or other technologies – appears to be a relatively unimportant educational input in settings like Zimba.

Tang, L., & Horta, H. (2021). **Women academics in Chinese universities: a historical perspective**. *Higher Education*, *82*(5), 865-895. https://doi.org/10.1007/s10734-020-00669-1
Women academics have represented half of the academic body at Chinese higher education institutions since 2018. However, national and international scientific research on women academics in China has been limited, in contrast with the numerous international publications on women academics working in European, Oceanian, and North American higher education systems. Motivated by this relative lack, this study takes a historical perspective to analyze the role played and the expectations and challenges faced by women academics in Chinese higher education. We organize this history into three periods: (1) the emergence of the modern, Western-influenced university, starting at the beginning of the twentieth century; (2) the creation of the People's Republic of China in 1949; and (3) the contemporary period, beginning with China's opening up in the late 1970s. For each of these periods, the study identifies how traditions, changing cultural and societal beliefs concerning gender, and the development of the higher education system in China transformed the role, positioning and activities of women academics. This study contributes to a better understanding of the current status of women academics in China, what has changed, and the challenges they still face to gain further prominence in the country's fast-developing higher education system.

VIARENGO, M. (2021). ***Gender gaps in education: evidence and policy implications***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/719f1434-1ce2-11ec-b4fe-01aa75ed71a1/language-en/format-PDF/source-231602962
D'importants écarts entre les genres persistent dans certains domaines d'études, y compris les sciences, les technologies, l'ingénierie et les mathématiques (STEM). S'appuyant sur les recherches et les données probantes les plus récentes, le rapport examine les écarts de niveau d'éducation et de parcours scolaire entre les femmes et les hommes en Europe. Ils semblent être liés aux choix éducatifs qui commencent au collège, puis se creusent tout au long des parcours scolaires. Les différences de choix des études des femmes et des hommes sont significatives et persistent dans le temps. Plusieurs facteurs - le contexte éducatif, la structure du marché du travail, l'environnement de travail, les valeurs culturelles et les normes sociales de la société - jouent un rôle majeur.

Wanner, P., Pecoraro, M., & Tani, M. (2021). **Does Educational Mismatch Affect Emigration Behaviour?** *European Journal of Population*, *37*(4), 959-995. https://doi.org/10.1007/s10680-021-09595-z
This paper uses linked Swiss administrative and survey data to examine the relationship between educational mismatch in the labour market and emigration decisions, carrying out the analysis for both Swiss native and previous immigrant workers. In turn, migrants' decisions separate returning home from onward migration to a third country. We find that undereducation is positively associated with the probability of emigration and return to the country of origin. In contrast, the reverse relationship is found between overeducation and emigration, especially among non-European immigrant workers. According to the predictions of the traditional model of migration, based on self-selection, migrants returning home are positively selected relative to migrants emigrating to other countries. We also find that immigrants from a country outside the EU27/EFTA have little incentive to return home and generally accept jobs for which they are mismatched in Switzerland. These results highlight the relevance to understand emigration behaviours in relation to the type of migrant that is most integrated, and productive, in the Swiss market, hence enabling better migration and domestic labour market policy design.

Williams, K. L., Russell, A., & Summerville, K. (2021). **Centering Blackness: An Examination of Culturally-Affirming Pedagogy and Practices Enacted by HBCU Administrators and Faculty Members**. *Innovative Higher Education*, *46*(6), 733-757. https://doi.org/10.1007/s10755-021-09562-w
Existing research notes that Historically Black Colleges and Universities (HBCUs) are bastions of Black culture where Black students often feel supported (e.g., Harris in The Urban Review, 44(3), 332–357, 2012). What is less well-known are the specific practices campus stakeholders enact to create culturally-affirming environments. This study addresses this gap in the literature by examining pedagogy and educational practices employed by HBCU administrators and faculty members that build upon the lived experiences of Black communities to help to promote Black students' success. In doing so, we seek to better understand the strategies these individuals utilize to center Blackness via culturally-informed practices and culturally engaging environments that affirm Black students' racial identities. Our findings highlight the following ways that HBCU administrators and faculty members embrace Black cultural affirmation: their emphasis on culturally relevant knowledge and culturally-informed pedagogy that centers Black experiences; and their commitment to Black cultural validation via connecting with

Black communities and Black students' backgrounds. This research extends current scholarship on educational practices and environments with a focus on Black students' racial identity. The authors provide implications for culturally-affirming pedagogy and campus climates that can benefit institutions seeking to create inclusive educational spaces where students from various backgrounds do not have to feel divorced from key aspects of their cultural heritage. Recommendations for practice, research and policy are also discussed.

Climat de l'école

Auclair, É. (2021). ***La bienveillance et le bien-être dans la politique de la réussite éducative québécoise de 2017*** (Masters, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse https://depositum.uqat.ca/id/eprint/1302/
Le néolibéralisme, la nouvelle gestion publique et la gestion axée sur les résultats ont fait leur entrée dans le système scolaire québécois officiellement en 2002 avec l'adoption de la Loi 124. Peu à peu, les valeurs humanistes du réseau ont laissé leur place à une idéologie promouvant l'économie, l'efficacité, l'évaluation et l'efficience (Maranda, Deslauriers, et Viviers, 2014). Ces pratiques de management ont cependant des répercussions négatives sur le bien-être des directions d'établissement, des enseignants et des élèves (Acton et Glasgow, 2015; Maranda et al., 2014), ce qui affecte tout aussi négativement la réussite éducative (Froese-Germain et Riel, 2013; Traoré, Julien, Camirand, Street, et Flores, 2018). En 2017, le gouvernement du Québec adoptait sa dernière politique de la réussite éducative et, en s'inscrivant dans une tendance internationale (OCDE, 2015b), y réintroduisait les valeurs de bienveillance et de bien-être. En mobilisant la théorie des référentiels de Muller et les concepts de la bienveillance et du bien-être à l'école, cette étude vise à répondre à la question suivante : Quels facteurs expliquent l'intégration des valeurs humanistes de la bienveillance et du bien-être dans la nouvelle politique éducative? Pour ce faire, nous avons utilisé une méthodologie qualitative et effectué une analyse documentaire. Les textes internationaux et la littérature grise (Conseil consultatif ministériel des élèves, 2014; Ikesako et Miyamoto, 2015; Institut national de santé publique du Québec, 2010, 2016; OCDE, 2015b, 2015a) touchant la question du bien-être à l'école au Canada ou au Québec ont été examinés en plus des mémoires déposés dans le cadre de la consultation publique menant à l'adoption de la politique ainsi que tous les documents politiques y étant relatifs. Appuyé d'un entretien avec M. Sébastien Proulx, ministre de l'Éducation en poste à l'époque, les résultats de cette étude suggèrent que l'introduction des valeurs humanistes dans la politique de la réussite éducative est le fruit d'une dynamique prescriptive du référentiel global d'économie de marché sur son référentiel sectoriel, celui de la politique à l'étude. La bienveillance et le bien-être à l'école sont présentés comme des déterminants de réussite qui contribuent à former des travailleurs performants.

Cyr, D., Weiner, J., & Burton, L. (2021). **"I Want to Speak to a White Person": Daily Microaggressions and Resilient Leadership**. *Journal of Cases in Educational Leadership*, *24*(4), 60-73. https://doi.org/10.1177/1555458921997527
This case study blends the accounts of 10 Black women who engaged in a research study on their experiences of microaggressions when serving as school leaders, to tell the story of one Black female principal in a mostly White suburban district. We describe the ways the environment enabled and perpetuated gendered racist incidents at multiple levels

and detail some of the microaggressions affecting her career path, leadership, and community interactions, as well as the ways she overcomes these obstacles and persists. We contextualize this narrative in the literature around gender, race, and school leadership, in studies of gendered racism, and finally in White allyship scholarship. We conclude by posing questions around whose responsibility it is to address these issues, and the structural changes necessary to do so.

Jongbloed, J., & Pullman, A. (2021). ***Degree of Benefit? The Interconnection Among Social Capital, Well-Being and Education*** (p. 195). https://doi.org/10.1007/978-3-030-75813-4_10
Social capital is instrumental to personal well-being; yet, this relationship may differ by educational level. Using data from the European Social Survey (ESS), the present study explores the interconnection between tertiary education, social capital, and subjective well-being. Examining the nature of these relationships, we test the hypothesis that tertiary education moderates the relationship between two broad forms of social capital, social trust and social relatedness, and well-being. We predict a "trade-off" between individual human capital and interpersonal social capital, where either one or the other comes to play a dominant role. Furthermore, we test if overall levels of tertiary education at the national level change the strength of the relationship among individual-level forms of social capital and well-being. Although connected occupation and employment factors are also important, we find that tertiary education functions as a non-pecuniary moderator changing the nature of the relationship between social capital and well-being. Respondents with tertiary education have higher levels of well-being regardless of their self-reported level of social capital, and—what is more—the extent to which social trust and social relatedness are associated with well-being is weaker among this highly educated group. In contrast, respondents without tertiary education experience greater well-being enhancement through social capital, "catching up" in self-reported well-being at higher social capital levels. This study provides preliminary evidence that social factors predicting well-being differ across the educational spectrum.

Le Bohec, G., & Lebon, K. (2021). **Harcèlement scolaire et cyberharcèlement: mobilisation générale pour mieux prévenir, détecter et traiter**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3405* [Report]. Consulté à l'adresse Sénat (France) website: https://www.senat.fr/notice-rapport/2020/r20-843-notice.html
Notre pays est confronté à un fléau, le harcèlement scolaire, dont le prolongement dans l'espace «cyber» a tristement démultiplié les conséquences dramatiques, tout en sapant insidieusement les fondements de notre vivre ensemble. Certes, depuis 2010, les pouvoirs publics s'emploient à le combattre. Mais, et c'est l'objet des 35 préconisations de ce rapport, il est nécessaire d'aller plus avant. Nous devons donc décréter la mobilisation générale autour de ce qui doit constituer, sans tarder, une grande cause nationale, avec trois priorités : - agir collectivement pour renforcer la prévention contre le harcèlement, - savoir détecter rapidement les cas de harcèlement, - les traiter systématiquement dès qu'ils commencent.

Lewin, C., Niederhauser, D., Johnson, Q., Saito, T., Sakamoto, A., & Sherman, R. (2021). **Safe and Responsible Internet Use in a Connected World: Promoting Cyber-Wellness**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28069
Cyber-wellness concerns positive wellbeing in online spaces, including awareness of how to behave appropriately and protect oneself. We explain and illustrate the complex

nature of cyber-wellness, focusing on four key aspects. Firstly, developing students' information and media literacy skills is essential for promoting cyber-wellbeing. Such skills are also required for supporting democratic participation. Secondly, we identify and discuss the threats and challenges to young people's cyber-wellbeing, arguing for the need to develop digital resilience. Thirdly, we discuss the role of policy at macro, meso and micro levels and how policy and educational practitioners can promote cyber-wellness awareness, knowledge and strategies. Finally we review the limited scholarship on cyber-wellness education and highlight the need to address this gap in the future. We conclude the article with consideration of the issues faced and opportunities for overcoming these. It is imperative that further work is undertaken on the conceptualisation of cyber-wellness and that concensus is developed. There are issues relating to the continual rapid developments of techologies and their uses; it is important to develop a shared understanding of the mutual relationship between technology and humans. Finally, there is a lack of guidance and good practice exemplars for cyber-wellness education.

Mahadevan, R., & Fan, S. (2021). **Differential Effects of Parents' Education on Adolescent Well-being Outcomes**. *Child Indicators Research*, *14*(6), 2495-2516. https://doi.org/10.1007/s12187-021-09856-7
This paper compares the causal effect of parents' education on three outcomes of their adolescent offspring aged 10–15 years in China. Empirical results from propensity score matching show that only mothers with a college degree have an effect on the emotional well-being of adolescents. Mothers' educational influence on health and emotional well-being of adolescents is also greater than fathers but in rural areas, only father's education has an impact on health and education of the adolescents. Sons however benefit more than daughters in the domains of health and educational well-being from parents' education. Evidence indicates that promoting women's education is a key urban policy although in rural areas, empowering women and providing an enabling environment through communities and schools is critical to improving various well-being outcomes of the next generation.

Perry-Hazan, L. (2021). **Students' Perceptions of Their Rights in School: A Systematic Review of the International Literature**. *Review of Educational Research*, *91*(6), 919-957. https://doi.org/10.3102/00346543211031642
This review focuses on students' perceptions of their rights in elementary and secondary schools. The conceptual framework of rights consciousness was applied to understand how students' knowledge, experiences, and emotions shape their rights perceptions. The analysis is based on 38 empirical studies conducted in different countries. The findings characterize students' rights perceptions as intuitive—that is, perceptions that are not grounded in legal rules but in students' personal insights. The findings also identify key factors affecting students' perceptions: school context, national context, and students' individual characteristics. The conclusions underscore that school rights-based practices, student body and school staff diversity, and school relationships influence students' rights consciousness. However, questions remain concerning how students' perceptions are affected by cultural repertoires, religion, socioeconomic status, gender, and age. The implications are that future studies should apply a context-based agenda to inform the design and implementation of human rights education programs and rights-based organizational practices.

Varela, J. J., Sánchez, P. A., De Tezanos-Pinto, P., Chuecas, J., & Benavente, M. (2021). **School Climate, Bullying and Mental Health among Chilean Adolescents**. *Child Indicators Research*, *14*(6), 2249-2264. https://doi.org/10.1007/s12187-021-09834-z
Bullying among adolescents is associated with different mental health issues, for both victims and aggressors. This association has been evidenced in different contexts, but its relationship to other aspects of schooling, such as school climate, have not always been considered. The purpose of this study was to examine how school climate—as perceived by students—is associated with the roles of victim and aggressor in bullying situations, and problems of internalizing and externalizing behaviors among adolescents. To this end, a sample of 366 adolescent students were asked to self-report on school climate; bullying in terms of victimization and aggression; and internalizing and externalizing behaviors. A negative association was evidenced by means of structural equations between school climate and victimization, as well as a positive association between victimization and internalizing behaviors. A positive relationship was found between bullying aggression and externalizing behaviors, although school climate did not predict aggression levels. These results reinforce the importance of considering schooling dimensions to understand bullying and its consequences on the mental health of adolescents, particularly for bullying victimization and its relation to internalizing behaviors.

Visone, J. D. (2021). **Do I Trust Sending My Kid Back to School?** *Journal of Cases in Educational Leadership*, *24*(4), 16-29. https://doi.org/10.1177/15554589211020063
A suburban elementary school experiences an emergency evacuation. This evacuation event reveals trust and safety concerns. Some parents, staff members, and children express safety concerns, and a key school staff member questions the judgment of another staff member during the emergency event, exacerbating existing tensions between the two. The principal must move the school community forward, while re-establishing trust and addressing safety concerns. Frameworks for repairing trust and trust in schools are considered.

Évaluation des dispositifs d'éducation-formation

Drot-Delange, B., Brun-Lacour, I., Duray-Nesme, C., Guitard-Morel, J. G., & Sardier, A. (2021). ***Accompagnement, collaboration et apprentissage dans le dispositif Écoles en réseau (ÉER) en Auvergne (2016-2019)*** [Research Report]. Consulté à l'adresse ACTé EA 4281 ; INSPE Clermont Auvergne website: https://hal.archives-ouvertes.fr/hal-03363225
Le dispositif incubateur EER, Écoles en réseau, mis en œuvre dans l'académie de Clermont-Ferrand à la rentrée 2015 est inspiré du dispositif éponyme au Québec (Laferrière, 2017), existant depuis les années 2000. Dans l'académie, l'école en réseau est définie comme une école « encourageant ses enseignants et ses élèves dans leur usage des technologies de télécollaboration (visioconférence et forum électronique) en lien le plus souvent avec le collège de secteur. Il s'agit d'apprendre et travailler avec une autre classe ou d'autres classes sans oublier les ouvertures vers les communautés locales, les régions, les pays, voire le reste du monde »D'abord nommé « Écoles éloignées en réseau » jusqu'en 2019, on pourrait s'interroger sur ce que recouvrait le caractère « éloigné » de l'école, mis en avant dans les premières dénominations du dispositif. La dénomination « école éloignée » semble se substituer à la dénomination « école rurale ». EER par sa cible des établissements scolaires ruraux sollicite regard et analyse sur les éventuelles spécificités des écoles rurales (Alpe & Fauguet, 2008) par-delà leur évolution historique. Mais il interroge aussi les représentations portées sur les écoles rurales

des différents acteurs : de l'institution Education nationale aux élus locaux, des enseignants aux parents et aux élèves dans un contexte territorial profondément modifié (Jean, 2007). Les écoles rurales ou éloignées sont dès lors au cœurd'enjeux territoriaux dépassant le seul objectif éducatif. Le dispositif EER a été inclus dans les 2 projets stratégiques académiques successifs (2016-2019 puis 2019-2021). Dans le premier, le dispositif est attaché à la priorité de renforcer le lien école-famille-communauté. Parallèlement, l'académie a signé des conventions-ruralité et leur mise en œuvre a été l'objet d'une évaluation par l'IADT2 dans laquelle EER est mentionné comme un dispositif au service de la ruralité. Dans le second projet académique, EER est présenté comme un levier pour répondre à l'objectif d'encourager les recherches et innovations sur la « forme scolaire » de l'axe « Déploiement des réseaux et des territoires apprenants – valoriser et outiller les intelligences collectives ». Il est précisé qu'EER est « fondé notamment sur le développement significatif du travail collaboratif en réseau des élèves et des enseignants via l'outil numérique ». La question de la ruralité est revenue récemmentsur le devant de la scène, si l'on se réfère aux rapports Azéma et Mathiot (2019) et Berlioux (2020). A l'instar du rapport de la mission « Territoires et réussite » (Azéma et Mathiot, 2019), on pourrait avancer qu'il qualifie l'éloignement de l'école, en termes de distance physique, d'un certain nombre d'équipements et de services éducatifs, culturels et sportifs. L'école éloignée se situe dans une commune rurale de faible ou très faible densité de population. EER interroge également la notion de réseau qui, dans les pratiques des enseignants et particulièrement en milieu rural, ne sont pas nouvelles (Derrien, 2014). Le réseau est voulu, dans le dispositif EER, comme un moyen au service d'une stratégie de rupture de l'isolement des écoles. L'éloignement, physique ou symbolique, pourrait être aboli par l'usage du numérique, dans une dynamique de collaboration. Ainsi, le réseau renvoie à une logique partenariale, qui peut se décliner à différentes échelles territoriales (locale ou inter-territoriale). Cette logique partenariale se traduirait par des apprentissages et du travail collaboratifs. Enfin, l'usage des outils numériques interroge leur contexte d'introduction (Bruillard & Baron, 2006) tout autant s'ils sont à la faveur du travail collectif ou de la collaboration qui se prêtent mal à l'injonction (Marcel, Dupriez, Périsset Bagnoud, & Tardif, 2007) ou encore sur les apprentissages et la réussite des èlèves (Depover, Karsenti, & Komis, 2007). Ce rapport rend compte de la recherche menée conduite au sein de l'INSPÉ et du laboratoire ACTé, durant deux années scolaires (2017-2018 et 2018-2019). Elle a été menée à la demande de la direction académique au numérique éducatif (DANE) et a fait l'objet d'une convention avec le rectorat de Clermont-Ferrand. Le rapport est structuré de la manière suivante. Les deux premières parties rendent compte des axes de recherche mis en œuvre durant ces deux années scolaires. En effet, la recherche menée est structurée en deux axes questionnant chacun l'un des deux postulats sur lesquels repose EER. Le premier postulat est que les réseaux sont perçus comme moyen au service d'une stratégie de rupture de l'isolement des écoles et collèges des milieux ruraux, qu'il s'agisse des réseaux numériques, institutionnels ou affinitaires. Cet axe de la recherche vise à analyser comment les acteurs parties prenantes d'EER s'approprient ce dispositif pour collaborer entre eux, pour une ouverture de l'école sur le local et les familles, pour élargir l'environnement de l'école, pour faire collaborer leurs classes. Cetterecherche à visée compréhensive fait l'objet de la première partie de ce rapport. EER y est analysé en tant que dispositif, selon les dimensions identifiées par Albero (2010), à savoir idéelle, fonctionnelle et vécue. La recherche s'est déroulée sous la forme d'observations et d'enquêtes auprès des différents acteurs impliqués dans EER. Le second postulat sur lequel repose EER est que les réseaux sont perçus comme un

moyen d'enrichissement des situations d'apprentissage qu'ils sont supposés pouvoir produire. Cet axe de la recherche vise à analyser les situations proposées aux élèves et les apprentissages réalisés. Trois objets d'apprentissage ont été investigués : l'apprentissage lexical, les compétences scripturales et les compétences orales. Ces trois objets ont fait l'objet de recherche-action par trois chercheuses du laboratoire ACTé qui sont aussi des formatrices à l'INSPÉ. Ces recherches seront présentées dans la deuxième partie de ce rapport. La troisième partie du rapport présente les actions menées en termes de formation, de diffusion et devalorisation de la recherche.

Klumpner, S. K., & Woolley, M. E. (2021). **Expanding after School Program Access for Vulnerable Students: Examining the Efficacy of Federal Policy and Funding**. *Education and Urban Society*, *53*(9), 987-1000. https://doi.org/10.1177/00131245211004550
After school programs provide low income students and students of color with learning opportunities across both academic and non-academic domains that such students would otherwise not get. In this study, we examined the intersection of school characteristics (e.g., enrollment size, percent minority enrolled, and percent eligible for FARM) and the types of after school programming schools offered (e.g., fee-based, 21st CCLC, and other types) using binary logistic regression models. I n a sample of schools (n = 1,601) surveyed by the National Center on Education Statistics 2008 FRSS, we found that under-resourced schools had lower odds of having a 21st CCLC program and higher odds of having a fee-based after school program (than schools with a lower percentage of students receiving FARM). That is counter to the stated goals of the 21st CCLC program. These findings highlight the need for a re-prioritization of 21st CCLC funding such that financial assistance provided to schools to support after school programs is allocated to schools serving students from low income families and communities.

Lang, S. (2021). **Key factors influencing the maintenance of adult learners' literacy skills levels: A follow-up study of three participant cohorts of the literacy programme in Cambodia**. *International Review of Education*, *67*(5), 611-636. https://doi.org/10.1007/s11159-021-09913-x
This quantitative study examined the current level of literacy skills of three cohorts of learners after they completed a non-formal basic literacy programme in 2017, 2018 and 2019. The purpose of the study, conducted in late 2019, was to identify major factors that influenced the maintenance of their levels of reading and calculating skills. The author used a test instrument and a learner's background questionnaire for data collection from 94 graduates (81 female, 13 male). His findings conclude that while the reading skills level of many members of the three cohorts was average, numeracy performance was poor. There was no significant difference in skills levels among these three cohorts or in terms of different demographic backgrounds such as age, gender, and occupation. Importantly, however, factors affecting literacy levels included the frequency with which the individuals used and practised their literacy skills ($p < .01$), and their attitudes towards learning and skills use ($p < .05$). Critically, the surrounding environments and contexts many of them lived in did not enable them to use and practise their literacy skills. However, most respondents were satisfied to be offered follow-up interventions to sustain and improve their literacy skills and expressed a preference for contents that would help to strengthen literacy skills (in reading, writing and calculating) as well as work-related skills. This study suggests that the quality of Cambodia's non-formal basic literacy programme needs improving, and that a strong follow-up programme needs to be implemented to make continuing education more effective, by sustaining neo-literates'

literacy skills, including numeracy. To meet neo-literates' needs and interests, the contents of follow-up programmes should focus on basic literacy and work-related skills offered through contact sessions with teachers and through self-learning.

Formation continue

Doublet, M.-H. (2021). **Faire l'expérience d'une démarche d'analyse de pratique autogérée : le pari de la confiance**. *L'orientation scolaire et professionnelle*, *50*(1), 13-38. https://doi.org/10.4000/osp.13768
Les métiers de l'accompagnement et du conseil en évolution professionnelle sont aux prises avec un ensemble de paradoxes rendant l'exercice du métier parfois impossible. Pour faire face aux différentes pressions, entre la commande sociale et les demandes individuelles, nous faisons appel à des démarches d'exploration de l'expérience des professionnels par eux-mêmes et pour eux-mêmes. Cet article propose de décrire les circonstances amenant à la conception d'un dispositif qui transfère aux membres du collectif de métier les moyens de partager leur pratique à partir de leur expérience, d'en expliciter les principes et les difficultés. Dans un deuxième temps, à partir d'une recherche-action-formation menée auprès des conseillers en évolution professionnelles qui accompagnent les actifs en emploi, nous présenterons la mise en place de ce dispositif autogéré, permanent et sans intervenant extérieur. Quelles précautions pour créer un espace de coopération nécessaire à l'expression de l'expérience singulière, et faciliter sa formalisation en règles et gestes de métier ? Quelles conditions pour permettre une mise en confrontation respectueuse, source de développement d'acquis individuels et collectifs, pour initier des modes d'interaction avec les équipes de gouvernance, afin de peser efficacement dans les instances et les débats où la fonction conseil se décide ?

Eurydice. (2021). **Adult education and training in Europe: Building inclusive pathways to skills and qualifications**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3420* [Report]. Consulté à l'adresse Eurydice (Transnational) website: https://eacea.ec.europa.eu/national-policies/eurydice/node/11855_en
This Eurydice report focuses on adult education and training in Europe. It investigates current approaches to promoting lifelong learning, with a particular emphasis on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. Starting with a range of quantitative indicators related to adult education and training (Chapter 1), the report examines national arrangements for coordinating adult learning policies and measures (Chapter 2). It then provides a cross-country overview of publicly subsidised programmes that seek to provide opportunities for adults to upgrade their skills and qualifications (Chapter 3). The report also addresses the question of financial support, paying particular attention to the financial incentives for groups with low qualification levels (Chapter 4). Approaches to achieving flexible learning pathways constitute another area of investigation (Chapter 5). This is followed by an analysis of arrangements for the recognition and validation of non-formal and informal learning (Chapter 6). The report finally looks at the extent to which awareness-raising and outreach actions (Chapter 7) and guidance services (Chapter 8) underpin the available learning provision. The report's prime source is the policy information collected from Eurydice National Units, representing 42 education and training systems across 37 European countries. These data have been complemented with qualitative

and quantitative data provided by other organisations, including Cedefop, Eurostat and the OECD.

GAGNE, A. (2021). **Caractéristiques d'un dispositif hybride de formation continue pour les accompagnateurs d'enseignants stagiaires en enseignement professionnel**. *Revue internationale des technologies en pédagogie universitaire*, *18*(3), 39-52. Consulté à l'adresse https://www.ritpu.ca/files/numeros/114/ritpu-v18n3-03.pdf
Pour favoriser l'accompagnement des stagiaires en enseignement, les programmes des universités québécoises mettent en place des formations destinées aux accompagnateurs. Peu de recherches portent sur cette offre de formation à des acteurs-clés des milieux de pratique, encore moins sur la place grandissante de formations hybridées destinées aux accompagnateurs d'enseignants stagiaires en enseignement professionnel. À partir de données recueillies auprès de 16 de ces accompagnateurs, cette étude précise certains besoins en matière de formation continue. Il met ainsi en lumière des caractéristiques liées à la médiation et à la médiatisation pour répondre aux besoins d'interactions, d'authenticité et d'accessibilité des accompagnateurs.

McGrath, S., & Deneulin, S. (2021). **Education for just transitions: Lifelong learning and the 30th anniversary Human Development Report**. *International Review of Education*, *67*(5), 637-658. https://doi.org/10.1007/s11159-021-09914-w
The 30th anniversary Human Development Report, entitled The Next Frontier: Human Development and the Anthropocene, was released by the United Nations Development Programme in December 2020. It marks an important step forward as a high-profile publication trying to radically re-think the challenge of sustainable development and revisit what it means to develop as human beings interconnected within earth systems. This article provides a critical reading of the report, and human development literature more widely, in assessing the role of lifelong learning in educating for just transitions, which it broadly understands as the transformation of all social systems, including economic systems, to bring them back into balance with earth systems in which they are embedded. The report maintains its trademark "human development lens" which has characterised the series since their inception in 1990. It prioritises consideration of capabilities, agency and values as central to the challenge, and opens up a discussion of how we need to change our understandings, values and actions, including what it means to be human, in order to effect just transitions towards sustainability. However, as the authors demonstrate, the report falls short of considering the lifelong learning challenge inherent and central to just transitions. The authors argue that the pressing challenge of responding to the climate emergency requires a richer understanding of how humans learn throughout their life course. In so doing, this article is a contribution to both the literature on education and human development, and the growing body of literature in the field of adult education and sustainability.

Mohib, N., & Fernagu, S. (2021). **(Se) Trans-Former par le travail**. *TransFormations : Recherches en éducation et formation des adultes*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03417907

Rémery, V. (2021). **Configurations dialogiques et développement de l'expérience en accompagnement VAE**. *L'orientation scolaire et professionnelle*, *50*(1), 39-68. https://doi.org/10.4000/osp.13916

Cet article vise à restituer les résultats d'une étude conduite sur les pratiques d'accompagnement en Validation des Acquis de l'Expérience (VAE) dans une perspective d'analyse des activités discursives et interactionnelles et à proposer des pistes de formation en direction des accompagnateur·rice·s. Pour décrire les modalités de mise au travail de l'expérience des candidat·e·s, une analyse des dialogues et de la dynamique des rapports de rôle et de place est proposée. À partir de la mise en évidence de la double complexité dialogique et relationnelle des entretiens VAE, l'article présente des configurations dialogiques instrumentées par les acteur·rice·s au cours de leurs échanges, et l'usage qui pourrait en être termes de formation pour les accompagnateur·rice·s en VAE.

Rémery, V., Masdonati, J., & Mayen, P. (2021). **Introduction - L'expérience dans les pratiques d'accompagnement et de conseil des adultes**. *L'orientation scolaire et professionnelle*, *50*(1), 3-12. https://doi.org/10.4000/osp.13973
Au carrefour des problématiques de travail, de formation, de développement des personnes et des parcours de vie, les pratiques d'accompagnement et de conseil destinées aux adultes ont fait de l'expérience une notion centrale. Depuis ces vingt dernières années, cette notion s'est retrouvée sur le devant de la scène avec la promotion de dispositifs tels que la VAE (Validation des Acquis de l'Expérience), le CEP (Conseil en Évolution Professionnelle) et plus récemment l'AFEST (Action de Formatio...

Romani, C. (2021). ***L'impact de la crise sanitaire sur les entreprises et leurs organismes de formation*** (N° 014; p. 118). Consulté à l'adresse DARES - CEREQ website: https://www.cereq.fr/sites/default/files/2021-10/RE_14_%20impact%20de%20la%20crise_entreprises_organismes%20de%20formation.pdf
Ce rapport d'étude présente les résultats d'une enquête auprès de vingt entreprises de divers secteurs, tailles ou localisations en France métropolitaine, choisies pour avoir créé leurs propres organismes de formation. Un tel choix a été motivé par le fait de pouvoir disposer d'une double entrée d'observation des effets de la pandémie, simultanément sur des entités productives et sur des offreurs de formation. Cette étude a bénéficié de la participation financière de la DARES du ministère du Travail de l'Emploi et de l'Insertion dans le cadre d'un appel à projets de recherche (PIC 1 « L'impact de la crise sanitaire sur les compétences et la formation professionnelle », organisé par la DARES).

Şentürk, C., & Baş, G. (2021). **Investigating the relationship between teachers' teaching beliefs and their affinity for lifelong learning: The mediating role of change tendencies**. *International Review of Education*, *67*(5), 659-686. https://doi.org/10.1007/s11159-021-09917-7
In today's era of rapid change, lifelong learning is one of the most important ways for individuals to keep up with social, cultural, economic and technological developments. This applies especially to the teaching profession, which shapes the future of societies by teaching students how to construct knowledge. The aim of the study presented here was to investigate the mediating role of change tendencies in the relationship between teachers' teaching beliefs and their affinity for lifelong learning. Using three existing questionnaires (the "Teaching Beliefs Scale", the "Effective Lifelong Learning Inventory", and the "Change Tendencies Scale"), the research team collected responses from 288

teachers (147 female, 141 male) serving in public secondary schools in the province of Karaman, Turkey. In their analysis of the data, the researchers found a significant negative relationship between teachers' traditional (teacher-centred) teaching belief, change tendencies and lifelong learning affinity; whereas the relationship between a constructivist (student-centred) teaching belief, change tendencies and lifelong learning affinity turned out to be significantly positive. The results seem to indicate that change tendencies fully mediate the relationship between teaching beliefs and lifelong learning affinity. Based on these results, the authors conclude that teachers' potential openness to change – and their affinity for lifelong learning – are greater when their teaching is guided by a student-centred approach than when they adhere to a teacher-centred perspective.

Serreau, Y. (2021). **Expérience et conduite d'entretiens d'accompagnement au sein d'une formation d'ingénieur par apprentissage**. *L'orientation scolaire et professionnelle*, *50*(1), 121-149. https://doi.org/10.4000/osp.13893
Cette étude contribue à la connaissance du rôle de l'expérience dans la conduite d'entretiens d'accompagnement menés avec des apprentis-ingénieurs. Elle montre le travail de l'expérience avec les accompagnés sous la forme d'une aide à la maîtrise de situations dynamiques. Ce travail impacte l'expérience des accompagnés. Il mobilise aussi, et construit, l'expérience des accompagnateurs. Leurs expériences respectives vécues, communiquées et élaborées sont examinées. Le recueil de sentiments formulés en référence aux séquences d'entretien conduit à l'identification de risques et de compromis cognitifs à gérer dans la conduite d'entretien. Des invariants organisant cette conduite des entretiens sont mis en évidence.

Marché du travail

Arrondel, L., & Duhautois, R. (2021). **Le marché du travail des footballeuses : vers la professionnalisation !** *Connaissance de l'emploi*, (174). Consulté à l'adresse https://ceet.cnam.fr/publications/connaissance-de-l-emploi/le-marche-du-travail-des-footballeuses-vers-la-professionnalisation--1292393.kjsp?RH=1507626697168
Si le football masculin a atteint un certain régime d'équilibre dans son fonctionnement, au niveau de ses compétitions, tant nationales qu'internationales, et de ses clubs, il n'en est pas de même, pour l'instant, du football féminin : ses structures sont encore en évolution. Certains grands pays de football ne se sont lancés que récemment dans la professionnalisation de leur championnat féminin : en Europe, l'Angleterre en 2018 et bientôt l'Italie et l'Espagne (à partir de 2022). Dans ces pays, les clubs masculins les plus connus découvrent seulement aujourd'hui le football féminin. Même si c'est en France que les joueuses sont les mieux payées en moyenne, la professionnalisation au sens strict – gérée et organisée par une ligue - n'y est pas à l'ordre du jour car la Fédération Française de Football (FFF), qui gère le football féminin de haut niveau, ne semble pas vouloir en abandonner la gouvernance. En Asie, la fédération japonaise a également créé une Ligue professionnelle de football féminin en 2021 et l'Australie, en 2019, a fait un grand pas vers cette structure. En Amérique du Sud, la professionnalisation du football féminin a débuté il y a quelques années mais c'est en Amérique du Nord que tout a commencé il y a vingt ans.

Balmand, S., Borey, G., Lefèvre, L., Martini, T., Razafindramanana, O., & Samyn, S. (2021). **Les emplois contrôlés par des firmes étrangères se concentrent au Nord-Est et dans les métropoles**. *Insee Première*, (1877). Consulté à l'adresse https://www.insee.fr/fr/statistiques/5544334?pk_campaign=avis-parution
En 2018, en France, 13 % des emplois dépendent de firmes étrangères. Ils se concentrent principalement dans l'industrie manufacturière et le commerce. Ils relèvent pour moitié de multinationales américaines, allemandes et britanniques. Le contrôle étranger est le plus fort le long des frontières belge et allemande (jusqu'à 32 % dans la zone d'emploi de Haguenau), et il est supérieur à la moyenne dans la plupart des grandes métropoles. Un taux de dépendance élevé de l'emploi aux firmes étrangères est souvent lié à la présence de grands établissements, comme autour du bassin parisien. Les multinationales étrangères sont moins présentes dans les zones d'emploi du Sud et des DOM, où l'économie est davantage présentielle.

Bouchet, C. (2021). **Salaires et handicaps de survenue précoce : des inégalités graduelles et protéiformes**. *Formation emploi. Revue française de sciences sociales*, (154), 87-112. https://doi.org/10.4000/formationemploi.9285
Des inégalités salariales existent entre les personnes sans handicap et celles ayant grandi avec un handicap. Cet article en explore les ressorts à l'aide de l'Enquête Emploi en continu 2011 et de son module ad hoc. Selon les types et degrés d'incapacité, différents mécanismes sont impliqués : études plus courtes pour les personnes avec une incapacité cognitive ou motrice, moindre accès aux situations professionnelles les mieux payées pour les personnes avec une incapacité visuelle forte, moindre salaire à poste équivalent pour les personnes avec une incapacité visuelle forte ou auditive forte. Certaines institutions spécialisées et normes professionnelles contribuent à former ces écarts.

Bouvart, C., Diagne, M., Faure, A., Kymble, C., Dillies, V., & Gruffat, C. (2021). ***L'emploi dans les start-up françaises*** (p. 142). Consulté à l'adresse France Compétence website: https://www.strategie.gouv.fr/publications/lemploi-start-francaises
La France est parmi les premiers pays de la tech d'Europe occidentale. On y compte aujourd'hui plus d'une quinzaine de licornes, 400 incubateurs, accélérateurs et start-up studios, et les levées de fonds ont doublé pour dépasser les 5 milliards d'euros en 2020. De fait, si l'écosystème des start-up françaises n'a cessé de se densifier depuis vingt ans, c'est notamment parce que les pouvoirs publics y ont mis les moyens : aides à l'innovation , réductions fiscales et sociales, opérateurs dédiés, plans de soutien – de l'initiative French Tech en 2014, au plan Deeptech et au programme French Tech Next 40/120 [6] en 2019. Tous ces dispositifs visent à soutenir la croissance des start-up et à maintenir le rang de la France dans la compétition technologique mondiale. Pourtant, elles disent peiner à recruter. Il s'agit désormais de mettre les enjeux de recrutement et de formation au premier plan. La pérennisation des start-up en dépend. Toutefois, pour accompagner ces entreprises dans leur problématique d'emploi, il faut mieux les connaître. Or à ce jour, leur définition ne fait pas consensus et, en particulier, peu d'outils d'observations statistiques ou qualitatives rendent compte de la situation de l'emploi dans les start-up. Ce constat a conduit la Direction générale des Entreprises et France Stratégie à lancer un travail exploratoire fondé sur une double dimension statistique et qualitative. L'objectif est de renforcer les connaissances disponibles sur les start-up, d'établir si elles ont des difficultés de recrutement spécifiques et de mieux identifier leurs besoins en compétences. À la clé, cinq préconisations sont évoquées pour que les start-up réalisent leur plein potentiel de création d'emplois.

Dupuy, C., & Simha, J. (2021a). **Le dialogue social en entreprise en temps de pandémie**. *Connaissance de l'emploi*, (176). Consulté à l'adresse https://ceet.cnam.fr/publications/connaissance-de-l-emploi/le-dialogue-social-en-entreprise-en-temps-de-pandemie-1295377.kjsp?RH=1507126380703
L'urgence liée aux contraintes sanitaires et l'essor massif du télétravail depuis mars 2020 ont conduit à une transformation des relations de travail et, avec elles, du dialogue social dans les entreprises. En s'appuyant sur les données issues d'une post-enquête REPONSE de la Dares, ce numéro de Connaissance de l'emploi s'intéresse à ces transformations du dialogue social et met au jour quatre résultats : une captation du dialogue social au sommet de l'entreprise, une focalisation de la négociation sur les thématiques directement liées au Covid-19, une complexification de l'activité des représentant.es des salarié.es, et enfin une distanciation du travail syndical. La pandémie de Covid-19 participe ainsi d'un mouvement de renforcement du pouvoir patronal au détriment du pouvoir syndical.

Dupuy, C., & Simha, J. (2021b). **Protéger les travailleurs autonomes en leur vendant le salariat ? Le « en même temps » du portage salarial**. *Connaissance de l'emploi*, (177). Consulté à l'adresse https://ceet.cnam.fr/publications/connaissance-de-l-emploi/proteger-les-travailleurs-autonomes-en-leur-vendant-le-salariat-le-en-meme-temps-du-portage-salarial-1296770.kjsp?RH=1507626697168
Si 88% des actifs français sont aujourd'hui salariés, le léger rebond du travail indépendant est régulièrement souligné par les pouvoirs publics et certains discours médiatiques, qui y voient une manière de lutter contre le chômage tout en émancipant les travailleurs. La progression du nombre de travailleurs en « solo » (coachs, consultants, travailleurs des plateformes), interroge sur la manière d'intégrer la protection sociale des travailleurs en-dehors d'un salariat réputé protecteur. Des dispositifs spécifiques sont pensés pour sécuriser leurs parcours professionnels afin d'en diminuer l'incertitude due à l'irrégularité des revenus. Ce numéro de Connaissance de l'emploi se propose d'évaluer la réussite et les limites de l'un d'entre eux, le portage salarial, qui permet à des travailleurs d'obtenir le statut de salarié par le recours à un tiers-employeur. Il montre que le dispositif modifie le sens du salariat, et conduit souvent à reproduire les inégalités entre travailleurs.

Emploi, éducation et politique (Dossier). (2021). *Cahiers de l'IREA*, *44*. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=numero&no=70963&no_revue=933&razSqlClone=1
Dans ce numéro 44 de la revue des Cahiers de l'IREA trois thèmes sont traités à savoir : l'emploi, l'éducation et la politique. Dans le thème relatif à l'emploi, deux auteurs présentent des analyses relatives aux stratégies d'insertion socioprofessionnelles. Pour le thème inhérent à l'éducation, trois auteurs traitent des questions relatives à l'éducation inclusive, à la gestion des classes et à la symbolique de la consommation d'aliments dits religieux. À propos du thème relatif à la politique, trois auteurs analysent entre autres l'alternance politique locale, l'urbanisation des communes rurales et l'ordre politique colonial.

Quantin, S., Bunel, S., & Lenoir, C. (2021). **Dispositif « jeune entreprise innovante » : un effet faible et incertain sur l'emploi des entreprises bénéficiaires**. *INSEE Analyses*, (68). Consulté à l'adresse https://www.insee.fr/fr/statistiques/5759583?pk_campaign=avis-parution

Mis en place en 2004, le dispositif «jeune entreprise innovante» (JEI) permet aux entreprises nouvellement créées ayant des dépenses de recherche et développement suffisamment importantes de bénéficier d'allégements fiscaux et sociaux, notamment pour les emplois dédiés à la recherche. Près de 9 000 entreprises en ont bénéficié entre 2004 et 2015. L'évaluation des effets de ce dispositif sur l'emploi salarié total, l'emploi salarié dédié à la recherche et les salaires se heurte à la difficulté à trouver des entreprises auxquelles les comparer, qui soient similaires sans toutefois avoir recours au dispositif. De fait, même en sélectionnant des entreprises non bénéficiaires ayant des caractéristiques observées similaires, il subsiste des différences de probabilité de recourir au dispositif, entre ces entreprises similaires et les JEI, expliquant également leur emploi et les salaires. Finalement, même en supposant qu'une JEI a entre deux fois plus et deux fois moins de chance de recourir au dispositif qu'une entreprise non bénéficiaire aux caractéristiques observées similaires, le recours au dispositif JEI aurait un effet positif sur l'emploi salarié total et sur l'emploi dédié à la recherche et au développement pour seulement 16 % des entreprises bénéficiaires à partir de leur 2e année d'existence. Le dispositif n'aurait aucun effet sur l'emploi des entreprises ayant recours au dispositif à partir de leur 4e année d'existence et jamais d'effet sur la rémunération versée aux salariés. En outre, du fait du recours plus fréquent au Crédit impôt recherche et innovation et aux aides Bpifrance des JEI, ce résultat ne serait pas nécessairement attribuable au seul dispositif JEI.

Rivoal, H. (2021). **Quels sont les impacts de l'innovation sur l'égalité professionnelle femmes/hommes ?** *Connaissance de l'emploi*, (175). Consulté à l'adresse https://ceet.cnam.fr/publications/connaissance-de-l-emploi/quels-sont-les-impacts-de-l-innovation-sur-l-egalite-professionnelle-femmes-hommes--1294471.kjsp?RH=1507626697168
La révolution numérique n'est pas sans apporter d'importantes promesses de progrès : flexibilité organisationnelle, maintien de l'activité économique en temps de crise, autonomie de certains salarié.es, sécurité sanitaire, gain de temps, soulagement de l'effort physique. Mais qu'en est-il en matière d'égalité professionnelle ? Ce numéro de Connaissance de l'emploi s'intéresse aux impacts des nouvelles technologies sur la réduction des inégalités entre femmes et hommes. Il montre que numérisation et automatisation participent au maintien des hommes dans des postes stratégiques et décisionnels. Pour autant, la montée en qualifications qu'implique ces processus n'est pas sans effet : d'une part, sur une redéfinition des hiérarchies entre hommes et d'autre part, sur la place des femmes au travail, notamment pour les plus diplômées d'entre elles.

van der Zwan, R., & de Beer, P. (2021). **The disability employment gap in European countries: What is the role of labour market policy?** *Journal of European Social Policy*, *31*(4), 473-486. https://doi.org/10.1177/09589287211002435
Across Europe, the labour market participation of persons with disabilities remains lower than that of persons without a disability. Our research examines this disability employment gap, looking specifically at its variation by country and gender. Additionally, we test the influence of labour market policies – testing both the social investment perspective and the welfare scepticism perspective – on the size of the gap, in an effort to determine whether a more generous welfare state raises or lowers the employment rate of people with disabilities. Using the European Union Statistics on Income and Living Conditions (EU-SILC), we show that Southern European countries have the smallest disability employment

gap. Whereas stricter employment protection legislation is found to be beneficial for people with disabilities on the labour market, other labour market policies specifically intended to benefit this group do not strongly affect their chances on the labour market. These findings support the social investment perspective and show that social policies can have a positive effect on the employment of people with disabilities.

Métiers de l'éducation

Azmat, A., & Masta, S. (2021). **Power, positionality, and purpose: employing indigenous methods as a non-indigenous scholar**. *International Journal of Qualitative Studies in Education*, *34*(10), 974-987. https://doi.org/10.1080/09518398.2021.1930263
As non-Indigenous scholars, what does it mean to engage with Indigenous methodology and how can Indigenous methods be used to offer unique ways of knowing in a responsible manner? What are ethical concerns using Indigenous methods given our own positionality? In this autoethnography, I grapple with the ethics of using Indigenous methods as a Pakistani-American Muslim woman. Specifically, I write about and analyze poetry, journal reflections, and field notes from conversations in and outside of the classroom about my journey understanding my own power and purpose in the academy as a settler of color. Using AsianCrit, I found five themes were particularly salient: coming 'home' to myself, culture and comfort in food, class as a counterspace and kitchen table, power and paying it forward, and trusting my intuition. In the second part of the paper, my instructor and I engage in dialogue about the question of employing methods as a non-Indigenous scholar and reflect again on the role of food, reciprocity, and responsibility within our relationship.

BEAUDRY, C., DESCHENAUX, F., AGUIR, M., & L'HÉBREUX, S. (2021). **Quitter la profession enseignante ? L'évolution des conditions d'exercice du travail du personnel enseignant québécois dans le contexte de la COVID-19**. *Interventions économiques / Papers in Political Economy*, (n°66), n. p. Consulté à l'adresse https://journals.openedition.org/interventionseconomiques/14674#quotation
La pandémie de la COVID-19 a bouleversé le monde scolaire et les conditions d'exercice de la profession enseignante. Afin de dresser le portrait des conditions de travail des personnes enseignantes au Québec et d'évaluer leur questionnement concernant leur avenir dans leur emploi, un sondage auprès de 1683 personnes œuvrant à divers ordres d'enseignement a été conduit en juin 2020, au cœur de la première vague de COVID-19. Les résultats révèlent un portrait des conditions telles que perçues par les personnes enseignantes et soulignent, du même coup, des lacunes dans la gestion de la crise, dans l'information transmise et dans la formation offerte qui ont exacerbé certaines fragilités chez le personnel enseignant.

