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Greeting from the LDD, NCERT!

The Library and Documentation Division (LDD) of NIE, NCERT is pleased to bring out “**Indexing & Abstracting Service of Periodicals**” for the month of **August 2023**. This information product of LDD is the collection of Articles in the area of Educational Research, Elementary Education, Inclusive Education, and ICT in Education, Educational Psychology, Science Education and Teacher Education.

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एलडीडी, एनसीईआरटी की ओर से शुभकामनाएँ!

एनआईई, एनसीईआरटी के पुस्तकालय और प्रलेखन प्रभाग (एलडीडी) को अगस्त 2023 महीने के लिए "पत्रिकाओं की अनुक्रमणिका और सारगर्भित सेवा" लाने में खुशी हो रही है। एलडीडी का यह सूचना उत्पाद शैक्षिक अनुसंधान के क्षेत्र में लेखों का संग्रह है। प्राथमिक शिक्षा, समावेशी शिक्षा, और शिक्षा में आईसीटी, शैक्षिक मनोविज्ञान, विज्ञान शिक्षा और शिक्षक शिक्षा।

यह एलडीडी की पहल है जो उपयोगकर्ताओं को उनकी अकादमिक पूर्ति के लिए प्रासंगिक लेखों का चयन करने और अनुशंसा करने के लिए सदस्यता प्राप्त जर्नल लाने की है। इस सेवा के भाग के रूप में, यदि उपयोगकर्ता को विशेष पूर्ण पाठ लेख की आवश्यकता है, तो वे इस ईमेल library-nie@nic.in पर हेड एलडीडी से संपर्क कर सकते हैं, हम ईमेल के माध्यम से उसी की स्कैन की गई/डिजिटल प्रति प्रदान करेंगे।

क्षिप्रा वेदया
अध्यक्ष, एलडीडी

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Title Index

AMERICAN JOURNAL OF PHYSICS

1. Reed, B. C. (2023). Resource Letter MP-4: The Manhattan Project and related nuclear research. *American Journal of Physics*, 91(7), 495–509. <https://doi.org/10.1119/5.0149901>

Abstract: This fourth Resource Letter on the Manhattan Project comprises over 140 new sources to complement the 390 listed in the first three on this topic. Books, review papers, and journal articles are cited for the categories of general works; specific topics within the Manhattan Project; technical and historical works; biographies and autobiographies; international wartime programs, allied intelligence, and the use of the bombs; postwar developments; and educational materials. A separate section lists videos and websites.

2. Greenslade, T. B. (2023). Memories of a mid-20th century electrical measurements laboratory and its instrumentation. *American Journal of Physics*, 91(7), 510. <https://doi.org/10.1119/5.0155766>

Abstract: There was a time when undergraduate physics majors took a junior-level course in Electricity and Magnetism, accompanied by a semester of laboratory work, learning to make precision electrical measurements. This laboratory experience is long gone, replaced by coursework in digital and analog electronics. Even the latter has been downplayed in favor of a course in the use of digital computers to solve problems in physics. In this article, I will discuss the course that I took as an undergraduate at Amherst College in the late 1950s and then taught as a young faculty member at Kenyon College in the late sixties. I was a participant in the demise of the E&M laboratory and the rise of the ensuing vacuum tube and digital electronics course. I will concentrate on the precision apparatus, which is presently living out its life in the dusty back shelves of apparatus closets. This may help new faculty members to answer the perennial question: It is attractive, but what is it and how was it used?

3. Greenwood, M. S. (2023). Using rotation matrices to calculate the locations of sunrise and sunset, the hours of daylight, observed path of the Sun, and its elevation angle for any latitude. *American Journal of Physics*, 91(7), 519. <https://doi.org/10.1119/5.0095598>

Abstract: During the course of one year, I photographed 95 sunrises along the east bank of the Columbia River from my home on the west bank in Richland, WA (46.3° N latitude). I then calculated the seasonal phenomena listed in the title with the intention of explaining the variation of the photographed sunrises. The calculations use a simplified model of the Sun-Earth system and employ rotation matrices to predict the path of the Sun, as observed at any location in the northern hemisphere, throughout the year. These predictions are in good agreement with those listed by NOAA and also with the photographic data. The analysis presented here provides a novel way to calculate and understand the seasonal variations of visible sunlight.

4. McDaniel, T. (2023). Analysis of ill-conditioned cases of a mass moving on a sphere with friction. *American Journal of Physics*, 91(7), 527. <https://doi.org/10.1119/5.0063834>

Abstract: Previous work treated the problem of a mass sliding over a rough spherical surface in broad generality, providing both analytic and numerical solutions. This paper examines special cases of 2D motion along a surface meridian when the initial speed is precisely chosen so that the sliding mass nearly stops before speeding up and subsequently leaving the surface. Carrying the solution for these critical cases into the time domain via both an analytical method and numerical integration adds richness that might otherwise be missed. The numerical method raises practical mathematical issues that must be handled carefully to obtain accurate results. Although conceptually simple, this classical mechanics problem is an excellent vehicle for students to gain proficiency with mathematical analysis tools and further their appreciation for how applied mathematics can bring new insight into situations where intuition may fall short.

5. Cross, R. (2023). Oblique collision of a soft rubber disk with a rigid surface. *American Journal of Physics*, 91(7), 532. <https://doi.org/10.1119/5.0135633>

Abstract: An oblique collision of an object with a rigid surface involves an initial sliding phase that persists throughout the collision at glancing angles of incidence but which involves a subsequent grip phase at higher angles of incidence. The grip phase itself terminates towards the end of the collision if the contact region starts to slide backwards. Experimental evidence of the three separate stages of the collision process is presented using a high speed video camera to film the impact of a rubber disk on a rigid horizontal surface. A simplified model of the process is presented, providing analytical solutions that are at least qualitatively consistent with the experimental observations.

6. Locarno, M., & Brinks, D. (2023b). Analytical calculation of plasmonic resonances in metal nanoparticles: A simple guide. *American Journal of Physics*, 91(7), 538. <https://doi.org/10.1119/5.0094967>

Abstract: Localized surface plasmons (LSPs) in metal particles are used in medical, chemical, physical, and biological sensing applications. In this paper, we revisit the classical description of LSPs. We use the Drude model and the Quasi-Static approximation to describe the plasmon resonances in terms of the material and the size of the particles embedded in a dielectric host. We then incorporate the Clausius–Mossotti relation to include shape effects in the classical description. Finally, we incorporate surface damping and retardation effects to arrive at a unified, classical description providing an intuitive and realistic model of plasmonic resonances in metal particles.

7. Yeh, L. (2023). Wigner rotation and Euler angle parametrization. *American Journal of Physics*, 91(7), 547–554. <https://doi.org/10.1119/5.0111222>

Abstract: Analogous to the famous Euler angle parametrization in three-dimensional Euclidean space, a reflection-free Lorentz transformation in $(2+1)$ -dimensional Minkowski space can be decomposed into three simple parts. Applying this decomposition to the Wigner rotation problem, we are able to show that the related mathematics becomes much simpler and the physical meanings more comprehensible and enlightening.

8. Ma, Y. (2023). Simple realization of the polytropic process with a finite-sized reservoir. *American Journal of Physics*, 91(7), 555. <https://doi.org/10.1119/5.0104382>

Abstract: In most thermodynamics textbooks, polytropic processes are introduced by defining the process equation rather than explaining their physical origin. In this paper, we propose a simple model to realize a polytropic process for an ideal gas. The ideal gas is compressed or expanded quasi-statically while in thermal contact with a finite reservoir with constant heat capacity, and the entire system is thermally isolated from the outside environment. We propose an experimental implementation of our model with realistic parameters.

COGNITIVE PSYCHOLOGY

1. Ward, G. D., & Tan, L. (2023). The role of rehearsal and reminding in the recall of categorized word lists. *Cognitive Psychology*, *143*, 101563. <https://doi.org/10.1016/j.cogpsych.2023.101563>

Abstract: Most theories of free recall emphasize the importance of retrieval in explaining temporal and semantic regularities in recall; rehearsal mechanisms are often absent or limit rehearsal to a subset of what was last rehearsed. However, in three experiments using the overt rehearsal method, we show clear evidence that just-presented items act as retrieval cues during encoding (study-phase retrieval) with prior related items rehearsed despite well over a dozen intervening items. Experiment 1 examined free recall of categorized and uncategorized lists of 32 words. In Experiments 2 and 3, we presented categorized lists of 24, 48, and 64 words for free recall or cued recall, with the category exemplars blocked in successive list positions (Experiment 2) or randomized throughout the list (Experiment 3). The probability of rehearsing a prior word was affected by its semantic similarity to the just-presented item, and the frequency and recency of its prior rehearsals. These rehearsal data suggest alternative interpretations to well-known recall phenomena. With randomized designs, the serial position curves were reinterpreted by when words were last rehearsed (which contributed to the list length effects), and semantic clustering and temporal contiguity effects at output were reinterpreted by whether words were co-rehearsed during study. The contrast with the blocked designs suggests that recall is sensitive to the relative (not absolute) recency of targeted list items. We discuss the benefits of incorporating rehearsal machinery into computational models of episodic memory, and suggest that the same retrieval processes that generate the recalls are used to generate the rehearsals.

Keywords: Free recall, Cued recall, Overt rehearsal, Semantic categories, Study-phase retrieval

2. Lee, J., Wong, E., & Cheng, P. W. (2023). Promoting climate actions: A cognitive-constraints approach. *Cognitive Psychology*, *143*, 101565. <https://doi.org/10.1016/j.cogpsych.2023.101565>

Abstract: The present paper reports an experiment with a two-year-delayed ($M = 695$ days) follow-up that tests an approach to raising willingness to take political and personal climate actions. Many Americans still do not view climate change as a threat requiring urgent action. Moreover, among American conservatives, higher science literacy is paradoxically associated with higher anthropogenic climate-change skepticism. Our experimental materials were designed to harness the power of two central cognitive constraints — coherence and causal invariance, which map onto two narrative proclivities that anthropologists have identified as universal — to promote climate action across the political spectrum. Towards that goal, the essential role of these constraints in the causal-belief-formation process predicts that climate-change information would be more persuasive when it is embedded in a personal climate-action narrative, the evocation of which can benefit from exposure to parsimonious scientific explanations of indisputable everyday observations, juxtaposed with reasoners' own, typically less coherent explanations, occurring in a context that engages their moral stance. Our brief one-time intervention, conducted in

ten U.S. states with the highest level of climate skepticism, showed that across the political spectrum, our materials raised appreciation of science, openness to alternative views, and willingness to take climate actions in the immediate assessment. It also raised how likely were reports two years later of having taken those actions or would have taken them had the opportunity existed, suggesting a long-lasting effect. Our approach adopts the framework that conceptions of reality are representations, and adaptive solutions in that infinite space of representations require cognitive constraints to narrow the search.

Keywords: Belief revision, Coherence, Causal invariance, Climate change, Science communication

3. Woike, J. K., Hertwig, R., & Martignon, L. (2023). Heterogeneity of rules in Bayesian reasoning: A toolbox analysis. *Cognitive Psychology*, *143*, 101564. <https://doi.org/10.1016/j.cogpsych.2023.101564>

Abstract: How do people infer the Bayesian posterior probability from stated base rate, hit rate, and false alarm rate? This question is not only of theoretical relevance but also of practical relevance in medical and legal settings. We test two competing theoretical views: single-process theories versus toolbox theories. Single-process theories assume that a single process explains people's inferences and have indeed been observed to fit people's inferences well. Examples are Bayes's rule, the representativeness heuristic, and a weighing-and-adding model. Their assumed process homogeneity implies unimodal response distributions. Toolbox theories, in contrast, assume process heterogeneity, implying multimodal response distributions. After analyzing response distributions in studies with laypeople and professionals, we find little support for the single-process theories tested. Using simulations, we find that a single process, the weighing-and-adding model, nevertheless can best fit the aggregate data and, surprisingly, also achieve the best out-of-sample prediction even though it fails to predict any single respondent's inferences. To identify the potential toolbox of rules, we test how well candidate rules predict a set of over 10,000 inferences (culled from the literature) from 4,188 participants and 106 different Bayesian tasks. A toolbox of five non-Bayesian rules plus Bayes's rule captures 64% of inferences. Finally, we validate the Five-Plus toolbox in three experiments that measure response times, self-reports, and strategy use. The most important conclusion from these analyses is that the fitting of single-process theories to aggregate data risks misidentifying the cognitive process. Antidotes to that risk are careful analyses of process and rule heterogeneity across people.

Keywords: Bayesian reasoning, Cognitive modeling, Model competition, Process heterogeneity, Simple rules, Interindividual differences

4. Papafragou, A., & Ji, Y. (2023). Events and objects are similar cognitive entities. *Cognitive Psychology*, *143*, 101573. <https://doi.org/10.1016/j.cogpsych.2023.101573>

Abstract: Logico-semantic theories have long noted parallels between the linguistic representation of temporal entities (events) and spatial entities (objects): bounded (or telic) predicates such as *fix a car* resemble count nouns such as *sandcastle* because they are "atoms" that have well-defined boundaries, contain discrete minimal parts and cannot be divided arbitrarily. By contrast, unbounded (or atelic) phrases such

as *drive a car* resemble mass nouns such as *sand* in that they are unspecified for atomic features. Here, we demonstrate for the first time the parallels in the *perceptual-cognitive* representation of events and objects even in entirely non-linguistic tasks. Specifically, after viewers form categories of bounded or unbounded events, they can extend the category to objects or substances respectively (Experiments 1 and 2). Furthermore, in a training study, people successfully learn event-to-object mappings that respect atomicity (i.e., grouping bounded events with objects and unbounded events with substances) but fail to acquire the opposite, atomicity-violating mappings (Experiment 3). Finally, viewers can spontaneously draw connections between events and objects without any prior training (Experiment 4). These striking similarities between the mental representation of events and objects have implications for current theories of event cognition, as well as the relationship between language and thought.

Keywords: Boundedness, Event cognition, Telicity, Aspect, Individuation, Object

5. Kueser, J. B., Horvath, S., & Borovsky, A. (2023). Two pathways in vocabulary development: Large-scale differences in noun and verb semantic structure. *Cognitive Psychology*, 143, 101574. <https://doi.org/10.1016/j.cogpsych.2023.101574>

Abstract: In adults, nouns and verbs have varied and multilevel semantic interrelationships. In children, evidence suggests that nouns and verbs also have semantic interrelationships, though the timing of the emergence of these relationships and their precise impact on later noun and verb learning are not clear. In this work, we ask whether noun and verb semantic knowledge in 16–30-month-old children tend to be semantically isolated from one another or semantically interacting from the onset of vocabulary development. Early word learning patterns were quantified using network science. We measured the semantic network structure for nouns and verbs in 3,804 16–30-month-old children at several levels of granularity using a large, open dataset of vocabulary checklist data. In a cross-sectional approach in Experiment 1, early nouns and verbs exhibited stronger network relationships with other nouns and verbs than expected across multiple network levels. Using a longitudinal approach in Experiment 2, we examined patterns of normative vocabulary development over time. Initial noun and verb learning was supported by strong semantic connections to other nouns, whereas later-learned words exhibited strong connections to verbs. Overall, these two experiments suggest that nouns and verbs demonstrate early semantic interactions and that these interactions impact later word learning. Early verb and noun learning is affected by the emergence of noun and verb semantic networks during early lexical development.

Keywords: Word learning, Noun learning, Verb learning, Network science, Vocabulary development, Semantic features

6. Abreu-Mendoza, R. A., Powell, A. B., Renninger, K. A., Rivera, L. M., Vulic, J., Weimar, S., & Rosenberg-Lee, M. (2023). Middle-schoolers' misconceptions in discretized nonsymbolic proportional reasoning explain fraction biases better than their continuous reasoning: Evidence from correlation and cluster analyses. *Cognitive Psychology*, 143, 101575. <https://doi.org/10.1016/j.cogpsych.2023.101575>

Abstract: Early emerging nonsymbolic proportional skills have been posited as a foundational ability for later fraction learning. A positive relation between nonsymbolic and symbolic proportional reasoning has been reported, as well as successful nonsymbolic training and intervention programs enhancing fraction magnitude skills. However, little is known about the mechanisms underlying this relationship. Of particular interest are nonsymbolic representations, which can be in continuous formats that may emphasize proportional relations and in discretized formats that may prompt erroneous whole-number strategies and hamper access to fraction magnitudes. We assessed the proportional comparison skills of 159 middle-school students (mean age = 12.54 years, 43% females, 55% males, 2% other or prefer not to say) across three types of representations: (a) continuous, unsegmented bars, (b) discretized, segmented bars that allowed counting strategies, and (c) symbolic fractions. Using both correlational and cluster approaches, we also examined their relations to symbolic fraction comparison ability. Within each stimulus type, we varied proportional distance, and in the discretized and symbolic stimuli, we also manipulated whole-number congruency. We found that fraction distance across all formats modulated middle-schoolers' performance; however, whole-number information affected discretized and symbolic comparison performance. Further, continuous and discretized nonsymbolic performance was related to fraction comparison ability; however, discretized skills explained variance above and beyond the contributions of continuous skills. Finally, our cluster analyses revealed three nonsymbolic comparison profiles: students who chose the bars with the largest number of segments (whole-number bias), chance-level performers, and high performers. Crucially, students with a whole-number bias profile showed this bias in their fraction skills and failed to show any symbolic distance modulation. Together, our results indicate that the relation between nonsymbolic and symbolic proportional skills may be determined by the (mis)conceptions based on discretized representations, rather than understandings of proportional magnitudes, suggesting that interventions focusing on competence with discretized representations may show dividends for fraction understanding.

Keywords: Whole-number interference; No symbolic proportional reasoning; Fraction magnitude processing

7. Moss, M. E., & Mayr, U. (2023). What's so hard about hierarchical control? Pinpointing processing constraints within cue-based and serial-order control structures. *Cognitive Psychology*, 144, 101582. <https://doi.org/10.1016/j.cogpsych.2023.101582>

Abstract: Most task spaces require a hierarchical structure, where decisions on one level are contingent on previous decisions made on one or more higher levels. While it is a truism that increasing the number of hierarchical levels makes it harder to solve a given task, the exact nature of this “number-of-levels” effect is not clear. On the one hand, processing costs might be strictly “local,” incurred only when higher-level settings need to be updated, while otherwise lower-level decisions are insulated from the presence of higher-level settings (local updating costs with ballistic control). On the other hand, maintaining and integrating more complex hierarchical structures could require overall greater representational resources, negatively affecting each individual decision within the represented task space (global integration/maintenance costs). Further, navigation through hierarchical structures can be guided either through prompts in the environment (cue-based), or through sequential plans (serial-

order based), with potentially distinct maintenance and updating demands. In two experiments, we assessed performance as a function of hierarchical level and format (serial-order vs. cue-based). Model comparisons showed that the pattern of costs in the serial-order format was consistent with a global maintenance/integration account. In contrast, in the cue-based format, costs arose at updating points and when one additional relevant level beyond the current decision was relevant, while additional levels produced no further costs. This overall constellation of costs can be explained by assuming that each decision requires checking the immediately relevant higher-level context for that decision. For cue-based control, this context involves the “next-level-up” rule, whereas in the serial-order format, each trial requires updating of the current position within the sequence, which in turn requires integration across all relevant hierarchical levels.

Keywords: Hierarchical control, Cognitive representations, Serial-order control

8. Knowlton, T., Trueswell, J. C., & Papafragou, A. (2023). Keeping quantifier meaning in mind: Connecting semantics, cognition, and pragmatics. *Cognitive Psychology*, 144, 101584. <https://doi.org/10.1016/j.cogpsych.2023.101584>

Abstract: A complete theory of the meaning of linguistic expressions needs to explain their semantic properties, their links to non-linguistic cognition, and their use in communication. Even though in principle interconnected, these areas are generally not pursued in tandem. We present a novel take on the semantics-cognition-pragmatics interface. We propose that formal semantic differences in expressions’ meanings lead those meanings to activate distinct cognitive systems, which in turn have downstream effects on when speakers prefer to use those expressions. As a case study, we focus on the quantifiers “each” and “every”, which can be used to talk about the same state of the world, but have been argued to differ in meaning. In particular, we adopt a mentalistic proposal about these quantifiers on which “each” has a purely individualistic meaning that interfaces with the psychological system for representing object-files, whereas “every” has a meaning that implicates a group and interfaces with the psychological system for representing ensembles. In seven experiments, we demonstrate that this account correctly predicts both known and newly-observed constraints on how “each” and “every” are pragmatically used. More generally, this integrated approach to semantics, cognition, and pragmatics suggests that canonical patterns of language use can be affected in predictable ways by fine-grained differences in semantic meanings and the cognitive systems to which those meanings connect.

Keywords: Meaning, Pragmatics, Quantification, Psychosemantics.

DEMOCRACY

1. Slater, D., Way, L. A., Lachapelle, J., & Casey, A. (2023). The origins of military supremacy in dictatorships. *Journal of Democracy*, 34(3), 5–20. <https://doi.org/10.1353/jod.2023.a900429>

Abstract: Militaries play dramatically different roles in different autocracies. At one extreme, the military remains the supreme political actor for generations. At the other extreme, militaries long remain subordinate to authoritarian leaders. We argue that the roots of this variation—from military supremacy to subordination—lie in military origins. Where authoritarian mass parties created militaries from scratch, the armed forces have generally remained subservient. Where militaries emerged separately from authoritarian parties, they enjoyed the autonomy necessary to achieve and maintain military supremacy. The core lesson is simple: Unless an autocratic regime created the military, it will struggle to control the military.

2. Esen, B., & Gumuscu, S. (2023). How Erdoğan's populism won again. *Journal of Democracy*, 34(3), 21–32. <https://doi.org/10.1353/jod.2023.a900430>

Abstract: Turkey's Recep Tayyip Erdoğan won a third presidential term in May 2023 in a close race that constituted the opposition's best chance ever to defeat the long-serving president at the polls. The election was neither free nor fair, but it was real. Erdoğan coupled sophisticated strategies with ethnoreligious themes to win the race against a backdrop of rampant inflation and disastrous relief efforts following the massive earthquakes that struck Turkey in early 2023. The opposition rallied behind a joint candidate, Kemal Kılıçdaroğlu, but failed to capitalize on Erdoğan's vulnerabilities. Their campaign remained weak and uncoordinated, giving little reason to long-time Erdogan supporters to defect.

3. Gidron, N. (2023). Why Israeli democracy is in crisis. *Journal of Democracy*, 34(3), 33–45. <https://doi.org/10.1353/jod.2023.a900431>

Abstract: In January 2023, massive protests erupted in Israel against the right-wing government's proposed reforms to restructure the country's democracy--reforms that mirror the types of institutional changes that populist parties on the right in Hungary and Poland have used to steer their countries away from liberal democracy. Concern that the proposed reforms would lead to a concentration of power in the executive and a weakening of the courts sparked protests throughout Israel. These protests in turn led to the suspension of the proposed reforms. Analysis suggests that the erosion of democracy is driven by conservative elites rather than far-right parties. Likud, the establishment center-right party, exhibits intense populism but its voters do not overwhelmingly reject liberal democracy. Israel's case highlights the need to consider both mass and elite attitudes and challenges traditional distinctions in understanding democratic backsliding.

4. Yom, S. L. (2023). Kuwait's democratic promise. *Journal of Democracy*, 34(3), 46–61. <https://doi.org/10.1353/jod.2023.a900432>

Abstract: Kuwait is a democratic outlier in the Middle East. In this oil-rich Muslim Arab state, the ruling Sabah monarchy claims considerable executive authority, but it

also coexists with a powerful, elected parliament and well-mobilized civil society. This oft-overlooked hybrid system is rooted in liberal norms of pluralism and openness, and enables opposition blocs to advance democratic reforms and rebuff the threat of repression. A transition towards parliamentary democracy, a rarity in the Arab world, is possible. However, this will require overcoming intense cleavages within the royal family, across social groups, and between the royal autocracy and society itself.

5. Hillman, B. (2023). The end of village democracy in China. *Journal of Democracy*, 34(3), 62–76. <https://doi.org/10.1353/jod.2023.a900433>

Abstract: Since Xi Jinping became China’s paramount leader in 2012, his top domestic priority has been the strengthening of the Chinese Communist Party’s power over government, economy, and society. This extends to village life, where a decades-long experiment with direct elections is being unwound by new efforts to establish Party control at the rural grassroots level. This essay draws on first-hand observation and Chinese sources to examine the ongoing CCP strategy for reestablishing party dominance over village affairs.