Blaser, C., Emery-Bruneau, J., & Lanctôt, S. (2021). **L'article scientifique en sciences de l'éducation : un genre textuel à l'apparence uniforme constitué de sections aux caractéristiques distinctes**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.548

Burton, B. A. (2021). **Cover Up This Face? The Principal Takes a Stand**. *Journal of Cases in Educational Leadership*, *24*(4), 3-15. https://doi.org/10.1177/15554589211012435

This case was written for graduate students, specifically for individuals seeking school principal licensure. The COVID-19 pandemic has forced school organizations, particularly building and district leaders, to modify and alter the traditional educational model. School district leaders hosted virtual town hall meetings to receive community input to determine the safest option to deliver instruction to students. Educational leaders have endured challenges from stakeholder groups that pertain to students returning to campus amid a pandemic. Future school leaders can use this case to examine their knowledge of case law, student discipline, and navigating a complex scenario due to COVID-19.

Chou, M.-H. (2021). **Sticky and slippery destinations for academic mobility: the case of Singapore**. *Higher Education*, *82*(4), 749-764. https://doi.org/10.1007/s10734-020-00574-7
This article seeks to contribute to the existing scholarship on academic mobility in two ways. First, it brings together insights on academic mobility (aspirations, desperations) and higher education internationalisation to show how we may analytically organise these insights to shed light on the shifting global higher education landscape from an experiential perspective. Second, it provides fresh data on the 'lived experiences' of mobile faculty members based in an attractive academic destination outside of the traditional knowledge cores—Singapore. As a city state without any natural resources, Singapore has successfully transformed its economy into one that is knowledge-intensive based on combined efforts from grooming locals to recruiting foreign talents to shore up skilled manpower needs. These efforts are reflected in the university sector where Singapore's comprehensive universities have consistently ranked high across many global university rankings. Using survey and interview data, I show how the mobility and immobility experiences of faculty based in Singapore have contributed to its making as a 'sticky' and 'slippery' academic destination. My contributions point to the need to integrate individual-level factors underpinning academic mobility decisions with systemic developments to better understand the changing global higher education landscape today.

Colinet, S., & Mabilon-Bonfils, B. (2020). **L'université des artistes ou comment utiliser la forme artistique pour former les professeurs**. *Questions Vives. Recherches en éducation*, (N° 34). https://doi.org/10.4000/questionsvives.5485
La laïcité est dans l'école une « question socialement vive » en prise avec des évènements traumatiques successifs qui font effraction dans le vivre-ensemble scolaire. La formation des professeurs autant que des élèves n'en est que plus complexe : entre non-dits, réticences, peurs et déni des émotions. Les sujets vivent le rapport à la laïcité au regard de leur parcours biographique. Notre recherche vise à présenter un dispositif d'ingénierie ancré sur le savoir-relation mobilisant l'expérience sensible des sujets. Huit entretiens biographiques menés avec des élèves et des enseignants ont permis d'évaluer les effets du dispositif sur les sujets et leur puissance d'agir à l'aune de la recherche biographique.

Cramer, E. D., Gallo, R. F., Salum, C., Munoz, L. R., Pellegrini Lafont, C., & Baptiste, B. B. (2021). **Challenges of Urban Educators in Implementing State Standards for Students with Disabilities**. *Education and Urban Society*, *53*(9), 1001-1018. https://doi.org/10.1177/00131245211004564
A lack of information, research, and teacher training exists on the effective implementation of Common Core State Standards (CCSS) or other state standards for

struggling learners. The pace and standardization of the curriculum are often at odds with the unique learning needs of students from diverse backgrounds. Researchers in one large urban school district conducted a series of focus groups with special educators to identify their perceptions of these standards and the training needs associated with effective implementation of the standards. The results revealed a pressing need for professional development to facilitate effective implementation of the standards for struggling learners in urban settings. Implications for teacher preparation and urban education are discussed.

Eurydice. (2021). ***Teachers' and School Heads' Salaries and Allowances in Europe – 2019/20*** (p. 218). Consulté à l'adresse European Commission website: https://op.europa.eu/en/publication-detail/-/publication/ea38b809-3dea-11ec-89db-01aa75ed71a1/language-en/format-PDF/source-search
Ce rapport fournit une analyse comparative des salaires, des allocations des enseignants et des chefs d'établissement dans 38 systèmes éducatifs européens. Il montre que les revenus des enseignants varient considérablement d'un pays à l'autre, généralement en fonction de leur niveau de vie respectif. En moyenne, les enseignants du pré-primaire gagnent généralement moins et les enseignants du secondaire supérieur gagnent généralement plus, même si, dans certains pays européens, tous les enseignants qui débutent perçoivent les mêmes salaires. Dans un quart des systèmes éducatifs, les salaires de départ (corrigés à l'inflation) sont restés identiques ou inférieurs au cours des cinq dernières années.

Friesen, S., & Brown, B. (2021). **Advancing Knowledge Creation in Education Through Tripartite Partnerships**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28052
The purpose of this paper is to highlight the work of one tripartite partnership with stakeholders to improve and strengthen novice teachers' pedagogical designs using design based professional learning guided by the principles of knowledge building/knowledge creation. The tripartite partnership involved 450 novice teachers from an urban school division, a practitioner-research university team, and the provincial government. Drawing upon one case, this paper analyzes the ways in which the design-based professional learning mirrored the knowledge building/knowledge creation processes highlighting the ways in which teachers worked in collaborative, collective, and connected ways to progressively improve pedagogical designs for collective knowledge building. Computer supported, networked digital technologies provided a community to develop an audit trail to keep track of progressive improvements and refinements to their pedagogical designs and to support, enable, and enhance knowledge building discourse. Design-based professional learning informed by the 12 principles of knowledge building/knowledge creation provided novice teachers with a process to work collectively as a community, progressively improving and refining their pedagogical designs, identifying the role of their pedagogical designs in their students' work, and engaging with other teachers in their respective schools.

GAGNE, A. (2021). **Caractéristiques d'un dispositif hybride de formation continue pour les accompagnateurs d'enseignants stagiaires en enseignement professionnel**. *Revue internationale des technologies en pédagogie universitaire*, *18*(3), 39-52. Consulté à l'adresse https://www.ritpu.ca/files/numeros/114/ritpu-v18n3-03.pdf

Pour favoriser l'accompagnement des stagiaires en enseignement, les programmes des universités québécoises mettent en place des formations destinées aux accompagnateurs. Peu de recherches portent sur cette offre de formation à des acteurs-clés des milieux de pratique, encore moins sur la place grandissante de formations hybridées destinées aux accompagnateurs d'enseignants stagiaires en enseignement professionnel. À partir de données recueillies auprès de 16 de ces accompagnateurs, cette étude précise certains besoins en matière de formation continue. Il met ainsi en lumière des caractéristiques liées à la médiation et à la médiatisation pour répondre aux besoins d'interactions, d'authenticité et d'accessibilité des accompagnateurs.

Granger, N., Fontaine, M., & Moreau, A. C. (2021). ***Rôle et fonctions des orthopédagogues*** (p. 20). Consulté à l'adresse Université de Sherbrooke website: https://www.usherbrooke.ca/gef/conseillance/role-et-fonctions-des-orthopedagogues/

Gray, N., & Jourdan, D. (2021). **Co-operation and consistency: a global survey of professionals involved in reopening schools during the COVID-19 pandemic**. *Health Education*. https://doi.org/10.1108/HE-07-2020-0054
Purpose During the 2020 COVID-19 pandemic, schools closed in haste and were expected to create virtual learning opportunities for their students while they waited to see when and how they might re-open. National governments issued reopening guidance at varying speeds. The purpose of this study was to invite health and education professionals to share what was happening in their country about school reopening in terms of the features and implications of the guidance issued. Design/methodology/approach A qualitative study. Initial interviews informed a semi-structured questionnaire distributed through the global community of UNESCO Chair 'Global Health and Education' and partner organisations. Its aim was to collect, analyse and share globally relevant knowledge and practices about school reopening. Findings There were 192 useable responses from 43 countries and territories and 1 multi-country region. 20 of these, mainly in the Global North, had received reopening guidance, 23 were still waiting and 1 had not closed its schools. Guidance prioritised public health measures like social distancing, with less emphasis on education impacts. Success came from partnerships between schools, families and local authorities, consistent guidance and enough time and resources for implementation. Fear of infection led to significant absenteeism among students and staff. Respondents waiting for guidance, mainly in the Global South, shared similar concerns and expectations. Originality/value Describing first-hand practices and perspectives of health and education professionals from diverse countries and territories about reopening schools.

Gremion, C., & Paor, C. de (Éd.). (2021). ***Processus et finalités de la professionnalisation: Comment évaluer la professionnalité émergente ?*** De Boeck Supérieur. https://www.deboecksuperieur.com/ouvrage/9782807332645-processus-et-finalites-de-la-professionnalisation
Est-ce uniquement en situation que la professionnalité peut être observée ? Quels critères, indicateurs et méthodologies peuvent être utilisés pour l'évaluer ? Y a-t-il des risques à vouloir mesurer la professionnalité ? Quelles difficultés sont rencontrées lorsque l'on souhaite la rendre visible ? Les référentiels de compétences et les standards constituent-ils les critères prioritaires pour définir le profil nécessaire à l'entrée dans la

profession ? Voici quelques-unes des questions débattues dans les différentes contributions de cet ouvrage, des questions cruciales pour les professionnels, les concepteurs de programmes de formation, les chercheurs, les formateurs et tous ceux qui sont concernés par la formation professionnelle initiale et continue. Riche de 15 contributions avec des points de vue différents adaptés aux contextes variés, ce recueil propose une réflexion sur la problématique de la professionnalité, illustrant une réalité complexe, exigeante et en construction permanente.

Gvozdic, K., & Borer, V. L. (2021). **Appréhender les transformations de l'activité versus de la cognition des enseignant·es : approches (in)compatibles ?** *Raisons educatives*, *N° 25*(1), 65-90. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-65.htm
Dans cet article, nous croisons deux entrées : l'entrée activité, qui s'appuie sur des enquêtes collaboratives soutenues par la vidéo, et l'entrée cognitive, qui s'appuie sur des questionnaires et de l'expérimentation. Les verbalisations produites dans le cadre des enquêtes collaboratives ainsi que les réponses récoltées par les questionnaires reflètent des conceptions implicites, dont les processus sous-jacents font l'objet d'études en sciences cognitives. Dans cet article nous mettons les concepts clés relatifs au développement professionnel des enseignants en regard avec ceux relatifs au développement conceptuel et nous analysons les points de convergence et de tension. Outre une analyse théorique, nous portons un regard croisé sur les corpus et méthodologies existants, en analysant les atouts des différentes approches. Enfin, nous concluons en proposant un dispositif de recherche qui pourrait permettre aux deux entrées d'interagir de manière complémentaire.

Henderson, E. F. (2021). **Sticky care and conference travel: unpacking care as an explanatory factor for gendered academic immobility**. *Higher Education*, *82*(4), 715-730. https://doi.org/10.1007/s10734-020-00550-1
While there is increasing awareness of the contributing effect of the academic mobility imperative on gendered inequalities in the academic profession at large, there is a missing link in current research on this topic. Namely, while 'care' is often named as the explanatory factor for why women, and to an extent professionals of any gender at peak childrearing age, are less mobile, this article argues that care is insufficient as an explanatory factor for immobility. Care and other terms such as 'family responsibilities' and 'domestic obligations' come to serve as a shorthand or explanatory factor for gendered immobility, but these terms elide the complexity of the relationship between care and mobility. This article argues that, without a fuller understanding of how care and mobility intersect, inclusivity drives run the risk of misunderstanding or even reproducing the problem. The specific mobility addressed here is international conference travel as a form of short-term academic mobility which contributes to academic career success and the perpetuation of a mobile academic ideal. The article elaborates a novel conceptual construct, 'sticky care', which is applied to empirical data from a diary-interview study of the impact of caring responsibilities on academics' conference participation. Two dominant mobility-related strategies are elaborated: 'night/s away' and 'get back'. The overarching ambition of this article is at a conceptual level: to bring more complexity and nuance to the concept of care when it is mobilized as an explanatory factor for (gendered) immobility and indeed for inequalities in the academic profession at large.

Jarraud, F. (2021a, octobre 22). **Gilles Combaz : Les paradoxes de la féminisation dans l'Education nationale**. Consulté 29 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/22102021Article637704828579031976.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512595
En apparence les femmes ont conquis tous les postes de l'Education nationale où elles sont nettement majoritaires. Derrière cette réalité statistique, qui s'accentue, Gilles Combaz (Université Lyon 2) montre à travers trois exemples (les personnels de direction, les directeurs d'école et les IEN) que le plafond de verre est toujours là. Les hommes ont des carrières bien meilleures que les femmes et se partagent, par exemple, les établissements prestigieux. G Combaz évoque avec nous cette « féminisation différenciée ».

Jarraud, F. (2021b, octobre 22). **Salaire enseignant : La France le pays de l'immobilisme**. Consulté 29 octobre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/10/22102021Article637704828570281864.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=512595
Bonne nouvelle : les enseignants français n'ont pas les salaires les plus bas d'Europe selon la nouvelle édition du Teachers' and School Heads' Salaries in Europe, une publication d'Eurydice. Par contre la France se singularise par une lente évolution de carrière et surtout une stabilité réelle des salaires sur les 5 dernières années.

Keller-Schneider, M., Buser, M., & Morales-Perlaza, A. (2021). **Comparaison de la perception des exigences professionnelles par les futurs enseignants du primaire à la fin des première, deuxième et troisième années de formation à l'enseignement à Zurich (Suisse)**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.607

Leite da Silva, A., & Altarugio, M. H. (2021). **Les conditions favorables à la réussite d'un stage selon les stagiaires en formation au Brésil**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.606

Llena, C. (2019). ***Enseigner ce que l'on est : quand la concordance de valeurs rime avec bien-être au travail. Le cas des enseignants d'EPS de l'académie de Lille*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03411093
L'enseignant est, dans son exercice professionnel, guidé par des motivations personnelles qui se nourrissent de ses propres valeurs. Celles-ci se traduisent par des comportements, des discours et des attitudes et in fine, caractérisent un style pédagogique. Leur importance est relative et crée une hiérarchie pouvant être différente d'un enseignant à l'autre. Dès lors, se pose la question de savoir si certaines valeurs permettraient d'être davantage en bien-être au travail. Plus encore, le fait d'agir en cohérence par rapport à ses valeurs dans son enseignement serait-il un facteur propice à ce bien-être ? L'objectif de la thèse consiste à étudier les relations entre le bien-être au travail et les valeurs des enseignants d'Éducation Physique et Sportive (EPS). En s'inscrivant dans le cadre théorique des valeurs de base de la personne (Schwartz, 1992), un outil de mesure a été conçu pour examiner les valeurs des enseignants d'EPS dans le contexte particulier de l'enseignement de l'EPS avec 599 enseignants d'EPS. Ensuite, le travail a été mené en deux temps. En premier lieu, 396 enseignants d'EPS de

l'académie de Lille ont complété un questionnaire permettant d'identifier leur système de valeurs général, leur système de valeurs opérationnalisé en EPS et leur niveau de bien-être subjectif au travail. Les résultats issus des analyses statistiques multifactorielles montrent que les valeurs sont déterminantes pour expliquer le bien-être au travail. Ainsi, ils révèlent que les valeurs d'ouverture au changement et de dépassement de soi sont plus vertueuses que les valeurs de continuité pour le bien-être des enseignants d'EPS. Si la nature des valeurs permet, en partie, d'expliquer le bien-être au travail, le fait d'agir en accord avec son système général de valeurs est un facteur plus déterminant. Ainsi, la concordance entre ses valeurs et ses pratiques professionnelles apparaît comme un objectif prioritaire pour améliorer le bien-être au travail. De plus, les résultats permettent d'identifier quatre profils caractéristiques d'enseignants selon leurs systèmes de valeurs et leur niveau de bien-être : les harmonieux, les compositeurs, les désaccordés et les sans-partitions. Parallèlement à ces enquêtes, douze entretiens semi-directifs ont été menés auprès d'enseignants d'EPS typiques des profils identifiés (trois par profil). Les résultats issus de l'analyse des entretiens permettent non seulement d'affiner la compréhension des profils d'enseignants d'EPS mais également de mieux comprendre le lien entre leurs systèmes de valeurs et leur niveau de bien-être au travail. Par ailleurs, les résultats révèlent que le partage de valeurs avec ses pairs est un facteur médiateur du bien-être au travail des enseignants d'EPS.En conclusion, ce travail de recherche basé sur une méthodologie mixte permet d'amorcer une réflexion pédagogique et didactique autour de l'importance des valeurs et de leur concordance dans l'enseignement. Il soulève également l'importance de clarifier collectivement les valeurs au sein des équipes pédagogiques. Une réflexion et un travail sur ces deux aspects devraient permettre d'améliorer le bien-être au travail des enseignants.

Makel, M. C., Hodges, J., Cook, B. G., & Plucker, J. A. (2021). **Both Questionable and Open Research Practices Are Prevalent in Education Research**. *Educational Researcher*, *50*(8), 493-504. https://doi.org/10.3102/0013189X211001356
Concerns about the conduct of research are pervasive in many fields, including education. In this preregistered study, we replicated and extended previous studies from other fields by asking education researchers about 10 questionable research practices and five open research practices. We asked them to estimate the prevalence of the practices in the field, to self-report their own use of such practices, and to estimate the appropriateness of these behaviors in education research. We made predictions under four umbrella categories: comparison to psychology, geographic location, career stage, and quantitative orientation. Broadly, our results suggest that both questionable and open research practices are used by many education researchers. This baseline information will be useful as education researchers seek to understand existing social norms and grapple with whether and how to improve research practices.

Marcel, J.-F., Faure, L., & Gardies, C. (2021). **Éléments pour une archéologie des politiques de professionnalisation : Le cas de l'enseignement agricole public en France**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.638

Masta, S. (2021). **"I needed to have this relief": engaging with critical and indigenous methodologies as developing scholars**. *International Journal of Qualitative Studies in Education*, *34*(10), 901-903. https://doi.org/10.1080/09518398.2021.1985651
Developing critical and Indigenous scholars is an important imperative as universities and colleges consider how to address ongoing marginalization within higher education. To

do this, we need more curriculum dedicated to supporting scholars undertaking this endeavor. In this introduction, I provide an overview of such a curricular move and highlight articles created by developing scholars who made meaning of their development through a range of research experiences.

Meia, J.-S., Stumpf, A., & Garessus, P.-A. (2021). **Traductions de la professionnalisation en formation à l'enseignement : des difficultés de mise en oeuvre aux pistes d'amélioration**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.609

Mejia Aristizabal, L. S., Jiménez Narváez, M. M., Cividini, M., & Morales-Perlaza, A. (2021). **Un programme de formation qui contribue à la formation des enseignants en insertion à Medellín – Colombie**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.653

Midelet, J., & Vallin, V. V. (2020). **Partages des expériences de vie et prendre part à une recherche : comment le chercheur peut-il prendre en compte les publics à la communication entravée ?** *Questions Vives. Recherches en éducation*, (N° 34). https://doi.org/10.4000/questionsvives.5159
Dans le cadre de nos recherches respectives, nous avons fait le choix de rencontrer des jeunes éprouvant de nombreuses difficultés à entrer en communication, à mobiliser leurs souvenirs ou encore à affirmer leurs propres choix et points de vue. Acteurs pas ou peu sollicités, il nous est apparu essentiel de penser notre méthodologie en veillant particulièrement à « prendre soin » de la relation pour éviter la malencontre (Gagnon et al., 2019 ; Janner-Raimondi & Trouvé, 2018), mais aussi de prendre en compte leur singularité. Le choix de l'entretien par récit biographique (Delory-Momberger, 2015) réinterroge tout particulièrement les valeurs, les postures et l'éthique du chercheur au moment de la conception de sa méthodologie mais aussi lors du déroulement afin de créer un cadre sécurisant et sécurisé. Nous nous questionnerons sur le rôle, la posture et les attributions du chercheur dans pareille circonstance permettant à la personne sollicitée dans le cadre des entretiens de « garder la face » (Goffman, 1967).

Montandon, F., Wagner, B., & Krüger-Potratz, M. (2021). ***Les chefs d'établissement face à la mobilité institutionnelle en Allemagne et en France : Enjeux stratégiques et paradoxes***. PARIS: Téraèdre Editions. https://www.editions-harmattan.fr/livre-les_chefs_d_etablissement_face_a_la_mobilite_institutionnelle_en_allemagne_et_en_france_enjeux_strategiques_et_paradoxes_frederique_montandon_bernd_wagner_marianne_kruger_potratz-9782360851133-71376.html
Cet ouvrage est issu d'une recherche binationale franco-allemande inscrite dans un cadre universitaire et dans celui d'une organisation internationale, l'OFAJ. Articuler mobilité institutionnelle, rôles et stratégies des chef.fe.s d'établissement, école inclusive permet d'étudier comment la mobilité peut s'appréhender comme principe éducatif et comme facteur de développement pédagogique. L'institution se présente comme ce qui porte le fonctionnement des établissements scolaires, elle doit s'adapter aux nouvelles conditions politiques et sociales, amenant alors des transformations intrinsèques ; mais elle a également une fonction anthropologique qui permet au sujet de se penser en lien avec autrui, de se référer à du tiers, contribuant ainsi la construction identitaire individuelle et sociale

Morales-Perlaza, A., Buser, M., & Wentzel, B. (2021). **Introduction au dossier - La formation et la profession enseignante : perspectives comparatives en Europe, en Amérique et en Afrique**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.744

Ndlovu, N. (2021). **Kudla umndeni kwothamele izibankwa: reflections of an African scholar**. *International Journal of Qualitative Studies in Education*, *34*(10), 948-964. https://doi.org/10.1080/09518398.2021.1982052
This paper details my efforts as an Indigenous African scholar to indigenize the research process – from conception to publication – across three data collection sites in South Africa. To respect the vulnerability and culture of the participants, Zulu and Xhosa cultural values like hlonipha (respect) and ubuntu (humanness) were incorporated into the research process. This paper also details my reflections on positionality, especially the sense of in-betweenness that came with a fluid sense of belonging and identity while researching my own culture. While there are certain advantages that a cultural insider possesses in terms of access to closed-off and historically oppressed communities, these privileges also come with the added responsibility of portraying these communities with the dignity and respect they deserve. This paper further discusses the pragmatic realities of decolonized research and offers insights and discussion for other indigenous researchers hoping to conduct research in their home communities.

Nelike K. Tay, D., Bouhon, M., Cattonar, B., & Dupriez, V. (2021). **Les enseignants face aux missions historiques de socialisation : vers une fragmentation du champ scolaire ?** *Les cahiers de recherche du Girsef*, (127), 94. Consulté à l'adresse https://cdn.uclouvain.be/groups/cms-editors-girsef/cahier_127_VF.pdf
Les changements culturels et structurels qui affectent nos sociétés invitent à renouveler l'intérêt porté à la mission socialisatrice de l'École, et notamment aux possibles variations de cette mission selon les établissements. Pour les analyser, un questionnaire a été adressé aux enseignants d'une quarantaine d'écoles secondaires de Belgique francophone au cours de l'année 2019. Les questions qui leur étaient posées portaient notamment sur leur interprétation et leur priorisation des différentes missions, leurs pratiques de mise en œuvre de ces missions ainsi que le rapport aux normes qu'ils privilégient. Les résultats montrent que le modèle moderne de formation d'un sujet critique et émancipé reste prégnant, surtout chez les enseignants donnant cours dans l'enseignement de transition ou à des publics favorisés. Pour autant, le sujet à former n'est plus unidimensionnel : non seulement critique et autonome mais aussi épanoui et entrepreneur de lui-même. La mission d'intégration socioculturelle s'est quant à elle complexifiée pour intégrer l'ouverture à la diversité, au pluralisme des valeurs et aux différences individuelles, tandis que la mission de distribution a intégré la construction de compétences et la préparation à l'instabilité. Ces résultats invitent à penser que, surtout dans le qualifiant, les enseignants ont dépassé l'horizon normatif de la modernité classique pour se saisir d'une variété d'orientations normatives. Du côté des pratiques, on observe la coprésence de trois types de rapports aux normes (transactionnel, impersonnel et critique), dosés de manière variable selon la section et les caractéristiques socioéconomiques du public d'élèves. Ainsi la fonction socialisatrice de l'école apparait-elle liée à l'organisation du système éducatif en sections et à la ségrégation de ses publics, dès lors exposés à des expériences de socialisation différenciées. Notre étude n'a en revanche pas mis en évidence de différence significative entre équipes enseignantes opérant dans une même section ou auprès d'un

public similaire. Et pas davantage de différences significatives entre réseaux d'enseignement.

Netter, J. (2021). **Entre éducation populaire et scolaire, une histoire croisée des acteurs de l'école**. *Agora debats/jeunesses*, *N° 89*(3), 39-52. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-39.htm
Les pratiques des différents personnels encadrant aujourd'hui l'activité des enfants à l'école découlent d'une double histoire, celle de l'éducation populaire et de l'enseignement scolaire. Cet article vise à en retracer les grandes étapes, à partir de quatre mouvements principaux : la constitution d'un lien original fort entre l'école républicaine et le mouvement laïque, l'émergence d'une nouvelle idée de l'éducation populaire après 1945 portée par des enseignants militants, la disjonction des mouvements d'éducation populaire et de l'école dans les années 1970 parallèle à la transformation des pratiques d'enseignement, et enfin la territorialisation des liens entre école et « nouvelle » éducation populaire.

Núñez-Moscoso, J. (2021). **La formation des enseignants au Chili : est-elle une mimêsis de la politique (trans)nationale ?** *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.657

OCDE : Organisation de coopération et de développement économiques. (2021). ***Teachers getting the best out of their students: from primary to upper secondary education***. Consulté à l'adresse https://read.oecd-ilibrary.org/education/teachers-getting-the-best-out-of-their-students_5bc5cd4e-en#page1
L'objectif de l'Enquête internationale sur l'enseignement et l'apprentissage (TALIS) est de décrire les conditions de travail, les environnements d'apprentissage et les niveaux de professionnalisme des enseignants et des chefs d'établissement du monde entier. Ce rapport poursuit ce but en se penchant sur le professionnalisme des enseignants dans l'enseignement primaire et secondaire supérieur, ainsi qu'en approfondissant son analyse au sein des niveaux d'éducation. Au-delà des problématiques spécifiques à l'enseignement primaire et secondaire supérieur, il est possible d'identifier des défis communs à tous les niveaux. L'un des enjeux est la nécessité d'offrir des conditions et des aménagements de travail attractifs pour attirer les meilleurs candidats à la profession.

Oudghiri, S. (2021). **Negotiating tensions: an autoethnographic account of classroom-based research**. *International Journal of Qualitative Studies in Education*, *34*(10), 915-927. https://doi.org/10.1080/09518398.2021.1930260
In this paper, I present my experiences as an emerging classroom-based researcher. Using personal narratives, I examine the tensions that emerge from the emotional work often required to conduct educational research. This autoethnographic approach explores the complexity of student-teacher interactions using Swanson's middle-range theory of caring. In reflecting on my experiences, I hope to inform emerging researchers' understanding of reflexive practices as a way of developing critical spaces within PK-12 educational research.

Pombet, T. (2021). **S'occuper des jeunes ou occuper les jeunes ?** *Agora debats/jeunesses*, *N° 89*(3), 81-94. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-81.htm

À l'hôpital, la présence d'animateur·trice·s jeunesse s'est développée depuis les années 1970 en France, en lien avec le déploiement de prises en charge pluriprofessionnelles intégrant les besoins médicaux et psychosociaux des jeunes malades. De quelles manières ces pratiques d'animation sont-elles perçues et qualifiées en fonction des dispositifs et pathologies considérés ? L'article montre que ces professionnel·le·s mettent en œuvre des compétences en lien avec la spécificité de leur métier, et revendiquent un mandat qui leur permet de valoriser la reconnaissance du sujet adolescent dans un milieu fortement médicalisé, mais qui a pour effet de renforcer l'ambiguïté de leur positionnement vis-à-vis des soins.

Pourret, O. (2021, novembre 4). **Comment la science ouverte peut faire évoluer les méthodes d'évaluation de la recherche**. Consulté 16 novembre 2021, à l'adresse The Conversation website: http://theconversation.com/comment-la-science-ouverte-peut-faire-evoluer-les-methodes-devaluation-de-la-recherche-169071
Le développement de la science ouverte pose la question de l'évaluation de la recherche et des chercheurs mais aussi de nouveaux outils et pratiques à mettre en oeuvre.

Pustelnikovaite, T. (2021). **Locked out, locked in and stuck: exploring migrant academics' experiences of moving to the UK**. *Higher Education*, *82*(4), 783-797. https://doi.org/10.1007/s10734-020-00640-0
Current understanding of international academic mobility tends to view migrant academics as career-oriented actors who can follow opportunities across borders with relative ease. This paper offers a more nuanced reading of international mobility in academia by analysing how the professional context influences migrant academics' decisions to come to and remain in the United Kingdom (UK). Drawing on data from 62 semi-structured interviews with foreign-born academics employed in the UK, the paper argues that the availability of (relatively) good-quality employment shapes international academic mobility more than country preferences. However, academics may become 'stuck' in the country of residence even when employment conditions deteriorate, not only because they are gradually tracked into country's higher education system and culture but also because they lose the credentials, work experience and networks that may be needed to make another international move. This paper therefore shows that 'stickiness' in international mobility involves not only being 'locked into' a country but also being 'locked out' of another, and in so doing contributes to knowledge about the ways in which migrant academics become stuck whilst working abroad.

Reymert, I., Jungblut, J., & Borlaug, S. B. (2021). **Are evaluative cultures national or global? A cross-national study on evaluative cultures in academic recruitment processes in Europe**. *Higher Education*, *82*(5), 823-843. https://doi.org/10.1007/s10734-020-00659-3
Studies on academic recruitment processes have demonstrated that universities evaluate candidates for research positions using multiple criteria. However, most studies on preferences regarding evaluative criteria in recruitment processes focus on a single country, while cross-country studies are rare. Additionally, though studies have documented how fields evaluate candidates differently, those differences have not been deeply explored, thus creating a need for further inquiry. This paper aims to address this gap and investigates whether academics in two fields across five European countries prefer the same criteria to evaluate candidates for academic positions. The analysis is based on recent survey data drawn from academics in economics and physics in

Denmark, the Netherlands, Norway, Sweden, and the UK. Our results show that the academic fields have different evaluative cultures and that researchers from different fields prefer specific criteria when assessing candidates. We also found that these field-specific preferences were to some extent mediated through national frameworks such as funding systems.

Samsudin, M. A., Moen, M. C., Hai, P. T. T., Hagos Hailu, B., Hidayat, A., Ishida, Y., … Kyasanku, C. (2021). **Indicators for the Measurement of Teachers' Professional Identity across Asia and Africa: A Delphi Study**. *Journal of Asian and African Studies*, *56*(8), 1834-1847. https://doi.org/10.1177/0021909621992785
The comprehensiveness of teacher professional identity (TPI) studies conducted by African and Asian researchers highlights the importance of valid TPI indicators across Africa and Asia. Questionnaire TPI indicators are important to obtain valid direct comparisons between teachers in Africa and Asia. The process of developing a questionnaire served as an avenue for researchers from Asian and African regions to learn about TPI pointers from each other. This study used the Delphi technique to achieve consensus on valid TPI indicators across African and Asian regions. Fourteen researchers from the Asia-Africa University Dialogue Network for Educational Development (AAD) were selected using purposive sampling. TPI in this study is defined as a multifaceted concept comprising contextual and personal factors that differ across national borders. The indicators in the questionnaire represented personal, social and institutional factors perceived by teachers and outlined in the literature. In the Delphi study process, the researchers used three rounds to validate the initial 40-item TPI questionnaire. Subsequent analysis of the results indicated high importance and consensus among experts. Owing to its standardized procedure, the TPI questionnaire makes it possible to collect and compare the TPI dimensions from the different socio-economic contexts in which teachers work in Africa and Asia. The findings of this study guide African and Asian researchers on the common understanding of TPI characteristics prevalent across African and Asian regions. Research protocols for fostering quality research toward addressing challenges faced by the teacher education sector in African and Asian countries is also implied.

Sautier, M. (2021). **Move or perish? Sticky mobilities in the Swiss academic context**. *Higher Education*, *82*(4), 799-822. https://doi.org/10.1007/s10734-021-00722-7
This article uses a context of increasing institutional demand to be geographically mobile to examine how early-career researchers move across borders. I explore the case of Swiss academia, a particularly competitive and attractive environment with the highest levels of inbound and outbound mobility in Europe. In line with the aims of the European Research Area, an EU programme created in 2000 to foster a pan-European academic labour market, Switzerland funds scientific mobility and promotes extended research trips abroad as tools to boost collaboration and research excellence. Therefore, Swiss institutions have valued mobility for professional and personal development. In the meantime, they have raised concerns about female academics not being mobile and the potential consequences of their local family ties on career inequalities. In this study, I explore how early-career researchers experience mobility and how their personal accounts challenge institutional definitions of being mobile or immobile. I draw on a qualitative analysis of 65 semi-structured interviews conducted for two EU research projects on early-career academics from various backgrounds. I show how empirical data question the traditional—and often gendered—mobile/immobile dichotomy. I also

highlight how mobility practices are normalised by the interviewees. Moreover, using the concept of stickiness, I describe a subtle range of sticky-to-stretchy mobility experiences influenced by both structural and individual factors. Finally, through the figure of the geoccasional worker, I question romanticised visions of mobility and stress the need to reconsider mobility as a (gendered) precarity issue rather than as a female problem.

Shim, S. W. (2021). **Between two cultures: an autoethnographic reflection on multicultural competence as a science educator**. *International Journal of Qualitative Studies in Education*, *34*(10), 928-938. https://doi.org/10.1080/09518398.2021.1956625
Multicultural competence has gained attention in education as the diversity of students has increased. Thus, teachers ought to be expected to develop ways of understanding students' cultural differences and to improve their ability to communicate with and be culturally empathic with students from different backgrounds. Using an autoethnographic approach, I reflect on my lived experiences based on the three aspects of multicultural competence (cultural knowledge, awareness, and skills) through the lens of multiracial feminist theory and Gloria Anzaldúa's ideas in her Borderlands theory. I specifically discuss how my experiences as a female science educator were shaped in both South Korea and the USA to understand my cultural beliefs. This autoethnography points to the aspects of multicultural experiences that teachers can reflect on to understand both students' realities and their own in science education.

Snoddon, K. (2021). **Sign language planning and policy in Ontario teacher education**. *Language Policy*, *20*(4), 577-598. https://doi.org/10.1007/s10993-020-09569-7
The Deaf Ontario Now movement of 1988 called for more hiring of deaf teachers and the full implementation of American Sign Language (ASL) across the curriculum in schools with deaf students. In 1989, the Review of Ontario Education Programs for Deaf and Hard of Hearing Students recommended that ASL become a language of instruction at the Ernest C. Drury School for the Deaf in Milton, Ontario. Subsequently, the school became the site of a pilot bilingual bicultural project that led to the ratification of a policy statement on bilingual bicultural education for deaf children at all three anglophone provincial schools with deaf students in Ontario. In 1993, Bill 4 was incorporated into the Ontario Education Act, sanctioning the use of ASL and Langue des signes québécoise as languages of instruction in all schools for deaf students in Ontario. Despite this seeming progress at the policy level in sign language planning in Ontario deaf education, there has been a marked pattern of resistance to systemic change at levels of government and teacher accreditation, the university teacher of the deaf preparation program established in 1991, and provincial school administration. This paper outlines the trajectory of deaf community activism, policy change, and subsequent resistance.

Stachowiak-Kudła, M. (2021). **Academic freedom as a source of rights' violations: a European perspective**. *Higher Education*, *82*(5), 1031-1048. https://doi.org/10.1007/s10734-021-00718-3
The application of academic freedom may lead to a violation of individual rights, such as the right to respect private life or institutional rights such as university autonomy, or the right of the religious community to self-determination. These collisions between rights are resolved by constitutional courts either according to the proportionality test or by balancing the rights. This paper investigates cases from Czechia, Germany, Italy, Poland, and Spain, where academic freedom collided with other constitutional rights, in order to determine methods for resolving these types of conflicts. This analysis demonstrates the

way in which proportionality allows the construction of the content of academic freedom. It also shows the reasons why academic freedom could become a weak right and why sometimes it is a strong right.

Thomas, J.-É. (2021). **Les professeurs principaux à la rentrée 2020**. *Note d'information*, (21.35). Consulté à l'adresse https://www.education.gouv.fr/les-professeurs-principaux-la-rentree-2020-325729
À la rentrée 2020, un enseignant sur deux est professeur principal dans un collège ou un lycée, mais seul 1 % sont professeurs principaux de deux classes.

THOMPSON, G. (2021). ***Rapport mondial sur la condition du personnel enseignant 2021***. Bruxelles: Internationale de l'éducation. https://liseo.france-education-international.fr/doc_num.php?explnum_id=13870
Principalement centré sur le statut, les salaires et les conditions de travail, ce rapport a pour objectif d'examiner la situation de la profession enseignante dans le monde au cours des trois années dernières années. Il prévient qu'un nombre croissant d'enseignants envisagent de quitter la profession. Alors que l'éducation devient plus complexe et que les progrès technologiques entraînent de nouveaux défis pédagogiques, les enseignants n'ont toujours pas accès à un apprentissage et une formation continue de bonne qualité. Un autre problème, commun à toutes les régions et très visible sur le continent africain, est l'augmentation des contrats à court terme et précaires. Enfin, on constate une augmentation importante de l'inégalité entre les systèmes.

Tzanakou, C. (2021). **Stickiness in academic career (im)mobilities of STEM early career researchers: an insight from Greece**. *Higher Education*, *82*(4), 695-713. https://doi.org/10.1007/s10734-020-00596-1
Academic and policy discourse has idealised academic mobility despite studies showing that it can have adverse effects on individuals' experiences and contribute towards exacerbating existing inequalities. This article focuses on career (im)mobility stories of science, technology, engineering and mathematics (STEM) early career researchers that are variously sticky with emotion and affect. It places emphasis on the challenges, frictions and emotional tensions for early career researchers as part of this decision-making, irrespective of whether they decide to move or not. To do this, it deploys the concept of stickiness, which allows investigating the intersection and co-construction of embodied experiences of early career academics with the internationalisation discourse of academic excellence which are not often brought together. Focused on a largely under-examined population and context, it is based on a qualitative analysis of 15 in-depth interviews with a subsample of survey respondents, as part of a mixed methods study of Greek researchers in STEM. This article compares two groups of early career researchers who are seemingly at odds but have a lot in common: those with a highly international outlook moving to build an international profile and those who decide to stay and pursue research aspirations within a national context. Stickiness is demonstrated in two ways: stickiness to establishing an international profile and an academic career dictated by the internationalisation discourse; stickiness to affective considerations which are temporal, fluid and often understated. The main difference is how early career researchers address this stickiness: through the normative international mobility or participation in collaborative funding programmes. This article shows academic mobility is not only associated with benefits but can entail negative implications for individuals. It

also provides empirical insights into hidden STEM early career researchers and elaborates a concept of stickiness in academic (im)mobility with discursive and affective layers, highlighting the importance of considering affect in career development scholarship.

Tzanakou, C., & Henderson, E. F. (2021). **Stuck and sticky in mobile academia: reconfiguring the im/mobility binary**. *Higher Education*, *82*(4), 685-693. https://doi.org/10.1007/s10734-021-00710-x

Verneris, M. H. (2020). **Quelle posture pour le chercheur en situation d'entretien dans le milieu carcéral avec des personnes dites « en grande vulnérabilité » ?** *Questions Vives. Recherches en éducation*, (N° 34). https://doi.org/10.4000/questionsvives.5248
Cet article s'inscrit dans le cadre de la recherche biographique dont le récit est le cœur de sa réflexion théorique. L'auteure intervenant régulièrement en milieu carcéral, auprès de personnes en situation de grande vulnérabilité, s'appuyant sur son expérience, propose de questionner les différentes postures du chercheur confronté à des situations relevant du terrain du sensible, mais aussi de penser la place et le rôle qu'il occupe dans les expériences vécues retransmises. Le terrain du sensible inviterait-il le chercheur à reconsidérer son sens moral et sa crédibilité, à questionner sa responsabilité, sa légitimité, son objectivité et enfin à évaluer sa capacité à voir la souffrance sans pouvoir la réduire, sans prendre la défense et sans prendre parti pour les plus faibles ou pour l'institution qui les enferme ? Des questions qui s'appuient sur une démarche de recherche qualitative et qui abordent l'éthique et la déontologie dans une relation humaine, une relation de réciprocité installée de sorte que chacune des personnes en présence lors de l'entretien de recherche fait « ce qu'il faut » pour accueillir l'autre dans ou depuis son rapport au sensible.

Wofford, A. M., Griffin, K. A., & Roksa, J. (2021). **Unequal expectations: First-generation and continuing-generation students' anticipated relationships with doctoral advisors in STEM**. *Higher Education*, *82*(5), 1013-1029. https://doi.org/10.1007/s10734-021-00713-8
One of the central goals of doctoral programs is to develop independent researchers and scholars who will lead the next generation of knowledge production. Despite extant evidence of inequalities in doctoral education, few studies have closely examined the experiences of first-generation college students who pursue a Ph.D. We examine how first-generation and continuing-generation doctoral students conceptualize the role of the faculty advisor/principal investigator (PI) in supporting their development as researchers. Our analysis of interviews from 111 first-year Ph.D. students in the biological sciences indicates that first-generation and continuing-generation students had similar overarching conceptions of PIs and the role of PIs in their development. However, the two groups ascribed different meanings to the same concepts. First-generation students expected more direct, skill-based guidance and assistance with learning to do research the "right" way. Conversely, continuing-generation students expected independence and support for their specific needs. We rely on Bourdieu's conceptualization of habitus to explain these differences and conclude by offering implications for advancing equity in doctoral education and supporting first-generation students, particularly regarding the alignment of student–advisor expectations

Numérique et éducation

Abbad, M. M. M. (2021). **Using the UTAUT model to understand students' usage of e-learning systems in developing countries**. *Education and Information Technologies*, *26*(6), 7205-7224. https://doi.org/10.1007/s10639-021-10573-5
Research on information systems has identified a variety of factors across a range of adoption models that determine their acceptance. In this research, the unified theory of acceptance and use of technology (UTAUT), which integrates determinants across eight models, was utilised to analyse students' intentions to use and their actual usage of Moodle, an e-learning system at Hashemite University, a public university in Jordan, one of developing countries. Four principal determinants of intention and usage were explored: performance expectancy, effort expectancy, social influence, and facilitating conditions. Data were collected from 370 undergraduate students and analysed using structural equation modelling techniques. The results indicated that performance expectancy and effort expectancy affected behavioural intentions to use Moodle whereas social influence did not. In addition, the results confirmed the direct impact of behavioural intentions and facilitating conditions on students' use of Moodle. UTAUT thus provides a valuable tool that enables university decision makers, faculty members, and designers to understand the factors driving e-learning system acceptance and thus facilitate the adoption of the system by students. The study will help educational institutions prepare e-learning systems, which is especially important during a state of emergency such as that caused by COVID-19.

Abdel-Hameed, F. S. M., Tomczyk, Ł., & Hu, C. (2021). **The editorial of special issue on education, IT, and the COVID-19 pandemic**. *Education and Information Technologies*, *26*(6), 6563-6566. https://doi.org/10.1007/s10639-021-10781-z

Abu Talib, M., Bettayeb, A. M., & Omer, R. I. (2021). **Analytical study on the impact of technology in higher education during the age of COVID-19: Systematic literature review**. *Education and Information Technologies*, *26*(6), 6719-6746. https://doi.org/10.1007/s10639-021-10507-1
With the advent of COVID-19 arose the need for social distancing measures, including the imposition of far-reaching lockdowns in many countries. The lockdown has wreaked havoc on many aspects of daily life, but education has been particularly hard hit by this unprecedented situation. The closure of educational institutions brought along many changes, including the transition to more technology-based education. This is a systematic literature review that seeks to explore the transition, in the context of the pandemic, from traditional education that involves face-to-face interaction in physical classrooms to online distance education. It examines the ways in which this transition has impacted academia and students and looks at the potential long-term consequences it may have caused. It also presents some of the suggestions made by the studies included in the paper, which may help alleviate the negative impact of lockdown on education and promote a smoother transition to online learning.

Aguilera-Hermida, A. P., Quiroga-Garza, A., Gómez-Mendoza, S., Del Río Villanueva, C. A., Avolio Alecchi, B., & Avci, D. (2021). **Comparison of students' use and acceptance of emergency online learning due to COVID-19 in the USA, Mexico, Peru, and Turkey**. *Education and Information Technologies*, *26*(6), 6823-6845. https://doi.org/10.1007/s10639-021-10473-8
Due to the COVID-19 pandemic, and pursuant to the governments' order of citizens remaining at home, several countries were required to transition from face-to-face

instruction to an online model to provide higher education to their students. While factors affecting the use of online learning are diverse and have been studied by models of use and acceptance of technology, this cross-sectional study explores the factors unique to the current emergency situation that influence students' use and acceptance of emergency online learning. Moreover, it proposes a model to predict a student's cognitive engagement in Mexico, Peru, Turkey, and the USA. This is a quantitative study with an exploratory and descriptive scope and cross-sectional design. Data was collected from 1009 students from the four countries, who completed surveys anonymously. The factors analyzed were attitude, affect, and motivation, perceived behavioral control (ease of use, self-efficacy, and accessibility), and cognitive engagement. The data was analyzed using descriptive, correlation, and regression analysis. The predictive model shows that students' attitude toward online learning impacts their cognitive engagement in Mexico, Peru, and the USA. Furthermore, self-efficacy is a significant moderator for cognitive engagement in all four countries. The model also shows that each country has different determinants for cognitive engagement. Understanding the factors that affect the use of emergency online learning is essential for the success and/or achievement of its maximum benefits in situations like a global pandemic. Limitations of this study have been identified as use of convenience sampling, and an inability to explore factors related to instruction and system attributes. Professors who did not teach online learning lacked knowledge about online educational strategies and used the technological resources that were immediately available to them. Therefore, research that explores the use of instructional strategies and the use of technological systems during emergency online learning is necessary. This study includes suggestions to incorporate open educational resources that use microlearning and emphasizes the importance of student self-efficacy; because it was predictor of cognitive engagement in all four countries. Faculty and higher education institutions can and should develop strategies to increase students' sense of self-efficacy.

Alabdulaziz, M. S. (2021). **COVID-19 and the use of digital technology in mathematics education**. *Education and Information Technologies*, *26*(6), 7609-7633. https://doi.org/10.1007/s10639-021-10602-3

Once the COVID-19 crisis is over, will everything" return to normal" or will we instead witness an ongoing boom in online learning? A time of crisis is an opportunity for all education systems to look to the future; there is enormous potential for digital technology in mathematics education, regardless of the impact of COVID-19. In this paper, the researcher focuses on answering two research questions: (1) Is COVID-19 the gateway for digital learning in mathematics education? (2) What type of digital technology is being used in mathematics education during the COVID-19 pandemic? The study also provided a discussion on the implications that such digital technologies could have on research into the field of mathematics education and practice in addition to suggestions for future research directions on this topic. Interviews were chosen as techniques for the purpose of this research, which were undertaken with hundred and twenty mathematics teachers from different secondary schools in the Kingdom of Saudi Arabia. The researcher found that 98% of participants believed that COVID-19 is the gateway for digital learning in mathematics education. In addition, 97% claimed that the use of online education by schools had expanded greatly following the coronavirus outbreak. This has resulted in various forms of software being used to facilitate communicate between teachers and students included mobile technologies, touchscreens and pen tablets,

digital library and designing learning objects in mathematics education, Massive Open Online Courses (MOOCs) in mathematics, and computer algebra systems (CAS) such as Mathematical, Maple, MuPAD, MathCAD, Derive and Maxima.

Almossa, S. Y. (2021). **University students' perspectives toward learning and assessment during COVID-19**. *Education and Information Technologies*, *26*(6), 7163-7181. https://doi.org/10.1007/s10639-021-10554-8
This article presents the findings of a study exploring students' reports of their engagement with online learning and assessment during the COVID-19 pandemic in Saudi higher education. Students shared perspectives on Twitter about their engagement, and research data was collected from their tweets posted between March and May 2020. A total of 124,810 tweets were analysed using MAXQDA quantitative and qualitative tools. The findings indicate that students' engagement with learning and assessment was affected by the challenges of the sudden shift in learning mode and alterations in assessment methods. Open communication between students and faculty are essential for ensuring shared understanding and acceptance. Additionally, departmental support and mediating between students and faculty members is necessary and should be a priority in cases where communication is lacking. Results are discussed in relation to current literature, research implications, and future directions.