6. Remington, T. F. (2023). Making liberalism work. *Journal of Democracy*, 34(3), 77–89. <https://doi.org/10.1353/jod.2023.a900434>

Abstract: The basic premise of liberalism, that a market economy and liberal democracy are mutually reinforcing, is under attack. High inequality, deep dislocations due to globalization and technology advances, and right-wing populism threaten it. But much of what is called liberalism is a neoliberal project that has dominated policymaking since the early 1980s. The rebuilding of the German economy after the Second World War shows that an entirely different model of liberalism, embodied in the “social market economy” ideal, is possible. For liberalism to work, however, we must recognize that a market economy serves society and not the other way around, and that competition in the market arena and political arena helps preserve freedom.

7. Gamboa, L. (2023). How oppositions fight back. *Journal of Democracy*, 34(3), 90–104. <https://doi.org/10.1353/jod.2023.a900435>

Abstract: Around the globe, democratically elected leaders are eroding democracy by legal means, a strategy that often averts domestic and international backlash. To counter this erosion, oppositions may deploy radical, extra-institutional opposition strategies which risk backfiring and strengthening autocracy. Safer options are moderate, institutional strategies that maintain opposition legitimacy and work within democratic frameworks, an approach exemplified by the Colombian opposition during President Álvaro Uribe’s tenure. However, the success of moderate strategies hinges on strong domestic and international support for democracy. Global apathy towards democracy can combine with an autocrat’s use of a democratic façade to produce rapid democratic backsliding, as in the case of El Salvador’s transition to competitive authoritarianism under President Nayib Bukele.

8. Snegovaya, M. (2023). Why Russia’s democracy never began. *Journal of Democracy*, 34(3), 105–118. <https://doi.org/10.1353/jod.2023.a900436>

Abstract: Scholars often blame Russia's recent re-autocratization on mistakes of individual leaders: Yeltsin or Putin. This essay casts doubt on such accounts. It argues instead that after the collapse of the Soviet Union, Russia experienced not a democratic transition but a temporary weakening of the state (incumbent capacity). This is evidenced by a lack of elite rotation and the preservation of the same type of formal and informal institutions that characterized Russia's political system in the past. Accordingly, subsequent re-autocratization of Russian politics was just a matter of time.

ECONOMIC POLITICAL WEEKLY

1. *Non-basmati versus Traditional Basmati*. (2023, August 4). Economic and Political Weekly. <https://www.epw.in/journal/2023/31/special-articles/non-basmati-versus-traditional-basmati.html>

Abstract: High palatability of basmati rice followed by attractive appearance of the cooked grain and strong demand were the top ranked attributes elicited by the adopter respondents of Pusa-1121. However, inadequate irrigation facilities, limited public procurement mechanism, and difficulty in obtaining healthy seed were the prominent constraints that restrict more farmers from adopting basmati paddy in the study area. The profitability analysis of the previous five years showed an abrupt shift of higher profitability from basmati during 2016 to 2019 to non-basmati crop during 2020 due to expanded public paddy procurement policy.

2. *State of vaccine manufacturing in India*. (2023, August 8). Economic and Political Weekly. <https://www.epw.in/journal/2023/31/special-articles/state-vaccine-manufacturing-india.html>

Abstract: Historically, vaccine manufacturing in India has centred around the production of a wide variety of conventional vaccines that made the country self-sufficient as well as a net exporter and global leader in supplying vaccines to low- and middle-income countries. However, over the course of time, other safe and efficacious vaccines that follow technologically more advanced manufacturing processes became available in the market and their increased uptake made the country import dependent. In the second half of the 2000s, when manufacturing capacity of the public sector was being dismantled, India became a big market for imported vaccines and export was affected adversely till recently.

EDUCATIONAL RESEARCH

1. Fonsén, E., Szecsi, T., Kupila, P., Liinamaa, T., Halpern, C., & Repo, M. (2022). Teachers' pedagogical leadership in early childhood education. *Educational Research*, 65(1), 1–23. <https://doi.org/10.1080/00131881.2022.2147855>

Abstract: Although the contexts, structures and administrations of early childhood education (ECE) may differ internationally, effective pedagogical leadership remains an essential component in supporting young children's development and learning. This paper reports on a comparative study which considered ECE in two different settings, Finland and Florida, providing insight into teachers' perspectives on the characteristics of pedagogical leadership. **Purpose-** This study sought to investigate and compare the perspectives of ECE teachers and directors in Finland and Florida via their discourses about teachers' pedagogical leadership. The goal was to provide an overview of the ECE teachers' and directors' discourses in each location, in order to allow comparison and a better understanding of the influence of aspects including locational contexts, curricular guidelines and teacher preparation on the ECE teachers' and directors' perspectives. **Method-** A comparative case study design was used. The data consisted of semi-structured focus group interviews and individual interviews with ECE teachers and centre directors in Finland and in Florida. Data from the two locations were first analysed separately to identify the main discourses; secondly, discourses were compared collectively to reveal major themes. **Findings-** The analysis indicated a similar conceptualisation of distributed pedagogical leadership. However, differences were identified in teachers' expectations of independence in instructional decisions, and the extension of pedagogical leadership practices within and beyond the ECE centres. The analysis of discourses led to the identification of three major themes, which generated implications for teacher preparation, curriculum development and implementation, and ECE programme directions. **Conclusion-** The study enables a more comprehensible conceptualisation of teachers' pedagogical leadership as it emerged from teachers' and directors' discourses across two locations. Pedagogical leadership is recognised as an indicator of high-quality pedagogy in early childhood education and the findings highlight the need to continuously support and strengthen teachers' pedagogical leadership.

Keywords: Early childhood education (ECE), teacher pedagogical leadership, distributed leadership, analysis of discourses, curriculum, education policy

2. Ogegbo, A. A., & Tijani, F. (2022). Managing the shift to online: lecturers' strategies during and beyond lockdown. *Educational Research*, 65(1), 24–39. <https://doi.org/10.1080/00131881.2022.2154687>

Abstract: The coronavirus pandemic has caused a shift in how many teaching, learning and research activities are conducted internationally. Lockdowns compelled all education sectors, including higher education (HE), to adopt a variety of online learning practices at short notice. As these changes in practice have implications beyond the pandemic, more needs to be understood about settings across the globe where the move to online may pose particular challenges. This study brings a focus to how lecturers in a college of education in Nigeria responded to the professional demands of lockdowns and developed strategies for managing educational activities that have relevance during and beyond the pandemic itself. **Purpose-** The aim of the

study reported in this paper was to examine lecturers' perceptions of the management of teaching, learning and research activities during a lockdown, drawing out longer term implications. **Methods-** Data were collected through in-depth, one-to-one interviews with six lecturers from a college of education in Nigeria. Interview data were analysed qualitatively. **Findings-** Detailed analysis indicated that lecturers' strategies included encouraging students to engage in self-directed learning, as they uploaded learning materials on messaging groups and the college's e-learning platform. However, lecturers felt that the quality of teaching and assessment was compromised by factors including: irregular power supply, poor internet connection, high data costs and some students' limited digital skills. A particular concern was students' lack of interaction on the online platforms, which lecturers perceived to result in a more passive teaching and learning process. Lecturers also experienced difficulties undertaking research activities. A range of strategies and implications for the on-going management of educational activities was discussed. **Conclusions-** The study offers insights into how some of the challenges encountered could be addressed to support sustainable online and blended teaching and learning in the longer term, in settings internationally where there are barriers to accessing online teaching and learning. Crucial aspects include strengthening educational technology training for lecturers and students, enhancing e-learning platforms for teaching practical courses, and enabling lecturers to develop beneficial and valuable online resources.

Keywords: Higher education (HE), lecturers, online learning, access to education, teaching and learning, educational technology.

3. Pirkkalainen, H., Sood, I., Napoles, C. P., Kukkonen, A., & Camilleri, A. (2022). How might micro-credentials influence institutions and empower learners in higher education? *Educational Research*, 65(1), 40–63. <https://doi.org/10.1080/00131881.2022.2157302>

Abstract: Micro-credentials are increasingly considered a key mechanism through which to empower learners by enabling flexible upskilling and reskilling. Despite their apparent importance for higher education institutions (HEIs) and learners, empirical research is limited. More needs to be understood, particularly about the ways in which micro-credentials can shape institutional practice and provide benefits to learners. **Purpose-** Using a foresight approach, this study sets out to explore the potential for micro-credential adoption in relation to national and international policy initiatives and rapidly developing technologies. Its intention is to offer findings of interest internationally, particularly to those involved in strategic activities around micro-credentials. **Methods-** A four-step Delphi study approach was used to explore how micro-credentials may shape higher education (HE) in the next 5–10 years. Educational experts undertook a consensus-building activity utilising workshops and surveys: (1) initial identification of enabling factors (i.e. drivers) and beneficial outcomes (i.e. impacts) of micro-credentials; (2) prioritisation based on importance; (3) identification of enabling factors considered essential for each beneficial outcome and (4) analysis of the extent to which micro-credentials might be accepted in HE, with participants reflecting on the importance of the previously identified enablers and outcomes for alternative scenarios. **Findings-** The analysis sheds light on three alternative possible futures for micro-credentials. Expert consensus indicated that the potential of micro-credentials lies especially among educational institutions and the networks of institutions innovating beyond, and within, traditional study offerings and programmes. Future wide-scale adoption of micro-credentials was considered unpredictable, due to external factors at the ecosystem level, and beyond institutions'

own strategies and control. **Conclusion-** The findings suggest that, for the successful uptake of micro-credentials, the same benefits do not need to accrue for institutions and learners: a ‘one-size-fits-all’ approach is not necessary or optimal. In order for the wider-scale influence of micro-credentials to be felt, there is a need for considerable international and national strategy development and implementation to overcome a variety of policy- and technology-related barriers that HEIs cannot influence or tackle on their own.

Keywords: Micro-credentials, learner empowerment, skills, competences, higher education, employment

4. Chen, M. (2023). Teaching in emergency remote classrooms: reflections for professional learning. *Educational Research*, 65(1), 64–81. <https://doi.org/10.1080/00131881.2023.2167729>

Abstract: Reflective teaching has long been regarded as playing an important, and potentially empowering, role in teachers’ professional learning. The study reported in this paper considered the longer-term significance of teachers’ self-reflective learning in the course of their daily emergency remote teaching during COVID-19, and how this supported teacher agency. **Purpose-** This small-scale case study sought to explore, in depth, teachers’ perceptions of how their professional learning was realised through reflective practice during emergency remote teaching. **Method-** Three teachers from primary, junior high, and high schools in mainland China participated in the case study during the spring and fall semesters in 2020. They considered the accommodations they made for emergency remote teaching and the corresponding implications for their professional learning and sense of agency. Data were collected via four-monthly, semi-structured interviews, resulting in a total of five interviews per teacher. These charted the progress of their emergency remote courses in the spring, and allowed for final reflections via a follow-up interview in the fall. Data were analysed thematically. **Findings-** The resultant four themes and eight categories related to aspects including pedagogical strategies, home-school communication, classroom management, and teachers’ technological literacy. Within these, approaches to blending online and offline coursework, valuing sociocultural concerns in classroom interaction, and developing adaptive mind-sets were among areas identified as relevant to teachers’ professional learning beyond the emergency remote teaching situation. **Conclusions-** The findings highlight the multiple ways in which professional learning took place through reflective teaching in the remote teaching environment. They draw attention to the importance of situating some professional learning in everyday practice. Understandings gained during remote teaching have broader implications for educators’ professional learning and growth in pre-tertiary education.

Keywords: Professional learning, reflective teaching, teacher agency, online teaching, pre-tertiary education, emergency remote classroom

5. Pechenkina, E., & Branigan, E. (2022). Exploring staff and student experiences of learning management system transition. *Educational Research*, 65(1), 82–98. <https://doi.org/10.1080/00131881.2022.2147854>

Abstract: In higher education (HE) settings, staff and students are often end-users of a variety of educational technologies, tools and platforms, including Learning

Management Systems (LMSs). As technological evolution is constant, transitioning to a new system may be a familiar occurrence. For technology to support educational purpose more fully, further insight needs to be gained into how staff and students actually experience the process of transition. This article focuses on this area in the context of institution-wide transition to a new LMS. **Purpose-** The study's aim was to explore how academic teaching staff and students experienced a university-wide technological change process: namely, a process of changing to a new LMS. **Method-** Data were collected through a series of interviews with staff who were involved in the first stage of the change process. In addition, students enrolled in the first tranche of subjects undergoing transition participated in surveys. Data were analysed using a qualitative, comparative analysis approach; student and staff perspectives were compared, and the points of intersections and divergences between the viewpoints were located. **Finding-** Detailed analysis helped identify factors that contributed to a smooth transition, while also showing how staff expectations of student behaviours and needs were not always aligned with students' own approaches to technology-assisted teaching and learning, which tended to be predominantly pragmatic. **Conclusions-** Feedback gleaned from investigating stakeholders' transition experiences can contribute in a valuable way to informing change processes and support empowering change. The findings highlight how positioning LMS transition as a student-centred and education-led process, rather than as a large-scale technology project, has potential to support staff and students to have a positive and relatively seamless transition experience.

Keywords: Learning Management System (LMS), Higher education (HE), change management, technology-enhanced learning, student experiences, academic experiences.

6. Holzer, J., Sessig, E., & Lüftenegger, M. (2022). When educator-learner perceptions of instruction diverge: teachers' perspectives. *Educational Research*, 65(1), 99–120. <https://doi.org/10.1080/00131881.2022.2116348>

Abstract: Research suggests that students and teachers often tend to diverge in their perceptions of instructional practices that are part of their everyday classroom experience. This might include differing views about assessment and feedback, or the effectiveness of task design. Accordingly, there is a need to understand as much as possible about the reasons for such differences. **Purpose-** Whilst it is important to investigate students' and teachers' views on the reasons for these differences, the present study aimed to contribute to the 'why' and 'how' behind student-teacher divergence in perception by specifically focusing on teachers' perspectives. **Method-** A total of 398 Austrian secondary school teachers responded to an open response question in an online survey. They were invited to reflect on the possible reasons for student-teacher divergence in terms of perceptions of instruction. The teachers' statements written in response to the question were analysed, in detail, using qualitative content analysis. Data were grouped according to micro, meso and macrolevel factors. **Findings-** Analysis gave rise to a detailed categorisation of the reasons given by teachers, from their viewpoints, for student-teacher divergence in perception. The resultant categories and sub-categories revealed a wide range of explanations, including socio-demographic, motivational and emotional factors, and consideration of classroom features, and environmental factors. **Conclusions-** As the themes that emerged were largely consistent with factors discussed in previous literature, the findings offer further in-depth insight into the possible underlying

mechanisms, as well as highlighting some newly identified explanations, from teachers' viewpoints, for student-teacher divergence in perception. The study generates some new ways to think about why teachers and students may have different perceptions of everyday instructional practices in the classroom, and draws attention to the significance of this complex area for all concerned with strengthening the quality of teaching and learning.

Keywords: Student-teacher divergence in perception, instructional practices, educator-student relationship, professional development, pedagogy, classroom practice

7. Hadjar, A., & Backes, S. (2022). Gender, teaching style, classroom composition and alienation from learning: an exploratory study. *Educational Research*, 65(1), 121–142. <https://doi.org/10.1080/00131881.2022.2143388>

Abstract: Whilst much interest is focused on gender, and classroom-level influences such as and classroom composition and teaching style on achievement, attitudinal outcomes have not received the same attention. This paper focuses on alienation from learning as one sub-dimension of school alienation. School alienation is a relevant issue for all those engaged in supporting students to thrive and have positive outcomes, as it is related to learning and social behaviour, and eventually achievement. **Purpose-** This explorative study considered how classroom gender composition and perceived teaching style affected the development of alienation from learning in primary and secondary schools. **Methods-** A multi-level analysis, based on quantitative longitudinal data gathered in Luxembourg, was undertaken. The database included information gathered during three consecutive waves (2016–2018) from 338 primary school students and 376 secondary school students. **Findings-** Our results indicate that the gender gap in alienation from learning was more pronounced in primary school. A student-centred supportive teaching style (classroom level) decreased alienation from learning in primary school for boys – closing the gender gap; that is to say, it did change the difference in alienation between girls and boys. In secondary school, only individual-level perceived teaching style was associated with alienation if teaching style was simultaneously considered on both individual and classroom level. A high proportion of male students in the classroom seemed to go along with a higher alienation among all students in secondary school. **Conclusion-** This exploratory study indicates that teaching style may be a crucial factor for the attitudes towards school of all students, suggesting that employing student-centred and supportive styles could help to prevent school alienation.

Keywords: School alienation, teaching style, classroom composition, gender, attitudes towards school, longitudinal analysis.

EUROPEAN JOURNAL OF SPECIAL NEEDS EDUCATION

1. Tideman, M., Kristén, L., & Szönyi, K. (2022). The preparation for entry into adulthood – supported decision-making in upper secondary school for students with intellectual disability. *European Journal of Special Needs Education*, 38(2), 155–167. <https://doi.org/10.1080/08856257.2022.2045814>

Abstract: The upper secondary school for individuals with intellectual disability should prepare for an adult life as an active citizen with great self-determination and participation in democratic decision-making processes. The extent to which and in what way the schools work to prepare the students and develop their skills are likely of great importance for the students' adult life. The purpose of the study was to increase the knowledge of how students with intellectual disability in Sweden are prepared for adulthood, with special focus on self-determination. Case studies on three schools were carried out through observations of decision-making processes and interviews with students and staff. The main findings consist of three different approaches to self-determination for students with intellectual disability: 'Targeted and Conscious', 'Forward with Uncertainty' and 'Braking and Protecting'. Increased knowledge about, and analyses of, the processes that take place when young people with reduced decision-making capacity, due to intellectual disability, make decisions with the support of others are important. Implications underline the need to strengthen the awareness, knowledge and support of school staff when it comes to strengthening students' decision-making capacity. The students with intellectual disability need to be equipped for a society where they as adults will be surrounded by choices and expectations of making decisions.

Keywords: Active citizen, intellectual disability, supported decision-making, self-determination, upper secondary school

2. Fritzler, N. J., & Wild, E. (2022). Utilisation of extracurricular support offers for children with developmental learning disorders: the role of parental predisposing characteristics, enabling resources and perceived need. *European Journal of Special Needs Education*, 38(2), 168–184. <https://doi.org/10.1080/08856257.2022.2045815>

Abstract: Although the effectiveness of extracurricular support offers for pupils with developmental learning disorders (DLD) is well documented, little is known about the utilisation of these services. Following the Behavioural Model of Health Care Utilisation, and based on data of a self-developed online survey ($N = 225$ parents of third and fourth graders), parental predisposing characteristics, enabling resources and perceived need were examined as factors influencing the utilisation of extracurricular support offers for children with DLD. Additionally, parents who stated that they did not use extracurricular support services despite their child having a DLD were asked about their subjective reasons. Structural equation models support the assumption that children of parents with higher self-regulatory abilities, higher expectations of treatment success, and those who perceive an increased need are more likely to attend extracurricular support offers. Educational background and enabling resources (income, working hours) do not influence utilisation. The main reported reasons against utilisation were organisational (financing, time) and a lack of availability of offers, which are discussed in view of educational policy issues.

Keywords: Developmental learning disorders, extracurricular support offers, parental engagement and utilisation

3. Rapti, D., Gerogiannis, D., & Soulis, S. (2022). The effectiveness of augmented reality for English vocabulary instruction of Greek students with intellectual disability. *European Journal of Special Needs Education*, 38(2), 185–202. <https://doi.org/10.1080/08856257.2022.2045816>

Abstract: For students with intellectual disability the need for effective teaching strategies in Foreign Language Learning is imperative. In recent years, the advent of Augmented Reality (AR) in Special Education has shown promising results. In the present research an AR intervention for English vocabulary instruction of three students with intellectual disability (ID) was implemented. A multiple probe across participants design was used to examine the effectiveness of an AR intervention on the students' responses regarding identified correct vocabulary items in English as a Foreign Language (EFL) in two thematic categories- food and animals. Results showed a functional relationship between the correct responses made during probe sessions and the implementation of the AR intervention for all three students. In addition, a follow up phase was conducted in order to evaluate the maintained outcomes, suggesting that there was a positive maintenance effect. Social validity was also assessed, indicating that the intervention package was practical and useful. Limitations of the present study and suggestions for future research are also discussed.

Keywords: Augmented reality (AR), intellectual disability (ID), vocabulary instruction, English as a foreign language (EFL)

4. Sirem, Ö., & Çatal, T. (2022). An analysis of classroom teachers' awareness of inclusive education. *European Journal of Special Needs Education*, 38(2), 203–217. <https://doi.org/10.1080/08856257.2022.2050971>

Abstract: The targets of reaching the benefits expected from inclusive education and making necessary changes and arrangements can only be achieved by clearly determining the current situation regarding inclusive education. This study aimed to examine the competencies of classroom teachers in Turkey regarding inclusive education in the context of their perceptions, knowledge, and attitudes. A total of 128 classroom teachers of third-grade (20) and fourth-grade (108) participated in the study. We employed the 'Classroom Teachers' Awareness of Inclusive Education Scale' as a data collection tool in this study carried out in accordance with the phenomenological method. The data were subjected to descriptive analysis. Apart from the generally positive awareness of classroom teachers towards inclusive education, it appears to be necessary that students' social-emotional skills be supported so that inclusive education can be fully achieved.

Keywords: Inclusive education, classroom teachers, awareness, students with SEN (special educational needs)

5. Krtkova, R., Krtek, A., Pesoutova, M., Meier, Z., Tavel, P., Malinakova, K., & Trnka, R. (2022). What influences do parents perceive as supportive of school well-being and the inclusion of children with ADHD?: A qualitative study. *European Journal of*

Abstract: A growing body of a literature recognises the importance of special educational needs (SEN) of adolescents with attention-deficit/hyperactivity disorder (ADHD). Therefore, there is a current need for more in-depth insights into the factors that may help meet the SEN, well-being, and educational inclusion of ADHD students. The aim of this qualitative study was to assess the factors that parents perceive as being helpful for the school well-being, adaptation, and inclusion of their ADHD adolescents. The sample comprised 20 parents, aged from 30 to 60 years old, of ADHD adolescents. From the viewpoint of the parents, the teachers' knowledge of ADHD symptoms, the use of educational methods respecting the determination of ADHD, special school aids and equipment, and the help of various professionals and psychotherapy with social skills training were considered to be supportive for school well-being and the inclusion of ADHD adolescents. Practical implications emerging from the results of the present study involve training focused on the development of secure attachment of teachers, awareness-raising campaigns about ADHD, and activities supporting teacher-parent cooperation.

Keywords: ADHD, helping factors, special educational needs, inclusion, secure attachment

6. Fälvh, L., Selenius, H., & Egerhag, H. (2022). A cross-sectional study on reading among young L1 and L2 students in Sweden. *European Journal of Special Needs Education*, 38(2), 233–244. <https://doi.org/10.1080/08856257.2022.2050973>

Abstract: According to the Simple View of Reading, decoding and linguistic comprehension are essential for reaching efficient reading comprehension. Students with Swedish as a first (L1) or second language (L2) in grades 1–3 might need special support to develop reading comprehension. In order to identify needs in reading in L1 and L2 students, the current study aimed to investigate how they perform in screening tests measuring vocabulary, decoding, and reading comprehension in Swedish. The present study has a cross-sectional design and includes over 46,000 students who followed the curriculum for Swedish as a first or as a second language. Data consisted of decoding, vocabulary, and reading comprehension tests, which were statistically analysed. The results showed that L2 students in grades 1–3 had significantly weaker decoding, vocabulary, and reading comprehension than L1 students. A performance below average in the tests indicates a need for extra support in reading which a significantly higher proportion of L2 students had compared to L1 students. Therefore, screening and systematic reading instructions are crucial to promoting reading development among L1 and L2 students.

Keywords: L2, primary school, decoding, vocabulary, reading comprehension, cross-sectional

7. Lereya, S. T., Cattan, S., Yoon, Y., Gilbert, R., & Deighton, J. (2022). How does the association between special education need and absence vary overtime and across special education need types? *European Journal of Special Needs Education*, 38(2), 245–259. <https://doi.org/10.1080/08856257.2022.2059631>

Abstract: School absenteeism is a significant social and public health problem, and it has considerable negative consequences on the development of children and adolescents not only in the short term but also in the long term. We investigated special education needs (SEN) as a risk factor for absenteeism. For 418,455 mainstream secondary school students from 151 local authorities in England, multilevel linear regression models were run to investigate the association between SEN, SEN types and absenteeism during their secondary school period from year 7 to year 11. Local authority level variation was also investigated. Adolescents with SEN were more likely to be absent than their peers without SEN. Of adolescents with SEN, those with physical disability, followed by those with behavioural, emotional and social difficulties had the highest rates of absenteeism. Absenteeism rates increased as adolescents grew older. The association between absenteeism and having any SEN varied substantially across Local authorities. The results suggest that early interventions/preventative measures could mitigate loss of schooling due to absence. Moreover, the substantial variation in attendance for children across different local authorities suggest that there may be scope for local authorities to influence absence rates among adolescents.