Alshurafat, H., Al Shbail, M. O., Masadeh, W. M., Dahmash, F., & Al-Msiedeen, J. M. (2021). **Factors affecting online accounting education during the COVID-19 pandemic: an integrated perspective of social capital theory, the theory of reasoned action and the technology acceptance model**. *Education and Information Technologies*, *26*(6), 6995-7013. https://doi.org/10.1007/s10639-021-10550-y
Online learning systems in developing countries such as Jordan face many challenges. Universities worldwide have dealt with obstacles in terms of continuing face-to-face education. An online learning system is an indispensable solution for all universities. However, students have not been adequately prepared to use online learning systems. This study examines the factors that impact the use of online learning systems by accounting students in Jordanian public universities. A model combining the critical factors from social capital theory (SCT), the theory of reasoned action (TRA), and the technology acceptance model (TAM) is proposed. Data obtained from 274 students through previously tested and validated questionnaires are used to test students' actual use of the online learning system and to determine the factors that positively or negatively impact the use of this system. As hypothesized, the results show that social trust influences the perceived usefulness and perceived ease of use of online learning. In addition, the perceived usefulness of the online learning system is positively affected by its perceived ease of use and subjective norms. This study finds three significant predictors of attitudes toward use decisions: subjective norms, perceived ease of use, and perceived usefulness. The results are valuable to accounting educators, accounting students, universities, and higher education institutions.

Alzahrani, L., & Seth, K. P. (2021). **Factors influencing students' satisfaction with continuous use of learning management systems during the COVID-19 pandemic: An empirical study**. *Education and Information Technologies*, *26*(6), 6787-6805. https://doi.org/10.1007/s10639-021-10492-5
COVID-19 has impacted educational processes in most countries: some educational institutions have closed, while others, particularly in higher education, have converted to

online learning systems, due to the advantages offered by information technologies. This study analyzes the critical factors influencing students' satisfaction with their continuing use of online learning management systems in higher education during the COVID-19 pandemic. Through the integration of social cognitive theory, expectation confirmation theory, and DeLone and McLean's IS success model, a survey was conducted of 181 UK students who engaged with learning management systems. It was found that, during the pandemic, service quality did not influence students' satisfaction, although both information quality and self-efficacy had significant impacts on satisfaction. In addition, the results revealed that neither self-efficacy nor satisfaction impacted personal outcome expectations, although prior experience and social influence did. The findings have practical implications for education developers, policymakers, and practitioners seeking to develop effective strategies for and improve the use of learning management systems during the pandemic.

Amponsah, S. (2021). **Echoing the voices of SWVIs under Covid-19 inspired online learning**. *Education and Information Technologies*, *26*(6), 6607-6627. https://doi.org/10.1007/s10639-021-10479-2
With the kind of interruption caused by the COVID-19 pandemic, many higher institutions, including the University of Ghana, swiftly shifted their engagements online which might have come with its setbacks. In view of that, this phenomenographic design study sought to investigate and document the qualitatively different perspectives of thirteen students with visual impairments (SWVIs) as they transitioned and studied fully in an online space. The experiences of the SWVIs were captured in five themes that emerged from the analysis of the field data. The five themes are pre-COVID-19 academic experiences, [initial] reaction to online shift, preparation towards online shift, coping mechanisms in fully online learning spaces and preferred post-COVID-19 learning space. In the end, the SWVIs expressed more challenges with online learning than benefits and opted for a switch to the face-to-face mode post-COVID-19. Consequently, the study recommends inter alia, training for students and faculty to build sustainable online relationships; deployment of participatory technologies to build learner autonomy; and the need for the University to craft a policy of inclusiveness which embeds 'ubuntu' (common humanity) and human awareness to reverse inequalities among its students.

Anthonysamy, L. (2021). **The use of metacognitive strategies for undisrupted online learning: Preparing university students in the age of pandemic**. *Education and Information Technologies*, *26*(6), 6881-6899. https://doi.org/10.1007/s10639-021-10518-y
The primary objective of this study is to evaluate the relationship between the use of metacognitive strategies and learning performance in online learning among university students. The global lockdown due to the Covid-19 global pandemic outbreak has resulted in major interruptions in students' learning and education at all levels around the world. One of the consequences of university closures is that students suddenly find themselves having a lot more responsibility for their learning. Surprisingly, many students are not fully equipped with the relevant skills to excel in online learning despite being born into technology. Students are not aware of how to look inward to examine how they learn and to judge which methods are effective especially when faced with new forms of learning online because they lack metacognitive skills. Metacognition is crucial to the talent of learning. Although many researchers affirmed that metacognitive skills are crucial in any learning, a study on the impact of the use of metacognitive strategies on learning performance is still rudimentary. The study was carried out with 770 university

IT students who have taken at least one online learning course. Data was collected using a self-administered instrument that was adapted from multiple sources. Three hypotheses were formulated and structural equation modeling was employed to conduct path modeling analysis. The findings from this study affirmed that students who use metacognitive strategies in online learning are indeed capable of evaluating their understanding of the course content and are capable of adding more effort in regulating their learning process. In view of the findings, this study will be useful for course instructors and students to establish practices on how to utilise metacognitive strategies to enhance students' learning performance as those lacking in metacognition may find themselves at a huge disadvantage.

Aslan, S. A., Turgut, Y. E., & Aslan, A. (2021). **Teachers' views related the middle school curriculum for distance education during the COVID-19 pandemic**. *Education and Information Technologies*, *26*(6), 7381-7405. https://doi.org/10.1007/s10639-021-10587-z
This qualitative study aims to examine teachers' opinions concerning the middle school curricula that have been in use for years, in order to determine its suitability for distance education during the COVID-19 pandemic. The participants consisted of eighteen middle school teachers from different subject areas in Turkey. A maximum variation sampling method was employed for participant selection. The data was collected through semi-structured interviews. Due to the pandemic, the interviews were conducted using video conferencing applications. The data was analyzed through content analysis. According to the findings, the teachers report that while they are effective in achieving cognitive objectives, they have difficulties in achieving affective and psychomotor objectives. In addition, the teachers do not prefer to design their own materials, rather they mainly benefit from ready-to-use materials during emergency distance education. The teachers also reveal that direct instruction and questioning were the teaching methods and techniques they preferred in online courses and that they were unable to adapt other methods and techniques to distance education, which resulted in students experiencing teacher-centered activities. Moreover, the teachers complain about students not attending the online courses on time or even at all, their disinterest, a lack of instant feedback, limited communication with students, and insufficient course lengths. Another critical finding was that the teachers only use homework, end-of-unit quizzes, and participation to online courses as measurement and evaluation tools and agree that they are unable to administer reliable and valid evaluation tools. The limitations of the study and implications for future research are later discussed.

Audran, J., Kaqinari, T., Kern, D., & Makarova, E. (2021). **Les enseignants du supérieur face à l'enseignement en ligne " obligé "**. *Distances et Médiations des Savoirs*, (35). https://doi.org/10.4000/dms.6437
Les mesures de confinement imposées aux établissements d'enseignement supérieur au premier semestre 2020 en Europe ont nécessité une migration d'urgence vers l'enseignement en ligne pour assurer la continuité des enseignements. Bien qu'un soutien ait été généralement proposé aux enseignants, il leur a fallu s'adapter d'urgence à ces nouvelles conditions de travail. Cette situation particulière a offert l'opportunité de mieux comprendre la complexité du défi auquel ont dû faire face les enseignants. L'objectif de cet article est de mettre en évidence les premières réactions des enseignants du supérieur afin de repérer leurs priorités d'action et d'éventuelles évolutions de leur rapport au numérique. Pour cela, l'article s'appuie sur les résultats d'une enquête menée auprès d'enseignants de trois universités en Suisse et en France dans le bassin du Rhin

supérieur. À cet effet, un questionnaire diffusé à la fin du premier confinement au printemps 2020 a permis de recueillir 616 réponses. Le questionnaire administré a porté sur les pratiques, mais aussi sur le « ressenti » des enseignants durant trois périodes : l'avant-confinement, la période de basculement vers le tout à distance et l'après-confinement. Les premiers résultats montrent que ce recours massif à l'enseignement en ligne a été dominé par le besoin de maintenir la relation avec les étudiants. Ils suggèrent aussi que la pandémie a amélioré l'acceptabilité de l'enseignement en ligne, sans pour autant garantir son adoption pérenne.

Baidada, M. (2020). ***Personnalisation de l'apprentissage dans un environnement en ligne par recommandation de ressources pédagogiques à l'aide d'une approche de filtrage hybride dans un contexte d'enseignement supérieur au Maroc*** (Phdthesis, Université de Bretagne Sud). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03402334
L'évolution des technologies de l'information a impacté le domaine de l'éducation par l'introduction de l'usage du numérique dans les processus pédagogiques qui permet d'assister et, en particulier, de personnaliser l'apprentissage. De nombreuses recherches ont été menées sur la personnalisation et l'utilisation des systèmes de recommandation en reprenant certaines approches appliquées dans le commerce en ligne. Notre travail de recherche s'inscrit dans ce contexte et vise à tester l'impact de l'hybridation des approches de recommandation en combinant le filtrage à base de contenu et de filtrage collaboratif. Ces deux méthodes s'appuient respectivement sur des caractéristiques individuelles et sociales de l'apprenant. Les résultats globalement probants de notre étude et des deux expériences qui l'ont accompagnées, ont permis de proposer plusieurs recommandations et un scénario d'application sous forme d'une démarche basée sur un mode d'apprentissage mixte associant le mode présentiel et distanciel. Cette démarche assure une personnalisation de l'apprentissage grâce à la mise en place d'une architecture en couches : services, recommandations et données. Les différentes recommandations ont été contextualisées dans le domaine de l'enseignement supérieur en général, et particulièrement dans le système d'enseignement marocain privé et public. L'expérimentation portant sur l'intérêt des systèmes hybrides de recommandation dans l'enseignement en ligne s'est déroulée dans le contexte sanitaire de la COVID-19.

Baltà-Salvador, R., Olmedo-Torre, N., Peña, M., & Renta-Davids, A.-I. (2021). **Academic and emotional effects of online learning during the COVID-19 pandemic on engineering students**. *Education and Information Technologies*, *26*(6), 7407-7434. https://doi.org/10.1007/s10639-021-10593-1
The unprecedented situation of the COVID-19 pandemic has caused the closure of universities worldwide and has forced the transition to online learning. This exceptional context compels us to understand students' experience with online learning. Previous literature identifies relevant factors that intervene in the online education experience and can affect students' academic development. One of the main concerns is the students' mental health, given the lockdown restrictions under which classes have been conducted. Furthermore, the impact of the prolonged lockdown and the pandemic fatigue on university students and their academic experience is still unclear. This study delves into engineering undergraduate students' online education experience during the COVID-19 pandemic and its emotional impact across time. With this aim, a questionnaire was distributed to second, third, and fourth-year engineering undergraduate students at two time points, approximately six months apart. The results

show significant differences in students' connection with other students and teachers, workspace conditions, and boredom between time points. Besides, the findings indicate significant correlations between academic development and quality of online classes, adaptation of the course, workspace conditions, and connection with other students and teachers, and also between students' emotions and connection with other students and teachers. Finally, the study identifies best practices carried out during online teaching that will be of value for future courses and engineering education beyond the pandemic situation, amongst which those related to effective communication with teachers stand out.

Baron, G.-L., & Cédric, F. (2021). **Approches et paradigmes pour la recherche sur les usages éducatifs des technologies: Enjeux et perspectives**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28059
The following lines present a reflection started at the EDUsummIT2019 in Quebec City, notably in a working group on desirable research paradigms in the study of educational uses of information and communication technologies. It deconstructs the notion of scaling up innovations and questions the tension between different research paradigms, criticizing the simplistic views of some policy makers who promote a particular type of research that focuses solely on scaling up in terms of results. Finally, the paper argues for plural participatory approaches that associate sustainable hybrid collectives.

Barrot, J. S., Llenares, I. I., & del Rosario, L. S. (2021). **Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines**. *Education and Information Technologies*, *26*(6), 7321-7338. https://doi.org/10.1007/s10639-021-10589-x
Recently, the education system has faced an unprecedented health crisis that has shaken up its foundation. Given today's uncertainties, it is vital to gain a nuanced understanding of students' online learning experience in times of the COVID-19 pandemic. Although many studies have investigated this area, limited information is available regarding the challenges and the specific strategies that students employ to overcome them. Thus, this study attempts to fill in the void. Using a mixed-methods approach, the findings revealed that the online learning challenges of college students varied in terms of type and extent. Their greatest challenge was linked to their learning environment at home, while their least challenge was technological literacy and competency. The findings further revealed that the COVID-19 pandemic had the greatest impact on the quality of the learning experience and students' mental health. In terms of strategies employed by students, the most frequently used were resource management and utilization, help-seeking, technical aptitude enhancement, time management, and learning environment control. Implications for classroom practice, policy-making, and future research are discussed.

Battisti, M., Del Gatto, M., Gravina, A. F., & Parmeter, C. F. (2021). ***Robots versus labor skills: a complementarity/substitutability analysis***. Consulté à l'adresse Centre for North South Economic Research, University of Cagliari and Sassari … website: https://crenos.unica.it/crenos/sites/default/files/wp-21-04.pdf

Brown, C., & MacCallum, K. (2021, octobre 18). **Pour mieux gérer le temps d'écran, distinguer « bonnes » et « mauvaises » pratiques ?** Consulté 20 octobre 2021, à l'adresse

The Conversation website: http://theconversation.com/pour-mieux-gerer-le-temps-decran-distinguer-bonnes-et-mauvaises-pratiques-169565
Un outil n'est jamais mauvais ou bon en soi, tout dépend des usages qu'on en fait. Quelques réflexions alors que la pandémie a brouillé les frontières entre les temps d'écran récréatifs et éducatifs.

Bruillard, É., Ghabara, K., Huguenin, S., Jolicoeur, P.-L., Laferrière, T., Nadeau-Tremblay, S., … Pelletier, M.-A. (2021a). **L'apprentissage connecté des jeunes en contexte d'éducation formelle francophone**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28060
Connected learning is a growing educational practice that was identified by EDUsummIT2019 delegates as a theme for their examination of the relationship between curriculum/pedagogical practices and learning assessment. This paper focuses on how connected learning has been interpreted and implemented in the French and Francophone cultural context, and suggests that border « crossings », which reflect its dynamism, enhance formal education, especially in cases of disadvantaged students or classes (isolated rural classes). This interpretation is based on historical benchmarks as well as on the notions of agency, interaction, and connection. The scope and implementation of this concept is illustrated by the case of the networked (remote) school, an innovation that adapts to different contexts, including that of COVID-19, by going back and forth between local and delocalized learning activity. Two questions emerge, one concerning the recognition of learning outside the context of formal education and the other, the management of misinformation.

Bruillard, É., Ghabara, K., Huguenin, S., Jolicoeur, P.-L., Laferrière, T., Nadeau-Tremblay, S., … Pelletier, M.-A. (2021b). **L'apprentissage connecté des jeunes en contexte d'éducation formelle francophone**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28060
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Cleofas, J. V., & Rocha, I. C. N. (2021). **Demographic, gadget and internet profiles as determinants of disease and consequence related COVID-19 anxiety among Filipino college students**. *Education and Information Technologies*, *26*(6), 6771-6786. https://doi.org/10.1007/s10639-021-10529-9
In the context of the nationwide shift to online learning due to the COVID-19 pandemic and its possible effect on mental health, this study investigated the relationship between demographic, gadget and Internet profiles, and disease and consequence related

COVID-19 anxiety among Filipino college students. This is a quantitative cross-sectional study. A total of 952 students participated in the online survey. Descriptive and inferential statistics were used to draw insights from the data. Findings suggest that majority of the student respondents had high levels of disease and consequence related COVID-19 anxiety. Students from poorer households, who do not own laptops and desktop computers, and those with limited Internet connection exhibited higher levels of disease-related COVID-19 anxiety. Younger, poorer, female students who were enrolled in lower year levels, do not own laptops or tablets, and have limited or borrowed Internet connectivity demonstrated higher levels of consequence-related COVID-19 anxiety.

Cockerham, D., Lin, L., Ndolo, S., & Schwartz, M. (2021). **Voices of the students: Adolescent well-being and social interactions during the emergent shift to online learning environments**. *Education and Information Technologies*, *26*(6), 7523-7541. https://doi.org/10.1007/s10639-021-10601-4
Health and safety concerns during the COVID-19 pandemic required many face-to-face United States schools to suddenly shut their doors, moving classes to virtual learning environments. Amidst concerns of technology overuse, adolescents across the country saw dramatic increases in both personal screen time use and social isolation as they learned to navigate online schooling. Understanding the impact of the pandemic-related shutdowns upon adolescent well-being, learning, and social life is critical for designing effective online learning experiences, but research provides few insights from the adolescent perspective. This mixed methods study works to fill this gap by investigating adolescent needs and perceptions during the pandemic. The main questions asked are:To what extent does adolescent well-being during the pandemic differ from pre-pandemic well-being?What factors do adolescents view as influences upon their learning during the imposed shift to online schooling?What social changes and concerns do adolescents report during the pandemic?

Coste, J., & Brunel, M. (2021, septembre 28). ***Les caractéristiques de la littératie numérique dans une perspective d'enseignement et de formation de la personne et du citoyen***. Présenté à Journée Scientifique de SFERE-Provence. Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/hal-03392025
Notre recherche s'intéresse à l'enseignement de la littératie numérique et notamment en ce qu'elle permettrait de former l'individu et le citoyen du XXIème siècle. La littératie numérique est une notion récente et qui n'est pas encore théoriquement stabilisée. A partir de nos premiers travaux nous avons pu mettre en exergue des éléments afin de tendre vers une définition de la notion. La littératie numérique a pu être limitée au lire-écrire, cependant, d'autres dimensions redéfinissent la notion et permettent de dépasser la dimension technique à laquelle elle était réduite (Bigot et al., 2021). Il se dégage de nombreuses convergences sur la conception de la notion. Elle est étendue à un ensemble de compétences et littératies propres à un écosystème numérique (Combe, 2021), qualifiée de multidimensionnelle (New London Group, 1996). Il convient alors de se questionner sur les caractéristiques de la littératie numérique à retenir dans le cadre de notre ligne directrice : la perspective de son enseignement et, notamment dans la formation à une citoyenneté numérique. Malgré ces convergences il existe différentes approches de la littératie numérique. Ces approches peuvent être : techniques, à travers le code ou les outils ; didactiques, fondée sur les apprentissages ; ou encore sociales. Il est ainsi nécessaire d'interroger ces différentes approches du concept afin de définir

celles qui s'inscrivent dans le cadre de notre ligne directrice et présenter les choix opérés en ce sens. Nous souhaitons également mettre en avant une dimension civique.

Cox, M., & Quinn, B. (2021). **Learning Leaders: Teaching and Learning Frameworks in Flux Impacted by the Global Pandemic**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28070
This article builds on the work of EDUsummIT2019's thematic working group 2 (TWG2) focus on "Learning as Learning Leaders: How does leadership for learning emerge beyond the traditional teaching models?" Using the well-established theoretical frameworks of Entwistle (1987) and Shulman (1987) the most significant influences on how learning leaders need to adjust to accommodate the dramatic increase in remote online learning are identified. The major influences include learners' previous knowledge, self-confidence, abilities and motives, and changes between learning initiated by teachers and that by learners. COVID-19 has caused a massive upskilling of people in all facets of society from children to grandparents, from media to consumers, and from policy makers to practitioners. None of the alignments nor factors identified in this article are static and learning leaders need to perpetually reconsider the factors identified to achieve successful learning outcomes. The ongoing challenges for educators in this changing world are in a permanent state of flux with an increasing IT literate society across all formal and informal sectors of education.

Cueille, J. (2021). ***La classe à l'épreuve du distanciel: enquête sur le lycée numérique***. Paris: l'Harmattan.
Les confinements successifs auront été une épreuve de vérité : que serait un enseignement... sans école ? Cette école entièrement ou partiellement à distance nous aura permis de nous interroger sur ce que veut dire « faire classe ». Or a-t-on pris la peine d'écouter les acteurs et actrices de terrain ? Ce livre relate une enquête menée, entre 2020 et 2021, auprès de nombreux professeus et élèves de lycée. Il réserve bien des surprises : notamment sur leur perception du « distanciel ». Les élèves sont-ils convaincus par le e-learning ? Le numérique améliore-t-il réellement les apprentissages ? L'auteur, en confrontant ces résultats avec des discours d'« experts » nous invite à nous questionner :« révolution numérique » et « révolution pédagogique » vont-elles nécessairement de pair ?

DAY, L., LOONEY, J., STARING, F., ROSEME, M. M., VICENTINI, L., & FELLOWS, T. (2021). ***Enhancing learning through digital tools and practices: how digital technology in compulsory education can help promote inclusion : final report : october 2021***. Consulté à l'adresse Office des publications de l'Union européenne website: https://op.europa.eu/fr/publication-detail/-/publication/b12644c4-315c-11ec-bd8e-01aa75ed71a1/language-en/format-PDF/source-236693548
Comment les technologies numériques dans l'enseignement obligatoire peuvent-elles contribuer à promouvoir l'inclusion ? S'appuyant sur une enquête réalisée sur 12 mois entre septembre 2020 et septembre 2021, cette étude comparative de l'UE vise à évaluer le rôle réel et potentiel des technologies numériques dans la promotion de l'accès, de la qualité et de l'équité dans l'enseignement scolaire obligatoire en Europe, ainsi que leur rôle dans l'amélioration des formes traditionnelles d'enseignement et d'apprentissage. Elle comprend également un ensemble de huit études de cas nationales et 32 exemples de mesures de pratiques prometteuses, qui ont été sélectionnés à l'aide d'un cadre d'échantillonnage.

Dolenc, K., Šorgo, A., & Ploj Virtič, M. (2021). **The difference in views of educators and students on Forced Online Distance Education can lead to unintentional side effects**. *Education and Information Technologies*, 26(6), 7079-7105. https://doi.org/10.1007/s10639-021-10558-4
The aim of the study was to investigate the different views of educators and students on Forced Online Distance Education during the Corona virus disease 2019 (COVID-19) lock-down. Such differences in views can be a source of misunderstanding, leading to unintended side effects. Online open-ended surveys resulted in 1341 comments received from 210 university educators and 347 students. The coding, based on the principles of Grounded Theory, resulted in 35 concepts, organized into 6 categories. The main findings were that students and educators shared most of the negative and positive views; however, there exist unique views that are not shared between the two groups. The negative views outweigh the positive ones, and educators are more negative than students. The category « Perceived usefulness » is the most positive and « Technology » the most negative category. Positive views were attributed to the quality of life, not the quality of the study. The most important contribution of the work to the existing body of knowledge is the comparative analysis of the unconstrained views of students and their educators about Online Learning Environments (OLE) as the workhorse of Forced Online Distance Education (FODE). The results of this study can be helpful for institutional evaluators, since they reveal undesirable side effects that are usually overlooked. The study brings a new, deeper look at Forced Online Distance Education and the non-neutral role of digital technology in it.

Elçi, A., & Abubakar, A. M. (2021). **The configurational effects of task-technology fit, technology-induced engagement and motivation on learning performance during Covid-19 pandemic: An fsQCA approach**. *Education and Information Technologies*, 26(6), 7259-7277. https://doi.org/10.1007/s10639-021-10580-6
At the onset of 2020, Covid-19 pandemic began and disrupted teaching and learning activities with substantial implications for resources and operations. Against this backdrop, the configural causal effects of task-technology fit, technology-induced engagement and motivation, gender, and residential location on learning performance are examined. The proposed association was tested with a dyad sample of faculty members and students (n = 16) using fuzzy sets (fsQCA) analysis. Results show that (i) task-technology fit, and technology-induced motivation emerge as necessary conditions for high learning performance; (ii) task-technology fit, technology-induced engagement and motivation are sufficient conditions for high learning performance among female students, (iii) task-technology fit, technology-induced engagement and motivation are sufficient conditions for high learning performance among students living in urban areas and (iv) task-technology fit is a sufficient condition for high learning performance among female students living in rural areas irrespective of technology-induced engagement and motivation. Implications for theory and policy prescriptions are offered for practitioners.

Epstein, M., & Taous, T. (2021). ***Numérique. Dictionnaire des termes utilisés en formation***. [en ligne] https://dicoema.hypotheses.org/233. Consulté à l'adresse https://dicoema.hypotheses.org/233
Le sigle TICE (= Technologies de l'information et de la communication pour l'enseignement) a aujourd'hui tendance à être supplanté par le terme « numérique »,

plus large, et c'est ce dernier terme que nous traitons dans cette rubrique. Cette dernière vise à donner aux enseignants, aux étudiants et aux chercheurs des éléments sur ce dont nous parlons quand nous mentionnons le terme « numérique » en formation. La rubrique est disponible en ligne à l'adresse suivante : [en ligne] https://dicoema.hypotheses.org/233.

Fenoglio, P. (2021). **Au coeur des inégalités numériques en éducation, les inégalités sociales**. *Dossier de veille de l'IFÉ*, (139). Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/DA-Veille/139-octobre-2021.pdf
Les inégalités numériques en éducation sont devenues une question vive à l'heure de la diffusion massive d'outils numériques, généralement présentée comme étant à la fois inévitable et bénéfique aux processus d'enseignement-apprentissage. En 2020, la crise sanitaire crée un effet de loupe sur ce phénomène déjà existant, surtout étudié en dehors du champ éducatif.
Ce Dossier de veille s'appuie sur des résultats de recherches le plus souvent menées en contexte scolaire, les réflexions soulevées pouvant être également utiles à d'autres niveaux de scolarité. Il vise
à préciser la nature de ces inégalités numériques en éducation : comment les d éfinir ? Que recouvrent-elles ? Qui est concerné ? Quels sont les liens avec les parcours scolaires ? Qu'a mis au jour la pandémie ? Si remédier aux inégalités numériques en éducation
semble aujourd'hui urgent et nécessaire, quels moyens peuvent être mis en place, et quelles stratégies institutionnelles ?La première partie de ce Dossier permet de circonscrire une terminologie ayant mis une dizaine d'années à se stabiliser, ainsi que des catégorisations et des ancrages théoriques relatifs à ces inégalités numériques. Qui est touché et de quelle manière ? La deuxième partie aborde ces questions de l'échelle macro (étatique, régionale) à l'échelle microstructurelle (enseignant·es, élèves, familles). Dans une troisième partie, nous faisons état des formes de remédiations existantes et à envisager. Enfin, cette thématique nous invite à une relecture critique plus globale de l'acculturation actuelle au numérique éducatif.

FERNAGU, S., & Mohib, N. (2021). **(Se) Trans-Former par le numérique**. *TransFormations : Recherches en éducation et formation des adultes*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03417906

Giray, G. (2021). **An assessment of student satisfaction with e-learning: An empirical study with computer and software engineering undergraduate students in Turkey under pandemic conditions**. *Education and Information Technologies*, *26*(6), 6651-6673. https://doi.org/10.1007/s10639-021-10454-x
As COVID-19 reached Turkey in March 2020, all universities switched to e-learning in a very short period. Computer and software engineering (CE/SE) undergraduate students studying at university campuses have switched to e-learning. This paper seeks to understand the e-learning experience of CE/SE undergraduate students. A questionnaire was created and applied to CE/SE undergraduate students in Turkish universities. The data were analyzed using quantitative and qualitative techniques. The questionnaire received 290 usable responses. The highlights from the findings include: the participants (1) used video recordings intensively for e-learning and found them useful; (2) found face-to-face lectures more beneficial compared to digital live lectures; (3) used external online resources to improve their learning performance in courses; (4) thought that the

materials and methods utilized for assessment should be adapted to e-learning for a better and fair evaluation; (5) perceived significantly less instructor support and classmate interaction and collaboration in e-learning compared to on-campus education settings; (6) rated their perceived satisfaction from e-learning as 2.85, slightly under the mid-level of the 5-point Likert scale; (7) perceived instructor support, student interaction and collaboration, and student autonomy as noteworthy factors in high-quality e-learning.

Gopal, R., Singh, V., & Aggarwal, A. (2021). **Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19**. *Education and Information Technologies*, *26*(6), 6923-6947. https://doi.org/10.1007/s10639-021-10523-1
The aim of the study is to identify the factors affecting students' satisfaction and performance regarding online classes during the pandemic period of COVID–19 and to establish the relationship between these variables. The study is quantitative in nature, and the data were collected from 544 respondents through online survey who were studying the business management (B.B.A or M.B.A) or hotel management courses in Indian universities. Structural equation modeling was used to analyze the proposed hypotheses. The results show that four independent factors used in the study viz. quality of instructor, course design, prompt feedback, and expectation of students positively impact students' satisfaction and further student's satisfaction positively impact students' performance. For educational management, these four factors are essential to have a high level of satisfaction and performance for online courses. This study is being conducted during the epidemic period of COVID- 19 to check the effect of online teaching on students' performance.

Hoblingre Klein, H., & Pébayle, E. C. (2020). **Maîtriser ses données personnelles : impact du cursus universitaire sur l'autorégulation de sa navigation par l'étudiant**. *Colloque international technoéducation "Pédagogie universitaire numérique"*. Présenté à Mulhouse, France. https://doi.org/10.4000/recherchеformation.1752

Hsiao, Y.-C. (2021). **Impacts of course type and student gender on distance learning performance: A case study in Taiwan**. *Education and Information Technologies*, *26*(6), 6807-6822. https://doi.org/10.1007/s10639-021-10538-8
The global outbreak of COVID-19 since January 2020 has forced the closure of schools and universities in over 180 countries to control the pandemic, affecting approximately 90% of students worldwide. Distance teaching has been adopted during school closures to suspend classes without suspending learning. Scholars have claimed that distance teaching is more effective than face-to-face teaching and can replace face-to-face courses. However, further investigation is required to confirm whether distance learning is suitable for all types of courses and all students. Thanks to the effective containment of COVID-19 outbreaks in Taiwan, universities in Taiwan face a less problematic situation than do those in other countries; however, plans and preparations remain essential. The present study recruited 18,085 students from a technology university in Taiwan and used the baseline data of the past three academic years before COVID-19 (2016–2018) to explore the influences of course type and gender on distance learning performance. The results revealed that compulsory courses are more suitable for distance learning courses, whereas face-to-face teaching is more suitable for elective and general education courses. The learning performance of males and females is also different: face-to-face courses are more suitable for males, whereas no significant difference between teaching

methods was observed in females. This result suggests that not all courses offered by the university are suitable for distance learning courses, and not all students are adept at distance learning. Based on these results, it is recommended that a new teaching model be established for the post-COVID-19 era.

Isaías, P., Miranda, P., & Pífano, S. (2021). **Framework for Web 2.0 implementation in higher education: Experts' validation**. *Higher Education Quarterly*, *75*(4), 648-666. https://doi.org/10.1111/hequ.12295
Technology, and Web 2.0 in particular, has been the focus of many universities' efforts to respond to 21st-century learners' demands and the volatile nature of the modern workplace. Web 2.0, with the numerous benefits it presents, seems to fit the needs of a socially connected and information-led society, but its integration in educational settings remains an intricate process. This paper examines the factors that potentiate the successful integration of Web 2.0 tools in higher education, by structuring them into a framework composed of six elements. The framework was validated by an online questionnaire that was distributed among higher education experts, who reiterated the importance of all the factors: technology selection, user-friendly tools, students' participation, high number of active students, relevant content, and features for content addition and communication.

Jiang, H., Islam, A. Y. M. A., Gu, X., & Spector, J. M. (2021). **Online learning satisfaction in higher education during the COVID-19 pandemic: A regional comparison between Eastern and Western Chinese universities**. *Education and Information Technologies*, *26*(6), 6747-6769. https://doi.org/10.1007/s10639-021-10519-x
Student satisfaction is of great significance in online learning, but few studies have explored its determinants in emerging countries. This study investigated the determinants of university students' satisfaction with online learning platforms in China through applying the Technology Satisfaction Model during the COVID-19 pandemic, when an unprecedented amount of learning began to take place online due to the closure of educational institutions. A total of 928 students from five universities in four Chinese provinces or municipalities were surveyed through a purposive sampling technique and analyzed through structural equation modeling and the Rasch model. Findings show that Chinese university students' satisfaction with online learning platforms is directly and indirectly impacted by their computer self-efficacy and the perceived ease of use and usefulness of the platforms. Findings also show that regional differences moderate the associations among these components. The current study adds to theoretical, methodical and practical understanding of university students' satisfaction with using online learning platforms, which have been recognized as irreplaceable emergency educational tools.

Kamal, M. I., Zubanova, S., Isaeva, A., & Movchun, V. (2021). **Distance learning impact on the English language teaching during COVID-19**. *Education and Information Technologies*, *26*(6), 7307-7319. https://doi.org/10.1007/s10639-021-10588-y
These days, distance learning has almost completely replaced traditional teaching methods due to the COVID-19 pandemic and the introduction of quarantine measures. A sharp rise in interest in distance learning methodology has raised a number of new questions and challenges. This research examines changes in the training process and cognitive abilities and academic performance during the coronavirus pandemic. Students of the I.M. Sechenov University and Al Ain University were surveyed (103) during

classroom and distance English learning before and during the COVID-19. Three samples of the average values of the respondents' self-assessment of academic performance, cognitive abilities (namely concentration and memory), progress in performing oral assignments, progress in performing written assignments, ability to absorb information while reading and by ear; general health condition during the training and were obtained and tested for the Gaussian distribution law compliance. All of the rates studied fell during distance learning during a pandemic compared to distance learning outside a pandemic. However, it should be noted that they still turned out to be higher than the marks obtained in classroom teaching. Students were interviewed for possible factors influencing the reviewed teaching modes effectiveness (the survey showed that these factors are an increase in the amount of leisure time, ability to take breaks more often, more comfortable learning environment, no need to spend time on the road to the university).

Kharbat, F. F., & Abu Daabes, A. S. (2021). **E-proctored exams during the COVID-19 pandemic: A close understanding**. *Education and Information Technologies*, *26*(6), 6589-6605. https://doi.org/10.1007/s10639-021-10458-7
Researchers have focused on evaluating and exploring the online examination experience during the COVID-19 pandemic. However, understanding the perceptions of using an e-proctoring tool within the online examination experience is still limited. This study explores the first unique experience for students' attitudes and concerns using an e-proctoring tool in their final exams during the COVID-19 pandemic. It also highlights the e-tools' impact on students' performances to guide educational institutions towards appropriate practices going forward, especially as the pandemic is expected to have far-reaching consequences. A mixed-methods analysis was used to examine heterogeneous sources of data including self-reported data and officially documented data. The data was analyzed by a qualitative analysis of the focus group and quantitative analyses of the survey questions and exam attempts. In June 2020, students participated in a focus group to elaborate on their attitudes and concerns pertaining to their e-proctoring experience. Based on the preliminary outcomes, a survey was developed and distributed to a purposive sample (n = 106) of students from information technology majors who had taken at least one e-proctored exam during the COVID-19 pandemic. Finally, 21 online exams with 815 total attempts were analyzed to assess how well students performed under an e-proctored test. The study's findings shed light on students' perceptions of their e-proctoring experience, including their predominant concerns over privacy and various environmental and psychological factors. The research also highlights challenges in implementing the e-proctoring tool as well as its impact on students' performance.

Khlaif, Z. N., Salha, S., & Kouraichi, B. (2021). **Emergency remote learning during COVID-19 crisis: Students' engagement**. *Education and Information Technologies*, *26*(6), 7033-7055. https://doi.org/10.1007/s10639-021-10566-4
Student engagement in online learning enhance students performance and the outcomes of the learning process in online learning environment. The existed literature revealed various factors influencing student engagement in online leaning, however these studies were before the COVID-19 crisis. The purpose of the current paper is to explore the factors that influence student engagement in online learning during the COVID-19 crisis in middle school settings in developing countries where is a lack of studies about the factors influencing student's engagement in emergency remote learning

during the crisis. A qualitative approach was used for data collection and analysis. Semi-structured interviews with 34 participants (14 students, 13 teachers, and 7 parents) were conducted for 20–30 min. Furthermore, online class observations were used for data collection; 13 online classes were observed. Each class was 40 min. A thematic analysis was used to categorize the findings into themes and subthemes. The findings of the study revealed that various factors influence student engagement in online learning during the crisis including infrastructure factors, cultural factors, digital inequality, and the threat to digital privacy. Cultural factors were the important factor that influences females because of parents' culture and their bias against females using online learning compared to male students. Teachers' presence and quality of content were the major factors that influence student engagement, where parental concerns, norms, and traditions emerged as the major factors in the crisis, influencing engagement. Most of the participants reported that teaching and learning online during the crisis has broadened the digital inequality and threatened their digital privacy which influenced negatively student engagement. The limitations of this research included the limited number of participants covering a large geographic area, and the research design using diverse and often limited educational software and delivery methods. Future studies could utilize a mixed-method approach and include more participants.

Kingsbury, I. (2021). **Online learning: How do brick and mortar schools stack up to virtual schools?** *Education and Information Technologies*, *26*(6), 6567-6588. https://doi.org/10.1007/s10639-021-10450-1
The Covid-19 pandemic forced many American schools to hastily transition to online learning. I assess how the online learning experience of students enrolled in brick and mortar schools that transitioned to online learning in Spring 2020 compared to the experience of students who were already enrolled in virtual schools when the pandemic began. Absent formal assessments to quantify learning loss, such comparison can help contextualize the performance of brick and mortar schools in their transition to online learning, and perhaps inform how policy can promote higher-quality online schooling, a burgeoning policy concern amidst widespread school closures forecasted for the 2020–2021 academic year.

Korucu-Kış, S. (2021). **Preparing student teachers for real classrooms through virtual vicarious experiences of critical incidents during remote practicum: A meaningful-experiential learning perspective**. *Education and Information Technologies*, *26*(6), 6949-6971. https://doi.org/10.1007/s10639-021-10555-7
The Covid-19 pandemic has precipitated dramatic changes in education systems around the world and pre-service teacher preparation programs have been notably impacted by the associated difficulties and constraints. Due to lockdown of universities and schools, practicum placements had to shift from in-person to virtual learning environments. However, being a practical classroom activity, practicum posed particular challenges that prompted teacher educators to make adjustments in their pedagogical strategies to meet the course requirements. The present study reports on the first cycle of an action research project undertaken to respond to the practicum crisis caused by the Covid-19 restrictions. Conducted with eleven practicum students, this research investigated whether engaging student teachers in vicarious experiences of critical incidents through Kolb's experiential learning cycle via a collaborative virtual application could create meaningful learning. The results indicated that the intervention process had the characteristics of active, constructive, authentic, intentional, and collaborative, and

as well it led to improvements in practicum students' domain-specific knowledge and skills. Despite a few number of concerns raised, which will be utilized to refine the future implementations of the first action plan, the practicum students reported that this experience supported them during remote practicum and contributed positively to their development. Drawing on the results of the study, a series of rationales for the use of virtual vicarious experiences of critical incidents during Covid-19 and beyond are provided.

Kovacs, H., Pulfrey, C., & Monnier, E.-C. (2021). **Surviving but not thriving: Comparing primary, vocational and higher education teachers' experiences during the COVID-19 lockdown**. *Education and Information Technologies*, *26*(6), 7543-7567. https://doi.org/10.1007/s10639-021-10616-x
In this paper we examine the impacts of the global pandemic in 2020 on different levels of education system, particularly looking at the changes in teaching practice. The health emergency caused closure of schools, and online distance education became a temporary solution, creating discomfort for many teachers for whom this was the first time engaged with online education. In our research we investigated two important dimensions, namely, how technology was used and what the newfound distance meant in terms of the teacher-student relationship. The article offers insights into experiences of teaching from lockdown reported by 41 teachers at primary, vocational and higher education level in the region of Vaud, Switzerland. This comparative qualitative research has provided an opportunity for an in-depth analysis of the main similarities and differences at three distinctly different educational levels and a possibility to learn more about common coping practices in teaching. The study gives a contribution to a lack of comparative studies of teacher experiences at different educational levels. Results show two dimensions in handling the lockdown crisis: mastering the digital tools and the importance of student–teacher interaction. Whilst the interviewed teachers largely overcame the challenges of mastering digital tools, optimizing the quality interaction and ensuring the transactional presence online remained a problem. This indicates the importance of the social aspect in education at all levels, and implies that teacher support needs to expand beyond technical pedagogical knowledge of online distance education.

Laferrière, T., & Cox, M. (2021). **Editorial: Systemic Perspectives on New Alignments During COVID-19: Digital Challenges and Opportunities**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28158
This overview of the articles presented in this issue considers the digital challenges and opportunities of the systemic perspectives on new alignments resulting from the onset of the COVID-19 pandemic. New challenges and opportunities were addressed by the 13 working groups of EDUsummIT2019 prior to the pandemic. However, the evidence and analyses presented in this issue have built on those originally identified perspectives by reviewing recent (2020/2021) research, development and practice across many educational sectors and contexts. We have shown that the status quo in the majority of education systems across the world has been thrown out of kilter. This has resulted in new alignments needing to be made to take account of the enforced remote learning when schools have been closed and blended learning has become widely practised even at school level. The most prominent of these have been caused by changes in digital equity which consequently imposes new challenges to policy makers, teachers and learners.

This special issue stimulates reflection in and on practice as well as help problematizing new research challenges.

Lassault, J. (2021). ***Le numérique comme outil pédagogique pour l'apprentissage de la lecture et des mathématiques : du laboratoire à la salle de classe*** (Phdthesis, Aix-Marseille Université (AMU)). Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/tel-03368809
La lecture est la colonne vertébrale de tous les apprentissages. Les études récentes de l'OCDE montrent que 40.5 % des collégiens ne maitrisent pas la lecture et que 21.5 % sont même en grande difficulté. Face à ce problème, les outils numériques peuvent offrir aujourd'hui des solutions « de première intention » au sein de l'école bien avant que les élèves soient en échec. Dans cette thèse, nous avons développé une version française du jeu sérieux finlandais GraphoGame que nous avons testé sur des élèves scolarisés dans des écoles de Réseaux d'Éducation Prioritaire. La première étude de validation randomisée et contrôlée, qui a été effectuée auprès d'enfants de CP et CE1 à risques de dyslexie, a permis de constater une progression en lecture de mots plus importante après l'entraînement GraphoGame qu'après un entraînement non-informatisé ou un entraînement mathématique informatisé. Une seconde expérimentation à grande échelle sur mille élèves de CP a montré que les élèves ayant suivi l'entraînement en lecture avec GraphoGame ont eu de meilleurs résultats aux tâches essentielles à l'apprentissage de la lecture (décodage, conscience phonologique et reconnaissance de mots) que les élèves ayant suivi un entrainement numérique en mathématiques. Cependant, nos résultats montrent aussi l'importance de la prise en compte du niveau initial de l'élève (les meilleurs progrès sont obtenus pour les élèves les plus faibles) et l'engagement dans le jeu, reflétant la persévérance et la motivation de l'élève. Nos résultats montrent donc des effets spécifiques du jeu qui se généralisent à des activités de lecture en dehors du jeu et qui semblent perdurer bien au-delà de l'expérimentation. Une version complète de GraphoGame Français est aujourd'hui gratuitement disponible sur toutes les plateformes en France.

Lembé, V. (2021). ***Le forum de MOOC, un dispositif transactionnel de répartition de l'autorité curriculaire*** (Phdthesis, HESAM Université). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03355367
Le forum constitue un dispositif d'interaction de participants privilégié par les concepteurs de MOOCs (Massive Open Online Courses, c'est à dire Cours en Ligne Ouverts et Massifs). Si le forum en ligne est un objet de recherche depuis plus de dix ans, qu'il soit grand public ou spécifique à un contexte d'usage pédagogique, le forum de MOOC est quant à lui un objet d'étude que l'on peut considérer comme en émergence. Notre terrain de recherche est constitué par le forum du MOOC proposé par l'Université Paris Ouest Nanterre La Défense et la BDIC (la Bibliothèque de Documentation Internationale Contemporaine) « La Première Guerre Mondiale expliquée à travers ses archives » (Session 1), qui s'est déroulé pendant 12 semaines, du 16 janvier 2014 au 14 avril 2014. Nous interrogeons les articulations pragmatiques et socio-techniques entre le rôle important du forum dans les ingénieries pédagogiques de MOOCs et la massification des usages d'internet pour se former. Le coeur de notre sujet de recherche est cerné par une analyse du forum de MOOC défini comme possible instance pédago-technique au service des politiques curriculaires pour la formation d'adultes.

Lewin, C., Niederhauser, D., Johnson, Q., Saito, T., Sakamoto, A., & Sherman, R. (2021). **Safe and Responsible Internet Use in a Connected World: Promoting Cyber-Wellness**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28069
Cyber-wellness concerns positive wellbeing in online spaces, including awareness of how to behave appropriately and protect oneself. We explain and illustrate the complex nature of cyber-wellness, focusing on four key aspects. Firstly, developing students' information and media literacy skills is essential for promoting cyber-wellbeing. Such skills are also required for supporting democratic participation. Secondly, we identify and discuss the threats and challenges to young people's cyber-wellbeing, arguing for the need to develop digital resilience. Thirdly, we discuss the role of policy at macro, meso and micro levels and how policy and educational practitioners can promote cyber-wellness awareness, knowledge and strategies. Finally we review the limited scholarship on cyber-wellness education and highlight the need to address this gap in the future. We conclude the article with consideration of the issues faced and opportunities for overcoming these. It is imperative that further work is undertaken on the conceptualisation of cyber-wellness and that concensus is developed. There are issues relating to the continual rapid developments of techologies and their uses; it is important to develop a shared understanding of the mutual relationship between technology and humans. Finally, there is a lack of guidance and good practice exemplars for cyber-wellness education.

Li, Q., Li, Z., & Han, J. (2021). **A hybrid learning pedagogy for surmounting the challenges of the COVID-19 pandemic in the performing arts education**. *Education and Information Technologies*, *26*(6), 7635-7655. https://doi.org/10.1007/s10639-021-10612-1
For performing arts education, Sage on the stage and Learn from the Masters were halted by the COVID-19 pandemic, and so did everything else. All lectures, tutorials and other face-to-face skill-based training sections were cancelled and were replaced by the online model. Such a model was only seen as one of the supplementary components for performing arts education in the past. From January 2020, this online pedagogy was inevitably placed to surmount the challenges caused by the COVID-19 pandemic. The social distancing measures demanded the blended pedagogy into a new online approach, in which the traditional face-to-face teaching to be replaced by synchronous online learning (facilitated by technologies such as Zoom, Cisco Webex, Google Class, Panopto etc.). Meanwhile, to offer opportunities for cognitive participation which allows students to process the learning and be reflective, webinar and innovative performance projects were launched from the concept of 'flipped classroom and outcome-based education.' This mixed approach (blended learning, flipped classroom, and outcome-based education) is described as 'hybrid learning' in this study.

Ma, K., Chutiyami, M., Zhang, Y., & Nicoll, S. (2021). **Online teaching self-efficacy during COVID-19: Changes, its associated factors and moderators**. *Education and Information Technologies*, *26*(6), 6675-6697. https://doi.org/10.1007/s10639-021-10486-3
Online teaching transition during COVID-19 school lockdown elicited challenges for teachers and schools across the globe. The existing literature on the impact of COVID-19 in the education sector is predominantly descriptive and focused on the difficulties faced by teachers during the process of transferring into online teaching, mainly in the higher education sector. This study adopted a mixed-method design to examine online teaching self-efficacy (TSE) during COVID-19, its associated factors and moderators. A sample of 351 Chinese school teachers retrospectively reported their online TSE at the

beginning and end of COVID-19 school lockdown, out of which six were followed up for an in-depth interview. TSE for online instruction did not significantly increase ($\beta = .014$, $p > 0.05$) whereas that for technology application increased significantly ($\beta = .231$, $p < 0.01$). Lack of experience in online teaching, separation of teachers from students, school administrative process and unsatisfactory student academic performance were identified as the major associated factors. A moderation effect of adaptability and teacher burnout on the change in online TSE were examined, of which passion burnout was the only significant moderator toward the change in online TSE. The study thus concluded that teachers' online TSE for technology application increased among Chinese teachers during COVID-19 school lockdown.

Maheshwari, G. (2021). **Factors affecting students' intentions to undertake online learning: an empirical study in Vietnam**. *Education and Information Technologies*, *26*(6), 6629-6649. https://doi.org/10.1007/s10639-021-10465-8
Educational institutions worldwide had to shift the teaching delivery mode from face to face to online teaching during COVID-19. Most of the universities in Vietnam were based on face to face learning until the sudden outbreak of COVID-19. This research study was conducted with 145 respondents and Structural Equation Model (SEM) was used for data analysis. The participants were undergraduate and post-graduate students in public and private universities who studied online during the pandemic in Vietnam. The purpose of this study was to understand what factors have an impact on students' intentions to study online. The results show that institutional support and perceived enjoyment (satisfaction) affects the students' intentions to study the course online in the future. Perceived enjoyment (PE) affects the online learning intentions (OLI) and PE is affected by ICT infrastructure and internet speed and access. Hence, this research adds new research variable defined as extrinsic factors (ICT infrastructure and access to the internet), which indirectly influences students' intentions to learn online. Given the increased use of smart phones with this generation, it is advisable to integrate mobile technology in online learning and QR codes can be one of the ways to integrate that in the course materials. It is further recommended that to increase the perceived enjoyment of the students with the online learning, the lecturers might be encouraged to use videos, audios and instant messaging to contact and provide the feedback to the students. It is important for universities to prepare for any such future crisis. This study results will provide a useful insight to design the online courses effectively by considering all the factors impacting students' intention and satisfaction.

Mailizar, M., Burg, D., & Maulina, S. (2021). **Examining university students' behavioural intention to use e-learning during the COVID-19 pandemic: An extended TAM model**. *Education and Information Technologies*, *26*(6), 7057-7077. https://doi.org/10.1007/s10639-021-10557-5
This present study aims to investigate factors that impact behavioural intention of university students on e-learning use during the COVID-19 pandemic. An online questionnaire was utilised to gather data from 109 students enrolled in one of the universities in Indonesia. The Technology Acceptance Model (TAM) was the primary framework employed for analysis, in which system quality and e-learning experience were included as external constructs to seek out a much better model to improve the understanding of students' intention to adopt e-learning. An extended TAM model was developed and tested in this study. The model consists of six constructs: system quality, e-learning experience, perceived ease of use, perceived usefulness, attitude toward use,

and behavioural intention. Structural Equation Modelling (SEM) and SMART PLS 3.0 software were applied for data analysis. The findings informed that the proposed model has been succefully explained factors university students use of e-learning during the pandemic in Indonesia. It suggested that attitude toward e-learning use was the most prominent construct to predict university students' behavioural intention to use e-learning during the pandemic. Finally, this study offers recommendations for future research and practices.

Majumdar, R., Flanagan, B., & Ogata, H. (2021a). **eBook Technology Facilitating University Education During COVID-19: Japanese Experience**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28038
UNESCO reported that 90% of students are affected in some way by COVID-19 pandemic. Like many countries, Japan too imposed emergency remote teaching and learning at both school and university level. In this study, we focus on a national university in Japan, and investigate how teaching and learning were facilitated during this pandemic period using an ebook platform, BookRoll, which was linked as an external tool to the university's learning management system. Such an endeavor also reinforced the Japanese national thrust regarding explorations of e-book-based technologies and using Artificial Intelligence in education. Teachers could upload reading materials for instance their course notes and associate an audio of their lecture. While students who registered in their course accessed the learning materials, the system collected their interaction logs in a learning record store. Across the spring semesters from April - July 2020, BookRoll system collected nearly 1.5 million reading interaction logs from more than 6300 students across 243 courses in 6 domains. The analysis highlighted that during emergency remote teaching and learning BookRoll maintained a weekly average traffic above 1,900 learners creating more than 78,000 reading logs and teachers perceived it as useful for orchestrating their course.

Majumdar, R., Flanagan, B., & Ogata, H. (2021b). **eBook Technology Facilitating University Education During COVID-19: Japanese Experience**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28038
UNESCO reported that 90% of students are affected in some way by COVID-19 pandemic. Like many countries, Japan too imposed emergency remote teaching and learning at both school and university level. In this study, we focus on a national university in Japan, and investigate how teaching and learning were facilitated during this pandemic period using an ebook platform, BookRoll, which was linked as an external tool to the university's learning management system. Such an endeavor also reinforced the Japanese national thrust regarding explorations of e-book-based technologies and using Artificial Intelligence in education. Teachers could upload reading materials for instance their course notes and associate an audio of their lecture. While students who registered in their course accessed the learning materials, the system collected their interaction logs in a learning record store. Across the spring semesters from April - July 2020, BookRoll system collected nearly 1.5 million reading interaction logs from more than 6300 students across 243 courses in 6 domains. The analysis highlighted that during emergency remote teaching and learning BookRoll maintained a weekly average traffic above 1,900 learners creating more than 78,000 reading logs and teachers perceived it as useful for orchestrating their course.

Marchlik, P., Wichrowska, K., & Zubala, E. (2021). **The use of ICT by ESL teachers working with young learners during the early COVID-19 pandemic in Poland**. *Education and Information Technologies*, *26*(6), 7107-7131. https://doi.org/10.1007/s10639-021-10556-6
The article presents selected aspects of the empirical qualitative research conducted by the authors at the end of the first wave of the COVID-19 pandemic in Poland, in July and August 2020. As in March 2020 SARS-CoV-2 virus started to spread, the Polish Ministry of Education decided to close nearly all educational institutions, and teachers were forced to carry out lessons using the means of distance education. The authors of this paper tried to establish how teachers of English as a second language (ESL) working with young learners in three different types of institutions (public and private (pre-primary and primary) schools, language schools) coped with the situation of teaching a foreign language under these unusual circumstances. One of the results showed that teachers in three types of settings received different support. This either helped them to cope with the new situation of remote teaching, e.g. by choosing a platform for online teaching or providing meetings with a methodologist (private settings and language schools) or caused more confusion by leaving the decisions to the teachers (public settings). The findings of the study may contribute to the knowledge of remote education development and implementation of new technologies in teaching English to young learners, which may result in better quality language education in the future.

Marhic, P. (2021). ***Le défi de l'enseignement à distance: Réflexions et modalités pratiques***. Paris: l'Harmattan.
Si l'enseignement à distance est depuis longtemps au point dans des pays tels que l'Australie, où l'éloignement de certaines fermes contraint les élèves à ce mode de pratique, c'est par contre une découverte sur le vieux continent à forte densité de population. La pandémie de Covid y a accéléré le processus de mise en place du télé-enseignement. Cet ouvrage propose quelques réflexions et de nombreuses pistes de travail à approfondir puis adapter pour les publics non seulement institutionnels, mais également particuliers tels les enfants isolés. Face à la caméra, on découvre les multiples facettes du professeur, à la fois technicien et performeur dont l'objectif premier devient de remotiver ses élèves et étudiants en perte de leurs repères habituels

Matzavela, V., & Alepis, E. (2021). **M-learning in the COVID-19 era: physical vs digital class**. *Education and Information Technologies*, *26*(6), 7183-7203. https://doi.org/10.1007/s10639-021-10572-6
Emerging technologies, such as the development of the Internet of Things and the transition to smart cities, and innovative handheld devices have led to big changes in many aspects of our lives, while more changes were imminent. Education is also a sector that has undergone huge changes due to the spreading of those devices. Even at the era of feature phones, it started to become clear that portable devices with access to the internet can be used for learning. The process of learning with the use of mobile phones was then in an early stage, due to the limitations of feature phones. Whereas, with the introduction of smartphones, education is expected to be drastically altered in the future, in most parts of the world. New, radical, and controversial in some cases, approaches have been developed, over the past years, in an effort to implement a mobile learning process in real life conditions. Intelligent tutoring systems have had rapid growth, especially in the COVID-19 era, while a significant increase in online courses via social networks has also been noted. This paper focuses on presenting the most important research parameters of m-learning during the last decade, while it also incorporates a

novel empirical study in the domain. The utilization of educational data has been taken into consideration and is presented, aiming at ways to improve human interaction in the digital classroom.

Meishar-Tal, H., & Levenberg, A. (2021). **In times of trouble: Higher education lecturers' emotional reaction to online instruction during COVID-19 outbreak**. *Education and Information Technologies*, *26*(6), 7145-7161. https://doi.org/10.1007/s10639-021-10569-1
The disruption of « normal » academic studies in the wake of the COVID-19 pandemic outbreak was embodied mainly in a rapid transition from in-class teaching to online synchronous instruction. The purpose of this study was to examine the lecturer's emotions towards the change they experienced with the sudden shift to online instruction during the COVID-19 pandemic and the effect of those emotions on their willingness to teach online in the future. In the present study, 239 academic lecturers answered an online questionnaire. Four groups of emotions were examined: Success, opportunity, failure, and threat. The findings indicated that the emotions lecturers experienced most strongly was that of success, followed by opportunity. The predictors of lecturer's willingness to teach online in the future were emotions related to « opportunity » and « failure ». Surprisingly, the dramatic event of COVID-19 lockdown evoked more positive than negative emotions among lecturers during the first semester of the crisis. The emotions of threat that might characterize this period did not affect the willingness to teach online in the future as may be expected. This study demonstrates how tracing the emotional response toward adopting technology may contribute to understanding technology acceptance. It also contributes to understanding the differences in experiencing change in the normal process of technology adoption as opposed to emergency times.

Misirli, O., & Ergulec, F. (2021). **Emergency remote teaching during the COVID-19 pandemic: Parents experiences and perspectives**. *Education and Information Technologies*, *26*(6), 6699-6718. https://doi.org/10.1007/s10639-021-10520-4
The coronavirus disease 2019 (COVID-19) pandemic caused an emergency transform from traditional to distance learning at all levels of education, which is called emergency remote teaching. To explore parents' views on students' experiences of remote teaching during the COVID-19 pandemic, and their experience and perspectives toward remote teaching during the lockdown of the COVID-19 pandemic, a questionnaire was developed and distributed to parents who have at least one child who had attended a face-to-face learning environment prior to school closures and started remote teaching during the pandemic. 983 parents participated in the study. The parents' views on students' experiences of remote teaching during the COVID-19 pandemic, their experiences and perspectives toward remote teaching were discussed. The results suggested that the remote teaching process has been challenging for both students and parents. It is found that the remote teaching practices were mainly covered in core courses; remote teaching is considered as unsuitable for young children and students with special needs; the parents complain about social isolation, lack of interactivity, and increased screen time; and remote teaching has placed a heavy burden on parents. Lastly, the parents stated that their children acquired self-regulated learning skills and digital socialization during emergency remote teaching.

Öçal, T., Halmatov, M., & Ata, S. (2021). **Distance education in COVID-19 pandemic: An evaluation of parent's, child's and teacher's competences**. *Education and Information Technologies*, *26*(6), 6901-6921. https://doi.org/10.1007/s10639-021-10551-x

COVID-19 has caused profound changes in various dimensions of people's lives. Education system is one of the areas affected most; and there have been profound changes mainly with regard to teachers, students and parents. The main purpose of this research is to analyse the effects of COVID-19 pandemic on ICT competences and experiences of classroom teachers and parents in various dimensions. Scales were developed to collect data for the research. The reliability of the scale was examined by calculating Cronbach Alpha coefficients; which were .690 and .793 for the Distance Education and Pandemic Scale; respectively. In the second study a total of 1345 people participated in the study, including 841 classroom teachers and 504 parents whose children attending primary schools. The findings of the second study revealed significant differences between teachers and parents. Based on the findings of the current study, following suggestions could be given; both parents and teachers should be informed and educated about ICT usage. Teachers should use digital applications like Web 2.0 tools which will direct them through interactive way of teaching.

OECD. (2021). ***Supporting the Digital Transformation of Higher Education in Hungary***. https://doi.org/10.1787/d30ab43f-en

Okoye, K., Rodriguez-Tort, J. A., Escamilla, J., & Hosseini, S. (2021). **Technology-mediated teaching and learning process: A conceptual study of educators' response amidst the Covid-19 pandemic**. *Education and Information Technologies*, *26*(6), 7225-7257. https://doi.org/10.1007/s10639-021-10527-x

The COVID-19 pandemic has disrupted many areas of the human and organizational ventures worldwide. This includes new innovative technologies and strategies being developed by educators to foster the rapid learning-recovery and reinstatement of the stakeholders (e.g., teachers and students). Indeed, the main challenge for educators has been on what appropriate steps should be taken to prevent learning loss for the students; ranging from how to provide efficient learning tools/curriculum that ensures continuity of learning, to provision of methods that incorporate coping mechanisms and acceleration of education in general. For several higher educational institutions (HEIs), technology-mediated education has become an integral part of the modern teaching/learning instruction amidst the Covid-19 pandemic, when digital technologies have consequently become an inevitable and indispensable part of learning. To this effect, this study defines a hybrid educational model (HyFlex + Tec) used to enable virtual and in-person education in the HEIs. Practically, the study utilized data usage report from Massive Open Online Courses (MOOCs) and Emotions and Experience Survey questionnaire in a higher education setting for its experiments. To this end, we applied an Exponential Linear trend model and Forecasting method to determine overall progress and statistics for the learners during the Covid-19 pandemic, and subsequently performed a Text Mining and Univariate Analysis of Variance (ANOVA) to determine effects and significant differences that the teaching–learning experiences for the teachers and students have on their energy (learning motivation) levels. From the results, we note that the hybrid learning model supports continuity of education/learning for teachers and students during the Covid-19 pandemic. The study also discusses its innovative importance for future monitoring (tracking) of learning experiences and emotional well-being for the stakeholders in leu (aftermath) of the Covid-19 pandemic.

Ordonhes, M. T., Hercules, E. D., & Cavichiolli, F. R. (2021). **Using distance learning as a strategy for maintaining income of Physical Education professionals during the COVID-19**

pandemic. *Education and Information Technologies*, 26(6), 7133-7144. https://doi.org/10.1007/s10639-021-10545-9
The period of social distancing caused by the COVID-19 pandemic is characterized as an effective proposal to control the spread of the coronavirus (SARS-CoV-2), however, it changes the social dynamics of individuals in society. Based on this question, the present study aimed to understand how was the performance of Brazilian physical education professionals during this period. The sample consisted of 400 Physical Education professionals from Brazil, 224 women (56.0%) and 176 men (44.0%), selected at random, by filling out a questionnaire. Sports activities were predominant among professionals, followed by bodybuilding activities or functional training. Most professionals performed their activities at home (71%) and used different digital platforms as work tools, noting that distance learning was a strategy used and well regarded by professionals. However, even with the use of specific intervention strategies, professional income showed fluctuations during the pandemic, with academic degrees being one of the factors responsible for changing the workload.

Pionnier, A.-S. (2021). ***L'éthique dans la relation numérique parents-école*** (Research Report N° 0001). Consulté à l'adresse UCA - INSPE Académie de Nice website: https://hal.archives-ouvertes.fr/hal-03370028
Dans ce rapport, sont étudiés 3 sujets éthiques de la relation parents-école par le numérique : le contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la sécurité des données du dossier élève, et l'impact de l'école à la maison lors du confinement lié à la pandémie de Covid. Pour le premier sujet du contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la question posée sera : où se trouve le curseur en France entre une surveillance pesante du parent sur son enfant à l'école et une implication bénéfique ? Pour le deuxième sujet concernant la sécurité des données, la question se pose de savoir pourquoi une sécurité aussi importante autour du dossier élève. Enfin, pour le troisième point, concernant l'école à la maison pendant le confinement, il s'agit d'étudier si le regard des parents sur le travail des enseignants en est ressorti bienveillant ou au contraire défiant.

POTA, V., HENNESSY, S., KOOMAR, S., KREIMEIA, A., ZUBAIRI, A., AERTS, C., & GAULT, C. (2021). ***Turning to technology: a global survey of teachers' responses to the Covid-19 pandemic***. Consulté à l'adresse https://drive.google.com/file/d/1VNxRUwHnNHRXI4nvTGb97N5BZB3MF9eh/view
Ce rapport dévoile les résultats d'une enquête mondiale sur les expériences des enseignants pendant la pandémie, notamment sur leur accès (et celui de leurs élèves) au numérique, leur utilisation des technologies et sur leur formation au numérique. Les élèves ayant subi les plus importantes pertes d'apprentissage sont ceux qui avaient le moins accès à Internet et/ou aux technologies, en particulier les élèves des établissements privés à faible coût. Ce sont les enseignants les plus expérimentés, et non les plus jeunes, qui ont le plus utilisé les outils numériques et qui se sont davantage engagés dans des formations. Les enseignants de mathématiques ont moins utilisé le numérique que les autres enseignants.

Potyrała, K., Demeshkant, N., Czerwiec, K., Jancarz-Łanczkowska, B., & Tomczyk, Ł. (2021). **Head teachers' opinions on the future of school education conditioned by**

emergency remote teaching. *Education and Information Technologies*, 26(6), 7451-7475. https://doi.org/10.1007/s10639-021-10600-5
The study explores the school transformation process as evidenced by the opinions of head teachers. The main goal of the research was to present a content analysis study of the Polish educational environment on the basis of primary and secondary head teachers' views on the risks and perspectives brought by the global Covid-2019 lockdown. The conceptual framework was based on the theoretical perspective (the cognitive and affective processes in multimedia learning, the theory of motivation, and goal setting) as well as the model of the school as a learning organization and the assumptions of Emergency Remote Teaching. The categorized interviews with the head teachers were conducted using a categorized interview questionnaire and the respondents considered various categories problems within educational practice related to the functioning of schools during the pandemic. The selection of study participants was deliberate using the snowball sampling method, 18 head teachers participated in this study. The research conducted allowed the specification of the different areas of influence of Emergency Remote Teaching on the transformation of the school as a learning organization (e.g. the functioning of the school in mutual internal and external network cooperation, the dissemination and extending of communication areas using information technologies, the strengthening of the network interaction through information technologies, and other areas). The paper contains numerous recommendations that can improve the school's functioning in the future, based on the experience gained during Emergency Remote Teaching. These experiences can accelerate the organizational and didactic development of the school as a learning organization.

Québec, I. national des mines-Gouvernement du, & Institut national des mines - Gouvernement du Québec. (2021). ***Diagnostic numérique 4.0 d'un programme d'études ou de formation: application au secteur minier du Québec***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13894
Au printemps 2020, l'Institut national des mines du Québec a élaboré un tout nouvel outil ayant comme objectif de mesurer l'intégration du numérique dans les programmes d'études et de formation. L'outil de diagnostic proposé se décline en cinq grands axes : programme d'études, ressources technologiques, modes d'enseignement liés au numérique, compétences numériques développées et stratégie en lien avec le numérique mise en place par les directions. Ce nouvel outil diagnostic est mis à la disposition des établissements d'enseignement afin de mesurer l'intégration du numérique dans les programmes d'études et de formation. Il est conçu pour pouvoir être utilisé pour tout programme de formation professionnelle, collégiale et universitaire.

Radhamani, R., Kumar, D., Nizar, N., Achuthan, K., Nair, B., & Diwakar, S. (2021). **What virtual laboratory usage tells us about laboratory skill education pre- and post-COVID-19: Focus on usage, behavior, intention and adoption**. *Education and Information Technologies*, 26(6), 7477-7495. https://doi.org/10.1007/s10639-021-10583-3
COVID-19 pandemic has brought uncertainty in educational response, skilling methods, and training practices among teachers and institutions. Even before the pandemic shutdowns, the incorporation of virtual laboratories within classroom education had brought transformations in teaching laboratory courses. Virtual laboratories were integrated as training platforms for complementing learning objectives in laboratory education especially during this pandemic imposed shutdown. In context of suspended

face-to-face teaching, this study explores the role of virtual laboratories as Massive Open Online Courses (MOOCs) in ensuring the continuity of teaching–learning, providing alternative ways for skill training from home. As an innovative approach, the study presents push–pull mooring theory to analyze switching intention of users from offline conventional education to online education. The study explores the complements of physical experiments brought in with animations, simulations, and remote laboratory set-ups for providing skill trainings to learners. To test whether virtualization techniques have global impact in education sector, the study included a comparative analysis of student users during the academic year 2019 (before-COVID) who had a blended approach of learning and those of the year 2020 (post-COVID), with remote learning. Initial before-COVID behavioral analysis on university students (n = 1059) indicated the substantial popularity of virtual laboratories in education for skill training and instructor dependency. Usage adoption of virtual laboratories increased during the pandemic-imposed lockdowns and learners were being less instructor dependent. 24% of students accessed more 10 times a week without the instructor being present and overall, 90% contributed to a minimum of 5 usages a week. In terms of Kolb's learning styles, most of the virtual laboratory learners were assimilators. The results suggest virtual laboratories may have a prominent role in inquiry based and self-guided education with minimum instructor dependency, which may be crucial for complementing practice skills and planning online tools to add to this post-COVID-19 teaching and learning scenarios.

Raman, R., B, S., G, V., Vachharajani, H., & Nedungadi, P. (2021). **Adoption of online proctored examinations by university students during COVID-19: Innovation diffusion study**. *Education and Information Technologies*, *26*(6), 7339-7358. https://doi.org/10.1007/s10639-021-10581-5
COVID-19 global pandemic pushed a large number of higher educational institutions to use Online Proctored Exams (OPE) because of government-imposed lockdowns. Treating OPE as an educational technology innovation, we apply the diffusion of innovation theory in predicting factors affecting its adoption by university students which we believe is the first of its kind research study. The study presented here reviews OPE, its types, architecture, challenges, and prospects and then focuses on the student adoption experience at a large, multi-campus higher educational institution. We have used the fine-grained Aspect Level Sentiment Analysis to check the university students' attitudes towards the Online Proctored Exams. We then used linguistic features to extract the aspect terms present in the feedback comments which showed that 55% of university students having a positive attitude towards OPE. Results of our study show that innovation characteristics such as relative advantage, compatibility, ease of use, trialability, and observability were found to be positively related to acceptance of OPE.

Sharma, A., & Alvi, I. (2021). **Evaluating pre and post COVID 19 learning: An empirical study of learners' perception in higher education**. *Education and Information Technologies*, *26*(6), 7015-7032. https://doi.org/10.1007/s10639-021-10521-3
The COVID-19 pandemic has struck education system around the globe. The pandemic initiated an immediate and complete lockdown of all the educational institutions, to keep social distancing. According to healthcare professionals, lockdown and social distancing could help to flatten the infection curve and reduce total fatalities from the COVID-19 pandemic. It has affected more than 90% of the world's learners, as the regular learning approaches are not appropriate in this out of the ordinary times and online learning seems to have become a critical salvation for learning, the educational

institutions attempt to minimize the community spread of the disease. All the people participating in the education system accepted that teaching and learning methods need to be altered in the period of COVID-19 as the situation led to forced adaptation of e-learning methods. This paper investigates and evaluates the learners' perception in a higher education institution of India and compares the difference in the perception of the same students in Pre and Post COVID 19 period, using the Statistical Package for Social Sciences program (SPSS) version 23.0 and JASP 0.14.1 software applications for descriptive and analytical statistics i.e. medium, minimum, maximum, paired t-test and correlation. The result of this papers confirmed that there exists a statistically significant difference in the students' perception towards the Pre-Pandemic and Post-Pandemic learning methods, which indicates that students have a higher perception of the Pre-Pandemic learning blended learning, than that of the Post Pandemic learning web-assisted learning.

Singh, M., Adebayo, S. O., Saini, M., & Singh, J. (2021). **Indian government E-learning initiatives in response to COVID-19 crisis: A case study on online learning in Indian higher education system**. *Education and Information Technologies*, *26*(6), 7569-7607. https://doi.org/10.1007/s10639-021-10585-1
Recently, the whole world has faced the deadliest and dangerous consequences due to the transmission of infectious novel coronavirus (nCov). With the outbreak of COVID-19, the education learners, practitioners, and other stakeholders were at the sake of a loss, as it causes the suspension of physical classes and physical interaction of the learners. In these circumstances, Electronic learning (E-learning), Online learning, and the use of Information and Communications Technology (ICT) tools came in handy. It helped the learners in the dissemination of ideas, conducting online classes, making online discussion forums, and taking online examinations. Like the government of each country, the Indian government was also caught off-guard but the existing E-learning infrastructure was able to leverage on while devising plans to tailor them to new situations and launching new ones. The initiatives at the forefront of this noble battle launched by the Department of School Education and Literacy, Ministry of Human Resources Development (MHRD) includes Diksha, Swayam Prabha Channel, Shiksha Van, E-Pathshala, and National Repository of Open Educational Resources (NROER). It worth noting that apart from the Indian central government efforts, each state has various online education initiatives that are tailored to their needs. This research evaluated each of these initiatives commenced by central and state governments and present a detailed analysis of most of the relevant initiatives. Additionally, a survey is conducted to get insights of learners in concern to online learning. Despite the issues raised in this learning, the outcomes come to be satisfactorily favoring online learning.

Sümen, A., & Evgin, D. (2021). **Social Media Addiction in High School Students: A Cross-Sectional Study Examining Its Relationship with Sleep Quality and Psychological Problems**. *Child Indicators Research*, *14*(6), 2265-2283. https://doi.org/10.1007/s12187-021-09838-9
The aim of this study was to examine the relationship of social media addiction with sleep quality and psychological problems in high school students. The study is a cross-sectional, correlational type. The study was conducted with 1,274 students receiving education in a district located in the western region of Turkey. For the collection of the data, a Descriptive Information Form, the Social Media Addiction Scale for Adolescents (SMASA), the Strengths and Difficulties Questionnaire (SDQ), the Sleep Quality Scale (SQS) and the

Sleep Variables Questionnaire (SVQ) were used. Among the high school students who participated in the research, 49.3% stated that they had been using social media for 1–3 years, 53.9% reported that they spent 1–3 h per day on social media, and 42.8% stated that they placed their telephone under their pillow or beside their bed while sleeping. Students' mean scores were 16.59 ± 6.79 (range: 9–45) for the SMASA, 16.54 ± 4.27 (range: 0–40) for total difficulties, and 14.18 ± 1.56 (range: 7–21) for the SQS, while their sleep efficiency value was 97.9%. According to the research model, difficulties experienced by high school students increase their social media addiction, while they decrease prosocial behaviours. Social media addiction in high school students decreases students' sleep efficiency ($p < 0.05$). It is considered important to conduct further public health studies for children and adolescents related to the risks caused by the excessive use of technology, the consequences of social media addiction, measures to protect psychological health, sleep programmes and the importance of sleep quality.

Tomczyk, Ł., & Walker, C. (2021). **The emergency (crisis) e-learning as a challenge for teachers in Poland**. *Education and Information Technologies*, *26*(6), 6847-6877. https://doi.org/10.1007/s10639-021-10539-7
The article was written as a consequence of the COVID-19 pandemic in Poland, which had an impact not only on public health, but also on the functioning of the educational sector. The text is an attempt to summarize the challenges of crisis e-learning from the perspective of the challenges faced by teachers in Poland in the period of March-December 2020. The article reveals a number of new phenomena not present in the literature in the context of e-learning implemented in an intuitive, non-linear way, without methodological support, and thus referred to as crisis e-learning. The aim of the research was to explore the characteristics of crisis e-learning in Poland from the perspective of teachers' experiences. Due to epidemiological limitations, the research area was narrowed down to cyberspace. This text presents the results of research relating to statements made by teachers posting in the largest Polish discussion group on education. The group currently consists of over four thousand people. The study uses an analysis of several thousand posts and then identifies and categorizes statements related to crisis e-learning along with a phenomenological interpretation. The analyses made it possible to identify seven categories of challenges attributed to crisis e-learning, such as: technical problems, use of non-standard solutions, the search for solutions to increase the effectiveness of e-learning, the transfer of proven applications and programmes, problems with students, problems with parents, and the modernisation of workstations. The data presented show teacher micro-worlds in the time of the pandemic in Poland. The article is a response to the need to understand the processes occurring in the Polish educational system under the influence of crisis events related to the pandemic. The text may prove valuable for educating future generations of teachers in the field of e-learning and increasing the effectiveness of training activities aimed at strengthening the digital competence of current teachers.

Tzafilkou, K., Perifanou, M., & Economides, A. A. (2021a). **Development and validation of a students' remote learning attitude scale (RLAS) in higher education**. *Education and Information Technologies*, *26*(6), 7279-7305. https://doi.org/10.1007/s10639-021-10586-0
Considering the distinct particularities of emergency remote education (ERE) and the urgent need for new or adjusted measurement models, this study develops and validates a multidimensional instrument to measure students' attitude towards ERE. The Remote Learning Attitude Scale (RLAS) was explored and validated on a sample of 142 students

participating in fully remote teaching and learning university programmes during the covid-19 crisis, in Greece. The exploratory factor analysis clearly revealed five dimensions, and the model was evaluated through PLS-SEM confirmatory factor analysis. The study also found that the students' field of study and prior experience in distance learning cause differentiations in RLAS dimensions, while gender and age make no statistical differences. Results indicate that RLAS is a practical and effective tool for evaluating the university students' attitude towards remote as opposed to traditional teaching and learning.

Tzafilkou, K., Perifanou, M., & Economides, A. A. (2021b). **Negative emotions, cognitive load, acceptance, and self-perceived learning outcome in emergency remote education during COVID-19**. *Education and Information Technologies*, 26(6), 7497-7521. https://doi.org/10.1007/s10639-021-10604-1
Learning related emotions (LREs) are determinant for students' achievement both in face-to-face and online education. Research has also shown that LREs tend to affect technology acceptance which in turn affects learning outcomes as well. Today though, the negative psychological impact of the COVID-19 crisis and the sudden transmission to obligatory remote education might yield different functions of emotions and acceptance on learning outcomes. In this context, the current study seeks to model the relations between students' negative emotions, acceptance of (emergency) remote education, and self-perceived knowledge improvement. The suggested model was examined and validated on 116 university students that attended fully remote courses in Greece during the COVID-19 crisis. The results suggested that negative emotions of boredom and cognitive load are significant predictors of students' acceptance of remote learning components: i) online attending a lecture, ii) online communicating with professor, and iii) online collaborating with peers. Anxiety directly affected perceived knowledge improvement, boredom, and cognitive load; Boredom was also affected by cognitive load. In addition, acceptance of remote learning components indirectly affected perceived knowledge improvement mediated by learnability. Boredom was the strongest predictor of online attending a lecture and online collaborating with peers, while online communication with professor was the strongest predictor of learnability. The contribution of this study and the structural findings are further discussed in the paper.

Vallet, Y., Terrien, P., Laisney, P., & Ranucci, J.-F. (2021, septembre 28). ***Comprendre les activités de conception dans l'utilisation des outils numérique. Etat de la littérature***. Présenté à Journée Scientifique de SFERE-Provence. Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/hal-03391767
Cette thèse porte sur la compréhension des activités de conception dans l'utilisation des outils numériques et développe la question de recherche suivante : En quoi l'utilisation des outils numériques, tels que la réalité virtuelle, modifie les processus de compréhension et de conceptions pédagogiques chez les formateurs ? Cette question de recherche défend deux hypothèses : -L'utilisation de l'outil numérique modifie les conceptions du formateur sur son objet d'enseignement. -Cette modification de conception est due aux contraintes liées à l'utilisation de l'outil numérique et au retour des élèves sur les modalités d'acquisition des connaissances. Cette recherche se structure en trois axes. Tout d'abord, elle s'intéresse aux outils numériques utilisés dans le cadre de la formation, tels que la réalité virtuelle ou la plateforme LMS (Learning Management System). La représentation des artefacts au regard des sciences de l'éducation ainsi que de l'épistémologie des pratiques professionnelles (dans les phases de conception et

d'utilisation) est utilisée. Par la suite sont explorés les processus de compréhension et de conception par rapport à un sujet. Enfin, ce travail s'intéresse au rôle du formateur et à son rapport aux artefacts numériques, notamment sur la façon dont il les instrumente et les instrumentalise. Cette thèse est encadrée par une collaboration entre AMPIRIC (avec l'ANRT), le laboratoire ADEF, et l'entreprise INTERFLORA IFAIP. Cette expérimentation s'appuie sur une méthodologie de recherche participative (Gadille, Celik & Cappellini, 2019) ainsi que sur une approche clinique (Clot & Leplat, 2005 ; Bondel, 2007). Cette thèse est intégrée dans une démarche d'amélioration continue. La première phase comprend une collecte de données de l'entreprise, ainsi que des entretiens (semi-structurés, enquêtes, entretiens individuels et croisés). La seconde phase correspond à l'observation des méthodes utilisées par les formateurs pour concevoir les modules en collaboration (ou non) avec l'équipe de recherche et développement. Cette seconde phase est complétée par l'observation de l'appropriation des dispositifs en situation d'apprentissage, mais également de la manière dont les formateurs s'adaptent après les retours des apprenants. Enfin, des post-entretiens individuels et collectifs seront réalisés, afin d'analyser l'ensemble des données recueillies, mais également de réfléchir aux perspectives de travail qui pourront être menés par la suite. Cette recherche s'inscrit dans le cadre théorique des sciences de l'éducation, notamment sur les questions du geste créatif lié à l'activité formative. Ce cadre est complété par un apport pluridisciplinaire mêlant les sciences de l'information et de la communication, les sciences du numérique mais également les neurosciences et la psychologie.

Voogt, J., & Knezek, G. (2021). **Teaching and Learning with Technology During the COVID-19 Pandemic: Highlighting the Need for Micro-Meso-Macro Alignments**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28150
All over the world teaching and learning transitioned to forms of online education due to the COVID-19 pandemic. In this contribution, we recognize challenges that this disruptive change brought about for teachers and learners. We reflect on these challenges, based on discussions at EDUsummIT2019 in Quebec about the theme "Learners and learning contexts: New alignments for the digital age". Informed by theoretical conceptualization and empirical evidence we identify micro-meso-macro alignments that need to be in place to move education into the digital age: alignments for quality learning contexts, alignments in support for teachers, and alignments through partnerships.

Wohlfart, O., Trumler, T., & Wagner, I. (2021). **The unique effects of Covid-19 – A qualitative study of the factors that influence teachers' acceptance and usage of digital tools**. *Education and Information Technologies*, *26*(6), 7359-7379. https://doi.org/10.1007/s10639-021-10574-4
The objective of this study is to examine the factors that influence teachers' acceptance of digital tools for undertaking distance teaching during the Covid-19 pandemic. Based on the variables of the technology acceptance model, we have conducted interviews with 15 secondary school teachers with varying degrees of professional experiences and combinations of subjects, from the federal state of Baden-Wuerttemberg in Germany and analyzed the same. The results indicate that, other than user motivation, three areas, namely "regulations and specifications," "technological infrastructure," and "heterogeneity of students and teachers," affect the adoption of digital tools. The Covid-19 pandemic, which inevitably led teachers to embrace digital tools, positively influenced the perception and immediate usefulness of digital tools. We assert that no other variable would have been able to universally influence technology usage and

acceptance to such an extent as to replicate the findings of our study and simultaneously highlight the uniqueness of the current situation and the necessity for examining its impact.

Yu, L., Lan, M., & Xie, M. (2021). **The survey about live broadcast teaching in Chinese middle schools during the COVID-19 Pandemic**. *Education and Information Technologies*, *26*(6), 7435-7449. https://doi.org/10.1007/s10639-021-10610-3
With the rapid advancement of China's « Internet plus Education » plan, « Internet plus Education » has become a research hotspot. The outbreak of COVID-19 pandemic has brought great opportunities, tests and inspections for online education. All schools earnestly implemented the relevant requirements of the Ministry of Education and leverage the strengths of the Internet to ensure that "suspension of classes and non-stop teaching". Taking a middle school in the west part of China as an example, the online survey was conducted to investigate its live broadcast teaching. The independent sample test and one-way analysis of variance were used to statistically analyze the differences among the students' genders, grades, home location, type of device used and parental companionship. Finally, the implications were put forward to provide a reference for live teaching practice.

Zawadka, J., Miękisz, A., Nowakowska, I., Plewko, J., Kochańska, M., & Haman, E. (2021). **Remote learning among students with and without reading difficulties during the initial stages of the COVID-19 pandemic**. *Education and Information Technologies*, *26*(6), 6973-6994. https://doi.org/10.1007/s10639-021-10559-3
This article presents the results of a survey on yet under-researched aspects of remote learning and learning difficulties in higher education during the initial stage (March – June 2020) of the COVID-19 pandemic. A total of 2182 students from University of Warsaw in Poland completed a two-part questionnaire regarding academic achievements in the academic year 2019/2020, living conditions and stress related to learning and pandemic, as well as basic demographic information, and Dyslexia Diagnosis Questionnaire (DDQ). The analyses were carried out in three sub-groups of students: who self-reported having a formal diagnosis of dyslexia (CDYS), self-reported reading difficulties, but had no formal diagnosis of dyslexia (SIDYS), and who reported no reading difficulties (CON). The results of the survey revealed that compared with the CON group, more students from CDYS and SIDYS groups did not pass at least one exam in the summer semester. CDYS and SIDYS groups experienced higher stress due to epidemiological restrictions, they had more difficulties than CON with the organisation of learning and obtaining credit during the COVID-19 pandemic. The results indicate a need for special consideration of additional support for students experiencing reading difficulties (whether or not they have a formal diagnosis).

Orientation scolaire et professionnelle

Boulet, P. (2021). **Parcoursup 2021 : les propositions d'admission dans l'enseignement supérieur**. *Note Flash du SIES*, (22). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-2021-les-propositions-d-admission-dans-l-enseignement-superieur-51664
Plus de bacheliers reçoivent une proposition, en particulier les professionnels et technologiques. Des propositions reçues plus rapidement et un peu plus souvent

acceptées. Une phase principale plus dynamique. Moins d'acceptations en phase principale pour les bacheliers technologiques et professionnels mais des acceptations plus nombreuses en apprentissage, hausse particulièrement élevée en BTS. Des bacheliers technologiques plus nombreux dans les BUT et une plus grande mobilité hors académie observée.

Brioux, K. (2019). ***Les difficultés décisionnelles du collège à l'université : rôle des attitudes parentales, de l'identité vocationnelle et de l'estime de soi : étude longitudinale auprès de jeunes engagés dans un processus d'orientation*** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03199221
L'objectif est d'évaluer l'influence de facteurs sociaux (attitudes parentales) et personnels (identité vocationnelle, estime de soi) sur les difficultés décisionnelles de jeunes en passe de s'orienter, tout en soulignant la part active et subjective du sujet, tant dans son rapport à soi, qu'à autrui et au monde. Dans le volet quantitatif, 3760 jeunes (3186 élèves ; 565 étudiants), âgés de 13 à 25 ans (M = 16.77 ; ET = 2.21), ont participé au protocole longitudinal en trois temps mis en place. Ils ont répondu collectivement en ligne au Career decision-making Difficulties Questionnaire, au Parental Career-related Behavior Questionnaire, au Vocational Identity Status Assessment et à l'Échelle multidimensionnelle d'estime de soi pour adolescents. Dans le volet qualitatif, des entretiens semi-directifs ont été réalisés auprès de 22 jeunes (16 élèves ; 6 étudiants) âgés de 14 à 24 ans (M = 17.45 ; ET = 2.86). L'étude des prédicteurs des difficultés décisionnelles indique que celles intervenant avant l'engagement dans le processus décisionnel (manque de préparation) sont expliquées par des facteurs relationnels en début d'année pour les lycéens de Terminale et par des facteurs personnels en début et en fin d'année pour les étudiants. Les difficultés intervenant au cours du processus décisionnel (manque d'informations, informations incohérentes) sont expliquées par des facteurs personnels. Pour les lycéens de Seconde et les étudiants, c'est une estime de soi défavorable au plan professionnel rapportée en fin d'année qui ressort, pour les lycéens de Terminale et les étudiants, c'est une faible exploration de surface en fin d'année qui s'observe. Pour les lycéens de Seconde, un faible engagement en milieu d'année apparaît. Les résultats de la CHD démontre la dynamique d'élaboration des choix au regard des processus explicatifs retenus. La mise à jour des spécificités propres à chaque palier d'orientation considéré, ainsi que la réalisation d'études de cas, attestent également de cette dynamique. Le discours des jeunes, en approfondissant les résultats évoqués, fait apparaître des éléments inédits, tels l'identification de nouvelles sources de soutien ou de nouveaux types de difficultés. D'autres pistes de réflexion sont envisagées et la complémentarité des résultats quantitatifs et qualitatifs est soulignée.

CESER Région Bretagne. (2021). ***En bac pro, et après ? Mieux accompagner les parcours des jeunes des lycées professionnels en Bretagne : synthèse*** (p. 26). Consulté à l'adresse https://ceser.bretagne.bzh/upload/docs/application/pdf/2021-10/en_bac_pro_et_apres_synthese_-_session_du_4_octobre_2021.pdf
Le CESER propose avec cette étude une approche nouvelle et approfondie des parcours des jeunes de la voie professionnelle en Bretagne, depuis la construction de leur orientation en bac professionnel jusqu'aux débouchés post-bac, qu'il s'agisse d'une insertion professionnelle directe ou d'une poursuite d'études. Pour cela, il a souhaité donner la parole aux jeunes eux-mêmes et s'est rendu dans plusieurs lycées professionnels, situés dansdifférents territoires, pour aller à leur rencontre individuellement, mais aussi enclassesentières, et pour

échanger avec les équipes éducatives et les équipes de direction. Les témoigna ges ainsi collectés guident les analyses contenues dans l'étude et sont,tout au long du rapport,présentésen complément des données statistiques. L'objectif de cette double analyse est de formuler à l'attention duConseil régional de Bretagne, dans le champde ses compétences et des politiques emploi-formation, des préconisations pour mieux accompagner les jeunes de la voie professionnelledans leur parcours.

Couto, M.-P., Bugeja-Bloch, F., & Frouillou, L. (2021). **Parcoursup : les prémices d'un accroissement de la stratification sociale et scolaire des formations du supérieur**. *Agora debats/jeunesses*, *N° 89*(3), 23-38. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-23.htm
Le dispositif d'affectation postbaccalauréat Parcoursup, mis en place en 2018, peut être analysé comme un élément favorisant la stratification scolaire et sociale des formations supérieures. Cela tient à l'accentuation de la logique du « libre choix scolaire », mais aussi à la fin de la hiérarchisation des vœux, cruciale dans Admission post-bac (APB), à la prise en compte d'éléments extrascolaires dans les candidatures et au renforcement de la canalisation des aspirations scolaires des candidats. En conséquence, les vœux franciliens, entre APB 2017 et Parcoursup 2018, croissent en faveur des filières STS (sections de technicien supérieur) et des formations privées, au détriment des licences publiques universitaires, notamment dans les établissements non parisiens.

Doublet, M.-H. (2021). **Faire l'expérience d'une démarche d'analyse de pratique autogérée : le pari de la confiance**. *L'orientation scolaire et professionnelle*, *50*(1), 13-38. https://doi.org/10.4000/osp.13768
Les métiers de l'accompagnement et du conseil en évolution professionnelle sont aux prises avec un ensemble de paradoxes rendant l'exercice du métier parfois impossible. Pour faire face aux différentes pressions, entre la commande sociale et les demandes individuelles, nous faisons appel à des démarches d'exploration de l'expérience des professionnels par eux-mêmes et pour eux-mêmes. Cet article propose de décrire les circonstances amenant à la conception d'un dispositif qui transfère aux membres du collectif de métier les moyens de partager leur pratique à partir de leur expérience, d'en expliciter les principes et les difficultés. Dans un deuxième temps, à partir d'une recherche-action-formation menée auprès des conseillers en évolution professionnelles qui accompagnent les actifs en emploi, nous présenterons la mise en place de ce dispositif autogéré, permanent et sans intervenant extérieur. Quelles précautions pour créer un espace de coopération nécessaire à l'expression de l'expérience singulière, et faciliter sa formalisation en règles et gestes de métier ? Quelles conditions pour permettre une mise en confrontation respectueuse, source de développement d'acquis individuels et collectifs, pour initier des modes d'interaction avec les équipes de gouvernance, afin de peser efficacement dans les instances et les débats où la fonction conseil se décide ?

Gourdon, J. (2021, novembre 9). **La sécurité privée pousse ses pions dans l'enseignement supérieur**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/11/09/la-securite-privee-pousse-ses-pions-dans-l-enseignement-superieur_6101437_4401467.html
Des formations se développent pour remédier à un problème chronique d'encadrement et de qualité des prestations. Une tentative, pour ce secteur peu attractif, de monter en gamme et de faire face à la pénurie de main-d'œuvre.

Grimault, S. (2021). **L'accompagnement comme expérience de l'expérience accompagnée**. *L'orientation scolaire et professionnelle*, *50*(1), 93-120. https://doi.org/10.4000/osp.13813
Certains dispositifs publics d'accompagnement suggèrent que l'expérience des bénéficiaires devient un objet central de l'intervention. Les conseillers y parviennent diversement, selon la conception de l'accompagnement de l'opérateur. Revisitant le matériau d'enquêtes de terrain sur la mise en œuvre des dispositifs du CTP, du CSP et du Nacre, l'article s'intéresse à la façon dont, en pratique, se « couplent » ou non l'expérience des conseillers et celle des bénéficiaires. Il insiste sur les limites d'un accompagnement « juxtaposant les prestations », et explore les conditions d'un « service d'accompagnement » attentif à l'expérience des bénéficiaires comme des conseillers. Il revient ainsi sur les enjeux de professionnalisation des réseaux d'accompagnement.

Lugnier, M., Flègès, A., Weixler, F., & Rey, O. (s. d.). ***L'orientation, de la quatrième au master***. Consulté à l'adresse Ministère de l'éducation nationale, de la jeunesse et des sports website: https://www.education.gouv.fr/rapport-thematique-igesr-2020-l-orientation-de-la-quatrieme-au-master-325088
Par une approche à la fois diachronique et synchronique, ce rapport thématique 2020 de l'IGÉSR dresse un état des lieux de l'orientation du collège à l'université afin d'éclairer les enjeux des réformes en cours à travers la question de l'orientation. Il met en lumière, à travers l'organisation de l'enseignement, la part de non-dit qui entoure l'orientation en France au-delà des intentions affichées.

Mizzi, A. (2021). **Débat : Revoir les règles de Parcoursup pour améliorer l'orientation des lycéens**. *The Conversation*. Consulté à l'adresse https://halshs.archives-ouvertes.fr/halshs-03426136
Alors que Parcoursup a fermé ses portes, un certain nombre de lycéens candidats ont quitté la procédure sans avoir eu de proposition d'affectation dans l'enseignement supérieur. Décryptage.

Nasi, M. (2021, novembre 5). **Le tourisme, discipline à la marge dans l'enseignement supérieur français**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/11/05/le-tourisme-discipline-a-la-marge-dans-l-enseignement-superieur-francais_6101028_4401467.html
Si de nombreuses formations existent, elles peinent à répondre aux besoins de la filière, que cela soit en termes de fonctionnement, d'innovation ou d'expertise.

Rémery, V. (2021). **Configurations dialogiques et développement de l'expérience en accompagnement VAE**. *L'orientation scolaire et professionnelle*, *50*(1), 39-68. https://doi.org/10.4000/osp.13916
Cet article vise à restituer les résultats d'une étude conduite sur les pratiques d'accompagnement en Validation des Acquis de l'Expérience (VAE) dans une perspective d'analyse des activités discursives et interactionnelles et à proposer des pistes de formation en direction des accompagnateur·rice·s. Pour décrire les modalités de mise au travail de l'expérience des candidat·e·s, une analyse des dialogues et de la dynamique des rapports de rôle et de place est proposée. À partir de la mise en évidence de la double complexité dialogique et relationnelle des entretiens VAE, l'article présente des configurations dialogiques instrumentées par les acteur·rice·s au

cours de leurs échanges, et l'usage qui pourrait en être termes de formation pour les accompagnateur·rice·s en VAE.

Rémery, V., Masdonati, J., & Mayen, P. (2021). **Introduction - L'expérience dans les pratiques d'accompagnement et de conseil des adultes**. *L'orientation scolaire et professionnelle*, *50*(1), 3-12. https://doi.org/10.4000/osp.13973
Au carrefour des problématiques de travail, de formation, de développement des personnes et des parcours de vie, les pratiques d'accompagnement et de conseil destinées aux adultes ont fait de l'expérience une notion centrale. Depuis ces vingt dernières années, cette notion s'est retrouvée sur le devant de la scène avec la promotion de dispositifs tels que la VAE (Validation des Acquis de l'Expérience), le CEP (Conseil en Évolution Professionnelle) et plus récemment l'AFEST (Action de Formatio...