Keywords: Absenteeism, school absence, special educational needs, secondary schools, longitudinal, emotional and behavioural difficulties.

8. Trifonova, M. P. (2022). Quality of education and care in kindergartens and their readiness for inclusive education in Bulgaria. *European Journal of Special Needs Education*, 38(2), 260–275. <https://doi.org/10.1080/2154896x.2022.2062905>

Abstract: A high-quality pre-school education will improve the well-being of all children, especially those with special needs for support, will enhance their development, with respect of diversity and dignity. The article presents the results of an exploratory study on those aspects of the quality of pre-school education that are important for implementing of inclusive education. The significant effect of three structure characteristics: group's composition, location, teachers' experience on overall quality and on two groups of process characteristics measured with ECERS-3 were found through the multiple regression analysis on the data of a moderately representative sample (40 kindergartens). The longer professional experience and the smaller group size have been confirmed as factors for the improvement of the educational quality, especially for the effectiveness of the instructional approach. Our study revealed positive teacher–child interactions, but certain flaws such as insufficient individualisation, neglect of free choice activities, lack of practices stimulating learning and language acquisition of children from marginal social groups and ethnic minorities. Evidence-based measures for improvement of teachers' in-service qualification and for provision of better facilities specific to the rural and urban areas should be initiated. They will guarantee the successful implementation of inclusive education in line with current legislative reforms.

Keywords: Inclusive education, early childhood education and care, quality evaluation, ECERS-3

9. Pons, S., Lourido, B. P., Ramon, M. R. R., & Gelabert, S. V. (2022). Empowerment, anxiety and depression in families using early childhood intervention services. *European Journal of Special Needs Education*, 38(2), 276–290. <https://doi.org/10.1080/08856257.2022.2062908>

Abstract: Families of children with disabilities may experience mental health problems, feelings of emotional isolation or parental role incompetence. Early intervention (ECI) acts through Family-Centred Practices (FCP) to support child development and, at the same time, strengthen family capacities and inclusion. The aim of the study is to analyse the level of empowerment and the level of anxiety and depression of family members during the reception and assessment phase in ECI services in the Balearic Islands (Spain). The design is non-experimental cross-sectional with a mixed methodology. In the quantitative phase, information was collected from 135 relatives (78.5% women, 21.5% men) using three questionnaires. In the qualitative phase, information was collected through five focus groups with 30 participants (56.7% women, 43.3% men). The main results show that family members report higher levels of family empowerment compared to the service system or to community-policy empowerment. The findings showed greater levels of anxiety than depression, feelings of despair, uncertainty or exhaustion were also detected. Professional support contributes to improved socio-emotional well-being. Professionals are encouraged to identify the level of family empowerment and initial emotional well-being to enhance the quality of the intervention.

Keywords: Early Childhood Intervention, family empowerment, anxiety, depression, Family

10. Subban, P., Bradford, B., Sharma, U., Loreman, T., Avramidis, E., Kullmann, H., Lozano, C. S., Romano, A., & Woodcock, S. (2022). Does it really take a village to raise a child? Reflections on the need for collective responsibility in inclusive education. *European Journal of Special Needs Education*, 38(2), 291–302. <https://doi.org/10.1080/08856257.2022.2059632>

Abstract: Research in inclusive education reveals multiple studies that explore the efforts of individual stakeholders to create an equitable educational experience for students with disabilities. However, these individual efforts are often examined discretely, compartmentalising the contributions of various stakeholders. As a consequence, the complex interplay between these contributions has not been fully explored, with the capacity for a rich network of support being assumed rather than explicitly constructed. This report draws on the personal reflections of nine academics in the field of inclusive education from Australia, Canada, Germany, Greece, Italy, and Switzerland. Serving as both contributors and participants, this study draws together their personal interpretations and their expertise regarding the value of collective and collaborative inclusive education. Inductive thematic analysis of participant reflections yielded the view that stakeholders working together within an educational setting, offers more effective and appropriate opportunities to support learners with additional needs.

Keywords: Inclusive education, inclusive schools, school leadership, school community, village mind-set.

EUROPEAN JOURNAL OF TEACHER EDUCATION

1. Escalié, G., Lesellier, J., Julie, K., Bidy, & Legrain, P. (2021). Towards a psychological anthropology in teacher education. *European Journal of Teacher Education*, 46(3), 354–371. <https://doi.org/10.1080/02619768.2021.1941859>

Abstract: This article aims to draw the outlines of a psychological anthropology programme in teacher education based on Wittgenstein’s philosophical approach to relationships between experience, consciousness and language. Conceptually, the challenge is to support the idea that a professional experience may be documented not only through the deliberate reasons pre-service teachers spontaneously link to actions, but also through sensations that are less verbally accessible, also named ‘perceptions’ in social psychology. An empirical illustration is used to show a potential reconciliation between a research program in cultural anthropology and the social psychology bases of teaching competency acquisition. From a methodological standpoint, we examine whether an analysis linking self-confrontation interviews and questionnaires provides an original insight into pre-service teachers’ training experiences. This path inserted into a transdisciplinary program provides alternatives to reconsider a cooperative training program implemented to foster the self-efficacy of pre-service teachers in physical education.

Keywords: Anthropology, social psychology, training experience, consciousness, language

2. Schellings, G., Koopman, M. M., Beijaard, D., & Mommers, J. (2021). Constructing configurations to capture the complexity and uniqueness of beginning teachers’ professional identity. *European Journal of Teacher Education*, 46(3), 372–396. <https://doi.org/10.1080/02619768.2021.1905793>

Abstract: This study focuses on the complexity and uniqueness of 45 beginning teachers’ professional identity, an important perspective that is usually not an explicit part of induction programmes. Data were collected in four workshops designed to support beginning teachers in reflecting on personal and contextual aspects that influence (the development of) their professional identity. Based on these reflections, portraits of each teacher were constructed. Five overarching identity themes emerged from these portraits: Classroom management, Students learning, Workload, Collaboration and Standing up for oneself. All themes were visualised into a configuration consisting of personal and contextual aspects, arranged according to three foci: focus on oneself, on students, and on team/organisation. The configurations differ in their magnitude but do justice to the unique and complex nature of each teacher. Constructing configurations is a promising way for understanding what really matters in beginning teachers’ professional identity development and helping them deepen their reflection.

Keywords: Beginning teachers, professional identity, identity workshops, configurations

3. Nazari, M., & Seyri, H. (2021). Coidentity: examining transitions in teacher identity construction from personal to online classes. *European Journal of Teacher Education*, 46(3), 397–416. <https://doi.org/10.1080/02619768.2021.1920921>

Abstract: Despite the substantial growth of research on teacher identity construction in real-life contexts, little is known about teachers' online identities, especially their identity shift from real-life to virtual contexts. The present study aimed to address this gap by examining transitions in six teachers' identity construction from personal to online classes during the COVID-19 pandemic. Data were collected from semi-structured interviews, self-reported practices, and group discussions. Data analyses indicated that the teachers' identity transition was marked by six components: Subject-related instructional variation; tensions such as low agency, greater responsibility, and low professional preparation; emotional labour; conceptual change in becoming technophile teachers; (in)congruities in identity extension; and enhanced reflectivity. The study concludes with implications for teachers and policy-makers in developing various stakeholders' awareness of technology adoption to facilitate the transition towards online instruction.

Keywords: Teacher identity construction, online teaching, identity shift, COVID-19

4. Hordvik, M. M., Fletcher, T., Haugen, A. L. H., Engebretsen, B., & Møller, L. (2021). Using the metaphor of orchestration to make sense of facilitating teacher educator professional development. *European Journal of Teacher Education*, 46(3), 417–434. <https://doi.org/10.1080/02619768.2021.1946510>

Abstract: The purpose of this research was to examine the ways that a metaphor could help describe and make sense of the facilitation practices of a teacher educator who collaborated in a self-study of teacher education practice project with colleagues in Norway, and an international critical friend. Our research question was: 'How does the metaphor of orchestration offer an understanding and elaboration of the complex and dynamic processes of facilitating teacher educator professional development through self-study of teacher education practices?' Data generation involved three layers composed of reflective diaries written throughout and at the end of the data generation, and audio records of pair and group meetings. The metaphor of orchestration provided insight into the ways the facilitator initiated and tried to steer dynamic and uncontrollable teaching and research practices while providing some concrete examples of how metaphors might be manifested in the practices of facilitators of professional development.

Keywords: Facilitation, leadership, pedagogy, self-study, teacher education

5. Van Katwijk, L., Jansen, E., & Van Veen, K. (2021). Pre-service teacher research: a way to future-proof teachers? *European Journal of Teacher Education*, 1–21. <https://doi.org/10.1080/02619768.2021.1928070>

Abstract: Internationally, the attention to pre-service teacher research and inquiry in teacher education is growing. In the Netherlands, pre-service teacher research has been a compulsory component of primary teacher education for a decade. The assumption is that such research can help 'future-proof' teachers. This study examines the relationships among the quality of inquiry, the quality of teaching and pre-service teachers' perception of this research. Scores for assessments of graduating pre-service teachers (N=650) and a survey (n=236) were used as measurements. The findings indicate positive perceptions of practitioner research and a positive correlation between the quality of inquiry and quality of teaching. Using these data, the study

identifies four profiles of pre-service teachers, differentiated by their perceived learning outcomes.

Keywords: Pre-service teacher research, teacher quality, student perception of practitioner research

6. Heissenberger-Lehofer, K., & Krammer, G. (2021). Internship integrated practitioner research projects foster student teachers' professional learning and research orientation: a mixed-methods study in initial teacher education. *European Journal of Teacher Education*, 1–20. <https://doi.org/10.1080/02619768.2021.1931112>

Abstract: Practitioner research as one approach of research-based learning in teacher education aims at the enhancement of student teachers' professional learning and research orientation. As current research does not provide sufficiently detailed and generalisable findings about the effects of internship integrated practitioner research, the present mixed-methods study combines qualitative and quantitative methods to deliver valuable insights. Content analysis of qualitative data of a first survey (n = 312) shows that student teachers solely report a development of their practise and do not report effects on their research orientation when openly asked. Factor analysis of quantitative data of a second survey (n = 124) with closed questions about practise- and research-orientated effects reveals four overarching factors: structuring of teaching, researching, communicating during teaching, and learner centred teaching. Results of the second survey demonstrate benefits in all factors. The findings provide indications that professional learning and research orientation is related to practitioner research.

Keywords: Research based learning, practitioner research, initial teacher education, internship

7. Castaño-Muñoz, J., Vuorikari, R., Costa, P., Hippe, R., & Kamyliis, P. (2021). Teacher collaboration and students' digital competence - evidence from the SELFIE tool. *European Journal of Teacher Education*, 46(3), 476–497. <https://doi.org/10.1080/02619768.2021.1938535>

Abstract: This paper explores the relationship between students' digital competence acquisition, teaching practices, and teacher professional learning activities. We analysed insights provided by 59,452 teachers through SELFIE, an online self-reflection tool for schools' digital capacity. Using ordinary least squares regressions with school fixed effects, we focus on students' digital competence and find that the use of digital technologies in cross-curricular projects is the teaching practice most related to the acquisition of students' digital competence. On the other hand, we also find that teachers' participation in teacher networks is highly correlated with the implementation of cross-curricular projects with digital technologies. The results further suggest that the use of digital technologies for teacher collaboration (in professional learning activities and in implementing cross-curricular projects) can have great potential and importance in the digital age, both for teachers and learners.

Keywords: Computer literacy, educational cooperation, teacher development, training needs, self-evaluation (individuals)

8. Ruffinelli, A., Valdés, C. Á., & Aguayo, M. S. (2021). Conditions for generative reflection in practicum tutorials: the representations of tutors and preservice teachers. *European Journal of Teacher Education*, 46(3), 498–515. <https://doi.org/10.1080/02619768.2021.1949708>

Abstract: This paper uses a qualitative approach and analysis inspired by Grounded Theory to address the conditions for generative reflection based on the social representations of tutors and students in initial teacher training. The findings reveal high regard for reflection among both sets of actors. There is also evidence of the predominantly guiding role of the tutor and appreciation of their position as an expert on the part of preservice teachers. The conditions noted previously in the literature are validated and others emerge in accordance with the Chilean context.

Keywords: Preservice teacher education, teacher education programmes, teaching conditions, reflective practice, practicum tutorials

9. Cañadas, L. (2021). Contribution of formative assessment for developing teaching competences in teacher education. *European Journal of Teacher Education*, 46(3), 516–532. <https://doi.org/10.1080/02619768.2021.1950684>

Abstract: The employment of formative assessment during teacher education contributes to the development of competencies of future educators and promotes their assessment competence. Thus, the aim of this research is to explore graduates working as teachers and their impressions about the assessment practices during teacher education and how they contribute to competence development; it also aims to analyse university teachers' subjective beliefs about this process as a basis for recommendations regarding its use during this period. We examined four Spanish graduates teaching in primary and secondary schools and three university teachers. Information was collected through semi-structured interviews, non-participant observations, and documentary analysis. We found that formative assessment during teacher education will contribute to the development of teaching competences if it is performed with clear criteria known to students and evidence is collected throughout the training period, giving proper feedback on the students' performance and promoting their participation in the assessment process.

Keywords: Formative assessment, teacher education, teaching, competences

10. Klassen, R. M., Granger, H., & Bardach, L. (2021). Attracting prospective STEM teachers using realistic job previews: a mixed methods study. *European Journal of Teacher Education*, 46(3), 533–555. <https://doi.org/10.1080/02619768.2021.1931110>

Abstract: The purpose of this article is to report the development and implementation of a STEM teacher attraction intervention based on person-environment (and person-vocation) fit theory. Study 1 reports the administration of a 'realistic job preview' (RJP) intervention requiring participant responses, followed by experienced teacher feedback and a tailored fit message to 111 university students in STEM-related fields. Results showed a significant relationship between RJP performance and interest in a teaching career, even after controlling for prior career intentions. Study 2 reports the results from individual interviews with 14 university students studying STEM-related subjects on the factors contributing to career-decision making, especially regarding

teaching as a career. The 16 codes were distilled into three themes: the role of personal reflection, critical influences on career decisions, and patterns of change. We conclude with suggestions for implementation of RJPs as a supplement to current attraction and recruitment approaches.

Keywords: Teacher recruitment, preservice teachers, teacher attraction, stem teachers, teaching workforce

INTERNATIONAL JOURNAL OF EDUCATIONAL RESEARCH

1. Rangarajan, R., Grove, C., Sharma, U., & Odier-Guedj, D. (2023). A tapestry of multiple perspectives: Contextualising inclusive education through the study of a rural government school in Uttarakhand, India. *International Journal of Educational Research*, 119, 102160. <https://doi.org/10.1016/j.ijer.2023.102160>

Abstract: This article presents the multiple perspectives of school community members at a remote, rural government school in Uttarakhand, India, by using a strength-based participatory and multiple perspectives approach. By incorporating the capability approach and intersectionality to conceptualise inclusive education, qualitative data were generated with ten students using photographs/drawings/writings, and seven parents, three teachers, and one school leader using in-depth interviews. Reflexive Thematic Analysis helped construct the participants' shared beliefs in the value of schooling, the development of diverse valued capabilities, the role of teachers as agents of social justice, and school as an equalising space. Simultaneously, adverse conditions of teaching and learning were identified that posed significant risks in the creation of inclusive and equitable educational opportunities at the school.

2. Diwakar, V. (2023). Learning outcomes amidst violent conflict and poverty in India. *International Journal of Educational Research*, 119, 102159. <https://doi.org/10.1016/j.ijer.2023.102159>

Abstract: This paper investigates the relationship between violent conflict, poverty dynamics and learning outcomes in India. Generalized ordered logistic regressions indicate that Naxal violence is associated with lower outcomes in basic literacy and numeracy, though with variations by gender and poverty trajectory. Mixed methods data, involving panel analysis alongside in-depth interviews in conflict-affected areas, point to supply- and demand-side constraints especially for children in impoverished households. Harassment of girls increased school absence, while interactions with Naxals when travelling to school prompted many boys to stay in hostels during holidays thus limiting absences. Conflict also modified teacher incentives. Understanding how conflict affects acquisition of basic skills is critical in contributing to policies better tailored for marginalised girls and boys.

Keywords: Armed conflict, Education, Learning, Poverty, Gender, India

3. Hermansen, H., & Mausethagen, S. (2023). Beyond the research–practice gap: Constructing epistemic relations in teacher education. *International Journal of Educational Research*, 119, 102171. <https://doi.org/10.1016/j.ijer.2023.102171>

Abstract: This article is a conceptual contribution to the research literature on the relations between research and professional practice in teacher education. In many countries, policymakers and practitioners emphasise the need for teacher education to be both research based and professionally relevant. However, limited conceptual attention has been given to the epistemic interrelationships between research-based knowledge and professional practice. We introduce the concept of *epistemic relations* to examine how such interrelationships can be understood. We adopt a social-practice based perspective on knowledge to analytically delineate three aspects

of epistemic relations: relations between different knowledge resources, relations between different processes of knowledge generation, and the implications of epistemic relations for student teachers' learning. We conclude by discussing pedagogical implications for teacher education.

Keywords: Teacher education, Knowledge relations, Professional knowledge, Research use, Research-based teacher education

4. Piipponen, O. (2023). Students' perceptions of meaningful intercultural encounters and long-term learning from a school story exchange. *International Journal of Educational Research*, 119, 102169. <https://doi.org/10.1016/j.ijer.2023.102169>

Abstract: Rarely classroom-based intercultural exchange projects examine the meaningfulness of students' encountering experiences in the long term. This article describes a follow-up interview study, which happened 3 or 4 years after these international school students (aged 13–15) had participated in an intercultural Storycrafting exchange in fifth grade. The theoretical background draws from Dewey's experiential learning, studies of children's perspectives and theories of interculturality. Semi-structured interviews were conducted individually or in small groups, according to the students' preferences. The interview method was designed to value the students' perspectives and to stimulate remembering. The students described their meaningful intercultural encounters as communal, connected to cultural repertoires, affective and reciprocal. The students perceived that the story exchange had in the long term enabled personal growth, communal growth and learning to encounter others. The study offers insights for developing theory around children's intercultural learning, as current models are typically based on adult learners.

Keywords: Intercultural encounters, Social remembering, Studies of children's perspectives, Communality, Story crafting

5. Hakkarainen, A., Cordier, R., Parsons, L., Yoon, S., Laine, A., Aunio, P., & Speyer, R. (2023). A systematic review of functional numeracy measures for 9–12 -year-olds: Validity and reliability evidence. *International Journal of Educational Research*, 119, 102172. <https://doi.org/10.1016/j.ijer.2023.102172>

Abstract: This systematic review aimed to summarize the characteristics and the measurement properties of functional numeracy measures developed for use by teachers among 9–12-year-old children with or without mathematical learning difficulties. A systematic search from five databases was conducted based on pre-defined criteria. PRISMA guidelines were followed for reporting the results. The terminology and classification of measurement properties adopted by the COSMIN taxonomy was used. Twenty-one studies of 18 measures met the inclusion criteria. Most of the identified measures did not report on several measurement properties due to incomplete or missing psychometric data. Knowledge of Mathematical Equivalence, BNPT, and MCS showed most promise based on the completeness of reporting measurement properties. Further validation is needed for all the included measures.

Keywords: Functional numeracy, Assessment, Validity, Reliability, Mathematical learning difficulties, COSMIN taxonomy

6. Madigan, D. J., Kim, L., Glandorf, H. L., & Kavanagh, O. (2023). Teacher burnout and physical health: A systematic review. *International Journal of Educational Research*, 119, 102173. <https://doi.org/10.1016/j.ijer.2023.102173>

Abstract: Teachers are at risk of many negative physical health consequences. The high levels of burnout in the teaching profession may be one of the reasons why this is the case. We tested this idea by providing the first systematic review of the association between teacher burnout and physical health. We found 21 relevant studies including 5267 teachers. The findings showed that teacher burnout was consistently associated with somatic complaints (e.g., headaches), illnesses (e.g., gastroenteritis), voice disorders, and biomarkers of hypothalamic-pituitary-adrenal-axis dysregulation (cortisol) and inflammation (cytokines). Future work in this area would benefit from a greater focus on integrating and testing theory. Nevertheless, the findings suggest that burnout may be a factor underpinning the development of physical ill-health in teachers.

Keywords: Burnout, Health, Exhaustion, Teachers, Illness

7. Allen, E. C., Masonheimer, A. T., & Wolters, C. A. (2023). Do dispositional motivational beliefs predict self-regulated learning strategies? An examination of willpower beliefs. *International Journal of Educational Research*, 119, 102174. <https://doi.org/10.1016/j.ijer.2023.102174>

Abstract: The purpose of this study was to examine willpower beliefs as a predictor of a more expansive set of self-regulated learning (SRL) strategies, and to expand knowledge on relations between dispositional motivational beliefs and SRL. We examined these relations while accounting for more established SRL precursors: mindset and self-efficacy for self-regulated learning (SESRL). Our sample included 281 college students in an educational psychology course. Hierarchical linear regression analyses were conducted for several regulatory areas and supported previous findings related to mindset and SESRL. Our findings indicated that willpower beliefs were positively related to students' self-reported engagement with cognitive, motivation, and contextual regulation strategies. This study has implications for willpower as a point of intervention for increasing students' engagement in SRL.

8. Glassow, L. N., Franck, E., & Hansen, K. Y. (2023). Institutional characteristics moderating the relationship between classroom socioeconomic composition and teacher qualifications: Evidence from 46 education systems in TALIS 2018. *International Journal of Educational Research*, 119, 102170. <https://doi.org/10.1016/j.ijer.2023.102170>

Abstract: This study investigates the extent of inequitable teacher sorting across educational systems as well as relevant institutional correlates. We use data from the OECD TALIS study from 2018 with a total participating 144,316 teachers, 9063 schools across 46 education systems. We first estimate the relationship between classroom socioeconomic composition and teacher qualifications within each

participating educational system. Next, using a three-level hierarchical generalized linear model, we examine whether the relationship between classroom socioeconomic composition and teacher qualifications varies as a function of institutional features via a random slope regressed on school system-level stratification, accountability, autonomy, and competition, controlling for national levels of economic development and teacher shortages. Results show that cross-classroom sorting by specialization is more prominent in more economically developed systems. Between-school tracking, performance-data based school accountability as well as higher levels of school autonomy over staffing and school competition were associated with more pronounced socioeconomic teacher sorting, but the results show that institutional determinants do not generalize easily across different measurements of teacher competence or sorting across schools.

Keywords: TALIS 2018, Teacher sorting, Cross-national comparison, Educational policy

9. Chudgar, A., & Chavda, J. (2023). Listening to youth voices: Text analysis of youth essays about their communities and concerns. *International Journal of Educational Research*, 119, 102176. <https://doi.org/10.1016/j.ijer.2023.102176>

Abstract: As a demographic, youth (defined by the United Nations as persons aged 15–24 years) are receiving increasing attention in national and global discourses. While attention to youth is welcome and overdue, scholars have argued that the depiction of youth struggles and the portrayal of youth's potential can be incomplete and lacking in nuances. Literature dedicated to uplifting youth voices has challenged and complicated the linear narratives of national and global discourses in helpful ways. In this paper, using a unique dataset of more than 750 youth essays from more than 20 African nations, elements of natural language processing and qualitative insights from youth essays we contribute to this literature that centers youth voices to understand their circumstances. Our analysis reveals the thoughtful and complex ways youth make sense of their worlds and engage with issues they consider most pressing. It shows how youth navigate the dichotomy of their increasingly globalized lives while maintaining a keen connection with their local realities. Our analysis with a particular focus on education also highlights the significant concerns on young people's minds, which overlap with but also extend beyond national and global discourses. The clearest mismatch between concerns most prominent in young people's minds and the research and policy discourse surrounds the issue of “school affordability”. We discuss these findings which underscore the importance of listening to youth voices.

10. Heron, M., Gravett, K., & Ahmad, A. (2023). Doctoral literacy practices as sites of connections, competition and discomfort. *International Journal of Educational Research*, 119, 102175. <https://doi.org/10.1016/j.ijer.2023.102175>

Abstract: Due to a changing higher education sector, doctoral literacies are evolving. Students are increasingly expected to navigate a diverse range of literacy practices beyond the traditional monograph. Engaging ideas from the fields of Academic Literacies and New Literacy Studies, this study sought to explore what doctoral literacy practices students are engaged in and how these are acquired. Findings revealed that whilst some students maximised opportunities for making material and

relational connections, others experienced unfamiliarity and discomfort due to the often tacit expectations of doctoral literacy practices. The contributions of this paper lie in the surfacing the range of doctoral literacy practices and highlighting the need for the doctoral community to make doctoral literacy practices visible and familiar.

Keywords: Doctoral literacy practices, Connections, Competition, Discomfort, Tacit

11. Quintana, R. (2023). From single attitudes to belief systems: Examining the centrality of STEM attitudes using belief network analysis. *International Journal of Educational Research*, 119, 102179. <https://doi.org/10.1016/j.ijer.2023.102179>

Abstract: Many achievement and motivation theories claim that a specific set of beliefs, interests or values plays a central role in determining career choice and behavior. In order to investigate how attitudes determine behaviors, researchers generally investigate each attitude in isolation. This article argues that studying belief systems rather than single attitudes has several explanatory advantages. In particular, a system-level approach can provide clear definitions and measures of attitude importance. Using a nationally representative sample of 13,283 9th graders and measures of 136 STEM-related attitudes, I implement a belief network analysis to investigate which attitudes are most influential in determining STEM career choice. The results suggest that identity beliefs, educational expectations and ability-related beliefs play central roles in individuals' belief systems.

Keywords: STEM, Attitudes, Belief systems, Networks, Causal discovery

12. González-Mendiondo, L., & Moyano, N. (2023). Teachers dealing with non-conformity: Development of the attitudes toward childhood gender identity questionnaire for educational settings. *International Journal of Educational Research*, 119, 102178. <https://doi.org/10.1016/j.ijer.2023.102178>

Abstract: Valid and reliable measures to evaluate teachers' attitudes towards transgender and gender nonconforming students are lacking. Therefore, we developed the *Attitudes toward Childhood Gender Identity Questionnaire for Teachers* (ACGIQ-T). We analyzed data from 358 Spanish teachers (84.5% women). A CFA supported a 13-item version of the questionnaire with three factors (71% of the variance explained): Cross-gender roles in leisure/friendship; Cross-gender-typical behaviors and Cross-gender feelings/expressions. Cronbach's alpha values were over 0.82. Regarding concurrent validity, women and feminine individuals were more likely to approve cross-gender behaviors. Associations of ACGIQ-T factors with other non-conformity roles were found, and the perception of cross-gender behaviors as problematic was associated with willingness to facilitate transitions of children and adolescents. Implications for the educational field are discussed.

Keywords: Transgender, Gender identity, Gender roles, Teacher attitudes, Validation

13. Caspersen, J., & Smeby, J. (2023). Research-based teacher education in Norway – a longitudinal perspective. *International Journal of Educational Research*, 119, 102177. <https://doi.org/10.1016/j.ijer.2023.102177>

Abstract: Research has been highlighted as a key dimension in the development of teacher education quality. However, there are different understandings of how research is and should be linked to teacher educators' competence. We examine changes in teacher educators' attitudes towards research-based teacher education in Norway by comparing results from 2008 with those from 2021. Teacher educators' attitudes have changed towards a more research-positive approach. The changes are to some extent related to more research-experienced staff, but the positive attitudes towards research-based teacher education seem also to be a matter of culture and teacher identity.

14. Rodríguez, R. S., Gracia, E. P., Puño-Quispe, L., & Hurtado-Mazeyra, A. (2023). Quality and equity in the Peruvian education system: Do they progress similarly? *International Journal of Educational Research*, 119, 102183. <https://doi.org/10.1016/j.ijer.2023.102183>

Abstract: This study aims to understand the relationship between quality and equity in different regions of Peru. The academic results of students in Language and Mathematics in the second and fourth years of Primary Education from 2007 to 2018 were analysed. The results indicate improvements in the scores and a more homogeneous result distribution in the country, and show that area, poverty index, investment in education, permanence, and enrollment rates affect academic results and the coefficient of variation, and that the latter is also affected by subject and GDP. Lower scores are attributed to rural areas, with public centres presenting the greatest inequalities. Finally, slight increases in the socioeconomic index of families with fewer resources have an effect on score improvement.

Keywords: Socioeconomic status, Primary education, Student achievement, Equity, equal education, Educational quality

15. Jandrić, P. (2023). Postdigital human capital. *International Journal of Educational Research*, 119, 102182. <https://doi.org/10.1016/j.ijer.2023.102182>

Abstract: This paper introduces some basic questions related to relationships between human beings, technologies, and employment. It identifies three common assumptions in theories of human capital and artificial intelligences: to human-technology relationships, control, and technological determinism. It explores some Bordieuan implications and shows Bourdieu's relevance for theories of postdigital human capital. The paper then shows that many traditional theories of human capital are mere approximations of their more complex postdigital counterparts. The conclusion argues that the struggle for productive and fulfilling human-technology relationships simultaneously takes place on a micro-level and on a macro-level. The paper concludes that postdigital theories of human capital can significantly contribute to this struggle, and points towards future research directions.

16. Wu, X., & Li, J. (2023). Becoming competent global educators: Pre-service teachers' global engagement and critical examination of human capital discourse in globalized contexts. *International Journal of Educational Research*, 119, 102181. <https://doi.org/10.1016/j.ijer.2023.102181>

Abstract: By investigating 28 pre-service teachers' learning in a comparative and international education course at a Chinese university, this case study examined how to foster teacher students' global competence, through their global engagement and critical dialogue with human capital discourse that focuses on measurement, competitiveness, and accountability for human capital building and quality. This study revealed that participants' motives, efforts, and capability in acquiring global competence were affected by global human capital discourse. Results suggest teacher education programs use critical sociocultural pedagogy to empower teacher candidates to be involved in global engagement, learning, and interaction, challenge human capital discourse at global and local levels, critically reflect on sustainable, humanistic, and moral educational goals and take actions, and become competent global educators.

17. D'Sa, N., Fontana, M. Z., Ariapa, M., Chandler, H., Nsubuga, E., & Richardson, E. D. (2023). "Well-being, that word is very wide": Understanding how teachers in Uganda define and navigate their occupational well-being. *International Journal of Educational Research*, 119, 102185. <https://doi.org/10.1016/j.ijer.2023.102185>

Abstract: Teachers in Uganda are overstretched and exhausted. Occupational well-being—how teachers feel and function—is associated with satisfaction and retention. Yet, we know little about what teacher well-being looks like in low-resource contexts. We worked with 148 Ugandan teachers to understand how they conceptualize well-being. They described well-being as economic, social, emotional, and physical health. Female teachers were more focused on displaying (over receiving) respect while teachers working with refugee children more frequently described the need for intrinsic motivation and training. We discuss not only the broader implications for understanding TWB in other low-resource and fragile contexts but also how interventions in Uganda need to focus on the interpersonal dynamics that are more proximal to teachers' lived experiences.

18. Romijn, B. R., Slot, P., & Leseman, P. (2023). Organization hybridity in the Dutch early childhood education and care system: Organization logic in relation to quality and inclusion. *International Journal of Educational Research*, 119, 102180. <https://doi.org/10.1016/j.ijer.2023.102180>

Abstract: This article investigates whether differences in quality and inclusion in a hybrid ECEC system can be explained by organization logics. Based on nationally representative data from 136 Dutch ECEC centers, we used a configurational approach to cluster organizations in three different types based on structural and cultural characteristics: engaged professional organizations, commercial service-oriented corporations and traditional bureaucratic organizations. Results indicated that engaged professional organizations outperform other organization types with regard to quality and inclusion. These organizations invest in professional development, are connected to local communities and express a clear social mission. These results add to the ongoing scientific and societal debate on the role of day care in major public tasks, such as reducing inequalities and preventing early education gaps.

Keywords: Quality Inclusion, Organization hybridity, Organization logic, Early childhood education and care, Configurational approach

19. Barenthien, J., Fiebranz, A., Todorova, M., Möller, K., & Steffensky, M. (2023). Development of professional vision and pedagogical content knowledge during initial teacher education. *International Journal of Educational Research*, 119, 102186. <https://doi.org/10.1016/j.ijer.2023.102186>

Abstract: Teachers' pedagogical content knowledge (PCK) and professional vision (PV) are assumed to influence instructional quality. However, little is known about the development of these competences and their interplay, particularly in elementary science education. Therefore, this longitudinal study investigates the development of PCK and PV elementary science during initial teacher education in Germany and the interplay of both developments. We examined 99 preservice teachers over three years, including their master's degree program at university and a mainly practical induction phase in school. Results indicate that PCK and PV increased during the university phase. In the induction phase, PCK slightly decreased whereas the development of PV stagnated. Although the developments of PCK and PV were related in both phases, the correlation at university phase was stronger.

20. Maynard, A., Symonds, J., & Blue, T. (2023). Adolescent social innovation education: A scoping review. *International Journal of Educational Research*, 119, 102184. <https://doi.org/10.1016/j.ijer.2023.102184>

Abstract: Social innovation education (SIE) is a student-led collaborative process of creating and initiating unique solutions to social issues. Though established from evidence around service and civic education, limited research looks specifically at SIE and the impact of creating student-led tangible social change project in adolescence. Using the Arksey and O'Malley framework we scoped studies that evaluated programmes for adolescents that met the qualities of SIE. Eighteen studies were identified, evaluating 17 different programmes. Programme delivery methods were flexible across length, setting, age, facilitator, and techniques, with 13 programmes utilising stages to map the process. The most frequent programme outcomes researched were skill development, civic engagement and commitment, and social and civic responsibility. Further programme characteristics and outcomes are discussed.

Keywords: Social innovation education, Scoping review, Adolescence, Educational programming, Wellbeing

21. Cheng, E. H., Kam, C. C. S., & Cui, T. (2023). Revisiting grit: How much does it overlap with resilience? *International Journal of Educational Research*, 119, 102187. <https://doi.org/10.1016/j.ijer.2023.102187>

Abstract: Based on similarities in the theoretical and operational definitions, the current investigation proposes that one component of grit (perseverance of effort) and resilience are the same construct while another component (consistency of interest) and resilience are not. Both hypotheses were supported in two empirical investigations among Chinese students. Perseverance of effort and resilience showed unidimensionality due to their nearly perfect correlations and similar correlations with external variables. Consistency of interest and resilience only had a weaker correlation with each other and their correlations with external variables were not similar. Future research may consider integrating the theories and the research effort related to grit and resilience.

22. Deehan, J., & MacDonald, A. (2023). “What’s the Big Idea?”: A qualitative analysis of the big ideas of primary science teachers. *International Journal of Educational Research*, 119, 102189. <https://doi.org/10.1016/j.ijer.2023.102189>

Abstract: Big Ideas are an emerging area of research that afford insight into how teachers conceptualise their practices. This research aims to investigate the science Big Ideas of a sample of 40 Australian primary teachers. Participants articulated their science Big Ideas through interviews and/or online surveys. An a priori qualitative analysis utilising Harlen's “Big Ideas about and of Science” was supplemented with emergent thematic analysis. Participants’ ideas about science (i.e. the nature of science) were considerably more developed than their ideas of science (i.e. science content knowledge). The teachers’ emphasis on scientific literacy aligns with current research.

JOURNAL OF APPLIED DEVELOPMENTAL PSYCHOLOGY

1. Davis, A. L., & McQuillin, S. D. (2023). Exploring changes in the teacher-child relationship and children's educational expectations. *Journal of Applied Developmental Psychology*, 87, 101564. <https://doi.org/10.1016/j.appdev.2023.101564>

Abstract: Supportive relationships between children and teachers contribute to children's academic success and social-emotional development (e.g., self-efficacy). However, it is unclear how changes in these relationships might translate to changes in educational expectations. In this study, we used data from the National Longitudinal Study of Adolescent to Adult Health (Add Health; $N = 20,745$) to test how changes in relationship closeness relate to children's expectations for their future educational achievement, as well as how this association differs based on parental expectations, socioeconomic status, and academic aptitude. Cross-lagged regression models indicated that changes in teacher-child closeness positively relate to changes in child educational expectations; multi-group analyses reflect that this association is strongest for children whose parents hold low expectations and for those with lower levels of academic aptitude. We discuss implications for promoting positive academic and social-emotional development within school settings.

2. Zou, X., Xiao, Z., Xie, W., & Xiao, N. (2023). Cross-lagged associations between father-child numeracy activities and very young children's number competence. *Journal of Applied Developmental Psychology*, 87, 101567. <https://doi.org/10.1016/j.appdev.2023.101567>

Abstract: Utilizing a sample of 109 young Chinese children who were followed up from the end of their nursery programs (Time 1 [T1]; age: $M \pm SD = 38.01 \pm 2.68$ months) to the beginning of their preschool programs (Time 2 [T2]), this study examined the reciprocal relation between father-child math activities and children's numerical ability. The results demonstrated that children's numerical ability at T1 negatively predicted the frequency of father-child number-skill activities and number-book activities at T2, but these predictions were only significant among girls. The frequency of father-child number-application activities at T1 positively predicted children's numerical ability at T2, but these predictions were only significant among boys. The findings highlight the significance of father-child number-application activities for boys' math learning. They also underline the possibility of fathers' participation in number-skill activities and number-book activities to remedy girls' limited numerical ability.

3. Kim, Y., Li, T., Kim, H., Oh, W., & Wang, Z. (2023). Socioeconomic status and school adjustment trajectories among academically at-risk students: The mediating role of parental school-based involvement. *Journal of Applied Developmental Psychology*, 87, 101561. <https://doi.org/10.1016/j.appdev.2023.101561>

Abstract: This study examined whether and how parental school-based involvement mediated the effect of early family socioeconomic status (SES) on the development of four dimensions of school adjustment, namely academic achievement, classroom engagement, teacher-student relationship, and peer relationship. Latent growth modeling and longitudinal mediation analyses were conducted with a sample of 784

academically at-risk students from Grades 1 to 5. Results revealed that higher SES predicted higher levels of each of the four dimensions of school adjustment in Grade 1, effects that were mediated by Grade 1 parental school-based involvement. SES did not predict growth in parental involvement and school adjustment outcomes. These findings highlight the negative cascading processes by which low SES predicts low parental school-based involvement in early elementary school, which heightens the developmental risks in school adjustment in both the academic and social domains in academically at-risk students.

4. Rumper, B., Frechette, E., Jeon, S., & Greenfield, D. B. (2023). Spanish-English dual language learners' bilingual profiles: Executive function and developmental outcomes. *Journal of Applied Developmental Psychology*, 87, 101565. <https://doi.org/10.1016/j.appdev.2023.101565>

Abstract: The current study took a strengths-based person-centered approach in examining academic and social-emotional outcomes of Spanish-English Dual Language Learning (DLL) children enrolled in Head Start. The study sample includes a total of 392 Hispanic Spanish-English DLLs (49% girls) between the ages of three and five. Latent profile analyses revealed that four groups of differing levels of bilingual proficiency existed (i.e., Emergent Bilingual, English Dominant, Spanish Dominant, and Proficient Bilingual). Overall, groups with higher language proficiency scored higher on executive functioning (EF), academic, and social-emotional outcomes. There were no differences between English and Spanish Dominant children's performance. Academic and social-emotional scores differed by profile through EF. Findings demonstrate the importance of supporting both languages as proficiency and EF were related and associated with other outcomes. Finally, given the associations found in the current study, EF appears to be a critical skill for young DLL children's academic and social-emotional development.

5. Babik, I., Cunha, A. B., Choi, D., Koziol, N. A., Hsu, L., Harbourne, R. T., Dusing, S. C., McCoy, S. W., Bovaird, J. A., Willett, S. L., & Lobo, M. A. (2023). Socioeconomic status and home affordances moderate effects of motor delay and intervention. *Journal of Applied Developmental Psychology*, 87, 101563. <https://doi.org/10.1016/j.appdev.2023.101563>

Abstract: This study explored effects of socioeconomic status (SES) and home affordances on motor, language, and cognitive development in children with motor delays; it also tested whether SES and home affordances moderate the effect of the novel START-Play early intervention or motor delay severity on development. Participants were 112 children (64 males, 36.6% low SES) with motor delays tested longitudinally across 12 months (baseline age: *Mean* = 10.80, *SD* = 2.59 months). The results showed that more advanced motor, language, and cognitive development of children with motor delays is associated with high SES and enriched home affordances. Importantly, SES and home affordances moderated the effect of both intervention and motor delay severity on children's development. These results suggest that the effectiveness of early intervention programs may be enhanced and the negative impact of risk factors (i.e., motor delays) on children's global development could be considerably alleviated through environmental supports that increase SES and home affordances.

6. Park, Y. W., & Gentzler, A. L. (2023). Parenting and courage: Exploring the mediating role of self-esteem and emotion regulation among adolescents. *Journal of Applied Developmental Psychology*, 87, 101558. <https://doi.org/10.1016/j.appdev.2023.101558>

Abstract: With adolescence being a period for potential challenges but also positive growth, courage can aid adolescents in rising to some of these challenges. Yet few studies have investigated predictors and mechanisms of courage. The present study examined how three parenting constructs (attachment, autonomy support, and helicopter parenting) predict courage and if self-esteem or emotion regulation serve as mediators. The present study assessed predictors at Time 1 and courage at one-year follow-up. The sample included 203 American adolescents (51.7% girls, 14–15 year olds). Results suggested that relations between several parental variables (anxious attachment to parents, avoidant attachment to fathers, autonomy support of parents) and adolescent courage were mediated by self-esteem. In addition, cognitive reappraisal mediated associations between two mother-related variables (avoidant attachment, helicopter parenting) and courage. Findings contribute to the limited empirical research on adolescents' development of courage.

7. Li, K., Zhang, J., Wu, Z., & Zheng, Y. (2023). Intelligence mindset in Chinese children: The role of parental praise and autonomy support. *Journal of Applied Developmental Psychology*, 87, 101555. <https://doi.org/10.1016/j.appdev.2023.101555>

Abstract: This study examined the relations between intelligence mindset, parenting practices, and academic performance in Chinese children. Specifically, we explored how caregivers' mindset was linked to their children's mindset through the use of praise and autonomy support. A sample of 330 Chinese children (Mage = 9.3, 6.6–12.3 years old, 51.5% female) and their caregivers (65% mothers) was recruited for this study. Results from structural equation modeling revealed that caregivers' mindset as reported by children was indirectly linked to children's self-reported mindset through the interaction between caregivers' self-reported praise and autonomy support. Additionally, children's fixed mindset was inversely linked to their math and Chinese grades. These findings suggest that promoting parents' growth mindset and increasing parenting practices of praise and autonomy support may help increase children's growth mindset and academic performance. Overall, our study highlights the additive and interactive role of caregivers' praise and autonomy support in the familial link between caregivers' and children's intelligence mindsets, and provides practical implications for interventions.

8. Viana, K. M. P., Zambrana, I. M., Bølstad, E., & Pons, F. (2023). “Are we both right?” relations between theory of mind and epistemic humility in dyadic cooperative problem-solving in 5- to 9-year-old children. *Journal of Applied Developmental Psychology*, 87, 101548. <https://doi.org/10.1016/j.appdev.2023.101548>

Abstract: The current study addresses the question of the relation between ToM and children's epistemic humility - the tendency to acknowledge the limitations of one's knowledge while being open to another's input during socio-cognitive conflict regulation - in a cooperative problem-solving context. Sixty-four boys and girls between the ages of 5 to 9 years (32 same-gender dyads) were tested for their ToM with the Theory of Mind Test (TMT) and The Test of Emotion Comprehension

(TEC), and for their epistemic humility through an analysis of their spontaneous verbal interactions during the resolution of a dyadic spatial transformation task. The results showed that children with higher levels of ToM more frequently showed more epistemic humility when faced with conflicting ideas, even when age was taken into account. The results are discussed in terms of the processes underlying socio-cognitive conflict regulation in peer cooperation and their educational implications.

9. Kelm, M. R., Diercks, C. M., Dunning, E. D., & Lunkenheimer, E. (2023). Parental working memory buffers associations between COVID-19 hardships and child mental health. *Journal of Applied Developmental Psychology*, 87, 101559. <https://doi.org/10.1016/j.appdev.2023.101559>

Abstract: The coronavirus (COVID-19) pandemic has impaired young children's mental health, underscoring the need for research on protective factors. Using a cross-sectional design, we examined whether parental working memory (WM) buffered relations between COVID-19 hardships (home-life, economic, and quarantine) and child internalizing and externalizing symptoms. Female parents ($N = 339$; 83.19% White/Caucasian, 8.85% Black/African American, 3.54% Asian, 1.47% Native American, and 2.36% mixed race; 7.67% Hispanic/Latinx ethnicity) of children 2–5-years-old reported COVID-19 hardships and child internalizing and externalizing symptoms and completed a backward digit span task to measure WM. All types of COVID-19 hardships were positively related to child internalizing and externalizing symptoms. Higher parental WM weakened positive relations between all types of hardships and child internalizing symptoms, and between home-life and economic hardships and externalizing symptoms. Results suggest that parental WM, a malleable target for intervention, may buffer associations between the detrimental effects of COVID-19 and young children's mental health.

10. Eichengreen, A., Tsou, Y., Nasri, M., Van Klaveren, L., Li, B., Koutamanis, A., Baratchi, M., Blijd-Hoogewys, E., Kok, J. N., & Rieffe, C. (2023). Social connectedness at the playground before and after COVID-19 school closure. *Journal of Applied Developmental Psychology*, 87, 101562. <https://doi.org/10.1016/j.appdev.2023.101562>

Abstract: Social connectedness at school is crucial to children's development, yet very little is known about the way it has been affected by school closures during COVID-19 pandemic. We compared pre-post lockdown levels of social connectedness at a school playground in forty-three primary school-aged children, using wearable sensors, observations, peer nominations and self-reports. Upon school reopening, findings from sensors and peer nominations indicated increases in children's interaction time, network diversity and network centrality. Group observations indicated a decrease in no-play social interactions and an increase in children's involvement in social play. Explorative analyses did not reveal relations between changes in peer connectedness and pre-lockdown levels of peer connectedness or social contact during the lockdown period. Findings pointed at the role of recess in contributing to children's social well-being and the importance of attending to their social needs upon reopening.

11. Sosa-Hernandez, L., Aitken, C., Heintzman, S., Nilsen, E. S., & Henderson, H. A. (2023). Temperamental shyness and children's communicative behaviours in a goal-oriented task: A dyadic perspective. *Journal of Applied Developmental Psychology*, 87, 101566. <https://doi.org/10.1016/j.appdev.2023.101566>

Abstract: Communicative abilities play a crucial role in children's social success and, for shy children, protect against socio-emotional maladjustment. Despite communication being highly reciprocal, research on the dyadic influences of children's shyness on their own and their partner's communicative behaviours is limited. Addressing this gap, children ($M_{age} = 10.07$ years; $N = 338$) were paired with a same-sex and same-age, unfamiliar peer and completed two puzzle tasks wherein one child ("instructor") could only *see* the puzzle, while the other child ("listener") could only *move* the pieces. Children's communicative behaviours were observed, with children switching roles between trials. Shyer instructors verbalized fewer instructions and received less encouragement from listeners during puzzle one. During puzzle two, shy instructors verbalized fewer instructions and received *more* responses from listeners, while shy listeners verbalized less encouragement. Findings provide insight into how temperamental shyness influences interactions within a structured communicative setting.

12. Wang, Z., Wang, L., Miao, H., Yan, R., Shi, Y., Yuan, X., Wang, N., & Wang, F. (2023). Classroom climate and creativity: The indirect effect of autonomous motivation. *Journal of Applied Developmental Psychology*, 101556. <https://doi.org/10.1016/j.appdev.2023.101556>

Abstract: The present study investigated the association between classroom climate and creativity and the indirect effect of autonomous motivation. Senior high school students ($N = 472$) completed questionnaires measuring classroom climate and autonomous motivation and two tasks in the Torrance tests of creative thinking. Correlation analysis showed that dimensions of class climate were positively correlated with creativity, and autonomous motivation was also positively correlated with creativity. Structural equation modeling revealed that both the teacher-support and task-orientation dimensions of classroom climate showed indirect positive predictions for creativity through autonomous motivation. Our findings improve the understanding of the association between classroom climate and creativity and its indirect mechanism. Further, these results can inspire methods to cultivate creativity in school settings.

13. Yakov, P., Meiri, G., Yerushalmi, B., & Atzaba-Poria, N. (2023). Early childhood feeding disorders: Implications on adolescents' self-perception, BMI, and parental perception. *Journal of Applied Developmental Psychology*, 87, 101557. <https://doi.org/10.1016/j.appdev.2023.101557>

Abstract: This study investigated the self-perception of physical appearance among adolescents who were diagnosed with feeding disorder (FD) in toddlerhood, while considering both the physical (body mass index [BMI] scores) and subjective (parental perceptions) aspects of the children's weight. Families who participated in a study on toddlers diagnosed with FD ($N = 52$; 30 FD group) participated in a follow-up study during adolescence ($M_{age} = 13$ years, $SD = 1.9$; girls = 31). Parents reported their perceptions of their children's weight, adolescents reported their perceptions of

their physical appearance, and BMI scores were calculated. The FD group had lower BMI scores compared to the healthy control group (Cohen's $d = 0.71$). In addition, among the FD group, adolescent self-perception of physical appearance was related to parental perceptions of adolescent weight, rather than adolescent BMI score. These findings show that FD during toddlerhood has long-term implications on both a child's weight and a child's self-perception of physical appearance.