Richard-Bossez, A., Cornand, R., Laiz Morera, S., Pavie, A., Lorcerie, F., Hache, C., … Audren, G. (2021). ***Traverser le gué. Le passage de la troisième à la seconde en REP+ : ce qu'en dit la recherche*** [Research Report]. Consulté à l'adresse Aix Marseille Université (AMU) website: https://hal.archives-ouvertes.fr/hal-03409522
Ce rapport dresse un bilan des connaissances issues de la recherche sur la transition entre collège et lycée et sur les inégalités qui s'y jouent. Il met notamment en évidence le rôle clé de ce passage dans les différenciations des parcours des élèves puisque c'est à la fin du collège que la transition entre un tronc commun de formation et des choix d'orientation diversifiés, s'opère.

Richard-Bossez, A., Cornand, R., Moreira, S. L., Pavie, A., Lorcerie, F., Hache, C., … Audren, G. (2021a). ***Traverser le gué. Le passage de la troisième à la seconde en REP+ : ce qu'en disent les élèves*** [Research Report]. Consulté à l'adresse Aix Marseille Université (AMU) website: https://hal.archives-ouvertes.fr/hal-03409538
Ce rapport s'appuie sur des questionnaires (425) et entretiens (57) auprès d'élèves de Troisième scolarisés dans 6 collèges REP+ et d'élèves de Seconde scolarisés dans 4 lycées accueillant des élèves de collèges REP+. Il vise à mieux appréhender la manière dont ces élèves perçoivent le passage du collège au lycée, ce qui peut freiner leur réussite et la manière dont les dispositifs d'accompagnement à la scolarité comme les Parcours d'excellence et les Cordées de la réussite peuvent, ou non, contribuer à leurs parcours.

Richard-Bossez, A., Cornand, R., Moreira, S. L., Pavie, A., Lorcerie, F., Hache, C., … Audren, G. (2021b). ***Traverser le gué. Le passage de la troisième à la seconde en REP+ : ce qu'en disent les équipes éducatives*** [Research Report]. Consulté à l'adresse Aix Marseille Université (AMU) website: https://hal.archives-ouvertes.fr/hal-03409532
Ce rapport met la focale sur les enjeux du passage de la Troisième à la Seconde du point de vue des équipes pédagogiques et le rôle que peuvent y jouer les Cordées-ParEx, à partir d'une enquête de terrain dans un échantillon de 12 établissements (7 collèges REP+ et 5 lycées accueillant des élèves de REP+) des Bouches-du-Rhône (dans et hors Marseille) et d'une quarantaine d'entretiens approfondis auprès de plusieurs membres des équipes (chefs d'établissements, CPE, professeurs principaux, référents Cordées-ParEx…).

Salini, D., & Poizat, G. (2021). **Dénouements possibles de l'expérience d'impasse : pistes de compréhension et perspectives développementales**. *L'orientation scolaire et professionnelle*, *50*(1), 69-92. https://doi.org/10.4000/osp.13838

Cet article explore l'expérience d'impasse selon une perspective d'analyse de l'activité et propose des pistes de compréhension de ses possibles dénouements, en situations de conseil et d'accompagnement en formation des adultes. Sur la base de deux études portant sur une pratique de conseil et sur une formation à médiation artistique, l'impasse est conceptualisée comme un repli de la dynamique de signification dans l'expérience des individus. Surgissant lors d'évènements vécus comme inattendus, ce repli est d'ordinaire surmonté dans les dynamiques développementales courantes. Mais il peut aussi ne pas l'être, et contribuer à une forme d'enkystement ou de nécrose développementale, et par là même à l'accroissement de la vulnérabilité. Dans ce cas, des interventions encourageant les composantes abductives et iconiques de la signification jouent souvent un rôle décisif pour la relance de la dynamique développementale.

Serreau, Y. (2021). **Expérience et conduite d'entretiens d'accompagnement au sein d'une formation d'ingénieur par apprentissage**. *L'orientation scolaire et professionnelle*, *50*(1), 121-149. https://doi.org/10.4000/osp.13893
Cette étude contribue à la connaissance du rôle de l'expérience dans la conduite d'entretiens d'accompagnement menés avec des apprentis-ingénieurs. Elle montre le travail de l'expérience avec les accompagnés sous la forme d'une aide à la maîtrise de situations dynamiques. Ce travail impacte l'expérience des accompagnés. Il mobilise aussi, et construit, l'expérience des accompagnateurs. Leurs expériences respectives vécues, communiquées et élaborées sont examinées. Le recueil de sentiments formulés en référence aux séquences d'entretien conduit à l'identification de risques et de compromis cognitifs à gérer dans la conduite d'entretien. Des invariants organisant cette conduite des entretiens sont mis en évidence.

Politique de l'éducation et système éducatif

Aarnikoivu, M. (2021). **The spatiotemporal dimension of doctoral education: a way forward**. *Studies in Higher Education*, *46*(11), 2431-2443. https://doi.org/10.1080/03075079.2020.1723530
For an individual doctoral student, doctoral education happens in multiple spaces across a considerable amount of time. However, the existing literature and conceptualisations of doctoral education do not adequately address the spatiotemporal dimension related to it. By using the concept of scales, this article examines how the social action of doing doctoral studies is affected by space and time. As a mode of inquiry, I use nexus analysis, which allows the analyst to spotlight issues that routinely go unnoticed by scholars, policy-makers but also doctoral students themselves. Based on the analysis, I argue that to theorise doctoral education further, its spatiotemporal dimension has to be examined more closely and considered more seriously than is currently being done by higher education scholars.

Akay, M., & Jaffe-Walter, R. (2021). **Excavating the Layers of Trauma in Homelands and Hostlands: Supporting Political Refugees in U.S. Schools**. *Journal of Cases in Educational Leadership*, *24*(4), 47-59. https://doi.org/10.1177/1555458921997517
This article details how a newly arrived Turkish refugee student navigates schooling in the United States. It highlights the trauma purged Turkish families experience in their home country and their challenges as newcomers unfamiliar with their new country's dominant culture, language, and education system. The case narrative provides insight into how

children of Turkish political refugees are often overlooked in the context of U.S. schools, where teachers lack adequate training and supports. By illuminating one refugee family's experiences in U.S. schools, the case calls for leaders to develop holistic supports and teacher education focused on the needs of refugee students.

Alamel, A., & Dumont, M. (2021). **Les politiques métropolitaines de jeunesse à l'ère des réformes territoriales en France**. *Agora debats/jeunesses*, *N° 89*(3), 129-143. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-129.htm
Cet article se propose d'examiner la construction des professionnalités des nouveaux acteurs métropolitains dans des politiques publiques de jeunesse et les interactions produites entre ces acteurs émergents et des acteurs jeunesse dits « historiques ». Issu d'une enquête réalisée dans le cadre d'une recherche-action insérée dans un programme d'investissements d'avenir (PIA) porté par la Métropole européenne de Lille (MEL), l'article s'appuie sur l'analyse de 17 entretiens semi-directifs auprès de professionnels de la jeunesse aux différents échelons territoriaux. Les résultats présentés illustrent d'une part l'hétérogénéité des parcours professionnels de ces acteurs, notamment émergents, et d'autre part la façon dont la construction de ces nouvelles professionnalités a interagi avec les pratiques et les rôles des professionnels historiques de la jeunesse.

ANDREWS, J., ARCHER, Ti., CRENNA-JENNINGS, W., PERERA, N., & SIBIETA, L. (2021). ***Education recovery and resilience in England: phase two report***. Consulté à l'adresse https://epi.org.uk/wp-content/uploads/2021/10/EPI-Education-Recovery-Report-2 .pdf

Auclair, É. (2021). ***La bienveillance et le bien-être dans la politique de la réussite éducative québécoise de 2017*** (Masters, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse https://depositum.uqat.ca/id/eprint/1302/
Le néolibéralisme, la nouvelle gestion publique et la gestion axée sur les résultats ont fait leur entrée dans le système scolaire québécois officiellement en 2002 avec l'adoption de la Loi 124. Peu à peu, les valeurs humanistes du réseau ont laissé leur place à une idéologie promouvant l'économie, l'efficacité, l'évaluation et l'efficience (Maranda, Deslauriers, et Viviers, 2014). Ces pratiques de management ont cependant des répercussions négatives sur le bien-être des directions d'établissement, des enseignants et des élèves (Acton et Glasgow, 2015 ; Maranda et al., 2014), ce qui affecte tout aussi négativement la réussite éducative (Froese-Germain et Riel, 2013; Traoré, Julien, Camirand, Street, et Flores, 2018). En 2017, le gouvernement du Québec adoptait sa dernière politique de la réussite éducative et, en s'inscrivant dans une tendance internationale (OCDE, 2015b), y réintroduisait les valeurs de bienveillance et de bien-être. En mobilisant la théorie des référentiels de Muller et les concepts de la bienveillance et du bien-être à l'école, cette étude vise à répondre à la question suivante : Quels facteurs expliquent l'intégration des valeurs humanistes de la bienveillance et du bien-être dans la nouvelle politique éducative ? Pour ce faire, nous avons utilisé une méthodologie qualitative et effectué une analyse documentaire. Les textes internationaux et la littérature grise (Conseil consultatif ministériel des élèves, 2014 ; Ikesako et Miyamoto, 2015 ; Institut national de santé publique du Québec, 2010, 2016; OCDE, 2015b, 2015a) touchant la question du bien-être à l'école au Canada ou au Québec ont été examinés en plus des mémoires déposés dans le cadre de la consultation publique menant à l'adoption de la politique ainsi que tous les documents politiques y étant relatifs. Appuyé d'un entretien avec M. Sébastien Proulx, ministre de

l'Éducation en poste à l'époque, les résultats de cette étude suggèrent que l'introduction des valeurs humanistes dans la politique de la réussite éducative est le fruit d'une dynamique prescriptive du référentiel global d'économie de marché sur son référentiel sectoriel, celui de la politique à l'étude. La bienveillance et le bien-être à l'école sont présentés comme des déterminants de réussite qui contribuent à former des travailleurs performants.

Austin, D. A., Pegram, N., Hodson, C., Hepplewhite, G., & Nelson, B. (2021). **Australian higher education third party arrangements: an independent institute case study**. *Tertiary Education and Management*, *27*(3), 281-296. https://doi.org/10.1007/s11233-021-09077-1
The marked increase in transnational higher education third party arrangements in recent years represents globalizing forms of education. Third party arrangements involve a partner institution being approved to deliver the primary institution's government-accredited courses. The primary institute is accountable for monitoring and documenting quality assurance and the third party is responsible to the primary institute for meeting the required higher education standards. This arrangement is particularly attractive for students who want to undertake an accredited degree from overseas, while retaining close relational, industry and cultural links in the home country. There has been some recent examination of higher education third parties focused on equity, transcultural pedagogy, and quality assurance. However, little research has been done regarding the Australian context. Alphacrucis College is one of the largest non-university, faith-based independent higher education institutes in Australia with three onshore third party arrangements in Sydney and Melbourne, as well as two offshore in Finland and the Philippines. Based on a case study including participant observation and a staff survey, this research argues that the success of faith-based third parties is largely a result of shared values and collaborative relationships. These are outworked in professional development and mentoring in learning and teaching, joint research and scholarship projects, equity of student experience through resourcing, and effective governance and quality assurance built on trust. While other higher education institutes may not have faith-based approaches, these findings can serve to produce successful onshore and offshore third parties in a broad range of contexts.

BILLETT, S. (2021). ***Actions to foster expansion of quality work-based learning: programmes for young people in the South Mediterranean region: policy guidelines***. Consulté à l'adresse https://unevoc.unesco.org/pub/yem_policy_guidelines.pdf
Ce rapport vise à informer les décideurs et les praticiens du Maghreb et du Machrek, et d'autres pays, sur la façon de concevoir et de gérer des actions pour favoriser l'expansion de la qualité et de l'apprentissage en situation de travail. Ces lignes directrices portent sur les mesures qui pourraient être prises par les gouvernements, les partenariats sociaux, les institutions de formation de l'EFTP, les lieux de travail des secteurs privé et public afin de favoriser, mettre en œuvre, gérer et évaluer des programmes de formation en situation de travail efficaces ciblant les jeunes. Elles s'appuient sur les résultats de huit rapports pays (Algérie, Égypte, Jordanie, Liban, Palestine, Maroc, Oman, Tunisie).

Blankenberger, B., Gehlhausen Anderson, S., & Lichtenberger, E. (2021). **Improving Institutional Evaluation Methods: Comparing Three Evaluations Using PSM, Exact and Coarsened Exact Matching**. *Research in Higher Education*, *62*(8), 1248-1275. https://doi.org/10.1007/s11162-021-09632-0

Policymakers and institutional leaders in higher education too often make decisions based on descriptive data analyses or even anecdote when better analysis options could produce more nuanced and more valuable results. Employing the setting of higher education program evaluation at a midwestern regional public university, for this study we compared analysis approaches using basic descriptive analyses, regression, standard propensity score matching (PSM), and a mixture of PSM with continuous variables, coarsened exact matching, and exact matching on categorical variables. We used three examples of program evaluations: a freshman seminar, an upper division general education program intended to improve cultural awareness and respect for diverse groups, and multiple living learning communities. We describe how these evaluations were conducted, compare the different results for each type of method employed, and discuss the strengths and weaknesses of each in the context of program evaluation.

Boulet, P. (2021). **Parcoursup 2021 : les propositions d'admission dans l'enseignement supérieur**. *Note Flash du SIES*, (22). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-2021-les-propositions-d-admission-dans-l-enseignement-superieur-51664
Plus de bacheliers reçoivent une proposition, en particulier les professionnels et technologiques. Des propositions reçues plus rapidement et un peu plus souvent acceptées. Une phase principale plus dynamique. Moins d'acceptations en phase principale pour les bacheliers technologiques et professionnels mais des acceptations plus nombreuses en apprentissage, hausse particulièrement élevée en BTS. Des bacheliers technologiques plus nombreux dans les BUT et une plus grande mobilité hors académie observée.

Bouvier, A. (2021). ***Sur l'école à la française : Propos d'un mocking bird*** (p. 320). Consulté à l'adresse L'harmattan website: https://nouveautes-editeurs.bnf.fr/annonces.html?id_declaration=10000000726766&titre_livre=Sur_l%27%C3%A9cole_%C3%A0_la_fran%C3%A7aise
La crise provoquée par la Covid-19 a affecté tous les systèmes éducatifs qui ont chacun répondu à leur façon. Celle-ci tient à l'histoire du pays, sa culture et ses traditions. Pendant 20 mois, le système éducatif français a connu de multiples changements brutaux. Ce livre observe le système éducatif français. Il n'est à charge ni contre le ministre, ni contre les groupes organisés. Sur la base de données factuelles publiques, il n'épargne personne. Le texte s'emploie à traquer sans concession les bureaucraties ministérielle et syndicale, souvent complices. Il est indéniable que la crise sanitaire nous a légué une école hybride. Pratiquant l'ironie, l'auteur, qui se dépeint comme un mocking bird, s'adresse à un large public qui trouvera dans ce livre ce qu'il vit au quotidien dans ses rapports à l'école française

Brion, C. (2021). **Using a Culturally Proficient Leadership Lens to Effectively Serve Refugee Students**. *Journal of Cases in Educational Leadership*, *24*(4), 30-46. https://doi.org/10.1177/15554589211012428
This teaching case study takes place in an American middle school and tells the story of Dorah, a refugee student from the Republic of Congo who experienced severe trauma. At Lincoln Middle School, the principal and her teachers encounter difficulties serving their refugee students adequately because of their lack of cultural proficiency. This case aims to help leaders in diverse contexts understand how to embrace and advocate for different cultures, beliefs, and norms to increase the cultural wealth of their communities.

To achieve this goal, I provide a cultural proficiency model and a trauma-invested framework.

BUNESCU, L., & ESTERMANN, T. (2021). ***Institutional transformation and leadership development at universities: a mapping exercise: report from the innovative leadership and change management in higher education project (NEWLEAD)***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13914
Basé sur une enquête, ce rapport, produit dans le cadre du projet « NEWLEAD », vise à fournir une image complète du développement du leadership et de la transformation institutionnelle dans les systèmes d'enseignement supérieur européen. La transformation institutionnelle est une priorité forte pour les dirigeants universitaires. Les domaines prioritaires en la matière sont l'amélioration de l'efficience, de l'efficacité et la rentabilité, suivi du développement de la mission sociétale de l'université et de l'amélioration de l'équité, de la diversité et de l'inclusion sociale. Les autres priorités vont de l'amélioration de la qualité de l'enseignement et de la recherche à la numérisation, l'internationalisation et l'engagement dans les ODD.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2021). ***Enablers and disablers of cross-border long-term apprentice mobility: evidence from country- and project-level investigations***. Consulté à l'adresse https://liseo.france-education-international.fr/vig_num.php?explnum_id=13854
La mobilité transfrontalière à long terme des apprentis (CBLTMA) désigne la période qu'un apprenti passe à l'étranger dans le cadre d'une formation en entreprise - éventuellement combinée à une formation auprès d'un prestataire d'enseignement et de formation professionnels (EFP) - pour une durée comprise entre six et 12 mois, dans le cadre de sa formation en apprentissage. Elle est plus difficile à organiser que la mobilité dans un environnement scolaire et l'enseignement supérieur, principalement en raison de la nature de la relation entre l'apprenti et les entreprises formatrices. S'appuyant sur des études de cas, cette publication examine les facteurs favorables et défavorables de la CBLTMA et montre ce qu'il faudrait envisager de faire pour que la CBLTMA fonctionne.

Cicurel, I. (2021). **Faire de l'École le coeur battant de l'Europe**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3410* (p. 85) [Rapport de mission gouvernementale auprès de Monsieur le Premier Ministre]. Consulté à l'adresse Premier Ministre (France) website: https://www.vie-publique.fr/sites/default/files/rapport/pdf/281955.pdf
L'ambition de faire de l'Europe une « puissance éducative » est dictée par une visée très concrète : offrir à chaque élève les meilleures pratiques pédagogiques européennes et contribuer ainsi à l'amélioration qualitative des systèmes éducatifs en France et dans l'ensemble des pays européens. Avec l'objectif de faire de l'éducation un axe fort de la présidence française de l'Union européenne, cette mission a pour but d'étudier deux effets de levier susceptibles de toucher rapidement toute une génération d'élèves : la formation initiale des futurs professeurs et les partenariats des établissements français avec leurs homologues européens.

Commission européenne. (2021a). ***Blended learning for high quality and inclusive primary and secondary education: handbook***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/82b511f9-3089-11ec-bd8e-01aa75ed71a1/language-en/format-PDF/source-236693600

Ce document de travail est conçu pour accompagner et soutenir la Recommandation sur l'apprentissage mixte pour un enseignement primaire et secondaire inclusif et de haute qualité. Assorti de preuves issues de la recherche, d'exemples de politiques et de projets, ce guide vise à aider les parties prenantes à comprendre tout le potentiel de l'apprentissage mixte et à soutenir un changement dans les systèmes européens. Il décrit une vision de l'apprentissage mixte dans l'enseignement scolaire du point de vue du Plan d'action pour l'éducation numérique 2021-2027 et de l'Espace européen de l'éducation. Enfin il présente un cadre décrivant un ensemble de défis et d'exemples de bonnes pratiques dans dix domaines spécifiques.

Commission européenne. (2021b). **Early childhood education and care and the Covid-19 pandemic. Understanding and managing the impact of the crisis on the sector**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3415* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/c14645b2-24f8-11ec-bd8e-01aa75ed71a1
Participation in high-quality early childhood education and care (ECEC) is essential for the personal development, social integration, successful lifelong learning and later employability of all children. This is why it is so important to improve the quality and effectiveness of ECEC systems across Europe. In March 2020, when the WHO declared COVID-19 a pandemic , most EU countries decided to go into lockdown or impose restrictions on ECEC services. Since summer 2020, opening and working conditions have varied greatly depending on countries and the health situation. This report describes how the pandemic was handled in the ECEC sector across Europe. It goes on to look at the impact of the crisis and the measures adopted on ECEC services and staff, as well as families and children. It has been drafted on the basis of information gathered from ministries in charge of ECEC, experts, non-governmental organisations (NGOs), the media, etc . Stakeholders and observers broadly share the view that in many countries, the ECEC sector has been insufficiently supported and included in COVID-19 policy responses and measures, especially compared to other education sectors. It also appears that during lockdowns/emergencies, ECEC was most of the time only considered a childcare facility that needed to remain available for parents in 'essential' professions to be able to work. The pandemic has highlighted ECEC's essential role in supporting families and society at large. And yet, the sector's role in learning and inclusion and children's right to education has barely been mentioned. When the pandemic started, ECEC settings were faced with many questions on how to handle the new situation: how to keep providing high-quality education and care, how to liaise with families, how to protect the most vulnerable children, what health and safety regulations had to be respected and how to do that, how to manage staff, how to ensure the financial security of the sector and its staff, etc. The report provides information on the guidance and support provided to ECEC services and staff and to families. It reflects the great diversity of ECEC governance systems in most European countries, with many levels of decision-making and financing, especially in split -system countries, where more than one ministry supervises the sector. In the context of the pandemic , this has sometimes created difficulties. (pdf, 69 pages)

Cour des comptes. (2021a). **Le programme d'investissement d'avenir: un acquis à consolider, un rôle spécifique à mieux définir**. In *http://veille-et-analyses.ens-*

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3421 [Report]. Consulté à l'adresse Cour des comptes website: https://www.ccomptes.fr/fr/documents/57509
La mise en œuvre du programme d'investissement d'avenir Engagé en 2010 et confirmé depuis par les gouvernements successifs, le programme d'investissement d'avenir (PIA) a mobilisé 57 Md€ de dotations budgétaires autour de quatre priorités : la recherche et l'enseignement supérieur, l'innovation dans les entreprises, le déploiement des réseaux numériques et la diffusion du numérique dans les usages économiques et sociaux, ainsi que la transition écologique. Le Grand plan d'investissement (GPI), engagé en 2018, s'est inscrit dans la continuité du PIA et a mobilisé également des moyens à hauteur de 57 Md€. La mise en oeuvre du PIA est en progrès depuis le précédent rapport de la Cour. Ses objectifs initiaux devraient être globalement atteints, mais avec un retard de quelques années par rapport au programme initial, du fait de la complexité du montage des projets et de la durée des investissements. À fin 2020, 48,3 Md€ étaient engagés sur les 57 Md€ du PIA. La démarche induite par le PIA a entraîné des effets positifs, notamment de structuration dans le domaine de la recherche ou d'entraînement sur d'autres financements publics et privés. Le faible avancement de certaines actions révèle toutefois des difficultés structurelles. L'impact global du PIA et du GPI sur le volume de l'investissement public est également difficile à apprécier.Le suivi et le pilotage du PIA obéissent davantage à une approche budgétaire qu'à une mesure de la performance et des risques. La principale faiblesse relevée par la Cour tient au caractère tardif et encore limité de la démarche d'évaluation des actions financées qui devait faire l'originalité et la valeur ajoutée du PIA. Plus de dix ans après le lancement du programme, l'évaluation reste partielle et inégale selon les actions et les opérateurs.Bien que le contexte d'origine du PIA ait profondément évolué, les gouvernements successifs ont fait le choix de poursuivre le recours à ce programme sans en modifier substantiellement les lignes générales. Les évolutions amorcées récemment pour mieux prendre en compte les enjeux vitaux pour notre pays dans les priorités d'investissement et pour améliorer la supervision du PIA au niveau interministériel seront à suivre avec attention. La Cour estime que le moment est venu pour ouvrir une réflexion de fond sur le devenir de cet instrument, ainsi que sur sa place dans la stratégie globale d'investissement de l'État.

Cour des comptes. (2021b). **Les universités à l'horizon 2030: plus de libertés, plus de responsabilités**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3411* (p. 28). Consulté à l'adresse Cour des comptes (France) website: https://www.ccomptes.fr/sites/default/files/2021-10/20211021-NS-Universites.pdf
La Cour publie des notes faisant partie d'un ensemble de travaux menés sur plusieurs grandes politiques publiques, qui identifient à la fois les principaux défis auxquels seront confrontés les décideurs publics au cours des prochaines années, et les leviers susceptibles de les relever. Dans le prolongement du rapport « Une stratégie de finances publiques pour la sortie de crise », remis en juin dernier au Président de la République et au Premier ministre, cette série de publications permet à la Cour de s'exprimer sur des sujets structurels. Avec ces notes à visée pédagogique, la Cour se place au cœur de sa mission d'information des citoyens, à un moment démocratique clé. Sur 2,7 millions d'étudiants, 1,6 million sont inscrits à l'université – soit un effectif en augmentation de 10% sur cinq ans. Les réformes menées depuis quinze ans n'ont permis de répondre que partiellement aux défis auxquels font face les universités : l'augmentation constante de la démographie étudiante et l'amélioration des conditions de prise en charge de la vie

étudiante, l'acquisition d'une réelle autonomie de gestion, ou encore l'opportunité de relever les défis financiers, s'agissant à la fois des financements publics et des ressources propres. La Cour distingue trois pistes pour les dix années à venir : approfondir l'autonomie des établissements, concevoir l'université comme véritable lieu de réussite et de vie, et assumer et maîtriser les différences entre universités, en ouvrant la perspective de créer des collèges universitaires.

Couto, M.-P., Bugeja-Bloch, F., & Frouillou, L. (2021). **Parcoursup : les prémices d'un accroissement de la stratification sociale et scolaire des formations du supérieur**. *Agora debats/jeunesses*, *N° 89*(3), 23-38. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-23.htm
Le dispositif d'affectation postbaccalauréat Parcoursup, mis en place en 2018, peut être analysé comme un élément favorisant la stratification scolaire et sociale des formations supérieures. Cela tient à l'accentuation de la logique du « libre choix scolaire », mais aussi à la fin de la hiérarchisation des vœux, cruciale dans Admission post-bac (APB), à la prise en compte d'éléments extrascolaires dans les candidatures et au renforcement de la canalisation des aspirations scolaires des candidats. En conséquence, les vœux franciliens, entre APB 2017 et Parcoursup 2018, croissent en faveur des filières STS (sections de technicien supérieur) et des formations privées, au détriment des licences publiques universitaires, notamment dans les établissements non parisiens.

Cox, M., & Quinn, B. (2021a). **Learning Leaders: Teaching and Learning Frameworks in Flux Impacted by the Global Pandemic**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28070
This article builds on the work of EDUsummIT2019's thematic working group 2 (TWG2) focus on "Learning as Learning Leaders: How does leadership for learning emerge beyond the traditional teaching models?" Using the well-established theoretical frameworks of Entwistle (1987) and Shulman (1987) the most significant influences on how learning leaders need to adjust to accommodate the dramatic increase in remote online learning are identified. The major influences include learners' previous knowledge, self-confidence, abilities and motives, and changes between learning initiated by teachers and that by learners. COVID-19 has caused a massive upskilling of people in all facets of society from children to grandparents, from media to consumers, and from policy makers to practitioners. None of the alignments nor factors identified in this article are static and learning leaders need to perpetually reconsider the factors identified to achieve successful learning outcomes. The ongoing challenges for educators in this changing world are in a permanent state of flux with an increasing IT literate society across all formal and informal sectors of education.

Cox, M., & Quinn, B. (2021b). **Learning Leaders: Teaching and Learning Frameworks in Flux Impacted by the Global Pandemic**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28070
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Curran, F. C., & Kitchin, J. (2021). **Documenting Geographic Isolation of Schools and Examining the Implications for Education Policy**. *Educational Policy*, *35*(7), 1191-1229. https://doi.org/10.1177/0895904819864445
Geographic isolation of K-12 schools represents a unique challenge to schools with implications for school funding, staffing, resource acquisition, consolidation, transportation, and school choice among others. To date, little research has documented the extent of geographic isolation at a national scale or how it varies across school contexts. Using the Common Core of Data and the Private School Universe Survey, this study estimates the extent of geographic isolation nationally and explores how such isolation varies across contexts. Estimates are calculated and compared using as the crow flies distance, road travel distance, and travel time. Results indicate that geographic isolation of schools is relatively high within district, particularly in rural areas. Although inclusion of schools in nearby districts greatly reduces isolation, many local markets of schools remain small. Results further show that geographic isolation varies greatly across states and across student demographics. Implications for policy are discussed.

Cushing, I. (2021). **Grammar tests, de facto policy and pedagogical coercion in England's primary schools**. *Language Policy*, *20*(4), 599-622. https://doi.org/10.1007/s10993-020-09571-z
Since their introduction by the Conservative government in 2013, primary school children in England have taken a mandated grammar, punctuation and spelling assessment, which places an emphasis on decontextualised, standardised English and the identification of traditional grammatical terminology. Despite some concise criticisms from educational linguists, there remains no detailed and critical investigation into the nature of the tests, their effects on test takers, and the policy initiatives which led up to their implementation. This article contributes to this gap in knowledge, using critical language testing as a methodological framework, and drawing on a bricolage of data sources such as political speeches, policy documents, test questions and interviews with teachers. I discuss how the tests work as de facto language policy, implemented as one arm of the government's 'core-knowledge' educational agenda, underpinned by a reductive conceptualisation of language and a problematic discourse of 'right/wrong' ways of speaking. I reveal how teachers talk about the 'power' of the tests, intimidating and coercing them into pedagogies they do not necessarily believe in or value, which ultimately position them as vehicles for the government's conservative and prescriptive language ideologies.

Dee, T. S., & Murphy, M. (2021). **Patterns in the Pandemic Decline of Public School Enrollment**. *Educational Researcher*, *50*(8), 566-569. https://doi.org/10.3102/0013189X211034481

Early evidence indicates that the COVID-19 pandemic sharply reduced public school enrollment in many states. However, little is known about the underlying patterns of these declines. Using new district-level data from Massachusetts, we find that these declines were concentrated in traditional districts while charter, virtual, and vocational districts increased their enrollment. Though the enrollment declines in traditional districts were widespread, we also find that the percent declines were significantly larger in smaller districts and those serving higher concentrations of White and economically disadvantaged students. The implications for understanding the pandemic's effects on learning opportunities and the anticipated fiscal stress on public schools are discussed.

Delattre, N. (2021). ***Enseignement agricole: l'urgence d'une transition agro-politique***. Consulté à l'adresse Sénat (France) website: http://www.senat.fr/rap/r20-874/r20-874.html
Lors de l'examen du projet de loi de finances pour 2021, le Sénat a considéré que l'avenir de l'enseignement agricole était en danger. C'est dans ce contexte qu'ont été menés les travaux de cette mission d'information qui s'est attachée à auditionner les acteurs de l'enseignement agricole, mais aussi aller sur le terrain, à la rencontre des responsables d'établissements, des apprenants, des professeurs. Ces échanges ont permis de faire ressortir plusieurs enjeux, en particulier : - l'orientation et la connaissance ou la reconnaissance de l'enseignement agricole ; - la concurrence, à la fois au sein de l'enseignement agricole mais aussi entre les structures de l'enseignement agricole et l'Éducation nationale, et son impact sur le maillage territorial de l'enseignement agricole ; - les moyens budgétaires consacrés à l'enseignement agricole ; - la capacité de l'enseignement agricole à répondre aux besoins des filières agricoles et alimentaires, mais aussi, au-delà, aux enjeux des territoires ruraux, dans un contexte de fort renouvellement des générations d'agriculteurs ; - la place des filles ou des jeunes femmes au sein de l'enseignement agricole.

Deltour, C. (2021). ***Adapting, implementing, and evaluating the effects of a comprehensive school reform program: the case of School-Wide Positive Behavior Interventions and Supports in French-speaking Belgium*** (Université de Liège, Liège, Belgique). Consulté à l'adresse https://orbi.uliege.be/handle/2268/264218

Dieusaert, P. (2021). **L'enseignement des langues vivantes dans le second degré en 2020**. *Note d'information*, (21.36). Consulté à l'adresse https://www.education.gouv.fr/l-enseignement-des-langues-vivantes-dans-le-second-degre-en-2020-326035
Dans le premier cycle, hormis en classe de sixième, presque tous les élèves étudient une LV2. Les enseignements de langue vivante se sont ainsi renforcés, notamment depuis 2016 : si 14,1 % des élèves de cinquième étudiaient alors une LV2, ils sont 99 % en 2020. C'est lorsqu'ils suivent une formation du second cycle général et technologique (GT) que les élèves étudient le plus de langues vivantes (plus de deux par élève en moyenne). Dans les séries technologiques, le nombre moyen de langues étudiées a ainsi fortement augmenté entre 2010 et 2020, l'enseignement des LV2 devenant obligatoire à partir de 2015 pour les séries STD2A, STI2D et STL. En filières générales, le nombre moyen de langues étudiées par élève, plus élevé qu'en filières technologiques, diminue légèrement depuis 2019. Enfin, dans le second cycle professionnel, l'apprentissage des langues vivantes, tout en restant moins développé que dans les autres cycles, est en progression par rapport à 2010. Quel que soit le cycle, l'anglais reste la langue la plus étudiée devant l'espagnol. Les filles et les élèves issus des catégories sociales les plus favorisées étudient

davantage de langues vivantes. Enfin, des disparités territoriales liées à la situation géographique des académies ont une incidence sur les langues étudiées.

Emploi, éducation et politique (Dossier). (2021). *Cahiers de l'IREA*, *44*. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=numero&no=70963&no_revue=933&razSqlClone=1
Dans ce numéro 44 de la revue des Cahiers de l'IREA trois thèmes sont traités à savoir : l'emploi, l'éducation et la politique. Dans le thème relatif à l'emploi, deux auteurs présentent des analyses relatives aux stratégies d'insertion socioprofessionnelles. Pour le thème inhérent à l'éducation, trois auteurs traitent des questions relatives à l'éducation inclusive, à la gestion des classes et à la symbolique de la consommation d'aliments dits religieux. À propos du thème relatif à la politique, trois auteurs analysent entre autres l'alternance politique locale, l'urbanisation des communes rurales et l'ordre politique colonial.

European Parlement. (2021). **Youth in Europe. Effects of COVID-19 on their economic and social situation**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3414* [Report]. Consulté à l'adresse European Parliament (Transnational) website: https://www.europarl.europa.eu/RegData/etudes/STUD/2021/662942/IPOL_STU(2021)662942_EN.pdf
The aim of this study is to provide the Members of the committee on Employment and Social Affairs (EMPL) with an analysis of the impact of the COVID-19 crisis on young people, providing updated information on their economic and social situation, with a focus on employment.

Eurydice. (2021). ***Teachers' and School Heads' Salaries and Allowances in Europe – 2019/20*** (p. 218). Consulté à l'adresse European Commission website: https://op.europa.eu/en/publication-detail/-/publication/ea38b809-3dea-11ec-89db-01aa75ed71a1/language-en/format-PDF/source-search
Ce rapport fournit une analyse comparative des salaires, des allocations des enseignants et des chefs d'établissement dans 38 systèmes éducatifs européens. Il montre que les revenus des enseignants varient considérablement d'un pays à l'autre, généralement en fonction de leur niveau de vie respectif. En moyenne, les enseignants du pré-primaire gagnent généralement moins et les enseignants du secondaire supérieur gagnent généralement plus, même si, dans certains pays européens, tous les enseignants qui débutent perçoivent les mêmes salaires. Dans un quart des systèmes éducatifs, les salaires de départ (corrigés à l'inflation) sont restés identiques ou inférieurs au cours des cinq dernières années.

Friesen, S., & Brown, B. (2021). **Advancing Knowledge Creation in Education Through Tripartite Partnerships**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28052
The purpose of this paper is to highlight the work of one tripartite partnership with stakeholders to improve and strengthen novice teachers' pedagogical designs using design based professional learning guided by the principles of knowledge building/knowledge creation. The tripartite partnership involved 450 novice teachers from an urban school division, a practitioner-research university team, and the provincial

government. Drawing upon one case, this paper analyzes the ways in which the design-based professional learning mirrored the knowledge building/knowledge creation processes highlighting the ways in which teachers worked in collaborative, collective, and connected ways to progressively improve pedagogical designs for collective knowledge building. Computer supported, networked digital technologies provided a community to develop an audit trail to keep track of progressive improvements and refinements to their pedagogical designs and to support, enable, and enhance knowledge building discourse. Design-based professional learning informed by the 12 principles of knowledge building/knowledge creation provided novice teachers with a process to work collectively as a community, progressively improving and refining their pedagogical designs, identifying the role of their pedagogical designs in their students' work, and engaging with other teachers in their respective schools.

Ghosh Moulick, A. (2021). **Entrepreneurial to Impactful Management: Income Inequality in Education**. *Educational Policy*, *35*(7), 1349-1376. https://doi.org/10.1177/0895904819874753
When school districts move more administrators down to school campuses, do they get better at reducing the income-based achievement gap? Data from Texas public school districts between 1994 and 2010 show that such managerial decentralization is positively associated with income-based achievement gap, explained by the tendency of elite capture in heavily decentralized systems. Furthermore, this primary relationship was moderated positively by the level of school district revenue generated locally and moderated negatively by enrollment. Generally beneficial among larger student bodies, more decentralized management, especially in districts with a greater ability to generate their own revenue, made the achievement gap worse.

Giani, M. S., & Martin, A. (2021). **Mobilizing Developmental Education: The Causal Effect of Mobile App Courseware on the College Outcomes of Developmental Education Students**. *Educational Evaluation and Policy Analysis*, *43*(4), 668-687. https://doi.org/10.3102/01623737211013782
Developmental education, in which college students deemed unprepared for college-level coursework enroll in non-credit-bearing courses, is widespread in American higher education. This study evaluates the effect of mobile app courseware on the college outcomes of developmental education students. We used a research design that randomly assigned course sections to receive access to the apps or not. The results show that access to the apps significantly improved student performance in developmental education outcomes and marginally improved medium-term college persistence and performance but did not affect credential attainment in the study timeframe. Despite a number of barriers to implementation, the results suggest the intervention has the potential to improve the short-term outcomes of developmental education students in addition to being low-cost and scalable.

Giersch, J., Bottia, M. C., Stearns, E., Mickelson, R. A., & Moller, S. (2021). **The Predictive Role of School Performance Indicators on Students' College Achievement**. *Educational Policy*, *35*(7), 1085-1115. https://doi.org/10.1177/0895904819857827
The adoption of market theory as a guiding principle of education policy increased the need for assessments of school performance that families could use to compare academic benefits of attending one school to another. Prominent among measures used by states are the school proficiency and growth indicators resulting from high-stakes

tests. Using a longitudinal dataset of college-bound public high school students in North Carolina (N = 17,565), we test the usefulness of proficiency and growth scores of high schools in predicting students' performance in college. We find both indicators to be useful and have the strongest associations with outcomes for students taking a mix of honors and non-honors classes. We also find that academic track placement has a stronger association with outcomes than either measure of school performance. Therefore, this study shows that reliance on school quality indicators can be inadequate because they exaggerate differences between schools and ignore differences within schools.

Gottfried, M. A., & Kirksey, J. J. (2021). **Math Instructional Practices in General Education Classrooms With and Without Students With High-Incidence Disabilities**. *Educational Policy*, *35*(7), 1258-1287. https://doi.org/10.1177/0895904819857830
This study compares mathematics instructional practices in classrooms that do and do not contain students with high-incidence disabilities (HIDs). To do so, we examined a national data set of responses from kindergarten teachers about instructional practices. We do find that in classrooms with students with HIDs, teachers reported different frequencies of math activities as well as skills instruction. These differences depended on type of HID. There were no differences in the frequency of time spent on math, meaning that classrooms with and without students with HIDs reported the same amount of math instruction per week. Differences in these findings arose based on teacher qualifications. Implications for policy are discussed.

GOUËDARD, P. (2021). ***Developing indicators to support the implementation of education policies***. Consulté à l'adresse https://www.oecd-ilibrary.org/docserver/b9f04dd0-en.pdf?expires=1637079910&id=id&accname=guest&checksum=F893BB908201F20BEEFBFD3250331BF7
Dans les pays de l'OCDE, la demande croissante d'élaboration de politiques fondées sur des données probantes a conduit les gouvernements à concevoir des politiques conjointement avec des objectifs mesurables clairs, et à définir des indicateurs pertinents pour suivre leur réalisation. Ce document traite de la l'importance de ces indicateurs pour soutenir la mise en œuvre des politiques éducatives. S'appuyant sur le cadre de mise en œuvre des politiques d'éducation de l'OCDE, le document passe en revue le rôle des indicateurs le long de chacune des dimensions du cadre, à savoir la conception intelligente des politiques, l'engagement inclusif des parties prenantes et l'environnement propice.

Gourdon, J. (2021, novembre 9). **La sécurité privée pousse ses pions dans l'enseignement supérieur**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/11/09/la-securite-privee-pousse-ses-pions-dans-l-enseignement-superieur_6101437_4401467.html
Des formations se développent pour remédier à un problème chronique d'encadrement et de qualité des prestations. Une tentative, pour ce secteur peu attractif, de monter en gamme et de faire face à la pénurie de main-d'œuvre.

Guégan, M., & Miraoui, A. (2021). **L'internationalisation à domicile (làD): un concept, des enjeux... un élément clé de la stratégie d'internationalisation de nos écoles**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3418* [Report]. Consulté à l'adresse Conférence des grandes écoles (France) website:

https://www.cge.asso.fr/publications/2021-07-09-rapport-linternationalisation-a-domicile-un-concept-des-enjeux-un-element-cle-de-la-strategie-dinternationalisation-de-nos-ecoles/
L'internationalisation à domicile (IàD), plus connue sous le terme anglo-saxon internationalisation at home (I@H), regroupe un ensemble très diversifié d'activités permettant de développer des compétences internationales et interculturelles, sans nécessiter de mobilité physique. L'idée phare est de permettre à tous les étudiants et personnels, de profiter des bénéfices, d'une manière permanente, de l'internationalisation. Il est important de préciser que l'IàD n'a pas vocation à remplacer les formes de mobilités classiques mais plutôt à les compléter, en particulier pour les étudiants et personnels empêchés. Ce concept, initié dans les années 2000 par de très jeunes universités qui n'avaient pas de partenaires internationaux pour débuter de la mobilité académique internationale, s'est progressivement développé ces vingt dernières années et, sur cette dernière décennie, l'IàD est en plein essor. Cependant, l'intérêt que lui portent les établissements de l'enseignement supérieur français semble être bien plus récent et a cru ces derniers mois sous l'effet catalyseur de la crise pandémique Covid-19. C'est donc un sujet qui prend une place stratégique de plus en plus importante dans la politique d'internationalisation des établissements, sur le court et moyen terme, pour compenser les effets de la crise pandémique Covid-19 sur la mobilité et les échanges internationaux. Mais c'est aussi un engagement plus profond, sur du long terme, pour répondre, à la fois, aux orientations fixées par l'Union européenne concernant le développement d'un enseignement supérieur européen plus inclusif, en prise avec les défis et enjeux du 21e siècle et les Objectifs du Développement Durable. Dans ce contexte, l'idée de créer un groupe de travail sur le sujet de l'IàD est née lors d'une séance de la commission des Relations internationales de la Conférence des grandes écoles (CGE) avec pour objectif de donner aux écoles de la Conférence des clés pour conceptualiser l'IàD, pour les aider à identifier dans leur propre établissement les actions déjà en place qui relèvent de l'IàD mais aussi pour préciser celles qu'elles pourraient envisager de développer à court, moyen ou long terme. L'ensemble des travaux menés par ce groupe de travail au cours de l'année universitaire 2020/2021 a donné lieu à la réalisation du présent document. Dans sa première partie, après un bref état de l'art, la définition de l'IàD retenue par Beelen et Jones sert de point de départ pour bien préciser les piliers fondamentaux de l'IàD, afin de bien conceptualiser les activités qui en relèvent. La seconde partie recense quelques retours d'expériences et exemples d'activités et de bonnes pratiques en la matière en proposant un classement par catégories types. Enfin, la troisième partie dresse quelques recommandations visant à favoriser son implémentation et son développement.

Hadji, C. (2022, octobre 19). **Bac 2022 : faut-il encadrer les évaluations du contrôle continu ?** Consulté 20 octobre 2021, à l'adresse The Conversation website: http://theconversation.com/bac-2022-faut-il-encadrer-les-evaluations-du-controle-continu-170134
Les notes des bulletins scolaires seront prises en compte, à hauteur de 40 %, dans le bac version 2022. Pour harmoniser le traitement des candidats, le ministère a publié un « guide de l'évaluation ».

Hajar, A., & Mhamed, A. A. S. (2021). **Exploring Postgraduate students' challenges and strategy use while writing a master's thesis in an English-medium University in Kazakhstan**.

Tertiary Education and Management, *27*(3), 187-207. https://doi.org/10.1007/s11233-021-09072-6
With the growth of English medium instruction (EMI) on a global level, the number of multilingual students writing their master's theses in English is increasing. However, research on students' experiences of writing them in English in non-English speaking contexts is scarce. This paper reports on the challenges and strategic learning efforts of eight Kazakhstani students while working on their master's thesis projects in a Kazakhstani EMI university. The qualitative data collected from a written narrative and three subsequent semi-structured interviews revealed that almost all the participants had a clear preference for a directive supervision style, whereby supervisors give stage-by-stage guidance. The result was a clash of expectations, miscommunication and confusion between supervisors and supervisees in some cases, especially since most supervisors come from English-speaking countries. Two participants, however, favoured a laissez-faire supervisory style where the supervisor orchestrated their supervisees' learning efforts implicitly by giving them room to work independently. All participants also articulated certain effective strategies to confront the diverse challenges associated with constructing a new identity for themselves as researchers, time management, and 'imposter syndrome'. From this qualitative study, practical recommendations for developing the effectiveness (quality) of master's thesis supervision in EMI universities are made.

Hananel, R., Krefetz, S. P., & Vatury, A. (2021). **Public Housing Matters: Public Housing Policy in Sweden, the United States, and Israel**. *Journal of Planning Education and Research*, *41*(4), 461-476. https://doi.org/10.1177/0739456X18793702
During the past decade, many countries have returned to public housing to meet the demand for affordable housing. Using the Esping-Anderson typology, this study examines how differences in a country's political economic regime influence the implementation and outcomes of public housing policies over time and the extent to which and how the differences change over time. The analysis focuses on Sweden, the United States, and Israel, representing three different regime types. In light of the renewed worldwide recognition of the importance of public housing, such an analysis can help shape more effective public housing policies.

Hofstetter, R. & Érhise. (2021). ***Le Bureau international d'éducation, matrice de l'internationalisme éducatif***. Consulté à l'adresse https://www.peterlang.com/document/1114406
Cet ouvrage retrace la sociogenèse de l'internationalisme éducatif durant le premier 20e siècle à partir de l'une de ses matrices, le Bureau ...

Huguenin, J.-M., & Yvon, F. (2021). ***Améliorer la gestion des institutions de formation***. Paris: l'Harmattan. https://www.editions-harmattan.fr/livre-ameliorer_la_gestion_des_institutions_de_formation_jean_marc_huguenin_frederic_yvon-9782343230535-70183.html
Comment améliorer la gestion de nos écoles ? En présentant des exemples réels, cet ouvrage montre comment les équipes de direction appliquent des outils de gestion qui permettent d'améliorer l'efficacité et l'équité. Les pratiques déployées dans les chapitres de cet ouvrage sont innovantes : elles couvrent l'exploitation d'un système de gestion de la qualité, l'amélioration de la collaboration, l'amélioration de la communication ou encore le développement d'une école inclusive. Écrits par des

cadres scolaires et des experts en systèmes éducatifs, les chapitres de cet ouvrage contiennent également des conseils éprouvés par l'expérience de leurs autrices et auteurs dans l'exercice de leur fonction

Ilie, S. (2021). **Shadow education in Africa: Private supplementary tutoring and its policy implications**. *International Review of Education*, *67*(5), 711-713. https://doi.org/10.1007/s11159-021-09912-y

Inclusive lifelong learning in cities: policies and practices for vulnerable groups. (2021). In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3422* (p. 325) [Report]. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000379538?
l'Institut de l'UNESCO pour l'apprentissage tout au long de la vie lance sa publication intitulée « Inclusive lifelong learning in cities : Policies and practices for vulnerable groups » à l'occasion de la cinquième Conférence internationale sur les villes apprenantes à Yeonsu, en République de Corée. Elle présente des cadres conceptuels pour l'apprentissage inclusif et de bonnes pratiques adoptées dans les villes apprenantes et formule des recommandations pour l'avenir. La pandémie de COVID-19 a eu un impact énorme sur la vie dans les villes, tout en exposant et en exacerbant presque toutes les formes d'inégalité. Un accès à des infrastructures résilientes de qualité, à des services de base fiables et à des emplois décents doit être fourni à tous les habitants des villes et des campagnes. Pour y parvenir, il importe de veiller à ce que les possibilités d'apprentissage dans les villes soient de grande qualité, qu'elles tiennent compte de la diversité des origines de tous les apprenants et qu'elles soient proposées de manière continue tout au long de la vie. Les différents chapitres de cette publication décrivent les efforts déployés par les villes apprenantes afin de promouvoir l'apprentissage inclusif tout au long de la vie pour les groupes vulnérables. Ils s'appuient sur des documents de recherche préparés pour la quatrième conférence internationale sur les villes apprenantes, qui s'est tenue en 2019 à Medellín, en Colombie, sur le thème « Inclusion - Un principe pour l'apprentissage tout au long de la vie et les villes durables ». Cette publication marque donc une transition entre les conférences sur les villes apprenantes de 2019 et 2021. Bien que les exemples figurant dans la publication datent d'avant la pandémie, ils révèlent que les populations rendues encore plus vulnérables par la pandémie peuvent être efficacement ciblées par des opportunités d'apprentissage tout au long de la vie. Cette semaine, alors que les villes apprenantes partagent les expériences et les connaissances qu'elles ont acquises suite à la COVID-19, la grande valeur de l'apprentissage inclusif tout au long de la vie doit rester au cœur de leurs échanges.