14. Strohmeier, D., & Wagner, P. (2023). Explaining the academic achievement gap of immigrant youth in Austria. *Journal of Applied Developmental Psychology*, 87, 101560. <https://doi.org/10.1016/j.appdev.2023.101560>

Abstract: Informed by a risk and resilience developmental perspective, this study tests individual, family and school level processes as potential explanations of the immigrant academic achievement gap. In total, 1155 adolescents (48% girls; 20% immigrants, 11–14 years) attending grades 5, 6, 7 and 8 in secondary schools participated. Controlling for gender, age, citizenship, country of birth, SES, and school type, immigrant adolescents had lower levels of academic achievement compared to non-immigrants. High levels of scholastic anxiety, low levels of scholastic self-concept, high levels of parental performance expectations, and high school performance expectations helped to explain these associations. In the full model, only scholastic anxiety and self-concept remained significant mediators. Recommendations are to implement positive and growth-oriented student-centred teaching styles to reduce the immigrant academic achievement gap.

15. Bukowski, W. M., & Ryan, A. M. (2023). Peer relationships and social issues: A call to action. *Journal of Applied Developmental Psychology*, 87, 101545. <https://doi.org/10.1016/j.appdev.2023.101545>

Abstract: This special issue serves as a “Call to Action.” It shows how research on peer relations can be used to expand our knowledge about critical social forces and concepts including race, socioeconomic status and inequality, culture, genders, refugee status. It poses a challenge to peer researchers. We can use our variables and methods to promote our understanding of what it means to grow up in particular social circumstances.

JOURNAL OF COUSELING PSYCHOLOGY

1. French, B. H., Neville, H. A., Lewis, J. A., Mosley, D. V., Adames, H. Y., & Chavez-Dueñas, N. Y. (2023). "We can create a better world for ourselves": Radical hope in communities of color. *Journal of Counseling Psychology*. <https://doi.org/10.1037/cou0000670>

Abstract: The negative impact of racism on Black, Indigenous, and People of Color's (BIPOC's) mental and physical health is well-documented. Research supports the critical role of personal hope as a buffer against despair and adverse health outcomes among BIPOC. However, there is a dearth of empirical research exploring the experiences of BIPOC's sense of collective hope. This study aimed to help fill this gap in the literature by extending Mosley et al.'s (2020) multidimensional psychological framework of radical hope via a qualitative study. Radical hope includes a collective motivation of hope for BIPOC communities to work toward a more egalitarian future. In this study, focus groups and interviews were conducted with 29 BIPOC adults, with and without mental health training, to explore participants' perceptions of radical hope. Seven interrelated themes were identified. Two core components and four themes aligned with and extended Mosley et al.'s (2020) framework: Collective Orientation, Faith and Agency, Resisting Racism, Embracing Racial Pride, Envisioning Possibilities, and Meaning Making and Purpose. We also identified a new theme, Valuing Self. Implications for clinical practice and research are discussed.

2. Pérez-Rojas, A. E., Bartholomew, T. T., Lockard, A. J., & Kocon, J. A. (2023). Psychotherapy outcomes with Latinx clients attending Hispanic-serving institutions and predominantly White institutions. *Journal of Counseling Psychology*, 70(4), 341–351. <https://doi.org/10.1037/cou0000669>

Abstract: In the present study, we used a large, national data set to examine psychotherapy outcomes from 9,515 Latinx clients seeking treatment in 71 college or university counseling centers in the United States, 13 of which were in Hispanic-serving institutions (HSIs) and 58 in predominantly White institutions (PWIs). We examined the hypothesis that Latinx clients in HSIs, compared to Latinx clients in PWIs, would experience greater relief in symptoms of depression, generalized anxiety, and academic distress over the course of psychotherapy. Results of multilevel modeling offered partial support for our hypothesis. Compared to their counterparts in PWIs, Latinx clients in HSIs were found to experience significantly greater relief in academic distress over the course of psychotherapy, but there were no significant differences between Latinx clients in HSIs and PWIs in terms of changes in depression or generalized anxiety over time. We offer recommendations for future research and discuss the practical implications of these findings.

3. Wang, S., & Santos, B. M. C. (2023). At the intersection of the model minority myth and antiblackness: From Asian American triangulation to recommendations for solidarity. *Journal of Counseling Psychology*, 70(4), 352–366. <https://doi.org/10.1037/cou0000662>

Abstract: Asian Americans are situated in a triangulated role in a black–white racial hierarchy designed to legitimize white supremacy (Kim, 1999). However, little is

known about the lived experiences of Asian American triangulation and even less so in the context of anti-Asian racism. The present study was initially designed to examine anti-Asian racism at the outset of the COVID-19 pandemic. Yet, in a sociopolitical climate described as a “racial reckoning,” our study evolved to capture the process of racial triangulation and the interplay of anti-Asian racism and antiblackness. Based on the online responses of 201 Asian Americans (from over 32 U.S. states), four themes emerged to showcase the ways in which Asian Americans suffered from and recapitulated racial oppression: (a) anti-Asian racism is overlooked in the black–white racial discourse, (b) anti-Asian racism is not taken seriously, (c) anti-Asian racism is also perpetrated by people of color (POC), and (d) anti-Asian racism is deprioritized in the presence of anti-Black racism. Regarding participant recommendations to combat anti-Asian racism, our second research question focused on areas of convergence with dismantling anti-Black racism. Two key themes emerged: (a) foster Asian American pan-ethnic solidarity and (b) build and strengthen cross-racial coalitions (POC solidarity and White allyship). Altogether, our study descriptively captured the process of racial triangulation to showcase the manifestation and recapitulation of anti-Asian racism and antiblackness. While Asian Americans suffered as victims and perpetrators of racial oppression, they also recognized the need to dismantle white supremacy with racial solidarity, coalition-building, and advocacy.

4. Liu, F., Chui, H., Wang, Y., & Chong, E. S. K. (2023). LGBQ affirmative practice and psychological well-being in China. *Journal of Counseling Psychology, 70*(4), 367–376. <https://doi.org/10.1037/cou0000672>

Abstract: Research has consistently shown the importance of affirmative practice when therapists work with lesbian, gay, bisexual, queer/questioning (LGBQ) clients. However, less is known about factors that may influence the extent to which clients benefit from affirmative practice. The present study intends to address this gap by examining whether LGBQ affirmative practice would be positively associated with psychological well-being, and whether individual factors including internalized homophobia (IH), reciprocal filial piety (RFP; providing care and support for parents based on affective bonding), and authoritarian filial piety (AFP; showing unconditional obedience to parents based on parental authority) would moderate this relationship. A total of 128 Chinese LGBQ clients (50% male, 38.3% female, and 11.7% nonbinary/gender queer; age: $M = 25.26$ years, $SD = 5.46$) from 21 provinces and regions completed the online survey. Results revealed that LGBQ affirmative practice was positively associated with psychological well-being after controlling for LGBQ clients’ pretherapy distress and therapists’ credibility. Such association was greater for LGBQ clients who had higher levels of IH and AFP, whereas such effect did not vary with RFP. This study provides preliminary empirical evidence for the effectiveness of LGBQ affirmative practice in psychological health among Chinese LGBQ clients. Moreover, LGBQ affirmative practice might be more helpful for LGBQ clients with higher IH and AFP. These findings implicate that Chinese counselors and therapists should engage in LGBQ affirmative practice when they work with LGBQ clients, especially for those who have high levels of IH and AFP.

5. Abbott, D. A., & Santiago, H. J. (2023). Rural atheists in the United States: A critical grounded theory investigation. *Journal of Counseling Psychology, 70*(4), 377–387. <https://doi.org/10.1037/cou0000671>

Abstract: The occurrence and impact of antiatheist stigma appear to differ based on the geography and religiousness of the communities in which atheists live (Frazer et al., 2020; Frost et al., 2022). However, few studies have examined the potentially unique experiences of atheists living in parts of the United States (U.S.) designated as rural. Using a critical, grounded theory approach, the present study interviewed 18 rural-residing atheists about their experiences including antiatheist discrimination, outness, and their psychological well-being. Qualitative interviews resulted in five core categories of responses: (a) Harm to Atheists Living in Rural Communities; (b) Anti-Atheist Stigma Complicates Relationships in Rural Communities; (c) Hiding Atheism as a Primary Strategy for Safety in Rural Communities, (d) Personal Advantages that Promote Health and Safety, and (e) Atheism as a Part of a Healthy and Tolerant Worldview. Participants described a heightened danger to their physical safety, a preference for identity concealment, and barriers to access to health-promoting resources like non-religion-affirming health care and community, particularly in the rural Southern United States. However, conversely, participants also described the health benefits of their nonreligious worldview in the context of the challenges of living as an atheist in a rural community. Implications for future research and recommendations for clinical practice are provided.

6. Bartholomew, T. T. (2023). A preliminary examination of therapist hope as a predictor of clients' distress over treatment. *Journal of Counseling Psychology*, 70(4), 388–395. <https://doi.org/10.1037/cou0000664>

Abstract: Therapist and client hope have both been conceptualized and empirically examined as factors that contribute to the reduction of clients' distress in treatment. That is, clients may come to therapy demoralized and without hope per Frank and Frank's contextual model of psychotherapy. Therapy can serve to increase their hope and thereby contribute to the reduction of distress; however, therapists also bring their own individual hope to the therapeutic process. Despite both parties contributing their hope as treatment factors, no research has yet simultaneously examined therapist and client hope. The purpose of this preliminary study was to test the relationships between therapist and client hope with the clients' distress to assess if these relationships hold when both perspectives are modeled. Naturalistic psychotherapy data from 99 clients receiving treatment in a community-serving, doctoral-training clinic were included. Multilevel modeling results indicated that therapist and client hope both significantly and negatively predict clients' distress over the course of treatment. Cross-lagged panel modeling demonstrated that therapists' hope predicted reductions in future sessions' psychological distress. Implications of these significant findings are discussed in connection with therapist and client factor literature, and future directions for the co-occurring examination of therapist and client hope are described.

7. Ahn, L. H., Hill, C. E., Gerstenblith, J. A., Hillman, J. W., Mui, V. W., Yetter, C., Anderson, T., & Kivlighan, D. M. (2023). Helping skills training: Outcomes and trainer effects. *Journal of Counseling Psychology*. <https://doi.org/10.1037/cou0000667>

Abstract: We studied whether counseling self-efficacy increases after taking a helping skills course as well as whether trainer (instructor) effects are associated with

postclass self-efficacy. We surveyed 551 undergraduate students and 27 trainers in helping skills courses across three semesters at one large mid-Atlantic U.S. public university. We found that students reported greater counseling self-efficacy after taking the course. In addition, trainers accounted for small but significant amount of the variance (7%) in changes in counseling self-efficacy. There was evidence that the instructors' authoritative teaching style but not their facilitative interpersonal skills were associated with increases in students' counseling self-efficacy. Implications for helping skills training are discussed.

8. Demmerle, C., Gellert, P., & Kessler, E. (2023). Psychotherapists' experiences providing at-home psychotherapy for home-living older adults with long-term care needs and depression. *Journal of Counseling Psychology*, 70(4), 403–414. <https://doi.org/10.1037/cou0000663>

Abstract: This study used qualitative methods to explore psychotherapists' experiences conducting at-home psychotherapy with older adults (60 + years) with long-term care needs and depression. We conducted semistructured interviews with 16 female psychotherapists (26–70 years old) who delivered at-home cognitive behavioral therapy to home-living older adults with long-term care needs and depression. We additionally conducted 10 patient case studies. Using an adaption of the methodology of grounded theory, we iteratively developed a hierarchical model. Results showed that psychotherapists experienced three dilemmas: (a) pushing for change versus acknowledging limitations, (b) providing help versus maintaining boundaries, and (c) being a guest in the patient's home versus the host of a psychotherapy session. The absence of a shared understanding of therapy and confrontation with patients' existential suffering intensified the experience of the dilemmas. The dilemmas generated professional self-doubt and negative emotions, which in turn triggered a reflexive process and ultimately participants' professional development. Participants found a way to integrate drives initially perceived as mutually exclusive, and further developed their professional self-image and therapeutic techniques. We interpret the dilemmas as reflecting difficulty reconciling the “curing” and “caring” treatment paradigms. Practice and support managing the three dilemmas along with reflection on the curing paradigm, views on old age, and fear of existential suffering should be part of qualifications for psychotherapists working with older adults in need of care. Cooperating with other care providers may relieve the pressure on psychotherapists to provide forms of support that could lead to overburden and impede therapeutic progress.

9. Zhang, Q., & Tsai, W. (2023). Gratitude and psychological distress among first-year college students: The mediating roles of perceived social support and support provision. *Journal of Counseling Psychology*, 70(4), 415–423. <https://doi.org/10.1037/cou0000665>

Abstract: Universities and colleges in the United States implemented remote learning and restrictions on in-person social events during the Fall 2020 academic semester. These changes and restrictions, in addition to the other numerous negative impacts of COVID-19, can exacerbate the already stressful transition from high school to college. This transition is a key developmental period during which the complexity of interpersonal relationships and the risk of internalizing symptoms such as anxiety and depression increase. As such, the present study examined dispositional gratitude as a

protective factor against depressive symptoms and loneliness among a sample of first-year college students who began college during the peak of the COVID-19 pandemic. We also examined whether perceived social support and support provision mediated these relationships. Participants were 364 first-year college students who completed three online surveys during the 1st (T1), 7th (T2), and 14th (T3) weeks of the Fall 2020 academic semester. T1 gratitude was associated with lower T3 depressive symptoms and feelings of loneliness over time. These relationships were mediated by T2 perceived social support but not by T2 support provision. Implications of our findings are discussed.

10. Maghsoodi, A. H., Ruedas-Gracia, N., & Jiang, G. (2023). Measuring college belongingness: Structure and measurement of the Sense of Social Fit Scale. *Journal of Counseling Psychology, 70*(4), 424–435. <https://doi.org/10.1037/cou0000668>

Abstract: Sense of belonging is theorized to be a fundamental human need and has been shown to have important implications in many domains of life, including academic achievement. The Sense of Social Fit scale (SSF; Walton & Cohen, 2007) is widely used to assess college belongingness, particularly to study differences in academic experiences along lines of gender and race. Despite its wide use, the instrument's latent factor structure and measurement invariance properties have not been reported in the published literature to date. Consequently, researchers regularly use subsets of the SSF's items without psychometric justification. Here, we explore and validate the SSF's factor structure and other psychometric properties, and we provide recommendations about how to score the measure. A one-factor model in Study 1 showed poor fit, and exploratory factor analyses extracted a four-factor solution. Study 2's confirmatory factor analyses demonstrated superior fit of a bifactor model with four specific factors (from Study 1) and one general factor. Ancillary analyses supported a total scale scoring method for the SSF and did not support computing raw subscale scores. We also tested the bifactor model's measurement invariance across gender and race, compared latent mean scores between groups, and established the model's criterion and concurrent validity. We discuss implications and suggestions for future research.

11. She, Z., Xi, J., Cooper, M., Norcross, J. C., & Di Malta, G. (2023). Validation of the Cooper–Norcross Inventory of Preferences (C-NIP) in Chinese lay clients and mental health professionals: Factor structure, measurement invariance, and scale differences. *Journal of Counseling Psychology, 70*(4), 436–447. <https://doi.org/10.1037/cou0000661>

Abstract: The Cooper–Norcross Inventory of Preferences (C-NIP) is one of the most widely used measures of psychotherapy preferences. However, its psychometric properties have not been examined in non-Western samples. Research on disparities between the preferences of mental health professionals and their clients is also limited. We evaluated the C-NIP's psychometric properties and measurement invariance in Chinese lay clients and mental health professionals and evaluated the latent mean differences between clients' and professionals' scores on the C-NIP's four scales (preference for therapist vs. client directiveness, emotional intensity vs. emotional reserve, past vs. present orientation, and warm support vs. focused challenge). This cross-sectional investigation involved 301 lay clients and 856 mental health professionals who completed the Chinese version of the C-NIP. Confirmatory

factor analysis (CFA) and exploratory structural equation modeling (ESEM) were used to examine the factor structure of the C-NIP. ESEM provided stronger evidence than CFA for the four-factor model in both samples. The four scales had adequate internal consistency in both the lay clients (α s = .68–.89) and the mental health professionals (α s = .70–.80). Partial scalar invariance was established across these two populations. Chinese mental health professionals preferred less therapist directiveness, past orientation, and warm support—but more emotional intensity—than Chinese lay clients (d s = 0.25–0.90). Culture-specific cutoff values (norms) to identify strong therapy preferences were established. This study supports the application of the C-NIP to non-Western populations and suggests that discrepancies between the preferences of lay clients and mental health professionals are a cross-cultural phenomenon.

JOURNAL OF CROSS-CULTURAL PSYCHOLOGY

1. Abattouy, O., Stevens, G. W. J. M., Walsh, S. D., & Davison, C. M. (2023). Family Support Differences between Immigrant and Non-Immigrant Adolescents across 30 countries: Examining the moderating role of cultural distance, culture of origin, and reception in receiving societies. *Journal of Cross-Cultural Psychology*, 54(4), 434–456. <https://doi.org/10.1177/00220221231169234>

Abstract: Differing theoretical indications suggest that immigrant adolescents' perceptions of family support will either be lower or higher than those of their non-immigrant peers. To unravel this inconsistency, current cross-national study examines family support differences between first- and second-generation immigrant and non-immigrant adolescents. It also investigates how these differences vary based on restrictive integration policies, anti-immigrant attitudes, and immigrant density in the receiving country, the obedience orientation of the origin country, and the cultural distance in obedience orientation between the origin- and receiving country. Cross-classified multilevel regression analyses were conducted on data from the 2017 to 2018 Health Behavior in School-aged Children survey with a national representative sample of adolescents from 178 origin countries in 30 receiving countries across Europe, Central Asia, and in Israel. Results revealed the variance in family support was small at the level of the origin country (0.73%) and the community (1.24%), while modest at the receiving country level (10.91%). Family support was slightly lower for adolescents of both immigrant generations compared with non-immigrant adolescents, with greater differences for first-than for second-generation immigrants (respectively $d = .16$ and $d = .02$). Differences in family support were unrelated to restrictive integration policies, anti-immigrant attitudes, immigrant density, or obedience orientation. However, family support for second-generation immigrant adolescents decreased more compared with non-immigrants when their cultural distance was greater. Concluding, immigrant adolescents' lower family support, may reflect their exposure to more stressors than non-immigrants. Cultural distance can amplify these stressors, thereby affecting family support for some immigrants more than others.

2. Morales, F. R., Hawkins, K., Gonzalez, D., Garcia, A., Patel, S. G., & Mercado, A. (2023). Strengths and resilience among Central American parents seeking asylum in the United States. *Journal of Cross-Cultural Psychology*, 002202212311710. <https://doi.org/10.1177/00220221231171083>

Abstract: This study examined the experiences of immigrant parents seeking asylum in the United States after recently fleeing the Northern Triangle region of Central America, attending both to the traumatic events and the strengths that mitigate this experience. The study employs a convergent parallel mixed-methods design to describe the experiences of 51 parents after being processed by U.S. immigration officials for seeking asylum. Quantitative analyses measured trauma exposure and psychological distress and posttraumatic stress symptoms, as well as religiosity, dispositional optimism, and perceived quality of life. Qualitative analyses examined migratory experiences more deeply. Quantitative findings suggest that participants displayed high levels of resilience as evidenced by the low endorsement of mental health symptoms associated with trauma despite high violence and trauma exposure. Qualitative analyses revealed two themes underscoring strengths that mitigated the

compounded trauma experienced by participants, including: (a) protective factors, and (b) plans for the future. In addition, several subthemes emerged within each of these broader themes. Qualitative findings highlight that asylum seekers come to the United States for the sake of their families, especially their children. Participants shared their desire to ensure the safety of their family and children and their hope of being better able to take care of them. These desires and hopes common among participants in our study not only motivated them to leave their home countries but also helped them to press forward in their journeys. Study results show that religiosity, hope, and optimism also played important roles in sustaining these immigrant parents during their journeys.

3. Schmidt, C. K., Cho, H. S., & Cheah, C. S. L. (2023). To be in harmony: Chinese American adolescents' and parents' bicultural integration during the COVID-19 pandemic. *Journal of Cross-Cultural Psychology*, 54(4), 475–489. <https://doi.org/10.1177/00220221231171062>

Abstract: Experiences of racial discrimination have been found to be associated with internalizing problems among ethnic–racial minority youth. However, mediating and moderating processes that might explain this association is less well understood. Thus, the present study aimed to examine whether Chinese American adolescents' bicultural identity integration harmony (BII-Harmony) mediated the association between their experiences of racial discrimination and internalizing behaviors. Furthermore, we examined the moderating role of their parents' BII-Harmony in this mediation model. Chinese American adolescents ($M_{\text{age}} = 13.9$ years; $SD = 2.3$; 48% female) reported their experiences of racial discrimination and BII-Harmony, and their parents ($M_{\text{age}} = 46.2$ years; $SD = 5.2$; 81% mothers) reported their BII-Harmony and their children's internalizing difficulties. Chinese American adolescents' racial discrimination experiences were negatively associated with BII-Harmony, and in turn, more internalizing problems, but only when their parents also reported low and mean levels of BII-Harmony.

4. Schlechter, P., Hellmann, J. H., Kamp, S., Echterhoff, G., Wanninger, K., Wagner, U., & Knausenberger, J. (2023). Improving attitudes toward psychotherapy in residents and Syrian refugees in Germany: An interview vignette Intervention study. *Journal of Cross-Cultural Psychology*, 54(4), 490–509. <https://doi.org/10.1177/00220221231171060>

Abstract: Syrian refugees underutilize mental health services in Western receiving countries, which is partly attributable to negative attitudes toward seeking professional psychological help (APPH) and denial of the need for psychological help (DNPH). Interventions tailored to culture-specific characteristics of Syrian refugees are needed. We tested an intervention that disseminated information about the benefits of psychotherapy via ostensible interview vignettes to 205 German residents and 187 Syrian refugees residing in Germany. We used a 2 (group: residents vs. refugees) \times 2 (source of information: ingroup vs. outgroup member) \times 2 (therapy content: skill training vs. emotion regulation) \times 2 (gender: women vs. men) between-participants design with the dependent variables APPH and DNPH. We measured adherence to masculine norms, support by religious faith, and distress disclosure as additional predictors. Refugees reported more negative APPH and higher DNPH than residents. Source of information and therapy content had no detectable effect. Men reported

more negative APPH and higher DNPH than women. Adherence to masculine norms emerged as the strongest predictor of APPH. Masculine norms and support by religious faith partly explained differences between refugees and residents in APPH and DNPH. Exploratory post hoc analyses with nonintervention samples of 182 Syrian refugees and 202 residents from a similar study indicated that Syrian refugees who received an intervention (vs. no intervention) reported more positive APPH. No such difference was found for residents. Disseminating information about psychotherapy could positively impact APPH/DNPH in refugees but needs to be tailored to their sociocultural context. We outline recommendations for further research.

5. Bartholomew, T. T., Par, B. T., & Zathang, J. C. M. (2023). The brain is not working (Thluak Rian A Tuan Lo): Perceptions of mental illness in a resettled Chin community. *Journal of Cross-Cultural Psychology*, 54(4), 510–526. <https://doi.org/10.1177/00220221231171347>

Abstract: For decades, violent conflict has caused forced displacement throughout Myanmar. Chin people, largely from the northwestern Chin state in Myanmar, have been subjected to this violence resulting in displacement and resettlement with refugee status for thousands of Chin people. Scholars have often endeavored to understand the psychological outcomes of displacement and resettlement, with empirical work often dedicated to the onset of posttraumatic stress, depression, anxiety, and other Western-defined constructs of mental illness being correlated with traumatic experiences. These endeavors fail to center cultural explanations of mental illness among specific cultural groups like the Chin. Therefore, we used a community-collaborative, grounded theory approach to interview Chin people ($N = 20$) resettled in the midwestern United States. Grounded theory analyses led to identification of two categories reflecting participants' explanatory models of mental illness: (a) The Brain is Not working and (b) Causal Beliefs of The Brain not Working. The first category has one subcategory (Symptoms of the Brain not Working) and the second category is separated into three subcategories: (a) Going Crazy, Being Born Like that, and Thinking too Much as Causes, (b) Religion as an Explanation, and (c) "Control Your Heart": Personal Responsibility and the Onset of Illness. These are discussed in light of the need to better understand cultural models of illness for Chin people with refugee status in contexts of resettlement. Specific attention is afforded to potential importance of this idiom of distress.

6. Santos, J. M., & Kawabata, Y. (2023). A path model of acculturation, enculturation, social connectedness, and mental health among Asian American/Pacific Islander immigrants. *Journal of Cross-Cultural Psychology*, 54(4), 527–543. <https://doi.org/10.1177/00220221231169219>

Abstract: The present study investigated the indirect effects of acculturation and enculturation on mental health problems (i.e., depression and social anxiety) through social connectedness (i.e., family-, peer-, university-, and neighborhood-connectedness) among Asian American/Pacific Islander (AAPI) immigrant emerging adults in Guam. Participants consisted of 235 (18–30 years old) AAPI immigrant emerging adult students. Online surveys were distributed that contained measures of acculturation and enculturation, family connectedness, peer connectedness, university connectedness, neighborhood connectedness, depression, and anxiety in the university

classes and via social media platforms. The results of a path analysis revealed indirect effects of acculturation on depression and anxiety through peer and university connectedness. Limitations, future studies, and the cultural and clinical implications of the findings are discussed.

JOURNAL OF ECONOMIC EDUCATION

1. Salas-Velasco, M. (2023). Economic and financial education for investment and financing decision-making in a graduate degree: Experimental evaluation of the effectiveness of two delivery methods. *Journal of Economic Education*, 54(3), 225–242. <https://doi.org/10.1080/00220485.2023.2191594>

Abstract: The author of this study offers new evidence on the effectiveness of chatbots as an instructional mode via a randomized controlled experiment in which college seniors were given online training on the convenience of pursuing a master’s degree and the suitability of taking out a graduate student loan. Two educational formats, a YouTube video and a Facebook chatbot, were used for delivering that training to the experimental subjects. Economic education improved the economic knowledge needed to calculate a master’s degree’s viability. The effectiveness of financial education in improving student loan debt literacy was also verified. The effectiveness of the chatbot-based learning was greater than that of the video format for providing economic education. Only the chatbot delivery method was effective in providing financial education.

Keywords: Chatbot, cost-benefit analysis, experiment, financial education, video

2. Freitas, K. (2022). Low-stakes writing in an active-learning classroom needs focus and feedback to be effective. *Journal of Economic Education*, 54(3), 243–255. <https://doi.org/10.1080/00220485.2022.2075505>

Abstract: Evidence suggests that active engagement with material as it is being taught improves learning. In-class multiple choice questions are a common way to introduce active learning. Low-stakes writing is another. The author of this article provides evidence that using a content-based low-stakes writing prompt with immediate group feedback during the lecture improves test performance relative to a multiple choice question covering the same content. Students with low CGPAs performed better on the midterm with the intervention, while higher-CGPA students performed better on writing assignments. Adding a traditional unfocused one-minute exit ticket to a class already using in-class problem-solving had a small but negative effect on student learning. This suggests that content-focused low-stakes writing with immediate feedback complements problem-solving in an active classroom.

Keywords: Active learning, low-stakes writing, one-minute paper

3. Staveley-O’Carroll, J., & Gai, Y. (2023). Adverse selection and risk pooling in the health insurance market: A classroom demonstration. *Journal of Economic Education*, 54(3), 256–266. <https://doi.org/10.1080/00220485.2023.2183919>

Abstract: The authors describe an asymmetric information demonstration that assigns students different probabilities of incurring healthcare expenses. In each round, students choose whether to purchase insurance; then, the instructor randomly determines who gets “sick.” After computing insurer profits, students help determine a new insurance price to maximize future profit. Within three rounds, students recognize that the provider always incurs losses from adverse selection, opening a discussion of market failures pertaining to health insurance and asymmetric

information. The experiment features idiosyncratic, but not systematic, risk as such; the same number of students get “sick” every round. Therefore, the instructor can straightforwardly demonstrate the benefits of risk pooling. The experiment is applicable to economic principles as well as intermediate courses in healthcare economics and microeconomic theory.

Keywords: Adverse selection, asymmetric information, classroom experiment, risk pooling

4. Ong, E., & Wong, T. I. (2023). Bringing the classroom to the real world: Field trips to marginalized neighborhoods. *Journal of Economic Education*, 54(3), 267–280. <https://doi.org/10.1080/00220485.2023.2200409>

Abstract: The authors incorporate experiential learning into three courses: Urban Economics, Labor Economics, and the Economics of Inequality. Students visit neighborhoods that, while geographically proximate, remain outside most students’ day-to-day experiences, such as a legal red-light district that is also home to low-wage immigrant workers and a public rental housing estate whose residents were recently relocated. These location-oriented field trips raise a confluence of themes, such as poverty and crime, that relate to and beyond the authors’ courses. Students’ written reflections provide evidence that they are able to: (i) identify economic concepts within the lived realities of communities; (ii) recognize the assumptions and validity of economic models; and (iii) contextualize and reevaluate the costs and benefits to the economic agents whom they model in the classroom.

Keywords: Community engagement, experiential learning, field trips, inequality, poverty

5. Cameron, M. P. (2023). Two models for illustrating the economics of media bias in a policy-oriented course. *Journal of Economic Education*, 54(3), 281–288. <https://doi.org/10.1080/00220485.2023.2183918>

Abstract: Media bias is an important and underexplored feature of the economics of information. In this article, the author outlines two models that can be used to illustrate media bias in a policy-oriented undergraduate economics or public policy course. The models rely on relatively simple and intuitive underlying assumptions and draw on related empirical research. They do not require extensive mathematical derivations, although the models can easily be extended for more mathematically-inclined students. The models are useful in linking economic theory and empirical research in a context that undergraduate students can relate to and in which they often have direct experience. The models also can be used to motivate a range of discussions on media and competition policy.

Keywords: Economics teaching, media bias, public policy

6. Chen, Z., Djalalova, F., Rothschild, C., & Hofmann, A. (2023). Teaching vaccines using internal-to-the-market externalities. *Journal of Economic Education*, 54(3), 289–300. <https://doi.org/10.1080/00220485.2023.2191597>

Abstract: Textbook models of externalities tacitly assume that those externalities fall upon individuals “outside” of the market. In many contexts—including common undergraduate examples—externalities fall “inside” the market instead. Positive externalities associated with vaccination, for instance, accrue to other individuals who would potentially demand vaccines and affect their willingness to pay. The authors describe an undergraduate-accessible alternative diagrammatic approach to such internal-to-the-market externalities, using vaccines as their through-running example. They illustrate their approach by applying it in a study of binding mandates for 100-percent-effective vaccines and show how it can be used to depict a striking (known) result that, compared to laissez-faire, such a mandate will *always* lower social welfare. They also discuss important real-world caveats to this result.

Keywords: Efficiency, undergraduate education, vaccination

7. Corey, J. E. (2023). The regulation dice game: Teaching the effects of entry barriers on wealth creation using an interactive class activity. *Journal of Economic Education*, 54(3), 301–326. <https://doi.org/10.1080/00220485.2023.2204851>

Abstract: There is a well-known connection between the barriers to entry created by an overburdensome regulatory climate and lower levels of productivity that create less economic growth. Many economics students are under the impression that regulations are designed to protect the workers and consumers as well as improve product quality, so they are often uninformed about the adverse effects of regulations and are sometimes reluctant to accept the idea that regulations such as occupational licensing can work to the detriment of those in that occupation and the economy as a whole. The author of this article presents an interactive class activity, providing the instructions and worksheets needed to employ it in the classroom, and which illustrate the costs and benefits of various regulatory environments.

Keywords: Economics education, interactive activity, regulations

8. Majd, M., & Page-Hoongrajok, A. (2023). Rating sovereign credit risk: A simulation for advanced economics and finance students. *Journal of Economic Education*, 54(3), 327–341. <https://doi.org/10.1080/00220485.2023.2208578>

Abstract: The authors of this article propose a classroom simulation designed for advanced economics or finance courses whereby student teams role-play Moody’s sovereign credit risk analysts. Despite the importance of sovereign credit risk ratings in affecting the funding liquidity of countries, the process generating ratings is a black box. The authors use active and experiential learning techniques to guide student teams in mimicking the process used by Moody’s analysts to assign a sovereign credit risk rating to one of 12 diverse countries. An accompanying YouTube video guides students in navigating three Web sites to retrieve macroeconomic data informing sovereign credit risk ratings. The simulation may be utilized in face-to-face and synchronous online environments.

Keywords: Classroom experiments, credit rating agencies, economics education, money and banking, sovereign debt, undergraduate teaching

9. Siegfried, J. J. (2023). Trends in undergraduate economics degrees, 2001–2022. *Journal of Economic Education*, 54(3), 342–346.
<https://doi.org/10.1080/00220485.2023.2210549>

Abstract: Undergraduate economics degrees awarded by U.S. colleges and universities increased almost 12 percent from 2013 to 2015, then stabilized at a little above the 2015 level until 2018, after which they began an accelerating decline over the past 4 years to end back at 2015 levels.

Keywords: undergraduate economics degrees

JOURNAL OF EDUCATIONAL PSYCHOLOGY

1. Roberts, G., Vaughn, S., Wanzek, J., Furman, G., Martínez, L., & Sargent, K. (2023). Promoting adolescents' comprehension of text: A randomized control trial of its effectiveness. *Journal of Educational Psychology*, *115*(5), 665–682. <https://doi.org/10.1037/edu0000794>

Abstract: Promoting Adolescents' Comprehension of Text (PACT) is a text- and discourse-based set of instructional practices that engage students with disciplinary texts as a means of building content knowledge and improving reading comprehension. PACT's *efficacy* has been the subject of extensive previous trials. The purpose of this study was to evaluate its *effectiveness* in a school-randomized design using stratified balanced sampling to assemble a representative sample of schools from the population of middle schools that teach U.S. history. The population-level effect estimates on a posttest of knowledge acquisition were 0.45 using weighted mixed effects estimation and 0.37 using weighted ordinary least squares. At follow-up, the effects were 0.53 based on weighted mixed effects estimation and 0.33 based on robust variance estimation. Furthermore, although treatment's effects on content area reading comprehension and broad reading comprehension were not statistically significant, the sample-based treatment effects ($g = 0.15$ for content area reading and 0.14 for broad reading) were not trivial when evaluated in the context of other studies of literacy instruction with older readers. Our findings represent the most reliable estimates of PACT's average student-level effects when the program is implemented at the school level. In addition, these estimates are for the program when implemented in "real-world" settings, versus in the more controlled conditions typical of efficacy designs. Finally, the results further replicate the PACT's instructional practices, in this sample and in the population of middle schools that teach U.S. history.

2. Zhang, D., Ke, S., & Mo, Y. (2023). Morphology in reading comprehension among school-aged readers of English: A synthesis and meta-analytic structural equation modeling study. *Journal of Educational Psychology*, *115*(5), 683–699. <https://doi.org/10.1037/edu0000797>

Abstract: This article synthesizes the roles of morphology in English reading acquisition and reports a meta-analytic structural equation modeling study ($k = 107$, $N = 21,818$) that tested the effects of morphological awareness (MA) on reading comprehension in school-aged readers. Moderator analysis was conducted through a set of subgroup comparisons based on readers' language status (monolingual vs. bilingual), age/grade (lower elementary, upper elementary, vs. middle/high school), and MA task modality (spoken vs. written). MA had significant indirect effects on reading comprehension via both word reading and vocabulary knowledge in the full sample as well as all subgroups. Its direct effect on reading comprehension, controlling for nonverbal reasoning, word reading, and vocabulary knowledge, was also significant in all subgroups except the lower elementary subgroup. Multi-group path analyses showed no significant subgroup difference in the magnitude of the direct effect of MA on reading comprehension for any moderator. However, two notable findings surfaced on the indirect effects of MA on reading comprehension: bilingual readers showed a smaller indirect effect of MA via word reading than did monolinguals; older readers showed a stronger indirect effect via vocabulary

knowledge than did younger readers, whereas a converse pattern was found for the indirect effect via word reading. We conclude by pointing out the robust contribution of morphology to English reading comprehension and suggesting a strong meaning focus in morphological instruction, especially for bilingual and older school-aged readers.

3. Cole, A. M., Chan, E., Gaye, F., Spiegel, J. A., Soto, E. F., & Kofler, M. (2023). Evaluating the simple view of reading for children with attention-deficit/hyperactivity disorder. *Journal of Educational Psychology*, *115*(5), 700–714. <https://doi.org/10.1037/edu0000806>

Abstract: The “simple view of reading” is an influential model of reading comprehension that asserts that children’s reading comprehension performance can be explained entirely by their decoding and language comprehension skills. Children with attention-deficit/hyperactivity disorder (ADHD) often exhibit difficulty across all three of these reading domains on standardized achievement tests, yet it is unclear whether the simple view of reading is sufficient to explain reading comprehension performance for these children. The current study is the first to use multiple indicators and latent estimates to examine the veracity of key predictions from the simple view of reading in a clinically evaluated sample of 250 children with and without ADHD (ages 8–13, $M_{\text{age}} = 10.29$, $SD = 1.47$; 93 girls; 70% White/non-Hispanic). Results of the full-sample structural equation model revealed that decoding and language comprehension explained all ($R^2 = .99$) of the variance in reading comprehension for children with and without ADHD. Further, multigroup modeling (ADHD, non-ADHD) indicated that there was no difference in the quantity of variance explained for children with ADHD versus clinically evaluated children without ADHD and that the quantity of explained variance did not differ from 100% for either group. Sensitivity analyses indicated that these effects were generally robust to control for monomethod bias, time sampling error, and IQ. These findings are consistent with “simple view” predictions that decoding and language comprehension are both *necessary* and together *sufficient* for explaining children’s reading comprehension skills. The findings extend prior work by indicating that the “simple view” holds for both children with ADHD and clinically evaluated children without ADHD.

4. MacArthur, C. A., Philippakos, Z. a. T., May, H., Potter, A., Van Horne, S., & Compello, J. (2023). The challenges of writing from sources in college developmental courses: Self-regulated strategy instruction. *Journal of Educational Psychology*, *115*(5), 715–731. <https://doi.org/10.1037/edu0000805>

Abstract: The purpose of this study was to evaluate the efficacy of a curriculum based on self-regulated strategy instruction in college developmental writing courses. Prior research that had found large effects on the writing quality for essays without sources was extended to include strategies for critical reading and note-taking, writing summary response papers, and integrating source information into argumentative essays. This randomized control trial included 23 instructors from two community colleges and 187 students. Outcome measures included quality of argumentative writing with sources, a summary scored for inclusion of main ideas and overall quality, a motivation questionnaire, a writing test from the National Assessment of Educational Progress (NAEP), Accuplacer Reading, and observations and interviews.

Using hierarchical linear modeling, positive effects were found on all primary outcomes: quality of argumentative writing with sources ($p < .01$; $ES = +.53$), and on the quality ($p < .05$; $ES = +.30$) and inclusion of main ideas ($p < .05$; $ES = +.31$) on the summary. No detectable effects were found on secondary outcomes: the NAEP test, reading, or motivation.

5. Wijns, N., Purpura, D. J., & Torbeyns, J. (2023). Stimulating preschoolers' repeating patterning ability by means of dialogic picture book reading. *Journal of Educational Psychology, 115*(5), 732–746. <https://doi.org/10.1037/edu0000756>

Abstract: This study evaluates the effectiveness of a dialogic reading picture book intervention on preschoolers' repeating patterning ability. Ninety-four children age 4 years 1 month to 6 years 8 months ($Mage = 5$ years 0 months) were randomly assigned to intervention ($n = 46$) or active control ($n = 48$) conditions. Well-trained university and college students read two researcher-designed picture books five times each over 3 weeks (i.e., 10 reading sessions) to small groups of three to five children. In the intervention condition, repeating patterns were present in the text and the illustrations, and the dialogic reading questions elicited patterning interactions. In the control condition, there were no references to patterns and the dialogic reading questions focused on content other than patterns or mathematics. A repeating patterning measure (including extending, generalizing, identifying the unit) and a numerical measure (including counting, number recognition, number order) were administered at pretest and at posttest. At posttest, differences in repeating patterning between both conditions were not significant when controlling for pretest performance and receptive vocabulary, despite a small effect size. When further exploring the differences on each of the patterning tasks separately, the intervention group outperformed the control group on extending but not on generalizing or unit identification. There were no significant transfer effects on the numerical measure. Overall, this study shows that reading picture books specially designed around patterning skills can stimulate young children's ability to extend repeating patterns. Picture books are a promising tool to support children's patterning ability, because they are easy to implement in several early learning environments.

6. Borgonovi, F., Han, S. W., & Greiff, S. (2023). Gender differences in collaborative problem-solving skills in a cross-country perspective. *Journal of Educational Psychology, 115*(5), 747–766. <https://doi.org/10.1037/edu0000788>

Abstract: Effective collaborative problem solving comprises cognitive dimensions, in which men tend to outperform women, and social dimensions in which women tend to outperform men. We extend research on between-country differences in gender gaps by considering collaborative problem solving and its association with two indicators of societal-level gender inequality. The first indicator reflects women's underrepresentation in the labor market and politics. The second reflects women's underrepresentation in stereotypically masculine fields and men's underrepresentation in stereotypically feminine fields among university students. We use cross-country evidence on collaborative problem-solving skills among 15-year-old students from 44 countries ($N = 343,326$) who participated in the 2015 Programme for International Student Assessment (PISA). Girls outperform boys in collaborative problem solving in all countries. Gender gaps in collaborative problem solving in favor of girls are less pronounced in countries where women are especially underrepresented in the labor

market and politics but more pronounced in countries where men and women are more likely to conform to gender stereotypes in selecting a field of study at university. Societal-level gender equality plays a bigger role in explaining between-country differences in achievement in domains with a gender gap in favor of girls—such as collaborative problem solving and, to a lesser extent, reading—and a smaller role in explaining between-country differences in achievement in domains with a gender gap in favor of boys—such as mathematics.

7. Geary, D. C., Hoard, M. K., Nugent, L., Ünal, Z. E., & Greene, N. R. (2023). Sex differences and similarities in relations between mathematics achievement, attitudes, and anxiety: A seventh-to-ninth grade longitudinal study. *Journal of Educational Psychology, 115*(5), 767–782. <https://doi.org/10.1037/edu0000793>

Abstract: There are consistent correlations between mathematics achievement, attitudes, and anxiety, but the longitudinal relations among these constructs are not well understood nor are sex differences in these relations. To address this gap, mathematics achievement, attitudes, and anxiety were longitudinally assessed for 342 (169 boys) adolescents from seventh to ninth grade, inclusive, and latent growth curve models (LGCM) were used to assess the relations among these traits and developmental change in them. Spatial abilities (seventh and eighth grades) and trait anxiety (eighth and ninth grades) were also assessed and used to control for sex differences in these traits. Overall, boys had stronger spatial abilities and more positive mathematics attitudes and were less anxious than girls, but there were no sex differences in mathematics achievement. Across grades, mathematics achievement improved, attitudes became less positive, and anxiety increased for both boys and girls. Higher than average cross-grade growth in mathematics achievement mitigated boys' developmental declines in mathematics attitudes and increases in anxiety. Girls with strong spatial abilities had lower mathematics anxiety, but girls overall maintained higher mathematics anxiety and less positive mathematics attitudes relative to boys, even when they showed strong cross-grade gains in mathematics achievement. The study demonstrated that longitudinal gains in mathematics are associated with cross-grade changes in attitudes and anxiety but with several different developmental patterns for boys and girls.

JOURNAL OF PEACE EDUCATION

1. Castro, A. B., & Bermeo, M. J. (2022). Territorial peace education as responsive praxis: case analysis of education innovations in Colombia. *Journal of Peace Education*, 20(1), 8–29. <https://doi.org/10.1080/17400201.2022.2157380>

Abstract: This article explores responsiveness in peace education practice. It develops the concept of territorial peace education to emphasize the situated nature of responsive approaches in peacebuilding. With this conceptual framing, the study examines four case studies of pedagogical innovations for peace in Colombia. It describes how educators engaged specific and emergent conflict dynamics in their respective settings. The findings show the various ways in which territorial dimensions informed the design and implementation of these initiatives. They also highlight the role of relationality, resourcefulness and positionality as components of responsive practice. This study contributes to research on the role of the local in peace education and raises avenues for further research.

Keywords: Peace education, responsive design, territorial peace, Colombia, Context-specific approaches

2. Abu-Nimer, M., & Nasser, I. (2022). Considerations in education for forgiveness and reconciliation: lessons from Arab and Muslim majority contexts. *Journal of Peace Education*, 20(1), 30–52. <https://doi.org/10.1080/17400201.2022.2140648>

Abstract: This article presents lessons learned on the education for forgiveness and reconciliation in Muslim and Arab majority contexts, especially as part of civic engagement or across content areas. It first presents a brief review of the literature on forgiveness and reconciliation and ways they are interrelated in the larger Arab and Muslim contexts. Secondly, it points out religious and cultural sources that ground the practice of forgiveness and reconciliation. Thirdly, it presents the analysis of forgiveness stories collected from various Arab communities and discusses the main obstacles that hinder adopting a forgiveness and reconciliation agenda. Finally, it proposes forgiveness education and pedagogy based on stories to provide the framework and mechanisms to advance forgiveness and reconciliation education in schools and education spaces. We recommend utilizing local stories and storytelling as a method to delve into interpersonal and social conflicts.

Keywords: Forgiveness and reconciliation, conflict transformation, forgiveness in Muslim societies, non-Western models of conflict resolution, cultural stories, lessons

3. Möller, F., & Bellmer, R. (2023). Interactive peace imagery – integrating visual research and peace education. *Journal of Peace Education*, 20(1), 53–74. <https://doi.org/10.1080/17400201.2023.2171374>

Abstract: In this article, we suggest incorporating visual images into peace education through *interactive peace imagery* (IPI). We will show, and illustrate with examples from our work, that interactive teaching creates a space for students to reflect upon their socializations, including visual ones, without which image interpretation cannot be fully explained. We begin by exploring photojournalism as a media that, while providing raw material for peace education, does not serve as a model for image

interpretation. Emphasizing images' interpretive openness, we suggest an alternative approach (IPI) that unearths, (re)vitalizes, and capitalizes on the plurality of meanings images carry with them. We focus on digitization and active interaction (seeing – changing – sharing) in a non-hierarchic teaching environment. In IPI, the classroom becomes a network: students interactively engage with visual images by regarding existing images, elaborating on them, changing them, sharing the changed images with their fellow students, or producing original images. Students become involved in the production process and their responsibility for both the image and the knowledge claims attached to it increases. Critical reflections on the suggested procedure in terms of quantity, time, authority, and violence conclude the paper.

Keywords: Visual peace education, classroom as network, images, inter-activity, digitization

4. Parkin, N. (2023). Pacifism and educational violence. *Journal of Peace Education*, 20(1), 75–94. <https://doi.org/10.1080/17400201.2023.2169263>

Abstract: Education systems are full of harmful violence of types often unrecognised or misunderstood by educators, education leaders, and bureaucrats. Educational violence harms a great number of innocent persons (those who, morally speaking, may not be justifiably harmed). Accordingly, this paper rejects educational violence used to achieve educational ends. It holds that educational violence is unjustified if the condition that innocent persons are harmed is satisfied, that this condition is satisfied in current educational practice (compulsory schooling), and that, therefore, the current education system (schooling) acts in an unjustifiable manner. If the means of educating cannot be justified, then that education system itself cannot be justified, since an end cannot be justifiably pursued if the means requisite to pursuing it are unjustifiable. I call this stance 'educational pacifism'.

Keywords: Violence, education, schools, pacifism, nonviolence, innocence

5. Razavi, T. B., & Mahmoudi, H. (2023). What can be learned from looking for gender differences in peace education data? Lessons from a Bahá'í-inspired undergraduate course. *Journal of Peace Education*, 1–25. <https://doi.org/10.1080/17400201.2023.2187356>

Abstract: Despite attention to the importance of the role of women in peacemaking, there is a curious gap in the peace education literature in gender differences research and study of the specific impact of peace education on girls and women. In this article, we explore some of the reasons for this trend and propose that looking for differences is important to maintain awareness of gendered experiences, the settings in which they exist, and those in which they are absent. Further, we suggest that the principles underpinning the approach to peace and peace pedagogies, in this case Bahá'í concepts of human nobility, the equality of women and men, and the oneness of humanity, and related discursive values, help to foster 'equal benefit' environments. We describe our exercise of disaggregating pre- and post-course responses from a Bahá'í-inspired university peace education classroom of twenty students, findings of overall similarity, and particular themes in some women's responses. Finally, we discuss the lessons learned from an exploratory stance: developing an approach to discourse analysis that focuses on pedagogical insight, the

creation of an ‘equal benefit’ learning experience, drawing out strengths and building new capacity in the classroom, and using student perceptions to improve research and practice.