Jarraud, F. (2021, novembre 12). **L'Unesco appelle à investir dans l'éducation**. Consulté 16 novembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/11/12112021Article637722973276835469.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513035
'Unesco a adopté le 10 novembre la « Déclaration de Paris ». Celle-ci invite les états membres à investir dans l'éducation : « allouer au moins 4 à 6 % du PIB et/ou au moins 15 à 20 % des dépenses publiques totales à l'éducation ; consacrer une part adéquate des plans de relance nationaux à l'éducation, en particulier pour un soutien ciblé à la reprise des apprentissages, aux élèves les plus en difficulté, à l'établissement d'un cadre scolaire favorable à l'épanouissement de tous et à la formation tout au long de la vie, en

particulier pour les personnes en recherche d'emploi ». E Macron et JM Blanquer ont participé à la cérémonie marquant cette adoption. La France consacre 6.6% de son PIB à la dépense d'éducation, le taux le plus bas depuis les années 1990 (mais déjà atteint sous le ministère Chatel - Blanquer). La déclaration concerne la France d'une autre façon : d'après l'OCDE, la France dépense un peu plus que la moyenne OCDE pour chaque élève : 11 201 $ contre 10 454 $ pour l'OCDE en 2018. Mais un seul grand pays développé dépense moins : le Japon (10 185$). Tous les autres pays développés dépensent plus. Ainsi l'Allemagne consacre 12 791$ par élève, le Royaume Uni 12 245, l'Italie 11 202 (un dollar de plus !), les Etats Unis 14 009. Les pays qui dépensent nettement moins sont le Mexique, la Turquie ou encore en Europe la Hongrie et la Pologne.

Jarraud, F., Fouquet-Chauprade, B., Lessard, C., & Maroy, C. (2021, novembre 15). **Cnesco : Pourquoi une conférence internationale sur la gouvernance des politiques éducatives ?** [Le café pédagogique]. Consulté 16 novembre 2021, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2021/11/15112021Article637725562202652367.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=513075
Tous nos travaux antérieurs nous ont montré qu'il était désormais nécessaire de regarder autrement les politiques éducatives non plus au travers de l'interrogation « que faut-il faire ? » que nous commençons à bien connaitre mais en se posant la question du « comment faut-il faire ? »". Le Cnesco ouvre aujourd'hui une nouvelle Conférence de comparaisons internationales sur le gouvernance des politiques éducatives. Nathalie Mons, responsable du CNESCO, Barbara Fouquet-Chauprade (Université de Genève), Claude Lessard (Université de Montréal) et Christian Maroy (Universités de Montréal et de Louvain) co-président cet événement. Il couvrira toute la semaine du 15 au 18 novembre et le Café pédagogique en rendra compte. Ils expliquent pourquoi c'est l'angle de l'accompagnement qui y est privilégié et en présentent les principaux enjeux.

Kaqinari, T., Makarova, E., Audran, J., Döring, A. K., Goebel, K., & Kern, D. (2021). **The switch to online teaching during the first COVID-19 lockdown: A comparative study at four European universities.** *Journal of University Teaching and Learning Practice*, *18*(5). https://doi.org/10.53761/1.18.5.10
In 2020, for the first time in history, COVID-19 measures necessitated emergency online teaching to ensure continuity of education. Although institutional support was offered to lecturers, the situation posed an extraordinary challenge for university teaching. Using a comparative approach, this study surveys lecturers from different countries and their use of educational technology for emergency online teaching. Its focus lies on the relationships between use of educational technology, online teaching self-efficacy and attitudes towards educational technology. Overall and according to reports, the use of educational technology increased significantly compared to pre-pandemic conditions. The universities studied had different levels of digitalization, which influenced lecturers' use of educational technology. Furthermore, lecturers differed in terms of self-efficacy, attitude, and perception. Regarding factors affecting educational technology use, results showed that especially pre-pandemic experiences with educational technology, as well as self-efficacy and perceptual variables influenced the use of educational technology during the pandemic. Based on these results, it is advisable for universities to embrace this ad hoc switch to online teaching as an opportunity for purposeful digitalization of university teaching.

Kim, K. H., & Spencer-Oatey, H. (2021). **Enhancing the recruitment of postgraduate researchers from diverse countries: managing the application process**. *Higher Education*, *82*(5), 917-935. https://doi.org/10.1007/s10734-021-00681-z
International students form an important element of most universities' internationalisation strategies, especially for research and the recruitment of high calibre PhD students (PGRs). Despite the numerous studies of PGRs' post-arrival experiences, there is a major dearth of research into their pre-arrival, application experiences. Given the worldwide competition for high calibre PGRs, along with impact posed by the Covid-19 pandemic and by Brexit for the UK, it is vital for universities to ensure that factors clearly under their control, such as the information on their websites and the way they communicate, are as informative and helpful as possible. In this article, we draw on social media data to examine the challenges and uncertainties that Korean PGR applicants experienced in navigating the process of applying to UK universities. The paper compares their confusions with information available on university websites and recommends a series of points that higher education institutions should check for. It also reveals and discusses issues associated with communication. While the data has been collected from Korean social media websites, we argue that our paper has broader relevance for the following reasons. First, the same fundamental intercultural issues—different educational systems and different background knowledge—apply to PGR applicants from other countries and so their queries are likely to be similar or comparable. Second, the insights gained from social media websites to facilitate the application process and thereby enhance recruitment can usefully be applied to other countries and levels of study, in a way that has rarely been done to date.

Knapp, C. (2021). **Unlocking the Democratic Potential of Urban Planner–Librarian Collaborations**. *Journal of Planning Education and Research*, *41*(4), 375-381. https://doi.org/10.1177/0739456X18810125
Planners and librarians work in complementary fields with common civic engagement and empowerment goals. This essay argues that urban planners and librarians stand to benefit mutually from interdisciplinary collaboration in four key areas: democratic access and participation, information literacy and capacity building, trust and social capital, and evolving institutional relevance. My commentary draws from a review of relevant literature, personal experiences collaborating with librarians on the Planning Free School of Chattanooga, and the perspectives of participants who joined the initiative.

Kochan, D. (2021). **The Prospects and Challenges of Socially Engaged Urban Planning and Architecture in Contemporary China**. *Journal of Planning Education and Research*, *41*(4), 477-490. https://doi.org/10.1177/0739456X18796635
The paper explores the structural limitations of the current urban planning system and the emerging calls for socializing urban development policies in China, discussing the emergence of two models—a "public creativity" approach and a "change from within" approach—that urban planners and architects are increasingly using to challenge the dominant urban planning discourse, methodologies, and practices. The paper then illustrates the prospects and limitations of local engagements with social issues by planning professionals in Shenzhen that utilize these two approaches.

Kontokosta, C. E. (2021). **Urban Informatics in the Science and Practice of Planning**. *Journal of Planning Education and Research*, *41*(4), 382-395. https://doi.org/10.1177/0739456X18793716

The vast amount of data being generated in and about cities creates both an opportunity and a dilemma for urban policymakers and planners. This paper articulates the theoretical, practical, and pedagogical foundations for the fields of urban informatics and civic analytics and outlines the challenges to effectively applying big data and computational methods to urban management, policy, and planning. It describes the state of the field, defines the range of applications in the urban context, and presents key considerations in training scientists that both acknowledge and capitalize on shifting modes of learning, working, and decision making. Situated within the ethical and moral landscape of data analytics, it articulates the knowledge and skills needed by future urban science practitioners and concludes with a discussion of data-driven problem solving in the urban context.

Kraemer-Holland, A. (2021). **Scrutinizing the Neoliberal Agenda in Teacher Education**. *Educational Researcher*, *50*(8), 574-575. https://doi.org/10.3102/0013189X211016809

KWAUK, C. (2021). ***L'ambition en matière d'éducation au changement climatique à l'heure du bilan : l'IE fait le point***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13841
Cette étude examine 73 contributions déterminées au niveau national (CDN) et 10 stratégies nationales d'apprentissage sur les changements climatiques (SNACC) en vue de dresser un bilan des engagements qui ont été pris pour l'éducation au climat dans le cadre des politiques climatiques actuelles. Elle évalue également les plans pour l'éducation au climat en regard des normes pour l'inclusion, du renforcement des systèmes et de la justice climatique. Globalement, l'étude constate que les ambitions en faveur de l'éducation au changement climatique restent faibles et appelle les gouvernements à renforcer leurs efforts pour offrir une éducation au climat de qualité à l'ensemble des élèves.

Laferrière, T., & Cox, M. (2021). **Editorial: Systemic Perspectives on New Alignments During COVID-19: Digital Challenges and Opportunities**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28158
This overview of the articles presented in this issue considers the digital challenges and opportunities of the systemic perspectives on new alignments resulting from the onset of the COVID-19 pandemic. New challenges and opportunities were addressed by the 13 working groups of EDUsummIT2019 prior to the pandemic. However, the evidence and analyses presented in this issue have built on those originally identified perspectives by reviewing recent (2020/2021) research, development and practice across many educational sectors and contexts. We have shown that the status quo in the majority of education systems across the world has been thrown out of kilter. This has resulted in new alignments needing to be made to take account of the enforced remote learning when schools have been closed and blended learning has become widely practised even at school level. The most prominent of these have been caused by changes in digital equity which consequently imposes new challenges to policy makers, teachers and learners. This special issue stimulates reflection in and on practice as well as help problematizing new research challenges.

Lafon, L. ***Meilleure prise en compte de la qualité de la vie étudiante, , pour renforcer l'accompagnement des étudiants à toutes les étapes de leur parcours et pour dynamiser***

l'ancrage territorial de l'enseignement supérieur. , Pub. L. No. 6 (2021-2022) (2021). http://www.senat.fr/dossier-legislatif/ppr21-006.html

Lamm, K. W., Sapp, L. R., Randall, N. L., & Lamm, A. J. (2021). **Leadership development programming in higher education: an exploration of perceptions of transformational leadership across gender and role types**. *Tertiary Education and Management*, *27*(4), 297-312. https://doi.org/10.1007/s11233-021-09076-2
Transformational leadership, a type of leadership commonly promoted within higher education, has been shown to positively affect performance, collaborative behavior, and goal accomplishment. Such skills may correlate with the level of job responsibility one has been given and the technical, human, and conceptual skills needed for one to be successful. This study sought to bridge a research gap by exploring correlations between transformational leadership and skills-approach leadership with an exploration of the role of gender within perceptions. An unexpected result based on gender was found: As females achieve higher roles within the Land-Grant University System, the perception of their transformational leadership decreases while that of males increases. Transformational leadership and skills-approach leadership is discussed within the context of gender.

Le Nevé, S. (2021, octobre 12). **Surchargée et sous-financée, la filière Staps en pleine crise**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2021/10/12/surchargee-et-sous-financee-la-filiere-staps-en-pleine-crise_6098066_3224.html
L'association des étudiants de la filière sport manifeste mercredi à Paris pour dénoncer la faiblesse des moyens consacrés à un cursus qui a vu ses effectifs doubler en dix ans.

Leaney, S., & Mwale, S. (2021). **Campus closures and the devaluing of emplaced Higher Education: widening participation in neoliberal times**. *Higher Education*, *82*(5), 977-992. https://doi.org/10.1007/s10734-021-00696-6
Widening participation (WP) in Higher Education (HE) is often positioned as key to resolving social inequality; it underpins arguments that increasing levels of education lead to reduced levels of poverty. Located within the tension of duty and need, WP is positioned as both the responsibility of the University and a financial imperative. This paper considers the student experience of this tension, specifically the contradictions between discourses of equality and diversity and neoliberal conceptualisations of HE as market. Drawing upon qualitative research conducted during the closure of a WP satellite campus, the paper explores the consequences of the withdrawal of HE provision for 'local' students. Utilising focus group methodologies to develop an approach for 'thinking with' seven WP students, the paper explores the material, social and affective contexts within which students experience university in their 'hometown'. Foregrounding participants' critical understanding of their 'place' within a marketised HE sector, we consider the formation of student identity as a site of struggles for value. We argue, the closure of satellite campuses must be understood within the context of deepening social-spatial inequalities. Developing a critique of individualised constructions of 'social mobility', we outline an alternative imaginary of HE as an intergenerational community resource.

Lee, J., Fuller, B., & Rabe-Hesketh, S. (2021). **How Finance Reform May Alter Teacher and School Quality: California's $23 Billion Initiative**. *American Educational Research Journal*, *58*(6), 1225-1269. https://doi.org/10.3102/00028312211047854
Gains in school spending helped to lift achievement over the past half century. But California's ambitious effort—progressively distributing $23 billion in yearly funding to poorer districts—has yet to reduce disparities in learning. We theorize how administrators in districts and schools, given organizational habits and labor constraints, may fail to move quality resources to disadvantaged students. We identify the exogenous portion of California's post-2013 reform, finding that schools receiving progressively targeted funding tended to hire inexperienced teachers and disproportionately assign novices to courses serving English learners. New funding expanded the array of courses in high schools, as access to college-preparatory classes by English learners declined. These unfair mechanisms operated most strongly in high-needs schools serving larger concentrations of poor students.

Liu, J., & Cohen, J. (2021). **Measuring Teaching Practices at Scale: A Novel Application of Text-as-Data Methods**. *Educational Evaluation and Policy Analysis*, *43*(4), 587-614. https://doi.org/10.3102/01623737211009267
Valid and reliable measurements of teaching quality facilitate school-level decision-making and policies pertaining to teachers. Using nearly 1,000 word-to-word transcriptions of fourth- and fifth-grade English language arts classes, we apply novel text-as-data methods to develop automated measures of teaching to complement classroom observations traditionally done by human raters. This approach is free of rater bias and enables the detection of three instructional factors that are well aligned with commonly used observation protocols: classroom management, interactive instruction, and teacher-centered instruction. The teacher-centered instruction factor is a consistent negative predictor of value-added scores, even after controlling for teachers' average classroom observation scores. The interactive instruction factor predicts positive value-added scores. Our results suggest that the text-as-data approach has the potential to enhance existing classroom observation systems through collecting far more data on teaching with a lower cost, higher speed, and the detection of multifaceted classroom practices.

Longo, M. E., Berthet, T., & Alfonsi, J. (2021). **Faire face aux injonctions paradoxales par la pratique**. *Agora debats/jeunesses*, *N° 89*(3), 113-128. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-113.htm
Des phénomènes sociaux intriqués touchant l'action publique et les difficultés de parcours transforment le travail de professionnels intervenant auprès des jeunes en situation de vulnérabilité. L'article analyse les manières dont ces intervenants jonglent quotidiennement avec de nouvelles prescriptions et leurs conceptions de leur métier. Les résultats, issus d'entretiens auprès d'intervenants français et québécois, mettent en lumière des injonctions paradoxales qui concernent à la fois les objectifs, les référentiels de leur intervention, leurs principes de professionnalité, et leurs marges de manœuvre dans des cadres gestionnaires contraints.

Ma, J., & Cai, Y. (2021). **Innovations in an institutionalised higher education system: the role of embedded agency**. *Higher Education*, *82*(5), 897-915. https://doi.org/10.1007/s10734-021-00679-7

This paper explores how a novel university governance model at Southern University of Science and Technology (SUSTech), largely learned from the West, has been implemented in the highly institutionalised and centralised Chinese higher education system. For this purpose, we first constructed an analytical framework, integrating the conceptualisation of an innovation process in higher education and the concept of embedded agency. This framework was then applied to analyse eight interviews, seven policy documents and six news media reports in our empirical investigation of the case university. Our major research findings are: the governance model adopted by SUSTech was a disruptive innovation and it was mostly challenged by the incompatibility between the norms around the governance model and the institutional context of Chinese higher education; this challenge was mitigated through three agency strategies, labelled by the metaphors of new wine in a new bottle, new wine in an old bottle and old wine in a new bottle. Successfully implementing these strategies calls on the visions, skills of playing power games and social capital of those initiating the innovation. Finally, we discuss the theoretical contribution and practical implications of the study in the conclusion.

Martens, K., & Golub, A. (2021). **A Fair Distribution of Accessibility: Interpreting Civil Rights Regulations for Regional Transportation Plans**. *Journal of Planning Education and Research*, *41*(4), 425-444. https://doi.org/10.1177/0739456X18791014
The US Department of Transportation requires metropolitan planning organizations (MPOs) to consider social equity in their plans and projects in accordance with civil rights–related laws. In this paper, we suggest four interpretations of directives' distributional standards in relation to accessibility. Employing this framework, we review the equity assessments of regional plans of the ten largest MPOs in the United States. Against our expectations, we find that MPOs tend to employ relatively strong distributional standards, albeit never explicitly. We argue that more explicit guidance regarding standards would improve the fairness and consistency of planning practice.

Martinez Hoy, Z. R., & Nguyen, D. H. K. (2021). **Higher Education Professionals Navigating Anti-Immigration Policy for Undocumented Students**. *Educational Policy*, *35*(7), 1163-1190. https://doi.org/10.1177/0895904819857823
Higher education professionals are critical to undocumented students' educational success as their access to higher education is heavily dependent on being able to interpret and navigate policies. This study presents an analysis of policies that impact higher education access for undocumented students coupled with a qualitative case study that examines how anti-immigration policy affects the experiences of higher education professionals who worked directly with undocumented students in the state of Indiana. The authors help readers understand the experiences and challenges facing these "pathfinders" as they attempt to navigate the mazes of federal, state, and institutional policy to help their undocumented students.

Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation. (2021). ***Atlas régional : les effectifs d'étudiants en 2019-2020***. Consulté à l'adresse Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation website: https://www.enseignementsup-recherche.gouv.fr/fr/atlas-regional-les-effectifs-d-etudiants-en-2019-2020-51508
L'Atlas régional 2019-2020 est un outil indispensable pour une bonne appréhension de la structuration territoriale de l'enseignement supérieur et pour l'élaboration de stratégies

territoriales. Il présente, sous forme de cartes, de graphiques et de tableaux, la diversité du système français d'enseignement supérieur.

Mondschein, A. (2021). **Persistent Differences in Walking across the Socioeconomic Spectrum: Variations by Trip Purpose**. *Journal of Planning Education and Research*, *41*(4), 445-460. https://doi.org/10.1177/0739456X18796652
The relationship between socioeconomic status (SES) and walking remains underexamined, and prior research identifies multiple models of walking behavior. This research examines the distribution of walking across SES, using the 2001, 2009, and 2017 National Household Travel Surveys. Statistical models estimate walking rates and likelihoods by trip purpose, controlling for income, education, and other factors. Findings include less walking by middle-SES travelers and specific trip purposes favoring walking by high-SES adults in urban areas. Increases in walking between 2001 and 2017 are broad based, but persistent imbalances suggest the need for a more pluralistic view of walkability.

Morley, L., Roberts, P., & Ota, H. (2021). **The affective assemblage of internationalisation in Japanese higher education**. *Higher Education*, *82*(4), 765-781. https://doi.org/10.1007/s10734-020-00593-4
Positive attributes stick to higher education internationalisation, and it is a policy paradigm with performative effects. Internationalisation draws on imagined virtuous flows of knowledge production and exchange, and is presented as an assemblage of detraditionalisation, expansiveness and epistemic and cultural opportunity for individuals, organisations and nation states. Policies target bodies, minds and affect, yet are presented as an unquestionable good in an imagined genderneutral, borderless, meritocratic and benign global knowledge economy. This paper explores the affective economy of internationalisation drawing upon interview data gathered in fifteen private, five national and eight public universities in Japan with thirty-four migrant academics and thirteen international doctoral researchers. We aim to contribute to internationalisation theory by exploring the sticky micropolitics of internationalisation in relation to affective assemblages, and how the gendered, racialised, linguistic and epistemic inequalities constituting academic mobility are frequently disqualified from discourse. Our discussion includes consideration of the Japanese policy context, the concept of affective assemblages, navigating gender regimes, precarity and linguistic imperialism. We conclude that the immaterial or affective labour that is required to unstick, install and maintain an internationalised academic identity and navigate the translations and antagonisms from everyday encounters with difference is substantially under-estimated.

Nasi, M. (2021, novembre 5). **Le tourisme, discipline à la marge dans l'enseignement supérieur français**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/11/05/le-tourisme-discipline-a-la-marge-dans-l-enseignement-superieur-francais_6101028_4401467.html
Si de nombreuses formations existent, elles peinent à répondre aux besoins de la filière, que cela soit en termes de fonctionnement, d'innovation ou d'expertise.

Nienhusser, H. K., & Connery, C. (2021). **Examining the Undocumented College Student Policy Implementation Environment Through a Contextual Interaction Theory Lens**. *Educational Evaluation and Policy Analysis*, *43*(4), 615-646. https://doi.org/10.3102/01623737211009240

The higher education policy implementation landscape has substantially shaped postsecondary education opportunities for undocumented youth, who are already negatively affected by discriminatory public policies, and institutional agents, who are often unprepared to address their needs. Guided by Bressers's contextual interaction theory that identifies the role of contexts, actor characteristics, and social interactions among implementers in the policy implementation process, the researchers examined the experiences of 45 community college administrators in four states to understand how these elements shaped the participants' role as implementers of policies for undocumented students. Implications are significant given current social and political landscapes and challenges higher education institutional agents encounter in implementing policies that affect undocumented students' educational opportunities.

Núñez-Moscoso, J. (2021). **La formation des enseignants au Chili : est-elle une mimêsis de la politique (trans)nationale ?** *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.657

OCDE. (2021a). ***Career Readiness in the Pandemic: Insights from new international research for secondary schools***. https://doi.org/10.1787/8b1215dc-en
The OECD Career Readiness project makes use of quantitative evidence to investigate how teenage career-related activities and attitudes are associated with better adult employment outcomes. Review of multiple national longitudinal datasets confirms 11 indicators of better outcomes linked to the ways in which teenagers explore, experience and think about their potential futures in work while in secondary education. This Policy Brief summarises findings and draws out implications for secondary schools, including 14 questions for consideration by guidance counsellors and school leaders linked to the indicators.

OCDE. (2021b). ***Experiencing the workplace: The importance and benefits for teenagers*** (OECD Education Policy Perspectives N° 45). https://doi.org/10.1787/b679d759-en
The OECD Career Readiness project makes use of quantitative evidence to identify how teenage career-related activities and attitudes are linked with better adult employment outcomes. Review of multiple national longitudinal datasets confirms that teenage experiences of the workplace through part-time working and volunteering are routinely associated with better prospects in work during adulthood. While the evidence base is much weaker, it is also likely that students who undertake workplace placements through their schools can have much to gain. This policy brief draws on evidence from longitudinal studies and beyond to explore the following questions: Why is it important for secondary school students to have first-hand experience of work? What difference does workplace experience make? And how can schools and education systems best optimise its benefits?

OECD. (2021a). ***Learning from the Past, Looking to the Future: Excellence and Equity for all***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/learning-from-the-past-looking-to-the-future_f43c1728-en
The COVID-19 crisis has amplified the many inadequacies and inequities in education systems. As the future continues to surprise us, the importance of resilience, adaptability and fairness in education will only grow.

OECD. (2021b). ***Schooling During a Pandemic: The Experience and Outcomes of Schoolchildren During the First Round of COVID-19 Lockdowns***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/schooling-during-a-pandemic_1c78681e-en
This report offers an initial overview of the available information regarding the circumstances, nature and outcomes of the education of schoolchildren during the first wave of COVID-19 lockdowns of March-April 2020. Its purpose is primarily...

OGGENFUSS, C., & WOLTER, S. C. (2020). ***National education reports in European countries : CIDREE yearbook 2020.*** Consulté à l'adresse http://www.cidree.org/wp-content/uploads/2021/06/cidree_yearbook_2020.pdf
Le « Yearbook » 2020 du CIDREE, un regroupement d'institutions pour le développement de l'éducation et la recherche en éducation en Europe porte sur les rapports nationaux sur l'éducation dans des pays européens. Il offre un aperçu de sept rapports nationaux sur l'éducation : Estonie, Allemagne, du Kosovo, Luxembourg, Pays-Bas, Norvège et Suisse. Une contribution de l'OCDE complète ces rapports et montre comment une organisation internationale produit des études comparatives et aide les pays à mettre en œuvre des politiques éducatives fondées sur des données scientifiques. Les systèmes éducatifs et les systèmes politiques varient entre pays de même que la forme des rapports nationaux. Ils ont en commun le but d'essayer de comprendre les tendances importantes.

Ouvrage collectif. (2021). ***L'École sans école : Ce que le confinement nous dit de l'éducation***. Caen: C&F éditions. https://cfeditions.com/sans-ecole/
La crise sanitaire qui nous a conduit à un confinement total est tombée sur l'école comme une chape de plomb, venant bouleverser le quotidien des élèves, des enseignants et de tous les autres personnels qui participent à l'éducation. Comment pouvaient-ils travailler dans cette parenthèse ? L'École, avec une capitale, représente l'institution, le projet et ses structures administratives et humaines. L'école, avec la simple minuscule des lieux habituels, c'est le creuset au sein duquel les missions de l'École prennent forme. Que se passe-t-il quand on se retrouve avec une École sans école ? Qu'est-ce qui se dévoile, rebondit dans toute la société et produit des désirs nouveaux pour les enfants comme pour les enseignants et les parents ? Ce livre réunit les contributions de professionnels et d'élèves autour de ces questions à travers trois thématiques : participer, accompagner et connecter

PASCAL, C., COLE-ALBÄCK, A., HOLT-WHITE, E., FARQUHARSIN, C., & MONTACUTE, R. (2021). ***A fair start? Equalising access to early education***. Consulté à l'adresse https://www.suttontrust.com/wp-content/uploads/2021/08/A-Fair-Start-Full-Report.pdf
Les enfants des familles les plus pauvres ont déjà 11 mois de retard sur leurs pairs lorsqu'ils entrent à l'école primaire. Une offre de qualité pour la petite enfance, destinée à ceux qui en ont le plus besoin, a le potentiel d'inverser cette tendance. Malheureusement, l'éducation de la petite enfance en Angleterre est sous-financée, sous-estimée et inégale. Depuis 2017, les enfants des familles qui travaillent et remplissent certaines conditions d'éligibilité ont droit à 30 heures d'éducation préscolaire gratuites par semaine. Ce rapport examine, «la politique des 30 heures». Le droit prolongé de 30 heures pour les familles qui travaillent peut contribuer à l'élargissement récent de l'écart de niveau d'études, en privilégiant doublement les plus aisés avec des heures supplémentaires.

Penner, E. K. (2021). **Teach For America and Teacher Quality: Increasing Achievement Over Time**. *Educational Policy*, *35*(7), 1047-1084. https://doi.org/10.1177/0895904819843595
Teach For America (TFA), a prominent alternative teacher certification program, has evolved substantially since it began in 1989. However, most studies ignore this potential variation when evaluating TFA's effects on student outcomes. Using 12 years of administrative data, I test whether TFA's effects on achievement differ over time, focusing on a major reform introduced in 2005 and testing for changes in the qualifications of TFA corps members recruited before and after this reform. I find that TFA's effects on achievement increased over time in some subjects and grade levels. However, these changes do not occur immediately following the reforms, nor are they explained by most observable teacher quality indicators. Instead, results indicate gradual improvement over time in many subjects. These results help explain divergent findings in previous research from different periods and underscore the importance of understanding the continuing evolution of alternative teacher certification programs.

Perez-Encinas, A., & Rodriguez-Pomeda, J. (2021). **Chinese and Indian higher education students go abroad: listening to them to determine what their needs are**. *Tertiary Education and Management*, *27*(4), 313-330. https://doi.org/10.1007/s11233-021-09078-0
This paper voices the opinions of international students' from China and India, and highlights the intentional process of integrating their perceptions of internationalization into a strategic service delivery plan. Data on those perceptions were analysed using a probabilistic model. We clustered 766 international students' opinions into categories that enabled us to determine the main ideas that constituted their perceptions. The findings enabled us to draw comparisons between two major sending countries and to formulate a series of recommendations for stakeholders in higher education institutions that receive Chinese and Indian students, as well as for policymakers. Primary differences relate to factors such as learning and internship opportunities for Chinese students and service provision for Indian ones. In conclusion, this study offers the next step in the analysis of Chinese and Indian international students' needs providing with an innovative way of determining students concerns with a view to empowering them within the internationalization process of higher education institutions.

Perna, L. W., Wright-Kim, J., & Jiang, N. (2021). **Money Matters: Understanding How Colleges and Universities Use Their Websites to Communicate Information About How to Pay College Costs**. *Educational Policy*, *35*(7), 1311-1348. https://doi.org/10.1177/0895904819867398
This study uses web sphere analysis to examine the usability and usefulness of information that selected 4-year colleges and universities are providing about the costs of attendance via their net price calculators and cost-related websites. Using compliance with current and proposed federal requirements for net price calculators as a starting point, we draw on prior research to identify and explore indicators of the cost-related information that prospective students need, and the extent to which the 80 sampled institutions are providing it. The analyses show that some colleges and universities are not only failing to comply with federal mandates concerning net price calculators but also ignoring their ethical responsibility, as noted by the National Association of College Admission Counseling, "to provide complete, factual, and readily accessible information that will allow students and their counselors to make informed college comparisons and choices."

PRUVOT, E. B., ESTERMANN, T., & BENNETOT PRUVOT, E. (2021). ***NextGenerationEU: what do national recovery and resilience plans hold for universities?*** Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=13885
Afin de faire face aux conséquences économiques de l'épidémie de COVID-19, la Commission européenne a proposé un plan de relance, baptisé « Next Generation EU ». Les universités ont un rôle à jouer pour faciliter les transitions verte et numérique, et elles sont des acteurs de premier plan dans l'éducation et la requalification des populations. Quelles sont leurs réelles opportunités de contribution aux objectifs des plans nationaux de relance ? À quel type de soutien peuvent-elles s'attendre ? Pour quelles activités ? Le rapport se concentre sur ces questions et illustre par des exemples la diversité des options disponibles pour les universités et souligne les complémentarités potentielles avec d'autres programmes de financement.

Ramlo, S. E. (2021). **Universities and the COVID-19 Pandemic: Comparing Views about How to Address the Financial Impact**. *Innovative Higher Education*, *46*(6), 777-793. https://doi.org/10.1007/s10755-021-09561-x
Universities were forced to move instruction online and send residential students home due to the pandemic, resulting in financial shortfalls. Governing boards, administrators, and governments made decisions including eliminating faculty and staff, and programs yet these decisions were rarely inclusive of university stakeholders or innovative. This study's purpose is to examine and compare viewpoints of stakeholders in relation to addressing the financial impact of the pandemic in hopes of capturing innovative and effective pathways for universities. Because the purpose involved describing and comparing these viewpoints, the researcher selected a unique mixed method, Q methodology [Q] for this study. In Q, participants sort statements related to the topic into a grid such that their Q-sort provides a snapshot of their subjectivity. Participants' sorts are grouped empirically into factors, each representing unique viewpoints. Three distinct viewpoints emerged: 1) Focus on teaching mission and students, 2) University as a business, and 3) University as community. Views 1 and 3 were dominated by university faculty while View 2 was dominated by non-faculty including administrators and staff. Q's determination of distinguishing statements within each view provides the ability to compare these views' uniqueness. The three views and consensus among the views represent rejection of decisions to lay off faculty or close programs, among others, in order to balance university finances. The importance of tenured faculty in relationship to shared governance and academic freedom is especially stressed by two of the viewpoints. Implications for higher education policy, innovation, democratic problem-solving, and governance are discussed.

Romani, C. (2021). ***L'impact de la crise sanitaire sur les entreprises et leurs organismes de formation*** (N° 014; p. 118). Consulté à l'adresse DARES - CEREQ website: https://www.cereq.fr/sites/default/files/2021-10/RE_14_%20impact%20de%20la%20crise_entreprises_organismes%20de%20formation.pdf
Ce rapport d'étude présente les résultats d'une enquête auprès de vingt entreprises de divers secteurs, tailles ou localisations en France métropolitaine, ch oisies pour avoir créé leurs propres organismes de formation. Un tel choix a été motivé par le fait de pouvoir disposer d'une double entrée d'observation des effets de la pandémie, simultanément sur des entités productives et sur des offreurs de formation.

Cette étude a bénéficié de la participation financière de la DARES du ministère du Travail de l'Emploi et de l'Insertion dans le cadre d'un appel à projets de recherche (PIC 1 « L'impact de la crise sanitaire sur les compétences et la formation professionnelle », organisé par la DARES).

Runhare, T., Ouda, J. B., Vele, M. T., & Mudzielwana, N. (2021). **School–community interventions to curb learner dropout: The perceptions of key education stakeholders in a rural South African school neighbourhood**. *International Review of Education*, *67*(5), 591-610. https://doi.org/10.1007/s11159-021-09910-0
The study presented in this article gathered and examined the views of key stakeholders in rural South African secondary schools on strategies for curbing learner dropout. The investigation, which employed a qualitative case study research model, sampled 20 secondary school learners aged 17–20 (11 female, 9 male), 20 youth aged 17–22 (11 female, 9 male) who had dropped out of school, 10 School Governing Board (SGB) members (5 female, 5 male), and 20 teachers (9 female, 11 male), who were purposively sampled from two rural secondary schools engaged in tackling high dropout rates. Data were collected through face-to-face interviews with school dropouts and SGB members, and through focus group discussions with teachers and learners. The study revealed that the main strategies the two schools used to curb learner dropout include the National School Nutrition Programme (NSNP); the "no-fee school" system; counselling on personal and family challenges; attractive extra- or co-curricular activities; encouragement of parental involvement in school matters; and collaboration between the community and school leadership in monitoring learners. Based on their findings, the authors advocate for stronger school–community partnership, in which both the community and the school take shared responsibility for children's educational access and opportunity.

Salazar, K. G., Jaquette, O., & Han, C. (2021). **Coming Soon to a Neighborhood Near You? Off-Campus Recruiting by Public Research Universities**. *American Educational Research Journal*, *58*(6), 1270-1314. https://doi.org/10.3102/00028312211001810
Scholarship on college choice largely focuses on how students search for colleges but less is known about how colleges recruit students. This article analyzes off-campus recruiting visits for 15 public research universities. We Web-scrape university admissions websites and issue public records requests to collect data on recruiting visits. Analyses explore the similarities and differences in off-campus recruiting patterns across universities in the study. Results reveal socioeconomic, racial, and geographic disparities in recruiting patterns. In particular, most universities made more out-of-state than in-state visits, and out-of-state visits systematically targeted affluent, predominantly White localities. We recommend that future research should exploit new data collection methodologies to develop a systematic literature on marketing and recruiting practices in higher education.

Salomaa, M., & Caputo, A. (2021). **Business as usual? Assessing the impact of the COVID-19 pandemic to research, development and innovation (RDI) activities of universities of applied sciences**. *Tertiary Education and Management*, *27*(4), 351-366. https://doi.org/10.1007/s11233-021-09079-z
Universities of applied sciences (UAS) have a strong mandate to carry out research, development and innovation (RDI) activities in collaboration with local stakeholders. Geographical proximity is one of the key factors for the creation and success of RDI activities because of the positive balance between costs and benefits of local

knowledge transfer, but they also depend on the networks of individual staff members. This paper aims to explore how maintaining and developing purpose-built and individual RDI partnerships during the COVID-19 pandemic has been managed. An enhanced conceptual framework for assessing contextual dimensions of the RDI activities beyond academic entrepreneurship as business ventures has been developed. The paper focuses on a single case study drawing on semi-structured research interviews investigating how the swap to remote working have affected RDI activities at Tampere University of Applied Sciences, one of the biggest UAS in Finland with intense regional linkages. The contribution of the study is twofold; firstly, the paper introduces an expanded theoretical approach for assessing the external and internal factors having an impact on the RDI activities beyond academic entrepreneurship. Secondly, by testing the proposed framework, it shares insights and good practices derived from empirical evidence, namely binary data and semi-structured interviews revealing experiences of RDI personnel and project managers involved with different phases of RDI process, for optimising high-quality innovation support, knowledge transfer activities and co-creation of new knowledge in exceptional circumstances.

Samson, G., & Lafleur, F. (2021). ***Formation à distance dans les pays émergents : perspectives et défis***. Consulté à l'adresse https://www.puq.ca/catalogue/livres/formation-distance-dans-les-pays-emergents-4081.html

Sandoval, G. F. (2021). **Planning the Barrio: Ethnic Identity and Struggles over Transit-oriented, Development-Induced Gentrification**. *Journal of Planning Education and Research*, *41*(4), 410-424. https://doi.org/10.1177/0739456X18793714
I argue that ethnic identity formed the basis of collective actions against transit-oriented, development-induced gentrification in three Latino barrios in Oakland, Los Angeles, and San Diego. I demonstrate how these barrios relied on ethnic identity as a basis for mobilizing political capital, grassroots actions, and symbolic capital. Ethnic identity helped Latinos in these barrios create meaningful spaces of participation that transformed these transit investments into community-driven projects and encouraged opportunities for community benefits.

Scarbonchi, F., Mayet, L., & Panazol, J.-M. (2021). ***Les cités éducatives - Mission d'appui et d'accompagnement*** (p. 89). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche - Inspection générale de l'Administration website: https://www.vie-publique.fr/rapport/281753-les-cites-educatives-mission-dappui-et-daccompagnement
Lancé en septembre 2019, le programme des cités éducatives vise à dynamiser les quartiers prioritaires de la ville (QPV) au travers d'une mobilisation autour de l'enjeu éducatif coordonnée par la préfecture, les services académiques et les collectivités territoriales. Le rapport pointe les fragilités et les vertus de cette démarche implantée dans 80 quartiers prioritaires de la politique de la ville, étendue à 126 en janvier 2021 et dont le Premier ministre a annoncé une extension à 200 d'ici à la fin de l'année 2022. Le rapport établit que la démarche des cités éducatives, malgré un contexte difficile lié à la crise sanitaire, rencontre une adhésion des acteurs de terrain et paraît bien acceptée. Il pointe cependant l'importance d'une meilleure prise en compte du projet éducatif pour garantir la cohérence et l'efficacité de cette démarche. Il souligne que le portage politique est un enjeu majeur des cités éducatives dont le succès dépend de la capacité

des deux ministères concernés et de leurs administrations respectives à maintenir une coopération et une collaboration qui allie priorités de la politique de la ville et priorités de l'éducation prioritaire. Le rapport préconise en ce sens la création d'une délégation interministérielle pour porter et accompagner dans les territoires les spécificités de la démarche. Enfin, le rapport ouvre la question de la pérennisation de la démarche, et de son financement par l'État et par les collectivités territoriales, au-delà de 2022.

Snoddon, K. (2021). **Sign language planning and policy in Ontario teacher education**. *Language Policy*, *20*(4), 577-598. https://doi.org/10.1007/s10993-020-09569-7
The Deaf Ontario Now movement of 1988 called for more hiring of deaf teachers and the full implementation of American Sign Language (ASL) across the curriculum in schools with deaf students. In 1989, the Review of Ontario Education Programs for Deaf and Hard of Hearing Students recommended that ASL become a language of instruction at the Ernest C. Drury School for the Deaf in Milton, Ontario. Subsequently, the school became the site of a pilot bilingual bicultural project that led to the ratification of a policy statement on bilingual bicultural education for deaf children at all three anglophone provincial schools with deaf students in Ontario. In 1993, Bill 4 was incorporated into the Ontario Education Act, sanctioning the use of ASL and Langue des signes québécoise as languages of instruction in all schools for deaf students in Ontario. Despite this seeming progress at the policy level in sign language planning in Ontario deaf education, there has been a marked pattern of resistance to systemic change at levels of government and teacher accreditation, the university teacher of the deaf preparation program established in 1991, and provincial school administration. This paper outlines the trajectory of deaf community activism, policy change, and subsequent resistance.

Sokhna, A., & Ndiaye, R. (2021). ***Gouvernace stratégique de l'enseignement supérieur au Sénégal***. Consulté à l'adresse https://www.decitre.fr/livres/gouvernace-strategique-de-l-enseignement-superieur-au-senegal-9782343244877.html
Cet ouvrage a pour but d'examiner des modèles de gouvernance qui ont inspiré ou inspirent toujours des réformes dans l'administration publique des systèmes d'enseignement supérieur, en particulier au Sénégal. De ce fait, il fournit un compte rendu basé sur la recherche des modèles de gouvernance...

Staples, K., Klein, R., Southwick, T., Kinnear, L., Geddes, C., & Gingell, J. (2021). **Indigenization and University Governance: Reflections from the Transition to Yukon University**. *Tertiary Education and Management*, *27*(3), 209-225. https://doi.org/10.1007/s11233-021-09073-5
While literature on university governance in Canada has identified key challenges that need to be addressed, it largely overlooks calls for change towards indigenization within post-secondary institutions. Efforts towards indigenization are being made in practice, but little has been done to reflect on what this means for university governance specifically. This paper contributes to this gap in understanding by drawing upon experiences within Yukon College's transition to Yukon University. We identify three challenges that have emerged in the institution's approach to grappling with the intersection of university governance and indigenization, including questions related to who is driving the process, who represents Indigenous voices, who defines truth and knowledge, and how power dynamics can be shifted. We demonstrate how these challenges are playing out at Yukon University, how the institution is responding to them, and the broader issues they reveal. We also identify three opportunities that may be

useful for other post-secondary institutions, including opportunities to move towards taking action, ensuring accountability, creating safe spaces, and addressing power dynamics. We hope to spark broader discussions and reflections from post-secondary institutions regarding the relationship between university governance and indigenization.

Sun, M., Kennedy, A. I., & Loeb, S. (2021). **The Longitudinal Effects of School Improvement Grants**. *Educational Evaluation and Policy Analysis*, *43*(4), 647-667. https://doi.org/10.3102/01623737211012440
School Improvement Grants (SIGs) exemplify a capacity-building investment to spur sustainable changes in America's persistently lowest-performing schools and stimulate the economy. This study examines both short- and longer-term effects of the first two cohorts of SIG schools from four locations across the country. Dynamic difference-in-differences models show that SIGs' effects on achievement in Grades 3 to 8, as measured by state test scores in math and English language arts, gradually increased over the three reform years and were largely sustained for 3 or 4 years afterward. Evidence on high school graduation rates, though less robust, also suggests SIGs had positive effects. SIGs' effects on students of color and low-socioeconomic-status students were similar to or significantly larger than the overall effects.

Sy, D., Greer, L., & Steiner, E. D. (2021). **Identifying Supports for Struggling Students: Findings from the 2021 Learn Together Surveys**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3432* [Report]. Consulté à l'adresse RAND Corporation (Transnational) website: https://www.rand.org/content/dam/rand/pubs/research_reports/RRA800/RRA827-3/RAND_RRA827-3.pdf
Teachers commonly rely on many sources of information to diagnose student needs and to identify the most-appropriate resources to support those needs. In this Data Note, the authors use nationally representative survey response data from the 2021 Learn Together Surveys (LTS) to examine how secondary teachers leverage different types of information to guide them to the supports and interventions that they use in the classroom.

Ta, G. C., Halim, S. A., Azman, N., Komoo, I., & Mokhtar, M. (2021). **Evaluating research performance of research institutes within Malaysian universities: an alternative assessment framework**. *Tertiary Education and Management*, *27*(4), 331-349. https://doi.org/10.1007/s11233-021-09080-6
Evaluation of research performance has significantly increased in importance, particularly in many emerging higher education systems. In Malaysia, the Malaysian Research Assessment (MyRA) was developed to evaluate the research performance of universities and Research Centres of Excellence (RCoEs). This paper reports on a participatory action research approach aimed at developing a new framework for measuring research performance of Malaysian RCoEs. The introduction provides the contexts leading to the development and adoption of the MyRA including the challenges and its appropriateness as a tool for evaluating the research performance of relatively smaller entities namely, RCoEs. A stepwise approach in developing an alternative system of assessment for RCoEs is then described, leading to a list of prioritised components and criteria for the newly proposed tool. Finally, some of the wider implications of the new assessment framework are discussed, including the applicability to other contexts, lessons learned, and the contribution to the literature.

Tarlau, R. (2021). **Contentious Cogovernance and Prefiguration: A Framework for Analyzing Social Movement–State Relations in Public Education**. *Educational Researcher*, *50*(8), 527-536. https://doi.org/10.3102/0013189X211023496
This article offers a framework for analyzing social movement participation in public education through a focus on universities in Brazil. It builds on the literature on social movement–state relations, participatory governance, and community organizing in schools, drawing on the case of the Brazilian Landless Workers Movement and the National Program for Education in Areas of Agrarian Reform (PRONERA) to illustrate the need to recenter the idea of conflict as a central and ongoing process of social movement participation in public schools and universities. The article also introduces the concept of prefiguration and highlights how students can prefigure in the formal public school system the types of social and economic practices they hope to build in the future. Contentious cogovernance and prefiguration are tools not only for improving educational equity but also for increasing the strength and internal capacity of social movements, paralleling the role Paulo Freire envisioned for nonformal popular education within grassroots organizations.

Tekleselassie, A. A., & Choi, J. (2021). **Understanding School Principal Attrition and Mobility Through Hierarchical Generalized Linear Modeling**. *Educational Policy*, *35*(7), 1116-1162. https://doi.org/10.1177/0895904819857825
Despite a growing body of turnover literature, much remains unknown about the factors predicting career transitional behaviors of school principals. To bridge this gap, we examined variations in principal, school, and district characteristics influencing administrator leaver and mover behaviors, using Hierarchical Generalized Linear Modeling. Our findings revealed that class size, support staff, parental involvement, teacher incentives, unionization, and many other district-level policies offset turnover, thereby contributing to retention. Furthermore, predictors of principal mover behavior differed from those of principal leaver behavior, suggesting that different forms of exit paths may need different policy tools to improve retention.

Teo, C. L., Tan, S. C., & Chan, C. (2021). **Pedagogical Transformation and Teacher Learning for Knowledge Building: Turning COVID-19 Challenges into Opportunities**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28057
This paper reports on the continual effort of the Knowledge Building Community (KBC) connecting teachers within and across schools for knowledge creation and community building during the COVID-19 disruptions. During this crisis, schools around the world are challenged with the issues of implementing online learning. Three areas of misalignment were identified: disjoint in learning with home-school separation, piecemeal technologies to mimic physical teaching, and disconnect between teacher professional development and classroom practices and we discussed emerging realignment efforts for transformative learning. Through analyzing the three case examples of how teachers responded to COVID-19 challenges in inter-related areas of curriculum, pedagogy, technology and community, we identified several themes on emerging alignments conducive for transformative pedagogy and technology through community advancement. These themes include: innovating practice around the centrality of ideas; perceiving knowledge building as pervasive; transformative use of technology, and symmetrical advancement of knowledge. These case examples show that in these disruptive times, the teachers were more actively building new practices supported by community dynamics and systemic processes of the KBC. Consequently, the interactions

between stakeholders shifted from disjointed relations in different hierarchical levels to a networked community of people, ideas, and resources, and teachers continually advancing their knowledge-building practice in these challenging times.