Keywords: Peace education, gender differences, equality, women and peace, Bahá’í, higher education, pedagogy, undergraduate

JOURNAL OF THE LEARNING SCIENCES

1. Munson, J., & Dyer, E. (2023). Pedagogical sensemaking during side-by-side coaching: Examining the in-the-moment discursive reasoning of a teacher and coach. *The Journal of the Learning Sciences*, 1–40. <https://doi.org/10.1080/10508406.2022.2132863>

Abstract: Pedagogical sensemaking, in which teachers attempt to figure something out in relation to teaching and learning, as a form of generative teacher discourse can provide opportunities for teachers to learn. However, much of the research in these areas examines how teachers reason during sustained collegial discourse outside the classroom. **Methods-** This exploratory case study of one side-by-side coaching session, in which a coach and teacher collaborate to support both student and teacher learning in the classroom, qualitatively examined the coach-teacher discourse to determine whether and how pedagogical sense making can occur in a practice-embedded teacher learning setting. **Findings** We find that generative pedagogical sense making is possible despite the contextual constraints. Findings indicate that teacher-coach interactions included and frequently moved between talk at three altitudes: within, across, and beyond moments of the lesson. The topics of these interactions were complex and connected across the lesson. **Contribution** These findings point to particular affordances of practice-embedded settings for generative pedagogical sensemaking. While prior research has emphasized the need for sustained time for sensemaking to support teacher learning, this study expands this conception by finding that, when coupled with shared experiences of pedagogy, brief, cumulative interactions during teaching can also create opportunities for generativity.

2. Sengupta-Irving, T., Vogelstein, L., Brady, C., & Galloway, E. P. (2022). Prolepsis & telos: Interpreting pedagogy and recovering imagination in the mediation of youth learning. *The Journal of the Learning Sciences*, 1–39. <https://doi.org/10.1080/10508406.2022.2114833>

Abstract: Makerspaces are proliferating U.S. public schools and libraries. Few studies, however, take an *in situ* view on the pedagogical moves of mentors, and fewer still engage with ideologies of race and class therein. Without this, principles of pedagogy or design that build toward expansive learning for racially minoritized youth will remain elusive. **Methods-** Semi-structured interviews and fieldnotes of mentors in a U.S. public library makerspace were taken over six weeks ($n = 12$). The mentors were predominantly white and all were professional artists/creatives; teen patrons were predominantly racially minoritized. **Findings-** Three recurring pedagogical moves surfaced through the interplay of prolepsis and telos as an interpretive lens. We identify how mentor history/memory and future imaginings of youth as adult creatives—both of which intersect with ideologies of race and class—shape their mediation of learning. **Contributions-** 1) Documentation of specific pedagogical moves that extend efforts to name the work of mentors; 2) Presentation of prolepsis and telos as a lens to recover the power of imagination in pedagogy; and 3) Extension of how prolepsis is used to the study human learning and development by bringing it in contact with the study of ideologies among educators.

3. Leander, K. M., Carter-Stone, L., & Supica, E. (2023). “We got so much better at reading each other’s energy”: Knowing, acting, and attuning as an improv ensemble. *The Journal of the Learning Sciences*, 32(2), 250–287. <https://doi.org/10.1080/10508406.2022.2154157>

Abstract: Long-form dramatic improvisation has been investigated as an accomplishment of emergent creativity among an ensemble of “players,” focusing on how the group achieves “group flow” in performance. **Methods-**This article employs ethnographic methods (focus group, interviews, and video-assisted self-interviews) to investigate the case of a musical theater improv group. The analysis focuses on how the group describes its shared modes of knowing, drawing on the group’s history and their interpreted enactment of these modes in an improvised scene. **Findings-**Improvisation in this group requires two inter-related forms of knowing: Shared Social Practice (SSP) and Collaborative Affective Attunement (CAA), where SSP involves definable repertoires, resources, conventions, and techniques, and CAA involves affective sensibility of in-the-moment responding, or affective attunement. These two forms of knowing develop over the course of a group’s history and are entangled in complex ways over the course of performance. **Contribution-** Through a case study of a musical theatre improve ensemble, the paper contributes to on-going efforts to theorize the relationship between embodied experience, social practice, and affect in group knowing with special consideration for the significant role of collaborative affective attunement.

4. Lee, V. R. (2022). Learning sciences and learning engineering: A natural or artificial distinction? *The Journal of the Learning Sciences*, 32(2), 288–304. <https://doi.org/10.1080/10508406.2022.2100705>

Abstract: “Learning engineering” has gained popularity as a term connected to the work of learning sciences. However, the nature of that connection is not entirely clear. For some, learning engineering represents distinct, industry-inspired practices enabled by data abundance and digital platformization of learning technologies. That view is presented as one where learning engineers apply learning research that has resided in experimental studies. For others, learning engineering should refer to the use of the full breadth of knowledge developed within the learning sciences research community. This second view is more inclusive of the fundamentally situated, design-oriented, and real-world commitments that are the backbone of the learning sciences, as reflected in this journal. The two views differ even as far as whether the academic field is labeled “learning science” or “learning sciences”. This article examines and articulates these differences. It also argues that without course correction, many who identify with learning engineering will conduct technology-supported learning improvement work that, at its own risk, will neglect the full and necessary scope of what has already been and continues to be discovered in the learning sciences. Moreover, it behooves all to consider recently elevated, but deeply fundamental questions being asked in the learning sciences about what is important to learn and toward what ends. With some more clarity around what is actually encompassed by the learning sciences and how all interested in design and educational improvement can build upon that knowledge, we can make greater collective progress to understanding and supporting human learning.

LANGUAGE LEARNING

1. Stärk, K., Kidd, E., & Frost, R. L. A. (2022). Close encounters of the word kind: attested distributional information boosts statistical learning. *Language Learning*. <https://doi.org/10.1111/lang.12523>

Abstract: Statistical learning, the ability to extract regularities from input (e.g., in language), is likely supported by learners' prior expectations about how component units co-occur. In this study, we investigated how adults' prior experience with sublexical regularities in their native language influences performance on an empirical language learning task. Forty German-speaking adults completed a speech repetition task in which they repeated eight-syllable sequences from two experimental languages: one containing disyllabic words comprised of frequently occurring German syllable transitions (naturalistic words) and the other containing words made from unattested syllable transitions (non-naturalistic words). The participants demonstrated learning from both naturalistic and non-naturalistic stimuli. However, learning was superior for the naturalistic sequences, indicating that the participants had used their existing distributional knowledge of German to extract the naturalistic words faster and more accurately than the non-naturalistic words. This finding supports theories of statistical learning as a form of chunking, whereby frequently co-occurring units become entrenched in long-term memory.

2. Jensen, I. N., & Westergaard, M. (2022). Syntax Matters: Exploring the effect of linguistic similarity in third language acquisition. *Language Learning*, 73(2), 374–402. <https://doi.org/10.1111/lang.12525>

Abstract: Over the last two decades, the question of to which linguistic cues learners pay attention when they decode a new language has been subject to controversy in the field of third language (L3) acquisition. In this article, we present an artificial language learning experiment that investigated how lexical and syntactic similarities between an artificial L3 and preexisting grammars impact crosslinguistic influence at the very beginning of the acquisition process. We exposed four groups of 30 Norwegian–English bilinguals each to one of four L3s and gave them training in that L3. The participants gave forced-choice acceptability judgments on pairs of nonsubject-initial declarative clauses that differed in word order, one grammatical in English, the other grammatical in Norwegian. The participants had not been exposed to nonsubject-initial declaratives during the exposure and training phases to avoid confounds with learning. The results showed that both lexical and syntactic similarities affect crosslinguistic influence. We discuss this result considering contemporary accounts of L3 acquisition.

3. Gyllstad, H., Sundqvist, P., Sandlund, E., & Källkvist, M. (2022). Effects of Word Definitions on Meaning Recall: A Multisite intervention in Language-Diverse Second Language English Classrooms. *Language Learning*, 73(2), 403–444. <https://doi.org/10.1111/lang.12527>

Abstract: Vocabulary experts recommend first language (L1) translation equivalents for establishing form–meaning mappings for new second language (L2) words, especially for lower proficiency learners. Empirical evidence to date speaks in favor of L1 translation equivalents over L2 meaning definitions, but most studies have

investigated bi- rather than multilingual learners. In our study, we investigated instructed English vocabulary learning through an intervention study in six language-diverse secondary school English classrooms in Sweden ($N = 74$) involving three conditions for presentation of word meanings: (a) definitions in the L2 (English), (b) translation equivalents in the shared school and majority language (Swedish), and (c) translation equivalents in the shared school and majority language plus other prior languages among the learners (Swedish and other). Based on overall weighted mean effect sizes and mixed-effects modeling, the results showed that conditions that involved L1 translation equivalents yielded higher scores than did target language definitions in immediate posttests with a small effect size but no differences in delayed posttests.

4. Rogers, J. (2022). Spacing effects in task repetition research. *Language Learning*. <https://doi.org/10.1111/lang.12526>

Abstract: This article provides a conceptual review of the principles of input spacing as they might relate specifically to oral task repetition research and presents some of the common methodological considerations from the broader input spacing literature. The specific considerations discussed include the interaction between intersession intervals and retention intervals, the manipulation of posttests as a between-participants variable, the number of task repetitions, absolute versus relative spacing, the criterion of learning, task type versus exact task repetition, and blocked versus interleaved practice. Each of these considerations is discussed with links, as appropriate, to the relevant empirical input spacing and task repetition literature. The purpose of this review is to highlight how, in many cases, these methodological considerations have been overlooked by task repetition researchers, including in studies where input spacing has and has not been a direct focus, and to suggest ways of addressing these methodological shortcomings in future research.

5. Edmonds, A., & Gudmestad, A. (2022). Phraseological use and development during a stay abroad: exploring sensitivity to frequency and cue contingency. *Language Learning*, 73(2), 475–507. <https://doi.org/10.1111/lang.12547>

Abstract: Usage-based approaches to additional-language acquisition have identified numerous determinants of language learning, two of which were the focus of our study: frequency and cue contingency. Specifically, we examined how an immersion experience may impact sensitivity to these two determinants as reflected in the production of 4,808 pairs of nouns (N) and adjectives (ADJ) by 50 anglophone learners of Spanish and French. We analyzed the use of N/ADJ combinations using mixed linear regressions for frequency and two measures of delta P, a unidirectional measure of lexical association strength reflecting cue contingency. In all three models, we explored the impact of time and four additional variables: task, initial proficiency, target language, and phraseological unit. Our analysis revealed stasis over time. Additionally, our analysis revealed phraseological unit, task, and target language each to be significant in at least one model; initial proficiency did not contribute to significantly predicting phraseological use.

6. Kartushina, N., Soto, D., & Martin, C. D. (2022). Metacognition in second language speech perception and production. *Language Learning*, 73(2), 508–542. <https://doi.org/10.1111/lang.12549>

Abstract: In this study, we assessed metacognition in nonnative language speech perception and production. Spanish novice learners of French identified and produced the French vowel contrast /ø/–/œ/ and, on each trial, rated their confidence in their responses. Participants’ confidence in perception predicted their identification accuracy, suggesting that novice learners’ metacognitive skills in nonnative speech perception are efficient at the onset of language learning. However, participants’ confidence in production did not align with a fine-grained precision measure of their own production (indexed by Mahalanobis distance to the native French target-vowel space) nor with a categorical measure of production (in terms of being within/outside the native speakers’ zone), indicating that metacognition in nonnative sound production is not yet efficient in novice learners. Overall, confidence ratings were similar and highly correlated between the perception and production tasks, but there was no association between the two domains in task performance or metacognitive ability. We discuss the ramifications of these findings for language learning theories and language teaching strategies as well as for the ongoing debate about the perception–production relationship.

7. Escudero, P., Smit, E. A., & Angwin, A. J. (2022). Investigating orthographic versus auditory Cross-Situational word learning with online and Laboratory-Based testing. *Language Learning*, 73(2), 543–577. <https://doi.org/10.1111/lang.12550>

Abstract: Research has shown that novel words can be learned through the mechanism of statistical or cross-situational word learning (CSWL). So far, CSWL studies using adult populations have focused on the presentation of spoken words. However, words can also be learned through their written form. This study compared auditory and orthographic presentations of novel words with different degrees of phonological overlap using CSWL in a laboratory-based and an online-based approach. In our analyses, we first compared accuracy across modalities, with our findings showing more accurate recognition performance for CSWL when novel words were presented through their written forms (orthographic condition) rather than through their spoken forms (auditory condition). Bayesian modeling suggested that accuracy for the orthographic condition was higher in the laboratory compared to online, whereas performance in the auditory condition was similar across both experiments. We discuss the implications of our findings for presentation modality and the benefits of our online testing protocol for future research.

8. Pulido, M. F. (2022). Generalizing knowledge of second language collocations: the roles of within- and Cross-Language similarity on acceptability and Event-Related potentials. *Language Learning*, 73(2), 578–612. <https://doi.org/10.1111/lang.12543>

Abstract: Recent research has shown that knowledge of second language (L2) collocations is important to learners for improving their language processing and production but also that acquiring L2-specific collocations is a very burdensome task for learners. Thus, bootstrapping knowledge of L2 collocations through generalization is highly desirable, but this area has received surprisingly limited attention. This study examined L2 learners’ ability to generalize knowledge of recently learned verb–noun collocations during processing and whether this type of learning occurred via intralexical associations in the L2 (similarity) or was facilitated by known collocations in learners’ first language (L1). Mixed-effects regression targeting measures of learners’ brain event-related potentials revealed cross-language influence

during real-time processing that preceded learners' acceptability judgments. Both within- and cross-language similarity influenced learners' behavioral judgments. These findings revealed cross-language integration in L1–L2 incongruent collocations from the earliest moments of processing.

9. Belia, M., Keren-Portnoy, T., & Vihman, M. M. (2022). Systematic review of the Effects of sleep on memory and word learning in Infancy. *Language Learning*, 73(2), 613–651. <https://doi.org/10.1111/lang.12544>

Abstract: This systematic review surveyed research on the associations between sleep and the memory processes involved in word learning in infancy. We found only 16 studies that addressed this topic directly, identifying associations between infant sleep and the memory processes, the identification of word forms in running speech, and the stabilization and generalization of new word form–meaning associations. Some studies investigated changes in brain responses after word learning and in sleep parameters during post learning sleep. Others investigated the long-term effects of sleeping patterns on later vocabulary development. All but one of these studies identified positive associations between sleep and word learning in early childhood, extending similar findings from studies on adults and school-aged children. However, there remain several gaps in the current research on early lexical development and sleep. Future investigations should address these gaps for researchers to better understand lexical development and to create links between memory and language acquisition research.

LIBRARY HERALD

1. Ayers, P. W., Chattaraj, P. K., Liu, S., Ruedenberg, K., & Yang, W. (2023). Robert Ghormley Parr. *Resonance*, 28(7), 1011–1035. <https://doi.org/10.1007/s12045-023-1634-0>

Abstract: As one of the founders of quantum chemistry, Robert G. Parr (RGP) was an influential theoretical chemist of the last few decades. He made enormous scientific contributions to both wave function theory and density functional theory. He was also the founding father of conceptual density functional theory. RGP was both a devoted scientist and a family man. RGP met the love of his life, Jane Bolstad (who passed away on January 26, 2020, at the age of 97), at the University of Minnesota when they were graduate students. They successfully navigated 72 years of marriage with three children, Steven Parr of Tokyo, Jeanne Lemkau and Carol Lachenman, both of Chapel Hill.

2. Ashdhir, P., Anshika, Arya, J. et al. (2023). Generating Planar Diffracting Apertures and Fraunhofer Diffraction Patterns Using Discrete Convolution and Fast Fourier Transform Techniques. *Reson* 28, 1037–1048. <https://doi.org/10.1007/s12045-023-1635-z>

Abstract: It is one of the basic principles of Fourier Optics that the field distribution in far-field or Fraunhofer diffraction pattern due to a planar diffracting aperture is proportional to the Fourier transform (FT) of field distribution in the aperture plane. The computational technique of discrete convolution is used to simulate planar diffracting apertures of varied geometry. Subsequently, the discrete Fourier transform technique is used to generate Fraunhofer diffraction patterns due to the simulated planar apertures. The basic apertures like single slits, double slits, multiple slits, rectangular and circular are generally treated in theory as a part of any wave optics undergraduate course. Some apertures with geometrical shapes, such as triangles, trapeziums, hexagons and pentagons, have been analysed in the past [1–3]. The results presented in this article¹ agree fairly well with theoretical predictions and with those reported in the literature [1–3]. The article aims to highlight the importance and ease of using computational methods in problem-solving. A computational approach has far greater flexibility and scope in exploring different aspects of a given problem compared to a corresponding analytical treatment of the same. The target group are undergraduate students of physics and engineering sciences.

Keywords: Fourier optics, Fraunhofer diffraction, discrete convolution, FFT

3. Mashood, K. K., Mazumdar, A., & Kumar, A. (2023). Reasoning and Explanation in Physics - I. *Resonance*, 28(7), 1049–1064. <https://doi.org/10.1007/s12045-023-1636-y>

Abstract: In this article, we briefly review and illustrate the evolution of reasoning modes in science, from the pre-modern to the modern era, with particular reference to physics. This can help students demarcate explanations that are unacceptable in modern science from those that are possible explanations subject to experimental confirmation. The discussion bears directly on some common learning pitfalls in physics.

Keywords: Science, physics, modes of reasoning, deduction, induction, inference, learning pitfalls

4. Surendralal, S. (2023). Fiction and philosophy of science. *Resonance*, 28(7), 1065–1073. <https://doi.org/10.1007/s12045-023-1637-x>

Abstract: Writings that allow the reader to consider ideas in the sciences from different perspectives are of value both to students of the sciences and students from other disciplines. The construction and validation of models are central to knowledge generation in the sciences. Therefore it is worthwhile to spend time in the classroom developing student understanding of what models are, their usefulness, and their limitations. In this context, I suggest three texts that can complement a discussion on scientific models—two translated pieces of fiction by Jorge Luis Borges, *Funes the Memorious* (1942) and *On Exactitude in Science* (1946), and a philosophical essay by Arturo Rosenblueth and Norbert Wiener, *The Role of Models in Science* (1945).

Keywords: Models, abstraction, generalisation, philosophy of science, fiction

5. Rana, I. (2023). Making π Accessible. *Resonance*, 28(7), 1075–1091. <https://doi.org/10.1007/s12045-023-1638-9>

Abstract: The expression $C = \pi D$, which gives the relationship between the circumference C and the diameter D of a circle, is one of the few formulas known to almost all children and adults, regardless of how long they have been out of school. School-going children are introduced to this relation in their 7th grade. How this is done in India is illustrated by a snapshot from a textbook (NCERT, Mathematics, Grade 7, Chapter 11, [1].) There is no reference as to who proved it first, leave aside any proof of this fact. More so at no stage in the school curriculum, there is a reference to a proof of this for self-study. The aim of this article is to provide arguments that are rigorous and accessible to upper middle-grade students to illustrate the fact that C/D is constant for every circle.

Keywords: Circle, area, Circumference, polygons, pi, geometric proof

6. Mishra, D., Puthethu, I.A., Mitra, N. *et al.* (2023). World War II, Sex and Antibiotics. *Resonance* 28, 1093–1105. <https://doi.org/10.1007/s12045-023-1639-8>

Abstract: The recent Covid-19 pandemic has added a huge economic cost to the existing burden of antibiotic resistance and its rapid spread. This has led to increasing concern and efforts among the global health systems to control the spread of antibiotic resistance. Research on the mechanisms underlying antibiotic resistance and the creation of novel antibiotics has received a great deal of attention. Bacteria develop resistance to antibiotics through chromosomal mutations but also often acquire plasmids carrying antibiotic resistance through horizontal gene transfer. However, little is understood about how bacteria retain and maintain the plasmid carrying antibiotic resistance genes through generations. In this article, we describe different strategies by which bacteria maintain and partition plasmids into daughter cells. We present the article in two parts, with the first part covering the historical background of the discovery of plasmids and their role in antibiotic resistance. In the second part, we elaborate on our understanding of its partitioning into daughter cells and

maintenance. A detailed understanding of these diverse mechanisms should help us develop novel antibiotics and innovative interventions to tackle the alarming rise of anti-microbial resistance.

Keywords: Antimicrobial resistance, plasmids, cytoskeleton, actin, tubulin, Walker A type cytoskeletal ATPase, ParA, SopA

7. Bhattacharyya, A., Mitra, J., & Bhattacharyya, S. (2023). A brief study on simple random walk in 1D. *Resonance*, 28(7), 1107–1116. <https://doi.org/10.1007/s12045-023-1640-2>

Abstract: In Part-I¹ of this two-parted article, we discussed some aspects of symmetric and asymmetric random walk in 1D. The possibility that the walker might visit the starting point for the first time has been considered in the present part in detail.

Keywords: Random walk, one dimension, relative fluctuation, first return

8. Kalita, H. K., & Sharma, N. (2023). Phenology: Nature’s calendar. *Resonance*, 28(7), 1117–1133. <https://doi.org/10.1007/s12045-023-1641-1>

Abstract: Phenology is the study of recurrent biological events of animals and plants. In this article, we trace the history of phenological studies, understand the factors that drive phenology, discuss various ways one can observe phenological events, and how these observations are important and cost-effective ways to detect signatures of climate change. Finally, we discuss how using the latest technology, we can contribute to furthering phenological studies.

Keywords: Phenology, leaf flush, remote sensing images, ecological mismatch, climate change, citizen science

9. Ivchenko, V. (2023). A gentle introduction to quasi-periodic phenomena. *Resonance*, 28(7), 1135–1144. <https://doi.org/10.1007/s12045-023-1642-0>

Abstract: We give an elementary introduction to the theory of quasi-periodic oscillations based on their basic property of frequency incommensurability. First, we provide their brief mathematical description, examples from physics, and the visualization and measuring methods. We also propose a new simple technique for evaluating their degree of non-periodicity. The issues outlined in this article will be useful for instructors and physics undergraduates dealing with the modern theory of oscillations.

Keywords: Quasi-periodic oscillations, incommensurable frequencies, degree of non-periodicity

10. Tran, Q. H. (2023). A generalization of Euler’s quadrilateral theorem and some applications. *Resonance*, 28(7), 1145–1152. <https://doi.org/10.1007/s12045-023-1643-z>

Abstract: In this section of *Resonance*, we invite readers to pose questions likely to be raised in a classroom situation. We may suggest strategies for dealing with them, or invite responses, or both. “Classroom” is equally a forum for raising broader issues and sharing personal experiences and viewpoints on matters related to teaching and learning science.

Keywords: Euler’s quadrilateral theorem, generalization, Newton lines, parallelogram law, Pythagorean Theorem

SRELS JOURNAL OF INFORMATION MANAGEMENT

1. Roy, A., & Ghosh, S. (2023). Automated Subject Identification using the Universal Decimal Classification: The ANN Approach. *SRELS Journal of Information Management*, 69–76. <https://doi.org/10.17821/srels/2023/v60i2/170963>

Abstract: Universal Decimal Classification (UDC) is a popular controlled vocabulary that is used to represent subjects of documents. Text categorization determines a text's category, as evident from the notation-text label format of the Universal Decimal Classification. With the help of machine learning techniques and the Universal Decimal Classification (UDC), the present work aims to develop an end-user (library professional) based recommender system for automatically classifying documents using the UDC scheme. The proposed work is conceived for determining and constructing a complex class number using the syntax of Universal Decimal Classification (UDC). A corpus of documents classified with the UDC scheme is used as a training dataset. The classification of the documents is done with human mediation having proficiency in classificatory approaches. The BERT model and the KNIME software are used for the study. This study uses the classified dataset to fine-tune the pre-trained BERT model to construct the semi-automatic classification model. The results show that the model is constructed with high accuracy and Area Under Curve (AUC) value, although the prediction represented a low accuracy rate. This study reflected that if the model is explicitly trained by annotating each concept and if the full licensed version of UDC class numbers becomes available, there is a greater potency of developing an automated, freely faceted classification scheme for practical use.

Keywords: Automatic Classification, BERT Model, KNIME, Multi-Label Classification, UDC

2. R, M. T., & Hasan, N. (2023). Evaluation and Creation of Web-based Resource Guides using SubjectsPlus. *SRELS Journal of Information Management*, 77–84. <https://doi.org/10.17821/srels/2023/v60i2/170964>

Abstract: The Resource Guide is a unified platform curated and administered by subject specialists, librarians, and liaisons, offering users access to a wide array of resources. Traditionally known by various names such as Pathfinder, bibliography, virtual reference collection, online guide, online tutorial, toolkit, or web guide, it serves as a comprehensive tool. Its primary purpose is to assist users in locating resources specific to their subject areas, staying updated on new resources, and connecting them to relevant, easily understandable information. At Central Library, IIT Delhi, diverse platforms like the library website, social media, online catalogues, Pathfinder, single search engine, and mobile app are utilized to promote library resources. However, these platforms may lack subject-level resources. This raises the question of designing and developing an online platform or resource base that consolidates and enables users to access various resources, including print resources, e-resources, professional development resources, open-access resources, and social media resources. This endeavour aims to meet the present and future needs of users in their respective disciplines. To explore this concept further, a pilot implementation of a web-based resource guide has been initiated at Central Library, IIT Delhi. This

paper investigates how SubjectsPlus, an open-source tool, can facilitate the creation and management of web-based resource guides that promote the use of library and scholarly resources on the web.

Keywords: Library Resources, Open Access Resources, SubjectsPlus, Resource Guides

3. Ahmed, M. (2023). Automatic Indexing for agriculture: Designing a framework by deploying AgroVoC, AgRIS and ANNIF. *SRELS Journal of Information Management*, 85–95. <https://doi.org/10.17821/srels/2023/v60i2/170966>

Abstract: There are several ways to employ machine learning for automating subject indexing. One popular strategy is to utilize a supervised learning algorithm to train a model on a set of documents that have been manually indexed by subject matter using a standard vocabulary. The resulting model can then predict the subject of new and previously unseen documents by identifying patterns learned from the training data. To do this, the first step is to gather a large dataset of documents and manually assign each document a set of subject keywords/descriptors from a controlled vocabulary (e.g., from Agrovoc). Next, the dataset (obtained from Agris) can be divided into – i) a training dataset, and ii) a test dataset. The training dataset is used to train the model, while the test dataset is used to evaluate the model's performance. Machine learning can be a powerful tool for automating the process of subject indexing. This research is an attempt to apply Annif (<http://annif.org/>), an open-source AI/ML framework, to autogenerate subject keywords/descriptors for documentary resources in the domain of agriculture. The training dataset is obtained from Agris, which applies the Agrovoc thesaurus as a vocabulary tool.

Keywords: Agriculture, Annif, Automatic Subject Indexing, Ensemble, Neural Network, Openrefine, Subject Indexing

4. Verma, M. K., & Yuvaraj, M. (2023). AI-Based Literature Reviews: A topic Modeling approach. *SRELS Journal of Information Management*, 97–104. <https://doi.org/10.17821/srels/2023/v60i2/170967>

Abstract: The purpose of this paper is to highlight the importance of topic modelling in conducting literature reviews using the opensource LDAshiny package in the R environment, with green libraries literature as a case study. To conduct the analysis, a title and abstract dataset were prepared using the Scopus database and imported into the LDAshiny package for further analysis. It was found that the green libraries' literature ranged from 1989-2023, with a sharp increase in research topics since 2003. The study also identified key themes and documents associated with green libraries research, revealing that energy efficiency, waste reduction and recycling, and the use of sustainable materials have been extensively discussed in the literature. However, further research is needed on the implementation of these practices in libraries, as well as the impact of the COVID-19 pandemic on green libraries. The findings will be beneficial to researchers interested in using topic modelling for literature reviews.

Keywords: Green Libraries, Latent Topics, LDA Shiny, Literature Review, Topic Modelling

5. Kerketta, S., & Mukhopadhyay, M. (2023). Enhancing OPAC through Geospatial Data: Stackmaps and Text Visualization in Koha. *SRELS Journal of Information Management*, 105–112. <https://doi.org/10.17821/srels/2023/v60i2/170969>

Abstract: Physical stacks in academic libraries, despite the advent of digital repositories, remain important to users, especially in countries like India where physical resources hold considerable value. This study seeks to develop a system that enables users to locate books physically by integrating stackmaps functionalities with Koha OPAC. In addition, the study showcases how an open-source text analytics server can be incorporated inside an OPAC in Koha to generate various word-level visualizations by analyzing a text corpus, including the identification of geospatial features such as place names. This research aims to contribute to the advancement of information retrieval and visualization techniques in OPACs in academic libraries, and to improve the user experience in locating physical resources.

Keywords: Dreamscape, Geospatial Data, Koha, Stackmaps, Text Analysis, Voyant

6. Nath, A., & Jana, S. (2023). Data Wrangling from Socio-Academic Web-Space: Designing a Meta Model. *SRELS Journal of Information Management*, 113–125. <https://doi.org/10.17821/srels/2023/v60i2/170971>

Abstract: Data carpentry is an emerging field in the domain of LIS and has opened new possibilities for information professionals to survive in the age of data-intensive information services. However, library professionals face the challenges of information overload because of the free availability of data, both in terms of quantity and variety. The role of library professionals is moving from tech-savvy to data-savvy. This research discusses the possibilities of ODbL-based data sources that offer freely accessible data through API calls and proposes a meta-model for fetching and extracting datasets from these databases using an open-Source Data Wrangling Tool (OpenRefine). Further, it discusses the possible application of data wrangling techniques from diverse sources in libraries and how information professionals can take advantage of openly available data to provide value-added information services to users. The practical implications of an array of databases are projected through two case studies: Case Study I deals with measuring the productivity of individual institutions through different metrics, and Case Study II projects a coverage comparison among the ODbL-based citation and Altmetric databases. This meta-model will aid in understanding the potential application of data wrangling techniques to an array of library services.

Keywords: Data Wrangling, Data Carpentry, OpenRefine, ODbL Databases, Socio-Academic Data, REST/API

7. Garg, M., Hasan, N., & Gupta, A. (2023). Implementation of Koha in managing the e-resources of the library. *SRELS Journal of Information Management*, 127–132. <https://doi.org/10.17821/srels/2023/v60i2/170972>

Abstract: In the digital era, libraries have been acquiring and subscribing to various types of digital resources. Each e-resource possesses distinct formats and search requirements, offers multiple access and authentication methods, and involves complex licensing agreements. Therefore, effectively managing these diverse e-

resources necessitates a system that simplifies the processes of acquisition, access, and organization. An Electronic Resource Management System (ERMS) presents a potential solution for centralizing these operations. Numerous open source and commercial ERMS solutions are available and utilized in libraries worldwide. Nevertheless, numerous studies have revealed that libraries face financial constraints as well as limitations in terms of ICT infrastructure. An ideal solution should be both cost-effective and require minimal ICT infrastructure. Koha is one such software that has gained popularity in library automation, making it a viable option for managing e-resources. This study explores the implementation of Koha, version 22.11, for managing a library's e-resources. The study aims to investigate the existing features and functionalities of Koha in the context of libraries.

Keywords: E-Resources, Electronic Resource Management System, ERMS, IIT Delhi, Koha, Open Source

TEACHING TEACHER AND EDUCATION

1. Kochmanski, N., & Cobb, P. (2023). Identifying productive one-on-one coaching practices. *Teaching and Teacher Education*, 131, 104188. <https://doi.org/10.1016/j.tate.2023.104188>

Abstract: Despite recent advances in research on coaching, gaps remain in our understanding of effective coaching. We conducted a narrative review of a purposefully selected set of research reports on content-focused coaching to identify one-on-one coaching practices that can support teachers' development of ambitious and equitable instructional practices. Each of the resulting eight practices consists of three elements: a coaching activity, the purpose the activity serves in supporting teachers' learning, and the knowledge and perspectives implicated in enacting the activity. The practices clarify when, why, and how coaches might engage teachers in different coaching activities.

2. Nijland, F., Firssova, O., Robbers, S., & Vermeulen, M. (2023). The networked student. *Teaching and Teacher Education*, 131, 104169. <https://doi.org/10.1016/j.tate.2023.104169>

Abstract: In a university Master's program, for educational professionals seeking professional development, a networked learning intervention was conducted to facilitate students' construction of learning relations for their academic development. Answers were sought to the question on how adult distance university students experience informal learning networks with peers as part of their academic socialization processes. The development of learning networks in two cohorts of students was analyzed using Social Network Analyses (SNA) at three moments during the course. Based on SNA results, 16 students were interviewed on their experiences with these learning networks. Results show that students used their learning networks for knowledge construction, for academic socialization and to mitigate feelings of social and cognitive inadequacy. Results suggest that there is a relation between the ability to engage in learning relationships, and academic socialization processes and the utilization of new knowledge in students own professional practice.

Keywords: Networked learning, Academic socialization, Online learning, Distance education, Network literacy

3. González, P. (2023). Early childhood teacher identity development for working with culturally and linguistically diverse students in Chile. *Teaching and Teacher Education*, 131, 104191. <https://doi.org/10.1016/j.tate.2023.104191>

Abstract: This study investigates how three recently graduated early childhood educators in Chile construct teacher identities related to working with culturally and linguistically diverse (CLD) students. This multiple case study analyzes written narratives and interviews. Findings show that participants construct teacher identities that position them as advocates for CLD students, grounded on their personal identities and previous experiences, and expanded during the teacher education program. In this article, I argue that whereas participants constructed an identity for working with CLD students despite having graduated from

a program that did not include those contents, the development of pedagogical skills is still needed.

4. Trinh, E., & Behizadeh, N. (2023). Unmasking queer bodies to humanize teacher education: A diffractive collaborative autohistoria-teoria. *Teaching and Teacher Education, 131*, 104189. <https://doi.org/10.1016/j.tate.2023.104189>

Abstract: Recent scholarship in social justice-oriented teacher education emphasizes the importance of critical reflection for preservice teachers and teacher educators. However, more research is needed to document how teacher educators carry out this complex work from various perspectives. Therefore, we queer teacher educators explored *selves* in this study. We employed a diffractive collaborative autohistoria-teoria to unmask our identities and humanity. Specifically, we drew on queer, new materialist, and humanizing approaches to think with us. We have experienced joy and identity development and offer a queer way of designing and researching in teaching and teacher education.

5. To, J., Tan, K., & Lim, M. (2023). From error-focused to learner-centred feedback practices: Unpacking the development of teacher feedback literacy. *Teaching and Teacher Education, 131*, 104185. <https://doi.org/10.1016/j.tate.2023.104185>

Abstract: Driven by the need to build teachers' capacity to implement effective feedback, this study explored how a professional development programme fostered teacher feedback literacy in a Singapore secondary school. A learner-centred feedback design featuring peer and self-assessment was trialled in collaborative action research. Data from reflective journals, focus group interviews and feedback artifacts indicated that the programme enhanced teachers' understanding of learner-centred feedback and their capabilities to soothe students during peer feedback production and tackle pragmatic constraints. The interweaving of experimentation and multiple reflection opportunities was crucial to nurturing teacher feedback literacy. Implications for designing professional development programmes are outlined.

6. Mahalingappa, L. (2023). Building teacher candidates' self-efficacy beliefs about the education of multilingual learners: A linguistically responsive approach. *Teaching and Teacher Education, 131*, 104190. <https://doi.org/10.1016/j.tate.2023.104190>

Abstract: This study explores possible effects of a linguistically responsive instructional intervention including critical language awareness and systemic functional linguistics on preservice teachers' self-efficacy beliefs about providing support for multilingual learners, focusing on their knowledge of language structures, and incorporating multilingual activities and critical perspectives in classroom instruction. Survey data were collected from 106 preservice teachers (control = 54, intervention = 52). Findings suggest that the intervention had several significant effects on teacher candidate's self-efficacy beliefs and that many of the effects were moderated by background factors. This study shows that critical content infused into teacher education coursework can make differences in preservice teachers' perceptions.

7. Saunders, W., Topham, T., Jensen, B., Marcelletti, D., McCarthy, K. F., & Lee, L. (2023). What's in a teacher team meeting? Testing pedagogically productive talk as a framework for teacher collaboration. *Teaching and Teacher Education*, 131, 104176. <https://doi.org/10.1016/j.tate.2023.104176>

Abstract: This study examines transcripts of collaborations among an experienced team of sixth-grade teachers in southern California to determine the extent to which the framework for Pedagogically Productive Talk (PPT; Lefstein, Vedder-Weiss & Segal, 2020) is a useful tool for examining teachers' collaborative discourse. Based on our analysis of quantitative and qualitative data, PPT contributed to a thorough and meaningful analysis of the substance and progression of teacher collaborations. This case study highlights the value of efficient focus on a robust problem of practice and provides an operationalization of the PPT framework that tracks discourse over the course of one meeting.

8. Gotwalt, E. S. (2023). Noticing structural inequities in classroom discussions: The relationship between teacher educator pedagogies and teachers' noticing. *Teaching and Teacher Education*, 131, 104202. <https://doi.org/10.1016/j.tate.2023.104202>

Abstract: Supporting teachers to acknowledge the influence of structural inequities in their classrooms is a perennial challenge in teacher education. There is a need for research on supporting teachers to do the important work of noticing structural inequities in their classrooms. Using qualitative methods, the present study responds to this need, revealing that one teacher educator pedagogy may have supported teachers to notice the influence of structural inequities in their classrooms. In an analysis that juxtaposes teacher noticing and teacher educator pedagogies, this manuscript tells a story of initial teacher resistance, teacher educator persistence, and resulting teacher noticing of structural inequities.

9. Bjorklund, P. (2023). "I kind of have that place to sit": First-year teachers' experiences of belonging. *Teaching and Teacher Education*, 131, 104187. <https://doi.org/10.1016/j.tate.2023.104187>

Abstract: The first year of teaching is often fraught with difficulties. A sense of belonging can offer succor for first-year teachers as they navigate their new roles. Studies have explored belonging in K-12 students, but few have examined belonging in first-year teachers. To address this gap, I took a qualitative multiple case study approach using data from two semi-structured interviews with nine teachers during their first year in the classroom to explore how they experienced belonging at their schools. Five themes emerged across the cases. I detail these findings and offer suggestions for schools to improve sense of belonging in first-year teachers.

Keywords: Sense of belonging, First-year teachers, Early career teachers, Qualitative Research

10. Passmore, A., Hughes, M. T., Maggin, D. M., & Barcus, C. L. (2023). Exploring the utilization of high-leverage practices by teachers. *Teaching and Teacher Education*, 131, 104201. <https://doi.org/10.1016/j.tate.2023.104201>

Abstract: Special education high-leverage practices (HLPs) are designed to highlight practices foundational to teaching students with disabilities. While the field has

focused most of its attention on HLPs in preservice teacher preparation, our research shifts attention towards how current educators utilize the HLPs. This study aimed to investigate general ($n = 30$) and special ($n = 30$) educators' perspectives of their utilization of HLPs in support of students with disabilities through a Q-sort methodology. Results of the Q-sort revealed three distinct factor groups. Factor group distributions related to themes of focus on immediate content outcomes, effectiveness, and observance of individualized outcomes.

THE QUARTERLY JOURNAL OF ECONOMICS

1. Cook, L. D., Jones, M., Logan, T. D., & Rose, D. (2022). The evolution of access to public accommodations in the United States. *Quarterly Journal of Economics*, 138(1), 37–102. <https://doi.org/10.1093/qje/qjac035>

Abstract: The economic analysis of racial discrimination in public accommodations is remarkably limited. To study this issue, we construct a national data set of nondiscriminatory establishments from the Negro Motorist Green Books, a travel guide published from 1936 to 1966 to aid Black Americans in finding nondiscriminatory retail and service establishments. We document patterns in the geographic spread and evolution of Green Book establishments, as well as the correlates of Green Book presence. We find that economic and social measures, as well as state laws relating to racial discrimination and antidiscrimination, were correlated with the provision of nondiscriminatory services. We then use the Green Book data to test whether market conditions and white consumer discrimination led businesses to bar Black customers prior to the Civil Rights Act of 1964. We use plausibly exogenous variation from white World War II casualties and Black migration patterns to isolate the effect of a change in the racial composition of consumers on the growth of nondiscriminatory businesses. We find that the share of nondiscriminatory establishments grew faster in locations with larger increases in the share of the Black population, but the magnitudes were small. These results highlight the importance of federal legislation in ending racial discrimination in public accommodations.

2. Cullen, Z., Dobbie, W., & Hoffman, M. (2022). Increasing the Demand for Workers with a Criminal Record. *Quarterly Journal of Economics*, 138(1), 103–150. <https://doi.org/10.1093/qje/qjac029>

Abstract: We experimentally test several approaches to increasing the demand for workers with a criminal record on a nationwide staffing platform by addressing potential downside risk and productivity concerns. The staffing platform asked hiring managers to make a series of hypothetical hiring decisions that affected whether workers with a criminal record could accept their jobs in the future. We find that 39% of businesses in our sample are willing to work with individuals with a criminal record at baseline, which rises to over 50% when businesses are offered crime and safety insurance, a single performance review, or a limited background check covering just the past year. Wage subsidies can achieve similar increases but at a substantially higher cost. Based on our findings, the staffing platform relaxed the criminal background check requirement and offered crime and safety insurance to interested businesses.

3. Alan, S., Corekcioglu, G., & Sutter, M. (2022). Improving workplace climate in large Corporations: a clustered Randomized intervention. *Quarterly Journal of Economics*, 138(1), 151–203. <https://doi.org/10.1093/qje/qjac034>

Abstract: We evaluate the impact of a training program aimed at improving the relational atmosphere in the workplace. The program encourages prosocial behavior and the use of professional language, focusing primarily on leaders' behavior and

leader-subordinate interactions. We implement this program using a clustered randomized design involving over 3,000 headquarters employees of 20 large corporations in Turkey. We evaluate the program with respect to employee separation, pro- and antisocial behavior, the prevalence of support networks, and perceived workplace climate. We find that treated firms have a lower likelihood of employee separation at the leadership level, fewer employees lacking professional and personal help, and denser, less segregated support networks. We also find that employees in treated corporations are less inclined to engage in toxic competition, exhibit higher reciprocity toward each other, and report higher workplace satisfaction and a more collegial environment. The program's success in improving leader-subordinate relationships emerges as a likely mechanism to explain these results. Treated subordinates report higher professionalism and empathy in their leaders and are more likely to consider their leaders as professional support providers.

4. Kermani, A., & Ma, Y. (2022). Asset specificity of nonfinancial firms. *Quarterly Journal of Economics*, 138(1), 205–264. <https://doi.org/10.1093/qje/qjac030>

Abstract: We develop a new data set to study asset specificity among nonfinancial firms. Our data cover the liquidation values of each category of assets on firms' balance sheets and provides information across major industries. First, we find that nonfinancial firms have high asset specificity. For example, the liquidation value of fixed assets is 35% of the net book value in the average industry. Second, we analyze the determinants of asset specificity and document that assets' physical attributes (e.g., mobility, durability, and customization) play a crucial role. Third, we investigate several implications. Consistent with theories of investment irreversibility, high asset specificity is associated with less disinvestment and stronger effects of uncertainty on investment activities. We also find that the increasing prevalence of intangible assets has not significantly reduced firms' liquidation values.

5. Bordalo, P., Conlon, J. J., Gennaioli, N., Kwon, S. Y., & Shleifer, A. (2022). Memory and probability. *Quarterly Journal of Economics*, 138(1), 265–311. <https://doi.org/10.1093/qje/qjac031>

Abstract: In many economic decisions, people estimate probabilities, such as the likelihood that a risk materializes or that a job applicant will be a productive employee, by retrieving experiences from memory. We model this process based on two established regularities of selective recall: similarity and interference. We show that the similarity structure of a hypothesis and the way it is described (not just its objective probability) shape the recall of experiences and thus probability assessments. The model accounts for and reconciles a variety of empirical findings, such as overestimation of unlikely events when these are cued versus neglect of noncued ones, the availability heuristic, the representativeness heuristic, conjunction and disjunction fallacies, and over- versus underreaction to information in different situations. The model yields several new predictions, for which we find strong experimental support.

6. Ilut, C., & Valchev, R. (2022). Economic agents as imperfect problem solvers. *Quarterly Journal of Economics*, 138(1), 313–362. <https://doi.org/10.1093/qje/qjac027>

Abstract: We develop a novel bounded rationality model of imperfect reasoning as the interaction between automatic (System 1) and analytical (System 2) thinking. In doing so, we formalize the empirical consensus of cognitive psychology using a structural, constrained-optimal economic framework of mental information acquisition about the unknown optimal policy function. A key result is that agents reason less (more) when facing usual (unusual) states of the world, producing state- and history-dependent behavior. Our application is an otherwise standard incomplete-markets model with no a priori behavioral biases. The ergodic distribution of actions and beliefs is characterized by endogenous learning traps, where locally stable state dynamics generate familiar regions of the state space within which behavior appears to follow memory-based heuristics. This results in endogenous behavioral biases that have many empirically desirable properties: the marginal propensity to consume is high even for unconstrained agents, hand-to-mouth status is more frequent and persistent, and there is more wealth inequality than in the standard model.

7. Gray-Lobe, G., Pathak, P. A., & Walters, C. (2022). The Long-Term Effects of Universal Preschool in Boston. *Quarterly Journal of Economics*, 138(1), 363–411. <https://doi.org/10.1093/qje/qjac036>

Abstract: We use admissions lotteries to estimate the effects of large-scale public preschool in Boston on college-going, college preparation, standardized test scores, and behavioral outcomes. Preschool enrollment boosts college attendance as well as SAT test taking and high school graduation. Preschool also decreases high school disciplinary measures including juvenile incarceration, but has no detectable effect on state achievement test scores. An analysis of subgroups shows that effects on college enrollment, SAT-taking, and disciplinary outcomes are larger for boys than for girls. Our findings illustrate possibilities for large-scale modern, public preschool and highlight the importance of measuring long-term and non-test score outcomes in evaluating the effectiveness of education programs.

8. Grosjean, P., Masera, F., & Yousaf, H. (2022). Inflammatory political campaigns and racial bias in policing. *Quarterly Journal of Economics*, 138(1), 413–463. <https://doi.org/10.1093/qje/qjac037>

Abstract: Can political rallies affect the behavior of law enforcement officers toward racial minorities? Using data from 35 million traffic stops, we show that the probability that a stopped driver is Black increases by 5.74% after a Trump rally during his 2015–2016 campaign. The effect is immediate, specific to Black drivers, lasts for up to 60 days after the rally, and is not justified by changes in driver behavior. The effects are significantly larger among law enforcement officers whose estimated racial bias is higher at baseline, in areas that score higher on present-day measures of racial resentment, those that experienced more racial violence during the Jim Crow era, and in former slave-holding counties. Mentions of racial issues in Trump speeches, whether explicit or implicit, exacerbate the effect of a Trump rally among officers with higher estimated racial bias.

9. Caprettini, B., & Voth, H. (2022). New deal, new Patriots: How 1930s government spending boosted patriotism during World War II. *Quarterly Journal of Economics*, 138(1), 465–513. <https://doi.org/10.1093/qje/qjac028>

Abstract: We demonstrate an important complementarity between patriotism and public-good provision. After 1933, the New Deal led to an unprecedented expansion of the U.S. federal government's role. Those who benefited from social spending were markedly more patriotic during World War II: they bought more war bonds, volunteered more, and, as soldiers, won more medals. This pattern was new—World War I volunteering did not show the same geography of patriotism. We match military service records with the 1940 census to show that this pattern holds at the individual level. Using geographical variation, we exploit two instruments to suggest that the effect is causal: droughts and congressional committee representation predict more New Deal agricultural support, as well as bond buying, volunteering, and medals.

10. Smith, M. G., Zidar, O., & Zwick, E. (2022). Top wealth in America: New estimates under heterogeneous returns. *Quarterly Journal of Economics*, 138(1), 515–573. <https://doi.org/10.1093/qje/qjac033>

Abstract: This article uses administrative tax data to estimate top wealth in the United States. We assemble new data that link people to their sources of capital income and develop new methods to estimate the degree of return heterogeneity within asset classes. Disaggregated fixed-income data reveal that rich individuals earn much more of their interest income in higher-yielding forms and have much greater exposure to credit risk. Consequently, in recent years, the interest rate on fixed income at the top is approximately 3.5 times higher than the average. We value the population of U.S. firms using firm-level characteristics and apportion this wealth using firm-owner links. We combine this new data on fixed income and pass-through business returns with refined estimates of C-corporation equity, housing, and pension wealth to deliver new capitalized wealth estimates that build upon the methods of Saez and Zucman (2016a). From 1989 to 2016, the top 1%, 0.1%, and 0.01% wealth shares increased by 6.6, 4.6, and 2.9 percentage points, respectively, to 33.7%, 15.7%, and 7.1%. Overall, although we estimate a large degree of return heterogeneity, accounting for this heterogeneity does not change the fundamental story for top wealth shares and their growth—wealth inequality is high and has risen substantially over recent decades.

11. Chalendar, C., Fernandes, A. M., Raballand, G., & Rijkers, B. (2022). Corruption in customs. *Quarterly Journal of Economics*, 138(1), 575–636. <https://doi.org/10.1093/qje/qjac032>

Abstract: This article presents a new methodology to detect corruption in customs and applies it to Madagascar's main port. Manipulation of assignment of import declarations to inspectors is identified by measuring deviations from random assignment prescribed by official rules. Deviant declarations are more at risk of tax evasion, yet less likely to be deemed fraudulent by inspectors, who also clear them faster. An intervention in which inspector assignment was delegated to a third party validates our approach, but also triggered a novel manifestation of manipulation that rejuvenated systemic corruption. Tax revenue losses associated with the corruption scheme are approximately 3% of total taxes collected and are highly concentrated among a select few inspectors and brokers.

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