UNESCO. (2021a). **Pour une inclusion dans l'éducation dès la petite enfance : De l'engagement à l'action**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3423* [Report]. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000378065?
L'inclusion doit faire partie des engagements prioritaires dès la petite enfance. Selon les dernières estimations de l'Institut de statistique de l'UNESCO, le nombre d'enfants de moins de 6 ans non inscrits au pré-primaire a diminué au cours de la dernière décennie, passant de 52,1 millions, en 2009, à 47,2 millions, en 2018. Malgré cette avancée, cette situation reste très préoccupante, compte tenu de la relation entre l'accès aux services d'éducation inclusive et de protection de la petite enfance et le développement, le bien-être de l'enfant et la réussite scolaire. Les services à la petite enfance visent à accueillir tous les enfants, dans un souci d'égalité, mais si les plus vulnérables d'entre eux sont exclus et ne sont pas prioritaires, cet objectif risque d'être compromis. De nombreux enfants n'ont pas accès à l'éducation, en raison de leur handicap, de leur origine ethnique, de leur condition socio-économique, de leur situation géographique, de leur langue maternelle, de leur statut de réfugié ou de déplacé, ou d'un contexte de crise humanitaire. La pandémie de COVID-19 a exacerbé cette situation et, aujourd'hui plus que jamais, il devient indispensable de poursuivre et d'intensifier le plaidoyer et les efforts visant à assurer un droit universel à une inclusion dans l'éducation dès la petite enfance.Il importe de mobiliser les divers acteurs de l'inclusion, en vue de réaliser l'Objectif de développement durable 4 (ODD 4) et ses cibles relatives à la petite enfance. Cette publication présente des données qualitatives et quantitatives et des réflexions orientées vers l'action, appelant à l'engagement mondial renouvelé en faveur de l'inclusion dès la petite enfance. Ses arguments se fondent sur la consultation d'experts, de praticiens et d'universitaires de divers pays et sur des activités de recherche documentaire récentes. Elle s'adresse aux décideurs politiques, aux gestionnaires des programmes et structures d'éducation et de protection de la petite enfance, aux intervenants, aux partenaires de développement, aux familles et aux institutions de recherche.Elle recommande aux décideurs politiques des mesures à prendre en concertation avec les acteurs concernés ainsi que des pistes d'intervention, dans la perspective de rendre l'éducation et la protection de la petite enfance (EPPE) plus inclusive. Ses propos s'appuient sur des exemples inspirants provenant de différents pays et sur des résultats de recherche. (pdf, 58 pages)

UNESCO. (2021b). **Right to pre-primary education: a global study**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3425* [Report]. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000375332
This UNESCO study provides a global overview and an analysis of the adoption of legal provisions for free and compulsory pre-primary education at national level. The analysis, prepared by UNESCO in cooperation with the 'Right to Education Initiative', is based on research carried out on qualitative data for 193 UNESCO Member States conducted by UNESCO, and complemented by in-depth research on 17 countries carried out by the 'Right to Education Initiative'.

UNESCO. (2021c). **When schools shut: gendered impacts of Covid-19 school closures**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3406* [Report]. Consulté à l'adresse https://unevoc.unesco.org/pub/when_schools_shut_gendered_impacts_of_covid19_school_closures.pdf

Quand les écoles ferment, une étude mondiale qui expose l'impact genré des fermetures d'écoles pendant la COVID-19 sur l'apprentissage, la santé et le bien-être, a été publiée par l'UNESCO à l'occasion de la Journée internationale de la fille 2021, le 11 octobre. L'étude constate que, tandis que les normes et les attentes en matière de genre peuvent affecter la capacité à participer à l'apprentissage à distance, les interventions qui remettent en question les obstacles liés au genre peuvent limiter les taux de perte d'apprentissage et d'abandon scolaire lors de la réouverture des écoles. « Malgré l'action rapide des gouvernements et de leurs partenaires en faveur de la continuité pédagogique, les fermetures d'écoles liées à la COVID-19 ont entravé le droit des enfants et des jeunes à une éducation inclusive et de qualité à travers le monde » a déclaré Stefania Giannini, Sous-Directrice générale pour l'éducation de l'UNESCO. « Les exemples mentionnés dans ce rapport nous rappellent que la progression vers l'égalité n'est pas linéaire et que des actions ciblées, soutenues et collaboratives sont nécessaires pour nous mettre sur la bonne voie et reconstruire l'égalité. » L'étude consiste en un examen des recherches publiées, d'une enquête à grande échelle auprès d'organisations travaillant à l'échelle mondiale sur l'égalité des genres dans l'éducation, ainsi que de données plus détaillées recueillies dans des communautés locales du Bangladesh, de la Côte d'Ivoire, du Kenya, du Mali et du Pakistan. Des impacts genrés ont été observés dans quatre principaux domaines : 1. Les demandes des ménages imposées aux filles et aux garçons, en particulier dans les contextes les plus pauvres, ont limité leur capacité à participer à l'apprentissage à distance. Comme les filles ont passé plus de temps à la maison, cela a souvent entraîné un alourdissement de leurs tâches ménagères, ainsi que cela a été documenté au Bangladesh, en Équateur, en Éthiopie, au Niger, au Pakistan et en Sierra Leone ainsi que dans d'autres familles à revenu faible et intermédiaire. La participation des garçons a souvent été limitée par la nécessité de gagner un revenu : un tiers des répondants à une enquête effectuée dans 55 pays fait apparaître une augmentation de la prévalence du travail des enfants liée à la fermeture des écoles pendant la crise de COVID-19. 2. La fracture numérique entre les genres a considérablement limité la capacité d'apprentissage en ligne des filles. Dans les pays où il existe des données, les adolescentes âgées de 15 à 19 ans ont eu moins de probabilité que les garçons d'avoir utilisé Internet au cours des 12 derniers mois, et elles ont été encore moins nombreuses à avoir un téléphone portable. Parmi les apprenants interrogés dans trois districts du Pakistan, 44 % des filles contre 93 % des garçons ont déclaré posséder un téléphone portable. Les filles qui ne possédaient pas de téléphone portable ont déclaré qu'elles devaient utiliser les appareils de leurs proches, généralement celui de leur père. 3. Les données limitées actuellement disponibles sur les taux de rescolarisation montrent aussi des disparités entre les genres. Une étude menée dans quatre comtés du Kenya a révélé que 16 % des filles et 8 % des garçons âgés de 15 à 19 ans n'ont pas réussi à se réinscrire au cours des deux mois suivant la réouverture des écoles au début de 2021, citant comme principale raison leur incapacité à payer les frais de scolarité. 4. Au-delà de l'éducation, la fermeture des établissements scolaires a eu un impact sur la santé des enfants, notamment sur leur santé mentale, leur bien-être et leur protection. Dans 15 pays à travers le monde, les filles ont signalé plus de stress, d'anxiété et de dépression que les garçons. Les apprenants LGBTQI ont rapporté des niveaux

élevés d'isolement et d'anxiété. Les garçons ont aussi craint une augmentation de la criminalité et de la violence, en particulier dans les contextes touchés par des crises. Tandis que les gouvernements mettaient à l'échelle des solutions d'apprentissage à distance pour répondre à la pandémie, la priorité semble avoir été donnée à la rapidité, plutôt qu'à l'équité dans l'accès et les résultats. Les réponses à la COVID-19 semblent avoir été élaborées en ne prêtant guère d'attention à l'inclusion, augmentant aussi le risque de marginalisation. Il y a des exceptions : le plan du Ghana reconnaît les obstacles aux études liés au genre pendant les fermetures d'écoles, tandis que le Rwanda aide les filles enceintes et les mères adolescentes à poursuivre leurs études. La plupart des pays, dans tous les groupes de revenus, déclarent fournir aux enseignants différentes formes de soutien. Peu de programmes ont cependant aidé les enseignants à identifier les risques, les disparités et les inégalités entre les genres qui sont apparus pendant les fermetures liées à la COVID-19. On s'attendait aussi à ce que les enseignantes assument un double rôle en assurant la continuité pédagogique pour leurs élèves tout en faisant face à des responsabilités supplémentaires en termes de garde d'enfants et de tâches ménagères à leur domicile pendant la fermeture des écoles. L'étude appelle la communauté éducative à prendre en compte le genre dans les politiques et les programmes de lutte contre la baisse de la participation et les faibles taux de rescolarisation dans les communautés vulnérables, notamment par des transferts monétaires et un soutien spécifique aux jeunes filles enceintes et aux mères adolescentes. Des efforts continus sont nécessaires pour suivre ces tendances et accroître les interventions de façon à mettre un terme aux mariages d'enfants ainsi qu'aux mariages précoces et forcés, des pratiques qui privent les filles de leur droit à l'éducation et à la santé et réduisent leurs perspectives à long terme. Pourtant, ces mariages semblent augmenter dans certains contextes. Il faut également documenter les bonnes pratiques, notamment celles qui sont axées sur l'équité et conçues pour ne laisser personne de côté. L'étude démontre également la forte nécessité de trouver des solutions d'apprentissage à distance sans technologie et à faible technologie, des mesures permettant aux écoles de fournir un soutien psychosocial complet et de surveiller la participation en s'appuyant sur les données sexospécifiques, entre autres mesures nécessaires.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2021). ***Entrer en résilience pour reconstruire : comment les systèmes éducatifs peuvent-ils prévenir les urgences sanitaires et les pandémies, s'y préparer et y répondre ?*** (12/2020 éd.). Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000375278_fre
La crise de la COVID-19 a engendré d'immenses pertes en termes d'apprentissage : elle révélé et exacerbé des inégalités existantes et une marginalisation de l'apprentissage susceptibles de provoquer une catastrophe générationnelle. La communauté mondiale de l'éducation souligne de plus en plus la nécessité de prendre des mesures pour mettre en place des systèmes éducatifs capables de résister aux risques auxquels ils sont confrontés.

UNESCO : Organisation des Nations unies pour l'éducation la science et la culture. (2021). ***Skills forecasting in the South Mediterranean region***. Consulté à l'adresse https://liseo.france-education-international.fr/vig_num.php?explnum_id=13859

UNICEF Regional office for South Asia, UNESCO Bureau régional pour l'éducation en Asie et dans le Pacifique, UNICEF East Asia and Pacific Regional Office, & UNICEF. Regional

office for South Asia. (2021). ***Situation analysis on the effects of and responses to COVID-19 on the education sector in Asia***. Consulté à l'adresse https://www.unicef.org/rosa/media/16436/file/Regional%20Situation%20Analysis%20Report.pdf
Ce rapport évalue l'impact de la pandémie de COVID-19 et plus précisément les effets directs des fermetures d'écoles et leurs conséquences sur les apprenants, leurs familles ainsi que sur l'ensemble des systèmes éducatifs asiatiques. Il souligne l'importance de fournir un enseignement à distance équitable et inclusif à grande échelle pour atteindre tous les enfants pendant les fermetures totales ou partielles d'écoles. Le rapport appelle également les gouvernements et les partenaires à renforcer l'enseignement et le soutien aux enseignants, afin de remédier aux faibles niveaux d'apprentissage actuels et de contribuer à réduire la fracture éducative, et à protéger et préserver le financement de l'éducation.

Valmeekanathan, A., Babcock, C., Ling, B., Davey-Rothwell, M. A., Holtgrave, D. R., & Jessani, N. S. (2021). **University research centers as knowledge translation platforms: leveraging structure, support and resources to enhance multisectoral collaboration and advocacy**. *Tertiary Education and Management*, *27*(3), 227-256. https://doi.org/10.1007/s11233-021-09075-3
Knowledge Translation Platforms (KTPs) have drawn attention as multidisciplinary institutional structures that broker evidence to policy and practice. University Research Centers (URCs) appear to serve as internal KTPs by fostering research collaboration as well as advocacy. This study's aim was to examine URCs within one American School of Public Health (SPH) to explore the functions of knowledge translation (KT) they engender, the support and resources they offer to facilitate KT, and their unique organization's structural features. We further explored how these functions contribute towards the SPH's role in advancing evidence informed decision making. We conducted in-depth interviews with 52 SPH faculty—some embedded within URCs and others external to them—and 24 government decision-makers at City, State, Federal and Global levels. Data were analyzed inductively and deductively using Atlas.Ti. This paper presents results emerging from interview responses. Faculty embedded within URCs that engendered KT functions were often equipped with the support and resources to effectively engage with decision-makers and leveraged their school affiliation, reputation, and collective networks. URCs also offered several structural advantages, providing flexibility in hiring staff solely towards KT endeavors, opportunities for advocacy, and pursuing non-traditional funding avenues. We explore the institutionalization of URCs as internal KTPs and the value they can provide to universities. We discuss the merit in URCs positioning themselves as internal KTPs and propose a revised framework outlining KTP functions. Further exploration on how to better leverage and evaluate such URCs is critical as universities make strides in advancing evidence-informed decision-making efforts.

VIARENGO, M. (2021). ***Gender gaps in education: evidence and policy implications***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/719f1434-1ce2-11ec-b4fe-01aa75ed71a1/language-en/format-PDF/source-231602962
D'importants écarts entre les genres persistent dans certains domaines d'études, y compris les sciences, les technologies, l'ingénierie et les mathématiques (STEM). S'appuyant sur les recherches et les données probantes les plus récentes, le rapport examine les écarts de niveau d'éducation et de parcours scolaire entre les femmes et les hommes en Europe. Ils semblent être liés aux choix éducatifs qui commencent au

collège, puis se creusent tout au long des parcours scolaires. Les différences de choix des études des femmes et des hommes sont significatives et persistent dans le temps. Plusieurs facteurs - le contexte éducatif, la structure du marché du travail, l'environnement de travail, les valeurs culturelles et les normes sociales de la société - jouent un rôle majeur.

Weiss, M. J., Scrivener, S., Slaughter, A., & Cohen, B. (2021). **An On-Ramp to Student Success: A Randomized Controlled Trial Evaluation of a Developmental Education Reform at the City University of New York**. *Educational Evaluation and Policy Analysis*, *43*(4), 555-586. https://doi.org/10.3102/01623737211008901
Most community college students are referred to developmental education courses to build basic skills. These students often struggle in these courses and college more broadly. CUNY Start is a prematriculation program for students assessed as having significant remedial needs. CUNY Start students delay matriculation for one semester and receive time-intensive instruction in math, reading, and writing with a prescribed pedagogy delivered by trained teachers. The program aims to help students complete remediation and prepare for college-level courses. This article describes the results of an experiment at four community colleges (n ~ 3,800). We estimate that over 3 years, including one semester that students spent in the program and two-and-a-half years after the program was complete, CUNY Start substantially increased college readiness, slightly increased credit accumulation, and modestly increased graduation rates (by increasing participation in CUNY's highly effective Accelerated Study in Associate Programs [ASAP]).

Welsh, R. O., & Graham, J. (2021). **Why the Opportunity School District Failed? An Examination of Coalitions and the Politics of School Improvement**. *Educational Evaluation and Policy Analysis*, *43*(4), 688-712. https://doi.org/10.3102/01623737211015998
In this study, we examine coalition building and coordination using a qualitative case study of the coalition opposing a ballot initiative to create a state-run turnaround district in Georgia. The findings highlight three important strategies in coalition building: (a) incorporating new actors, especially noneducation advocacy groups and noneducator groups in education; (b) incorporating noneducation and African American advocacy groups in the leadership of the coalition; and (c) identifying and coalescing around core beliefs early to unite a diverse coalition. Time to organize, prior relationships, and interest group autonomy were key factors in navigating tensions between coalition breadth and coalition cohesion. Salient coalition coordination strategies included the following: (a) "keep it local and grassroots," and (b) diverse messaging.

Wilinski, B., & Morley, A. (2021). **"Parent Leadership and Voice": How Mid-Level Administrators Appropriate Pre-Kindergarten Parent Involvement Policy**. *Educational Policy*, *35*(7), 1230-1257. https://doi.org/10.1177/0895904819864441
In the United States, where public pre-K has recently undergone rapid expansion, pre-K policies often include a mandate for parent involvement. We analyze a pre-K parent involvement policy in the state of Michigan, demonstrating the ways mid-level administrators appropriated the policy. We show how the silences and tensions embedded in the policy became visible as the policy was appropriated by these actors. We argue that while the policy sought to "empower" parents, it simultaneously created subject positions that reified traditional notions of desirable parent involvement. This study

points to the need for policies that address the complex nature of parent involvement and the importance of understanding the role of mid-level actors in policy appropriation.

Wollscheid, S., & Røsdal, T. (2021). **The impact of mergers in higher education on micro-level processes – a literature review**. *Tertiary Education and Management*, *27*(3), 257-280. https://doi.org/10.1007/s11233-021-09074-4
Amidst increased research on mergers in higher education, studies addressing micro level processes are scarce and fragmented across disciplines: our aim is to systematically review existing studies, providing implications for research and practice. We grouped 21 studies from different countries under four themes: academic identity and self-image; cultural integration; staff reaction; teaching and research. Timing, status of institutions and staff, and disciplinary cultures apparently affect post-merger micro-level processes. Policy reforms might indirectly address micro-level processes following a merger, for example in a change of academic identities. Few studies investigated the impact of mergers on teaching and research activities. Studying merger consequences for academic core activities is complex, requiring a longer perspective involving students, staff and quantitative indicators. Longitudinal design in further studies might investigate changes from different angles and for different staff groups and students, exploring country differences in micro-level processes, applying a comparative design. Despite limitations, our review might inform the planning of merger processes regarding reactions at micro level.

Ye, X., Jourdan, D., Lee, C., Newman, G., & Van Zandt, S. (2021). **Citizens as Sensors for Small Communities**. *Journal of Planning Education and Research*, *41*(4), 374-374. https://doi.org/10.1177/0739456X211050932

Yoon, E.-S., & Daniels, L. D. (2021). **At the Margins of Canada: School Choice Practices of Aboriginal Families in a Settler-Colonial City**. *Educational Policy*, *35*(7), 1288-1310. https://doi.org/10.1177/0895904819864442
Little is known about the school choice practices of Aboriginal families in settler-colonial societies, where they have been removed from their ancestral lands and/or have been subjected to discriminatory educational policies. Through the lens of settler-colonial theory, this study elucidates the spatially positioned school choice practices of Aboriginal families in a Canadian city. It explores their desires to choose schools and identifies their sociospatial constraints that result from historical marginalization and racism. It delineates how racial segregation in schools increased, as Aboriginal families' school choice has been limited primarily to low-income, racialized parts of the city that face school closure due to low enrollment. In addition, this article analyzes the exclusion of Aboriginal students from prestigious schools-of-choice programs in the public education system. The study concludes that the neoliberal policy of school choice offers limited options to Aboriginal families, especially given the settler-colonial context of the city where they reside.

Zhang, W., Wang, F., Barchers, C., & Lee, Y. (2021). **The Impact of Transit-oriented Development on Housing Value Resilience: Evidence from the City of Atlanta**. *Journal of Planning Education and Research*, *41*(4), 396-409. https://doi.org/10.1177/0739456X18787011
This research examines whether transit-oriented development (TOD) contributes to housing value resilience in Atlanta, Georgia. We developed two spatial hedonic models

using property sale records to examine whether being located in TOD areas contributes to the resilience of housing prices during and after the Great Recession, compared to being located in transit-adjacent development areas. Our results suggest that there is a growing demand for TOD properties in recent years, which contributes to maintaining and faster regaining property values in TOD areas. Our results support future investment in TOD areas and also suggest challenges to incorporating affordable housing in TOD designs.

Pratiques enseignantes

Armagnague, M., & Boulin, A. (2021). **Mobiliser en classe la « langue d'origine » des élèves primo-migrants : des effets ambivalents**. *Agora debats/jeunesses*, *N° 89*(3), 7-21. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-7.htm
Cet article vise à s'interroger sur la mobilisation ambivalente de la « langue d'origine » des élèves primo-migrants par l'institution scolaire à plusieurs échelles. À une échelle macro, les autrices analysent le caractère instable des préconisations officielles qui oscillent entre plusieurs logiques sociales et institutionnelles. Puis, à partir de données d'enquête, elles montrent, à un niveau micro, que cette ambiguïté se retrouve au sein de la classe et peut participer à la création de situations pédagogiques inconfortables, voire ambigües, parce que la mobilisation des registres linguistiques n'est pas toujours prévue ni maîtrisée par les enseignants et parce qu'elle n'est pas non plus nécessairement comprise par les élèves. Loin des doxas relatives à l'utilisation des langues ou à l'identité sociale présumée des élèves, cet article révèle les paradoxes et les enjeux sociaux et pédagogiques des injonctions identitaires associées à des jeunesses minorisées.

Auclair, É. (2021). ***La bienveillance et le bien-être dans la politique de la réussite éducative québécoise de 2017*** (Masters, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse https://depositum.uqat.ca/id/eprint/1302/
Le néolibéralisme, la nouvelle gestion publique et la gestion axée sur les résultats ont fait leur entrée dans le système scolaire québécois officiellement en 2002 avec l'adoption de la Loi 124. Peu à peu, les valeurs humanistes du réseau ont laissé leur place à une idéologie promouvant l'économie, l'efficacité, l'évaluation et l'efficience (Maranda, Deslauriers, et Viviers, 2014). Ces pratiques de management ont cependant des répercussions négatives sur le bien-être des directions d'établissement, des enseignants et des élèves (Acton et Glasgow, 2015; Maranda et al., 2014), ce qui affecte tout aussi négativement la réussite éducative (Froese-Germain et Riel, 2013; Traoré, Julien, Camirand, Street, et Flores, 2018). En 2017, le gouvernement du Québec adoptait sa dernière politique de la réussite éducative et, en s'inscrivant dans une tendance internationale (OCDE, 2015b), y réintroduisait les valeurs de bienveillance et de bien-être. En mobilisant la théorie des référentiels de Muller et les concepts de la bienveillance et du bien-être à l'école, cette étude vise à répondre à la question suivante : Quels facteurs expliquent l'intégration des valeurs humanistes de la bienveillance et du bien-être dans la nouvelle politique éducative? Pour ce faire, nous avons utilisé une méthodologie qualitative et effectué une analyse documentaire. Les textes internationaux et la littérature grise (Conseil consultatif ministériel des élèves, 2014; Ikesako et Miyamoto, 2015; Institut national de santé publique du Québec, 2010, 2016; OCDE, 2015b, 2015a) touchant la question du bien-être à l'école au Canada ou au

Québec ont été examinés en plus des mémoires déposés dans le cadre de la consultation publique menant à l'adoption de la politique ainsi que tous les documents politiques y étant relatifs. Appuyé d'un entretien avec M. Sébastien Proulx, ministre de l'Éducation en poste à l'époque, les résultats de cette étude suggèrent que l'introduction des valeurs humanistes dans la politique de la réussite éducative est le fruit d'une dynamique prescriptive du référentiel global d'économie de marché sur son référentiel sectoriel, celui de la politique à l'étude. La bienveillance et le bien-être à l'école sont présentés comme des déterminants de réussite qui contribuent à former des travailleurs performants.

Audran, J., Kaqinari, T., Kern, D., & Makarova, E. (2021). **Les enseignants du supérieur face à l'enseignement en ligne " obligé "**. *Distances et Médiations des Savoirs*, (35). https://doi.org/10.4000/dms.6437
Les mesures de confinement imposées aux établissements d'enseignement supérieur au premier semestre 2020 en Europe ont nécessité une migration d'urgence vers l'enseignement en ligne pour assurer la continuité des enseignements. Bien qu'un soutien ait été généralement proposé aux enseignants, il leur a fallu s'adapter d'urgence à ces nouvelles conditions de travail. Cette situation particulière a offert l'opportunité de mieux comprendre la complexité du défi auquel ont dû faire face les enseignants. L'objectif de cet article est de mettre en évidence les premières réactions des enseignants du supérieur afin de repérer leurs priorités d'action et d'éventuelles évolutions de leur rapport au numérique. Pour cela, l'article s'appuie sur les résultats d'une enquête menée auprès d'enseignants de trois universités en Suisse et en France dans le bassin du Rhin supérieur. À cet effet, un questionnaire diffusé à la fin du premier confinement au printemps 2020 a permis de recueillir 616 réponses. Le questionnaire administré a porté sur les pratiques, mais aussi sur le « ressenti » des enseignants durant trois périodes : l'avant-confinement, la période de basculement vers le tout à distance et l'après-confinement. Les premiers résultats montrent que ce recours massif à l'enseignement en ligne a été dominé par le besoin de maintenir la relation avec les étudiants. Ils suggèrent aussi que la pandémie a amélioré l'acceptabilité de l'enseignement en ligne, sans pour autant garantir son adoption pérenne.

Bae, C. L., Mills, D. C., Zhang, F., Sealy, M., Cabrera, L., & Sea, M. (2021). **A Systematic Review of Science Discourse in K–12 Urban Classrooms in the United States: Accounting for Individual, Collective, and Contextual Factors**. *Review of Educational Research*, *91*(6), 831-877. https://doi.org/10.3102/00346543211042415
The literature on science discourse in K–12 classrooms in the United States has proliferated over the past couple of decades, crossing geographical, disciplinary, theoretical, and methodological boundaries. There is general consensus that science talk is at the core of students' learning; however, a synthesis of key findings from the expansive literature base is needed. This systematic literature review is guided by a complex systems framework to organize and synthesize empirical studies of science talk in urban classrooms across individual (student or teacher), collective (interpersonal), and contextual (sociocultural, historical) planes. Findings are discussed in relation to contemporary approaches that integrate theories and methodologies to account for the complex phenomena of science discourse, including interacting elements across levels as well as stable and changing patterns that influence students' access to, and nature of, science talk in urban classrooms. Unresolved questions related to high-leverage, equitable, and sustainable discourse practices; future lines of inquiry that can

benefit by drawing from diverse theoretical traditions and mixed methodological approaches; and practical implications for classroom-based strategies to support science discourse are also discussed.

Baştürk-Şahin, B. N., Tapan-Broutin, M. S., & Trouche, L. (2021). **A Glance to Teachers Work with Resources: Case of Olcay**. *Lnternational Electronic Journal of Elementary Education*, *14*(1), 105-118. https://doi.org/10.26822/iejee.2021.232
When examining success in mathematics education, it should be taken into consideration that it is important to examine teachers' work with their resources. In this study, it is aimed to examine this work through the processes of using and transforming the resources into documents. In this context, the « Documentational Approach to Didactics » is adopted as a theoretical framework. Reflective investigation method is used to analyse teacher's documentational genesis. The study is designed as a case study, with a primary mathematics teacher whom we named Olcay, who is very open to share her experiences that is important for the research. Various interviews with and observations of the teacher are made according to the requirements of the reflective investigation method. As a result, some of the schemes of the teacher to transform her resources into documents are revealed. It is seen that some of these schemes are similar to the ones discovered before and some of them are changeable according to the area where the teaching happened. * This study is based on Burcu Nur Baştürk Şahin's master's thesis data.

Bertrand, R. (2021). **Dynamiques professionnelles et pratiques éducatives en prévention de la radicalisation**. *Agora debats/jeunesses*, *N° 89*(3), 65-79. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-65.htm
Les attentats qui ont eu lieu dans différente parties du monde depuis 2001 ont amené de nombreux États à se doter de politiques de prévention de la radicalisation. Les débats qui entourent la définition de ces termes se sont alors multipliés, souvent sur des bases empiriques fragiles. Peu de travaux considèrent la mise en place concrète de ces politiques, notamment lorsqu'elles relèvent de l'accompagnement individuel de personnes dites « en voie de radicalisation ». Le présent article, en s'intéressant à des dispositifs d'accompagnement de jeunes « radicalisés » contribue à ouvrir les discussions à ce sujet.

Bredow, C. A., Roehling, P. V., Knorp, A. J., & Sweet, A. M. (2021). **To Flip or Not to Flip? A Meta-Analysis of the Efficacy of Flipped Learning in Higher Education**. *Review of Educational Research*, *91*(6), 878-918. https://doi.org/10.3102/00346543211019122
Although flipped classroom pedagogies have been widely touted for their ability to foster diverse 21st-century learning objectives, previous syntheses of flipped learning have focused almost exclusively on outcomes related to academic achievement. Using data from 317 studies, our research addresses this deficit by providing a comprehensive meta-analysis of the effects of flipped versus lecture-based learning on academic, intra-/interpersonal, and satisfaction-related outcomes in higher education. Overall, flipped classroom interventions produced positive gains across all three learning domains, and we found significant advantages of flipped over lecture-based instruction for seven out of eight outcomes (gs = 0.20–0.53). At the same time, there was substantial heterogeneity in flipped learning effects, and we identified several variables that influenced the relative efficacy of flipped versus traditional courses. Of the three types of moderators examined

(contextual, design-based, and methodological), educational context (e.g., discipline, location) accounted for the most variability in flipped learning outcomes.

Cauna, A., Tellier, M., & Colé, P. (2021, septembre 28). ***La place des gestes pédagogiques en grande section de maternelle***. Présenté à Journée Scientifique de SFERE-Provence. Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/hal-03392061
Dans le cadre de mon projet doctoral, intitulé "Pratique pédagogique et cognition incarnée : l'apport du geste iconique dans l'acquisition du vocabulaire et la compréhension orale", j'ai réalisé une étude portant sur le recours aux gestes pédagogiques (GP) en grande section de maternelle (GSM). L'objectif principal de cette étude était de réaliser un état des lieux des pratiques gestuelles auprès des enseignants de GSM notamment pour l'apprentissage du vocabulaire en langue de scolarisation (le français). Dans cette démarche, j'ai réalisé un questionnaire via Le Sphinx* comportant 2 questions fermées et 5 questions ouvertes. Au total, 73 enseignants ont répondu au questionnaire. Les enseignants sondés sont majoritairement des femmes (72 femmes, 1 homme) exerçant dans le secteur public hors réseaux d'éducation prioritaire (REP/REP+) et ayant 10 ans ou plus d'expérience professionnelle. Les résultats portant sur l'analyse de contenu des 7 questions indiquent que : 1) Les GP sont principalement utilisés lors d'activités langagières (phonologie, chant ou encore lecture) mais également dans le cadre d'activités non langagières (mathématiques) ou encore comme outil pour la gestion de classe ; 2) Les enseignants considèrent les GP comme une aide pour les apprentissages (compréhension et mémorisation facilitées) y compris lors de besoins spécifiques (enfants allophones ou en difficultés) ; 3) Concernant l'apprentissage du vocabulaire, l'utilisation de GP est une pratique déjà existante mais pas systématique étant donné que 50% des sondés déclarent ne pas y avoir recours et que, parmi ceux qui les utilisent, la moitié ne les utilisent pas de manière régulière ; 4) Seul ⅓ des enseignants font reproduire leurs gestes de manière régulière et 5) Il existe un continuum entre des enseignants pleinement conscients de leur gestuelle et d'autres qui ne le sont pas du tout. Ce dernier résultat pourrait s'expliquer par un manque de formation des enseignants vis-à-vis de la GP et de son intérêt dans l'enseignement. En effet, seuls 2 enseignants ont répondu avoir suivi une formation à ce sujet. Néanmoins, 80% des sondés se disent intéressés par ce genre de formation. Les résultats de ce questionnaire démontrent une forte intuition des enseignants vis-à-vis de l'utilisation des GP. En effet, ils attestent des effets bénéfiques des GP sur les apprentissages ou de la gestion de classe, ce que l'on retrouve dans la littérature scientifique. Dans le cadre de l'apprentissage du vocabulaire, le recours au GP est une pratique existante bien que celle-ci ne soit pas systématique. Néanmoins peu d'enseignants ont pour habitude de faire reproduire leurs gestes bien que l'implication corporelle des enfants soit un vecteur essentiel dans les apprentissages comme le prônent certains auteurs de la littérature, défendant les bénéfices d'une "pédagogie incarnée". Une des propositions serait de mettre en place un dispositif de formation autour de la prise de conscience de la GP auprès des enseignants.

Darbellay, F., Moody, Z., & Louviot, M. (2021). ***L'école autrement? Les pédagogies alternatives en débat*** (1re éd.). https://doi.org/10.33055/ALPHIL.03171
Quelle école pour nos enfants ? Quelle nouvelle éducation pour les générations du XXIe siècle ? Les changements climatiques, les crises politiques, sociales et sanitaires sont autant de défis complexes à relever dans une société globale en changement. La transmission de savoirs disciplinaires se conjugue désormais avec l'apprentissage

interdisciplinaire de compétences collaboratives, psychosociales et créatives centrées sur les besoins, les intérêts et les rythmes des enfants. En s'inspirant des pionnières et pionniers de l'Éducation nouvelle (Montessori, Freinet, Decroly, Steiner, etc.) et ouvrant de nouvelles voies (Pédagogie par la nature, écoles démocratiques, etc.), les pédagogies alternatives proposent des manières différentes et complémentaires d'enseigner et d'apprendre. Penser l'école autrement, telle serait leur devise. Cet ouvrage offre une analyse critique et constructive des avancées plus ou moins disruptives des pédagogies alternatives, mais aussi des obstacles et des limites qu'elles peuvent rencontrer. La réunion des meilleures et meilleurs spécialistes francophones de ce champ d'études scientifiques donne une vue d'ensemble des enjeux théoriques et pratiques des pédagogies alternatives et apporte des réponses averties à ceux et celles qui s'interrogent sur leurs objectifs et perspectives. Destiné aux chercheurs et chercheuses, aux enseignants et enseignantes, formateurs et formatrices, aux parents, aux conseillers et conseillères pédagogiques, aux directeurs et directrices d'établissement, aux responsables éducatifs et politiques, mais également aux spécialistes en sciences de l'éducation et dans toutes disciplines intéressées par l'éducation, cet ouvrage propose un regard théorique et pratique sur les débats actuels sur le passé, le présent et l'avenir des pédagogies alternatives.

Dizerbo, A. (2020). **Cadre éthique et innovation méthodologique : chercher avec des personnes en situation de maladie auto-immune rare**. *Questions Vives. Recherches en éducation*, (N° 34). https://doi.org/10.4000/questionsvives.5029
Les problématiques liées à la maladie chronique impliquent la mise en œuvre de recherches compréhensives innovantes pour mettre au jour et rendre compte de l'expérience sensible des malades. La recherche concernée par cette contribution, inscrite dans la perspective de la recherche biographique en éducation, visait notamment, en s'appuyant sur leur subjectivité (Thievenaz, & Tourette-Turgis, 2015), à identifier et caractériser les handicaps et les ressources de malades atteints de maladies systémiques auto-immunes rares dans le but d'améliorer leur prise en charge et d'élargir les propositions en termes d'éducation thérapeutique. Elle a pris appui sur la mise en récit des expériences de malades, par le biais d'une e-plate-forme collaborative envisagée comme favorable au partage et à la co-construction de savoirs. Il sera rendu compte des choix méthodologiques mis en œuvre et de leurs évolutions au fil de la recherche pour tenter d'aller vers une compréhension et une restitution sensibles et respectueuses de l'expérience des participants.

Duguet, A., & Berthaud, J. (2021). **Méthodes d'enseignement en cours magistral : une analyse exploratoire**. *Formation et profession*, *29*(3), 1. https://doi.org/10.18162/fp.2021.673

Finet, B. (2020a). **Des morceaux choisis à la littérature ? Les extraits dans les manuels de français à l'école primaire : quelles limites pour rendre l'élève lecteur ?** *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(3), 49-69. Consulté à l'adresse https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-3-page-49.htm
L'apprentissage de la lecture est un enjeu important à l'école primaire. La présence d'un auteur réputé en littérature pour la jeunesse dans des manuels récents de cycle 3 tendrait à montrer que les auteurs prennent en compte les recommandations des listes Eduscol ainsi que la volonté exprimée dans les programmes d'enseigner la

compréhension et la lecture littéraire. Les choix des auteurs concernant « l'agencement » (Denizot) servent des finalités pédagogiques différentes, notamment un apprentissage formel. La relation d'« amphitextualité », ainsi induite, semble valoriser davantage une lecture purement instrumentale et des objectifs éducatifs (Bishop) qui finalement éloigneraient les élèves de l'apprentissage de la littérature. Enfin, l'effet de patrimonialisation (Louichon) instauré par la présence du même auteur tend à en faire un auteur scolaire, ce qui substitue la nécessité de faire lire son œuvre.

Finet, B. (2020b). **Introduction – Former le lecteur. Des enjeux pédagogiques, sociaux et politiques**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(3), 7-12. Consulté à l'adresse https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-3-page-7.htm

Gardes, M.-L., Croset, M.-C., Courtier, P., & Prado, J. (2021). **Comment la didactique des mathématiques peut-elle informer l'étude de la cognition numérique ? L'exemple d'une étude collaborative autour de la pédagogie Montessori à l'école maternelle**. *Raisons educatives*, *N° 25*(1), 237-259. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-237.htm

Les études sur l'apprentissage des mathématiques ont tout à gagner de regards croisés et pluridisciplinaires, notamment entre les sciences cognitives et les sciences de l'éducation. Plus particulièrement, la didactique des mathématiques semble pertinente pour apporter des informations complémentaires à l'étude de la cognition numérique. Dans cet article, nous présentons les points de convergences et les spécificités de chacun de ces domaines scientifiques puis nous illustrons les apports d'une approche pluridisciplinaire en discutant d'une étude que nous avons récemment menée sur l'apprentissage des mathématiques au sein de la pédagogie Montessori à l'école maternelle. Nous montrons en quoi le regard didactique a permis de concevoir une méthodologie de recherche à la fois quantitative et qualitative, de questionner et élaborer des outils de mesure et d'interpréter les résultats obtenus.

Gimbert, F., & Mazens, K. (2021). **Quelles relations entre le laboratoire et la salle de classe ? L'exemple de l'apprentissage du nombre chez les jeunes enfants**. *Raisons educatives*, *N° 25*(1), 195-214. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-195.htm

Le développement des compétences mathématiques et l'apprentissage du concept de nombre chez les jeunes enfants suscite récemment un intérêt croissant à travers le prisme de différentes disciplines, plus ou moins jeunes, notamment les sciences de l'éducation, la psychologie des apprentissages et les neurosciences. Une première partie de cet article présente une synthèse des apports de la psychologie du développement en cognition numérique. Une seconde partie présente des résultats d'études interventionnelles auprès d'élèves, en laboratoire ou à l'école. Les études présentées évaluent l'efficacité de programmes d'intervention mettant en jeu une ou plusieurs compétences mathématiques dont au moins une en lien avec l'apprentissage du concept de nombre. Pour finir, sont présentées certaines initiatives récentes visant à renforcer le lien entre le laboratoire et la salle de classe concernant l'apprentissage des mathématiques.

Goigoux, R., Renaud, J., & Roux-Baron, I. (2021). **Comment influencer positivement les pratiques pédagogiques de professeurs expérimentés ?** In *Améliorer les pratiques en*

éducation : qu'en dit la recherche ?Coordination éditoriale de Benoît Galand, Michel Janosz (p. 67-76). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03153950
« Quels sont les verrous qui bloquent l'amélioration des pratiques d'enseignement et comment les faire sauter ? » Telle est la question que les coordonnateurs de cet ouvrage nous ont posée et à laquelle nous allons répondre en prenant appui sur les travaux conduits depuis une vingtaine d'années par notre équipe du laboratoire ACTé (Activité, Connaissance, Transmission, Éducation) à Clermont-Ferrand. Cette équipe conçoit la didactique comme une science de l'intervention et de la conception (d'outils, de dispositifs d'enseignement ou de formation) visant l'amélioration de la qualité du travail enseignant et des apprentissages scolaires.

HASPEKIAN, M., & GELIS, J.-M. (2021). **Informatique, Scratch et robots : de nouvelles pratiques enseignantes en mathématiques ?** *Sticef : Sciences et technologies de l'information et de la communication pour l'éducation et la formation*, (28), 37 p., bibliogr. Consulté à l'adresse http://sticef.univ-lemans.fr/num/vol2021/28.1.1.haspekian/28.1.1.haspekian.pdf
Les programmes de mathématiques incluent algorithmique et informatique désormais dès le primaire. Comprendre l'évolution des pratiques enseignantes est alors un enjeu pour la recherche et la formation. L'article analyse les pratiques de cinq enseignants qui intègrent pour la première fois Scratch ou des robots. Les cadres en didactique des mathématiques employés utilisent des approches instrumentale et ergonomique et de la didactique professionnelle (recours à des pratiques connues pour en bâtir de nouvelles). Deux phénomènes sont montrés : une réduction de la distance permettant ce recours aux anciennes pratiques et une prise de repères didactiques. Distance et repères semblent ainsi un outil intéressant pour comprendre l'activité en situation nouvelle.

Jacqmin, J. (2021, octobre 20). **Les ressources éducatives libres, un enjeu d'avenir**. Consulté 29 octobre 2021, à l'adresse The Conversation website: http://theconversation.com/les-ressources-educatives-libres-un-enjeu-davenir-170153
Pourquoi certains professeurs choisissent-ils de publier gratuitement certaines de leurs ressources éducatives, libres de droits d'auteur ? Retour sur les résultats d'une analyse récente.

Jensen, B., Valdés, G., & Gallimore, R. (2021). **Teachers Learning to Implement Equitable Classroom Talk**. *Educational Researcher*, *50*(8), 546-556. https://doi.org/10.3102/0013189X211014859
Language in education for children and youth from low-income communities of color, including those learning English as an additional language, has been fraught for decades with ideological entanglements, conceptual ambiguities, and empirical limitations. Meanwhile, the teacher learning challenge to implement equitable teaching practices remains largely unresolved. With an eye toward improving equitable classroom talk (ECT)—that is, meaningful participation in disciplinary practices through communal and connected language interactions—for all students from minoritized communities, we integrate research on additional language development, disciplinary practices, sociocultural classroom interactions, and teacher learning. We recommend researcher-educator collaborations (a) develop indicators of ECT, (b) use lesson videos to make ECT visible, and (c) develop and test materials to support and scale teacher learning to enact ECT.

Kheroufi-Andriot, O. (2020). **Une autre manière d'enquêter auprès de jeunes enfants à l'École**. *Les Sciences de l'éducation - Pour l'ère nouvelle*, *53*(3), 93-110. Consulté à l'adresse https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-3-page-93.htm
L'objectif de cet article est de présenter la construction d'un dispositif méthodologique qui vise à recueillir le point de vue de jeunes enfants d'une classe incluant un enfant en situation de handicap, à partir d'une fiction mettant en scène un enfant en situation de handicap, sur l'activité d'accompagnement éventuellement mise en œuvre dans la classe par l'enseignant et les accompagnants. Les difficultés épistémologiques et méthodologiques liées à la construction de ce dispositif sont identifiées, et le bricolage de l'enquête est dévoilé en mettant en lumière la « ficelle » qui fut construite pour l'occasion. De ce point de vue, les résultats du dispositif, y compris ses effets inattendus, sont présentés au lecteur pour lui permettre de se situer en vue d'évaluer si l'objectif initial est atteint.

Lamotte, M., IZAUTE, M., & Darnon, C. (2021). **Can tests improve learning in real university classrooms?** *Journal of Cognitive Psychology*, 1-19. https://doi.org/10.1080/20445911.2021.1956939
ong-term memory of a stimulus is likely to be better when individuals are tested on the stimulus than when they merely restudy it. This "testing effect" suggests tests could be used in real classroom contexts to improve students' academic performance. However, real classroom contexts can be regarded as evaluative contexts which might change the meaning and effects of tests. The present paper reviews existing evidence of the positive effect of testing on learning in real classroom academic settings and on learning material that is part of the curriculum. While underscoring the positive effects testing can have in real classroom contexts, it also highlights features of classroom testing that may be particularly helpful for teachers. The review also points to important challenges that will need to be addressed in future research into the testing effect in real classroom contexts.

Longo, M. E., Berthet, T., & Alfonsi, J. (2021). **Faire face aux injonctions paradoxales par la pratique**. *Agora debats/jeunesses*, *N° 89*(3), 113-128. Consulté à l'adresse http://www.cairn.info/revue-agora-debats-jeunesses-2021-3-page-113.htm
Des phénomènes sociaux intriqués touchant l'action publique et les difficultés de parcours transforment le travail de professionnels intervenant auprès des jeunes en situation de vulnérabilité. L'article analyse les manières dont ces intervenants jonglent quotidiennement avec de nouvelles prescriptions et leurs conceptions de leur métier. Les résultats, issus d'entretiens auprès d'intervenants français et québécois, mettent en lumière des injonctions paradoxales qui concernent à la fois les objectifs, les référentiels de leur intervention, leurs principes de professionnalité, et leurs marges de manœuvre dans des cadres gestionnaires contraints.

Marhic, P. (2021). ***Le défi de l'enseignement à distance : Réflexions et modalités pratiques***. Paris: l'Harmattan. https://www.editions-harmattan.fr/livre-le_defi_de_l_enseignement_a_distance_reflexions_et_modalites_pratiques_philippe_marhic-9782343244181-71389.html
Si l'enseignement à distance est depuis longtemps au point dans des pays tels que l'Australie, où l'éloignement de certaines fermes contraint les élèves à ce mode de

pratique, c'est par contre une découverte sur le vieux continent à forte densité de population. La pandémie de Covid y a accéléré le processus de mise en place du télé-enseignement. Cet ouvrage propose quelques réflexions et de nombreuses pistes de travail à approfondir puis adapter pour les publics non seulement institutionnels, mais également particuliers tels les enfants isolés. Face à la caméra, on découvre les multiples facettes du professeur, à la fois technicien et performeur dont l'objectif premier devient de remotiver ses élèves et étudiants en perte de leurs repères habituels

Martinet, C., Chambrier, A.-F. de, & Dessemontet, R. S. (2021). **Concevoir des outils pédagogiques pour et avec les enseignant·e·s et les évaluer expérimentalement**. *Raisons educatives*, *N° 25*(1), 215-233. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-215.htm
De nombreux·euses chercheur·euse·s conçoivent des outils pédagogiques pour les enseignant·e·s. Si les chercheur·euse·s en sciences de l'éducation se doivent de développer des outils intégrant les recommandations issues de la recherche, il·elle·s doivent aussi veiller à ce que ces outils répondent aux besoins des enseignant·e·s et qu'ils puissent s'inscrire dans leur réalité professionnelle. Dans une approche de conception continuée dans l'usage, des allers-retours entre le laboratoire et les salles de classe sont par conséquent préconisés. De plus, une évaluation de l'efficacité des outils ainsi développés avec une approche expérimentale reste indispensable. Deux recherches illustrant les complémentarités possibles entre ces deux approches seront présentées : l'une traite de l'enseignement de la lecture-décodage auprès d'élèves présentant une déficience intellectuelle, par des enseignant·e·s spécialisé·e·s, et l'autre de celui des premières compétences en mathématiques auprès d'élèves d'école enfantine (âgés de 4 à 6 ans).

Martin-Noureux, P. (2021). ***Du bon usage de la coopération dans le milieu éducatif: Vers un espace culturel partagé***. Paris: l'Harmattan. https://www.editions-harmattan.fr/livre-du_bon_usage_de_la_cooperation_dans_le_milieu_educatif_vers_un_espace_culturel_partage_philippe_martin_noureux-9782343240633-70917.html
Pour relever le défi de l'École de la confiance et parvenir à la réussite de tous les élèves, les enseignants sont invités à ouvrir les frontières de leur classe. Cette invitation institutionnelle vise à rompre avec l'individualisme professionnel ne convenant plus. Cet ouvrage propose de placer la coopération comme centre de gravité de la modernisation du système éducatif à partir d'un éclairage particulier sur différentes situations impliquant un partenariat. Cette modalité de travail est en effet susceptible, d'une part, de modifier les pratiques pédagogiques et, d'autre part, de construire une nouvelle professionnalité des enseignants du premier et du second degré

Miller, D., & Anthony, A. B. (2021). **Professional Learning Plan: A Tool to Facilitate Teacher Collaboration and Improve Instructional Practice**. *Journal of Cases in Educational Leadership*, *24*(4), 84-102. https://doi.org/10.1177/15554589211021139
This case study is designed to support the preparation of school administrators and teacher leaders enrolled in courses pertaining to school improvement, instructional leadership, and educational change. The principal of an urban middle school has been charged by the district superintendent to study a downward trend in math state achievement test scores. The case involves a middle school principal and how he might choose to work with his faculty to analyze the issue and develop an appropriate professional learning plan to improve instructional practice. This case scaffolds leader

preparation candidates in (a) collaboratively identifying a problem underlying declining state achievement test scores and (b) developing a professional learning plan to support school improvement efforts.

Perez, R. J., Acuña, A., & Reason, R. D. (2021). **Pedagogy of Validation: Autobiographical Reading and Writing Courses for First-Year, Low-Income Students**. *Innovative Higher Education*, *46*(6), 623-641. https://doi.org/10.1007/s10755-021-09555-9
This embedded case study leveraged Rendón's (1994) validation theory as well as theories connecting self-reflection and transformative learning (e.g., Mezirow, 1990, 1997) to examine an autobiographical reading and writing course designed for low-income, first-year students in a comprehensive college transition program at an institution in the Midwest region of the United States. We used interviews with course instructors, longitudinal digital diaries with students, and course observations to understand the nature of the course and how participants experienced it. We found that building community was essential to supporting students' learning. Within classroom communities, instructors structured opportunities for reflection, validated students' stories, used culturally relevant texts, and encouraged sharing narratives with peers. These practices in combination cumulatively enhanced students' writing skills, their confidence, and their sense of belonging. Participants also reported that the course deepened students' self-awareness and fostered empathy for peers. Our participants highlighted the benefits of incorporating autobiographical reading and writing into first-year composition courses, particularly for low-income students and those with minoritized identities.

Roy-Vallières, M., Bigras, N., Charron, A., Bouchard, C., Gagné, A., & Dessus, P. (2021). **Profiles of teacher-child interaction quality in groups of three-year-old children in Quebec and France**. *SN Social Sciences*, *1*(263). https://doi.org/10.1007/s43545-021-00266-8
Theory and studies support that educational quality may differ according to socio-political context even in states with similar cultures. Based on a secondary analysis of data, this study aims at identifying latent profiles of adult-child interaction quality in groups of three-year-old children in Quebec's (Canada) early childhood centers and France's kindergarten classrooms using the CLASS Pre-K. This study also aims to explore existing associations between identified profiles, socio-political contexts and structural characteristics (staff qualifications, ages, group size). Latent profile analyses showed four interaction quality profiles, namely a high-quality profile (HQ), a medium-high quality profile (MHQ), a medium quality profile (MQ) and a medium-low quality profile (MLQ). The scores of the three CLASS Pre-K domains associated with identified profiles show a higher average interaction quality in Quebec compared with France, suggesting a more favorable socio-cultural context for interaction quality in Quebec. As for characteristics of structural quality, analyses suggest that the group size variable is significantly associated with scores of interaction quality, with the HQ and the MHQ profiles showing a significantly lower group size than the MQ and MLQ profiles. Age is also significantly associated with profiles, exhibiting a general trend of younger participants found in higher quality profiles. Courses of action to enhance French policies are discussed.

Seery, C., Andres, A., Moore-Cherry, N., & O'Sullivan, S. (2021). **Students as Partners in Peer Mentoring: Expectations, Experiences and Emotions**. *Innovative Higher Education*, *46*(6), 663-681. https://doi.org/10.1007/s10755-021-09556-8

Increasing emphasis in recent years has been placed on how faculty, staff and students in higher education can be drawn into more collaborative learning relationships through partnership working. The significant challenges in terms of negotiating shifting roles and responsibilities have been well documented. Less attention has been paid to the affective challenges, and particularly the emotional labour involved. This paper focuses on the adoption of a partnership approach to first year peer mentoring and orientation in a large Social Science programme. Peer mentors played a critical role as designers of the programme, as partners delivering the programme, and as co-researchers, offering a unique understanding and insight into aspects of the peer mentor experience that often remain hidden. Our findings draw attention to the need to consider and manage more carefully the impact of students on each other in mentoring relationships but also suggest an opportunity to harness the mentoring experience to embed a partnership culture more fully.

Sensevy, G. (2021). **Des sciences interventionnelles ancrées sur des alliances entre recherche et terrain ? Le cas des ingénieries coopératives**. *Raisons educatives*, *N° 25*(1), 163-194. Consulté à l'adresse http://www.cairn.info/revue-raisons-educatives-2021-1-page-163.htm
Cet article présente théoriquement et empiriquement la notion d'ingénierie coopérative. Après une première description de cette notion, il précise ses filiations, le fonctionnement de ces ingénieries, et leurs principes organisateurs. Ces éléments sont ensuite concrétisés sur un exemple à vocation emblématique, celui de l'ingénierie coopérative ACE (Arithmétique et Compréhension à l'École élémentaire). En appui sur cette concrétisation, l'article montre d'abord comment les recherches accomplies dans le cadre des ingénieries coopératives peuvent être considérées en tant que sciences interventionnelles, à la fois comme fondamentales au sein des sciences de la culture, et comme des sciences ingénieriques. Il se conclut en insistant sur la double nécessité, pour de telles sciences, i) d'une élaboration conceptuelle qui fasse reconnaitre des preuves culturelles d'efficacité, et ii) d'une mise en combinaison des preuves culturelles et des preuves statistiques.

Sonu, D., Garlen, J. C., Farley, L., & Chang-Kredl, S. (s. d.). **Les souvenirs d'enfance des enseignants influent sur leur manière de lutter contre les inégalités scolaires**. Consulté 15 novembre 2021, à l'adresse The Conversation website: http://theconversation.com/les-souvenirs-denfance-des-enseignants-influent-sur-leur-maniere-de-lutter-contre-les-inegalites-scolaires-159875
Lorsque les enseignants utilisent leurs souvenirs pour examiner comment les écoles affectent les chances des enfants sur la base de leur identité sociale, ils imaginent une éducation plus équitable.

Stolpe, K., Björklund, L., Lundström, M., & Åström, M. (2021). **Different profiles for the assessment of student theses in teacher education**. *Higher Education*, *82*(5), 959-976. https://doi.org/10.1007/s10734-021-00692-w
Previous research shows a discrepancy between different teachers' assessment of student theses. This might be an even larger problem in the context of teacher education, since teacher trainers originate from different disciplines. This study aims to investigate how different assessors prioritise between criteria for assessment. Criteria were elucidated using repertory grid interviews with teacher trainers. These criteria formed the basis for a web-based Qsort that was distributed to teacher trainers at three different

universities. The 66 teacher trainers in this study represented different disciplines, but were all engaged in the supervision and examination of student theses from teacher education programmes. The analysis revealed three different factors, which have been labelled: logic text structure as product, research process as product and results as product. The differences may not be explained by the background (e.g. discipline, university or gender) of the teacher trainers. Together, these three factors explain why teachers assessing student theses may accentuate different personal criteria. Hence, this might impact on their grading practice and also the interrater reliability.

Teo, C. L., Tan, S. C., & Chan, C. (2021a). **Pedagogical Transformation and Teacher Learning for Knowledge Building: Turning COVID-19 Challenges into Opportunities**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28057
This paper reports on the continual effort of the Knowledge Building Community (KBC) connecting teachers within and across schools for knowledge creation and community building during the COVID-19 disruptions. During this crisis, schools around the world are challenged with the issues of implementing online learning. Three areas of misalignment were identified: disjoint in learning with home-school separation, piecemeal technologies to mimic physical teaching, and disconnect between teacher professional development and classroom practices and we discussed emerging realignment efforts for transformative learning. Through analyzing the three case examples of how teachers responded to COVID-19 challenges in inter-related areas of curriculum, pedagogy, technology and community, we identified several themes on emerging alignments conducive for transformative pedagogy and technology through community advancement. These themes include: innovating practice around the centrality of ideas; perceiving knowledge building as pervasive; transformative use of technology, and symmetrical advancement of knowledge. These case examples show that in these disruptive times, the teachers were more actively building new practices supported by community dynamics and systemic processes of the KBC. Consequently, the interactions between stakeholders shifted from disjointed relations in different hierarchical levels to a networked community of people, ideas, and resources, and teachers continually advancing their knowledge-building practice in these challenging times.

Teo, C. L., Tan, S. C., & Chan, C. (2021b). **Pedagogical Transformation and Teacher Learning for Knowledge Building: Turning COVID-19 Challenges into Opportunities**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28057
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Tormey, R. (2021). **Rethinking student-teacher relationships in higher education: a multidimensional approach**. *Higher Education*, *82*(5), 993-1011. https://doi.org/10.1007/s10734-021-00711-w
Student-teacher relationships play an important role in both teacher and student experiences in higher education and have been found to be linked to learning, classroom management, and to student absenteeism. Although historically conceptualised in terms of immediacy or distance and measured with reference to behaviours, the growing recognition of the role of emotions and of power—as well as the development of a range of multidimensional models of social relationships—all suggest it is time to re-evaluate how student-teacher relationships are understood. This paper develops a theoretical model of student-teacher affective relationships in higher education based on three dimensions: affection/warmth, attachment/safety, and assertion/power. The three-dimensional model was tested using the Classroom Affective Relationships Inventory (CARI) with data from 851 students. The data supported the use of this multidimensional model for student-teacher relationships with both two- and three-dimensional models of relationships being identified as appropriate. The theoretical development of a multidimensional model and the empirical development of an instrument with which to explore these dimensions has important implications for higher education teachers, administrators and researchers.

Tremblay, M., & Delobbe, A.-M. (2021). **Enseignement et évaluation des mathématiques à distance durant la Covid-19**. *Canadian Journal of Learning and Technology*, *47*(4). https://doi.org/10.21432/cjlt28098
The SARS-CoV-2 pandemic has resulted in a multitude of measures to counter its spread. These included the closure of schools and an unplanned shift to distance learning. This paper focuses on the teaching-learning-evaluation dynamics (May-June 2020) in mathematics with 311 primary and secondary teachers. Four main issues are identified: comfort in using technology, access to technological resources for students, development of in-depth understanding, and learning assessment. The mathematical activity conducted in a synchronous mode is further discussed, and the importance of knowledge transmission and of textbook-based problem solving is highlighted. Essential knowledge, effort, and participation are the main objects of teachers' attention as they make their judgements in the evaluation process. The choice of these learning objects seems to have been influenced by the various ministerial decisions that preceded the return to compulsory schooling.

Ulferts, H. (2021). ***Teaching as a Knowledge Profession : Studying Pedagogical Knowledge across Education Systems***. https://doi.org/10.1787/e823ef6e-en

ULFERTS, H. (2021). ***Teaching as a knowledge profession: studying pedagogical knowledge across education systems***. Consulté à l'adresse https://www.oecd-ilibrary.org/sites/e823ef6e-en/index.html?itemId=/content/publication/e823ef6e-en

De quelles connaissances les enseignants ont-ils besoin pour enseigner au 21e siècle ? Aujourd'hui, les enseignants ont un rôle important à jouer dans l'utilisation des outils numériques par les élèves. Ils sont également des agents d'une éducation inclusive et équitable et des ambassadeurs de la diversité. Les enseignants doivent être des experts de l'enseignement et de l'apprentissage et fonder leur pratique sur un ensemble de connaissances spécialisées et actualisées. Cependant, il y a un grand besoin de mieux comprendre les connaissances et les compétences qu'exige l'enseignement. Cette publication résume l'état de l'art sur les connaissances des enseignants et leur évaluation.

Williams, K. L., Russell, A., & Summerville, K. (2021). **Centering Blackness: An Examination of Culturally-Affirming Pedagogy and Practices Enacted by HBCU Administrators and Faculty Members**. *Innovative Higher Education*, *46*(6), 733-757. https://doi.org/10.1007/s10755-021-09562-w
Existing research notes that Historically Black Colleges and Universities (HBCUs) are bastions of Black culture where Black students often feel supported (e.g., Harris in The Urban Review, 44(3), 332–357, 2012). What is less well-known are the specific practices campus stakeholders enact to create culturally-affirming environments. This study addresses this gap in the literature by examining pedagogy and educational practices employed by HBCU administrators and faculty members that build upon the lived experiences of Black communities to help to promote Black students' success. In doing so, we seek to better understand the strategies these individuals utilize to center Blackness via culturally-informed practices and culturally engaging environments that affirm Black students' racial identities. Our findings highlight the following ways that HBCU administrators and faculty members embrace Black cultural affirmation: their emphasis on culturally relevant knowledge and culturally-informed pedagogy that centers Black experiences; and their commitment to Black cultural validation via connecting with Black communities and Black students' backgrounds. This research extends current scholarship on educational practices and environments with a focus on Black students' racial identity. The authors provide implications for culturally-affirming pedagogy and campus climates that can benefit institutions seeking to create inclusive educational spaces where students from various backgrounds do not have to feel divorced from key aspects of their cultural heritage. Recommendations for practice, research and policy are also discussed.

Relation formation-emploi

Behle, H. (2021). **Taking stock: Employability as an outcome of higher education. Evaluating developments in the German higher education system**. *Higher Education Quarterly*, *75*(4), 562-574. https://doi.org/10.1111/hequ.12318
This article uses the example of Germany to elaborate on the historical development, the current practice, and recent debates on employability. Employability as an outspoken aim of higher education was only established in recent decades due to the introduction of Polytechnics, the expansion of higher education, and the Bologna-Process. Despite the diversity of the higher education sector (e.g., universities; universities of applied science), the assumption of equality means that degrees from any institution are of equal value according to the level of study. As in other countries, German higher education institutions have established measures to improve employability such as changes in the curricula or the establishment of career services. However, challenges remain to measure

the employability and the employability outcome of HE. The article concludes that the identification of specific subject-related and transferable skills and competences and their transferability to the labour market remains an ongoing task to increase the employability of graduates in Germany.

Crocco, M., & Girel, S. (2021, septembre 28). ***Formation, emploi, inclusion : étude de l'impact social***. Présenté à Journée Scientifique de SFERE-Provence. Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/hal-03391625
La demande : Evaluer l'impact social de l'action de formation, d'insertion et d'inclusion d'une association ouvrant à Marseille et dans d'autres territoires. Recherche-action de trois ans (2021-2023). Contrat dans le cadre du Lab'Citoyenneté INSTITUT SoMuM. Objectifs de la recherche-action : - Comprendre la spéci ficité de l'action de formation, d'insertion et d'inclusion d'une association relevant du secteur de l'insertion par l'activité économique. - Etudier les transformations de son modèle socioéconomique depuis sa création et les représentations de l'inclusion de ses salariés en insertion. - Identifi er les critères, les indices et les indicateurs innovants et possiblement transférablesà d'autres structures du même secteur. Enjeux de recherche : - Expérimenter une recherche-action conduite par des chercheurs de plusieurs disciplines et laboratoires, dans le cadre de l'Institut SoMuM, avec un acteur socio économique du territoire. - Problématiser et élargir la notion d'" inclusion ". - Etudier, comprendre et aider à transformer les situations de travail et de formation. Cadre théorique et méthodologique : - Différents cadres théoriques mobilisés au service de la recherche-action issus des sciences humaines et sociales : philosophie politique, sociologie, économie, anthropologie, sciences de l'éducation et de la formation, ergonomie de l'activité. - Croisement d'une méthode de recherche inductive et déductive. Prise en compte de la parole des personnels dans la fabrication des hypothèses. - Le terrain : lieu de rencontres et non pas espace de données à recueillir et analyser ailleurs et en extra-territorialité. Premiers résultats : - Amorce de nouvelles approches à visée interdisciplinaire dans la conduite de la recherche-action. - Diagnostic du modèle socioéconomique de l'association et des représentations de la formation, de l'insertion et de l'inclusion de ses salariés en insertion. - Hypothèses sur les champs d'activité à enquêter pour repérer les critères, indices et indicateurs nécessaires a fin d'étudier et mesurer l'impact social (gouvernance, management, modèle économique, objet social, vécu des salariés). Perspectives : - Tester la possibilité de repérer et mesurer l'impact et l'utilité sociale de l'association. - Analyser la place de la formation et de l'accompagnement dans les trajectoires de vie à partir des récits des salariés, des politiques d'insertion et d'emploi, des organisations entrepreneuriales. - Redéfi nir et développer, à partir de l'étude des pratiques et de leur généalogie historique et sociale, les notions de formation, d'insertion et d'inclusion.

Djavadi, A., & Giret, J.-F. (2021, novembre 11). **« Une jeunesse, des jeunesses » : des diplômes pour imaginer l'avenir ?** Consulté 16 novembre 2021, à l'adresse The Conversation website: http://theconversation.com/une-jeunesse-des-jeunesses-des-diplomes-pour-imaginer-lavenir-171223
On répète aux jeunes que le marché de l'emploi est compétitif et que, sans un bon bagage, ils peineront à s'y faire une place. Mais, eux, quel regard portent-ils sur les diplômes et la formation ?

Fakunle, O. (2021). **International students' perspective on developing employability during study abroad**. *Higher Education Quarterly*, *75*(4), 575-590. https://doi.org/10.1111/hequ.12308
In the last three decades, the role of higher education institutions (HEIs) in employability skill development has been emphasised in UK national policy. Within the same time frame, internationalisation has emerged as a key strategy in higher education (HE), nationally and globally. However, the connection between the internationalisation of higher education and developing graduate employability is an understudied area of research. This paper addresses an identified gap in extant literature by examining the intersection of internationalisation, employability and the international student experience. The paper focuses on non-EU international students' perspectives which is neglected in dominant discourses on employability. Thematic analysis of data collected from 36 semi-structured interviews with students from 11 non-EU countries reveals the importance international students place on employability development opportunities during their study abroad. The findings highlight how international student agency is enabled or constrained within the affordances of international HE, and the implications for employability policy development in an increasingly internationalised context of the delivery of higher education. In conclusion, the implication of the findings is considered in view of the constraints on mobility brought on by COVID-19.

Fakunle, O., & Higson, H. (2021). **Interrogating theoretical and empirical approaches to employability in different global regions**. *Higher Education Quarterly*, *75*(4), 525-534. https://doi.org/10.1111/hequ.12345
This special issue expands the scope of a panel presentation at the Society for Research into Higher Education Annual Conference 2019 and makes two identified contributions to the field. First, drawing from existing literature, this introductory paper proposes three categorisations of employability as: outcomes approach, process approach and conceptual approaches. This moves beyond normative conceptualisation of employability from mostly the outcomes approach. The applicability of the categorisation is further enumerated by the diversity of contributions in this special issue that highlights (a) the complexity in the field and (b) the interrelatedness of the categories. Second, the special issue puts together a rarely combined collection of global perspectives on conceptualisations of employability, and insights from research on little studied groups in Western and non-Western contexts (the UK, Portugal, Australia, the Indo-Pacific Region, Germany, Kenya and Kazakhstan). The papers, therefore, illustrate the need to widen our scope of understanding employability beyond current dominant perspectives. The broadening that is required in employability discourses is further needed in view of unprecedented disruption brought on higher education during the COVID-19 pandemic. This suggests the need to rethink our conceptualisations of employability amidst uncertainty and potential disruption to the future of work.

Jonbekova, D., Kim, T., Kerimkulova, S., Ruby, A., & Sparks, J. (2021). **Employment of international education graduates: Issues of economy and resistance to change**. *Higher Education Quarterly*, *75*(4), 618-633. https://doi.org/10.1111/hequ.12321
The use of international scholarship programmes is part of a long-standing approach to human capital development in many developing and middle-income countries that finance studies at universities abroad and locally. Yet, many scholarship alumni struggle to thrive in their home country and encounter numerous difficulties in their transition to the job market. This paper examines the employment experiences of Kazakhstan's

government scholarship alumni in science, technology, engineering and mathematics fields and identifies the challenges they encounter navigating the labour market. Our analysis of 45 interviews demonstrated that although alumni hold a positional advantage in the job market and many succeed, there are also many alumni whose employability and career success are impeded by an intersection of socioeconomic and cultural factors, intergenerational clashes and scholarship programme regulations. The implications for scholarship programmes and government policy goals are discussed.

Kahn, P., & Lundgren-Resenterra, M. (2021). **Employability as a capacity for agency in the workplace: The implications for higher education of a collective perspective on work**. *Higher Education Quarterly*, *75*(4), 535-547. https://doi.org/10.1111/hequ.12300
Graduate employability is now typically conceptualised in terms of the extent to which the capacities of individual students match the available employment opportunities. As a result, higher education is increasingly seen as an investment in a project of the self for economic reward. This theoretical study draws on critical realist perspectives to problematise existing understandings of employability. It explores a collective perspective on work, analysing the institutional, social and reflexive basis for agency in workplaces. This exploration supports a conceptualisation in which graduate employability is understood as the capacity of a graduate to act as an agent within the workplace in ways that contribute to the maintenance and elaboration of collectives. It is argued that were higher education to treat collectives as an integral aspect of learning, then workplaces could be aligned more directly towards values that matter to society.

Lin, Y., & Chan, P. W. K. (2021). **Class origins, higher education and employment in China during the 21st century**. *Higher Education Quarterly*, *75*(4), 634-647. https://doi.org/10.1111/hequ.12291
The liberal theory of industrialism is one of the chief political theories impacting education. Such a framework associates academic achievement directly with employability and establishes education's dominant position in mediating social mobility. However, Chinese graduates are confronted with the broken promises of higher education, since college credentials are no longer regarded as 'golden tickets' that guarantee decent jobs or high social status. Therefore, this paper establishes a critical framework for analysing the liberal theory of industrialism. By referencing to empirical research, the current study provides an in-depth discussion from the national perspective and offers explanations from both quantitative and qualitative evidence. The study suggests that the implementation of the theory in egalitarian societies has been largely compromised with regard to meritocratic selection. Meanwhile, the theory relies on a veil of ignorance, for it assumes that people would have a unanimous perception regarding social status. In both respects, it is argued to be incompatible with the contemporary Chinese context. Thus a more comprehensive and flexible perspective is needed to identify functions of higher education in developing countries.

Roupnel-Fuentes, M. (2021). **La formation pour prévenir la désinsertion professionnelle des travailleur·s·es handicapé·e·s ?** *Formation emploi. Revue française de sciences sociales*, (154), 113-135. https://doi.org/10.4000/formationemploi.9416
Cet article interroge la formation professionnelle à l'aune du risque de désinsertion professionnelle, soit, pour des travailleurs, celui de perdre leur emploi ou activité pour raison de santé ou de handicap. Il s'agira ici, d'une part, de mieux caractériser ce risque

au travers du profil des salariés concernés, de leur environnement professionnel et conditions de travail ; d'autre part, d'interroger la perception et la place de la formation professionnelle afin de savoir si celle-ci est vue comme un moyen de sécuriser des parcours professionnels dits « à risque ». L'analyse repose sur le traitement des données du dispositif d'enquêtes sur les formations et itinéraires des salariés (DEFIS) du Céreq (2015 et 2019). Elle s'est également nourrie d'entretiens répétés auprès de travailleurs ayant suivi un module d'orientation vers l'emploi et obtenu une reconnaissance administrative de handicap.

Ruparelia, J., McMullen, J., Anderson, C., Munene, D., & Arakawa, N. (2021). **Enhancing employability opportunities for Pharmacy students; a case study of processes to implement competency-based education in Pharmacy in Kenya**. *Higher Education Quarterly*, *75*(4), 608-617. https://doi.org/10.1111/hequ.12319
This paper challenges the western concept of graduate employability as a measure of student success through a case study of a collaboration between pharmacy colleagues in universities in Nairobi, Kenya and Nottingham, UK. As Pharmacy programmes globally adapt their courses to a competency-based education (CBE) approach, we outline the implications of this for graduate success in Kenya. The Ministry of Education in Kenya recently announced a move to CBE across all educational sectors. This has led to a reconfiguring of how pharmacy is not only taught, but also assessed, and what success means for pharmacy graduates in Kenya. The collaboration has highlighted the need for key stakeholders to work together and influence policy change, and redefine employability in terms of behaviours that meet country-wide needs. We outline some of the processes and collaborations we formed to redevelop pharmacy programmes in Kenya, and suggest recommendations for continuing partnerships and sustainability.

Singh, A., & Maini, J. J. (2021). **Quality of work life and job performance: A study of faculty working in the technical institutions**. *Higher Education Quarterly*, *75*(4), 667-687. https://doi.org/10.1111/hequ.12292
The study examines the relationship between Quality of work life (QWL) and job performance among the faculty of technical institutions in the state of Punjab, India. Data collected from a sample of 445 respondents through a structured questionnaire have been put to data analysis with the help of the Statistical Package for the Social Sciences (SPSS 20). Four factors that are associated with QWL (i.e., management policies, fair pay, work environment, and job design & social space) have been identified through Exploratory Factor Analysis (EFA). Subsequently, the relationship between the identified factors of QWL and job performance is modelled through Partial Least Squares Structural Equation Modelling (PLS-SEM). The results infer that all four factors of QWL have a substantial association with job performance of the faculty. The study puts forward improvement in the level of existing institutional measures to ensure a superior QWL and improved performance of faculty in the technical education sector.

Suleman, F. (2021). **Revisiting the concept of employability through economic theories: Contributions, limitations and policy implications**. *Higher Education Quarterly*, *75*(4), 548-561. https://doi.org/10.1111/hequ.12320
Graduate employability is an economic concept that strives to link higher education and employment. Economics of education and labour market theories contribute to its definition and provide arguments on its drivers and barriers. However, available studies have focused on human capital theory, which addresses the resources with which

graduates should be endowed but overlooks the insights from other theories. This paper not only presents a more comprehensive picture of employability based on economic literature, but also confronts economic-grounded arguments with academic research from other social sciences. It examines screening, signalling, and matching arguments that unveil concepts and factors affecting employability. On the other hand, it adds social and personal constraints that are neglected in the economic literature, notably social and cultural capital that impact access to and the benefits of higher education. The notion of contingent employability is suggested to bring all these factors together.

Thi Tran, L., Thi Quy Do, T., & Bui, H. (2021). **'Employability in context': The importance of considering contextual factors in reimagining employability through Australian student mobility to the Indo-Pacific region**. *Higher Education Quarterly*, *75*(4), 591-607. https://doi.org/10.1111/hequ.12303
Australia has shifted its student mobility agenda since 2014 with a commitment to see learning abroad in the Indo-Pacific region, rather than in traditional destinations such as anglophone countries, as a 'rite of passage' for Australian students' future life and career. While there has been rich literature on the impact of outbound student mobility from Australia to anglophone countries, critical inquiry is warranted regarding how Australian students' learning abroad in the Indo-Pacific affects their employability and career directions. This article responds to this paucity in the literature. It is derived from a larger research project, including a survey of 1,362 New Colombo Plan alumni. Unlike dominant conceptualisations of employability focusing largely on the role of disciplinary knowledge and soft skills, this study found affording different perspectives, connections and opportunities and the increased knowledge about the Indo-Pacific have been critical in shaping Australian students' employability and career orientations. The findings of this study provide the empirical base for the development of the concept, 'employability in context', which underscores the importance of moving beyond the conventional discourse about employability and taking into account the contextual factors in conceptualising employability.

Réussite scolaire

Auclair, É. (2021). ***La bienveillance et le bien-être dans la politique de la réussite éducative québécoise de 2017*** (Masters, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse https://depositum.uqat.ca/id/eprint/1302/
Le néolibéralisme, la nouvelle gestion publique et la gestion axée sur les résultats ont fait leur entrée dans le système scolaire québécois officiellement en 2002 avec l'adoption de la Loi 124. Peu à peu, les valeurs humanistes du réseau ont laissé leur place à une idéologie promouvant l'économie, l'efficacité, l'évaluation et l'efficience (Maranda, Deslauriers, et Viviers, 2014). Ces pratiques de management ont cependant des répercussions négatives sur le bien-être des directions d'établissement, des enseignants et des élèves (Acton et Glasgow, 2015; Maranda et al., 2014), ce qui affecte tout aussi négativement la réussite éducative (Froese-Germain et Riel, 2013; Traoré, Julien, Camirand, Street, et Flores, 2018). En 2017, le gouvernement du Québec adoptait sa dernière politique de la réussite éducative et, en s'inscrivant dans une tendance internationale (OCDE, 2015b), y réintroduisait les valeurs de bienveillance et de bien-être. En mobilisant la théorie des référentiels de Muller et les concepts de la bienveillance et du bien-être à l'école, cette étude vise à répondre à la question suivante : Quels facteurs expliquent l'intégration des valeurs humanistes de la bienveillance et du bien-

être dans la nouvelle politique éducative? Pour ce faire, nous avons utilisé une méthodologie qualitative et effectué une analyse documentaire. Les textes internationaux et la littérature grise (Conseil consultatif ministériel des élèves, 2014; Ikesako et Miyamoto, 2015; Institut national de santé publique du Québec, 2010, 2016; OCDE, 2015b, 2015a) touchant la question du bien-être à l'école au Canada ou au Québec ont été examinés en plus des mémoires déposés dans le cadre de la consultation publique menant à l'adoption de la politique ainsi que tous les documents politiques y étant relatifs. Appuyé d'un entretien avec M. Sébastien Proulx, ministre de l'Éducation en poste à l'époque, les résultats de cette étude suggèrent que l'introduction des valeurs humanistes dans la politique de la réussite éducative est le fruit d'une dynamique prescriptive du référentiel global d'économie de marché sur son référentiel sectoriel, celui de la politique à l'étude. La bienveillance et le bien-être à l'école sont présentés comme des déterminants de réussite qui contribuent à former des travailleurs performants.

Jaksztat, S., Neugebauer, M., & Brandt, G. (2021). **Back out or hang on? An event history analysis of withdrawal from doctoral education in Germany**. *Higher Education*, *82*(5), 937-958. https://doi.org/10.1007/s10734-021-00683-x
Despite the benefits of a PhD for degree-holders as well for society as a whole, doctoral student attrition is a common phenomenon. Unfortunately, the empirical literature on dropout from doctoral education is scant, especially for non-US countries—an omission we address in the current study. Building on Tinto's model of student attrition and rational choice theory, the study empirically assesses the association of different individual, institutional, and external factors with the propensity to leave doctoral studies. Unlike most studies in the field, it draws on longitudinal data using event history modelling, observing doctoral students in multiple disciplines and a wide range of universities. The key results can be summarized as follows: In Germany, women are more likely to dropout than men. The probability of dropping out strongly depends on the discipline and the availability of a scholarship. A close contact with the supervisor and exchange with other PhDs are associated with a lower dropout probability. Moreover, having children increases dropout rates. The study findings provide first empirical guidance for interventions that can possibly help reducing dropout.

Melin, V. (2020). **L'expérience du raccrochage scolaire : Apprendre à dire et à faire entendre l'événement du décrochage pour le penser, le dépasser et en faire son histoire**. *Questions Vives. Recherches en éducation*, (N° 34). https://doi.org/10.4000/questionsvives.4970
Cet article questionne l'accompagnement pédagogique du raccrochage scolaire en analysant la fonction et les enjeux d'une mise en récit de l'événement du décrochage à travers la présentation d'une recherche-intervention menée auprès de jeunes anciens décrocheurs rescolarisés au Micro-Lycée de Sénart. La démarche d'investigation par entretiens s'appuie sur les cadres théoriques de la recherche biographique en éducation qui définit la démarche de narration de soi comme un travail biographique qui permet à l'individu, dans les conditions de son inscription sociale, d'intégrer, de structurer, d'interpréter les situations et les événements de son existence. Cet article explore les conditions à la fois cliniques et politiques d'un processus de subjectivation fondé sur une dynamique de distanciation réflexive à l'égard de l'expérience du décrochage, autorisant ainsi le dépassement de sa dimension traumatique pour rendre possible un avenir.

Núñez-Regueiro, F., Nurra, C., Cosnefroy, O., & Bressoux, P. (2020). ***"DESCOL" : Analyse multiniveau et dynamique des processus de décrochage scolaire au lycée***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03183389
De nombreux travaux ont étudié les facteurs de décrochage en début de scolarité (e.g., difficultés scolaires précoces liées à une origine sociale défavorisée). En complément, un besoin de recherche existe pour mieux comprendre le décrochage au lycée et le « processus de stress » qui le sous-tend (Dupéré et al., 2015). Le projet DESCOL vise à combler ce besoin en analysant des données longitudinales (N = 1956 lycéens, 80 classes). Les résultats suggèrent que le décrochage au lycée est un phénomène hétérogène sur le plan développemental (i.e., trajectoires scolaires multiples) qui est favorisé par une orientation scolaire dans une formation peu porteuse en termes d'emploi ou dénotant de la relégation socio-scolaire. Des implications sont tirées sur la manière de prévenir le décrochage en intégrant ces dimensions multiniveaux (i.e., l'orientation scolaire et le développement individuel).

Spica, E., & Biddix, J. P. (2021). **Prices They Pay: Academic Achievement and Progress to Graduation Barriers Experienced by Community College Students Due to the Cost of Course Materials**. *Innovative Higher Education*, *46*(6), 643-662. https://doi.org/10.1007/s10755-021-09557-7
Affordability is considered a key predictor of college enrollment and academic success, yet higher education costs continue to rise. Over the past three decades, textbooks and course materials alone have increased almost three times the rate of inflation (U.S. Bureau of Labor Statistics, 2016). To identify the extent to which course material costs create barriers for community college students, and whether these costs foster inequities for students in traditionally underserved and underrepresented populations, a cross-sectional survey research study was conducted fall 2019 amongst students enrolled in community colleges across the Tennessee Board of Regents system (N = 88,946, n = 1,912). The survey covered course material purchase behaviors, decisions, and experiences related to academic achievement and progress to graduation. Results showed nearly two-thirds of students (68.6%) have delayed purchasing a textbook due to cost. Almost half (41.3%) reported not purchasing required materials, 15.8% reported earning poor grades, and 3.3% reported having failed a course because they could not afford the materials. Logistic regressions were employed to determine whether these extents were disproportionately experienced by non-White, low income, and/or Adult Learners over age 25. Statistically significant differences in academic achievement barriers were found for low income students, alongside significant progress to graduation barriers for non-Adult Learners, suggesting younger learners are more susceptible to the consequences of course material costs. These findings inform policy efforts by helping educational leaders better understand the impacts of course material costs on the ability of community college students to achieve in coursework and progress to graduation.

Terrien, P., & Olympio, N. (Éd.). (2021). ***La réussite scolaire, universitaire et professionnelle***. Consulté à l'adresse https://presses-universitaires.univ-amu.fr/reussite-scolaire-universitaire-professionnelle
Cet ouvrage réunit de nombreuses disciplines (science de l'éducation, psycholinguistique, sciences du langage, sciences de l'information et communication, psychologie, sociologie, économie, sciences politiques, ergonomie, science de gestion, philosophie, éducation artistique) autour des questions de l'éducation. L'objectif est

d'interroger les conditions de la réussite éducative dans un objectif de décloisonnement disciplinaire afin de développer les connaissances dans les secteurs de l'enseignement, de l'éducation et de la formation, que ce soit sur les organisations scolaires ou les systèmes institutionnalisés de formation. L'enjeu d'un tel ouvrage est non seulement de renforcer la complémentarité des approches et des méthodologies des recherches en éducation mais aussi plus largement de permettre une plus grande visibilité des politiques de recherche conduites. Quatre angles d'analyse complémentaires sont mis en avant. Un premier axe vise à mettre en lumière l'importance des compétences langagières et communicationnelles pour le développement des compétences fondamentales. Un deuxième axe s'intéresse aux approches interdisciplinaires des usages du corps dans l'activité élève/apprenant-enseignant/formateur. Un troisième axe porte sur la question des inégalités de trajectoires scolaires, d'origine sociale et migratoire. Un dernier axe permet de s'intéresser à l'innovation pédagogique dans différents dispositifs d'enseignement.

Valeurs

Breakstone, J., Smith, M., Wineburg, S., Rapaport, A., Carle, J., Garland, M., & Saavedra, A. (2021). **Students' Civic Online Reasoning: A National Portrait**. *Educational Researcher*, *50*(8), 505-515. https://doi.org/10.3102/0013189X211017495
Are today's students able to discern quality information from sham online? In the largest investigation of its kind, we administered an assessment to 3,446 high school students. Equipped with a live internet connection, the students responded to six constructed-response tasks. The students struggled on all of them. Asked to investigate a site claiming to "disseminate factual reports" on climate science, 96% never learned about the organization's ties to the fossil fuel industry. Two thirds were unable to distinguish news stories from ads on a popular website's home page. More than half believed that an anonymously posted Facebook video, shot in Russia, provided "strong evidence" of U.S. voter fraud. Instead of investigating the organization or group behind a site, students were often duped by weak signs of credibility: a website's "look," its top-level domain, the content on its About page, and the sheer quantity of information it provided. The study's sample reflected the demographic profile of high school students in the United States, and a multilevel regression model explored whether scores varied by student characteristics. Findings revealed differences in student abilities by grade level, self-reported grades, locality, socioeconomic status, race, maternal education, and free/reduced-price lunch status. Taken together, these findings reveal an urgent need to prepare students to thrive in a world in which information flows ceaselessly across their screens.

Charmeux, E. (Éd.). (2021). ***Pour que la démocratie entre à l'École… Quelques amoureux de l'école observent, s'interrogent, débattent et proposent...*** Consulté à l'adresse https://nouveautes-editeurs.bnf.fr/annonces.html?id_declaration=10000000722325&titre_livre=Pour_que_la_d%C3%A9mocratie_entre_%C3%A0_l%27%C3%89cole%E2%80%A6
Un ouvrage peu ordinaire. À la fois sorte de récit épistolaire, longue conversation écrite entre six amoureux de l'école, d'âges, d'origines et de statuts différents, et ouvrage militant qui, racontant les trois premières années d'un ministre de l'Éducation nationale, pas ordinaire non plus, part d'un constat pour poser des questions et leur apporter des éléments de réponse concrète. Le constat est que, depuis qu'elle est républicaine,

l'école en France et la démocratie se cherchent, se tournent autour, se rapprochent parfois l'une de l'autre, d'assez près à certains moments, pour se trouver finalement séparées, chaque fois, par des événements divers. Questions : comment une école républicaine peut-elle n'être pas démocratique ? Pourquoi faut-il qu'elle le soit ? Comment s'y prendre pour qu'elle le devienne ? Le lecteur trouvera des réponses précises aux deux premières, et pour la troisième, des pistes concrètes, inspirées de tentatives réelles, ayant eu des réussites intéressantes et parfois durables. Les auteurs de l'aventure : Un inspecteur de l'Éducation nationale en retraite, Simon, souhaitant garder l'anonymat. Deux anciens instituteurs, Jean-Louis Briand et Alain Miossec. Un psychologue scolaire, retraité lui aussi, Laurent Carle. Un professeur des écoles en activité, David Sire. Une femme, professeure honoraire d'école normale, puis d'Institut universitaire de formation d'enseignants, Éveline Charmeux, qui a coordonné l'ouvrage..

Checchi, K. de. (2021). ***Liens entre croyances épistémiques et argumentation de lycéens sur des questions socio-scientifiques : quels apports pour l'éducation à l'esprit critique ?*** (Phdthesis, Université Montpellier). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03371644
Permettre aux élèves, futurs citoyens, de développer leur esprit critique est un enjeu majeur de nos sociétés. En effet, disposer d'un esprit critique permet aux élèves de prendre part de façon éclairée aux débats portant sur des Questions Socio-Scientifiques (QSS). Cet esprit critique dépend, au moins en partie, des croyances épistémiques (i.e. les croyances sur la nature des connaissances et le fait de connaître) et de l'argumentation des individus. Or, de nombreuses recherches empiriques montrent que des liens existent entre ces deux objets. Pour affiner la compréhension de ces liens, les croyances épistémiques gagnent à être décrites finement et articulées avec les représentations que les individus ont concernant le débat. Par ailleurs, l'examen approfondi de la littérature et certaines considérations théoriques conduisent à proposer la thèse qu'il faut prendre en compte aussi les avis dans l'étude des croyances épistémiques dans le contexte des QSS. A ce titre, la question de recherche qui guide ce travail de thèse est la suivante : Quels liens les croyances sur les connaissances et sur les avis, les représentations du débat et l'argumentation sur des QSS de lycéens entretiennent-elles ? Afin d'explorer cette question de recherche, je présente une étude qualitative fine conduite auprès de 12 lycéens ayant participé à des débats numériques sur des QSS. Les données recueillies concernent des entretiens, des réponses à des pré-/post-tests et des interventions issues de débats numériques. Les résultats montrent que les lycéens argumentant le mieux sont ceux qui prennent en compte les incertitudes relatives à la nature des connaissances (plutôt que celles tournées vers les sources) et qui considèrent que deux avis contradictoires peuvent être départagés en débattant ou en évaluant la qualité de leurs arguments (et non que tous les avis se valent). L'ensemble de ces éléments, théoriques et empiriques, permettent de proposer un cadre conceptuel pour décrire l'esprit critique sur des QSS et des dispositifs dédiés à son enseignement.

Chhikara, A. (2021). **A Buddhist-Humanist exploration of global citizenship within various spaces and places**. *International Journal of Qualitative Studies in Education*, *34*(10), 965-973. https://doi.org/10.1080/09518398.2021.1956626
In this autoethnographic study, I negotiate my identity as a mixed-caste South Asian woman, drawing on a Buddhist-humanist spiritual approach to examine the development of global citizen identity. The non-Western perspective of global citizenship

discussed in the paper, challenges the mono-epistemological version of research produced in the English-speaking world. I discuss three experiences in my life that correspond to the cultivation of the tenets of global citizenship namely wisdom, courage, compassion as articulated by Ikeda. This paper offers a practical and experiential example of applying a non-dominant global citizenship approach and seeks to institutionalize the field as a discourse in the pursuit of global peace, social justice, and universal human rights.

Coste, J., & Brunel, M. (2021, septembre 28). ***Les caractéristiques de la littératie numérique dans une perspective d'enseignement et de formation de la personne et du citoyen***. Présenté à Journée Scientifique de SFERE-Provence. Consulté à l'adresse https://hal-amu.archives-ouvertes.fr/hal-03392025
Notre recherche s'intéresse à l'enseignement de la littératie numérique et notamment en ce qu'elle permettrait de former l'individu et le citoyen du XXIème siècle. La littératie numérique est une notion récente et qui n'est pas encore théoriquement stabilisée. A partir de nos premiers travaux nous avons pu mettre en exergue des éléments afin de tendre vers une définition de la notion. La littératie numérique a pu être limitée au lire-écrire, cependant, d'autres dimensions redéfinissent la notion et permettent de dépasser la dimension technique à laquelle elle était réduite (Bigot et al., 2021). Il se dégage de nombreuses convergences sur la conception de la notion. Elle est étendue à un ensemble de compétences et littératies propres à un écosystème numérique (Combe, 2021), qualifiée de multidimensionnelle (New London Group, 1996). Il convient alors de se questionner sur les caractéristiques de la littératie numérique à retenir dans le cadre de notre ligne directrice : la perspective de son enseignement et, notamment dans la formation à une citoyenneté numérique. Malgré ces convergences il existe différentes approches de la littératie numérique. Ces approches peuvent être : techniques, à travers le code ou les outils ; didactiques, fondée sur les apprentissages ; ou encore sociales. Il est ainsi nécessaire d'interroger ces différentes approches du concept afin de définir celles qui s'inscrivent dans le cadre de notre ligne directrice et présenter les choix opérés en ce sens. Nous souhaitons également mettre en avant une dimension civique.

Deery, S., & Chiappino, K. (2021). **Grad Night Surprise: Ethic of Care and Restorative Justice**. *Journal of Cases in Educational Leadership*, *24*(4), 103-112. https://doi.org/10.1177/1555458921997521
Building trust and loyalty creates an ethical foundation in schools that welcomes openness and sincerity within the community. This case focuses on challenging disciplinary questions in which authentic and transformative leaders/principals, through critical self-reflection, awareness, and discipline, must explore the effects that teachers and students can have on the community as a whole. Troubling incidents at a Grade 8 graduation ceremony change the tone from one of celebration to that of bitterness. Potential implications of behavioral challenges from students and teachers are seen throughout this case which could negatively affect school culture. Principals must make decisions to affect positive outcomes.

Llena, C. (2019). ***Enseigner ce que l'on est : quand la concordance de valeurs rime avec bien-être au travail. Le cas des enseignants d'EPS de l'académie de Lille*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03411093
L'enseignant est, dans son exercice professionnel, guidé par des motivations personnelles qui se nourrissent de ses propres valeurs. Celles-ci se traduisent par des

comportements, des discours et des attitudes et in fine, caractérisent un style pédagogique. Leur importance est relative et crée une hiérarchie pouvant être différente d'un enseignant à l'autre. Dès lors, se pose la question de savoir si certaines valeurs permettraient d'être davantage en bien-être au travail. Plus encore, le fait d'agir en cohérence par rapport à ses valeurs dans son enseignement serait-il un facteur propice à ce bien-être ? L'objectif de la thèse consiste à étudier les relations entre le bien-être au travail et les valeurs des enseignants d'Éducation Physique et Sportive (EPS). En s'inscrivant dans le cadre théorique des valeurs de base de la personne (Schwartz, 1992), un outil de mesure a été conçu pour examiner les valeurs des enseignants d'EPS dans le contexte particulier de l'enseignement de l'EPS avec 599 enseignants d'EPS. Ensuite, le travail a été mené en deux temps. En premier lieu, 396 enseignants d'EPS de l'académie de Lille ont complété un questionnaire permettant d'identifier leur système de valeurs général, leur système de valeurs opérationnalisé en EPS et leur niveau de bien-être subjectif au travail. Les résultats issus des analyses statistiques multifactorielles montrent que les valeurs sont déterminantes pour expliquer le bien-être au travail. Ainsi, ils révèlent que les valeurs d'ouverture au changement et de dépassement de soi sont plus vertueuses que les valeurs de continuité pour le bien-être des enseignants d'EPS. Si la nature des valeurs permet, en partie, d'expliquer le bien-être au travail, le fait d'agir en accord avec son système général de valeurs est un facteur plus déterminant. Ainsi, la concordance entre ses valeurs et ses pratiques professionnelles apparaît comme un objectif prioritaire pour améliorer le bien-être au travail. De plus, les résultats permettent d'identifier quatre profils caractéristiques d'enseignants selon leurs systèmes de valeurs et leur niveau de bien-être : les harmonieux, les compositeurs, les désaccordés et les sans-partitions. Parallèlement à ces enquêtes, douze entretiens semi-directifs ont été menés auprès d'enseignants d'EPS typiques des profils identifiés (trois par profil). Les résultats issus de l'analyse des entretiens permettent non seulement d'affiner la compréhension des profils d'enseignants d'EPS mais également de mieux comprendre le lien entre leurs systèmes de valeurs et leur niveau de bien-être au travail. Par ailleurs, les résultats révèlent que le partage de valeurs avec ses pairs est un facteur médiateur du bien-être au travail des enseignants d'EPS.En conclusion, ce travail de recherche basé sur une méthodologie mixte permet d'amorcer une réflexion pédagogique et didactique autour de l'importance des valeurs et de leur concordance dans l'enseignement. Il soulève également l'importance de clarifier collectivement les valeurs au sein des équipes pédagogiques. Une réflexion et un travail sur ces deux aspects devraient permettre d'améliorer le bien-être au travail des enseignants.

Millican, J., Kasumagić-Kafedžić, L., Masabo, F., & Almanza, M. (2021). **Pedagogies for peacebuilding in higher education: How and why should higher education institutions get involved in teaching for peace?** *International Review of Education*, *67*(5), 569-590. https://doi.org/10.1007/s11159-021-09907-9

This article makes the case for why higher education institutions should take the teaching of peacebuilding seriously. It is co-authored by a team from four countries (Bosnia and Herzegovina, Rwanda, Colombia and the United Kingdom) who were involved in a small international research project looking at "Pedagogies for Peacebuilding". Together they are trying to answer questions about the legitimacy of bringing these discussions into higher education and lecturer/student relationships. The authors discuss the spaces in which peacebuilding can be usefully considered within higher education curricula; the significance of higher education in helping young people develop habits of peace; and how the citizens and leaders of the future might be helped to understand the meaning

and importance of peacebuilding. In the course of their argument, the authors consider the intention and impact of different pedagogical approaches.

Pionnier, A.-S. (2021). ***L'éthique dans la relation numérique parents-école*** (Research Report N° 0001). Consulté à l'adresse UCA - INSPE Académie de Nice website: https://hal.archives-ouvertes.fr/hal-03370028
Dans ce rapport, sont étudiés 3 sujets éthiques de la relation parents-école par le numérique : le contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la sécurité des données du dossier élève, et l'impact de l'école à la maison lors du confinement lié à la pandémie de Covid. Pour le premier sujet du contrôle par les parents des activités, des comportements et des résultats de leur enfant à l'école, la question posée sera : où se trouve le curseur en France entre une surveillance pesante du parent sur son enfant à l'école et une implication bénéfique ? Pour le deuxième sujet concernant la sécurité des données, la question se pose de savoir pourquoi une sécurité aussi importante autour du dossier élève. Enfin, pour le troisième point, concernant l'école à la maison pendant le confinement, il s'agit d'étudier si le regard des parents sur le travail des enseignants en est ressorti bienveillant ou au contraire défiant.